



Teacher's Qualification as a Correlates of Pupils' Academic Achievement in English Language in Nsukka Local Government Area of Enugu State, Nigeria

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Abstract

The study examined the relationship between teacher's qualification and pupils' academic achievement in English Language in Nsukka Local Government Area of Enugu State. Two research questions and two null hypotheses guided the study. The design of the study was correlation survey design. The population of the study was 3,206 comprises 2,100 primary five (5) pupils and 1,106 teachers. The sample size was 440 respondents comprises 400 pupils and 40 teachers drawn from the target population using simple random sampling technique. The instruments for data collection were Teacher's Qualification Scale (TQS) and English Language Achievement Test (ELAT) which were validated by 3 experts from the Faculty of Education, University of Nigeria, Nsukka. The ELAT was trial tested and subjected to reliability testing using Kuder Richardson 20 and the reliability coefficient was 0.90. Pearson correlation was used to answer the research questions while Regression analysis was used to test the hypotheses at 0.05 level of significance. The results show that a significant positive but weak relationship exists between teacher's qualification and pupils' academic achievement in English Language. Again, it was found that school location has significant positive influence on the relationship between teacher's qualification and pupils' academic achievement in English Language. Based on the findings, it was recommended among others that teachers with lower qualification should be mandated to upgrade their qualification irrespective of the location of their schools.

Keywords: English Language, Academic Achievement, Teacher's Qualification and School Location.

Introduction

English language is a medium of instruction. It is a school subject at the primary and secondary schools and as a course of study at the tertiary level while other subjects are taught in English language except the indigenous subjects like the Igbo language. This means that English language is the agent through which most school subjects are taught. In Nigerian schools, English language is considered important and compulsory for every student. In other words, it is a core subject at the primary and secondary school levels. Consequently, one cannot gain admission into tertiary institutions in Nigeria without obtaining a credit pass in English language. One cannot also graduate from a tertiary institution without passing the Use of English as a general studies (GS) course. Also, no matter the course one wants to study at higher institutions, one must write the English Language in the entrance examination which is conducted by the Joint

Admission Matriculation Board (JAMB). This shows how important and the place of English language in Nigeria academic setting.

Despite the roles of the English Language in the academic setting and the globe, the pupils have not perform to the expectation in various examinations. The past internal and external examinations attest to that. The pupils have recorded low achievement in their English Language examinations. Achievement is the process of doing something successfully. It suggests final accomplishment of something after much efforts have been put. Achievement is defined according to Ukoha, Uloh-Bethels and Nnamani (2021) as the ability to accomplish set objectives successfully. Academic achievement is operationally defined as the score and a lasting knowledge gained by a learner after being exposed to a certain content area especially in school system. The low academic achievement of the



pupils in English Language seems to be teacher related factors such as the teacher's qualification.

English Language is taught by the primary school teachers with NCE and others as their qualification. The minimum teaching qualification of a primary school teacher is Nigeria Certificate in Education (NCE). So, teachers are employed with NCE as the lowest qualification. One would ask if qualification is measured by certificate or skill and ability? The question is answered by Foyewa (2021) who sees teacher's qualification as the academic and professional degree that enables a person to become a registered teacher with Teachers Registration Council of Nigeria (TRCN) which also enable the teacher to teach at different levels of education such as primary school, secondary school and tertiary institutions. The Federal Republic of Nigeria (FRN,2014) in the National Policy on Education (NPE) stated that the qualifications one could obtain to qualify one to teach in schools are Nigeria Certificate in Education (NCE), Bachelor of Arts in Education (B.A.Ed), Bachelor in Education (B.Ed), Bachelor of Science in Education (B.Sc.Ed), Professional Diploma in Education (PDE), Postgraduate Diploma in Education (PGDE), Master's in Education (M.Ed) and Doctor of Philosophy (Ph.D) in Education.

However, many teachers who were employed years back have refused to upgrade their qualifications to a higher one. The researcher speculates that the inability of some teachers go for in-service professional development such as upgrading of their qualifications may have contributed to the low academic achievement of the pupils in English Language in Nsukka Local Government Area. To this end, no studies known to the researcher have been conducted on the relationship between teacher's qualification and pupils' academic achievement in English Language in Nsukka Local Government Area.

It is on this background that the study seeks to find out the correlation between teacher's qualification and pupils' academic achievement in English Language in Nsukka Local Government Area and to find out also whether school location influences the relationship between teacher's qualification and academic achievement. School location is another factor that matters in area of teaching and learning of the English Language. This is because Okonkwo, Oko and Agor (2022) in their findings discovered that most of teachers at the rural areas use their dialect to teach English Language. School location therefore refers to the geographic place where schools are situated. The

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school location in this regard is urban and rural areas. Omachonu (2018) states that school location has significant influence on the students' achievement in English language. At the same vein, Uzoegwu (2010) posits that location of a school determines so many things that are important in learning such as learning facilities, environmental factors, infrastructures, number and quality of teachers and the class size.

The academic achievement of the primary school pupils in English Language has not recorded the expected outcome. The pupils' termly results, annual first school leaving certificate examination and common entrance examination attest to the fact that pupils perform below the expectation in their achievement in English Language. Subsequently, it has been observed that many primary school leavers can not spell, write simple English words or make some simple correct sentences. Educational stakeholders and researchers are worried when pupils' academic achievement in English Language is below the expectation. This is because a good foundation of the English Language at the primary school level would help the pupils do well not only in English Language but also in other subject areas at the post primary school level and beyond. Some research findings attributed the poor achievement of the pupils in English Language to teacher related factors but whether the pupils' academic achievement in English Language is related to the teacher's qualification is not yet ascertained. However, the study seeks to find out the relationship between teacher's qualification and pupils' academic achievement in English Language in Nsukka Local Government Area of Enugu State.

Research Questions

The following research questions guided the study:

1. What is the relationship between teacher's qualification and pupils' academic achievement in English Language?
2. What is the influence of school location on the relationship between teacher's qualification and pupils' academic achievement in English Language?

Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance:

Ho1: There is no significant relationship between teachers' qualifications and pupils' academic achievement in English language.



Ho2: There is no significant influence of school location on the relationship between teacher's qualification and pupils' academic achievement in English Language.

Methods

The research design for the study was correlational survey design. The study was conducted in Nsukka Local Government Area of Enugu State. The population of the study consists of 3,206 primary five pupils and teachers in Nsukka Local Government Area of Enugu State in the 2023/2024 academic session (ENSUBEB, Statistics and Records from Nsukka LGEA, 2024). The sample size of the study was 440 respondents comprises 40 teachers and 400 pupils drawn from the target population using multi-stage sampling procedure. First, using stratified sampling technique, the 114 primary schools were stratified into urban and rural schools. Second, using simple random sampling technique, 20 schools were drawn from rural and urban area each, giving a total of 40 schools. Also, using simple random sampling, 10 pupils and 1 classroom teacher were drawn from each intact class of the 40 schools giving a total 400 pupils and 40 teachers. The use of simple random sampling technique was to give each member of the population the chance of being selected. The instruments used for data collection were Teacher's Qualification Scale (TQS) and English Language Achievement Test (ELAT). Teacher's Qualification Scale (TQS) was constructed by the researchers while English Language Achievement Test (ELAT) was adopted from the past

questions of primary five (5) promotion examination, Enugu State 2022/2023 academic session, Enugu State Examination Development Centre. Teacher's Qualification Scale (TQS) was subjected to face validity by three experts. Two were from Department of Arts Education (English Language unit) while one was from Department of Science Education (Measurement and Evaluation unit), all from the Faculty of Education, University of Nigeria, Nsukka in order to ascertain the validity of the instruments. The ELAT was trial tested with 20 primary five pupils at Igbo-Eze North Local Government Area which is outside the study area although, they have similar characteristics with the pupils used for the study. ELAT was further subjected to reliability testing using Kuder Richardson 20 and which yielded the reliability coefficient of 0.90. The researchers trained the research assistants and the researchers together with the research assistants administered the instruments to the teachers and pupils. The research questions were answered using Pearson correlation analysis while regression analysis was used to test the hypotheses at 0.05 level of significance. Regression analysis was used in order to determine the moderation effect of school location on the relationship between the independent variable and the dependent variable. The null hypotheses were tested at 0.05 level of significance using regression analysis. A null hypothesis was rejected if the probability level at which F value is significant is greater than 0.05 and otherwise upheld.

Results

Research Question One: What is the relationship between teacher's qualifications and pupils' academic achievement in English Language?

Table 1: Pearson Correlation of Teachers Qualifications and Pupils Academic Achievement in English Language

Qualification	N	Mean Achievement	r	Decision
NCE	190	26.93	0.183	Positive weak relationship
HND	40	27.73		
B.Ed/B.Sc/B.A (Ed)	120	28.88		
B.Sc	50	29.02		

Data on Table 1 show that pupils with NCE teachers have a mean achievement score of 26.93. Pupils with teachers with HND, B.Ed/B. Sc/B.A (Ed) and B.Sc have mean achievement scores of 27.73, 28.88,

and 29.02, respectively. The Pearson correlation coefficient (r) of 0.183 shows that there is a positive but weak relationship between teachers qualifications and pupils academic achievement in English Language.

HO₁: There is no significant relationship between teachers qualifications and pupils’ academic achievement in English Language

Table 2: Regression analysis of the relationship between teachers qualifications and pupils academic achievement in English Language

Model	Unstandardized Coefficients		Standardized Coefficients	R	R ²	F	df	t	Sig.
	B	Std. Error	Beta						
1 (Constan	26.167	.520						50.356	.000
1 Qualificatio n	.816	.220	.183	.183	.033	13.739	398	3.707	.000

The data on Table 2 reveal that the R is 0.183 while the R² (coefficient of determination) is 0.033. This shows that 3.3% of pupils’ academic achievement is determined by teachers’ qualifications. The F value of 13.739 is significant at 0.000 level which is less than the level of significance at which the

hypothesis is tested. This shows that there is a significant relationship between teachers’ qualifications and pupils’ academic achievement in English Language. Therefore, the null hypothesis is rejected.

Research Question Two: What is the influence of school location on the relationship between teachers’ qualifications and pupils’ academic achievement in English Language?

Table 3: Regression analysis of the influence of school location on the relationship between teachers’ qualifications and pupils’ academic achievement in English Language.

Model	Correlations			Decision
	Zero-order	Parti al	Part	
(Constant)				
Qualification	.183	.057	.053	
Location	-.336	-.266	-.257	
Interaction	.121	.140	.132	Weak moderation effect

The data on Table 3 show that the Zero-order value for interaction (moderator variable - location) is 0.121. This indicates a positive but weak moderation effect. Therefore, there is a positive but weak influence

on the relationship between teachers’ qualifications and pupils’ academic achievement in English Language.



HO2: There is no significant influence of school location on the relationship between teachers' qualifications and pupils' academic achievement in English Language.

Table 4: Regression analysis of the influence of school location on the relationship between teachers' qualifications and pupils' academic achievement in English Language.

Model		Unstandardized Coefficients		Standardized Coefficient	R ²	F	df	t	Sig.
		B	Std. Error	Beta					
1	1 (Constant)	32.672	1.198					27.268	.000
	Qualification	.068	.245	.015				.277	.782
	Location	-3.302	.553	-.328	.113	25.286	397	-5.970	.000
2	(Constant)	32.245	1.198					26.925	.000
	Qualification	.289	.256	.065				1.130	.259
	Location	-3.048	.556	-.303				-5.484	.000
	Interaction	.812	.289	.138	.130	19.782	396	2.810	.005

The result presented on Table 4 shows that with the inclusion of interaction with location (moderator) in the relationship between teachers' qualifications and pupils' academic achievement in English Language, the coefficient of determination (R²) becomes 0.130. This indicates that location contributed 13% to the variation in the relationship between teachers' qualifications and pupils' academic achievement. The F value (19.782) for the interaction effect (moderator) in model 2 is significant at 0.005 level which is less than 0.05 level of significance at which the hypothesis is tested. The null hypothesis is therefore, rejected. Hence, there is a significant influence of school location on the relationship between teachers' qualifications and pupils' academic achievement in English Language.

Discussion

Relationship between teachers' qualifications and pupils' academic achievement in English Language

The results of the study show that there is a significant positive relationship between teachers' qualification and pupils' academic achievement in English language. This shows that relationship exists between teachers' qualification and pupils' academic achievement in English language. The significant positive relationship indicates that the teachers with higher educational qualification produce pupils with better academic achievement in English Language than teachers with lower educational qualification. This could be that teachers with higher qualifications

tend to have the subject mastery and teaching pedagogies than the teachers with lower qualifications. The findings are in agreement with the studies of Obeka (2021), Fakeye (2012) and Foyewa (2021) who discovered that there was a statistical significant relationship between teachers' qualification and students' academic achievement in English language. The finding of the study is also in line with Casian, Mugo and Claire (2021) who found that there was a statistical significant relationship between teachers' qualification and students' academic performance. The findings of the study are not in agreement with Akpo (2012) who found that there was no significant relationship between teachers' educational qualification and students' academic achievement in Mathematics.

Influence of school location on the relationship between teachers' qualification and pupils' academic achievement in English Language.

The findings of the study show that teachers' school location has a significant and positive influence on the relationship between teachers' qualification and pupils' achievement in English language. This means that teachers' school location has an impact in the relationship between teachers' qualification and pupils' achievement in English Language. Since the relationship between teachers' qualification and pupils' achievement is strongly moderated by the school location, it then means that the area where school is sited matters in pupils' achievement in English



Language. The findings of the study are in the favour of urban areas than rural areas. This could be that teachers at the urban areas enjoy some basic facilities and resources than the teachers at the rural areas. It could also be that teachers at the urban areas find it enthusiastic and easier to upgrade to a higher qualifications because of the proximity of the higher institutions than those at the rural areas. The findings of the study are in consonance with the studies of Amadi, Nnamani and Ukoha (2018) who observe that school location significantly influence pupils' achievement in reading with pupils in urban areas achieving higher than their counterparts in the rural areas. The findings of the study are also in line with the findings of Uloh-Bethels (2012) who found that school location has significant influence on students achievement when tested in consonant clusters in favour of urban students. However, the finding is not in agreement with the findings of Macmillan (2012) who observes that school location was not a significant factor in students' academic achievement in Physics.

Conclusion

From the findings of the study, it was concluded that the higher qualification of teachers leads to better academic achievement of the pupils in English Language. Again, the school location has influence on the relationship between teacher's qualification and the academic achievement of the pupils in English Language.

Recommendations

Based on the findings of the study, it was recommended among others that teachers at the primary school level with NCE qualification should upgrade to B.Ed qualification irrespective of their school locations.

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