

**TEACHER QUALIFICATION AS A DETERMINANT OF STUDENTS' ACADEMIC ACHIEVEMENT IN O LEVEL ENGLISH IN OYO METROPOLIS**

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**ABSTRACTS:** *This study examines teacher qualification as a determinant of students' academic achievement in O level English in Oyo metropolis. Multistage sampling approach was used in the selection of the respondents. Stratified sampling technique was used to select four secondary schools from each of the four local governments in Oyo metropolis; however, due to relative number of teachers with NCE and First Degree Certificate, proportional sampling technique was also adopted. Purposive sampling technique was used to select five schools where the teachers' highest qualification is NCE and five schools where the teachers' highest qualification is first degree. Randomly Sampling technique was used to select fifty (50) students from each of the ten schools making total number of five hundred 500 respondents in all. Fifty (50) multiple choice test items were used to test the students' achievement in O level English based on WAEC syllabus. The students' scripts were marked, scored and interpreted. Percentage was used to determine the students' achievement. The result shows that there is a difference in the achievement of students in O level English with students taught by holders of degree certificate performing better. It was therefore recommended that NCE teachers should go for their degree programmes and degree holders should also cultivate the habit of attending seminars, conferences and workshop programmes to improve the general performance of students in O level English in the metropolis.*

**KEYWORDS:** Achievement, O level English, teacher qualification, WAEC syllabus

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## **INTRODUCTION**

The significant roles the English Language plays in day to day activities in Nigeria make it the second language of most Nigerians. According to Adigbija (1989) the language is the linguistic Alpha and Omega in Nigeria. A lot of writers, including Bamgbose (1985), Adegbija (1989), Jejede (1995), Akindele and Adegbite (1999), Makinde (2001) and Fakeye (2012) had stressed the roles and importance of English language in Nigeria as a whole, especially as a language of education. The function of English language for educational advancement, according to Fakeye (2012), is the most important of all its functions. According to him, it is taught at almost all levels of the educational system in Nigeria; therefore, the language is introduced to students right from pre-primary to tertiary level of education.

Williams (1990) stated that English does not only serve the national purpose in Nigeria but also the international one since it is the language Nigeria uses in communicating with the outside world. The roles of English Language then... The roles of English language then, according to Makinde (2001), justified its being introduced into the school curriculum at all levels of education.

In the primary school, many researchers, including Fafunwa, Macauley and Sokoya (1989), Akinbote, Oduolowu and Ogunsanwo (2003) emphasized the importance of indigenous languages, especially, the child's mother tongue as a medium of instruction in schools. However, English language is discovered to be the major medium of instruction, especially in the private primary schools. This is contrary to the National Policy on Education (NPE) (1977, revised 2004) as declared by the Nigerian Education Research and Development Council (NERDC) that the medium of instruction in the primary school shall be the child's mother tongue or the language of the immediate environment for the first three years, that is, from primary one to primary three. During this period, English shall be taught as a subject. From the fourth year (primary four), according to the policy, English shall be progressively used as a medium of instruction.

From the declaration, it is clear that the mother tongue (MT), or the language of the immediate community (LIC) is expected to be the medium of communication in the pre-primary and junior primary level, while English language is expected to be taught as a subject. English language is expected to be introduced as a medium of instruction to pupils in the upper primary level, and at the same time be taught as a subject. However, in schools today, especially in private schools, English is introduced to the pupils right from kindergarten level.

In the secondary school, English language takes a dominant role in the education delivery at the level. The medium of instruction right from JS1 to SS3 is English. English is not only a compulsory subject that a student must register for at all the level of secondary school Senior School Certificate Examination (SSCE); it is a compulsory subject that must be passed.

Literature-in-English is introduced to students in the junior secondary school, in some primary schools; especially the private schools also introduce literature-in-English to the pupils. Literature-in-English is not a compulsory subject like English language. English language dominates almost every activity that takes place in the secondary schools. It is a subject on the curriculum; it is the major medium of instruction. Textbooks are written in English language; assessment and evaluations are conducted in English. Inter-school debates and other academic competitions are organized in English.

Parents often employ the services of private English teachers for their children. A good mastery of English language at this level is believed to be a ticket to greatness in life. Adegbija (1994) observed that the learning of English is one of the major reasons why most people send their children to school and that this should not be delayed. If this is delayed, this could be interpreted as an attempt of government to hold back their children from legitimate advance in civilization.

In summary, the N.P.E provisions for language in the curriculum can be said to enhance the students of English language in the Nigerian education system, especially in the primary and secondary schools. Table 1 can be used to explain this:

**Table 1: NPE provision for Language in Nigerian Schools**

Education level	Languages	Language Role/Status
Pre-primary	1. Mother Tongue (MT) 2. Language of Immediate Community (LIC)	Medium of instruction Medium of instruction
Primary	1. MT/LIC Yrs 1-3 2. English Yrs 4-6 Yrs 1-6	Medium of instruction Medium of instruction Subject
JSS	1. English 2. MNL (2) 3. Arabic/French	Medium /Subject ** Subject ** Subject *
SSS	1. English 2. MNL (1) as L2	Medium/ Subject Subject**

Source: Akere (1995) p.185.

**Key**

\*\* Compulsory

\* Elective

MT - Mother Tongue

LIC - Language of the Immediate Community

MNL- Major Nigerian Languages (Hausa, Igbo and Yoruba)

The above table describes the important roles English plays among other languages in the educational system in Nigeria, especially at the pre-primary, primary and secondary levels. English language is expected to be introduced to pupils in the junior primary school as a subject. This is done in order to prepare them ahead of the time when the language will be the medium of instruction. During this preparatory stage, English language appears every day on the school timetable. Later, in the upper primary level, a child in most schools is forbidden to express himself/herself in the mother tongue, which some teachers often ignorantly tagged “vernacular”.

In the secondary school, a child is expected to pass English language in the JSS examination before he/she can move to the next level, that is, senior school. Any child who fails English at the junior school in most states of the federation would be asked to re-sit or repeat the examination as the case may be. When a child re-sits an examination, he or she re-takes the paper(s) within a short organised period of time. However, when a child repeats in JS3 class, he or she is not allowed to move to SS1 class with his or her mates. He or she repeats all the papers taken in the JS3 examination.

In the senior secondary school, a student who demonstrates a good mastery of English or who performs brilliantly in English language is usually selected to represent his/her school in inter-school academic debates and competition. A school that records 50% or above credit pass in English language is usually regarded as best school. A student who passed all other subjects and failed English language cannot be regarded as a successful student, because admission to higher institutions is usually based on a credit pass in English language, irrespective of course of study or discipline applied for.

### **Teachers Qualification and students' Performance**

The quality of education, according to Umar-ud-din, Kamal-khan and Mahmood (2010) is directly related to the quality of instruction in the classroom. According to them, academic qualifications, knowledge of the subject matter, competence, skills of teaching and the commitment of the teacher have effective impact on the teaching learning process. Lots of research works have been carried out on teacher qualification and learners academic achievement in some disciplines. Misau and Abere (2015) investigated teacher qualifications and students' academic performance in science mathematics and technology subject in Kenya. They found out that teacher qualification go a long way in determining the learners' academic performance. Casian, Mugo and Claire (2021) observed the impact of teacher qualification on students' academic performance in public secondary schools in Rwanda. They discovered that teacher qualification had significant influence on students' performance. Muhammad (2021) investigated the effects of teachers' academic qualification and experience on students' achievement and interest in accounting in Kaduna state. He concluded that the level of teachers' qualification and experience will go a long way in handling various students' needs towards improving their interest which in turn improve their performance in the subject. It has however been observed by stakeholders that despite the increase in the number of graduate teachers of English, students' poor performance in the subject, especially in the secondary school is also on the increase. Oladunoye (2005).

Lots of factors have been adduced for the unwhile some performance of students in English. Onukaogu (2002) observed that absence of vigorous and robust language policy, inadequate materials and infrastructure for teaching the language and unequipped teachers. It is on this note that this study observed teachers qualification as a determinant of students' academic achievement in O'level English in Oyo metropolis. It investigated whether there is a difference in the performance of students in English between those taught by NCE graduates and those taught by University graduates.

### **The Problems**

Students' poor performance in English language has been the major concern of the stakeholders. Among the various factors contributing to this poor performance are home, learners and teachers' factors. The background of a learner can go a long way in determining his/her academic performance in English. Likewise, learners' attitudes influences of peers, among others, are learners' factors that often influence their academic performance in English. Hence, this study was carried out to investigate whether teachers qualification can affect students' academic achievement in O level English or not; whether there is a significant difference in the achievement of students in O level English between those taught by NCE graduates and those taught by University graduate or not.

### **Research Question/Hypothesis**

Is there any significant difference in the achievement of students in O level English between those taught by NCE holders and those taught by University graduates?

There is no significant difference in the achievement of students in O level English between those taught by NCE holders and those taught by University graduates.

### **Population, Sample and Sampling Technique**

Oyo metropolis contains four local government areas namely Afijio, Atiba, Oyo East and Oyo West. In the selection of the respondents, multistage sampling approach was adopted. This involved stratified, purposive and random sampling technique. In the first stage, stratified technique was used to select four secondary schools from each of the four local government areas of the metropolis. However, due to relative number of teachers with NCE and first degree certificate, proportional sampling technique was also adopted.

Purposive sampling technique was used to select five schools where the teachers' highest qualification is NCE and five schools where the teachers' highest qualification is first degree, making ten out of the sixteen selected schools. In the third stage, random sampling was used to select fifty (50) students from each of the ten schools, making a total number of five hundred (500) students in all. The exercise was limited to SS3 students in the ten schools.

### **Instrumentation**

The researcher prepared fifty (50) multiple choice text items based on WAEC syllabus. The test covers areas of grammar, lexis, tips on summary writing, essay and letter writing, comprehension and oral English.

### **Method of Data Collection**

The researcher personally visited the schools selected for the exercise to administer the test. Through the students' permanent English language teachers, the test items were administered. Students were made to believe that the exercise is purely for academic purpose and could earn them scholarship in order to be serious with the exercise and put in their maximum best. They were given forty (40) minutes to answer the multiple choice objective questions. Through the assistance of their permanent English teachers, but question items and students answer sheets were collected at the end of each 40 minutes in each school.

### **Method of Data Analysis**

The students answer sheets were marked and based on hundred (100). Percentage was used to determine if there is any difference in the achievement of students in O level English on the basis of teachers' qualification.

## **FINDINGS AND DISCUSSIONS**

Students were divided into two groups. The first group, tagged group A are those taught by NCE graduate while the second group, tagged as group B are those taught by the university graduates.

The table below shows students' achievement in the test in the ten selected schools

### **Research Question**

*Is there any difference in the achievement of students in O level English language between those taught by NCE holders and those taught by degree holders?*

*Analysis of students' achievement in O level English on the basis of teachers' qualification*

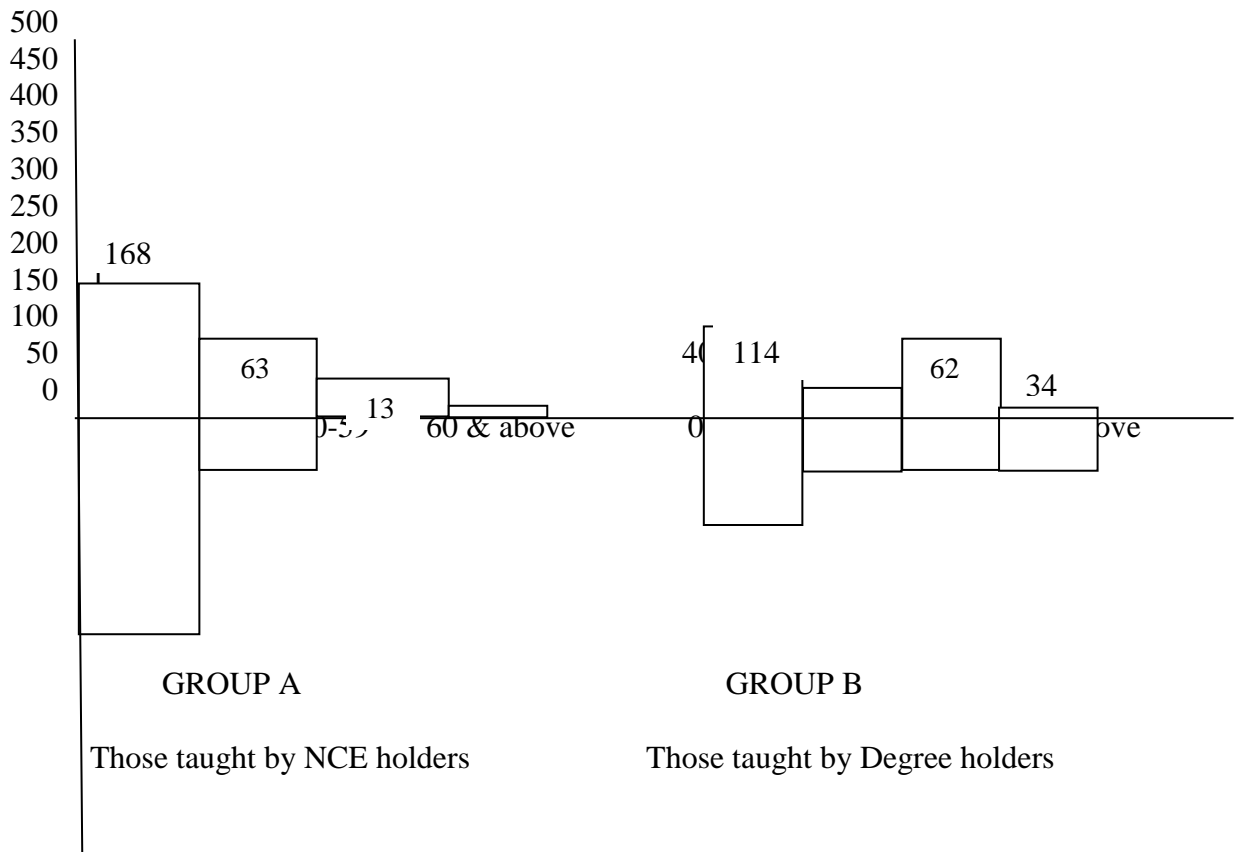
<b>Students Groups</b>	<b>0-39</b>	<b>%</b>	<b>40-49</b>	<b>%</b>	<b>50-59</b>	<b>%</b>	<b>60-100</b>	<b>%</b>	<b>Total</b>
A	168	67.2	63	25.2	13	5.2	04	1.6	250
B	114	45.6	40	16	62	24.8	34	13.6	250
Total	282	56.4	103	20.6	75	15	38	7.6	500

Notice that Group A are students taught by NCE holders while Group B are those taught by University degree holders

Evidence from the above table shows that there is a significant difference in the academic achievement of students in O level English between those taught by NCE holders and University graduate. While one hundred and sixty eight (168) students out of the two hundred and fifty (250) students of teachers of NCE holders had their marks between 0 – 39% in the test given, one hundred and fourteen (114) of students taught by university graduates had their marks between 0 – 39%. The implication of this is that while more than half (67.2%) of the total population of students taught by NCE teachers had 0 – 39% marks in the test given, 114 (45.6%) of the students taught by university graduate teachers had their marks between 0 – 39%, which is not up to half of the total number of students examined in the group.

Sixty-three (25.2%) of the respondents under group A had their marks between 40 – 49%. The implication of this is that majority of the students who managed to pass English in the group of students taught by NCE teachers had their grades between E and D, while just 13 (5.2%) students in the group of teachers who are university graduates had their grades between E and D. Just thirteen (5.2%) of students taught by teachers who are NCE holders had their scores between 50 – 59. The implication of this is that 17 out of 250 students had their grades at credit level. In other word, while thirteen had C just 4 (1.6%) of them had B and above. Whereas, 62 (24.8%) out of the two hundred and fifty (250) students taught by university graduates scores between 50 – 59, while 34 (13.6%) of them had their scores between 60 – 100%. This implies that a total number of 94 out of two hundred and fifty (250) students taught by university degree holders had their grades between C and A as against seventeen (17) as recorded in the group of students taught by NCE holders.

*The summary of the difference in the academic achievement in English between those taught by NCE holders and those taught by university degree holders is presented in the histogram below:*



The above histogram shows a clearer picture of the academic achievement of the students in the two groups. It shows that there is a difference in the achievement of students in O level English between those taught by NCE holders and those taught by degree holders. While 168 students had F9 in Group A, 114 had F9 in Group B. while 63 and between E and D in Group A, 40 had between E and D in Group B. while just 13 had C in Group A, 62 students had C in Group B. while just 4 students had between B and A in Group A, 34 students had between B and a in Group B.

## CONCLUSION AND RECOMMENDATION

### Conclusion

This study examined teachers' academic qualification as a determinant of students' achievement in O level English in Oyo metropolis five hundred (500) students were selected and examined from ten (10) secondary schools from the four local government areas of the metropolis. The students were divided into two groups, five schools taught by NCE holders and five schools by degree holders constituted the two groups. Fifty students were selected from each of the schools making a total number of two hundred and fifty (250) students per group.

Fifty (50) multiple choice test items were given to students to determine the level of the achievement in O level English. The result shows that the general performance of students in O

level English is not good enough. However, students taught by degree holders performed better in the test given than their counterparts taught by NCE holders. It can therefore be concluded that the academic achievement of students taught by university degree holders is better than the performance of students taught by NCE holders in ordinary level English in Oyo metropolis.

### **Recommendations**

Based on the findings of this study, it is recommended that NCE holders should go for their degree programmes as this will go on a long way in updating their knowledge. Principals and school authorities should encourage their NCE teachers to go for further studies by creating conducive atmosphere for them. Loan facilities should be made available for them. The school authority could also wage with local inspectorate on education (LIE) or any other government agent and ensure teaches have study allowances.

Teachers who are degree holders should also cultivate the habit of attending workshops, conferences and other forms of in-service training programs in order to update their knowledge and improve on their teaching methodology.

Finally, government at various stages should make teachers improvement their priority. Students poor academic performance in English should be a major concern to the stakeholders, therefore facilities like textbooks, conducive learning atmosphere and so on should be made available to complement the teachers' efforts.

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