
School Quality and Teachers' Characteristics Among Senior Secondary Students in Rivers State: Implication For Counselling

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Abstract

Students' performances in secondary schools in recent time have not been impressive based on the report from public examiners. Particularly, it was observed that History as a subject is almost going to the extinct as important as the subject is to individual citizen and the country as a whole. Government at different level are claiming that needed instructional resources are supplied to schools, also qualified hands especially subject teachers are employed, with all these efforts one will expect students' learning outcome to have improved over the years. But, the reverse is the case, the study therefore, investigated the extent at which school quality and teacher characteristics correlate with students learning outcome in history in senior secondary schools in River State. The research design used in the study was survey design, thirty (30) teachers and two hundred (200) history students were drawn through multi-stage sampling techniques from the four local governments within Rivers East senatorial district. Four instruments were used to gather information for this study, which are; School Quality Questionnaire (SQQ), Teachers' Classroom Characteristics Rating Scale (TCCRS), Classroom Interaction Sheet (CIS) and History Achievement Test (HAT). The validity and reliability of the instruments were established using three experts in the Institute of Education and Cronbach alpha. Five research questions were raised and answered in this study. The data obtained were analyzed using multiple regressions and Pearson Product Moment Correlation. The result showed that relationship exist between school quality, teachers' characteristics and students' learning outcome in history with positive correlation at $R=0.545$, a multiple R square of .297 with adjusted R square of .245. Moreover, the predictor variable explains 25% of the variance observed in students' learning outcome in history. The observed variance was statistically significant at $F(df=2, 228) = 5.712, p < 0.05$. Considering the overall teachers' classroom interaction pattern, the teachers observed used only 25.3% of the period for students' activities which is % of the subject period, 59.1% was used by the teachers to facilitate learning. The components of school quality and teachers' characteristics contributed significantly different in the prediction of students' learning outcome in history. Based on the findings of the study, it was observed that there are positive relationships between school quality, teachers' characteristics and students' learning outcome in history. Therefore, when teachers improve on their skills (in terms of teaching method and allow substantial time for students individual work in their various classes, etc.), and Government increases the supply of teachers and infrastructural facilities to improve school quality. These will increase the students' level of performance in history in secondary school. It is therefore, recommended that Government should provide learning opportunities for teachers to develop their knowledge, practices and attitude that are needed for maximum students learning outcome in history. Also teachers that have stayed long in the school and the newly employed ones should be encouraged to attend seminars/workshops in order to update their knowledge so as to be more effective in their teaching. Implication for counselling and education was also addressed and conclusion reached.

Keywords: School Quality, Teachers' characteristics, Learning outcome, Counselling Implication.

INTRODUCTION

Education is widely regarded as a basic human right, a key to enlightenment, and a source of wealth and power, education is critical to industrial and technological development, with the history of developed nations bearing records of this and developing nations aspiring to realize the same status through workable educational policies to liberate the citizen to become a productive member of the society. In other words, education is the cornerstone of economic growth and social development. It is a principal means of improving the welfare of individuals. It increases the productive capacities of societies and country's political, economic, social and cultural institutions. Education is a paramount tool for any meaningful and worthwhile development in the society and for any nation to develop; she must first develop her citizens through the provision of functional education (Adeyemo, 2008). Education transmits wisdom and knowledge of the older generation to the younger ones, to help them become functional members of the society.

The school environment should be conducive enough so as to enhance favourable students' learning. For instance, a school environment may indicate a great deal of cooperation among the various groups in the school setting while another may reveal a climate of tension and friction among the various group that makes up the school system. In fact, the environment a child is exposed to will definitely affect the performance of the child either positively or negatively as the case may be. Ojeritide (1991) postulated that for formal education to be properly provided, schools should be built with necessary facilities to ensure enriched and enabling environment for teaching and learning. To him, any school suitable for academic work requires physical facilities such as properly constructed and equipped classroom furniture, games facilities, laboratories, and hostels with basic amenities and any other equipment necessary for teaching and learning. Unfortunately many schools operate without laboratories for science subjects and many other facilities. Classroom blocks are dilapidated and lack furniture. As a result, many students sit under trees, which serve as the umbrella for rain and sunshine.

Moreover, Falodun (2003) asserted that school environment affects students' education and their conduct. Inadequacy of space and facilities in schools can easily inhibit the productivity of both the teacher and the learner while a conducive learning environment would enhance the sustenance of interest, stimulate learning and ensure satisfactory development and academic performance. In the light of the foregoing, many parents and guardians often want their children or wards to attend schools, which are believed to be adequately equipped. Hence, they prefer certain schools to others not minding the cost. Parents look for schools that are well staffed with teachers who have a sense of commitment. Since the teachers in these schools are better catered for than those in public schools who are working under poor environment and without adequate facilities. The above assertion summarizes why school environment can influenced the students' learning outcome.

Likewise, on the availability and adequacy of school resources, it is obvious that, private schools are more favoured than public ones. Considering the relationship between educational resources and students' academic performance, teacher's qualification and adequate facilities may be determinants of assessing academic performance of students. Hence the availability or non-availability of facilities and their adequacy in schools have an effect on students' learning outcome. This is in agreement with some educators who believe that teaching materials facilitate teaching and learning activities, which result in effective teaching and improve academic

performance. The school is an essentially human organization; because it has human operatives, clients and products, hence students' performance has positive relationship with the quality of teachers. The importance of adequate staffing of a school is clearly demonstrated by the way parents continue to drift from one school to another in search of school with better-qualified teachers. For efficient educational management, facilities help the school to determine the number of students to be accommodated, number of teachers and non-teaching personnel to be employed and the cost determination for the efficient management of the system.

In addition, the school climate is determined by the resources, especially classrooms under which the teachers and students operate which influences attitude in teaching and learning. Un-conducive classroom creates stress on teachers and students resulting in negative attitude toward school and learning by students. Facilities below approved standard could also lead to reduction in quality of teaching and learning in schools causing poor students' learning outcome. The school environment affects students' learning outcome. Facilities such as, desks, seats, chalkboard, teaching aids, and cupboard are ingredients for effective teaching and learning. A good education policy or programmed to guarantee quality outputs, it must be serviced optimally with appropriate trained and motivated teaching staff, adequately supplied with necessary facilities and equipment. In other words, a good school must have adequate resources which may be divided into three categories: Financial resources, human resources and physical (material) resources. The human resources are teachers and the non-teaching staff, and physical resources mean facilities including classrooms, desks, toilets, offices, books and teaching aids; all these resources cannot be acquired without financial resources (Gravestock & Gregor-Greenleaf, 2008).

Furthermore, In enumerating the factors that could be responsible for varying intra-and inter-school/academic achievement, Salawu and Adedapo (2001), listed four important factors including the acute scarcity of instructional resources which they said constrained educational systems from responding more fully to new demands'. They claimed that, in order for government to do their part in meeting the crisis in education, educational systems will need real resources that money can buy, they will need a fuller share of the nations' manpower, not merely to carry on the present work of education, but to raise its quality, efficiency and productivity. They will need buildings, equipments and more learning materials. Momoh (1980) carried out a research on the effects of instructional resources on students' performances in WASC examination in Kwara State. He correlated material resources with academic achievements of students in ten subjects. Information was collected from the subject teachers in relation to the resources employed in teaching in five schools. The achievements of students in WASC examinations for the past five years were related to the resources available for teaching each of the subjects.

Moreover, Instructional materials are materials needed to facilitate teaching- learning process in school, the materials must be teachers' and pupils' centered. It can be teacher's centered when it has to be used by the teacher for the purpose of facilitating instructional activities. Some of these materials are instructional aides, chalkboard, computers, fliers etc. On the other hand, pupils' centered instructional materials are materials utilized by the pupils for the purpose of learning. Some of these materials are notebooks, textbooks, mathematics set, calculators, counters etc. It is however worrisome to note that the supply of these materials are grossly inadequate and unevenly distributed in most of our schools, according to Darling-Hammond, Chung & Frelow, (2002), the supply of appropriate teaching materials is particularly inadequate in large part of Africa while this is to some extent a question of finance, the issue of

producing and distributing adequate teaching materials for African schools goes much beyond the question of funds. He concluded by saying that there is an urgent need not just for any teaching materials and text books, but for materials that are more closely in tune with the realities and needs of African societies as instructional materials determine to a large extent the rate at which learner will acquire the subject content.

In their own contribution, Laczko-Kerr and Berliner (2002) quoted World Bank as stating that at present, developing countries devote a very small proportion of school expenditure on teaching resources, including books, maps or visual aids. Industrial countries allocate about 14 percent of junior secondary recurrent cost on classroom resources (books, teaching aids, furniture, etc.) and 86% on salaries, whereas, the average in Asia is between 9-91% presently, and in Africa it is between 4-96%.

Apart from devoting small amount of money to education, some of other reasons that have led to inefficiency of teaching materials in most part of Nigeria, are: lack of expertise in the design, preparation and evaluation of materials; inadequate training of teachers in the use of these materials; lack of production capability, and poor organization of distribution Olaleye (2011). The class setting and population has also been identified as one of the problems hindering effective use of instructional materials.

Also, Darling-Hammond, Chung and Frelow (2002) in their study on "Crowded Classrooms investigated the extent to which instructional materials are available to the classroom teacher and how he utilizes the materials. He found that out of the classes that were surveyed 96% had one or more chalkboards; 75% of the blackboards were for writing on with chalk. Surprisingly less than 50% (45.8%) of the teachers possessed white chalk and only 37% had coloured chalk. A few classrooms (37%) had whiteboards for writing on with special markers. On average, teachers write on the blackboard between 5 and 10 times a day. This makes the blackboard perhaps the most used visual aid in teaching in the junior secondary school. The lack of chalk in the school was great limitation to a number of teachers.

In the research conducted by Owoeye and Yara, (2011) they discovered that in most subjects, there was one textbook shared by three students. In some schools, one textbook was shared between five to ten children. In some cases the only person with a textbook was the teacher. Exercise books were used in all classes including standard one. In the lower classes each learner had one or two exercise books while in the upper classes each learner had more than five different exercise books. They concluded by saying that because learner had to buy the exercise books at their own expenses from local shops, it was found that an average of 30% of the learners did not have the required number of exercise books, nor did they have writing materials such as pencils and pens. Practical back-up materials for learning some school subject in the classroom studied and a few wall charts were conspicuously lacking. The counting materials were used mainly in the lower junior secondary school. Several teachers that were interviewed were not aware of other basic teaching aids nor did they care much about local and international measuring instruments for teaching weights, lengths, volumes and capacities. Apart from a few schools which had spirit duplicators, most schools in the study (70%) did not have a duplicating machine. This means that teachers cannot duplicate teaching and learning materials for the learners (Rice, 2003).

In their own submission, Ruthland and Bremer, (2002) says that there are cases in which the teacher wishes to give written tests or assignment to the pupils. The teacher has to write the assignment on the blackboard and then the pupils copy it out in their exercise books. This wastes a lot of valuable time both for the teacher and the pupils. According to Role (2010), asserted that

although schools did not have such sophisticated teaching aid as the slide projector, the overhead projector, television set, computer terminal and tape recorders, they had a radio but the extent to which these radios were used for teaching/ learning purposes was doubtful. The radio was found kept either in the headmaster's office or by a teacher. Some teachers in the schools' surveyed were not even aware that their schools had radios. The Government has not been in position to supply these materials adequately to schools; therefore, teachers are left with problems of not only identifying relevant instructional materials, but also how to make use of them accordingly to achieve the desired instructional objectives.

Teacher quality involves the level of qualification and research on the value of a teacher's advanced degree is mixed: some studies show that while additional teacher education has a positive correlation with student achievement in some cases, others find that it negatively affects achievement (Greenwald, Hedges & Laine, 1996). Goldhaber and Brewer (1997) found that a teacher's advanced degree is not generally associated with increased student learning from the eighth to the tenth grade, but having an advanced degree in math and science for math and science teachers appears to influence students' achievement. The same results were not found to be true for teachers of English or history. In the same way Goldhaber and Brewer (1997) suggest that the findings of other studies about the impact on student achievement of teachers' advanced degrees are inconclusive because they considered only the level of the degree and not the subject of the degree, which may affect student achievement in different ways than the degree level. Nevertheless, results from all the studies seem to imply that there is not a positive correlation between teachers having advanced degrees in subjects other than those they teach and student achievement.

Various educators for example, Ukeje (1970) and Fafunwa (1969) have written extensively on the prime importance of teachers to the educational development of any nation albeit simple, complex, developed or developing. From the writings of these educators, one can infer that whatever facilities are available, whatever content is taught, whichever environment the school is situated and whatever kind of pupils are given to teach, the important and vital role of the teacher cannot be over-emphasized. Assuming that necessary facilities are adequately provided for, the environment is conducive to learning, the curriculum satisfies the needs of the students and the students themselves have interest in learning, learning cannot take place without the presence of the teacher. Fagbamiye (1977b) noted that schools with stable, experienced and qualified teachers usually have better school facilities in terms of school buildings, books and equipments than those schools which have difficulty in attracting experienced and qualified staff. There is a wide range of findings on the relationship between years of teaching experience and student outcomes. (Afolabi, 2011) found that fewer than half of the previous studies on the estimated effects of teacher experience showed that teachers' experience had any statistically significant effect on student achievement; of those, thirty three studies found that additional years of experience had a significant positive effect, but seven found that more experience actually had a negative impact on student achievement. Other studies show a stronger positive relationship between teacher experience and student learning outcomes.

Teachers' classroom management refers to some forms of arrangement and coordination that go on in the classroom. Whenever activities are not organized, there will be confusion and chaos. It is not likely that the activity will be carried out properly. Classroom management as a concept according to Olowoye (1990) refers to the method or technique which a teacher adopts to ensure that every learner utilizes available resources and with the sole aim of achieving the

goals of the school system towards learning. In the same vein, Arogundade (2009) defined classroom management as the process whereby human and material resources are organized, students motivated and inspired and a cooperative working environment created to accomplish educational objectives. Classroom management as given by Orukotan and Oladipo (1994) involves the bringing together in a careful manner those elements which help to create a good teaching-learning condition in a class.

In the same vein, Ajayi (2004) asserted that effective teaching learning process cannot be accomplished without good classroom management. Arising from these definitions is the fact that all activities put in place by the teacher and the school heads to ensure effective teaching-learning process in the classroom constitute what classroom management is all about. Such activities include mastery of the subject matter, making the classroom environment conducive to learning, using appropriate teaching methods, provision of physical facilities, information services, motivation teacher-student relationship etc. According to Afe (1995), teaching taste is done through conscious and deliberate effort, but for a teacher to carry out this conscious and deliberate effort called teaching he needs a conducive environment. Afe in 1995 discovered that in Ekiti State Unity Secondary Schools, teachers have work environment devoid of required resources needed for good classroom management. However good the school performances may be if necessary resources are not there the teachers cannot perform, no matter how much they induced. Teachers work environment reflect the history of internal and external struggles, the types of people and the organizational attracts, or it work processes and physical layout, the mode of communication, motivation and the system of authority within the system (Arogundade, 2008). Teachers work environment therefore is the Prevailing attributes or components which can be perceived about a particular organization by individual that work there and which serve as a force influencing their job behaviour (Akwegwu, 2005). It has been observed that teachers work environment components such as physical facilities, information services, motivation and teacher- student relationship are likely to influence classroom management in secondary schools.

Many research reports have shown that physical facilities influence teachers' classroom management. Asiyai (2006) defined physical facilities as the entire school plant or educational facilities such as classrooms, staffroom, laboratories, library, audiovisual aids, electricity, water, desks, chairs, tables, storage space and others which school administrators, teachers and students may need and utilize for the smooth and efficient classroom management. Recently, despite the obvious leading roles teachers play in the classroom management towards attaining educational objectives, teachers work environment in terms of provision of physical facilities remained a serious problem. Today the teaching variables are neither sufficient nor adequate for positive teaching and learning outcomes. The teachers at times had to work under the most unsafe and unhealthy conditions like dilapidated physical buildings, out-dated libraries, stinking abandoned classroom and broken furniture. Ogunleye (2002) in his studies pointed out that those poorly motivated teachers have less concern for effective classroom management and consequently the school goods and objectives are not wholly achieved and this affect students learning outcome.

In the same spirit, Ofoegu (2004) discovered the problems cause by delays consistencies and errors in paying teachers' salaries and other remuneration it has seriously conflicted impact with teacher classroom activities. In any conducive work environment, teachers must be good listeners, available, approachable, source of information, paying adequate attention to student activities and trustworthy in performing their roles to yield a highly effective teacher capable of igniting a spark in the classroom (Maxwell, 1998). According to Adegun (2002) most of the persistence problems and complications that bedevilled classroom management arises from

either lack of information resources and poor capacity for information management.

History is meant to help us understand how free and democratic society has developed over the countries. Without history of our past, we would not be able to know who we are, where we come from and how we came to be what we are today. We would thus be in darkness of our own identity Osokoya, (1996) history has always been a source of aspiration because it held up the use of tradition and glory. History is one of the traditional subject that retain its uniqueness for the study because of its relevance even at this scientific and technological age, there is the need to initiate the young ones into the cultural heritage if our identity as a group or nation is to be maintained. In the developed countries history is seen as a means of playing a central role in the transmission of a common culture or agreed inheritance.

Moreover, Ayot (1979) history should be looked at as a field of intellectual exploration and adventure, which is constructing the past for better future. Therefore, teaching history in our schools should be taking as an investment of knowledge and acquisition of ability to think and express oneself intelligently about human past. History develops the skill of critical thinking and ability to make sound judgements about human situations. It also involves the comprehension and analysis about people in the past or even present. Through historical education learners develop skill of analysis and synthesis, ability to select and organised information, pose and test hypothesis, ask appropriate questions, constructive, narrations, recall information, use chronological conversion and put events in remembrance. Osokoya in 1996 further stressed on the relevancies of history as a subject where he asserted that history as a subject entail handling of varied and sometimes conflicting sources of evidence about past human action with the subsequent development of cognitive skills of comprehension, analysis and evaluation. History will make the young ones understand our social background in an intellectual atmosphere. The teaching of history is beset with serious problems in the Nigeria secondary schools, because of lack of understanding and importance of the subject, low academic achievement in history and inadequate motivational, shortage of instructional materials, reduction in the number of history students due to poor performance of previous students, inadequate supply of professional teachers and too heavy a syllabus for the prescribed duration.

Research Questions

Based on the stated problem, the researcher provides answers to the following questions:

- What is the relationship between school quality and students' learning outcome in History in senior secondary school in Rivers state?
- What is the relationship between teachers' characteristics and students' learning outcome in History in senior secondary school in Rivers state?
- What is the profile of History teachers in terms of classroom interaction?
- To what extent do school quality and teachers' characteristics variables combine to predict students' learning outcome in History in senior secondary school in Rivers state?
- What are the relative contributions' of the components of school quality and teachers 'characteristics on students' learning outcome in History in senior secondary school in Rivers state?

METHODS

Research Design

The study used survey design. This research type was chosen because the researcher did not have control over the variables as their manipulation had already occurred.

Population

The target population for this study comprised all History teachers and all SSII History students in public senior secondary schools within Rivers East senatorial district. The reason for this choice was that, they are in the best position to provide adequate information about their History teachers' characteristics and students' learning outcome.

Sampling Procedure and Sample

Multi stage sampling procedure was used for the study. First, Rivers state has been stratified along three senatorial district (Rivers East, Rivers West, and Rivers South-East) respectively. Simple random sampling technique was employed to select one senatorial district out of the three that exist in the state. From the selected senatorial district which has been sub-divided into eight local governments, interval random sampling technique was employed to select four out of the eight local government areas. Moreover, from each of the selected local government, simple random sampling technique was adopted to select five schools each, making a total of twenty schools in all. Purposive sampling technique was used to select thirty (30) History teachers and ten (10) SSII students each from the selected schools. The total sample therefore was 220 participants of thirty (30) teachers and two hundred (200) students.

Table 1: Sample Summary

Rivers East Senatorial District	Name of local governments	No of sample Schools	No of teachers sampled	Number of students sampled
	Phalga Local Govt	5	8	50
	Obior/Akpor Local G	5	8	50
	Ikwerre Local Govt	5	7	50
	Emolga Local Govt	5	7	50
	Total: Four L G	20	30	200

Instrumentation

Four instruments were designed for this study. These are:

- School Quality Questionnaire (SQQ)
- Teachers' classroom characteristics rating scale (TCCRS)
- Classroom interaction sheet (CIS)
- History Achievement test (HAT)

School Quality Questionnaire (SQQ):

This questionnaire was constructed by the researcher; the instrument is measuring school essential infrastructural facilities that can enhance smooth teaching-learning in a typical school. It contains two sections: A and B. Section (A) is on participants' personal data: which consists of school name, gender, age bracket etc. Section (B) consists of twenty-five items on school quality components. The respondents will respond along 4- point Likert scale response options, which are: (SA= Strongly Agree; A=Agree; D= disagree and SD= Strongly Disagree). The instrument was given to the researchers' supervisor and three (3) experts in research instrument construction in the Institute of Education for proper vetting and faces validity. It was then validated by the researcher on a similar sample of thirty (30) respondents that were not included in the study with the resulting reliability co-efficient of 0.78.

Teachers' Classroom Characteristics Rating Scale (TCCRS):

This instrument was adopted by the researcher. It was constructed for Universal Basic Education Commission (UBEC) Federal Teachers' Scheme (FTS). The instrument is measuring teachers' classroom interaction and management; it is made up of two sections. Section A is on classroom indicator which consists of teachers' name, subject taught, period and date. Section B consists of twenty five items on teachers' classroom characteristics and it was divided into six segments which are: preparation/quality of lesson plan, instructional materials, classroom presentation, classroom management, professional/ personal quality and pupils' activities. The researcher rated along 5-point categories, which are: (5= Excellent; 4= Very good; 3= Good; 2= fair; 1= Poor).

Classroom Interaction Sheet (CIS):

This instrument was adopted by the researcher. It was constructed for Universal Basic Education Commission (UBEC) Federal Teachers' Scheme (FTS). The instrument is measuring teachers' classroom interaction pattern. It was divided into six categories which are: Individual student work, student group activity, teacher-prompting learning, monologue, teacher not facilitating learning, confusion and others (whatever interaction that does not fit into 1-6) the coding is placed on interval of 15 seconds

History Achievement Test (HAT)

This instrument consists of two sections, A and B: Section A is on the biodata of the students which are the students' age and gender. Section B contains 65 items that were constructed from five major topics in SS2 first term History curriculum. The test blue print on 65 items was constructed based on the first three levels of Bloom's taxonomy of educational objectives (Knowledge, Comprehension and thinking) and was trial tested. The difficulty indices and discriminating indices of the items were found. The items with difficulty indices between 0.40 and 0.75 and with discriminating indices between 0.32 and 0.45 were finally selected. This reduced the items to 50 items which the researcher finally used for the study.

Procedure for Data Collection

Letter of introduction from the Researcher's supervisor was taken to each of the sampled schools to seek for permission to use their teachers and students for the research; the researcher interacted with the History teachers as well as the History students in order to establish a good rapport. Four research assistants were trained for the study. In each of the sampled school, the research assistants with the researcher distributed the instruments to the respondents and gave instructions on how to fill them. After the administration of the instruments, the researcher and the assistants collected the instruments back for analysis. This lasted for five weeks.

Data Analysis Procedure

Data collected was analyzed using multiple regressions and descriptive statistics and Pearson Product Moment Correlation.

RESULTS AND DISCUSSION

Research Question One: What is the relationship between teachers' characteristics and students learning outcome History in Rivers state?

Table 2: Correlation between teachers' characteristics and students' learning outcome in history

Variables		Teachers' Characteristics	Students' History Learning Outcome
Teachers' Characteristics		1	.415
	Pearson Correlation Sig. (2-tailed)		.023
Students' History Learning Outcome		.415	1
	Pearson Correlation Sig. (2-tailed)	.023	

Significant at .05 level

Table 2 presents the Pearson product moment correlation result of the relationships between teachers' characteristics and students' learning outcome in history. The table reveals positive moderate significant relationship between the variables at ($R = .415$, $p < .05$). This is an indication that teachers' characteristics relate with students' learning outcome in history. In other words, there is a significant relationship between teachers' characteristics and students' learning outcome in history.

It was observed that teachers' characteristics relate positively with students' learning outcome in history and the result was in line with the finding of Gabriel (2009) who reviewed studies on teachers' characteristics and stated that higher qualification of the teachers was important for teaching at the secondary school level; in particular for science subjects; teacher training and qualification have a positive effect on students' academic achievement. He stressed the fact that more intelligent and knowledgeable teachers produce desirable students' achievement. Darling-Hammond, 2000 support the above finding when he reported that teachers' academic qualification is the most consistent significant predictor of teaching

effectiveness as measured by students' learning outcome in reading and mathematics.

Moreover, the current finding support the finding of Manson (1981) where he emphasized that teacher qualification is an important input in teaching-learning situation and students' achievement. Since, quality outputs demand quality inputs. He further argued that teacher qualification has implication on the way a teacher plans his or her lesson, interprets aims, objectives and delivers the lesson; thus making it possible for teachers' academic qualification to affect their students' academic learning outcome. Onocha's (1985) study corroborates with the above researchers while he asserted that teacher qualification is a significant predictor of student's achievement in science. This directly implies that teacher's qualification has something to do with their students' achievement as both are interdependent. Brewer cited in Adeyemo (2008) support Onocha's (1985) where he reported that increased teacher qualification promotes teaching effectiveness. This corroborates with its findings supports that the graduate teachers are more effective and productive than the non-graduate teachers in business studies as in national policy on Education where it is stated that "All educational programmes depend very largely on the quality of the teachers in the schools and the recruitment and training of teachers deserve high priority in education planning."

Research Question Two: What is the profile of History teachers in term of classroom interaction?

Table 3: Profile of teachers' classroom interaction pattern

Teacher category	Individual student work	Student group Activity	Teacher prompting learning	Mono-Logue	Teacher not facilitating learning	Confusion	Others	Total
Total %	362.3	396.1	1766.85	64	213.97	131.7	58.9	100%
% Mean	12.1%	13.2%	59.1%	2.1%	7.1%	4.4%	2%	100%

Considering the result from the overall history teachers' interaction pattern, the teachers observed used only 25.3% of the period for Students' activities which is % of the subject period, 59.1% was used by the teachers to facilitate learning and 15.6% goes to other activities that do not facilitate learning. This implies that 25% of the teaching- learning process was given for students' participation and 75% occupied with teachers facilitating learning and other activities which are not facilitating learning. This may be resulting from necessities of detail explanation required in history class.

Research Question Three: To what extents do school quality and teachers' characteristics variables combine to predict students' learning outcome in History in Rivers state?

Table 4: Model summary and ANOVA on school quality, teachers' characteristics and students' learning outcome in History

R =.545 ^a					
R square =.297					
Adjusted R square = .245					
Standard error of the estimate =4.008					
Model	Sum of squares	Df	Mean Square	F	Sig.
Regression	183.545	2	91.773	5.712	.009 ^a
Residual	433.822	228	16.067		
Total	617.367	230			

Significant at 0.05 level.

From table 4 the combination of the two independent variable, that is: school quality and teachers' characteristics jointly related with students' learning outcome in history, with positive moderate correlation at $R=.545$, a multiple R square of .297 with Adjusted R square of .245. The multiple correlation of .545 indicates a moderate relationship among the two independents variables and students' learning outcome in history. Moreover, as shown in table 4.1.4a the combination of the two independent variables explains 24.5% or 25% of the variance observed in students' learning outcome in history. The observed **R** value was statistically significant at $F(df = 2, 228) = 5.712$, $P < 0.05$. This implies that the two variables actually predict students' learning outcome in history.

Table 5: Relative Contribution of school quality, teachers' characteristics on students' learning outcome in History

Model	Unstan Coefl	dardized icients	Standardized Coefficients	T	Rank	Sig
(Constant)	27.874	Std. Error 2.483	Beta	11.225		.000
School Quality	1.808	.714	.426	2.534	1 st	.017
Teachers Characteristics	1.433	1.003	.240	1.429		.164

Significant at 0.05 Level.

From the above table, it is evident that this variable contributed significantly in the prediction of students' learning outcome. School Quality with this feature ($\beta=426$, $t=2.534$, $p < 0.05$). However, this variable contributed positively but insignificant in the prediction of students' learning outcome in history. Teachers' characteristics with this feature ($P = .240$, $t = 1.429$, $p > 0.05$). This is an indication that school quality actually determines the learning outcome of history students.

The significant result of the relationship between school quality and teachers' characteristics buttresses Ojeritide (1991) postulated that for format education to be properly provided, schools should be built with necessary facilities to ensure enriched and enabling environment for teaching and learning. To him, any school suitable for academic work requires physical facilities such as properly constructed and equipped classroom furniture, games facilities, laboratories, and hostels with basic amenities and any other equipment necessary for

teaching and learning.

The finding also supports that school environment affects students' education achievement, their conduct and inadequacy of space and facilities in schools can easily inhibit the productivity of both the teacher and the learner. While, a conducive learning environment would enhance the sustenance of interest, stimulate learning and ensure satisfactory development and academic performance. In the light of the foregoing, many parents and guardians often want their children or wards to attend schools, which are believed to be adequately equipped. Hence, they prefer certain schools to others not minding the cost. Parents look for schools that are well staffed with teachers who have a sense of commitment.

Research Question Five: What are the relative contributions of the component of school quality and teachers' characteristics on students' learning outcome in History in Rivers state?

Table 6: Model summary and ANOVA on components of school quality, teachers' characteristics and students' learning outcome in History

Model	Sum of squares	Df	Mean Square	F	Sig.
Regression	258.899	.2	64.725	4.514	.007
Residual	358.468	228	14.339		
Total	617.367	230			

From table 6 the combination of the two independent variable, that is: School Environment, Facilities, Instruction Materials and teachers' characteristics jointly related with students' learning outcome in history, with positive moderate correlation at $R=.648$, a multiple R square of .419 with Adjusted R square of .326. The multiple correlation of .648 indicates a moderate relationship among the two independents variables and students' learning outcome in history. Moreover, as shown in table 4.1.5b the combination of the three components of school quality and teachers characteristics explains 32.6% or 33% of the variance observed in students' learning outcome in history. The observed R value was statistically significant at $F(df = 2, 228) = 4.514, P < 0.05$. This implies that the four variables actually predict students' learning outcome in history.

Table 7: Relative Contribution of school quality, teachers' characteristics on students' learning outcome in History

Model	Unstandardized Coefficients		Standardized Coefficients	T	Rank	Sig
	B	Std. Error	Beta			
(Constant)	19.556	3.950		4.951		.000
School Environment	2.271	1.069	.350	2.124	2 nd	.044
Facilities	.552	1.103	.089	.501		.621
Instructional Materials	2.284	.967	.379	2.361	1 st	.026
Teachers Characteristics	1.301	.885	.252	1.470		.154

From the above table, it is evident that these variables contributed significantly in the prediction of students' learning outcome in history. School Environment with this feature ($P=.350$, $t_{2.124}$, $p < 0.05$). Instructional Materials with this feature ($P=.379$, $t_{2.361}$, $p < 0.05$). However, these variables contributed positively but insignificant in the prediction of students' learning outcome in history. Facilities with this feature ($\beta = .089$, $t_{.501}$, $p > 0.05$). Teachers' characteristics with this feature ($P = .252$, $t_{1.470}$, $p > 0.05$). The result implies that instructional materials are the most influential in the prediction followed by school environment respectively.

CONCLUSION

From the findings of the study, it was observed that there are positive relationships among school quality (facilities, instructional materials, and environment), Teachers' characteristics (subject mastery, classroom management, teaching experience, teaching method), and students' learning outcome in history. Therefore, when teachers improve on their skills (in term of teaching method and allow substantial time for students individual work in their various classes, etc.), and Government increases the supply of teachers and infrastructural facilities to improve school quality. These will increase the students' level of performance in secondary school history.

Recommendations

The findings summarized above have far-reaching educational implication for government, teachers, curriculum planners and school administrators. Therefore, the following recommendations were made:

- Government should provide learning opportunities for teachers to develop their knowledge, practices and attitude that are needed for maximum students' learning outcome in history.
- Teachers who have stayed long in the school and the newly employed ones should still be encouraged to attend seminars/workshops in order to update their knowledge so as to be more effective in their teaching.
- Teachers should be assigned to teach the subjects of their specialization or subjects in which they profess to have the skill, ability and interest so that their efforts may yield desirable students' learning outcome.
- Government and schools' proprietors should improve on the provision of adequate infrastructural facilities in order to enhance maximum students' learning outcome in history.
- Government should improve in the supply of history teachers in various secondary schools. Since the experience of the past is indispensable to shape the future.

Implication for Counselling and Education

The findings and conclusions reached in the study have far reaching implications for the counselling profession and the educational system in Rivers State and Nigeria in general.

Since school quality and teachers characteristics has become the talk of the day among

Rivers State students, preventive counselling approach to curbing abuse of school quality and its behaviour resulting from teachers characteristics among teachers should be applied right from nursery period and to the tertiary institution. Effective counselling service should be provided at all level of school system including nursery, primary, secondary and university programmes.

If the preventive approach to tackling teachers' characteristics behaviour is to be effective then more professionally trained counselor should be employed to render effective counselling services to the population of teachers in Rivers state. A situation where one or two guidance counselors are employed to render professional counselling service to over 1,008508 teachers in Rivers State.

The counselling centres in Rivers State should be equipped with materials needed to enable them function effectively, such as psychologists and psychological test materials, internet services and support staff. A situation where teacher are just gathered and enlightened in the danger of ill characteristics behaviour is not professionally enough.

A conscious effort should be made to administer a questionnaire on a cross section of teachers and the results from such questionnaire administration should be used as a basis for inviting teachers into counselling intervention.

Individual and group counselling work should be utilized by counsellors to relevant teachers who become identified as likely culprits of ill behaviour on the objective analysis.

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