

Teachers' Educational Qualification and Competence as Correlates to Students' Academic Performance of Public Senior Secondary Schools in South-South

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Abstract

The study investigated teacher's educational qualification and competence as correlates to students academic performance in public senior secondary schools in south-south zone of Nigeria. A correlational research design was adopted for the study. Six research questions and six hypotheses guided the study. The population was made of (6656) teachers and (35127) senior secondary students. Simple random sampling technique was used to select (36) schools for the study. Stratified sampling technique was used to select (377) teachers and (395) students, making a total (772) as sample size for the study, using Taro Yamane method to determine the sample size. Self-structured instruments title "Teachers Educational Qualification/Competence Scale (TECS)" and "Academic performance of Students in Civil Education (AASCE)". Were used for data collection. The instruments were validated by researcher's supervisor and two other experts in department of Educational Foundation. The reliability of the instruments was established using Cronbach Alpha which yielded (0.79) and (0.81) for (TECC) and (AASCE) respectively. Pearson's Product Moment Correlation (PPMC) was used to answer the research questions and test of null hypotheses at 0.05 significant level. The findings of the research revealed that there is significant relationship between educational qualification, teachers' competence, in-service training, supervision, teacher/student ratio, teaching method and students' academic performance. Based on these findings, it was recommended that Teachers should vary their teaching method so as to accommodate students with different learning style. There should be frequent supervision and monitoring of teachers and students for effective teaching and learning. Teachers should be allowed to go for further trainings, seminars, workshops and conferences in order to enhance their teaching competence and profession. Teachers in secondary schools should hold certificate in education for efficient and effective service delivery.

Keywords: Teachers, Education, Qualification, Competence, Academic, Performance.

INTRODUCTION

It is obvious that academic performance has always been a quest of every parent because of its importance to human and societal development. Based on its value, parents and guidance always ensure to know the quality of teachers employed in any school in which he/she intends sending children to. The quality of teachers is determining base on the educational qualification and competence of teachers. It gives educational stake holders parents/guidance a major concern in academic performance of students and is primarily enhanced base on the quality of teachers employed. That is why educators, government, parents and society in general have constantly been interested in the academic performance of students The reason is because of the great importance that education has on the national development of the country. There is no argument that one key

overriding factor for the success of students academic performance is the teacher and this can be mostly be obtainable if the teacher has the required educational qualification and competent as well.

The education process cannot be what it should be without the teacher. At the same time, the teacher cannot be effective without possessing certain characteristics. This is to say that certain characteristics of the teacher are indispensable for the learners' interest towards an effective learning. One such characteristics is competence which is the subject matter (Esu, 2019). Teachers' competence is the ability of the teacher to satisfy the learners needs of the subject/lesson. It is to be noted that if the teacher is deficient in particular topic, the tendency is to dodge the areas of deficiency while the learner is bound to suffer. Keegan (2018) affirmed that a beautiful building and expensive equipment, stocked in, will not lead to effective learning without the qualified teacher putting them into use and making students to participate in the experimental procedures. Education at secondary levels is the bedrock and the foundation towards higher level in tertiary institution. It is an investment as well as instrument that can be used to achieve a more rapid economic, scientific, political, technological and cultural development in the country, (National Policy on Education, 2004). The role of secondary education is to lay the foundation for further education and if good foundation is laid at this level, there is likely to be no problem at subsequent levels and this can only be achieved if the teachers possess the rightful qualification and is competent to deliver.

In view of this fact, the study on teachers educational qualification and competence as correlates to students' academic performances become imperative as far as this research work is concerned, to either affirm or dispute the claim that learners academic performance will be difficult without teachers with required qualification. The pride of any nation should be the production of qualified human resources and rich tradition of academic excellence. Teachers occupy an important position in the school system and the nation as a whole. The teachers are often regarded as key elements in the operation of the school system. This implies that the success of any educational system can be influenced by the quality of its teachers. No wonder the National Policy on Education (NPE) states clearly that, no educational system can rise above the quality of its teachers (FGN, 2004).

A teacher is an individual who seek to provide education for pupils and students. To be precise, a teacher is a facilitator of learning. The teacher facilitates interaction with the students to bring about some kind of change in behaviour in learning. And education can be seen as any socially and morally acceptable activity that creates a relatively permanent and positive impact on a person's skills, attitude and behaviour. The strength of an educational system largely depends upon the quality of teachers. A quality teacher is the major criterion for offering quality education. Teacher has always been considered as one of the noblest human being and as second parent of students. Students are generally influenced by their teachers, because they spend most of their times under the guidance of teachers in school.

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The provision of the national policy on education, (2004) for teacher education includes the purpose of teacher education, institutions of training professional teachers and their entry qualifications, curriculum of teachers college and professionalization of teacher. Effective learning in schools accompany the efforts of the learners. Teacher competence needs to be very high in order for meaningful teaching learning to take place (Segun, 2020). At the secondary school level where a distinction is made between junior secondary school (JSS) and senior secondary school (SSS) curricular, teacher competences for each level and appropriate subjects would vary as well. In order to ascertain in what these competences are, the SSS programmes need to be examined in/on the context of preparation of the teacher that would implement these programmes. Their competences must therefore relate to academic and professional preparation, professional growth, classroom interaction and evaluation (Macaulay, 2011). Increasing student's performance and narrowing the performance gap are challenges that the educational system continues to confront as it thrives to develop talent that will contribute to nation economy. A propounding of research in recent years has indicated strong evidence that the best way to improve students' academic performance is by raising an effective and creative teacher in every school (Leithwood et al, 2007). Therefore, the development of human capital – the talents, competencies and knowledge of teachers and school leaders has drawn increasing attention in the education industry.

Therefore, the present study encompasses; teacher qualification, participation in in-service training of teachers, teachers competence, the impact of teaching method, supervision of public schools, and teachers-students ratio.

It is on this premise that the researcher opined that if the educational stakeholder can consider educational qualification of teachers and competence before employing them into teaching profession, it will definitely helps to enhance students academic performance. Also introduce and effective supervision of teachers, in service training of teachers, teacher/student ratio and instruct the teachers to device a teaching method that can accommodate all the students especially those learning difficulties.

STATEMENT OF PROBLEM

Although some schools have conducive environment with magnificent building, sophisticated learning facilities such as laboratories, libraries, with huge numbers of teaching staff. Yet, we still have challenges with students academic performance amongst students. Is a clear indication that the students academic performance is not fully determined by the physical structure, learning facilities, or huge number of staff. Rather, the educational qualification of teachers and competence is the strongest determinant factor to determine the students' academic performance. The teacher is the interpreter of the various facilities that enable learning and behavioural objective to take place. The quality of education is a central theme in education system. The quality of education is increasingly judged by focusing on students' academic performance, what students actually learn and how well

they learn it. A number of studies have been conducted with the purpose of understanding how quality of education is achieved.

Grauwe and Varghese (2015), reviewed text book as one of the key factors for improving quality education. But in some literatures, teachers educational qualification and competence is singled out as the key factor for improving quality education and students academic performance (Westerg 2009 and Shannon, 2013). For academic performance to take place in school, the educational stakeholders need to understand the fact that qualified and competent teachers need to be employed not all about the structure and facilities. A teacher need to demonstrate efficiency in his or her job including supervision of teachers, in-service training of teachers, teachers and students ratio, teaching method etc. should be given a focus by educational stakeholders achieve quality education among students.

(Nwosu 2015) opined that the inefficient of student should be traced to lack of teacher's educational qualification and competence. In Nigeria national policy on education, FRN (2014) the federal government highly recognizes that the quality of education in the nation depends on the quality of teachers. To his effect, it is established in the national policy on education that government shall provide adequate number of highly motivated, conscientious and efficient classroom teachers for all levels of education and the minimum teaching qualification in Nigeria should be the Nigeria certificate in education (NCE). For more than two (2) decades, the national policy on education has stated that the minimum teaching qualification is Nigeria certificate in education (NCE). But in spite of the policy on education and facilities in school, there is still high failure rate in students academic performance.

AIM AND OBJECTIVES OF THE STUDY

The purpose of the study is to investigate teacher's educational qualification and competence as correlates to students' academic performance of public senior secondary schools in South-South.

Specifically, the study attempted to:

- i. Examine the relationship between secondary school teachers qualification and students educational performance in south-south of Nigeria.
- ii. Examine the relationship between teachers' competence and students' academic performance in South-South, Nigeria.
- iii. Examine the relationship between secondary school teachers participation in in-service training and students' academic performance in South-South, Nigeria
- iv. Investigate the relationship between supervision of public secondary school teachers and students academic performance in South-South of Nigeria

Research Questions

The following research questions were asked to guide the study;

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1. To what extent does the teacher's educational qualification relate to secondary school students academic performance in south- south, Nigeria?
2. To what extent does teacher's competence relate to student's academic performance in secondary schools in South-South, Nigeria?
3. To what extent does the teacher's participation in in-service training relates to secondary school students' academic performance in south- south, Nigeria?

4. To what extent does supervision of teachers relate to secondary school student's academic performance in south- south, Nigeria

CONCEPTUAL FRAMEWORK

The Concept of Teachers' Educational Qualification

A teacher in this work, operationally refers to a professionally trained person who facilitates learning among individuals in a given educational institution. According to Iroulor (2010) refers a teacher as a person who helps others to learn. Here, it means a person who facilitates learning at various levels of education. A teacher is a leader as the independent student work and search for information.

Ajayi in Kamah and Asada (2013) defined a teacher as someone who causes learning to take place, someone who imparts knowledge, skills, values and attitudes to a group of learners. Aghenta cited in Adeyemi (2011) see teachers as the key input of a highly skilled labour resource and hub of the educational system. Teachers are also seen as the implementers of both the curriculum and the philosophy of education of the country. In this vein, the UNESCO (1990) defines teacher level of education as both pre-service and in-service programmes, which adopt formal and or non-formal approaches. It is a continues process which focuses on teacher career development. Teacher level of education is one of the component of higher education in Nigeria that is undertaken in higher institutions of learning such as colleges of education, facilities of education, institutes of education, National Institute of Nigeria Language (NIWLA) and National Mathematics Center (NMC). Teacher education programmes leads to reward of doctorate degree in Education (PhD), masters Degree in Education (M.Ed), Post-Graduate Diploma in Education (PGDE); B.A./B.Sc (Ed), according to Gbamanja (1999) are four fold. These are:

- i. A good background in general or liberal education
- ii. Professional knowledge of teaching and education.
- iii. Students teaching internship.

Teachers Qualification and Students Educational Performance

Teachers' level of education encompasses teachers' scores on tests and examinations, their years of experience, the extent of their preparation in subject matter and in pedagogy, what qualification they hold in their area of expertise and their ongoing professional development (Zuzorsky, 2003). It can be seen as the end of teachers' professional training which guarantees their recruitment and subsequent progress in the profession. Based on qualification, the teachers' registration council Act (2004) in Akindutire and Ekundayo (2012) categories the various qualification from Nigeria certificate in education (NCE) as the minimum qualification to PhD which postgraduate Diploma in Education, PGDE must be attached for either for masters or PhD to be seen as a qualified teacher.

Abe (2014) distinguish between professionally qualified teachers and academically qualified teachers thus:

Academically, qualified teachers refers to those who have academic training as a result of enrolment into educational institution and obtained qualifications such as HND, B.Sc, B.A. and so on; while professionally qualified teachers are those who got professional training that gave them professional knowledge, skills, techniques, aptitudes as different from the general education.

Furrugia in Abe (2014) maintains that a professional teacher is one who possess professionally based knowledge in the belief that he is making an important contribution to the social, cultural, and economic development of his country, professionally qualified teachers are those that have a mastery of the four primary focuses of teacher education which qualifies them as successful teachers. These categories of teachers, classified by the teachers registration council as class A, class B, class C, class

D have certain capabilities that distinguish them from the academically qualified teachers or non-professional teachers. Such exemplary qualities as outlined by Gbamanja (1999) include, good knowledge of the subject matter, ability to inspire the learners, resourcefulness and skills to improvise materials, ability to understand child psychology, professionalism in teaching good personality, and the ability to observe and evaluate students' educational outcomes. All the aforementioned features of a professional teacher are derived from quality teacher education programme.

Various research findings have shown that the level of teachers' productivity and student's academic performances depends on their professional qualification. Notwithstanding, Zuzovsky (2013) asserts many of those teachers variables regarded as qualifications or as indicators of quality, such as advanced academic degrees majoring in the field of teaching and years of experience, have only marginal and statistically non-significantly positive effects on student performance. Similarly, Nilsson (2019) opines that a teacher could be qualified without being competent if the required qualifications are not suitable for the task. Teacher education should prepare the teachers for the profession and provide them with sufficient skills and knowledge to be capable to teach.

Teachers' Competence

Competence is the ability to do something successfully or efficiently. The capacity to respond to individual or societal demands in order to perform an activity well (Obanya, 2007). Competency is the capacity to apply or use the set of related knowledge, skills and abilities required to successfully perform critical work, function or tasks in a defined work setting. Competencies often serve as the basis for skill standards that specify the level of knowledge, skills and abilities required for success in the workplace as well as potential measurement criteria for assessing competency attainment. Competent is a measure of both proven skills and proven knowledge (Orenaiya, 2014).

A competent person is a person who is appointed or designated by the employer to perform specified duties based on knowledge, training and experience. But in the context of the research work, competences are the skills and knowledge that enable a teacher to be successful. To maximize student learning, teachers must have expertise in a wide ranging array of competencies in an especially complex environment where hundreds of critical decisions are required each day (Jackson, 1990). Few jobs demand the integration of professional judgement and the proficient use of evidence based competencies as does teaching.

Competence is important because of its transformational power of an effective teacher which is something many of us have experienced. Intuitively, the link between teaching and student academic performance may seem obvious, but what is the evidence for it. Research confirms the common perception of a link and reveals that of all factors under the control of a school, teachers are the most powerful influence on students success (Babu and Mendro, 2003; Sanders and Rivers, (2016). What separates effective teachers from ineffective ones and how can this information be used to support better teaching? we can now begin to build a profile of exemplary classroom instruction derived from effectiveness research (Wenglinsky, 2002; Hattie, 2009).

THEORETICAL FRAMEWORK

This research work is premised on Structural Functionalism Theory. Despite all the criticism against the functionalist perspective, it remains the most relevant to this study. The proponent of this theory is the founding fathers of sociology such as Auguste Comte (1798-1857) Herbert Spencer (1820-1903) Emile Durkheim (1858-1917) and Talcott Parsons (1902-1979) among others.

Structural Functionalism Theory

Structural functionalism, views society as a system that is, a set of interconnected parts, which together form a whole, where by each organ of the body must function effectively for the survival of the organism. From the sociological point of view, the school is a miniature society – a system to which the teacher constitutes a subsystem.

In this vein, secondary education is seen as sub-system of the Nigerian educational system. As an open system, secondary education requires inputs (students, materials, quality teachers with required qualification and competent and infrastructures) as to generate output in the form of well behaved, skilled and academically sound school leavers with the required credentials for further education and employment in the job market.

EMPIRICAL REVIEW

Relationship Between Teachers' Qualification and Student's Academic Performance

Bamidele and Adekola (2017), examined the effects of Teacher's experience and teaching qualification on Junior Secondary School (JSS) students' performance in English language. The survey research design was adopted for the study. Three research questions and three hypotheses guided the study. Four hundred (400) JSS II students were randomly selected from fifteen secondary schools in Ibarapa region of Oyo State, using Taro Yamane method to determine the sample size. The instrument for data collection was a self-structured questionnaire titled "Effect of Teacher's Experience and Teaching Qualification on Junior Secondary Schools (TETQJSS)". The reliability of the instrument was determining through test retest method, in which the initial and the retest scores were corrected using Pearson's Product Moment Correlation which yielded 0.74 reliability co-efficient. Mean and standard deviation were used for the research questions while ANOVA was used for test of hypotheses at 0.05 significant level. The study revealed significant difference between teachers with NCE certificate and Teachers with master's degree certificate. The results also showed that there is significant difference in the performance of students taught by teachers with high qualification and students taught by teachers with low qualification. It was concluded that only trained and high qualification teachers should be allowed to teach English language in secondary schools. While NCE holders should be allowed to undergo higher studies. Likewise, teachers without teaching qualification should be advice to pursue their Post Graduate Diploma in Education (PGDE). This may improve their teaching method and also enhance performance of students in English language.

Wambugu and Chageiywo (2018) investigated a research work on influence of teachers' qualification on academic performance of secondary school students, using 550 as the sample size. Correlational research design was used for the study. Four research questions and four hypotheses were constructed to guide the study. Simple random technique was used to select the respondents for the study, using online calculator to determine the sample s size. The instrument for data collection was a self-structured questionnaire titled " Influence of Teachers' Qualification on Academic performance of Secondary School Students (IQAASSS). Reliability of the instrument was determined through split half method in which a two set of scores were generated for a single respondent based on even and odd numbers from the questionnaire items. Cronbach Alpha was used to establish the reliability co-efficient which yielded 0.78 index value. Simple regression was used to answer the research questions and test of null hypotheses at 0.05 significant level. The result revealed that qualification of teachers significantly influences academic performance of students in secondary schools. The study concluded that the higher the qualification, the higher the academic performance

of students. This is because the skills, knowledge and method of a qualified teacher make a great impact on academic performance of students.

Relationship Between Teachers Competence and Students Academic Performance

Ugbe and Agim (2019) investigated influence of teachers' competence on students' academic performance in senior secondary school in Cross River State. A survey design was adopted for the study. Three research questions and three hypotheses were constructed to guide the study. A random sampling technique was used to select 6 secondary schools out of 12 secondary schools in Yala Local Government Area of Cross River State. 200 students, 20 teachers and 6 principals were used for the study. Three researcher-made instruments namely "School Principal Questionnaire (SPQ), Teachers Competence Questionnaire (TCQ) and Economics Performance Test (EAT)" were used to gather data for the study. Data were analyzed using the Pearson Product Moment Correlation (PPMC) and independent t-test. Results revealed that there is significant relationship between teachers' competence and students' academic performance in Economics. Economics students taught by competent teachers performed significantly better than those taught by incompetent teachers. Competency of teachers is a contributing factor in improving academic performance of secondary school students, as he plans his lessons in a way that it flows from simple to complex, from known to unknown.

Alexander (2019) analyzed the effect of lecturers' competences on Students' academic performance among higher education students. A sample of 250 students was selected and used for the study using simple random sampling procedure. A structured questionnaire was used to gather data on students' level of agreement on the extent to which distinct variables measuring lecturers' determine their academic performance. The data collected using the survey instrument was processed and analysed using SPSS statistical package. The reliability Cronbach's alpha of 0.822 and the sampling adequacy Keiser-Meyer Olkin of 0.769; with a total declared variance of 66.519 percent were obtained from the analysis. Four hypotheses were tested using Stepwise regression approach. Results indicate that subject knowledge, teaching skills, lecturer attendance and lecturer attitude have significant positive influence on students' academic performance.

Relationship Between Teacher's Participation in In-Service Training and Student's Academic Performance.

Romina (2019) examined the relationship between in-service training, teaching effectiveness and academic performance of secondary school students in Boji-Boji Owa metropolis, Nigeria. Ex-post-facto research design was employed. Three research questions and three hypotheses guided the investigation. Interview and questionnaire were the instruments for data collection from 48 teachers of two private schools used for the study. Findings emerging from data analysis using percentages and mean, indicates that teachers who participated in in-service training perceived the programme as useful and beneficial in many ways. The training which the teachers received positively affected their teaching effectiveness. Male and female teachers experienced improved teaching effectiveness after exposure to in-service training workshops. Students' mean test scores in biology, physics, chemistry and mathematics increased after their teachers' participation in in-service training. Hypotheses testing through Pearson Product Moment correlation and independent t-test show that there is significant relationship between in-service training and teachers' teaching effectiveness. Additionally, there is significant relationship between in-service training of teachers and students' academic performance. The study recommends that government should establish a policy of continuous long-term in-service training of teachers, while other private schools should be compelled to borrow a leaf from the schools used in this study and infuse in-service training of teachers in their yearly exercise for improved students' learning.

Esse (2020) investigated professional training on the job performance and academic performance of student's secondary schools. Descriptive research design was adopted for the study. Three research questions and three hypotheses guided the study. Stratified sampling technique was used to select 150 teachers and 250 students, making a total of 400 respondents for the study, using Taro Yamane method to cut down the same size. "Professional Training and Student's Academic performance (PTSAA)" was used for data collection. Mean and standard deviation were used to answer the research questions, while Pearson's product moment correlation was used for the test of null hypotheses at 0.05 Alpha level. The study indicated a significant relationship between professional training and academic performance of students in secondary school. It also revealed that professional training ensures effective and efficient curriculum delivery. Quality and competency is built into educational system by virtue of professional training of teachers, which inculcates individual with improved productivity in its specialization and invariably contributes to the growth of the system as well as vocational capabilities. They added that professional development trainings lead to high productivity, work quality, employee morale and positive effort towards effective teaching delivery to students. Teachers' development and training should be an in-built and integral part of school system if teachers would perform their job well, motivated and get full satisfaction from their work.

Relationship Between Supervision and Student's Academic Performance

Vera and Bashir (2016) examined the role of supervision on academic performance in Senior High Schools (SHS) in Ghana. The study was based on the collegial model of educational management and the supervision model, Theory Y as proposed by Douglas McGregor. The study employed the descriptive research survey design. Through a questionnaire, data analyzed was collected from 963 respondents who were purposively selected from randomized schools in each region comprising of headmasters, their assistants and heads of department of 155 SHSs across Ghana. The WAEC results (2006-2009 and 2011) of the sampled schools were analyzed. The reliability coefficient of the questionnaire was Cronbach's alpha (α) = 0.826. Mean and standard deviation were used for the research questions, while independent t-test was used for the test of null hypotheses at 0.05 level of significant. It was found that there is a positive significant relationship between supervision roles of heads and academic performance of students. More so, there was a positive low significant relationship between gender of heads and their supervision roles. It was revealed that supervision should be taken very serious in secondary schools as the students put up positive attitude towards studies.

Orenaiya (2014) examined the effect of selected technique of instructional supervision on students' academic performance in secondary schools. Three research questions and three hypotheses guided the study. Descriptive, qualitative and quantitative research in coding, analysis and interpretation were used for the study. A self-constructed questionnaire to measure sub-constructs of instructional supervision for collecting data from a sample of one hundred (100) Economics teachers from the four (4) divisions of the state from twenty (20) Public Senior Secondary Schools and correlated 2012 West African Senior School Certificate Examination (WASSCE) academic result of twenty (20) schools selected randomly from public examination conducted by West African Examination Council (WAEC). Pearson's Product Moment Correlation was used for the test of null hypotheses at 0.05 level of significant. The research investigation showed significant effects and relationship of, class visitation, teachers' attendance and regularity, checking of record of work and lesson notes toward student academic work. Supervision is purposeful, targeted, and central to promoting a school wide instructional program wherein student performance is always at the forefront. Principal leadership is essential as it is the establishment of a culture of teacher empowerment and collaboration.

METHODOLOGY

This chapter describes the methodology that was used in this study. The chapter was discussed under the following headings: Research design; population of the study; sample and sampling techniques; instrument for data collection; validation of the instrument; administration of the instrument; and method of data analysis.

Research Design

The design for this study was correlational research design. Creswell (2015) noted that Correlational research design helps to determine the extent or degree of relationship existing between two or more variables. Nwankwo (2013) also noted that Correlation research can also be used to estimate the accuracy of such relationship or predictions. Correlational studies have usually been regarded as relational studies or prediction studies.

Population of the Study

The population of the study consisted of students and teachers in public senior secondary schools in 18 L.G.A from Rivers State, Akwa- Ibom State and Bayelsa State, which is made up of 1221 teachers and 35127 students (Source: Post Primary Schools Board, 2020/2021 Session). See Appendix 11

Sample and Sampling Technique

Multi-stage sampling technique was used for the study. In the first stage purposive sampling technique was used to select three states out of six states in South-South zone, thus; Rivers State, Akwa Ibom state and Bayelsa state. In the second stage, simple random sampling technique was used to select 18 local Government Area, six from each State. At the third stage, simple random sampling technique was used to select 2 schools from each LGA, making a total of 36 schools. At the fourth stage, stratified random sampling technique was used to select (301) teachers and (395) students for the study, while at the fifth stage, the non-proportionate sampling was used to determine the number of respondents from each L.G.A. (See Appendix 111)

The sample size for this study was (301) teachers and (395) senior secondary school students, making a total of (696) as the sample size. The stratified random sampling procedure was used to select the sample for the study, using the Taro Yamane Method to determine the sample size. (See Appendix 1)

Instrument for Data Collection

The instruments for data collection were self-structured questions titled "Teachers Educational Qualification/Competence Scale (TECS)" and "Academic performance of Students in Civic Education (AASCE)". The instruments were categorized into three sections (A B C). Section 'A' dealt with demographic data of the respondents, section 'B' was used to elicit information on variables of teachers educational qualification and competence which was sub-divided into sections, while section 'C' elicited information on students performance. The "TECS" was designed on modified Likert four-point rating scale of Very High Extent (VHE) = 4, High Extent (HE) =3, Low Extent (LE) =2 and Very Low Extent (VLE) =1, while "AASCE" has four multiple choice questions from A-D.

Validity of the Instrument

The instruments were validated by two experts and the researcher's supervisor, all in the department of Educational Foundation, Ignatius Ajuru University of Education. Their comments, suggestions, and modifications of the instrument for data collection through construct, content and face validation were incorporated in the final draft of the instruments.

Reliability of the Instrument

The Teachers Educational Qualification/Competence Scale (TECS) and Academic performance of Students in Civic Education (AASCE) were estimated using the Cronbach Alpha reliability method for internal consistency of the items. The sample for determination of the Cronbach Alpha was 20 from respondents that are not part of the study. A reliability co-efficient of (0.79) and (0.81) were obtained respectively, which make the instruments reliable for data collection.

Method of Data Collection

The researcher travelled to all the schools through public transportation system used for the study to administer the questionnaire to the respondents (Principals and Teachers), in each school visited. The copies of the questionnaires were administered personally to the respondents by the researcher and some trained research assistant. It will also help to clarify some points in the questionnaire which may appear unintelligible or prove difficult to the respondents to understand, gave adequate information to the respondents on how best to answer the questions as provided, after administration and due time allotted elapses, the researcher collected the instruments from the respondents, immediately, and it was 100% completed and collected.

Method of Data Analysis

The data generated for the study was analyzed using the statistical package for social science (SPSS); Pearson Product Moment Correlation (PPMC) was used to answer the research questions and test of hypotheses at 0.05 significant level.

Presentation of Result

Research Question One: To what extent does the teacher's professional qualification relate to secondary school students academic performance in south- south, Nigeria?

Hypothesis One: There is no significant relationship between teachers qualification and students academic performance in public secondary schools in south-south, Nigeria.

Table 4.1: Pearson's Product Moment Correlation Results of Teacher's Professional Qualification and Students Academic Performance in Public Secondary Schools

Variables	N	α	r-value	2-tail (p-value)	Decision
Teacher's Qualification	650	0.05	0.795	0.017	Significant
Academic performance					

Table 4.1 of Pearson's Product Moment Correlation results reveal that r-value of 0.795 with its corresponding p-value of $0.017 < 0.05$ (which is less than) the chosen level of significant was gotten. This shows a high positive relationship between teachers qualification and students academic performance in public secondary schools. Since the p-value is less than the chosen level of significant, the null hypothesis is rejected. It therefore indicates that there is significant relationship between teachers qualification and students academic performance in public secondary schools in south-south, Nigeria.

Research Question Two: To what extent does teacher's competence relate to student's academic performance in secondary schools in South-South, Nigeria?

Hypothesis Two: There is no significant relationship between teacher's competence and students' academic performance in south-south, Nigeria.

Table 4.2: Pearson's Product Moment Correlation Results of Teacher's Competence and Students' Academic Performance in Public Secondary Schools

Variables	N	α	r-value	2-tail (p-value)	Decision
Teacher's Competence	650	0.05	0.835	0.000	Significant
Academic performance					

Table 4.2 of Pearson's Product Moment Correlation result reveals that r-value of 0.835 with its corresponding p-value of $0.000 < 0.05$ (which is less than) the chosen level of significant was gotten. This shows a high positive relationship between teachers competence and students academic performance in public secondary schools. Since the p-value is less than the chosen level of significant, the null hypothesis is rejected. It therefore indicates that there is significant relationship between teachers' competence and students academic performance in public secondary schools in south-south, Nigeria.

Research Question Three: To what extent does the teacher's participation in in-service training relate to secondary school students' academic performance in south- south, Nigeria?

Hypothesis Three: There is no significant relationship between participation in in-service training and students' academic performance in south-south, Nigeria.

Table 4.3: Pearson's Product Moment Correlation Results of Teacher's In-service Training and Students' Academic Performance in Public Secondary Schools

Variables	N	α	r-value	2-tail (p-value)	Decision
In-service Training	650	0.05	0.800	0.014	Significant
Academic performance					

Table 4.3 of Pearson's Product Moment Correlation results reveal that r-value of 0.800 with its corresponding p-value of $0.014 < 0.05$ (which is less than) the chosen level of significant was gotten. This shows a high positive relationship between teachers 'in-service training and students' academic performance in public secondary schools. Since the p-value is less than the chosen level of significant, the null hypothesis is rejected. It therefore indicates that there is a significant relationship between teachers' in-service training and students' academic performance in public secondary schools in south-south, Nigeria.

Research Question Four: To what extent does supervision of teachers relate to secondary school student's academic performance in south- south, Nigeria?

Hypothesis Four: There is no significant relationship between the supervision of teachers and secondary school student's academic performance in south-south, Nigeria.

Table 4.4: Pearson's Product Moment Correlation Results of Supervision of Teachers and Students' Academic Performance in Public Secondary Schools

Variables	N	α	r-value	2-tail (p-value)	Decision
Teachers' Supervision	650	0.05	0.765	0.021	Significant
Academic performance					

Table 4.4 of Pearson's Product Moment Correlation results reveal that r-value of 0.765 with its corresponding p-value of $0.021 < 0.05$ (which is less than) the chosen level of significant was gotten. This shows a high positive relationship between supervision of teachers and students' academic performance in public secondary schools. Since the p-value is less than the chosen level of significant, the null hypothesis is rejected. It therefore indicates that there is a significant relationship between teachers' supervision and students' academic performance in public secondary schools in south-south, Nigeria.

SUMMARY OF FINDINGS

- 1 There is significant relationship between teachers qualification and students academic performance in public secondary schools in south-south, Nigeria.
- 2 There is significant relationship between teachers' competence and students academic performance in public secondary schools in south-south, Nigeria.
- 3 There is significant relationship between teachers' in-service training and students' academic performance in public secondary schools in south-south, Nigeria.
- 4 There is significant relationship between teachers' supervision and students' academic performance in public secondary schools in south-south, Nigeria.

CONCLUSION

Based on the findings of the research, the following conclusions were made. There is a significant relationship between teachers qualification, teachers competence, in-service training, teachers supervision, teacher/student ratio, teaching method of teachers and secondary school students' academic performance in Rivers State. The following were revealed;

- There is a positive relationship between teachers qualification and students' academic performance in public secondary schools in south-south, Nigeria.
- There is a positive relationship between teachers' competence and students academic performance in public secondary schools in south-south, Nigeria.
- There is a positive relationship between teachers' in-service training and students' academic performance in public secondary schools in south-south, Nigeria.
- There is a positive relationship between teachers' supervision and students' academic performance in public secondary schools in south-south, Nigeria.

RECOMMENDATIONS

Based on the findings from the study, the following are recommended:

1. Teachers should vary their teaching methods so as to accommodate students with differences in learning and understanding.
2. There should be frequent supervision and monitoring of teachers and students for effective instructional delivery and job performances in secondary schools.
3. Government should provide enough funds for teachers for short time and long time programs to advance their knowledge.

4. Teachers should be allowed to go for further training, seminars, workshop, conferences and refreshers course in order to enhance their teaching competence and profession.

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