

Influence of Teachers Years of Teaching Experience on their Teaching Approaches in Secondary School, Ilorin Metropolis, Kwara State

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Abstract

This study investigated the influence of teachers' years of teaching experience on their teaching approaches in secondary school in Ilorin Metropolis, Kwara State. The population for this study comprised all teachers in secondary schools (upper basic and senior school) in the Ilorin metropolis. A researcher-designed questionnaire with psychometric properties of content validity and reliability index of 0.84 was used to elicit the needed data. Descriptive statistics of frequency count, percentage and mean. Findings revealed that teachers' years of experience influences their teaching approach such as pay little and limited attention to the teaching process which include using teaching aids, adequate and up to date lesson plans, use of a learning management system for teaching and evaluation among others. It was recommended that teachers should be encouraged to constantly update their notes and be encourage to always write lesson note for the teaching of different subjects. This become imperative because education and society are dynamic, so teaching and learning must be ready to be in line with the dynamic nature of the society among others.

Keywords

Teachers; Teaching; Experience; Secondary; Learning

INTRODUCTION

Education is the cornerstone of individual and national development in Nigeria. Individuals and the government spend significant human, material, and financial resources in the education system to ensure that it provides the best opportunity for a person to live effectively in society and contribute positively to national progress.

Regrettably, the behaviors and features demonstrated by the complete education product line, both inside and outside of academic institutions, do not appear to adequately justify this huge investment in education.

Education is an important human activity that contributes to the growth of any

community and the ability of individuals to function effectively in their environments.

According to Boit et al. (2012), education's goal is to give citizens the tools they need to improve their society and minimize injustices. Secondary education, in particular, is critical for national and individual development. Beyond primary education, it is vital for the growth of a country's human resource base. As a result, delivering high-quality secondary education is crucial for generating opportunities and advantages for social and economic growth.

One of the indicators of the quality of education provided is pupils' cognitive achievement (United Nations Educational Scientific and Cultural Organization, 2015).

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) published a report in According to Adediwura and Tayo in Kimani et al. (2013), academic achievement is determined by test and examination results or marks assigned by subject teachers.

It is also a term that is used to characterize a student's academic education.

Secondary school academic achievement is not only an indicator of a school's effectiveness, but also a primary driver of young well-being and the country's overall well-being. This is because the government, educators, parents, and society as a whole have long been concerned about students' academic performance.

Data on student achievement is widely used to assess institutions. Teachers in this context work as tutors in a range of private and public secondary schools. The concept of the teacher is relative in the sense that everyone who teaches is typically referred to as a 'teacher'. As a result, various definitions of what it means to be a teacher have arisen. It is also a term that is used to characterize a student's academic education.

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result, various definitions of what it means to be a teacher have arisen. According to Olatoye (2006), teaching effectiveness is the degree to which students' performance improves after a period of instruction in a way that is consistent with the goals of instruction. Teachers' success, on the other hand, is determined by their ability to successfully employ teaching resources, achieve educational goals, and communicate.

As a result, judging instructors' competence based on the results of standardized student assessments seems logical. Teachers rejoice and are rewarded when their schools and teaching subjects are well-regarded. The National Performance Evaluation System in Chile, for example, identifies high-performing teachers in funded schools (Organization for Economic Cooperation and Development, 2005).

Teachers' experience is one of the most essential factors of instructional efficacy. For example, a highly experienced teacher has a degree of knowledge that is superior to that obtained by the typical individual by teachers with less experience.

Before the Nigerian Teachers' Registration Council registers prospective teachers as teachers, they must demonstrate fundamental competence in insufficient preparation for effective classroom teaching, classroom management, and control (TRCN).

A typical teacher competency test should measure three types of knowledge: content, professional, and pedagogical knowledge. The content knowledge test typically includes knowledge about a specific subject. The teacher is expected to teach the type of broad knowledge that every educated adult should possess.

It is widely considered that understanding the subject matter to be taught is critical. The fact that most

instructors serve as role models, as well as the teaching style that distinguishes certified teachers from untrained teachers, who are generally referred to as auxiliary teachers, indicate the importance of general knowledge.

Harbison and Hanushek (1992) discovered that teaching experience has a positive impact on learning in their study.

Furthermore, in their research, Schiefelbein and Valenzuela (1993) discovered a significant link between academic achievement and teaching experience. As a result, teachers with more classroom experience are more likely than those with less experience to perform better in the classroom. Hanushek (1997) looked at instructor characteristics and found that, among other things, the number of years of experience was consistently linked to student success. As a result, any evaluation of a teacher's work must take into account analogous experience.

Teaching experience is regarded to be a prerequisite for employment. Aspiring teachers are required to participate in teaching practice during their studies. It has also been connected to teaching efficacy.

In the United States, the National Education Association (Soar, 1998) has been vociferous in its opposition to experience as a condition for employment. While experience may not make a difference in teaching effectiveness, competent instructional supervision will not only improve teachers' methodological and subject competence, but will also allow them to grow and develop professionally.

It is claimed that in order to give successful teaching and learning, teachers must have a specific level of knowledge. Experience, according to Mavhunditse (2014), is one of the most significant factors in excellent teaching. The majority of people believe that experience is the best teacher. The Department of Education (2012), on the

other hand, discovered that newly educated instructors were more effective. People with little experience are more effective than those with more experience.

Because they have new information, abilities, and experience, there is a sense that newly trained competent individuals have more to provide than those with extensive experience. The question is whether teachers will be able to apply their newly learned skills to the realities of classroom instruction. Teachers with more years of experience are more likely to become locked in their teaching methods and lose touch with their teaching and instructional resources.

Educational materials change over time, yet they are not flexible enough to include new concepts due to their years of experience. Despite the fact that the school provides textbooks, ICT-assisted aids, and blended instruction, some teachers find it difficult to accept. Classroom education requires constant updates in the hands of school teachers due to the changing nature of society; otherwise, the curriculum offered today would be obsolete.

The quality of teacher training, according to Tshabalala (2014) and Devlin et al. (2012), has an impact on instructional styles and skill advancement.

Ajayi (1991) discovered that long-serving professors (over 15 years) were the most preferable to other sorts of university lecturers in his research. Tuckman (1990) studied a cross-section of high schools using two teacher variables: experience and qualification. Teachers with two or more years of experience had a beneficial impact on student achievement, he discovered.

As a result, the analysis of teaching experience and performance demonstrates that the number of years of experience has a considerable impact on every classroom teacher's teaching performance degree. This study looked into the impact of teachers'

years of experience on their teaching approaches, based on prior disputes.

In a typical examination of the Nigerian educational system, a large percentage of young instructors with only a few years of experience is found. Many of these teachers appear to lack the requisite expertise in terms of teaching approach to ensure effective teaching and learning in schools, while those with more years of experience are either away from school for no apparent reason or present but not fulfilling their tasks as expected.

As a result, teaching is frequently abstract, and learning is frequently accomplished through rote memorization. The vast majority of these seasoned professors rarely, if ever, show up in class. In their classes, they rarely use teaching tools. Many of them, according to the researcher, still utilize ancient lecture notes that have been in use for decades. They believe that having up-to-date notebooks and instructional materials in class is more important than their experience.

This attitude among experienced teachers generates challenges for students, lowers the effectiveness and efficiency of class delivery, and may affect students' learning outcomes. As a result, the goal of this study was to investigate how teachers' years of experience in the classroom influenced their classroom instruction.

The Purpose of the Study

The study looked into teachers' years of teaching experience and how it affected their classroom instruction.

The study looked at how years of experience affects:

- a. writing of lesson notes for every lesson;
- b. the use of up-to-date instructional materials for teaching;

- c. the use of a learning management system for teaching and evaluation of their teachings;
- d. adopting different and suitable teaching strategies.

Research Questions

The following research questions guided this study.

- a. Do teachers' years of experience influence their continuous writing of lesson notes for every lesson?
- b. Do teachers' years of experience influence their use of up-to-date instructional materials for teaching?
- c. How do teachers' years of experience influence their use of a learning management system for teaching and evaluation of their teachings?
- d. Do teachers' years of experience influence their adoption of different and suitable teaching strategies?

RESEARCH METHOD

The population of the study is all of the teachers in upper basic and senior schools (public schools) in the Ilorin metropolis, and the target population is all of the teachers with many years of teaching experience (15 years and above). In the Kwara State city of Ilorin, there are 3,561 teachers working in 371 public upper and senior schools. Teachers were chosen using stratified sampling techniques from a pool of 1,210 teachers with at least 15 years of experience from 101 public schools. The data for the study was gathered using a three-scale questionnaire created by the researchers. The questionnaire items were validated by content validity experts, and the instrument's reliability index was determined using a test-re-test method (0.84). The frequency count and mean descriptive statistics were utilized to answer

Table 1. Frequent (%) of respondents' years of teaching experience

Teaching Experience	Freq	%
1-5 years	49	17
6 -10 years	71	24
11-14 years	81	28
15 years above	90	31
Total	291	100
Gender	Freq.	%
Male	113	39
Female	178	61
Total	30	100

Source: Field survey (2021).

Table 2. Mean scores of respondents on continuous writing of lesson notes for every lesson

Statement	N	Very True	True	Not True	Mean
I don't think it's necessary for me to prepare weekly class notes because of my teaching expertise.	291	179	64	48	1.59
My lecture notes from almost five years ago are still useful for educating my students.	291	148	92	51	1.67
I can teach more effectively without a lesson plan	291	211	51	29	1.65
I'm so familiar with the material of the classes that I don't even need to make lesson notes before teaching my pupils.	291	166	97	28	1.58

Source: Field survey (2021); Average mean = 1.51.

the questions the research questions that the study elicited.

FINDINGS AND DISCUSSION

The demographic data collected were presented as follows:

Bio-data: Years of teaching experiences

Table 1 shows that the majority of the respondents in the survey have at least ten years of teaching experience, in addition, males account for 39% of responders, while females account for 61%. The study sample of respondents' majority is female.

Research Question 1: Do teachers' years of experience influence their continuous writing of lesson notes for every lesson?

Table 2 shows that teachers' years of teaching experience has an impact on their ongoing writing of lesson notes, as evidenced by the average mean of 1.51 and the fact that all four items were above the average mean. The first on the list was that the old lesson note is considered very relevant while all others follow.

Research Question 2: Does teachers' years of experience influence their use of up-to-date instructional materials for teaching?

Table 3 shows that teachers' years of teaching experience has an impact on their

Table 3. Mean score of respondents on the use of up-to-date instructional materials

Statement	N	Very True	True	Not True	Mean
I can better explain topic to my students without teaching aides	291	72	183	36	1.89
Since I have been teaching the subject for a long, use of up-to-date teaching aids is less vital for my teaching	291	101	128	62	1.84
Preparation for up-to-date instructional material constitutes a waste of time for me. I can teach better with my experience.	291	91	133	67	1.93
I hardly any content of my subject with modern instructional material for the past 10 years.	291	99	94	98	2.03
I believe experience is more important than adoption of instructional materials	291	187	54	50	1.87

Source: Field survey (2021); Average mean= 1.81.

Table 4. Mean scores of respondents on the use of learning management system for teaching and evaluation

Statement	N	Very True	True	Not True	Mean
I am not use to using projector for teaching my students	291	78	200	13	1.77
I do not teach or evaluate my students with WhatsApp, Zoom, Google classroom or Google meet among others	291	97	164	30	1.76
Throughout my training in the teacher training college, I was exposed to any form of Learning Management System for either teaching or evaluation	291	101	167	23	1.73
I don't teach or evaluate my lessons with computer because I am not the school computer teacher	291	146	111	34	1.62
I cannot prepare my contents with any of the Learning Management System platforms	291	193	95	3	1.61

Source: Field survey (2021); Average Mean= 1.51.

use of out-of-date instructional resources, with mean scores for all five categories evaluated above the average mean threshold.

Research Question 3: How do teachers' years of experience influence their use of the Learning Management System (LMS) for teaching and evaluation of their teachings?

Table 4 revealed that the respondents' years of teaching experiences do influence their used of LMS negatively. by implication they were not train with the use of LMS while training in their various teacher training schools which would have promoted their adoption for teaching.

Table 5. Mean score of respondents on up-to date teaching strategies

Statement	N	Very True	True	Not True	Mean
I don't feel there is need for use of outside classroom teaching	291	201	83	7	1.57
My teaching is effective as such there is no need to update my teaching methods	291	103	105	83	1.56
The concept of think-pair-share teaching strategy is time consuming and not applicable for my teaching	291	141	134	16	1.57
I am comfortable teaching my subject in my own old ways.	291	110	164	17	1.68

Source: Field survey (2021); Average mean= 1.50.

Research Question 4: Does teachers' years of experience as influence on their adoption of different and suitable teaching strategies?

The findings also demonstrated that the number of years they have spent teaching has an impact on how they discuss and choose a teaching technique for their students. All the mean scores of the items ranges above the average mean score of 1.50.

Discussion

In the Ilorin Metropolis, the study looked at the impact of instructors' years of teaching experience on their teaching styles in secondary school.

According to the findings', most experienced teachers do not believe it is necessary to produce weekly lesson notes on a weekly basis, implying that they can educate their students better because they are familiar with their notes owing to their extensive teaching experience.

Due to innovation in the educational system, this is seen to be capable of impacting the learners' learning outcomes.

This study's findings are consistent with those of Adegboye (2010), who found that the longer a teacher has been in the classroom, the less likely they are to create fresh lesson notes or employ teaching aides. As a result, writing a lesson note on a regular basis improves the quality of

teaching and learning. Changes in lesson material occur as a result of changes in our surroundings and school policy, making lesson notes dynamic.

Another research revealed that there is a low use of current instructional material because respondents believe that their experience supersedes the use of teaching aides; they believe that their topic mastery experience makes teaching aides less important.

This finding could be attributed to the fact that experienced teachers believe they have sufficient expertise to teach pupils, therefore they pay little or no attention to the teaching process, which includes the use of teaching aids, proper and up-to-date lesson plans, and so on. The findings of the study also revealed that there is a low percentage of teachers that use a learning management system to improve or help their teaching.

They employ a variety of learning software to teach and assess their classes.

This suggests that teachers with more than ten years of experience valued the principles of experience far more than adopting instructional materials for teaching, which they saw as a time-consuming endeavor.

Experienced teachers' training also had a role in why they do not employ modern

learning management systems in public schools.

Findings found that teachers embrace the need for outside-the-classroom instruction and, as a result, field trips are encouraged, whereas respondents reject the need to update their teaching methods. This is supported by Paul et al. (2015), who stated that most teachers with more than 10 years of experience do not appear to use a variety of teaching approaches, even when the teacher discovers that the children do not understand or grasp the topic presented.

Sprinkle (2009) discovered in his study that students' perceptions of effective teaching differed among teachers with more years of experience, and that students saw effective teachers as those who used a variety of teaching styles and applied what they learned in the classroom to real-world situations.

Effective teachers have a sense of humor, excitement, compassion, empathy, and are interested in and concerned about their students' lives outside of the classroom, which is something that teachers with more years of experience do not always do.

CONCLUSION

In conclusion, the findings of this study show that instructors' years of experience teaching in public schools have a significant impact on their teaching methods. Increased years of teaching experience may not result in better teaching models and, as a result, improved student learning outcomes.

As a result, it was suggested that:

- a. Teachers should be encouraged to keep their notes up to date and to always prepare lesson notes for the various subjects they teach.
- b. Because both education and society are dynamic, teaching and learning must be prepared to keep up with society's changing nature. Teachers should be

encouraged to gain new abilities in order to fulfill the demands of 21st-century teaching and learning.

- c. To make teaching more meaningful, teachers with many years of experience should be encouraged to use a learning management system for teaching and evaluation through remuneration.

Teachers should be encouraged to keep up to date by changing their teaching methods.

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