**THE EFFECTS OF QUALIFICATION OF ENGLISH TEACHERS ON THE PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN EXTERNAL EXAMINATIONS (A CASE STUDY OF SELECTED SCHOOLS IN KARU LOCAL GOVERNMENT AREA)**

**CHAPTER ONE**

**INTRODUCTION**

**1.1 BACKGROUND TO THE STUDY**

The quality of education is directly related to the quality of instruction in the classrooms. It is a fact that the academic qualifications, knowledge of the subject matter, competence, and skills of teaching and the commitment of the teacher have effective impact on the teaching learning process (National Education Policy 1998-2010). Quality improvement in education depends upon proper training of teachers. The teachers cannot play any of the roles unless properly trained (Yadved and Singh, 1988). The performance of students especially in external examinations goes a long way to show the level of preparedness of the student definitely by qualified teachers.

Teaching is an art. It can be refined by training and practice. The availability of competent teachers is central in the reconstruction of the educational system. English has acquired the status of a global language (Crystal, 1997). Keeping in view the growing need and importance of English language in every walk of life, English is made a compulsory subject in Nigeria from the very beginning of the academic career. This increasingly necessitates good quality initial preparation for non-native speaker teachers in the school system (Cullen, 1994).

English is taught as a compulsory subject and also the whole teaching learning process is carried out in English language. In other words, English is also the medium of instruction in Nigerian schools. This enables the students of these schools to learn English in an environment where most of the interaction between the teacher and the students is in English (Fuller & Clark, 1994). As a result, the students of these schools are more proficient in English and perform well in the external examinations.

In some schools, however, the teaching of English is done somewhat differently and the proficiency in the language is somewhat inadequate. The traditional grammar translation method is favorite with the teachers and there is hardly any exposure to English language inside or outside the class. Most of the activities in the class are done in the vernacular or the mother tongue. Even English language is explained through Urdu or the vernaculars (Al-mutawa & Kailani, 1989). The students resort to memorization and cramming.
The teacher is the facilitator of examinations rather than of learning. The students memorize, translate and retranslate and, finally reproduce the crammed information or knowledge in the external examinations. No creativity is witnessed on the part of the students from this kind of teaching experience (Baumgardner, 1993). The reason is that the teachers themselves are not qualified or competent enough to teach English efficiently. This causes poor results in English eventually leading to highest failure percentage in English at external examinations. Thus English becomes the biggest hurdle (particularly for the students from rural areas) in the way to getting higher education and the key administrative posts. In its annual report, Federal Public Service Commission (1998) reported that English language as the medium of expression in the external examination is depriving the students of some poor institutions to compete with their counterparts from highly placed institutions.

English as a language plays a number of roles in the socio-economic, political and cultural development of Nigeria society. The continued slide in the performance of students in the English language in external examinations is a course for great concern not only for the teachers but also for all stake holders in the business of education. This is more worrisome when one considers the fact that English doubles as a medium of instruction in Nigerian schools as well as our linquafranca. The central role of English cannot, therefore, be wished away. The pattern of failure has, however, shown that the incidence appears to be higher in some schools than it is with other schools. A number of factors have been linked to the courses but more relevant is the issue of qualification of the teachers. This is more important because in the business of teaching and learning, teachers offer only what they have; you cannot offer what you don’t have. The qualification of teachers involved in teaching and learning has great roles in the performance of students and it is to find out these effects that this study is set out to accomplish. Chomsky (1972) “states that one can not really teach a language but can only present the conditions in which it will develop spontaneously in the mind in its own ways”

**1.2 STATEMENT OF THE PROBLEM**

Language teaching has been the primary focus of applied linguistics. Formal instruction does not work in vacuum. School environment, teacher qualifications, curriculum and instructional approaches, and many other factors interact to produce growth in student academic skills and knowledge. There is sufficient empirical evidence that suggests that the academic performance of students relies substantially on the teachers they are assigned. Classroom based research is valid enough to determine whether the learners are receiving appropriate content instruction or not. Pennington (1989) says that the quality of teaching must be considered in determining what results can be expected. He further states that teachers make decisions about classroom management based upon the achievement gains. Thus we can say that findings about the relationship between teacher characteristics and student academic performance scores are important in determining the policy about the teachers. It is assumed that only those who have professional training in English teaching should teach English language. The English teacher should be the one whose competence and proficiency in all the language skills are in a good measure. But especially in written and conversational English, is not deficient. The English teacher should have a good knowledge of current usage and the theoretical aspects of English. In Nigeria today, most students in secondary schools and in fact even in universities lack the ability to communicate efficiently in English, both oral and written. This is still the major problem faced by English students today. It is therefore important to find out if the qualification of the English teachers has any effect on the performance of the students in written and spoken English in external examinations.

**1.3 OBJECTIVES OF THE STUDY**

The following are the objectives of this study:

1. To examine the effects of qualification of English teachers on the performance of secondary school students in external examination.
2. To examine the criteria for producing a qualified English teacher.
3. To determine the factors that can improve the academic performance of secondary school students in external examinations.

**1.4 RESEARCH QUESTIONS**

1. What are the effects of qualification of English teachers on the performance of secondary school students in external examination?
2. What are the criteria for producing a qualified English teacher?
3. What are the factors that can improve the academic performance of secondary school students in external examinations?

**1.5 HYPOTHESIS**

HO: There is no significant relationship between the qualification of English teacher and secondary school student performance in external examination.

HA: There is significant relationship between the qualification of English teacher and secondary school student performance in external examination.

**1.6 SIGNIFICANCE OF THE STUDY**

The following are the significance of this study:

1. This study will serve as a painter to the ministry of education to verify whether the qualification of teachers has any effect on the student performance in senior secondary school certificate examination (SSCE). The finding will also help people who want to conduct such research to serve as reference.
2. This research will also serve as a resource base to other scholars and researchers interested in carrying out further research in this field subsequently, if applied will go to an extent to provide new explanation to the topic

**1.7 LIMITATION OF STUDY**

**Financial constraint**- Insufficient fund tends to impede the efficiency of the researcher in sourcing for the relevant materials, literature or information and in the process of data collection (internet, questionnaire and interview).

 **Time constraint**- The researcher will simultaneously engage in this study with other academic work. This consequently will cut down on the time devoted for the research work.

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**CHAPTER TWO**

**LITERATURE REVIEW**

**2.0 INTRODUCTION**

This chapter gives an insight into various studies conducted by outstanding researchers, as well as explained terminologies with regards to the effects of qualification of English teachers on academic performance of secondary school students. The chapter also gives a resume of the history and present status of the problem delineated by a concise review of previous studies into closely related problems.

**2.1 THEORETICAL FRAMEWORK**

The study was based on three (3) theories of effective teaching and learning. These are as follows:

1. Effective Schools Theory.
2. Behaviorist Theory.
3. Cognitive Theory.

**2.1.1 Effective Schools Theory**

The study was mainly based on the Effective Schools Model by Lezotte (2010). According to this model, an effective school is a school that can, in measured student achievement terms, demonstrates the joint presence of quality and equity. According to Lezotte (2010), there are seven correlates of effective schools - strong instructional leadership, clear and focused mission, safe and orderly schools, climate of high expectations for success, frequent monitoring of student progress, positive home-school relations, and opportunity to learn/time on task. According to Lezotte (2010), strong instructional leaders are proactive and seek help in building team leadership and a culture conducive to learning and professional growth. In the effective school, the principal and others act as instructional leaders and effectively and persistently communicate and model the mission of the school to staff, parents, and students.

Having a clear and focused vision and mission means everyone knows where they are going and why. A clear focus assists in aligning programs and activities for school improvement. To effectively determine a specific focus, school leadership and stakeholders use a collaborative process to target a few school goals and then build consensus around them. A safe and orderly school is defined as a school climate and culture characterized by reasonable expectations for behaviour, consistent and fair application of rules and regulations, and caring, responsive relationships among adults and students (Lezotte, 2010). Classrooms are warm and inviting, and learning activities are purposeful, engaging, and significant. Personalized learning environments are created to increase positive relationships among students and between students and their teachers. Students feel that they belong in the school community, and children are valued and honoured; their heritage and backgrounds are viewed as “assets,” not deficiencies.

In a climate of high expectations, the mantra “all students can learn” must be followed by instructional practices and teacher behaviour that demonstrate that teachers believe in the students, believe in their own efficacy to teach students to high standards, and will persist in teaching them. Teaching advanced skills and teaching for understanding together with basic skills are required for all students to achieve at high levels.

Frequent monitoring of teaching and learning requires paying attention both to student learning results and to the effectiveness of school and classroom procedures (Lezotte, 2010). Learning is monitored by tracking a variety of assessment results such as test scores, student developed products, performances, and other evidence of learning. Teaching is monitored by teachers themselves through self-reflection and by supervisors for program and teacher evaluation. Assessment results are used for planning instruction for individual students as well as for school-wide decision making and planning. Classroom and school practices are modified based on the data.

According to Lezotte (2010), family and community involvement is a general term used to describe a myriad of activities, projects, and programs that bring parents, businesses, and other stakeholders together to support student learning and schools. Families and other adults can be involved in the education of young people through a variety of activities that demonstrate the importance of education and show support and encouragement of students learning. These are legitimate approaches for involvement and do not necessarily require adults spending time at the school site.

Opportunity to learn and student time on a task simply means that students tend to learn most of the lessons they spend time on. Time on task implies that each of the teachers in the school has a clear understanding of what the essential learner objectives are, grade-by-grade and subject-by-subject. Once it is clear what students should be learning, they should be given time to learn it. In an effective school, teachers allocate a significant amount of classroom time to instruction on the essential skills. Students of all abilities, races, gender, and socioeconomic status have equal opportunities to learn (Lezotte, 2010).

The theory was relevant to this study in that the seven correlates of effective schools require effective leadership in the part of the school administrators. This is in line with Sullivan and Glanz‟s (2000) assertion that a prime task of school leaders is to exercise instructional leadership of the kind that results in a shared vision of the directions to be pursued by the school, and to manage change in ways that ensure that the school is successful in realizing the vision. By identifying the correlates of well performing schools in Nigeria, the study tests Lezotte‟s (2010) Effective Schools Model, and also suggests measures that low performing schools can take to improve academic performance.

**2.1.1 Behaviorist Learning Theories**

The origins of behaviorist learning theories may be traced backed to the late 1800's and early 1900's with the formulation of "associationistic" principles of learning. The general goal was to derive elementary laws of learning and behavior that may then be extended to explain more complex situations. Inferences were tied closely to observed behavior in "lower organisms" with the belief that the laws of learning were universal and that work with laboratory animals could be extrapolated to humans. It was believed that a fundamental set of principles derived from the study of learning in a basic or "pure" form could hen be applied to the broader context of learning in schools. Three experimental approaches are related to the study of associationistic learning including:

1. The use of nonsense syllables and individual words to study the association of ideas

2. The use of animals to study the association between sensations and impulses

3. The use of animals to study association and Reflexology

**2.1.2 Cognitive-Information Processing Theories**

No single point in time signaled the end to the associationistic or behavioral era, and the beginning of the cognitive revolution. Early on, the cognitive revolution was a quiet one.

However, as psychologists became increasingly frustrated with the limitations of behavioral theory and methods, and persuasive arguments against radical behaviorist theories were being ut forth by linguists studying language development, the "time was right" for the emergence of cognitivism. Another prominent factor was the development of computers (Baars, 1986), which provided both a credible metaphor for human information processing, and a significant tool for modeling and exploring human cognitive processes.

One major group of cognitive theories may be classified as cognitive-information processing learning theories. According to the cognitive information processing (CIP) view, the human learner is conceived to be a processor of information, in much the same way a computer is. When learning occurs, information is input from the environment, processed and stored in memory, and output in the form of a learned capability.

Proponents of the CIP model, like behaviorists, seek to explain how the environment modifies human behavior. However, unlike behaviorists, they assume an intervening variable between the environment and behavior.

**2.1.3 Cognitive-Constructivist Learning Theories**

Constructivist approaches to teaching and learning is grounded in several research traditions (Perkins, 1991; Paris & Byrnes, 1989).

The roots of constructivism may be traced back to a little known Latin treatise, De antiquissima Italorum sapientia, written in 1710 by Giambattista Vico (as cited in von Glasersfeld, 1991). Vico suggested that knowledge is knowing what parts something is made of, as well as knowing how they are related. "Objective, ontological reality, therefore, may be known to God, who constructed it, but not to a human being who has access only to subjective experience" (p. 31, von Glasersfeld, 1991).

A second, related path to constructivism comes from Gesalt theories of perception (Kohler, 1924) that focus on the ideas of closure, organization and continuity (Bower & Hilgard, 1981). Like Vico, Gesalt psychologists suggest that people do not interpret pieces of information separately and that cognition imposes organization on the world.

Theories of intellectual development provide a third research tradition contributing to the notion of cognitive construction (e.g. Piaget, 1952, 1969, 1971; Baldwin, 1902, 1906-1911; Bruner, 1974).

Developmentalists believe that learning results from adaptations to the environment which is characterized by increasingly sophisticated methods of representing and organizing information. Developmental scientists also forward the notion that children progress through different levels or stages which allow children to construct novel representations and rules.

A fourth line of research depicts learning as a socially mediated experience where individuals construct knowledge based on interactions with their social and cultural environment. Like Piaget and Bruner, Vygotsky (1962, 1978) believed that the formation of intellect could be understood by studying the developmental process. However, like Bruner, Vygotsky felt that intellectual development could only be fully understood within the sociocultural context in which the development was occurring.

Current conceptualizations of constructivist learning focus on the 3rd (developmental) or 4th (social) line of research. The two lines of research do not represent opposing perspectives, but rather differences in focus. Where developmentalconstructivist tend to focus on the individual and how he or she constructs meaning of the world around him or her, social-constructivists emphasize the group and how social interactions mediate the construction of knowledge.

**2.2 CONCEPTUAL REVIEW**

This section reviews various concepts and terminologies related to the study as well as a critical definition of both the dependent and independent variables used for the purpose of the study.

**2.2.1 Academic Performance**

Students' learning can be evaluated in many different ways, but in a developing country like Nigeria where about 40 percent of the adult population are illiterate, parents use the performance of their children in public examinations to pass judgement on the schools and teachers. To them, the logic is a simple one. The schools are supposed to be staffed by good teachers and supplied adequate facilities and instrumental materials. It is the responsibility of government to ensure through such provisions and regular inspection or supervision that effective teaching and learning go on in the schools. The task of parents is to send children to school and pay whatever fees and levies are charged by the institutions. Though many parents acknowledge shortages of funds, teachers and infrastructures in the schools and their own inability to buy all

the required books and other learning materials for their wards, yet they strongly believe that if the students perform badly in their examinations, the teachers and administrators have not done their job well and should take most of the blame.

Unfortunately, there are many factors that help to determine the academic performance of students. However, the level of education and awareness of many parents does not enable them to participate in such complex theoretical arguments or discussions. For such parents and the general public, the students' performances in recent times give cause for ala-m and school authorities more than the students themselves are being accused of lack of dedication, declining productivity and even mindlessness. Nevertheless, the students have not been doing well, and the situation is not improving.

**2.2.2 The Concept of Poor Academic Performance**

Poor academic performance accord to Aremu (2000) is a performance that is adjudged by the examinee/testee and some other significant as falling below an expected standard. The interpretation of this expected or desired standard is better appreciated from the perpetual cognitive ability of the evaluator of the performance. The evaluator or assessor can therefore give different interpretations depending on some factors.

Bakare (2004) described poor academic performance as any performance that falls below a desired standard. The criteria of excellence can be from 40 to 100 depending on the subjective yardstick of the evaluator or assessor. For example, a 70% performance of University Students in an exam can judged to be an excellent performance and by all standard a very good performance. However, a cursory look at the performance and the individual examined and the standard of the examination he or she took could reveal that the performance is a very poor one. On the other hand, a Level 200 Accounting student’s performance of 37% in business ENGLISH can e said to be a poor performance. When in actual fact, the performance is by all standards a very good one. This shows that the concept of poor academic performance is very relative and this depends on so many intervening variables.

**2.2.3 Factors That Affect Academic Performance of Students**

A number of studies have been carried out to identify and analyse the numerous factors that affect academic performance in various centres of learning. Their findings identify students’ effort, previous schooling (Siegfried & Fels, 1979; Anderson & Benjamin, 1994), parents’ education, family income (Devadoss & Foltz, 1996), self motivation, age of student, learning preferences (Aripin, Mahmood, Rohaizad, Yeop, & Anuar, 2008), class attendance (Romer, 1993), and entry qualifications as factors that have a significant effect on the students’ academic performance in various settings. The utility of these studies lies in the need to undertake corrective measures that improve the academic performance of students, especially in public funded institutions. The throughput of public-funded institutions is under scrutiny especially because of the current global economic downturn which demands that governments improve efficiency in financial resource allocation and utilization.

***2.2.3.1 Students’ learning preferences***

A good match between students’ learning preferences and instructor’s teaching style has been demonstrated to have positive effect on student's performance (Harb & El-Shaarawi, 2006). According to Reid (1995), learning preference refers to a person’s “natural, habitual and preferred way” of assimilating new information.

This implies that individuals differ in regard to what mode of instruction or study is most effective for them. Scholars, who promote the learning preferences approach to learning, agree that effective instruction can only be undertaken if the learner’s learning preferences are diagnosed and the instruction is tailored accordingly (Pashler, McDaniel, Rohrer, & Bjork, 2008). “I hear and I forget. I see a and I remember. I do and I understand.” (Confucius 551-479 BC) – a quote that provides evidence that, even in early times, there was a recognition of the existence of different learning preferences among people. Indeed, Omrod (2008) reports that some students seem to learn better when information is presented through words (verbal learners), whereas others seem to learn better when it is presented in the form of pictures (visual learners). Clearly in a class where only one instructional method is employed, there is a strong possibility that a number of students will find the learning environment less optimal and this could affect their academic performance. Felder (1993) established that alignment between students’ learning preferences and an instructor’s teaching style leads to better recall and understanding. The learning preferences approach has gained significant mileage despite the lack of experimental evidence to support the utility of this approach.

There are a number of methods used to assess the learning preferences/styles of students but they all typically ask students to evaluate the kind of information presentation they are most at ease with.

***2.2.3.2 Industrial Actions, Class attendance and academic performance***

In his widely cited paper, Romer (1993) is one of the first few authors to explore the relationship between student attendance and exam performance. A number of factors have contributed to declining class attendances around the world in the last 15 years. The major reasons given by students for non-attendance include industrial actions by teachers, assessment pressures, poor delivery of lectures, timing of lectures, and work commitments (Newman-Ford, Lloyd & Thomas, 2009). In recent times, students have found a need to seek employment while studying on a part-time basis due to financial constraints. The numbers of part-time and mature students has also risen sharply. The use of information technology also means that information that used to be obtained from sitting through lectures can be obtained at the click of a mouse.

Indeed, web-based learning approaches have become the order of the day. Given all these developments that either make it impossible or unnecessary for students to attend classes, the question that needs to be asked is whether absenteeism affects students’ academic performance. Research on this subject seems to provide a consensus that students who miss classes perform poorly compared to those who attend classes (Devadoss & Foltz, 1996; Durden & Ellis, 1995; Romer, 1993; Park & Kerr, 1990; Schmidt, 1983). Based on these findings a number of stakeholders have called for mandatory class attendance. Although the existing evidence points to a strong correlation between attendance and academic performance, none of the studies cited above demonstrate a causal effect. The inability of these cross-sectional studies to isolate attendance from a myriad of confounding student characteristics (e.g. levels of motivation, intelligence, prior learning, and time-management skills) is a major limiting factor to the utility of these findings (Rodgers & Rodgers, 2003).

***2.2.3.3 Other determinants of academic performance***

The influence of age and gender on academic performance has been investigated in a number of studies with widely differing conclusions. Most of the differences in reported findings are due to varying contexts such as subject of study, age and gender interactions. Research has shown that men perform better than women in certain settings while women outperform men in other settings (Haist, Wilson, Elam, Blue, & Fosson, 2000). Borde (1998), on the other hand, found no evidence performance being influenced by gender. Based on an analysis of close to two million graduating students, Woodfield and Earl-Novell (2006) found that female students outperformed male students and attributed this partly to female students being more conscientious and thus less likely to miss lectures. With regard to the issue of student age, recent changes in educational policies around the world have led to an increase in the number of mature-age admissions in educational institutions. While a large proportion of undergraduate students are still 19-year olds, the ages of students in classes are now more variable than 10 to 15 years ago.

**2.3 TEACHER EDUCATIONAL QUALIFICATION**

The quality of education of a nation could be determined by the quality of her teachers. The most important factor in improving students’ achievement in ENGLISH is by employing seasoned qualified teachers in all schools (Abe and Adu, 2013). Okuruwa (1999) found that, policy investment on quality of teachers is related to improvement in students’ performance. Specifically, the measurement of teacher’s preparation and certification are correlates of students’ achievement in science and ENGLISH. It is further reported that, teacher’s characteristics such as certification status and degree in area of specialization are very significant and positively correlated with students learning outcomes in science and ENGLISH. This report was in line with the findings of Salman (2009).

Abe and Adu (2013) and Wiki (2013) opined that, a teaching qualification or teacher qualification is one of a number of academic and professional degree that enables a person to become a registered teacher in primary or secondary school. Such qualifications include, but are not limited to, the Postgraduate Certificate in Education (PGDE). The Professional Diploma in Education (PDE), Bachelor of Education (B.Ed) and Nigeria Certificate in Education (NCE). In Ekiti State, teachers who are academically qualified and those that are professionally qualified are engaged to carry out instructional process (Ahiazu and Prince Will, 2011).

Academically qualified teachers refer to those who have academic training as a result of enrolment into educational institution and obtained qualifications such as HND, B.Sc, B.A, and M.A. and so on; while professionally qualified teachers are those who got professional training that gave them professional knowledge, skills, techniques, aptitudes as different from the general education (Edu and Kalu, 2012). They hold degrees like, B.Ed., B.Sc. Ed, B.A. Ed, and M.Ed and so on. On the other hand, there are studies that have found no significant relationship between teacher educational

qualification and students’ academic achievement. For instance, Igwe (1990) investigated the influence of teacher’s qualification on academic performance of students in science subjects in Kano State. The researcher found no significant relationship between teacher’s qualification and students’ performance. While Adeniji (1999), Osokoya (1999) and Oladele (1999) found out that teacher’s qualification contributed minimally to the variance with students’ cognitive achievement and Bilesanmi (1999) and Okonwa (1999) found that teacher’s experience was highly significant on students’ academic achievement in ENGLISH. Coonery (1990) opined that students do not understand ENGLISH when it is taught by an ineffective teacher. Izumi and Evess (2002) buttressed this by saying that teacher quality is the most important among other critical factors like quality curricula, funding, small academic qualification of teachers and learning situation. George (2004) attributed poor achievement of students in ENGLISH to teacher qualification, inadequacy of materials as well as administrative factors. In teaching ENGLISH, Adesina (1982) and Fafunwa (1985) opined that with an exception of holders of minimum of B.Sc in ENGLISH, many other teachers would be confronted with problem of teaching secondary school ENGLISH syllabus effectively. Hence, Lussa (1985) argued that no one gives what he/she does not possess. He further said that no matter how good a course curriculum is, if we do not have well trained, qualified and motivated teachers, we may not achieve the desired goals. In view of this, a teacher is someone who has been exposed to a good measure of training in a teaching subject area as well as in professional education:such professionally qualified teachers may according to the Federal Ministry of Education (2004) fall into a number of academic categories. Mkpa (1987) regarded the trained teacher as someone who underwent and completed his education in a formal teacher training institution or in a planned programme of training. Among such areas of training may include principles and practice of education as well as being exposed to an observed period of internship either after or as part of the period of training. People who fall within this category should under normal circumstances be able to fulfill the various functions expected of teachers within and outside the four walls of the classroom. Furrugia (1987) perceived a professional teacher as one who possesses professionally based knowledge in the theory and practice of education as well as find job satisfaction in the belief that he/she is making an important contribution to the social, cultural and economic development of his/her country. Such a teacher should equally, be able to understand students’ abilities to exploit educational benefits of the social context within which he/she lives. He/She s hould be able to assist Students to reach their full intellectual and social **Abe 11** potentials. According to Adieze (1986) non qualified and non-professional teachers in teaching profession are killing the profession because they are not really teachers. He regarded them as “bird” of passage that create unnecessary vacuum whenever they see greener pasture and better prospect in the profession they are originally trained for. The comparison of students’ scores in ENGLISH achievement test based on teachers’ qualifications becomes necessary in order to know if formal teaching methods has any significant effect/influence on students’ performance in ENGLISH or not.

**2.4 EMPIRICAL REVIEW**

Studies on the effect of teacher experience on student learning have found a positive relationship between teachers’ effectiveness and their years of experience, but the relationship observed is not always a significant or an entirely linear one (Klitgaard & Hall, 1974; Murnane & Phillips, 1981). The evidence currently available suggests that while inexperienced teachers are less effective than more senior teachers, the benefits of experience level off after a few years (Rivkin, Hanushek, & Kain, 2000).

The relationship between teacher experience and student achievement is difficult to interpret because this variable is highly affected by market conditions and/or motivation of women teachers to work during the child-rearing period. Harris and Sass (2007) point to a selection bias that can affect the validity of conclusions concerning the effect of teachers’ years of experience: if less effective teachers are more likely to leave the profession, this may give the mistaken appearance that experience raises teacher effectiveness. Selection bias could, however, work in the opposite direction if the more able teachers with better opportunities to earn are those teachers most likely to leave the profession.

Professional development activities can be conducted by many different organizations, in school and out of school, on the job or during sabbatical leave. On these occasions, practicing teachers update their content knowledge and teaching skills so they can meet the requirements of new curricula, consider new research findings on teaching and learning, and adapt to changes in the needs of the student population, and so on. Criticism has been leveled against the episodic nature of these activities and concern expressed that very little is known about what these activities really comprise and involve.

Conclusions in the literature on the relationship between teachers’ participation in professional development activities and student outcomes are mixed. Some studies on in-service professional development have found no relationship to student achievement (see, in regard to ENGLISH and reading, Jacob & Lefgren, 2004).

Other studies have found higher levels of student achievement linked to teachers’ participation in professional development activities directly related to the area in which they are teaching (see, in regards to ENGLISH, Brown, Smith, & Stein, 1995; Cohen & Hill, 1977; Wiley & Yoon, 1995; and in regard to language and ENGLISH, Angrist & Lavy, 2001). Wenglinsky (2000) found a positive correlation between professional development activities aimed at the needs of special education students, and students’ higher-order skills and laboratory skills in science. More recently,

Harris and Sass (2007) identified what they call the “lagged effect of professional development,” that is, the larger effect of teachers’ professional development on student outcomes not becoming apparent until three years after the teachers had completed their courses.

The interpretation of the positive effect of participation in teacher professional development activities is not clear cut, as this variable is confounded with other teacher attributes, that is, teachers who participate in these activities are also likely to be more motivated and, usually, more specialized in the subjects they teach.

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**CHAPTER THREE**

**RESEARCH METHODOLOGY**

**3.1 INTRODUCTION**

This chapter describes methods and procedures used in conducting this research work. The description of the procedure is done under the following headings:

* Research design,
* Area of study
* Population of the study
* Sample and sampling procedure
* Instrumentation
* Procedure for data collection
* Procedure for data analysis

**3.2 RESEARCH DESIGN**

The surveys research method was used for this study. This was considered appropriate because survey design generally can be used to effectively investigate problems in realistic settings. The survey technique will also allow the researcher to examine several variables and use multi-variate statistics to analyze data.

**3.3 AREA OF THE STUDY**

The study was conducted in Akwa Ibom State, Nigeria. Akwa ibom is the most beautiful cities in [Nigeria](https://en.wikipedia.org/wiki/Nigeria%22%20%5Co%20%22Nigeria). The population of Akwa Ibom State, according to the Akwa Ibom State Government is 9.5 million, a number disputed by the [Nigerian Government](https://en.wikipedia.org/wiki/Politics_of_Nigeria%22%20%5Co%20%22Politics%20of%20Nigeria) and judged unreliable by the National Population Commission of Nigeria. The study was carried out Champion Breweries plc Uyo Akwa Ibom State.

**3.4 POPULATION OF THE STUDY**

The population consists of the entire staff of Champion Secondary school Uyo Akwa Ibom State. With a staff strength of 100 employees (personnel dept, 2015).

**3.5 SAMPLE SIZE AND SAMPLING TECHNIQUES**

Out of the population of 100 persons in Champion Secondary School, 50 persons were selected using the simple random sampling (srs) technique. The logic behind this is in conformity with the views of Okoh (2005) in his book, the principles of educational research. He opined that for any population below 100 persons or object at least more than 50% of the population is adopted as its sample to enhance effective representation so that conclusions from the study can be generalized.

**3.6 RESEARCH INSTRUMENT**

The major instrument used for this study is the questionnaire. The questionnaire was structured in a five-like scale measuring attitude of Strongly Agreed, Agreed, Undecided, Disagree and Strongly Disagreed.

**3.7 VALIDITY OF THE INSTRUMENT**

In order to obtain the validity of the instrument, the supervisor of this research was requested to judge the appropriateness, comprehensiveness and clarity of items in the questionnaire.

**3.8 RELIABILITY OF THE INSTRUMENT**

A pilot study was conducted on ten staff champion breweries to pre-test the efficacy of the questionnaire. The feedback received was used in the final draft which enhances it reliability.

**3.9 METHOD OF DATA COLLECTION**

The researcher personally collected data from the respondents through the help of the human resource manager. After distribution of the questionnaire, respondents were given three days to fill out the questionnaire. This time frame was given in order to give enough time to the respondents to reflect on the items on the questionnaire to facilitate valid responses.

**3.10 METHOD OF DATA ANALYSIS**

Data analysis has been defined as those techniques used whereby the researcher extracts relevant information from the data which would enable a summary description of the subject studies to be made.

In analyzing the data collected for the purpose of carrying out this research, the statistical tool known as the Pearson Product Moment Correlation (PPC) and the statistics were used. The use of sample percentage was also employed. Tables were used in presenting the data for the purpose of the simplicity and clarity. The Pearson Product Moment Correlation (PPC) technique can be expressed by the formula below:

 r = n£ X y - £ X y

 [n£x2 – (£x) 2] [n£y2 – (£y) 2]

Where x = independent factor

 y = dependent factor

Since the research instrument used was the questionnaire, it was designed using the five likescale method. The questionnaire was designed in the following ways:

1. Strongly Agreed (SA) - 5
2. Agreed (A) - 4
3. Undecided (U) - 3
4. Disagreed (D) - 2
5. Strongly Disagreed (SD) - 1

**DECISION RULE**

In taking decision for “r”, the following rules shall be observed;

1. If the value of “r” tabulated is greater than “r” calculated, accept the alternative hypothesis (H1) and .reject the null hypothesis (H0).
2. If the “r” calculated is greater than the “r” tabulated, accept the null hypothesis (H0) while the alternative hypothesis is rejected.

**CHAPTER FOUR**

**DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

This chapter is devoted to the presentation, analysis and interpretation of the data gathered in the course of this study. The data are based on the number of copies of the questionnaire completed and returned by the respondents. The data are presented in tables and the analysis is done using t-Test. The Pearson’s Product Moment Correlation co-efficient was used in the validation of hypotheses.

**4.1 Data Presentation and Analysis**

The data presented below were gathered during field work:

**Bio data of respondents**

| **Table 1 gender of respondents** |
| --- |
|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | male | 30 | 60.0 | 60.0 | 60.0 |
| female | 20 | 40.0 | 40.0 | 100.0 |
| Total | 50 | 100.0 | 100.0 |  |

Source: field survey, October, 2015.

Table1 above shows the gender distribution of the respondents used for this study.

Out of the total number of 50 respondents, 30respondents which represent 60.0percent of the population are male.

20 which represent 40.0 percent of the population are female.

| **Table 2 age range of respondents** |
| --- |
|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Below 20years | 5 | 10.0 | 10.0 | 10.0 |
| 21-30 years | 5 | 10.0 | 10.0 | 20.0 |
| 31-40 years | 10 | 20.0 | 20.0 | 40.0 |
| 41-50 years | 15 | 30.0 | 30.0 | 70.0 |
| 51-60 years | 13 | 26.0 | 26.0 | 96.0 |
| above 60 years | 2 | 4.0 | 4.0 | 100.0 |
| Total | 50 | 100.0 | 100.0 |  |

Source: field survey, October, 2015.

Table 2 above shows the age grade of the respondents used for this study.

5 respondents which represent 10.0percent of the population are below 20 years

5respondents which represent 10.0percent of the population are between 21-30years.

10 respondents which represent 20.0percent of the population are between 31-40years

15 respondents which represent 30.0percent of the population are between 41-50years.

13 respondents which represent 26.0percent of the population are between 51-60years.

2 respondents which represent 4.0percent of the population are above 60 years.

| **Table 3 educational background of respondents** |
| --- |
|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | WASSCE/SSCE | 5 | 10.0 | 10.0 | 10.0 |
| OND/NCE/HND/BSC | 32 | 64.0 | 64.0 | 74.0 |
| MSC/PGD/PHD | 10 | 20.0 | 20.0 | 94.0 |
| OTHERS | 3 | 6.0 | 6.0 | 100.0 |
| Total | 50 | 100.0 | 100.0 |  |

Source: field survey, October, 2015.

Table 3 above shows the educational background of the respondents used for this study.

5 respondents which represent 10.0 percent of the population are WASSCE/SSCE holders.

32 which represent 64.0 percent of the population are OND/NCE/HND/BSC holders.

10 which represent 20.0 percent of the population are MSC/PGD/PHD holders

3 which represent 6 percent of the population had other type of certificate.

| **Table 4 marital status of respondents** |
| --- |
|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Single | 20 | 40.0 | 40.0 | 40.0 |
| married | 26 | 52.0 | 52.0 | 92.0 |
| divorced | 3 | 6.0 | 6.0 | 98.0 |
| widowed | 1 | 2.0 | 2.0 | 100.0 |
| Total | 50 | 100.0 | 100.0 |  |

Source: field survey, October, 2015.

Table 4 above shows the marital status of the respondents used for this study.

20 respondents which represent 40 percent of the population are single.

26 respondents which represent 52.0percent of the population are married.

3 respondents which represent 6.0percent of the population are divorced.

3 respondents which represent 6.0percent of the population are divorced.

1 respondent which represent 2.0percent of the population is widowed.

**Tables based on research questions**

| **Table 5 years of experience in teaching** |
| --- |
|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 0-2 years | 13 | 26.0 | 26.0 | 26.0 |
| 3-5 years | 20 | 40.0 | 40.0 | 66.0 |
| 6-8 years | 7 | 14.0 | 14.0 | 80.0 |
| 9-11 years | 5 | 10.0 | 10.0 | 90.0 |
| above 11 years | 5 | 10.0 | 10.0 | 100.0 |
| Total | 50 | 100.0 | 100.0 |  |

Source: field survey, October, 2015.

Table 5 above shows the years of experience of the respondents used for this study.

Out of the 50 respondents, 13 which represent 26.0percent of the population have 0-2years experience in teaching.

20 respondents which represent 40.0percent of the population have 3-5years experience in teaching.

7 respondents which represent 14.0percent of the population have 6-8years experience in teaching.

5 respondents which represent 14.0percent of the population have 9-11years experience in teaching.

5 respondents which represent 14.0percent of the population have over 11years experience in teaching.

| **Table 6 academic performance of students in English language has nothing to do with teachers academic qualification.** |
| --- |
|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | strongly agree | 5 | 10.0 | 10.0 | 10.0 |
| agree | 4 | 8.0 | 8.0 | 18.0 |
| undecided | 5 | 10.0 | 10.0 | 28.0 |
| disagree | 10 | 20.0 | 20.0 | 48.0 |
| strongly disagree | 26 | 52.0 | 52.0 | 100.0 |
| Total | 50 | 100.0 | 100.0 |  |

Source: field survey, October, 2015.

Table 6 shows the responses of respondents that academic performance of students in English language has nothing to do with teacher’s academic qualification.

5 of the respondents representing 10.0percent strongly agree that academic performance of students in English language has nothing to do with teacher’s academic qualification.

4 of the respondents representing 8.0percent agree that academic performance of students in English language has nothing to do with teacher’s academic qualification.

5 of them representing 10.0percent were undecided.

10 of the respondents representing 20.0percent disagree that academic performance of students in English language has nothing to do with teacher’s academic qualification.

26 of the respondents representing 52.0percent disagree that academic performance of students in English language has nothing to do with teacher’s academic qualification.

| **Table 7 students who are taught by highly qualified teachers perform better than those taught by lowly qualified teachers in external examinations** |
| --- |
|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | strongly agree | 15 | 30.0 | 30.0 | 30.0 |
| agree | 16 | 32.0 | 32.0 | 62.0 |
| undecided | 9 | 18.0 | 18.0 | 80.0 |
| disagree | 5 | 10.0 | 10.0 | 90.0 |
| strongly disagree | 5 | 10.0 | 10.0 | 100.0 |
| Total | 50 | 100.0 | 100.0 |  |

Source: field survey, October, 2015.

Table 7 shows the responses of respondents students who are taught by highly qualified teachers perform better than those taught by lowly qualified teachers in external examinations.

15 of the respondents representing 30.0 percent strongly agree that students who are taught by highly qualified teachers perform better than those taught by lowly qualified teachers in external examinations.

16 of the respondents representing 32.0 percent agree that students who are taught by highly qualified teachers perform better than those taught by lowly qualified teachers in external examinations.

9 respondents representing 18.0 percent were undecided.

5 of the respondents representing 10.0 percent disagree that students who are taught by highly qualified teachers perform better than those taught by lowly qualified teachers in external examinations.

5 of the respondents representing 10.0 percent strongly disagree that students who are taught by highly qualified teachers perform better than those taught by lowly qualified teachers in external examinations.

| **Table 8 there is a significant relationship between the qualification of English teachers and second any school student performance in external examinations.**  |
| --- |
|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | strongly agree | 20 | 40.0 | 40.0 | 40.0 |
| agree | 15 | 30.0 | 30.0 | 70.0 |
| disagree | 10 | 20.0 | 20.0 | 90.0 |
| strongly disagree | 5 | 10.0 | 10.0 | 100.0 |
| Total | 50 | 100.0 | 100.0 |  |

Source: field survey, October, 2015.

Table 8 shows the responses of respondents that there is a significant relationship between the qualifications of English teachers and second any school student performance in external examinations.

20 of the respondents representing 40.0 percent strongly agree that there is a significant relationship between the qualification of English teachers and second any school student performance in external examinations.

15 of the respondents representing 30.0 percent agree that there is a significant relationship between the qualification of English teachers and second any school student performance in external examinations.

10 of the respondents representing 20.0 percent disagree that there is a significant relationship between the qualification of English teachers and second any school student performance in external examinations.

5 of the respondents representing 10.0 percent strongly disagree that there is a significant relationship between the qualification of English teachers and second any school student performance in external examinations.

| **Table 9 there is a high impact of the qualification of English teachers on the performance of secondary school students in external examinations.** |
| --- |
|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | strongly agree | 19 | 38.0 | 38.0 | 38.0 |
| agree | 20 | 40.0 | 40.0 | 78.0 |
| undecided | 1 | 2.0 | 2.0 | 80.0 |
| disagree | 2 | 4.0 | 4.0 | 84.0 |
| strongly disagree | 8 | 16.0 | 16.0 | 100.0 |
| Total | 50 | 100.0 | 100.0 |  |

Source: field survey, October, 2015.

Table 9 shows the responses of respondents that there is a high impact of the qualification of English teachers on the performance of secondary school students in external examinations.

19 of the respondents representing 38.0 percent strongly agree that there is a high impact of the qualification of English teachers on the performance of secondary school students in external examinations.

20 of the respondents representing 40.0 percent agree that there is a high impact of the qualification of English teachers on the performance of secondary school students in external examinations.

1 respondent representing 2.0percent was undecided.

2 of the respondents representing 4.0 percent disagree that there is a high impact of the qualification of English teachers on the performance of secondary school students in external examinations.

8 of the respondents representing 16.0 percent strongly disagree that there is a high impact of the qualification of English teachers on the performance of secondary school students in external examinations.

**HYPOTHESIS TO BE TESTED**

**H0:** there is no significant relationship between the qualification of English teachers and secondary school students’ performance in external exams.

**H1:** there is a significant relationship between the qualification of English teachers and secondary school students’ performance in external exams.

**Level of significance:** 0.05

**Decision rule:**

In taking decision for “r”, the following rules shall be observed;

1. If the value of “r” tabulated is greater than “r” calculated, accept the alternative hypothesis (H1) and .reject the null hypothesis (H0).
2. If the “r” calculated is greater than the “r” tabulated, accept the null hypothesis (H0) while the alternative hypothesis is rejected.

| **Table 11 Correlations** |
| --- |
|  |  | Students who are taught by highly qualified English teachers perform better than those taught by lowly qualified teachers in external examinations | There is a significant relationship between the qualification of English teachers and secondary school students’ performance in external examinations. |
| Students who are taught by highly qualified English teachers perform better than those taught by lowly qualified teachers in external examinations | Pearson Correlation | 1 | **.929\*\*** |
| Sig. (2-tailed) |  | **.000** |
| N | 50 | 50 |
| There is a significant relationship between the qualification of English teachers and secondary school students’ performance in external examinations. | Pearson Correlation | **.929\*\*** | 1 |
| Sig. (2-tailed) | **.000** |  |
| N | 50 | 50 |
| **\*\*. Correlation is significant at the 0.05 level (2-tailed).** |  |

**Conclusions based on table 11**

From the above table, “r” calculated 0.000 being less than the “r” tabulated; we reject the null hypothesis and conclude that there is a there is a significant relationship between the qualification of English teachers and secondary school students’ performance in external exams.

The nature of the relationship between English teachers academic qualification and academic performance of students in secondary schools during external examinations is strong (0.929) and positive. This simply means that the adequate qualified English teachers would lead to an increase in the performance of students.

**CHAPTER FIVE**

**FINDINGS, CONCLUSION AND RECOMMENDATION**

The objectives of this study were:

1. To examine the effects of qualification of English teachers on the performance of secondary school students in external examination.
2. To examine the criteria for producing a qualified English teacher.
3. To determine the factors that can improve the academic performance of secondary school students in external examinations.

Findings from the study revealed the following:

* That there is a significant relationship between the qualification of English teachers and secondary school students’ performance in external exams.
* The performance of students in external examinations is a direct consequence of the level of qualification of English teachers.
* Academic performance of students in English language has a lot to do with teachers’ academic qualification.
* There is a high impact of the qualification of English teachers on the performance of secondary school students in external examinations.

**Recommendation**

Based on the findings from the study, the following recommendations are made:

* Trainings and retraining of teachers should be a priority as the quality of teachers directly influences the quality of students and how they perform in external examinations.
* Teachers should be constantly tested to determine their level of qualification; this would help to improve the academic performance of secondary school teachers in external examinations.

**QUESTIONNAIRE ADMINISTRATION**

**INSTRUCTION:** Please endeavor to complete the questionnaire by ticking the correct answer(s) from the options or supply the information required where necessary.

**SECTION A:** personal information/Data

1. Gender
2. Male
3. Female
4. Age range
5. 10-15
6. 16-20
7. 21-30
8. 41-50
9. Above 50
10. Educational qualification
11. WASSCE/GCE/NECO
12. OND/HND/BSC/NCE
13. MSC/PGD/PHD
14. Others
15. Marital status
16. Single
17. Married
18. Divorced
19. Widowed
20. Years of experience in teaching.
21. 0-2yrs
22. 3-5yrs
23. 6-8yrs
24. 9-11yrs
25. Above 11yrs

**SECTION B**

Questions on the effect of qualification of English teachers on the performance of secondary school students in external examinations.

1. Academic performance of students in English language of nothing to do with teachers’ academic qualification.
2. Strongly agreed
3. Agreed
4. undecided
5. disagreed
6. strongly disagreed
7. Students who are taught by highly qualified teachers perform better than those taught by lowly qualification teachers in external examinations.
8. Strongly agreed
9. Agreed
10. undecided
11. disagreed
12. strongly disagreed
13. There is a significant relationship between the qualification of English teachers and secondary school student’s performance in external examinations.
14. Strongly agreed
15. Agreed
16. undecided
17. disagreed
18. strongly disagreed
19. There is a high impact of the qualification of English teachers on the performance of secondary school students in external examinations.
20. Strongly agreed
21. Agreed
22. undecided
23. disagreed
24. strongly disagreed
25. What are the factors that can improve the academic performance of secondary school students?

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