The Influence of Teachers Qualifications on Academic Performance of Secondary School Students in Delta State.

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Abstract

This study investigated the influence of teachers’ qualification on students’ academic performance in secondary school in Delta State. A random sampling technique was used to select 25 public secondary schools out of 25 Local Government Area of Delta State. Total of 364 samples comprising of teachers, students and secondary school principals were used during the study. A survey design was adopted for the study. Three researcher–made instruments namely School Principal Questionnaire (SPQ), Teachers Qualifications Questionnaire (TCQ) and Students’ Achievement Test (CAT) were used to gather data for the study. Data were analyzed using the Pearson Product Moment Correlation (PPMC) and t-test. Results revealed that there is significant relationship between teachers’ Qualification and students’ academic performance in secondary schools. Secondary schools students taught by qualified teachers performed significantly better than those taught by unqualified teachers. Also secondary schools students taught by experienced teachers performed significantly better than those taught by inexperienced teachers. Recommendations were made on how to promote further development of secondary schools teachers in Nigeria.
Keywords: influence, qualification, experience, teachers’ qualifications, academic performance.

Introduction

Education and its benefits can never be over emphasized as the root of economic, industrial, political, scientific and technological, and even religious development. All aspects of development are centered on education. Education is one of the vital instruments for development in any nation. Every educational system at every level depends heavily on teachers for the execution of its programmes. Teachers are highly essential for successful operation of the educational system and important tools for the educational development. Teachers at all levels of education play the decisive role in pivoting the growth and the direction of education. It is an acceptable fact that teacher is the most important cog in the educational machine and that teachers are highly instrumental to the success of any educational programme embarked upon by any government. This is because apart from being at the implementation level of any educational policy, the realization of these programmes also depends greatly on teachers’ dedication and commitment to their work (Adeniji 2009).

(Kaplan and Owings 2011) indicate that two broad areas define teacher quality. Darling-Hammond (2010) states that the characteristics of teacher quality are: verbal ability, subject – matter knowledge, knowledge of teaching and learning the ability to use a wide range of teaching strategies adapted to student needs. Quality of a teacher is another very influential determinant of the classroom environment (Lundberg and Linnakyla, 2013). A teachers’ qualities include preparation and training, the use of a particular instructional approach and experience in teaching. This insight is shared by Mullis, Kennedy, Martin and Sainsbury (2014) who indicate that teacher quality is an important determinant of pupil performance. The quality of education hinges on the quality of teaching that goes on in the classroom reinforcing the idea that quality teachers make up for the deficiencies in the curriculum and in educational resources (Anderson 2011). Teacher quality is widely thought of as an essential determinants of academic performance, yet there is little agreement as to what specific
characteristics make a good teacher (Hanushek and Rivkin, 2016). This is an important issue as the economic impact of higher students achievement can be a function of the depreciation rate of students learning, the total variation of teacher quality (as measured by students achievement on standardized tests), and the labor market return to one standard deviation of higher achievement. Researchers, policy makers, parents and even teachers themselves agree that teacher quality matters. But defining, measuring and identifying teacher quality is a far more controversial task. Subject matter knowledge is another variable that one might think could be related to teacher quality.

While there is some support for this assumption, the findings are not as strong and consistent as one might suppose. Studies of teachers’ scores on the subject matter tests of the National Teacher Examination (NTE) have found no consistent relationship between this measure of subject matter knowledge and teacher performance as measured by student outcome or supervisory ratings. Most studies show small, statistically insignificant relationships, between teacher quality and students’ academic performance.

Secondary education is the pivot around which the development of the nations’ economy revolves. It is the engine room that provides the input, resources into the nations’ economy and higher education production systems. The provisions of the National Policy on Education for teacher education includes the purpose of teacher education, institutions of training professional teachers and their entry qualifications, curriculum of teachers’ Colleges and Professionalization of teaching. Effective learning in schools would require effective teaching to accompany the efforts of the learners. Teacher qualifications needs to be very high in order for meaningful teaching and learning to take place (Segun, 2016).

At the secondary school level where a distinction has been made between Junior Secondary School (JSS) and Senior Secondary School (SSS) curricula, teacher qualifications for each level and appropriate subjects would vary as well. In order to ascertain what these qualifications are, the JSS and SSS programmes need to be examined in the context of the preparation of the teachers that would implement these programmes. Their qualifications must therefore relate to academic and professional preparation, professional growth, classroom interaction and evaluation (Macaulay, 2016).

The professional secondary school teacher is expected to possess certain qualifications both professional and personal. Professional qualifications are both academic and pedagogical. Academic qualifications are the teacher’s
knowledge of his subject. Pedagogical competency is the art of teaching the subject, observing such principles as teaching from known to unknown, concrete to abstract and from simple to complex (Akpan, 2012).

The secondary school teacher’s success in the classroom depends very much on his preparedness for the instruction process. It has been observed that the present secondary school teachers are not professional teachers or has any of them even undergone a teacher training programme, sometimes, those who teach are graduates of pure physical sciences like chemistry, engineering and sometimes other specialized fields who are not related to education and thus, many of these teachers are not education graduates (Onwioduokit and Ikwa, 2010).

It is to be noted that the teacher is the main aid to learning, his methods, styles and techniques being additional aids. Where a teacher is deficient in a particular topic, the tendency is to dodge the areas of deficiency while the learner is bound to suffer. Keegan (2016) affirmed that a beautiful building and expensive equipment, stocked in, will not lead to effective learning without the qualified teacher putting them into use and making students to participate in the experimental procedures.

What is then needed to be a competent secondary school teacher? A competent secondary school teacher is a person who is professionally qualified and trained to teach in secondary school, having the necessary qualities or skills and showing adequate skills in the teaching process, (Osaat, 2014). Other qualifications required of teachers include knowledge of subject-matter, pedagogy, skill processes, resourcefulness, behaviour motivation and evaluation (Ivowi, 2016a). A competent teacher attends conferences, workshops and seminars, has a good classroom control, effective communicative skills, adequate knowledge of the subject, utilize a variety of teaching methods, or strategies and show enthusiasm for teaching (Akinbobola, 2014).

**Statement of the Problem**

Teachers’ primary role of transmission of knowledge and skills is never in dispute. Therefore a teacher would need to demonstrate efficiency in this primary role. Indeed teachers’ scholarly background, training and professional qualifications is at stake here Ivowi (2016). There is deficiency and poor academic performance of students in secondary school and this could be traced
to lack of teachers’ qualifications and learning resources in our classrooms (Nwosu, 2010).

It also has been observed that the present state of secondary school teaching in Nigeria indicates that many people who teach at the secondary school level are not professional teachers (Inyang, 2013). This might be one of the reasons for the poor performance of students in so many subjects in the external examination.

Thus, the questions which secondary school teachers should ask themselves include: Do I have the academic and professional qualifications to enable me teach the content meaningfully? Do I have the mastery and skills to carry out the evaluation based on the evaluation procedures? This study therefore aims at investigating the influence of teacher’s qualifications and students’ performance in secondary schools in Delta State.

**Purpose of the Study**

The purpose of this study is to investigate the influence of teachers’ qualifications on academic performance of senior secondary schools in Delta State. Specifically, the study aim to identify:

1. influence of teachers’ qualifications on the academic performance of secondary schools students;
2. influence of years of teachers experience on the academic performance of secondary school students

**Research Question**

The following research questions were formulated to guide the study:

1. Is there any relationship between teachers’ qualification and their academic performance of senior secondary school students?
2. Is there any relationship between teachers’ years of experience and student academic performance?

**Research Hypotheses**

The following hypothesis were formulated to guide the study:

\( \text{HO}_1: \) There is no significant relationship between teachers’ qualification and the academic performance of secondary school students;

\( \text{HO}_2: \) There is no significant relationship between years of teachers experience and the academic performance of senior secondary school students;
**RESEARCH METHODOLOGY**

**Design of the study**

The research adopted a survey design for the study.

**Sample and sampling techniques**

The population consist of secondary school teachers, principals and senior secondary schools students in 25 secondary school across 25 local government area of Delta State. The size of the population was 289 students, 50 teachers and 25 principals from 25 secondary schools. A sample of 12 students from each of the twenty-five public secondary school using intact classes were used. Also 50 teachers and 25 principals were purposively selected for the study through purposive sampling technique.

**Instrument and Validation**

Three researcher-made instruments were used for the study. They comprised, a researcher designed Students’ Achievement Test (SAT), School Principal Questionnaire (SPQ) and Teachers Qualifications Questionnaire (TCQ). The Students’ Achievement Test (SAT) comprised 25 – multiple choice items on the concepts drawn from various subjects in the curriculum. Each item had four options with only one correct answer. Each correct answer was scored 4 marks. The school principal questionnaire (SPQ) elicited information on secondary school teacher’s personal data on gender, qualification, experience and classes taught by each teacher.

The teachers’ qualifications questionnaire (TCQ) was a 25 – item questionnaire measured on a 4 – point rating scale of Strongly Agree (SA), Agree (A), Disagreed (D) and Strongly Disagreed (SD). The TCQ was based on teacher’s resourcefulness, classroom management, utilization of variety of teaching methods, regular attendance to classroom teaching, evaluation process and utilization of instructional materials.

The TCQ was scored using a score range of four (4) for Strongly Agree (SA) to one (1) for Strongly Disagree (SD) for positive items and the scoring was reversed for negative items. This instrument was validated with the assistance of the researcher supervisor and two other expert in education in the faculty of education in Benson Idahosa University Benin city who contributed in making the username or to date an adequate for the study.
The data collected were analysed using the descriptive statistics of mean standard deviation percentage and the Pearson product moment correlation coefficient. The researcher used Cronbach alpha reliability coefficient to determine the reliability of the instrument this was done by administering the questionnaire to create the teachers that were not part of the sample and the alpha reliability coefficient of 0.812 was obtained which showed that the sampling technique adopted was quite reliable.

**Data Collection Procedure**

Data on teacher qualification(s) and experience were obtained from the school Principal Questionnaire (SPQ) which was administered to each principal of the school sampled. In terms of qualification, teachers were classified into two namely professionally qualified and non-professional qualified teachers. Professionally qualified teachers possess either the Nigerian Certificate of Education (NCE), the Bachelor of Science Education Degree (B.Sc.Ed.) or Bachelor of Science Degree (B.Sc.) s plus Post Graduate Diploma in Education (P.G.D.E.).

Non-professionally qualified teachers are those without any teaching qualification i.e. without the NCE, B.Sc.Ed. or the B.Sc.M, Sc plus the PGDE. Experienced teachers have at least five years teaching experience and inexperienced teachers has less than five years teaching experience or no experience in the teaching profession.

A total of 364 copies of the questionnaires were distributed to all the teachers and principal in the selected schools. After the completion of the questionnaire were collected prepared and used for analysis. in using the coefficient of correlation to answer the research question 0.5 was considered as moderate any correlation below 0.3 is low and above 0.7 is considered as high before hypothesis were tested at 0.05 level of significance using the t test statistics.

**Data Analysis**

Pearson Product Moment Correlation (PPMC) and t-test were used in data analyses. All hypotheses were tested at 0.5 alpha level of significance.

**Research Results**

The result of the research were presented in a clear table the data analyses in line with the five research questions and therefore hypothesis that guided this
A study has a total of 364 questionnaires which were administered to respondents but a total of 349 were returned representing 96% of the response or a retrieval rate.

The results show that the male gender was represented by the majority accounting 45.2% of the total sample of the respondents. The results also show the responses of the subjects on the educational qualification of respondent teachers. 169 teachers represented by 49% had OND/NCE; 105 teachers representing 30% had HND/ B.Sc./ B.Sc.Ed qualification while 75 teachers representing 21% had M.Sc/M.Ed. This results implies that the majority of the respondent teachers has the minimum qualification required. The implication is that majority of the teachers in secondary school in Delta state are OND/NCE teachers.

The results obtained also indicate the majority of the teachers represented by 35.2% are having teaching experiences between 11 and 15 years. The respondents with the least teaching experience was found to be 5 to 10 years and are represented by 106 respondents forming 30.4% of the total population sampled. On the age distribution of the respondents 126 respondents representing 31.6% are within the age bracket of 31 to 35 years old.

**Research Question 1: Is there any relationship between teachers’ qualification and their academic performance of senior secondary school students?**

Table 1: Descriptive statistics showing the Pearson Product Moment Correlation between Teachers’ Qualification (X) and academic performance of senior secondary school students (Y) n=349

<table>
<thead>
<tr>
<th>Variable</th>
<th>X</th>
<th>Std Dev</th>
<th>R</th>
<th>r²</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>2.50</td>
<td>0.74</td>
<td>0.61</td>
<td>0.37</td>
<td>Strong Relationship</td>
</tr>
<tr>
<td>y</td>
<td>3.14</td>
<td>1.83</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It was observed from the data in table 1 that the mean score for teachers’ qualification was 2.50 with a standard deviation of 0.74 while students academics performance was 3.14 with a standard deviation of 1.83 a table also
show that there was a strong positive relationship or 0.61 between teachers qualification and student academic performance. The coefficient of determination ($r^2$) associated with the correlation coefficient of 0.61 was 0.37. This coefficient of determination ($r^2$) indicates that teachers qualification account for 37% variation in academic performance of senior secondary school students.

**Research Question 2: Is there any relationship between teachers’ years of experience and students academic performance?**

Table 2: Descriptive statistics showing the Pearson Product Moment Correlation between Teachers’ years of experience (X) and academic performance of senior secondary school students (Y) n=349

<table>
<thead>
<tr>
<th>Variable</th>
<th>X</th>
<th>Std Dev</th>
<th>r</th>
<th>$r^2$</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>2.47</td>
<td>1.35</td>
<td>0.59</td>
<td>0.23</td>
<td>Strong Relationship</td>
</tr>
<tr>
<td>y</td>
<td>3.14</td>
<td>1.83</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It was observed from the doctor that the mean score of teachers’ years of experience was 2.47 with a standard deviation of 1.35 while students’ academic performance was 3.14 with a standard deviation of 1.83. The table also show that there was a strong positive relationship of 0.59 between teachers’ years of experience and student academic performance. The coefficient of determination ($r^2$) associated with the correlation coefficient of 0.59 was 0.23. The coefficient of determination ($r^2$) indicated that teaches years of experience accounted for 23% valuation in academic performance of senior secondary school students.

**Hypothesis One:**

**Table 3:** t-test analysis of the performance of secondary school students’ taught by qualified and unqualified teachers

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>X</th>
<th>S.D</th>
<th>df</th>
<th>t-cal</th>
<th>t-crit</th>
<th>Decision at P&lt;.05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualified Teachers</td>
<td>85</td>
<td>76.43</td>
<td>7.66</td>
<td>198</td>
<td>16.07</td>
<td>1.96</td>
<td>*</td>
</tr>
</tbody>
</table>
The analysis in Table 3 shows that the calculated t-value of 16.07 is greater than the critical t-value of 1.96 at p<.05 alpha level. Therefore the null hypothesis is rejected. This implies that there is a significant difference between the academic performance of secondary school students taught by qualified teachers and those taught by unqualified teachers.

Hypothesis Two
There is no significant difference between the academic performance of secondary school students taught by experienced teachers and those taught by inexperienced teachers. The analysis is as shown in Table 4.

Table 4: t-test analysis of the performance of students taught by experienced and inexperienced teachers.

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>X</th>
<th>SD</th>
<th>df</th>
<th>t-cal</th>
<th>t-crit</th>
<th>Decision at P&lt;.05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experienced Teachers</td>
<td>128</td>
<td>72.84</td>
<td>7.44</td>
<td>198</td>
<td>8.80</td>
<td>1.96   *</td>
<td></td>
</tr>
<tr>
<td>Inexperienced Teachers</td>
<td>72</td>
<td>63.25</td>
<td>7.21</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* = significant at p<.05

The analysis in table 4 shows that the calculated t-value of 8.80 is greater than the critical t-value of 1.96 at p<.05 alpha level. Therefore, the null hypothesis three is rejected. This implies that there is a significant difference between the academic performance of secondary school students taught by experienced teachers and those taught by inexperienced teachers.

Discussion
The results of hypothesis one showed that there is a significant difference between the performance of students taught by qualified teachers and those taught by unqualified teachers. This might be due to the fact that a qualified teacher can translate knowledge, skills, attitudes and values in accordance with certain professional principles.
A qualified teacher has a good classroom control, effective communication skills, and adequate knowledge of the subject and can utilize varieties of teaching strategies in order to enhance students’ performance. This is in line with the work of James (2011) that all teachers need breadth and depth in the subject they will teach, including the understanding of the new knowledge and this calls for high professional qualification.

The results of hypothesis two showed that there is significant difference between the academic performance of secondary school students taught by experienced teachers and inexperienced teachers. Secondary school students taught by experienced performed better than those taught by inexperienced teachers. This might be due to the fact that the quality of education and instruction depends on the arrangement of the resources at the disposal of the teacher. This requires a lot of experience by the teacher.

The performance of the students and indeed the learners is guaranteed when an effective and efficient instructional process takes place. This is in agreement with the findings of Awodi (2014) who observed that students taught by experienced teachers performed better than those taught by inexperienced teachers.

**CONCLUSION**

On the basis of the findings, the following conclusions were drawn.

1. Secondary school students taught by qualified teachers performed significantly better than those taught by unqualified teachers.
2. The academic performance of secondary school students taught by experienced teachers is significantly better than those taught by inexperienced teachers.

**RECOMMENDATIONS**

The National Policy on Education postulated that “No Education could rise above the quality of its teachers. The students’ performance depend upon the quality of the teachers. Therefore, poor performance of students in Nigeria was also attributed to lack of quality teachers in our schools. Based on the proceedings conclusion, the following recommendations were made.

1. Teaching qualification must be seen as a pre-condition for entry into the teaching profession.
ii. The Federal Government’s efforts in the professionalization of teaching through the establishment of the Teachers’ Registration Council (TRC) is in the right direction and should be enforced.

iii. For the professional growth of teachers, conferences, seminars, workshops, pre and in-service training programmes should be given adequate attention by the Ministry of Education, State and Federal Government.

iv. Teachers of secondary schools should be encouraged to go for both long term and short term training to boost their quality in teaching and learning in secondary schools. This is because by so doing, their power of knowledge and command of experience would be greatly enhanced or boosted and this serves importance to both the teachers and students.

v. Government should ensure the adequate recruitment of dedicated, qualified teachers to teach in all senior secondary schools in the study area in particular and the country in general.

vi. Teachers should be encouraged to use different teaching method during teaching.

vii. Teachers should also attend seminars, workshops to keep abreast of new teaching approaches.

viii. Teachers with long years of experience should be encouraged and motivated to stay in teaching profession as the length of service/experience significantly affects the students’ performance in secondary schools.

ix. Teachers’ Registration Council should introduce tests and examinations for teachers at regular intervals.

x. That government should find all possible means to retain veteran and experienced teachers who are still willing to serve so that they can contribute their wealth of experience to improving the system.

Conclusively, teachers of secondary schools were expected to be highly qualified and experienced in teaching and use of instructional materials and upgrade their learning from time to time as the need arises to develop their professional and personal qualification so as to enhance the overall performance of secondary school students.
Contribution to Knowledge
The study of the influence teachers’ qualification and students’ academic performance in secondary schools in Delta has revealed that:

i. Teachers’ qualification improved students’ academic performance to a great extent.

ii. The years of experiences by teachers improves students’ academic performance.

Suggestions for further studies
Similar research should be undertaken in the all level of educational cadre in the other states of the country.

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