

**THE EFFECTS OF TEACHERS' ACADEMIC
QUALIFICATION ON STUDENTS' PERFORMANCE
IN ENGLISH LANGUAGE AT SECONDARY LEVEL**

CHAPTER ONE

INTRODUCTION

The aim of education is to provide knowledge that will integrate individual and make them into more meaningful individual in the society capable of solving their problems. Teachers have been seen as an effective instrument towards achieving this effective teaching.

Teachers are recognized as the main pillars of our educational system. It is pertinent to mention here that ineffective and poor teaching of some key subjects like the English Language in the school curriculum have continued to do some havoc by shattering the hopes and aspiration of most students, especially the very ambitious ones. Most students have desired to become specialists in the field of knowledge or the others but cannot make the grade in the basic examinations that should have given them entry into higher institution such as the University.

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 an 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).

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 the English language in every walk of life, it is made a compulsory subject in Pakistan from the very beginning of the

academic career. This increasingly necessitates good quality initial preparation for non-native speaker teachers in the school system.

The government of the federation over the years has made tremendous efforts to increase the supply of qualified teachers. The Bachelor's Degree in Education was introduced in almost all the Nigeria universities in a bid to provide more trained teachers for effective teaching and learning, which will in turn influence the performance of students in both the Urban and rural areas. This provides the trained teachers for the lower form of secondary schools and teacher training colleges.

In addition to the above mentioned measure, the federal government has upgraded some colleges of education such as Alvan Ikoku college of Education, Owerri in Imo State to a degree awarding institution, which thus provides Nigeria Certificate of Education and degree holders simultaneously. The Phelps Stoke Report of 1925, according to Fafunwa, criticised this system of teacher training as being unsatisfactory due to the fact that the pupils-teachers were overworked and underpaid partly because the curriculum was poorly conceived, the supervisory system was inadequate and the missions did not understand the purpose of African education. By 1926, according to Fafunwa, there are 13 Teachers Training colleges with a total population of 20 men and 30 women (Phipson 1948: 107). All these are pointers to the fact that teachers' professional training to a large extent influences the students' performance, the standard of education and development of the nation in general.

1.1 BACKGROUND TO THE STUDY

Language teaching has been the primary focus of applied linguistics. Formal instruction does not work in a 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 achievement of school children 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 (1989:7) says that the quality of teaching must be considered in determining what results can be expected. McMillan (2003:7) describes the importance of classroom assessment in the following words: “What is needed is an understanding of how assessment and instruction are interwoven, with new conceptions about what assessment is and how it affects learning”. 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 achievement scores are important in determining the policy about the teachers, as stated by Aenny (1976) that great teachers are defined in terms of their impact on students’ achievement scores.

Teacher characteristics are more strongly related to students’ achievement than school effects (Kiplinger: 1997). Fuller and Clark (1994) remarked “what really matters is the teachers’ knowledge of the subject. Elaborating the importance of teacher knowledge as criterion for producing better results in the teaching learning process, Fawns and Nance (1993) state that “teacher knowledge, reason and judgment rather than teaching behavior should be emphasized as the basis of an account of exemplary teaching”. Lafayette (1993) has shown strong correlation between the subject knowledge of the language teacher and the learning outcomes. He argues that a sound command of the target language gives the teacher a high degree of confidence to meet the requirements of the learners ultimately affecting their performance. Wilkins (1974) is of the view that a poor command of English language puts the teacher in a critical situation due to the unpredictable nature of the classroom situation. In communicative

language teaching the knowledge of the target language is of paramount importance.

Al-Mutawa and Kailani (1989) observe that lack of practical command of the target language of teachers, their poor knowledge of the English sound system, grammar and vocabulary, and poor communication skills, will fail them in performing effectively. Cullen (1994) suggests that communicative language teaching methodology requires the language teacher to have higher level of proficiency in the target language. Thus, with changing trends in the teaching learning process result in particular must be a criterion for a successful language teacher.

In a research conducted by Goldhaber and Brewer (1997), it was found that Mathematics students who receive instruction from a teacher with advanced or Master's degrees in Mathematics, achieved higher scores, as compared to the students whose teachers have no advanced degrees in non-Mathematics subjects. In order to investigate whether same relationship holds true for English language teaching or not, the present research was conducted.

1.2 STATEMENT OF THE PROBLEM

For many years, now there have been expressed concerns about the problems faced by most of the English Language teachers in secondary schools. Such problems include insufficient training, inadequate facilities, poor teaching techniques, and inappropriate language of communications. It has been observed that for many years secondary school students have recorded massive failure in their English Language examinations both terminal and school leaving examinations (SSCE). It is in view of this that the researcher is interested in finding out the causes of this massive failure, putting into consideration the effect of teachers' professional qualifications.

The English Language, like many other core subjects in secondary schools, requires a lot of skills for proficiency in the teaching and learning process. The problems of teaching the English Language are not recent issues but have existed since the introduction of the subject in the school curriculum. The major complaints in teaching the English Language have always been associated with the behaviour of the teachers towards the subject. Among the noted teachers' behaviour are: domination of the class by the teacher alone, inappropriate language of communication, discouraging the students to ask questions, lateness and abstinence of the teachers from their lessons. This is a display which could be largely attributed to lack of professionalism or inadequate training.

As a result of this, the researchers therefore aim at looking into the effects of teachers' academic qualification on the teaching and learning of English Language with regard to proficiency achievement of the students in the Language, and at the end suggest possible solutions for effective teaching and learning of English Language and improved performance.

1.3 PURPOSE OF THE STUDY

- The study is designed to investigate the effect of teachers' academic qualifications on students' academic achievement scores in English at secondary level. Academic achievement in the present study is the performance of the secondary school students in the English language in the annual examination conducted by West African Examination Council (WAEC).
- The study will find out the relationship between secondary school teachers' academic qualifications and students' academic achievement at secondary level.

- To suggest measures that have greater impact on students' academic achievement.

1.4 RESEARCH QUESTIONS

- How can we describe the performance of secondary school students in English Language?
- Do we have quality or unqualified teachers in our secondary schools?
- Is the lack of qualified English Language Teachers at secondary level the cause of low academic achievement scores in English by the students?

1.5 RESEARCH HYPOTHESES

H₀₁ – The mean grade of English students is greater or equals to 3 (C₆ Pass)

H₀₂ – The mean academic qualification of English teachers is greater or equals to 3 (NCE English Language).

H₀₃ - There is no significant difference in the performance of students taught by qualified English teachers and those taught by unqualified English teachers.

1.6 SIGNIFICANCE OF THE STUDY

Any venture into the problem of teaching and learning is a step further in the advancement of education. Therefore, this study is expected to be of help to the

English Language teachers in improving teaching/learning process in secondary schools. It is also hoped that it will motivate them to be more creative and utilize their professional skill in making the teaching and learning of the language rich and lively at all times. In addition, it is also hoped that this survey would help the school administrators and the policy makers in Rivers state (Bonny in particular) and the federation at large to improve their services to the schools if the recommendations given by the researcher will be implemented. Moreover, it will also help in understanding various problems affecting the teaching of languages especially English Language so as to make necessary corrections as the future of our youth depends on the background we are able to provide for them, and it is on this background that they are going to be developed.

1.7 SCOPE/DELIMITATIONS OF THE STUDY

This study centers on the effects of teachers' qualifications on academic performance of students in Bonny Local Government Area of Rivers State. It is aimed at all secondary school students in Bonny Local Government Area, but due to time, money and other factors it will be limited to only five schools in the area.

1.8 DEFINITIONS OF TERMS

Relative to this study, definitions to the following terms are provided in order to clarify each in the context of the topic:

Academic Achievement- Student performance on state assessments (Cuningham, 2003). However, for the purpose of the proposed study, overall

class average will be the measure of academic achievement used. This term is used interchangeably with student achievement.

Class Size- The number of students in a class, which varies considerably from day to day; and at different times throughout the day because of student mobility, truancy, and absences

Classroom Climate- The classroom environment involving the shared perceptions of the students and the teachers.

School Climate- The shared beliefs, values, and attitudes that shape interactions between students, teachers, principals, and set the tone of acceptable behavior for the school

Student Achievement- Student performance on state assessments. However, for the purpose of the proposed study, overall class average will be the measure of academic achievement used. This term is used interchangeably with academic achievement.

Teacher's Competence- For the purpose of the proposed study an effective teacher will be defined as a teacher who has a high overall class average and a high number of posted homework assignments.

Sample- A sample is a listed number of elements selected from a population as a representation of the population (Ndagi 1984).

Validity- By validity it means the degree to which the measuring instruments used in the data collection actually serve the purpose intended, Galadima (2009).

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

This aspect of research is aimed at reviewing the following based on what has been said previously on the importance and performance of students in English language. They include:

2.1 English language in the curriculum

2.2 Importance of the English Language

2.3 The place of qualified teachers as factor in effective teaching.

2.4 Influence of lack of qualified teachers in our secondary schools.

2.5 Impact of professional teachers in our educational system.

2.6 Performance of Secondary School in English Language Examination

2.7 Factors responsible for students' poor performance in English language.

2.8 WAEC Chief Examiners Report on the Performance of Secondary school students in English language for 4 (four) years

2.1 ENGLISH LANGUAGE IN THE CURRICULUM

English language occupies a meaningful position in our curriculum because of its importance. Obanya (1982) points out that “English plays a unifying role in Nigeria because it is the only language common to Nigerians from diverse linguistics, social, cultural, religious and geographical backgrounds.” This is in

line with the known fact that English is a means of instruction in our primary, post primary and tertiary institutions. Therefore, English serves as a gateway to formal education because almost all the subjects in the secondary schools are taught in English language. The foregoing leaves no doubt in our mind that English occupies an enviable position in Nigeria, it can be seen as the life wire of the survival growth and unity of Nigeria. In response to this, Olagoke (1979) stresses that “English should be taught and learned in schools because it is indispensable to modern living.” Its indispensability is in view of the fact that it is the language of science and technology, commerce, trade and administration, a means of national and international communication, and finally a passport for educational advancement and prestigious employment. Olagoke (1979) recommends that “Nigerian children be given maximum encouragement and opportunity to learn English effectively in school.”

Furthermore, Teaching-Learning process for all subjects except the indigenous languages, are carried out in English, since all their texts are written in English language. There are about 400 different languages in Nigeria and in such a diversified country like Nigeria where people of many dialects and linguistics background work side by side, English language has been used to cement these different groupings.

Also, the aim of language teaching in schools as contained in the language syllabus by federal ministry of Education (FME 1985) for the junior and senior secondary English curriculum are as follows:

- a. Provide students with a sound linguistic basis for further learning in secondary, tertiary and vocational instructions.
- b. Equip school learner with a satisfactory level of proficiency in English language in their places of work

- c. Stimulate a love for reading as pleasurable activity.
- d. Promote the art of spoken English as a medium for national and international communication.
- e. Enhance and develop further the various skills and competencies already acquired at the primary and junior secondary levels.

Finally, the National Policy on Education (1982) set out a goal for language teaching at the primary level. That is the aim to attain permanent literacy in the mother tongue and target language. The aim of language teaching is therefore, to enable the learners to use the language in communication both orally and literally (written).

2.2 THE IMPORTANCE OF THE ENGLISH LANGUAGE

The **importance of English language** in Nigeria cannot be overemphasized considering the fact that English language assumes the position of Nigeria second language. Nigeria is a country with diverse ethnic groups, religion and language considering the land mass and the population of people living in Nigeria into the various languages. English language has become an important means of communication among the different ethnic and linguistic barriers which has made it a lingua franca in Nigeria.

The importance of English language is most noticeable in the field of education where any person seeking admission into any post-secondary institution must at least have a pass in the subject before he or she can be given admission into any Nigeria University, polytechnic or college of education. Onugbo (2005) stated on the importance of English, that six grade of credit pass, is acceptable for admission into any University in Nigeria and a requirement for employment as

well. By implication, this means that a candidate must have at least a credit pass in English language before he or she can be given admission.

According to Quirk (2006), “language is like religion which is clearly powerful and a unifying force”. This implies that English language is used in Nigeria today as a powerful unifying instrument to both the students and society at large.

Ever since the introduction of English in Nigeria by the missionaries that invaded the country during 18th century, English language has gained dominance and popularity as the world most popular language which is widely used by the government, mass media, in business etc. This means that all the sectors of our economy today make use of the English language as a means of communication in carrying out their duties.

2.3 THE PLACE OF QUALIFIED TEACHERS AS FACTOR IN EFFECTIVE TEACHING

According to Ukeje (1966) teaching is a conscious behaviour that makes learning more probable and more efficient and teachers are and will still remain architects of all professions. This means that extra care should be taken in the training, recruitment and posting of teachers to our Urban and rural secondary schools. There should be equal distribution of teachers in these areas for greater productivity.

On the quality of teachers, Itotoh (1977) said quality of teachers is important in any meaningful presentation of educational transactions. Quality of teachers is essential to the achievement of the great National aspiration.

In support of the above statement, Obasi (1982) has also said “The concept of education cannot be properly defined or conceptualized without reference to those who impart the knowledge. In other words, teachers are the pillars and life wire of the educational sectors”. For that reason, extra care should be taken when recruiting them into the teaching profession.

Thomas (1988) in his book titled “Teachers for the schools of Tomorrow said that the best school is not the one that is necessarily housed or equipped though they do facilitate school work but what is most important is the quality of the teaching staff which must be plentifully staffed with well-qualified teachers.

In the National policy on Education, it was said that the purpose of teacher education should be “to provide teachers with the intellectual and professional background adequate for their assignment and to make them adequate to any changing situation”. If teachers and the authorities responsible for education can pay heed to this objective, the problem of staffing in our schools, both in the Urban and the rural areas will be minimal.

Emezi (1987) in one of his article “Teachers Education in post independent Nigeria” said “The teacher is in all educational system the central figure and the sources of any educational reform depends on him”. This strengthens the fact that all secondary schools in the state not only in Bonny Island should be adequately staffed with the right caliber of teachers. This will make it possible for the students to be on the same footing academically not minding where the school is located.

The National policy on Education (1987) stresses this further in section 11, page 31, No 88 thus; “in order that this function may be discharged efficiently, a cadre of staff is required in adequate numbers and quality at the different

operational levels in the local, states, and federal institutions”. And to be ensuring quality control in the school, it is necessary to have good teachers.

2.4 INFLUENCE OF LACK OF QUALIFIED TEACHERS IN OUR SECONDARY SCHOOL

This question of inadequate of teachers in our secondary schools in a state like Rivers appears to be a paradox, when one remembers that Rivers state is saturated with trained teachers. The question is whether our secondary schools are well staffed with specialist in all subjects especially those schools in the rural areas in the face of “apparent enough trained teachers”. The answer is emphatically, No. Reflecting the importance of teachers in any society, Emezi (1977) said that since teachers are the backbone of the whole educational system their education therefore is perhaps the most vital factor affecting our future. We must ensure that the teacher is an educated person who possesses a firm grounding and a considerable deeper knowledge of the subject he is obliged to teach. “A teacher must be a leader, an innovator, and an enlightened person”. If teachers are not well educated the country will end up in producing half-baked students.

Teaching is not a profession for everybody, there are those we regard as “born teachers”. These are people who have the urge and ability to teach and lead others alright. Such people are the caliber of men required in the profession and they will readily accept postings anywhere, be it in the rural area or in the urban. Writing further on the qualities of a good teacher; Nwosu (1973) in his article titled “Who should teach” pointed out that teachers are those who have academic knowledge of the subject plus some instruction in the theories and strategies of teaching. And it is pertinent to add, plus interest in the profession

because one can have academic knowledge of a subject but if the interest is not there, he cannot perform effectively to substantiate this point further, Ndu (1975) writing also in “who should teach” said for one to be a teacher, he has to possess the subject matter knowledge as well as the natural qualities that help the persevere in the difficult but enjoyable and rewarding task of teaching and finally one has to submit oneself to professional training where one is equipped fully with tools for job.

It is therefore an established fact the teachers are the central figure with success of any educational system, as well as important functionaries in the instruction and upbringing of the child. The 1969 National Curriculum conference in its report aptly described the teacher as “The key man in the entire educational programme. The quality of a teacher’s training makes or mars the end product of his job as a teacher. This statement proves that the important of well qualified teachers cannot be overemphasized. Lack of adequate trained staff is one of the major reasons identified as a hindrance in the effective posting of teachers in the rural areas. And it is good that both states and federal governments are aware of the important role that well qualified teachers can play in the realization of qualitative education in the country.

The policy on education (1977) refers to the teacher as “The manipulator of educational environment where learning takes place. And the preamble of Teacher Educational Planning, because no educational system can rise above the quality of its teacher.

An educationist, Olatubosun (1980) in his writing says; “Who is a teacher? A teacher should be the master of his subject. In the act of teaching, he must know the individual needs of his pupils/students and give them the kind of attention and assistance most suitable to their needs”. All these statements underscore the fact that there can never be good student’s performance without a good quality

of staff. Well qualified teachers will know how best to handle students and how to tap their intellectual resources. People always trace student's performance to their teachers. That is only it is said that if the students have not learned, then the teacher has not taught. Therefore, he is to teach effectively and for optimum teaching to take place, the teacher must be qualified because no one can give what has not get.

2.5 IMPACT OF PROFESSIONAL TEACHERS IN OUR EDUCATIONAL SYSTEM

The importance of professional teacher's must be recognized. A professional teacher will do everything possible in order to make his teaching attractive and understandable to the learners. In order words, he places their interest as his own top priority. Against the situation, the students work along with the teacher and reflect this in their academic performance. This is never so with the untrained teachers who has not learnt the rudiments or the art of impacting knowledge. So if we are to achieve our desired goals in education, emphasis must be placed on quality of teacher not on quantity.

In support of the above, Bereday and Lauwery (1983) said "The strength of an educational system must largely depend on the quality of its teachers. However enlightened the aims, however up to date and generous the equipment, however efficient the administration, the value to the children is determined by the teachers". There is no more important matter than that of attracting sufficient number of the right caliber of people to the profession, providing them with the requisite training and finally ensuring that their status are commensurate with the importance and responsibility of their work.

Most government pays more attention to the provision of equipment to schools than they do to the training of qualified teachers and the subsequent retention of such teachers. The effect is that the equipment will not be fully utilized because of lack of trained teachers. Though equipment is necessary, a professional teacher can improvise teaching aids where none exists.

Still stressing on the needs for qualified teachers in schools; no curriculum however well written, no equipment, however costly it may be, will compensate for a poor teacher. On the other hand, a good teacher will more than off-set deficiencies in curriculum, in text book and in equipment.

For the achievement of the educational aims and objectives success or failure lies in the hands of the teachers. In supporting these views, (Overdate 1964:31) said “given the most meaningful and realistic education and training programme, which those with experience, imagination and foresight can devise, in the final analysis, no real achievement is possible without the necessary cadre of trained and motivated teachers.

Speaking also on the role that education will play in the society, Ukeje (1971) said that the role will largely depend on the teaching personnel who are to teach. He further said that any possible attempt to raise the standard of education must start with the improvement of the quality of teaching personnel.

Yeager in his book titled: Administration and the teacher, said “A competent teaching staff is one of the indispensable element of a good school. Good instruction depends on good teachers; the focus of good administration should always be securing and maintaining good teachers and good teaching”. This is in support of the view that no school can function effectively without good and well qualified teachers.

Ozigi (1977) in his write-up on “School Administration” described teaching as a team-work in which all the member of the team will have to co-operate with each other to achieve the objective of education. He further said that staffing priority is to assemble and build up a good team. In effect, he is saying that the most essential thing in the staffing process is to recruit qualified teachers who are competent and ready to co-operate with the principal and other members of the staff for the achievement of the school objective.

Igwe (1982:76) writing on “Issues and problems of qualified and quantitative education in Nigeria” said; under poor quality of teaching staff, we cannot achieve quantitative education at this level of the school system since there is intimate relationship between the quality of education in any school and the quality of teachers who operate them.

Ukeje (1991) support this view in one of his article titled “Quackery in the Teaching profession”. He had said that there is a direct relationship between the quality of teaching of the personnel and the quality of the educational process, the defect in quality of the present Nigerian educational systems are partly the result of poor teachers”. One observes that when there is shortage of teaching staff in schools, all grades of teachers are consequently recruited to fill in gaps. The secondary schools in Rivers educational zone are no exception to this practice. Such unqualified teacher includes holders of non-teaching related educational certificate. It is pertinent to note that these grades of teachers have not acquired the rudiments of the teaching profession and therefore have not mastered the art and skill of impacting knowledge. They may not have gained the knowledge they are expected to impact to students.

The general claim about the falling standard and education may have stemmed partly from lack of adequate teaching personnel. In support of this, Nwadu,

(1979) has this to say “the maintenance of good standard of academic achievement depends upon an adequate supply of trained teachers”.

Igwe (1977) conducted a research in which he discovered that the ratio of qualified teachers to students in secondary schools in one of the neighboring state. Enugu State stood at 1.55. This proved that the number of qualified teachers in our schools as at that time was found to be deficient. The case is still the same even today and this shortage, no doubt affected the schools in Bonny local government area of Rivers state. This sad state of affair results in the shortage of teachers suffered by most schools in the area.

This also results in over labouring of the qualified teacher since most of them will be assigned to subjects outside their areas of specialization. All these invariably increase inefficiency within the profession which results to poor academic performance in school by the students.

In 1979, the register of West African Examination council attributed poor performance by students in the external examinations to the shortage of staff, more unqualified teachers in schools, lack of minimum facilities and equipment necessary for maintained standard and unprecedented expansion at all level of education which has not been matched with corresponding increase with the number of qualified teachers. This presupposes that good student performance and well qualified teachers go hand in hand, effective teaching yield an effective result.

Eble (1976) emphasized the attributes of good teachers when he stated that “he will be a master of these subjects, can organize and emphases, can clarify idea and point out relationship, can motivate students, can post and elicited useful questions and examples that are reasonable, imaginative and fair in managing the details of learning.

2.6 PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN ENGLISH LANGUAGE EXAMINATION

Despite the importance of English language and the fact that it is the language of instruction in Nigeria educational system, the performance of students in the subject in public schools generally (especially state government owned schools) over the years has been very poor and not encouraging.

According to Ubahakwa (2002:42) he pointed out that “the point of divination has been in existence since 1963, when a pass in English language ceased to be a limit for award of the school certificate? He added that “increase enrollment figure over the years also shows a decline in the performance of students. A release of the federal ministry of education in 1998 categorically stated that “only 123-421 students (about 9.9%) of the 1,244,524 who wrote the English language paper in the school certificate examination in the past 3 years (1994 - 1997), passed above credit level.

According to WAEC enrollment from (2000-2004), a total of 4,333,453 candidate sit for English language extermination at the senior school certificate examination; and only 1,081,623 (25%) credited the subject ranging from (AI-C6) 1,351,097 candidate (31,2% had ordinary pass which is equivalent to failure due to its inability to fetch one admission in the tertiary institution or university. 1,901,234 candidates (43.9%) of the total enrolled population failed English language within this period under review.

From the above analysis of WAEC enrollment from 2000-2004 on students' performance in the English language in the senior secondary certificate examination. It is very exasperating considering the number and percentage of failure released within this period. It shows that performance of Nigeria students in English language examination is below average. Most English language teachers feel very annoyed because sometimes when students perform poorly like this, teachers are usually blamed in most cases. They are assumed not to have done their job well. Many scholars and specialists in the English language field have informed to ask questions pertaining to level of proficiency and performance of secondary schools pupils in the various aspects of English language and in English language examination aspect of English and equally English language examination. Sometimes, they blame it on the individual background, mother tongue interference, comprehension problem, social factor and individual differences etc. Eze (2004:112) was of the opinion that "the reason behind the poor performance of students in English language examination can be attributed to their inability to interpret written language and also answer comprehension question in their own words."

Obinyan (2005:54) agrees with the above comment by Eze where he said that students can do well in English language examination, if only they can be able to answer the question in their own words and avoid unnecessary lifting which might result to ambiguous answers."

At this juncture, it is very imperative and necessary that all the points raised here pertaining the reason why students perform poorly in English language examination be addressed. But considering the teachers channeled into teaching English, it has continued to linger on.

2.7 FACTORS RESPONSIBLE FOR STUDENTS POOR PERFORMANCE IN ENGLISH

Several reasons have been given for students' poor performance in the English language examination.

Some of these reasons include:

- i. Childs' background/environment
- ii. Mother-tongue interference
- iii. Teachers' factor
- iv. Social factor
- v. Students factor etc

Childs' background/Environment

According to Femi (2006:102), "the background of a child to an extent has a very strong influence on the child's physical and mental development process. A child from rich background develop faster than a child from a poor background who some time experience some difficulties in the process of growing up.

Chukwuemeka (2006:18) share the same view with Femi where he said that children from rich background, whose parents are educated are usually exposed more than children from poor homes who are usually shy and final in terms of presentation. They always do not like to come out to the public place because of their poor status which sometimes leads to intensively complex.

Anada (2006:52) share a different view where she said that environment where a child grew up, determines the level of achievement and education attainment of such a child. A child who grew up in an environment where English language is the language of communication will definitely grow up to know how to speak English unlike a child that grew up in a remote environment where the language of instruction, communication and interaction is in his or her native dialect, such a child will find it very difficult to adopt to a new environment where they speak a different language altogether”, Okereke (2005:52) added that parents usually send their children to the schools in the town for the sole purpose of acquiring the best knowledge, unlike poor parents who experience some difficulty in sponsoring their children in school.

In Nigeria to be precise, it is noticeable that children from rich background go to the best school in the country (private schools) where as children from poor homes are usually seen in public or government owned schools which is less expensive.

Mother Tongue Interference

Mother tongue is one of factors that influences child ability to speak English fluently. Ezema (2006) was of the opinion that children find it very hard to learn a new language especially in a situation where they only been taught how to do things in their native dialect. This will take a long time for the children to gain familiarity with the new language.

In Nigeria for instance, there are several ethnic groups and diverse language, children are taught morals in their various native dialect. So, there is every possibility that when they want to express themselves in English, there is bound to be some interference in either their information, or pronunciation eg. The vowel sound /i/ and /I:/ look alike but are distinct in terms of function. Children

who have only spoken their natural dialect all their life will find it very difficult to notice the difference between these two vowels. They pronounce them.

The whole problems of teaching and learning revolved round the teacher's prolise importance in educational system cannot be overemphasized. Holiday et al (2006) was of the opinion that the issue of qualified English teacher is one of the determining factors to the performance of students in English language examination. He went further to say that a good English teacher is one of the determining factor to the performance of students in English language examination.

Still in teacher, Tiffen (2006) stated that "a good English teacher ought to know the modern method of teaching language courses in order to bring about moderation, participation and interest" He went further to say that the importance of the modern method of teaching English will also aid the teacher and students to acquire the desired object.

Social Factor: Social factor is another factor that may hinder the performance and proficiency of students in English language in Nigeria. Considering that Nigeria is linguistically erogenous. Speaking on the social factors that influence the use of English language Bamgbosel (2007) pointed out that the basic errors committed by people using English in bi-lingual situations are usually grammatical and lexical errors. These error are coursed by the interference of natively dialect and Pidgin English.

Also, social factor as one of the hindrance to students performance in English language and indeed academic work in general has been emendated by many scholars and researchers Chinwubar (2006:103) was of the opinion that high or low performance is not matter of inheritance, sex but on the basis of

environmental circumstance of the people since everyone is born with the innate ability to do things.

2.8 WAEC CHIEF EXAMINER REPORT ON STUDENT PERFORMANCE IN ENGLISH FOR FOUR (4) YEARS

In the chief examiners reports in the year 2001 he states that:

The paper was generally within the scope of the students although the performance of the student belied the quality and simplicity of the question. They generally organized their essays badly and they made no conscious efforts at theory grammatical corrections.

From the above comment by WAEC Chief Examiner, it is observed that even though the question were very cheap the students failed to organize their essays well and they made grammatical errors which also contributed to their poor performances.

In the subsequent year (2002:12) the Chief Examiner stated that:

The students failed to adhere to rule of comprehension, which led to their poor performance. Hence they engaged themselves in lifting works and expression to answer their question without checking if they are wrong or right. Thus, they failed.

In the year (2003:7) the chief examiner stated that:

The students made a lot of grammatical errors while answering their comprehension question. Thus, they did not understand the questions very well which reflected in the answers they gave in the comprehension passage. Their construction were wrong, filled with vague expression, the students could not

understand the question, which resulted in the wrong expression and answering they made.

Thus, their expressions were badly constructed which also deducted some marks from them.

In the year (2004:7), the Chief Examiner stated that:

The students failed to adhere to the rubrics of the comprehension passage. Instead of answering the questions in their own words, they engaged themselves in mindless uplifting which express their little understanding of the comprehension.

2.9 SUMMARY

So far, the researcher has attempted to examine the places of qualified teachers as factor in effective teaching and influence of lack of qualified teachers in our secondary schools. To this, he received that there is however need for competent specialist teachers to take care of our secondary schools who will oversee and guide the work of classroom and also non specialist teacher. The absence of this group of teachers affects student's performance in Schools.

The impact of professional teachers in our educational system is also received by the researcher. According to Simithes (1977), talking on teacher's qualification as a criterion for effective teaching and finding solution will not be easy unless adequate time is given to it, and that the basic problem will continue so long as schools lack well qualified and properly trained teachers. This was what prompted hydride (1963) to say that there is the increasing need for competent specialist teachers in our secondary school who will oversee and guide everything.

Okere (1978) when writing on educational problems in the state said there is unfair distribution of teachers in the secondary schools in both urban and rural areas which has caused shortage of teachers in schools. The reasons was that most teachers are being trained to choose and pick where they will teach with the result that in various urban schools, there are cases where over ten graduates are posted to teach in some particular schools while the rural areas are left with not more than two. This is very unfair since these schools are supposed to be aiming at the same goal. This is why Okwu (1980) said majority of teachers posted outside their places of choice who are unwilling to accept such posting besiege the education department to see that it will be ridiculous for anybody to adopt a system which would leave some schools with a few number of teachers while other are over staffed.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter presents the methods used in carrying out the study. This is an in depth research on the effect of teachers' academic qualifications on students' performance in the English language at the secondary level. This is a descriptive survey research employing students' grade and teachers' qualifications. It is primarily aimed at investigating the possible influence the teachers' qualifications have on the academic performance of the students and how much their achievement is affected in English. This is with a view to recommending measures to improve students' performance when the cause is identified. This chapter consists headings which include research design, population of the study, area of the study, sample and sampling techniques, method of data collection, instrumentation and reliability of research instrument, administration of questionnaire, and data analysis

3.1 RESEARCH DESIGN

This study is a descriptive research. It is designed to survey the effect of teachers' academic qualifications on students' performance in the English language at the secondary level. Nwana (1981), refers to descriptive research as the best method which includes the use of questionnaire or interviews in the collection of data. The researcher used teachers' qualification, students' grade and questionnaire to obtain information needed for this study. To identify the strength of the responses to various questions, percentage would be calculated and all the data obtained would be analyzed.

3.2 POPULATION OF THE STUDY

The study will include all the English language teachers and the senior students from all the selected secondary schools in Bonny LGA. The researcher hopes to select the four public secondary schools and a private school in Bonny LGAs and out of these schools only twenty students will be selected. The selection of the schools will be based on spatial location, size of the classes, type and nature of the school system i.e either day or boarding, private or public, mixed sexes or single etc. The schools selected as shown in the table below will represent the whole secondary schools in Bonny LGA.

Table 1: Some Selected Secondary Schools In Bonny LGA.

S/N	SCHOOL
1	Bonny National Grammar School
2	Government Girls Secondary School, Finima
3	Community Secondary school, Abalamabie (SNR)
4	Community secondary school, Burukiri (SNR)
5	Kings and Queens Secondary school

The above schools were under the direct supervision of the Ministry of Education. This is to ensure that the schools selected are subjected to the same administrative conditions. Moreover, a deliberate attempt will be made to ensure an equal treatment of these selected schools as much as possible.

3.3 AREA OF THE STUDY

English language is about the most important subject in the secondary school system in Nigeria and for many years now, the performance of students in this subject have been tied to English teachers' problems. Such problems

include insufficient training, inadequate facilities, poor teaching techniques, and inappropriate language of communications. It has been observed that for many years secondary school students have recorded massive failure in their English Language examinations both terminal and school leaving examinations (SSCE).

This is therefore a descriptive survey research employing students' grade and teachers' qualification to find out the causes of massive failure among secondary school students in Bonny Local Government Area of Rivers state.

3.4 SAMPLE AND SAMPLING TECHNIQUES

The sample of this study comprised of five (5) secondary schools carefully selected. A total of 100 respondents, twenty from each school will be randomly selected and also all English teachers from the selected secondary schools will be involved. These sample chosen will therefore be representative for the whole population, and inference will be drawn from them.

3.4.1 METHOD OF DATA COLLECTION

In the process of data collection, the researcher in the survey limited the use of questionnaires to the schools to be visited and the schools' principal are consulted for the students result in English Language from 2012 - 2014. The responses of the teachers and students goes a long way in helping the researcher to identify the cause of students poor performance and how much the teachers' qualifications affect the students and the teaching/learning process of English Language.

3.4.2 VALIDITY AND RELIABILITY OF RESEARCH INSTRUMENT

The instrument adopted for this research was presented to my supervisor an expert in English department, of National Teachers Institute Kaduna, Bonny Study Centre who cross-checked the questions there in and approved them as good enough to solicit information needed for the study.

This instrument was equally found reliable as it was cross checked by an expert and confirmed to be worthy enough to seek for information. The researcher also adopted a test and re-test of the instrument, and a meaningful reliability index was reached.

3.5 ADMINISTRATION OF INSTRUMENT/QUESTIONNAIRE

The major research instrument to be adopted in this study will be survey based on the research question drawn by the researchers. In the process of data collection, the researchers will use structured questions in form of a questionnaire whereby respondents will choose/tick on the available options that will be provided and thereafter express their opinions based on options provided in the questions. The questionnaires will be designed in such a way that items of information required from respondent will be minimal to enable the respondent to promptly fill and return them. The questionnaires are of two set namely:

1. Questionnaire for Teachers
2. Questionnaire for students

The schools will be visited and responses from English teachers and selected students would be collected with the questionnaire.

Also the grades of students for 2014 school certificate result in English in Bonny LGA as well as the qualifications of English teachers in the local government area will be utilized. That is, A1 = 8 points, A2 = 7 points, A3 = 6 points, F9 = 0. Also, for this study, Uwakwe's (1987) rating for teachers was adopted (but with a little amendment to suit our intended qualification i.e B Ed). Using his rating, teachers were rated as presented in table 2 below.

The instrument was given to an English educator as well as two Communication & Languages educators at the Institute. They all adjudged the instrument adequate. No pilot study was carried out since WAEC examination usually go through series of pilot study.

Table 2: Uwakwe's (1987) rating for teachers

Qualification	Grade Points
Ph.D English	9
M.Ed English/MA English + PGDE	8
MA	7
BA Ed/B.Ed, BA + PGDE (English)	6
BA English	5
BA Linguistics/BA Mass Communication	4
NCE English	3
NCE English/Language related	2
HND or any other	1

3.6 DATA ANALYSIS

The method to be adopted in this research is based on statistical table by distributing the respondents according to their answers from the surveyed. For the purpose of data analysis simple statistical tools like the t-test and Z-statistic will be adopted. The questionnaire will be analyzed using frequency table form and simple percentage. This is necessary because the data obtained are qualitative and fixed.

CHAPTER FOUR

PRESENTATION AND DATA ANALYSIS

This chapter is used to present the data and information collected from the questionnaire issued to the respondents. It will be presented and analyzed through frequency table and simple percentages. However, a total of a hundred questionnaires were prepared for distribution to the students of the five selected secondary schools in Bonny L.G.A. Questionnaires were equally prepared for all the English teachers of each school. The researcher reached the schools and collected the filled questionnaires from the respondents. Moreover, for the purpose of this research the analysis aimed at analyzing based on the statistical table that is analysis through simple frequency table and simple percentage.

4.1 DATA PRESENTATION

The data presentation and analysis will be made in two phases. Phase one will be simple table and simple percentage from the response to the questionnaires. While the phase two will be the test for hypothesis through the use of t-test.

4.1.1 COMPOSITION OF THE RESPONDENTS (SECTION A)

Table 3: Sex composition of the students

SEX	FREQUENCY	PERCENTAGE
MALE	48	48%
FEMALE	52	52%
TOTAL	100	100%

The above table shows that the number of male students is 48 representing 48% while the number of female students is 52 representing 52%.

Table 4: Sex composition of the teachers

SEX	FREQUENCY	PERCENTAGE
MALE	01	8%
FEMALE	12	92%
TOTAL	13	100%

The above table shows that the number of male teachers is 1 representing 8% while the number of female students is 12 representing 92%.

Table 5: No of students chosen from the selected schools

SCHOOLS	FREQUENCY	PERCENTAGE
Bonny National Grammar School (SNR)	20	20%
Government Girls Secondary School (SNR)	20	20%
Community Secondary school, Abalamabie (SNR)	20	20%
Community Secondary school, Burukiri (SNR)	20	20%
Kings & Queens Secondary School.	20	20%
TOTAL	100	100%

The above table shows that the number of students from each of the five selected schools is 20 representing 20% each.

Table 6: Class of the students

CLASS	FREQUENCY	PERCENTAGE
S.S.S I	51	51%
S.S.S II	43	43%
S.S.S III	06	6%
TOTAL	100	100%

The above table 3 shows that the number of students selected from SSS I is (51) which represents 51%, the number of students from SSSII is (43) representing 43% and the number of students from SSS III is (06) which also represents 6%.

Table 7: Age of the students

AGE RANGE	FREQUENCY	PERCENTAGE
14 – 16	70	70 %
17 – 20	24	24%
Not Indicated	06	6%
TOTAL	100	100

Table 4 above revealed that the number of students that fall within the age range of 14 – 16 is (70) representing 71%, while the number of students between the age range of 17 – 20 is (24) which also represents 24% and the number of students that fail to indicate their age is (06) which also represents 6% all 100% together.

Table 8: Average class size of the schools

CLASS	AVERAGE CLASS SIZE
S.S.S I	45
S.S.S II	40
S.S.S III	35

The above table 5 shows that the average class size of students in the schools according to the teachers is 45 for SSS I, 42 for SSS II and 40 for SSS III.

4.1.2 SUMMARY OF FINDINGS (SECTION B)

ANALYSIS OF TEACHERS' QUESTIONNAIRE

This section deals with the responses of the teachers on the questionnaire that were given to them.

This will be analyzed based on the research questions designed. It goes thus:

Question1. What teaching qualification do you have?

Table 9: Table showing teachers Qualification

RESPONSE	FREQUENCY	PERCENTAGE
NCE (English related)	05	38%
BA. Ed English Language	06	46%
BA. English Language	01	8%
B Sc. Mass Communication	01	8%
TOTAL	13	100%

From the table above 38% of the respondents possess the Nigeria certificate in Education (in English related courses), 46% possess Bachelor of Art Education in English Language, 8% of the respondents possess Bachelor of Art in English Language and 8% possess Bachelor of Science in Mass Communication. It can therefore be deduced from the obtained data that 84% of the English Language teachers in Bonny Island possess NCE (or a bigger certificate) in English Language and English related course, NCE being the minimum requirement for teaching in Nigeria, while the remaining 16% was shared among graduates of other course though English related but not Education. At this juncture it can be said that 84% of English teachers in Bonny LGA have passed through proper training for teaching profession.

Question 2. How many years of teaching experience do you have?

RESPONSE	FREQUENCY	PERCENTAGE
Below 3	08	62%
3 - 5	02	15%
Above 5	03	23%
TOTAL	13	100%

Table 10: Table showing teachers year of experience

The above table represent the years of teaching experience and 23% responded to

have spent above 5 years in the teaching job, 15% also responded to have spent between three - five (3 - 5) years in the teaching profession. Among the respondents were those who have spent below three years in the job. This amount to 62% of the respondents. From the responses the researchers are able to conclude that only 38% of the English teachers in the Bonny L.G.A have teaching experience above three years.

Q3. What is the age range of students in your class?

Table 11: Age range of students according to teacher

RESPONSE	FREQUENCY	PERCENTAGE
14-16	10	77%
17-19	03	23%
20-22	-	0
TOTAL	13	100%

Table 11 above is showing the age range of the English Language students in the secondary schools in Bonny L.G.A of Rivers state as presented by the teachers. 77% of the respondents, responded that age range of the students in their class is 14-16, 23% responded to be having students with age range of 17-19 and none of the responded have students within 20 - 22 age range. Therefore, we can conclude from the above responses that the students within the age range of 14-16 dominate the population of secondary school English students in the Local Government.

Question 4. How does your students behave in the classroom?

Table 12: Teachers description of Students' behavior in classroom

RESPONSE	FREQUENCY	PERCENTAGE
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Very good	03	23%
Good	10	77%
Bad	-	0
TOTAL	13	100%

From the analysis of the table above, the students of the secondary schools in Bonny Local Government are of good conduct in the classroom. This is evident from the 100% response of the respondents that the students behave well in the classroom. This is expected to positively boost their performance in the subject.

Q5. How do you treat your students in the classroom?

Table 13: Table showing how teacher treats their students in classroom

RESPONSE	FREQUENCY	PERCENTAGE
Friendly	03	23%
Moderately	10	77%
Harshly	0	0
TOTAL	13	100%

Table 13 above shows that 23% of the English teachers in the secondary schools are friendly to their students as they shared their problems and help them find solutions in many cases, while 77% of the respondents are moderate in their interaction with the students. None of the teachers is harsh on their students. It can therefore be concluded that the teachers are of good cordial relationship with the students.

Question 6. How often do you make use of instructional materials?

Table 14: Table showing rate at which teachers make use of Instructional materials

RESPONSE	FREQUENCY	PERCENTAGE
-----------------	------------------	-------------------

Frequently	07	54%
When the need arises	06	46%
Not at all	0	0%
TOTAL	13	100%

Table 14 above shows that 54% of the teachers make use of instructional materials frequently while the remaining 46% use it when need arises. None of the teachers teach without timely use of instructional materials.

Question 7. Do you think teachers’ academic qualifications have any significant effect on the students’ achievement in English Language?

Table 15: Teachers view about the effect of academic qualification on students’ performance

RESPONSE	FREQUENCY	PERCENTAGE
Yes	12	92%
No	01	8%
TOTAL	13	100%

The responses of English teachers as to whether teachers’ academic qualifications have any significant effect on the students’ achievement in English Language was 92% Yes and 8% No. It can therefore be concluded that the teachers’ academic qualifications can largely impact the achievement of students in English Language.

Question 8. In your own view what percentage of the students sitting for English examination do you think can pass without indulging in examination malpractices?

Table 16: Table showing teachers rating of the percentage of students that can pass without examination malpractices.

RESPONSE	FREQUENCY	PERCENTAGE
Below 30	03	23%
30 - 60	08	62%
Above 60	02	15%
TOTAL	13	100%

Table 16 shows that 23% of the respondent believe that below 30% of students can pass without indulging in examination malpractices, 62% submit that between 30% - 60% of the students can still a pass without involving in malpractices, while 15% of the responded are of the opinion that over 60% of the students can pass without malpractices if well prepared. From the analysis, it can be concluded that 30 – 60% of the students can still pass without examination malpractices if adequately prepared.

Question 9. Why do you think students don't perform well in English Language?

Table 17: Teachers reason for students' poor performance in English Language

RESPONSE	FREQUENCY	PERCENTAGE
Teachers don't teach well	01	8%
Students are lazy to learn	06	46%
Students don't prepare well	06	46%
TOTAL	13	100%

The table above shows responses of the teachers with respect to reasons why students don't perform well in English Language. Only 8% agreed that it is the teachers' fault as they don't teach well, 46% of the respondent believe that it is because students are lazy to learn while 46% are of the opinion that students don't perform well in English Language because they don't prepare well. The researcher hereby concludes that the students should be blamed for their poor

performance in English Language examinations as they either are not serious with their studies or fail to prepare well for exams.

Question 10. What measures can you suggest to improve students' performance in English Language?

This is an open open-ended question and the following are the responses gathered from the respondents:

To teachers;

By the use of textbooks and Instructional materials in class

By teaching well, being friendly and not being harsh

Homework and assignment should be encouraged at appropriate time and defaulters should be dealt with.

To Students;

Students should try to practice and learn/study on their own

To Government

All school should be provided with a quality well-equipped language laboratory and necessary educational facilities.

School

The foundation year between Nursery and primary should be looked into.

Examination malpractices should be abolished.

Failed students should be made to repeat classes.

Regular test, competition and fora for student interaction should be encouraged.

ANALYSIS OF STUDENTS QUESTIONNAIRE

This section deals with the responses of the students on the questionnaire that were given to them.

Question 1. Do you like attending English Language class?

Table 18: Students interest in English Language class

RESPONSE	FREQUENCY	PERCENTAGE
Yes	98	98%
No	02	2%
TOTAL	100	100%

Table 18 above shows that 98% of the students like attending English class while only 2% are not always interested in English lessons.

Question 2. If Yes (meaning you like attending English Language Class), why?

Table 19: Reasons why students like attending English Language class

RESPONSE	FREQUENCY	PERCENTAGE
Because of the way the teacher presents	34	34%
To learn the language	64	64%
TOTAL	98	98%

Table 19 above shows that 34% out of the 98% that likes attending English language do that because of the way the teacher presents while the remaining 64% attends the class for better understanding of the language.

Question 3. If No (meaning you don't like attending English Language Class), why?

Table 20: Reasons why students don't like attending English Language class.

RESPONSE	FREQUENCY	PERCENTAGE
Because of the teacher's character	02	02%
The class use to be boring	-	0%
TOTAL	02	02%

Only 2% of the students don't like attending English lesson and their reason is that they don't like their teachers' character.

Question 4: Does your English teacher teach well?

Table 21: Students response on how their teachers teach.

RESPONSE	FREQUENCY	PERCENTAGE
Yes	100	100%
No	0	0%
TOTAL	100	100%

Table 21 above shows that all the respondents in totality agree that their English teachers teach well.

Question 5. Does your English teacher make use of Instructional materials?

Table 22: Students response to whether their English teacher make use of Instructional materials or not

RESPONSE	FREQUENCY	PERCENTAGE
Yes	86	86%
No	14	14%
TOTAL	100	100%

Table 22 above shows that 86% of the teachers make use of instructional materials as submitted by the respondents while only 14% of the teachers don't use them.

Question 6: How often does your English teacher make use of instructional materials?

Table 23: Students response to the rate at which their teachers make use of Instructional materials

RESPONSE	FREQUENCY	PERCENTAGE
Regularly	52	52%
Sometimes	37	37%
Not at all	11	11%
TOTAL	100	100%

In confirmation of the response presented in table 22 above, Table 23 further indicates that 52% of the teacher uses instructional materials regularly while 37% uses it sometimes. 11% don't use it at all comparable to 14% presented in table 22.

Question 7: How often does your English teacher speaks good English in the school during and after lessons?

Table 24: Students response to the rate at which teachers speak good English in the school during and after lesson

RESPONSE	FREQUENCY	PERCENTAGE
Regularly	95	95%
Sometimes	05	5%
Not at all	-	0%
TOTAL	100	100%

Table 24 shows that the 95% of the teachers speak good English in school during and after lesson while only 5% says their teacher does that sometimes.

Question 8. How does your English teacher relates towards you in the class?

Table 25: Students response on how their English teacher relates toward them in the class

RESPONSE	FREQUENCY	PERCENTAGE
In a polite manner	63	63%
Moderately	35	35%
Very harshly	02	2%
TOTAL	100	100%

The above table shows that 63% of the respondents assert that their teacher relates towards them in a polite manner, 35% says their teacher are moderate in their relationship with them while only 2% says their teachers treat them harshly in the class.

Question 9. How often does your English teacher come to the classroom for lesson?

Table 26: Students response to the rate at which their English teacher come to classroom

RESPONSE	FREQUENCY	PERCENTAGE
Very Punctual	90	90%
Not Punctual	10	10%
TOTAL	100	100%

Table 26 above shows that 90% of the respondents agree that their teacher are very punctual while 10% submits that there teacher are not punctual to coming to classroom.

Question 10: In your own view how will you rate your English teacher?

Table 27: Students rating of how qualified their teachers are.

RESPONSE	FREQUENCY	PERCENTAGE
Qualified	100	100%
Not Qualified	-	0%
TOTAL	100	100%

Table 27 above shows that all the respondents see their teacher as being qualified and none of them believes the teachers are unqualified.

4.1.3 TESTING OF HYPOTHESIS

This research work at this stage aim at finding out whether the hypothesis stated for the research can be accepted or rejected. The data obtained from the survey will be used to test for the hypotheses and t-test will be adopted. The hypotheses are stated as follows:

H₀₁ – The mean academic qualification of English teachers is greater or equals to 3 (NCE English Language).

H₀₂ – The mean grade of English students is greater or equals to 3 (C₆ Pass)

H₀₃ - There is no significant difference in the performance of students taught by qualified English teachers and those taught by unqualified English teachers.

4.2 RESEARCH QUESTION 1/HYPOTHESIS 1

Research Question 1: How can we describe the performance of secondary school students in English Language in Bonny L.G.A?

On the performance of students, table 29 shows that 206 (44%) out of 473 failed or had passes in English Language in their WASSCE between 2012 and 2014, 261 (55%) got a credit pass and only 1% had distinction. Table 16 equally shows that 30% - 60% of the students can pass without involving in examination malpractices.

Hypothesis 1

H_{01} – The mean grade of English students is greater or equals to 3 (C₆ Pass)

Summary of the result obtained is tabulated below. A detailed calculation is presented in Appendix 3 at the back page.

Table 29: Z-test table for comparison of mean grade of English students

Numbers of cases	Mean	Standard Deviation	Level of significance, α	Z-value calculated	Decision
473	2.55	2.87	0.05	-3.41	Reject Null Hypothesis

Critical value of Z = - 1.645

Test Statistics for Testing $H_0: \mu = \mu_0$

If $n \geq 30$

$$Z = \frac{\bar{X} - \mu_0}{s/\sqrt{n}}$$

Z = Z score

Conclusion.

We reject H_0 because $-3.41 < -1.645$. We have statistically significant evidence at $\alpha=0.05$ to show that the mean academic grade of students in English Language is lower than the minimum pass grade of C₆ in WASSCE.

4.3 RESEARCH HYPOTHESIS 2/HYPOTHESIS 2

Research Question 2: Do we have quality or unqualified teachers in our secondary schools?

Considering teachers qualification, table 29 shows that majority of the teachers taking English are qualified and this is confirmed from table 25 as 100% of the students submit that their teacher is qualified. It can therefore be concluded that teachers' academic qualification is not the only factor responsible for students' poor performance in English Language.

Hypothesis Two

H₀₂ – The mean academic qualification of English teachers is greater or equals to 3 (NCE English Language).

Summary of the result obtained is tabulated below. A detailed calculation is presented in Appendix 2 at the back page.

Table 28: t-test table for comparison of mean academic qualification of English teachers

Numbers of cases	Mean	Standard Deviation	Level of significance, α	Df	t-value calculated	Decision
13	5.15	0.66	0.05	12	11.74 Significant	Accept Null Hypothesis

Critical value of $t = -2.179$

Test Statistics for Testing $H_0: \mu = \mu_0$

If $n < 30$

$$t = \frac{\bar{X} - \mu_0}{s/\sqrt{n}} \quad \text{where } df = n - 1$$

\bar{X} – mean of the sample

μ_0 – mean of the null hypothesis

s – standard deviation of the sample

n = sample size

Conclusion

We do not reject H_0 because $11.74 > -2.179$. We do not have statistically significant evidence at $\alpha=0.05$ to show that the mean teacher academic qualification is lower than the national mean qualification of National Certificate in Education set by the federal Government since 1980.

4.4 RESEARCH QUESTION 3/HYPOTHESIS 3

Research Question three: Is the lack of qualified English Language Teachers at secondary level the cause of low academic scores in English Language?

Table 13, 14, and 18 through 26 are further pointers to the fact that the teacher are well qualified as 98% of the students like attending English classes because their teacher teach well (table 18 & 21), table 22 shows that 86% of the teacher make use of instructional materials though 52% of them uses it regularly while 37% sometimes (table 23). Table 24 further strengthens the qualification of the teachers as the 95% of the respondents submit that their teacher speak English Language, table 25 shows that teachers relate well with their students as 98% of the respondents (students) submit and table 26 clearly states that teacher are very punctual to lessons as supported by 90% of the respondents.

There are therefore professionally qualified teachers in the school and the students' performance cannot be tied to the absence of qualified teachers in the school. Table 15 however shows that the teachers still largely believe that teachers' academic qualifications have significant effect on the students' achievement in English Language.

Hypothesis Three

H₀₃ - There is no significant difference in the performance of students taught by qualified English teachers and those taught by unqualified English teachers”

Summary of the result obtained is tabulated below. A detailed calculation is presented in Appendix 4 at the back page.

Table 30: Frequency distribution of Teachers Qualification and Grade Points

Qualification	Grade Points	Frequency	
Ph.D English	9	0	0
M.Ed English/MA English + PGDE	8	0	0
MA	7	0	0
BA Ed/B.Ed, BA + PGDE (English)	6	4	24
BA English	5	7	35
BA Linguistics/BA Mass Communication	4	2	8
NCE English	3	0	0
NCE English/Language related	2	0	0
HND or any other	1	0	0
TOTAL		13	67

Table 31: Frequency distribution of Students Grade for 2012 - 2014

Result Grade	Grade Point	Frequency	
A1	8	0	0
B2	7	0	0
B3	6	6	36

C4	5	24	120
C5	4	49	196
C6	3	188	564
D7	2	108	216
E8	1	76	76
F9	0	22	0
TOTAL	36	473	1208

This hypothesis was tested using t-test for independent samples. The formula for t-test used is:

$$t = \frac{\underline{M}_1 - \underline{M}_2}{\frac{\underline{S}_1^2}{N_1} + \frac{\underline{S}_2^2}{N_2}}$$

where

- M_1 = Means of English teachers grades
- M_2 = Means of English students grades
- N_1 = Number of English teachers
- N_2 = Number of English students
- S_1 = Standard deviation English teachers
- S_i = Standard deviation of English students
- M_1 = 5.15 for 13 English teachers
- M_2 = 2.55 for 473 English students
- S_1 = 0.66
- S_t = 2.87

The t-test value was obtained as itemized above. Since the calculated value of t which is 51.05 is greater than the critical value which is 1.97, the hypothesis is thus rejected. This means that there is significant difference in the performance of English Language students taught by qualified English teachers and those taught by unqualified English teachers. The result is displayed on Table 30 below:

Table 32: t-test table for comparison of students taught by qualified and unqualified teachers

Numbers	Mean	Standard	Level	of	Df	t-value	Decision
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of cases		Deviation	significance, α			
13	5.15	0.66	0.05	484	51.05	Reject Null Hypothesis
473	2.55	2.87				

Critical value = 1.96

4.5 SUMMARY

The tables above show the test for hypotheses stated, it can be deduced from the result of the test that hypotheses stated for this research were accepted and rejected accordingly. Putting into consideration the rule governing t-test (for lower tail test) which states that when the t-calculated < t-tabulated the value is rejected and when t-calculated > t-tabulated the value is accepted. At this juncture the researcher can deduct from the result of the test that hypotheses II is valid and effective, as the mean grade of English language teachers is greater than the minimum standard of NCE adopted in Nigeria. Nevertheless, hypothesis I & III have also been found null and void as proved by the result of the analysis. Hence the mean grade of students in English Language examination has been found to be less than the minimum credit pass of C₆ and there is a large difference in the performance of students taught by qualified teachers and those taught by unqualified teachers at secondary level. Therefore, qualified teachers should be employed to teach English language to students.

The summary from this study therefore indicates that qualified English teachers should be employed to teach English students and other factors mentioned above be well taken care of for the students' performance to be enhanced.

CHAPTER FIVE

DISCUSSION OF FINDINGS, SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter is the concluding part of the research work titled “the effects of teachers’ academic qualifications on students’ performance in English Language at secondary level.” The research has looked into the rate at which teachers’ academic qualifications affect the students’ achievement in English Language. The issue of teachers’ academic qualification has gone a long way in affecting the students achievement in school, not only in English Language, but also in other Art subjects even in the sciences, as it has led to withdrawal of many students from school when they find it difficult to pass in English Language examinations and consequently other subjects because they believe the teachers are not teaching it well as a result of their non-qualification. It is in view of this that this research assesses the teachers’ academic qualifications, how it affects the students’ achievement in English Language and the possible solution in Bonny Local Government.

5.1 DISCUSSION OF FINDINGS

The analysis of the data obtained from this survey has clearly provide answers to the questions that form the bottom line of this research. The discussion will therefore be based on the research questions designed for the purpose of this study.

Table 29 shows that averagely students can pass English in WASSCE even without involving in examination malpractices as illustrated in table 16.

All the students agreed that their teachers are qualified as presented in table 25 and this points to the fact that some other factors might be responsible for students' poor performance. The teachers teach well, speak good English, make good use of instructional materials and therefore sustaining the interest of students in English lesson. However, many of the teachers are inexperienced as they mostly have less than five years of teaching experience and this to a large extent can affect their delivery thereby reflecting in the performance of the students they teach.

Also lack of adequate teaching facilities in schools like language laboratory and laziness to learn or poor preparation by students are other factors presented in table 17 that could be responsible for the students' poor performance.

The following have therefore been suggested as measures to improve students' performance in English Language: teaching well & adequate use of instructional materials, being friendly with the students, use of regular test/exam, competition or learning platform to bring the students together and share knowledge, provision of language laboratory by government or school, readiness of students to work hard and determination to succeed, provision of adequate learning materials by the parents to their children, discouraging failure by making failed students to repeat, examination malpractices should be reduced or totally abolished and focus be redirected to the nursery and primary level of education as this is the foundation.

5.2 CONCLUSION

The research titled "the effects of teachers' academic qualifications on students' performance in English Language at secondary level" has been extensively

studied, and based on the survey carried out, the data obtained, the result of the analysis and the summary it can be concluded that:

The mean grade of secondary school students in English Language in Bonny Local Government is less than 3 (i.e C6).

The mean academic qualification of English Language teacher in Bonny Local Government Area is greater than 3 (i.e NCE English).

There is significant difference in performance of students taught by qualified teachers and those taught by unqualified teachers at the secondary level.

To this end, hypothesis II stated for this research has been proved to be correct by the result of the test and is hereby valid for this research while hypotheses I & III have being proved wrong by the result of the testing and are thus null and void hypotheses.

5.3 RECOMMENDATION

The researchers at this stage have the following recommendations to make.

1. The English Language teachers should endeavor to make use of instructional materials as it goes a long way in making a class lively and rich.
2. Students should be determined to learn and parents should encourage/motivate their children by providing them with adequate materials to enhance learning.
3. Teachers and school administration should encourage regular test/exam, home works/assignments, intra/inter school competition and fora where students

come together and share knowledge. They should equally strive to abolish examination malpractices and make failed students to repeat.

4. The government and school administrators should ensure that focus is redirected to the nursery and primary level of education as this form the foundation. The secondary level should however not be neglected as a result of this.

5. The school should ensure that the teachers attend conferences and also organize internal workshop for teachers.

6. The government should employ more qualified English Language teachers to ease the work of the existing ones and facilitate effective teaching and learning.

7. The government should provide adequate educational enhancement materials like modern languages instructional materials for teachers, sound library and language laboratory for schools and text books for effective teaching and learning of English language in the LGA.

5.4 SUGGESTION FOR FURTHER STUDY

The following can be put into consideration for future purpose, in any research of this kind.

1. The researchers may consider visiting the state ministry of education for students result and a proper analysis of the trend of performance can be carried out.

2. The researchers should have more time to enable him carry out extensive research and collect relevant data from his/her sample schools

3. The researchers can equally make a detailed list of factors that can influence students' performance in English Language and carefully find out which one exerts the greatest influence on students.

4. The study is limited to Bonny Local Government of Rivers State. It can also be carried out in other local government of the states and other states in Nigeria.

5.5 LIMITATION OF THE STUDY

This research project is limited to secondary schools in Bonny local government area of Rivers state, Nigeria. The study could not cover the entire state due to the time factor and financial problems.

The study is also limited by the single investigation of teachers' academic qualifications as a factor affecting students' performance in English language.

5.6 SUMMARY

This survey has been a very interesting one, and the researcher has to the best of his ability assessed the teachers' academic qualifications, and the rate at which this affect the teaching and learning process. The researcher in his quest to the demand of this work selected five schools for sampling of the questionnaire among the teachers and students, the four public schools in the area and one private school. However, the analysis carried out in the course of this research were in two phases, the phase I is the analysis of the responses to questionnaire of the English Language teachers and students of the selected secondary schools in a simple frequency and percentage table. The second phase is that of the test for hypotheses using the t-test.

Also from the survey it can be deduced from table 9 that 92% of the English teachers teaching in Bonny Local Government Area are well qualified academically (the remaining 8% being BSc Mass Communication) and this is confirmed by the students' response presented in table 25. 77% of the teachers however have less than 5 years of experience in the teaching profession as shown in table 10 and this can affect their output in the class.

Table 17 shows that the main factors responsible for students' poor performance are largely student related and include laziness/unwillingness to learn and inadequate preparation for exams contrary to the students' acclaimed likeness 98% for English classes shown in table 18. Nevertheless, 55% of the students still managed to make Credit passes in English Language (C4 – C6), 44% had D7 – F9 as presented in table 29.

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APPENDIX

APPENDIX 1A

**NATIONAL TEACHERS' INSTITUTE (NTI), KADUNA
BONNY STUDY CENTRE
DEPARTMENT OF ENGLISH
QUESTIONNAIRE (STUDENTS)**

This is a questionnaire prepared to research on “the effects of teachers’ academic qualification on students’ performance in English Language at secondary level”. It is in view of this that I urge you to fill in the information there in as appropriate to the best of your ability as your response will be treated with confidence.

SECTION A

Sex: **Class:** **Age:**

School:

SECTION B

- 1) Do you like attending English Language class? (a) Yes (b) No
- 2) If Yes, why? (a) Because of the way my teacher presents (b) To learn the language
- 3) If No, why? (a) Because of the teacher’s character (b) The class use to be boring
- 4) Does your English teacher teach well? (a) Yes (b) No
- 5) Does your English teacher make use of Instructional materials? (a) Yes (b) No
- 6) How often does your English teacher make use of Instructional materials?
(a) Regularly (b) Sometimes (c) Not at all
- 7) How often does your teacher speak good English in the school during and after lesson?
(a) Regularly (b) Sometimes (c) Not at all
- 8) How does your English teacher relate towards you in the class?
(a) In a polite manner (b) Moderately (c) Very harshly
- 9) How often does your English teacher come to the classroom for lesson?
(a) Very punctual (b) Not punctual
- 10) In your own view, how will you rate your English teacher?(a) Qualified(b) Not qualified

APPENDIX 1B
NATIONAL TEACHERS' INSTITUTE (NTI), KADUNA
BONNY STUDY CENTRE
DEPARTMENT OF ENGLISH

QUESTIONNAIRE (ENGLISH TEACHERS)

This is a questionnaire prepared to research on "the effects of teachers' academic qualification on students' performance in English Language at secondary level". It is in view of this that I urge you to fill in the information there in as appropriate to the best of your ability as your response will be treated with confidence.

SECTION A

Sex:

Class taught:

Class size:

School:

SECTION B

1) What teaching qualification do you have?

(a) N.C.E (English related) (b) BA. Ed. English Language (c) BA. English Language

Please specify if none

2) How many years of teaching experience do you have?

(a) Below 3 (b) 3 – 5 (c) Above 5

3) What is the age range of students you have in your class?

(a) 14 – 16 (b) 17 – 19 (c) 20 – 22 If none please specify

4) How does your students behave in class? (a) Very good (b) Good (c) bad

5) How do you treat your students in the classroom?

(a) Friendly (b) Moderately (c) Harshly If none please specify

6) How often do you make use of instructional materials?

(a) Frequently (b) When the need arises (c) Not at all

If others please specify

7) Do you think teachers' academic qualifications have any significant effect on the students' achievement in English Language? (a) Yes (b) No

8) In your own view what percentage of the students sitting for English examination do you think can pass without indulging in examination malpractices? (a) Below 30 (b) 30 – 60
(c) above 60

9) Why do you think students don't perform well in English Language?

(a) Teachers' don't teach well (b) Students are lazy to learn (c) students don't prepare well

If none please specify

10) What measures can you suggest to improve students' performance in English language?

.....

APPENDIX 2

t-test Calculation for comparison of mean academic qualification of teachers

- **Step 1.** Set up hypotheses and determine level of significance

$$H_0: \mu = 3 \qquad H_1: \mu < 3 \qquad \alpha = 0.05$$

- **Step 2.** Select the appropriate test statistic.

Because the sample size is small ($n < 30$) the appropriate test statistic is

$$t = \frac{\bar{X} - \mu_0}{s/\sqrt{n}}$$

- **Step 3.** Set up decision rule.

This is a lower tailed test, using a t statistic and a 5% level of significance. In order to determine the critical value of t, we need degrees of freedom, df, defined as $df = n - 1$. In this example $df = 13 - 1 = 12$. The critical value for a lower tailed test with $df = 12$ and $\alpha = 0.05$ is -2.179 and the decision rule is as follows: Reject H_0 if $t \leq -2.179$.

- **Step 4.** Compute the test statistic.

We now substitute the sample data into the formula for the test statistic identified in Step 2.

$$t = \frac{\bar{X} - \mu_0}{s/\sqrt{n}} = \frac{5.15 - 3}{0.66/\sqrt{13}} = \frac{2.15}{0.66/3.605} = \frac{2.15}{0.18} = 11.74$$

$$df = 13 - 1 = 12$$

$$t_{\text{critical}} = -2.179$$

- **Step 5.** Conclusion.

We do not reject H_0 because $11.74 > -2.145$. We do not have statistically significant evidence at $\alpha = 0.05$ to show that the mean teacher academic qualification is lower than the national mean qualification of National Certificate in Education set by the federal Government since 1980.

APPENDIX 3

Z-test Calculation for comparison of mean grade of students

- **Step 1.** Set up hypotheses and determine level of significance

$$H_0: \mu = 3 \qquad H_1: \mu < 3 \qquad \alpha = 0.05$$

- **Step 2.** Select the appropriate test statistic.

Because the sample size is big ($n > 30$) the appropriate test statistic is

$$Z = \frac{\bar{X} - \mu_0}{s/\sqrt{n}}$$

- **Step 3.** Set up decision rule.

This is a two-tailed test, using a Z statistic and a 5% level of significance. Reject H_0 if $Z \leq -1.645$.

- **Step 4.** Compute the test statistic.

We now substitute the sample data into the formula for the test statistic identified in Step 2.

$$Z = \frac{\bar{X} - \mu_0}{s/\sqrt{n}} = \frac{2.55 - 3}{2.87/\sqrt{473}} = \frac{-0.45}{2.87/21.74} = \frac{-0.45}{0.131} = -3.41$$

$$Z_{\text{critical}} = -1.645$$

- **Step 5.** Conclusion.

We reject H_0 because $-3.41 < -1.645$. We have statistically significant evidence at $\alpha = 0.05$ to show that the mean academic grade of students in English Language is lower than the minimum pass grade of C_6 in WASSCE.

APPENDIX 4

t-test calculation for comparison of students taught by qualified and unqualified teachers

Using the above formula for t which is

$$t = \frac{M_1 - M_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

$$\frac{M_1 - M_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

for $N_1 + N_2 - 2$ degree of freedom

$$t = \frac{M_1 - M_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

$$t = \frac{5.15 - 2.55}{\sqrt{\frac{0.66^2}{13} + \frac{2.87^2}{473}}}$$

$$t = \frac{2.6}{\sqrt{\frac{0.4356}{13} + \frac{8.2369}{473}}}$$

$$t = \frac{2.6}{\sqrt{\frac{0.4356}{13} + \frac{8.2369}{473}}}$$

$$t = \frac{2.6}{0.0335077 + 0.0174142}$$

$$t = \frac{2.6}{0.0509219}$$

$$t = 51.058582$$

Calculated t = 51.05

$$\begin{aligned} df &= 13 + 473 - 2 \\ &= 484 \end{aligned}$$

Significance level = 0.05

Critical value of t = 1.974