**THE EFFECTS OF TEACHERS’ QUALIFICATION ON STUDENT’S ACHIEVEMENT IN JUNIOR SECONDARY SCHOOL IN ENUGU NORTH LGA**

**BY**

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**DEPARTMENT OF SOCIAL STUDIES EDUCATION**

**GODFREY OKOYE UNIVERSITY, UGWUOMU NIKE**

**ENUGU.**

**JULY 2017**

TITLE PAGE

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DEPARTMENT OF SOCIAL STUDIES EDUCATION

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A RESEARCH WORK SUBMITTED TO THE DEPARTMENT OF SOCIAL STUDIES EDUCATION, FACULTY OF EDUCATION, GODFREY OKOYE UNIVERSITY, IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF BACHELOR OF EDUCATION (B. ED)

SUPERVISOR: DR. EZEUGWU.

JULY, 2017.

**CERTIFICATION**

This is to certify that I, Onyenyili Somto with the registration number U14/EDU/SSE/002 of the Department of Social Studies Education in Faculty of Education, Godfrey Okoye University, Ugwuomu Nike, Enugu State, has satisfactory complete the requirement for the award of degree in Bachelor of Education (B.ED). The work embodied in the project is original and has not, to the best of my knowledge, been submitted or presented elsewhere.

Onyenyili Somto Date.

**APPROVAL PAGE**

This project has been approved by the Department of Social Studies Education, Faculty of Education, Godfrey Okoye University, Ugwu-Omu Nike, Enugu.

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External Examiner Date

**DEDICATION**

I dedicate this project to God Almighty, my creator, my strong pillar, the author and the finisher of my faith for giving me the strength, courage, and good health.

**ACKNOWLEDGEMENTS**

I thank the Almighty God for his profound mercies and grace for the time, energy, resources he provided to me throughout the period of my studies and for making me what I am today.

I also wish to place on record my appreciation and gratitude to the following individuals for their contributions in making this work a success.

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I also wish to thank all the lecturers in the Department of Social Studies Education for their effort and other lecturers who has help in different ways, my prayer is that God in his infinite and great mercy bless and protect you all.

To my best friends, guidance and well wishers who painstakingly developed engineered and reviewed the work from inception to conclusion, I owe you a lot but God knows the best.

**Abstract**

The study focus on the effects of teachers’ qualification on student’s achievement in Junior Secondary School in Enugu North LGA. The aim of this study is to assess the effects of teachers’ qualification on student’s achievement in Junior Secondary School in Enugu North LGA. The population of the study consists of 4000 student, the researcher adopted the Yamane Yaro formula for finite population (Yamane, 1973). Descriptive survey research was used for the study. Questionnaires were distributed, analyzed and presented in tables using simple percentage. It was recommended that Secondary schools should only engage qualified teachers to teach students in school. Schools should employ highly experienced teachers in the teaching of social studies in school. Adequate monitoring and supervisory activities shall be mounted to go round all schools when in session. Education administrators should organize seminars and workshops to update secondary school teachers on the need for qualification and experience in teaching.

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**CHAPTER ONE**

**INTRODUCTION**

1. In this chapter, background of the study, statement of problem, purpose of the study, significance of the study, research questions, scope of the study were discussed.
   1. **Background of the study**

Merriam-Webster Dictionary defines ‘qualification’ as a special skill or type of experience or knowledge that makes someone suitable to do a particular job or activity. Hence, teachers’ qualification skill or type of experience or knowledge he/she possess to make him or her suitable to teach. Teachers’ qualification could, therefore, mean all the skills a teacher requires to teach effectively. Such skills include formal education, experience, subject matter knowledge, pedagogy studies, duration of training. Certificate/licensing and profession development (Adeyemo, 2005).

Someone might have a teaching certificate at hand but without adequate knowledge of subject matter. This individual has no teaching qualification yet. Similarly, someone without proper knowledge of pedagogy or someone who spent few years in training Olaleye, (2011) without completing the required years does not possess teaching qualifications. Professional development and experience (Akinsolu, 2010) also count for teachers’ qualification because several studies have revealed this (Adesoji, & Olatunbosun, 2008). Qualification is one of the critical factors that drive sudents’ academic performance. Adu, & Olatundun, (2007) observed that one of the most important factors in the teaching process is the qualification of the teacher. The perspective of Adu, & Olatundun, (2007) was that teachers’ qualification can go a long way to bring about students’ higher academic achievement.

Teachers’ profession relates to competence in instruction and management of students and materials in the classroom (Patrick, 2005). Teachers’ qualifications, therefore, might not only be the certificate someone is holding as erroneously conceived by some people. Teachers’ qualifications are more than just holding a certificate of any institution. Findings form Olaleye, (2011) in her study on “Teachers’ qualification and their impact on students’ achievement ties teachers’ qualifications to seven indicators listed below:

Teachers’ formal education, Teacher’ education in the subject matter of teaching (in-field preparation), Teacher education in pedagogical studies, duration of the preparation period, certification and licensing status and years of experience (Olaleye, 2011).

These indictors are central to preparation in professional development activities because they act as a compass through which to navigate this review (Akinsolu 2010). Therefore, each of them will separately discussed in detail for proper understanding of what qualification are.

With the increased demands for accountability, in line with performance standard and with the growing demand for evidence-based policymaking, students, achievement is considered an accurate measure of teacher effectiveness and has become basis for value-added teacher assessment systems (Sanders, 2000; McCaffrey, Lockwood, Koretz, Louis, & Hamilton, 2004; Sandaers & Rivers, 2006).

These notions have also found favour in regard to the effectiveness of teacher education systems. After tracing the development and reform of teacher education in terms of the major questions shaping this field of education Cochran-Smith (2011) argues that “the outcome” question is what currently motivates teacher education research and policymaking. She sets down three ways in which the outcomes of teacher education are constructed. One of them, long-term impact outcomes, refers to the relationships between teacher qualification and student learning. Teachers’ qualification encompass teachers’ scores on tests and examinations, their years of experience, the extent of their preparation in subject matter and in pedagogy, what qualifications they hold in their area of expertise, and their ongoing professional development. Student learning is taken simply as the gain scores students attain on achievement tests. Cochran-Smith (2011) went on to posit the relationship between teacher qualification and student learning as the percentage of variance in student scores accounted for by teacher qualifications when other variables are held constant or adjusted.

In many countries, teacher qualifications that are considered to be related to student learning have become targets of education reform. However, the nature of this reform is under debate. Some perceive the main problem to be the low academic and cognitive level of those who go into the teaching profession and call for policies aimed at attracting more capable candidates through shorter, less regulated alternative routes (Ballou & Podgursky 2010; Goldhaber & Brewer, 2010; United States Department of Education, 2012). Others view the problem mainly as he result of inadequate teacher preparation and call for the “professionalization” of teacher education by making it longer, upgrading it to graduate programs, and regulating it through mechanisms of licensure, certifications, and promotion aligned with standards (Darling-Hammond, 2010; Darling-Hammond, Berry, & Thorenson, 2011; Darling Hammond, Chung, &Frelow, 2012; National Commission on Teaching and America’s Future, 2006).

The impact of these different approaches on student learning have been explored in several meta-analytic studies based mainly on United States data but also drawing from the databases of other countries. In Israel too, teacher qualifications have become the target of several recent reforms, such as those announced by different teacher unions (2004), the National Task Force for the Advancement of Education (Dovrat Committee, 2005), Organization for Economic Co-operation and Development, 2005 and the Committee of the Commission for Higher Education (Ariav, Olshtain, Alon, Back, Grienfeld, & Libman, 2006). The reforms suggested thus far envision improving the candidate selection process, upgrading the disciplinary preparation of teachers, opening advanced degree Master of Education (M.Ed) or Master of Teaching (M.Teach) programs, and providing opportunities for professional development. (Greenwald, Hedges, &Laine, 2006); Harris & Sass, 2007; Darling-Hammond, 2010; Ferrini-Mundy, 2011; Wilson, Darling-Hammond, &Berry, 2011; Santiago, 2012; Wyne &Youngs, 2013; Wilson, Floden 2013) other relevant studies have drawn more on local sources of data and have been targeted at specific (country-based) policies.

Given the relatively few studies conducted in Isreal on the impact of these recommended policies on student learning, and because of the conflicting results obtained from the many studies conducted elsewhere, the study documented in this article attempted to validate some of the assumptions at the basis of the suggested policies. More specifically, the study re-examined the extent to which advanced academic degrees, majoring in the field of teaching, years of teaching experience, and intensive participation in professional development activities all assumed to be cardinal teacher qualifications are indeed positively associated with students achievement in mathematics and science.

Ali (2009) observes that there are statistically relationship between teacher characteristics and student academic achievement. Adeyemo (2005) notes that teacher characteristics influenced teaching and learning in classrooms. Olaleye (2011) establishes that there was relationship between teachers characteristics and pupils performance. Gravestock & Gregor-Greenleaf (2008) states that the explanations for good or poor students’ academic performance have been quite exhaustive yet controversy still exists among scholars as to what contribute singly or jointly to students’ poor performance. The teacher characteristics found to be dominant in cross-country studies are related to; qualification, experience, attitude and personality.

Akinsolu (2010) asserts that availability of qualified teachers determined the performance of students in schools. Coonen (2007) emphasizes that teachers involved in in-service training were more effective in classrooms are compared to teachers who had not undergone training. Wirth & Perkins (2013) indicate the teacher’s attitude contributed significantly to student attention in classrooms whereas Adesoji & Olatunbosun (2008) illustrate that student attitude was related to teacher personality, Adu & Olatundun (2007) contend that teachers’ characteristics are strong determinants on students’ performance in secondary schools.

Scholars and researchers generally are in agreement that the school variables, which include teacher administration, perform a critical role in education achievement than other variables (Patrick, 2005). The important role of the teachers in the learning is inestimable. Teachers have a lot of influence on their classroom practices. Teachers should have and apply specific abilities without which their influence may not be reflected in their students’ performance in the subject. For students to be able to make connection between what is taught in school and its application in problem solving in real life, the teacher has to be effective in his teaching. There has been no consensus on the important of specific teacher factors, leading to the common conclusion that the existing empirical evidence does not find a strong role for teachers in the determination of academic achievement. This study therefore sought to investigate the influence of teacher characteristics in influencing students’ achievement.

**1.2 Statement of the Problem**

Poor achievement of students in their Junior School Certificate Examination. The Nigeria over the years have been blamed on teachers qualifications and their inexperience in pedagogy prowess source?

Studies have shown that teacher’s own knowledge of the content and ability to adequately deliver the instrument to the students has effect on students’ achievement. However, there has been no consensus on the important of specific teacher factors attributable to poor achievement of students leading to the common conclusion that the existing empirical evidence does not find a strong role for teachers in the determination of academic achievement. The teacher characteristics that are found to be dominant over cross-country studies are related to qualification, experience, attitude and personality. Similar study has not seen carried out in Enugu North Local Government Area of Enugu State, Nigeria. Hence, the impart of this study is to investigate the correlation between teacher qualifications and students’ achievement in Junior Secondary Schools in Enugu North Local Government Area of Enugu State.

**1.3 Purpose of the Study**

The main aim of the study is to investigate the effects of teachers’ qualification on student’s achievement in Junior Secondary School in Enugu North LGA. Specifically, the study intends to:

1. Compare the mean scores of students taught by teachers with high qualification and those taught by teachers with low qualification.
2. Determine the mean achievement scores of students taught by teachers with long time experience and short time experience.

**1.4 Research Question**

1. What are the mean achievement scores of students taught by teachers with high qualification and those taught by teachers with low qualification?
2. How does the mean achievement scores of students taught by teachers with long time experience compare with those taught by teachers with short time experience.

**1.5 Hypotheses**

The following null hypotheses guided the study and were tested at 0.05 level of significance

**Ho1 :**The mean achievement scores of students taught by teachers with higher qualification would not differ from those taught by teachers with low qualification

**Ho2 :**There is no significance difference in the mean achievement scores of students taught by teachers with long time experience and short time experience respectively

**1.6 Significance of the Study**

Theoretically, the findings from this study will help to open windows to the understanding of the theory of learning or psychology of learning.

Empirically, the findings from this study will be of immense benefit to teachers, students, both Federal and State Ministries of Education and Educational Institutions.

Teacher, Students Federal and States Ministries of Educationand educational instruction from Primary – Tertiary Institution.

**1.7 Scope of the study**

This study is concerned with investigating teachers’ qualification and students’ achievement in junior secondary schools achievement in social studies. There is the need to verify which if qualified teachers’ helps more in teaching and learning of social studies in junior secondary schools.

**CHAPTER TWO**

**LITERATURE REVIEW**

In this chapter, conceptual framework, theoretical framework, empirical research and summary of literature were discussed.

**2.0 Conceptual Framework**

**Teacher:** According to Wikipedia 2017, a teacher (also called a school teacher or, in some contexts, an educator) is a person who helps others to acquire knowledge, competences or values.

Informally the role of teacher may be taken on by anyone (e.g. when showing a colleague how to perform a specific task). In some countries, teaching young people of school age may be carried out in an informal setting, such as within the family (homeschooling) rather than in a formal setting such as a school or college. Some other professions may involve a significant amount of teaching (e.g youth worker, pastor).

In most countries, formal teaching is usually carried out by paid professional teachers. This article focuses on those who are employed to teach others in a formal education context, such as at a school or other place of initial formal education or training.

**Teacher qualification:** A certified teacher is a teacher who has earned credentials from an authoritative source, such as the government, a higher education institution or a private source. This teacher qualification gives a teacher authorization to teach and grade in pre-schools, primary or secondary education in countries, schools, content areas or curricula where authorization is required. While many authorizing entities requires student teaching before earning teaching certification, routes vary from country to country. A teaching qualification is one of a number of academic and professional degrees that enables a person to become a registered teacher examples of teaching qualifications include the Postgraduate Certificate in Education (PGCE), the postgraduate Diploma in Education (PGDE) and the Bachelor of Education. Wikipedia 2017.

**Student:** A student or pupil is a learner or someone who attends an educational institution. In Britain those attending university are termed “students”. In the United States, and more recently also in Britain, the term “student” is applied to both categories. In its widest use, student is used for anyone who is learning, including mid-career adults who are taking vocational education or returning to university. When speaking about learning outside an institution, “student” is also used to refer to someone who is learning a topic or who is “a student of” a certain topic or person.

**Student’s achievement:** In Nigeria, education is classified into four system known as 6-3-3-4 system of education. It implies six years in primary school, three years in Junior Secondary, three years in senior secondary and four years in the university. However, the number of years to be spent in university is mostly determined by the course of study. Some courses have longer study length than others. Those in primary school are often referred to as pupils. Those in university as well as those in secondary school are being referred to as students. Defining student achievement and factors that impact progress is critical to becoming a successful teacher. Students achievement measures the amount of academic content a student learns in a determined amount of time. Each grade level has learning goals or instructional standards that educators are required to teach.

Top of Form

**Theoretical Framework**

**Types of teaching theories**

Teaching theories may be broadly classified into three categories:

1. Formal theory (philosophical theory) of teaching

(2) Descriptive theory of teaching and

(3) Normative theory of teaching.

(**1) Formal Theory of teaching (Philosophical Theory):** The theory which is based upon certain logic, certain metaphysical, epistemological assumptions and propositions is known as formal theory of teaching. The following are the four philosophical theories of teaching:

(a) Meutic Theory of Teaching

(b) The communication Theory of Teaching

(c) The Molding Theory of Teaching, and

(d) The mutual Inquiry Theory of teaching

**(2) Descriptive Theory of Teaching**: The theory which is based upon empirical evidence and observation is called descriptive theory. The purpose of descriptive theory is to predict the relationship and effectiveness of variables of teaching. Gardon and Bruner have formulated such theories of teaching:

(a) Instruction theory of teaching and

(b) Prescriptive theory of teaching

**(3) Normative Theory of teaching**: The normative theory of teaching may be developed because it is difficult to control the human subjects in experimental situation. The learning theories have been developed under controlled conditions by conducting experiments and animals. The normative theory explains the relationship among teaching variables on the basis of observations in normal teaching condition. This category has four theories of teaching:

(a) The cognitive theory of teaching

(b) Theory of teacher-behaviour

(c) Psychological theory of teaching and

(d) The general theory of teaching

**1. Formal Theory of Teaching**

These theories are based upon metaphysical and epistemological propositions. There are earlier theories which reflects the current social practices. Meutic Theory of Teaching this theory conceives that teaching process helps to recollect or unfold that knowledge with questioning techniques. The teacher brings his knowledge at conscious level of this child. The focus of this theory is on self realization. The socratic’s method is an essential for this theory. The heredity plays an important role in teaching process.

1. The communication theory of teaching: This theory of teaching based upon assumptions that the teacher possesses all knowledge and information which student does not possess. The most appropriate way for the student is to learn this knowledge that the teacher presents, explains, demonstrates and performs in the classroom. This theory further assumes that the child is like a clean state, the teacher can imprint upon it anything through his mode of communications. Therefore, it is designed as the communication practical theory of teaching.
2. The moulding theory of teaching John dewey is the advocate of this moulding theory of teaching confine to impart the knowledge to the students. The third theory has the focus on shape, form and mould of the students behavior. The basic assumption about the human nature which this theory takes inconsideration is that human personality is formed, shaped and moulded by their environment.
3. The mutual inquiry theory The main assumption of this theory about the nature of knowledge is that the whole body or recorded facts as ‘information’ knowledge which in schools and outside the schools is generally substituted for inquiry. True knowledge is inquiry, used to apply efficient methods and relevant information for the solution problems.

This theory of teaching is clearly applicable to research and art. This theory assumes that each individual has the capacity to discover new knowledge with mutual inquiry. It implies that ateacher has a model in his mind to use in specific situation and student himself selects the model for mutual inquiry.

**2) Descriptive theory of teaching**

Descriptive theory of teaching is based upon certain propositions and certain observations.

**(a) Theories of Instructions** : A theory of instruction consists of a set of propositions stating the relationship between, on the one hand, measures the outcome of education and on the other hand, measure both the conditions to which the learner is exposed and variables representing characteristics of the learner. There are three models assigned to the three theories of instruction.

(1) Gagne’s hierarchical theory of Instruction

(2) Atkinson’s Decision Theoretic Analysis for optimizing learning

(3) Bruner’s Cognitive Developmental Theory of Instruction

**(1) Gagne’s hierarchical theory of Instruction**: Robert M, Gagne has termed from theories of learning to the practical task of training or instructional theory. He has proposed eight kinds of learning: Signal, stimulus-response, chaining, verbal association, multiple discrimination, concept learning, rule learning and problem solving. He identified five learning outcome associated with types of learning they are as follow: Verbal information, Intellectual skills, cognitive strategy, motor skills and attitude. Gagne while emphasizing the need for a proper theory of instruction proposed that such a theory of instruction must be based on the hierarchical structure of the events of learning. What goes on inside the learners mind during the teaching learning process may be termed as internal events. This event must be fully taken in consideration while planning the corresponding instructional procedures. This learning events from the angle of a learner along with the corresponding instructional events is presented as follows: Learning event Corresponding instructional events Reception Gaining attention Expectancy Information learners of the objective Retrieval Stimulation recall or prior learning Selective Perception Presenting the stimulus Semantic encoding Providing learning guidance Responding Eliciting performance Reinforcement Providing feedback Retrieval Assessing performance Generalization Enhancing retention and transfer Therefore an instructional plan may thus be properly choked by following the sequences oflearning events.

**(2) Atkinson’s Decision-theoretic Analysis for Optimizing Learning:**Richart C. Atkinson came to instructional psychology from the interest in mathematical learning theory which he applied to computer-assisted instruction (CAI). Atkinson Proposed four characteristics which must be satisfied with a precise derivation of an“Optimal Instructional Strategy”.

(a) Model of the learning process should be involved

(b) It should involve specified instructional actions

(c) The instructional objectives should be specified in behavioral terms.

(d) Each instructional objective can be measured by Burner advocates that a theory of instruction is designing measurement scale or questions. This model is, in fact, a special case of Optimal Control Theory, as it has been developed in the mathematical and engineering field.

**(3) Bruner’s Cognitive Developmental Theory of Instruction:** Burner advocates that a theory of instruction is prescriptive in that it proposes rules for achieving knowledge of skills and provides techniques evaluating learning outcomes. It is also normative in that it sets goals to be achieved and deal with conditions for meeting then. ‘A Theory of instruction’ in short is concerned with how what one wished to teach can best be learned, with improving rather than describing learning. This is not to say that learning and developmental theories are irrelevant for theory of instruction. In fact, a theory of instruction must be concerned with both learning and development and must be congruent with those theories of learning and development to which it subscribes. Burner is insistent on the empirical steps necessary before the theory can prescribe the practice. Burner has specified four features that a theory of instruction must involve: Predisposition to learn, structure of knowledge, sequence of instruction and reinforcement. Bruner has specified four features that a theory of instruction must involve: Predisposition to learn, structure of knowledge, sequence of instruction and reinforcement. • Predisposition to learn – A theory of instruction must be concerned with the experiences and context that will tend to make the child willing and able to learn when he enters the school • Structure of knowledge - A theory of instruction should specify the ways in which body of knowledge should be structured so that it can be most readily grasped by the learner. • Sequence of instruction – A theory of instruction should specify the most effective sequences to present the material.

• Reinforcement – A theory of instruction should specify the nature and pacing of rewards, moving from extrinsic rewards of intrinsic one. Each of this points require elaborating with respect of the individual difference among students at a given age, structure of knowledge with a topic to be taught, flexibility of sequencing, rate of learning, interests and so on. “Any subject can be taught effecting in some intellectual honest for any student at any stage of development”.

(a) Prescriptive theory of teaching E. Stones and Morries have attempted to explain the nature of teaching with the help of three types of related variables: The first phase includes the teacher in the analysis of the teaching problems and teaching tests before teaching takes place. It has two types of tasks one is the analysis of teaching content and second is the analysis of the nature of the student’s learning. In the second Phase decision are made about the interrelationship of the variables deemed appropriate to teaching objectives. The third phase concerns with evaluating the effectiveness and workability of phase two in relaxing the objective and this consists of techniques of examination in which variables have been interrelated in phase second.

**(3) Normative theory of teaching**: The learning theories have been formulated by designing experiment in controlled situations, therefore they have less generalizability. Teaching theory should have high generalizability because it concerns with human behavior. More rigorous control cannot be imposed by designing experiments on human subjects. Therefore we need normative theory of teaching. a) The cognitive theory of teaching N.L. Gage suggest that one theory of teaching cannot serve the purpose of education. There should be more than one theory of teaching because teaching may be analysed in four ways: Types of teacher’s activity – A teacher has to lay several roles in teaching. Teaching consists of many kinds of activity such as philosopher (information given Adviser, counselor, motivator, demonstrator, curriculum planner and evaluator. Types of education objectives – Bloom has classified three types of objectives: Cognitive, Affective and Psychomotor. Tolman has given things to be learned, field cognition mode, drive discrimination field expectation and motor patterns. Types of learning theories – teaching might proceed on the basis of different families of learning theory; philosophical theories of learning (mental discipline, unfoldment, approbation). Psychological theories of learning: S\_R family, Reinforcement theory and Insight learning theory. Each family suggests different views of teaching process. Types of components of learning – Neal Miller suggests four components of learning, drive, cue, response and reward. The each component requires the different types of teaching activities. b) Theory of teacher behavior D.G. Ryan has tried to explain the concept of teacher-behaviour and formulated a theory of teacher-behaviour. M. Meux and B.O. Smith have defined the term teacher-behaviour “Teacher behavior consists of those acts that the teacher performs typically in the classroom in order to induce-learning”. Theory of teacher behaviour also explains the relationship of variables, It is based upon two postulates. Teacher behaviour is social in nature - Teacher performs his tasks in group. Teacher behavior is concerned with the class-room verbal and non-verbal interaction. In the process of interaction, teacher and students both participate. The initiation and response activities are to be performed by teacher or students. They both influence each other. Therefore it is considered as social behavior.

Teacher behavior is relative - Teacher’s classroom activities are based upon social situations. Teacher’s activities are the product of social conditions and are related to the cultural settings in which teacher performs the teaching task. Teacher- Behaviour is good or bad, effective and ineffective, it can be judged with reference to a particular culture’s value system and set of objectives. Therefore teacher behavior is a relative concept.

(c) The Psychological theory of teaching: This theory considers teaching a sort contractual relationship between the teacher and the pupils. The relationship consists of certain activities to be performed by the teacher such as: analyzing teaching task, determining learning goals, identifying entering behavior and selecting teaching strategy. The teacher formulates teaching tasks by his own experiences and insight. He makes judgment about the pupil’s stage of development. The teacher locates his positioning the cognitive map. Teaching has very high values. The value helps others to grow and learn to give one best from which others benefit, but from which one does not benefit oneself to do good without expecting anything in return and so on.

d) General Theory of teaching S.C.T. Clarke has formulated a general theory of teaching. It assumes that teaching is process which is designed and performed to produce change in behavior of students. Teaching activities can be very diverse and vary also at different levels of teaching and objectives. All these combinations are possible in teaching process. This theory limits the teaching activities to those which are acceptable by a democratic society.

**Empirical Review**

Darling-Hammond (2008) defines well qualified teacher as one who was fully certified and held the equivalent of a major in the field being taught. Although the formal qualification of teachers is an important indicator for their knowledge and competence in teaching, it has only limited utility in analyzing how well prepared teachers are for what they have to teach in schools. More detailed knowledge of the courses they have taken during their training needs to be compared to the actual content and skills required to teach the high school’s curriculum. Andrew, (2010) refers to teacher qualification in two ways – traditional and alternative qualification routes. Traditional certificate is when an individual completes an undergraduate degree or post graduate program in education. Alternative routes of certification are based on coursework in pedagogy and subject area without a degree in education. Goldhabern & Brewer, (2010) indicate short term activities such as mentoring, peer evaluations and workshops as ways other than formal qualifications for improving teaching. More often graduate teachers with first degree content to into teaching if they cannot find another job right away. Although they often get somewhat lower salary than a fully qualified teacher; they choose not to enroll in the one year post-graduate professional training and therefore lack a basic foundation for teaching.

Rivkin, Hanushek, & Kain (2000) document that teacher qualification accounted for approximately 40 to 60 percent of the variance in average of students’ achievement in assessment. Richardson (2008) reveals that students in urban areas performed better than those in rural areas. The researcher suggests that the availability of enough qualified teachers must have been a determinant for students’ performance. However, in Kenya, some schools in the rural areas have performed better that their urban counterparts (Angrist & Lavy, 2011). Manundu (2006) concludes that there was significant correlation between teacher qualification and pupil performance in Kenya. The good performance was attributed to excellent instructions given by qualified teachers in addition to other inputs. (Angrist & Lavy 2011) establish that teachers who had graduated from Kenya Science Teachers College were more practically oriented than those who had degrees from public universities.

Wilson et al (2011) suggest that even with the shortcomings of current teacher education and licensing, fully prepared and certified teachers are more successful with students than teachers without this preparation. Ashton (2006) notes that teachers with regular state certification receive higher supervisor ratings and student achievement than teachers who do not meet standards, but this standard, but this observation was based on data on data with virtually no statistical controls have been imposed. In spite of the quantity of research exercised controls over student “inputs” that would give the critical reader confidence in the findings. Darling – Hammond (2009) assert that the impact of certification status on student achievement in two large urban school districts. These schools districts provided information about teachers hired for the 1998-1999 and 1999-2000 school years. Information included the school where they were currently teaching, the grade level taught, the teacher’s certification status, highest degree earned, date and institution where it was achieved, age, and number of years teaching experience.

It has been evidenced that in many countries, teacher qualifications that are considered to be related to student learning have become desirable targets of teacher education reform. Some of these reforms call for the professionalization of teacher education by making it longer, upgrading it to graduate programs, and regulating it through mechanisms of licensure, certification, and promotion aligned with standards (Darling-Hammond et al, 2001; 2002). Findings related to teachers’ academic degrees (for example; bachelors or masters among others) are inconclusive. Some studies suggest positive effects of advances degrees (Darling-Hammond, 2009). Some argue that the requirement of a second degree raises the cost in terms of teacher education and the time it involves and may prevent quality candidates from choosing this profession (Darling-Hammond et al., 2011). This characteristic is related to the subject-matter knowledge teachers acquire during their formal studies and pre-service teacher education courses. The evidence gained from different studies in contradictory. Several studies report a positive relationship between teachers’ preparation in the subject matter they later teach and student achievement. Goldhaber & Brewer (2010), while others have less unequivocal results. (Goldhaber & Brewer 2000) find both positive and negative effects of teachers’ in-field preparation on students’ achievement. Goldhaber& Brewer (2010) find a positive relationship in mathematics, but none in science. In addition, Rowan et al., (2007) report a positive relationship between students’ achievement and teachers’ preparation in mathematics. Rivkin, Hanushek, &Kain, (2010) observe that having a major in mathematics has no effect but do have a major significant negative effect of teachers with more coursework in physical science.

**Years of Experience**

Studies on the effect of teacher experience on students learning have found a positive relationship between teachers’ effectiveness and their years of experience, but the relationship observed is not always a significant or an entirely linear one (Klittgaard& Hall, 2004; Murnane& Philips, 2011). The evidence currently available suggests that while inexperienced teachers are less effective than more senior teachers, the benefits of experience level off after a few years (Rivkin, Hanushek, & Kain, 2010).

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

The term “teacher characteristics” can be referred to as qualities that can be measured with tests or derived from their academic or professional records. They indicate that teacher characteristics does not generally refer to the direct observation of their influence on students’ learning in terms of either students’ test performance or teaching behaviors. Rather, the approaches dealt with the scope of this research are those that fall traditionally into the province of personal psychology or personnel selection. This review deals with those characteristics of teachers might be identified and used in the initial hiring of teachers to increase their students’ achievement. Ashton (2006) indicates that these characteristics could include qualities of teachers that are viewed as personal such as mental ability, age, gender or as “experiential” such as certification status, educational background, previous teaching experience and the like some characteristics are combinations in unknown amounts of personal and experiential qualities, for example; candidates’ performance on teacher certification tests such as the national teacher examinations and state-mandated tests.

This characteristic is related to the subject-matter knowledge teachers acquire during their formal studies and pre-service teacher education courses. The evidence from different studies is contradictory. Several studies show a positive relationship between teachers’ preparation in the subject matter they later teach and student achievement (Guyton & Farokhi, 2007, Darling-Hammond, 2009; Goldhaber & Brewer, 2010), while others have less unequivocal results. Monk and King (2004), however, found that while having a major in mathematics had no effect on students’ achievement in mathematics, having a substantial amount of under-or post-graduate coursework had a significant positive effect on students in physics but not in life sciences.

Ingersoll (2003) considered the widespread phenomenon in the United States of teachers teaching subjects other than those for which they had formal qualifications. His study of out-of-field teaching (as it is known) portrayed a severe situation where 42% to 49% of public Grades 7 to 12 teachers of science and mathematics lacked a major and/or full certification in the field they were teaching (1999/2000 data). In Israel, a recent survey (Maagan, 2007) placed the corresponding percentages even higher for elementary teachers – 42% for mathematics and 63% for science (2005/2006 data).

**Teacher Pedagogy**

The literature shows a somewhat stronger, and more consistently positive, influence of education and pedagogical coursework on teacher effectiveness (Ashton & Crocker, 2007). Some of these studies compare the effect on students’ achievement of courses in pedagogical subject matter with the effect of courses in the subject matter itself, and present evidence in favour of the former. An example is a study conducted by Monk (2004) related to mathematics achievement. Other studies reveal no impact of education courses on students’ achievement (Goldhaber & Brewer, 2010) in relation to science achievement.

Despite evidence that five-year programs result in a higher retention rate and career satisfaction of their graduate than do four-year programs (Andrew, 2010), there is no evidence that graduates of the longer programs become more effective teachers. Data collected in TIMSS 2003 in Isreal cannot contribute to this consideration, as the information collected on teachers’ pre-service education did not differentiate between consecutive teacher preparation programs at universities (one-to two-year programs taken after completion of the first degree in a discipline) and concurrent programs at teachers’ colleges (four-to fiveyear integrated disciplinary and pedagogy programs).

Certified teachers are usually those who have graduated from accredited teacher education programs. Some of these teachers are also required to complete an induction program or pass a national teacher examination test in order to obtain a license. There is debate in the USA between those in favor of full certification (Darling-Hammond, 2009; Darling Hammond et al., 2011) and those who argue that students of teachers who hold full certification achieve similarly to those who study under teachers with temporary “emergency” credentials (Goldhaber& Brewer, 2010). These authors also argue that relaxing requirements for certification is a way not only attracting academically talented college graduates to teaching but also of recruiting a more diverse pool of candidates needed for a diverse student population. The TIMSS 2003 data at hand for Israel prevented examination of this issue, as all participating teachers were fully certified.

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

Conclusions in the literature on the relationship between teachers’ participation in professional development activities and student outcomes are mixed. Some studies on in-service professional development have found no relationship to students’ achievement with regard to mathematics and reading, (Jacob & Lefgren, 2004). Other studies have found higher levels of students’ achievement linked to teachers’ participation in professional development activities directly related to the area in which they are teaching (Brown, Smith, & Stein, 2005; Wiley & Yoon, 2005; Cohen & Hill, 2007) and in regard to language and mathematics. Wenglinsky 2010; Angrist & Lavy, 2011) found a positive correlation between professional development activities aimed at the needs of special education students, and students’ higher-order skills and laboratory skills in science. More recently, Harris and Sass (2007) identified what they call the “lagged effect of professional development,” that is, the larger effect of teachers’ professional development on students outcomes not becoming apparent until three years after the teachers had completed their courses.

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

**Students’ Academic Achievement**

Teachers experience has a significant effect on students’ performance in secondary schools. Experienced teacher have a richer background of experience to draw from and can contribute insight and ideas to the course of teaching and learning; are open to correction and are less dictatorial in classroom. Students’ taught by more experienced teachers achieve at a higher level, because their teachers have mastered the content and acquired classroom management skills to deal with different types of classroom problems (Angrist & Lavy, 2011). Furthermore, more experienced teachers are considered to be more able to concentrate on the most appropriate way to teach particular topics to students who differ in their abilities, prior knowledge and backgrounds (Stringfield & Teddlie, 2011).

Teachers’ attendance of in-service training is one of the indicators of experience. Teachers’ motives to attend in-service training can be manifold e.g increase of salary, career planning, keeping up with developments, filling in lacunae, removing insecurity and meeting colleagues. In the Science Education Project in South Africa (SEP), the objectives were mainly formulated by the developers after having consulted various experts who had experience with Education in Africa. The teachers in this program had been and did not have any experience with practical work. Only in a later stage of their in-service training course they had a better idea of the possible content and methods, did formulating objectives of their own lessons become part of the program (Fullan, 2012). Therefore, the more the teachers know about the students, the better the teachers can connect with them and the more likely they will be able to benefit from the teachers’ experience in constructing their world. The knowledge that teachers need about students in order to connect with them is gained through interaction. For measuring any other teacher attribute. Consequently, many well-constructed research attempts to interpret the relationship between experience and effectiveness have produced varying results that reveals no particular pattern. Murnane (2006) found that teacher effectiveness improves rapidly over the first three years of teaching and reaches its highest point between the third and fifth year but found no substantial after year five.

In contrast, a small number of studies suggest that teacher experience effects may be evident for a longer period of time. Murnane & Phillips (2011) state that experience had a significant positive effect on elementary students achievement among teachers during their first seven years of teaching. Darling-Hammond (2009). Angrist & Lavy, (2011) reveals that at the high school level, students taught by teachers with more than nine years of experience had significantly higher test scores than students whose teachers had five to nine years of experience. Rivers & Sanders (2012) suggest that teachers’ effectiveness increases dramatically each year during the first ten years of teaching”. In the extreme case, Darling-Hammond et al (2011) found evidence of growing teacher effectiveness out to 20 or more years in their analysis of North Carolina teacher data, although more than half of the gains in teacher effectiveness occurred during the first few years of teaching. Goldhaber & Brewer (2010) assert a positive relationship between teachers’ verbal ability and composite student achievement, verbal ability has been considered an indicator of teacher quality. The basic logic is that teachers rely on talk to teach (explaining, questioning and providing directions). What verbal ability means and how to measure it, it turns out, are not straight forward. Rivkin, Hanushek & Kain (2010) measured teachers’ verbal ability with a 30 item sentence completion test. Thus, though talk about the importance of teachers’ verbal ability persists, it is not strong measure of teacher quality.

**Summary of Literature Review**

The theoretical framework upon which this research topic was drawn was comprehensively and adequately treated. Some concepts embedded in this research topic were exhaustively explained under the conceptual framework. Also, the variables inherent in this study were exhaustively discussed under the empirical review.

**CHAPTER THREE**

**3.0 RESEARCH METHOD**

**Design of the Study**

Survey, research design is the design adopted in this study. Survey according to Nwodu, (2006:67) “is a research method, which focuses on a representative sample derived from the entire population of study”. A researcher who employs this method therefore, goes into the field and selects samples out of the entire population. It has to do with administering questionnaires personally to gather data, and collecting them back from the various respondents in order to analyze the data for a better result.

**Area of the Study**

The area of the study Enugu North. Enugu North is a Local Government Area of Enugu State, Nigeria. Its headquarter in the city of Enugu. It has an area of 106km2. The postal code of the area is 400. The area has about 29 secondary schools.

**Population of the Study**

Oyesiku (2005) described the population of any work as the entire group of people, events or things of interest that the researcher wishes to investigate. It therefore follows that unless the total population is explicitly defined before the actual work, it is difficult, if not impossible, to evaluate the adequacy of the selected sample.

Consequently, the population of this study comprised of the following Schools in Enugu North. They are 4000 students as recorded by the schools.

**Table 1: Names of secondary schools and their Jss enrolment in Enugu North**

|  |  |
| --- | --- |
| **Schools** | **Population** |
| Graceland Private School | 500 |
| Spring of Life International | 330 |
| Purple Crown College | 400 |
| Osisatech Girls Secondary School | 200 |
| Holy Rosary College | 680 |
| Christian Bible College and Seminary | 500 |
| God’s Gift International Schools | 400 |
| Precious Child International School | 600 |
| Good Shepherd Secondary School | 390 |
| **Total** | **4000** |

**Pictures of the nine schools below**

**Sample Size and Sampling Technique**

The sample size is very necessary for a clear understanding of the population in question. Therefore, given the total population to be 4000 student, the researcher adopted the Yamane Yaro formula for finite population (Yamane, 1973). The formula is stated below as follows: n = N

1 + N (e)2

Where n = sample size

N = the target population (4000)

e = margin of error (5%)

Therefore:

n = 4000

1 + 4000 (0.05)2

n = 4000

1 + 4000 (0.0025)

n = 4000

1 + 10

n = 4000

11

n = 364 Staff

**Instrumentation of Data Collection**

The instrument used for data collection was questionnaire which was constructed by the researcher. The questionnaire has options “Agree”, “ Strongly Agree”, “Disagree”, “Strongly Disagree”.

**Validation of Instrument**

Validity ensures that the instrument measure what it was intended or designed to measure. The instrument used in this research work is specifically structured questionnaire. To ensure validity, the draft of the research instrument was presented to experts in the field of research who made amendments and necessary corrections pertinent to the research work. The instrument was then presented to the supervisor for final correction and vetting.

**Research Procedure**

To test the reliability of the instrument, a pilot study which entails administration of instrument executed among small portion was conducted to pretext study schedule. The essence of this was to realize or get the small result if practiced over and over under the same condition which may be validated in the course of the study. The research instrument was pre-tested on 10 students.

**Validity and reliability of the Study**

The instrument was validated by some expert and later presented to the project supervisor for final approval before it was used for data collection.

It was tested twice to determine the degree of reliability with some selected respondents.

**Method of data collection**

Questionnaire items were used to source data from respondents. The questionnaire was pilot tested and rated high by scholars with extensive experience in the use of the instrument for research purposes. The ease of access to the respondents by the research, allowed for a personal administration of the instrument which ensured eighty nine percent return rates thereby eliminating non-return bias.

**Method of data analysis**

The data collected was analyzed using simple percentage.

**CHAPTER FOUR**

**4.0 DATA ANALYSIS AND SUMMARY OF FINDINGS**

In this chapter, the researcher analyzed, presented and interpreted the data collected for the study using to the research questions and the hypotheses as guide.

**Research Question1: What are the achievement scores of students taught by teachers with low qualification?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **s/no** | **Response** | **A** | **SA** | **D** | **SD** |
| 1. | Students taught by highly qualified teachers perform better than their counterparts taught by teachers with low qualification. | 80  40% | 100  50% | 20  10% | -  - |
| 2. | Highly qualified teachers are preferred to low qualified teachers in schools. | 50  25% | 50  25% | 70  35% | 30  15% |
| 3. | Teachers with teaching qualification impart knowledge more than other counter parts without teaching qualification. | 70  35% | 100  50% | 20  10% | 10  5% |

**Research Question 2:**

**How does the achievement scores of students taught by teachers with long time experience compare with those taught by teachers with short time experience?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **s/no** | **Response** | **A** | **SA** | **D** | **SD** |
| 1. | Teachers with 5-9 years experience impart knowledge to students better than their counterparts with less years of experience. | 80  40% | 100  50% | 20  10% | -  - |
| 2. | Teachers with 10-15 years of teaching experience do better in their counterparts who have less. | 50  25% | 50  25% | 70  35% | 30  15% |
| 3. | Experience of teachers is not considered during their appointment as teachers. | 70  35% | 100  50% | 20  10% | 10  5% |

In table 1, the research question was what are the achievement scores of students taught by teachers with low qualification. The respondents agreed that teachers’ effectiveness increases at a greater rate when they teach in a supportive and collegial working environment, and when they accumulate experience in the same grade level, subject, or district.

Also, 50% of the respondents agreed that what teachers know and can do is the important influence on what students learn.

Furthermore, students not only learn more, as measured by standardized tests, they are also more likely to do better on other measures of success, such as school attendance.

In table 2, it indicate that Teachers’ effectiveness increases at a greater rate when they teach in a supportive and collegial working environment, and when they accumulate experience in the same grade level, subject, or district. Also, more experienced teachers support greater student learning for their colleagues and the school as a whole, as well as for their own students.

**Summary of findings**

The need to examine teachers’ qualification and students’ achievement in Junior Secondary School led to this research work. The data for analysis were simple percentage. The researcher discovered that Teachers with teaching qualification impart knowledge more than other counter parts without teaching qualification. Similarly, the researcher found out that teachers with 5-9 years experience impart knowledge to students better than their counterparts with less years of experience.

**CHAPTER FIVE**

**5.0 DISCUSSION, CONCLUSION, RECOMMENDATION, IMPLICATION, LIMITATION OF THE STUDY, SUGGESTION FOR FURTHER STUDY, REFERENCES, APPENDICES**

This chapter deals with the discussion of findings, and conclusion based on the findings drawn from the study. It also shows cases of some recommendations and suggestions for further studies.

**Discussion of Findings**

The results in table 1 shows that the School reform cannot succeed unless it focuses on creating the conditions under which teachers can teach and teach well. The evidence currently available suggests that while inexperienced teachers are less effective than more experienced teachers, the benefits of experience level off after a few years (Rivkin, Hanushek, &Kain, 2010).

Wilson et al (2011) suggest that even with the shortcomings of current teacher education and licensing, fully prepared and certified teachers are more successful with students than teachers without this preparation.

Furthermore, table 2 shows that the importance of good teachers is no secret. Schools and their communities have always sought out the best teachers they could get in the belief that their students’ success depends on it. Whereas the non-qualified teachers will always not do well for the success of the students.

The above finding therefore agrees that Angrist & Lavy, (2011) reveals that at the high school level, students taught by teachers with more than nine years of experience had significantly higher test scores than students whose teachers had five to nine years of experience. Rivers & Sanders (2012) suggest that teachers’ effectiveness increases dramatically each year during the first ten years of teaching”. In the extreme case, Darling-Hammond et al (2011) found evidence of growing teacher effectiveness out to 20 or more years in their analysis of North Carolina teacher data, although more than half of the gains in teacher effectiveness occurred during the first few years of teaching.

**Conclusion**

During the literature review, we highlighted that according to Darling-Hammond (2008) defines well qualified teacher as one who was fully certified and held the equivalent of a major in the field being taught. More detailed knowledge of the courses they have taken during their training needs to be compared to the actual content and skills required to teach the high school’s curriculum.

**Recommendations**

In view of the findings from this study, the researcher has deemed it vital to give the following recommendations:

Secondary schools should only engage qualified teachers to teach students in school.

Schools should employ highly experienced teachers in the teaching of social studies in school.

Adequate monitoring and supervisory activities shall be mounted to go round all schools when in session.

Education administrators should organize seminars and workshops to update secondary school teachers on the need for qualification and experience in teaching.

**Implication of the Study**

It has been found from the study that qualified teachers are of immense relevance to the teaching of social studies in Secondary Schools. Therefore, the school authorities should ensure that qualified teachers are adequately employed to ensure higher achievement in learning social studies.

Similarly, the qualified teachers should equally endeavour to completely win students’ interest and drive them to greater performance in social sciences.

**Limitations of the Study**

The researcher encountered some hindrances/encumbrances/problems such as financial constraints, shortage of time, lack of cooperation and poor access road to the sampled schools.

**Suggestions for further study**

1. The effects of qualified teachers on the performance of undergraduates and postgraduates at higher institutions of learning.

2. The influence of well trained teachers in secondary schools.

3. Factors that affect selection of qualified teachers in secondary schools.

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