AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.12 (1), May-August, 2024 https://ajemates.org

TEACHERS' QUALIFICATION, EXPERIENCE, AND ACADEMIC ACHIEVEMENT OF JUNIOR SECONDARY SCHOOL STUDENTS IN AWKA EDUCATION ZONE

Dr. Ndidi L. Okeke
on.loretta@unizik.edu.ng

Department of Educational Management and Policy
Faculty of Education, Nnamdi Azikiwe University

ABSTRACT

The study examined the relationship between teachers' qualifications, experience, and students' academic achievement in Business studies in junior secondary schools in Awka Education zone, Anambra State. The study adopted a correlation survey design. The population of the study comprised 64 Business studies teachers from the 64 government-owned secondary schools in Awka Education zone. The simple random sampling technique was used to select 35 teachers for the study. A self-designed checklist titled "Teachers' Qualification and Teaching Experience" (TQTE) was used for teachers' data collection. Each school's Basic Education Certificate Examination (BECE) results analysis for the 2021/2022 session was obtained at the office of the Post Primary School Service Commission (PPSSC), Awka. The result of the findings showed no significant relationship between teachers' academic qualifications and students' academic achievement in business studies. On the other hand, there was a significant relationship between teachers' level of teaching experience and students' academic achievement in business studies. Recommendations were made in light of the findings and suggestions for further studies were also made.

Keywords: Teachers' Qualification, Teaching Experience, Business Studies, Student Achievement, Performance

Introduction

Academic achievement is an important concept in education because it plays a role in measuring teachers' effectiveness and students' learning outcomes. Students are usually assessed after exposure to a period of learning to find out the impact of the teaching on them. Specifically, to know if course objectives were achieved and all the students on the same page. Recently, there has been a discourse among scholars on whether academic achievement and performances are the same. Some researchers noted that academic achievement represents performance outcomes that indicates the extent to which an individual has accomplished specific goals that were the focus of instructional activities (Steinmayr et al, 2014). Others opined that it is results obtained from a standardized test which has quantitative outcomes while performance is the level of proficiency seen in certain tasks

that the student is able to perform and has qualitative outcomes. (Lamas, 2015). However, academic performance has been explored and defined by many researchers in different ways. It is described as the knowledge gained which is measurable and assessed by a teacher through class test and examination (Goshi, 2020; Ali, Goni, and Saleh, 2020).

On the other hand, Amie-Ogan and Omunakwe (2020) see academic achievement and performance as the consequences of teaching and learning which are measured by test scores. Steinmayr et al, (2014) define it as outcomes that indicate the extent to which a person has accomplished specific instructional goals. These goals are measured by using continuous assessment or examination results. Academic Achievement is a measure of how well a student performs in their studies and how much knowledge and understanding they have acquired in various subjects or disciplines. It is a threshold assessment that captures a student's ability to meet performance criteria (York et al, 2019). It can be measured at multiple levels using formative and summative tests by the teacher to evaluate students' mastery of subject content (Heubert & Hauser, as cited in Kiamba & Mutua, 2017).

From the foregoing, it is evident that academic achievement and performance are related. Their distinctiveness is that academic achievement is a student's performance academically while performance is a student's all-round performance that is beyond the mastery of the subject's objectives. Having said that, it is important to look at some factors that influence student academic achievement. Studies have identified variables such as students' characteristics, students' family background, the educational system, and teachers' related variables such as teachers' competence, experience, and qualifications as major influencers (Steinmayr et al, 2014).

Teachers' qualification is the educational and professional credentials that teachers must possess to be eligible for the teaching job. It encompasses a range of requirements and qualifications that teachers need to meet to be considered qualified to teach in schools or other educational institutions. Teacher qualifications include teachers' educational degrees and personal qualities such as knowledge, skills and expertise, beliefs, attitudes and values, credentials, and personal traits (Kennedy, 2004).

The importance of teachers' qualification is to ensure that educators have the necessary knowledge and skills to effectively teach and support their students' academically and otherwise. It is true that quality education cannot be provided by any random person. It requires a certified teacher who is qualified to teach. Nwangwu (2005) confirms this by saying that quality education demands qualified and competent teachers. For this reason, the Federal Government of Nigeria introduced the Teachers Registration Council of Nigeria (TRCN) to control and maintain standards in the teaching industry. Hence, a

professionally qualified teacher should possess either or more of the following qualifications: NCE, B.A. Ed., B. Ed., B. Sc. Ed., B.Tech. Ed., PGDE, M.A. Ed., M. Ed., M. Sc. Ed., M. Tech. Ed. and Ph.D Education. On the other hand, a non-professionally qualified teacher, is an unlicensed teacher, who does not meet the specific educational and professional requirements set by the relevant educational authorities or institutions to work as a teacher in institutions of learning and they usually have any of the following qualifications: B.A, B.Sc, B.Tech, M.Tech, M.A, M.Sc and Ph.D.

Furthermore, teaching experience is the culmination of skills, exposure, or training acquired over time that enables teachers to perform their jobs better. It is important in the development of novel teaching style, and skills which helps teachers to gain a thorough understanding of the teaching profession (Indeed, 2022). Teaching experience generally refers to the overall professional background, skills, and knowledge that teachers have acquired throughout their career. It includes their years of teaching, educational qualifications, classroom management abilities, and any additional training or expertise they bring to the teaching profession. It includes refined instructional techniques, effective classroom management strategies, the ability to adapt teaching techniques to diverse student needs, and having deepened understanding of subject matter content. The manner and methods of transferring knowledge are crucial factors that affect the academic achievement of students, and no matter how well-developed and comprehensive a curriculum is, its success is contingent on the quality of the teachers delivering it.

A study on teachers' qualifications, experience and students' academic achievement in a technical college found out that teachers' qualification influences students' academic performance in technical drawing (Oviawe, 2020). Similarly, Darling-Hammond (2000) found a positive relationship between the teacher's academic qualifications and the student's academic achievement. Adaramola and Obomanu (2011) found that teacher qualification could predict students' attitudes and achievement. Kosgei, Mise, Odera, and Ayugi (2013) found a positive relationship between teachers' experience and students' academic achievement.

Conversely, other scholars have, reported opposing findings. Igberadja (2016) found no significant effects on students' academic achievement and teachers' qualification. Kosgei et al. (2013) also noted that teachers' qualification cannot be factored into students' learning outcomes. Furthermore, Adeyemi (2008) examined teachers' teaching experience and students learning outcomes in the secondary schools in Ondo State, Nigeria, and the result revealed that teachers' teaching experience was significantly related to students' learning outcomes. Ewetan and Ewetan (2015) also agreed with Adeyemis' findings in the context.

Business Studies is a subject that deals with the principles of business, management, and economics. It combines elements of accountancy, marketing, finance, operations, organizational studies, and human resources management. Its importance to national development cannot be overemphasized. It has been said that the quality of education in a country depends on the quality of teachers in that country. And the level of academic achievement of students determines the level of growth of that country. Recently, Business studies has become an all-comers club. In the sense that every graduate feels that they can teach it. Unfortunately, for them the subject is unique and requires every ounce of expertise in its delivery. Teachers who lack the subject content knowledge and pedagogical skills will hardly be able to prepare students to play their roles as managers of businesses and nation-builders in the future.

Research Questions

The following research questions guided the study:

1. What is the relationship between teachers' academic qualification and students' academic achievement in Business studies in junior secondary schools in Awka education zone?
2. What is the relationship between teachers' level of teaching experience and student's academic achievement in Business studies in junior secondary schools in Awka education zone?

Research Method

The researcher adopted a correlational design. The study was delimited to students offering Business studies in selected public junior secondary schools in the study area. The study concentrates mainly on students in Junior Secondary three (JS-III) and the Business studies teachers. The BECE results of the JS-III students were used to determine the student's academic achievement in Business studies. The study population comprised sixty-four (64) Business studies teachers in Awka education zone of Anambra State. The simple random sampling technique was adopted in selecting 35 business studies teachers who participated in the study. The researcher designed a checklist titled "Teachers' Qualification and Teaching Experience Checklist (TQTEC)". This instrument was divided into two sections: Section A, and B. Section A deals with the personal data of the respondents while Section B contains a checklist on the level of qualification and teaching experience of Business studies teachers. The face and content validity of the instrument were done by experts in the faculty of education. The reliability of the instrument was determined by a reliability test on the sampled data using Cronbach's Alpha with the aid of Statistical Package for Social Sciences (SPSS), and a value of 0.94 was obtained. Data obtained were analysed using frequency, percentages and regression analysis

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Presentation of Results

Table 1. Frequency Distribution of Respondents' Academic Qualification

Item	Frequency	Percentage (%)
Academic Qualification: NCE	15	42.9
HND	1	2.9
B.A	8	22.9
B.SC	11	31.4
Total	**35**	**100**

Source: Researcher's Survey, 2023.

The frequency table (1) above shows that 15 (42.9%) of the respondents are NCE holders, one of them a HND holder, 8 of them (22.9%) are bachelor of arts holders, and 11 of them (31.4%) bachelor of science holders respectively.

Table 2. Frequency Distribution of Respondents' Years of Experience

Item	Frequency	Percentage (%)
Below 5 Years	14	40.0
5-10 Years	15	42.9
11-19 Years	5	14.3
20 Years and above	1	2.9
Total	**35**	**100**

Source: Researcher's Survey, 2023.

Table 2 above shows the different number of years of experience of the respondents as business studies teachers. 14 of them below five years as business studies teachers, 15 of them fall between the range of 5-10 years, another 5 with 11 to 19 years of experience, and one of them with 20 years or more experience as a teacher of business studies.

Table 3. Frequency Distribution of Respondents' Years of Experience in Current School

Item	Frequency	Percentage (%)
Below 1 Year	2	5.7
1-2 Years	6	17.1
3-4 Years	17	48.6
5 Years and above	10	28.6
Total	**35**	**100**

Source: Researcher's Survey, 2023.

Table 3 above shows the number of years each of the respondents has served as a business studies teacher in their current schools respectively. Of the thirty-five

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VOL.12 (1), May-August, 2024 https://ajemates.org

respondents, 5.7% (2) have stayed less than a year, 17.1% (6) for a maximum of two years, 48.6% (17) for a maximum of four years, and 28.6% (10) of them with a minimum of five years in their respective schools.

Presentation and interpretation of Results of Analysis on responses to Research Question

Table 4a: Model Summary of Regression Analysis between Teachers Academic Qualification and Student's Academic Achievement in Business Studies

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.195[a]	.038	-.022	1.14864

Table 4a shows the model summary of Regression Analysis between Teachers' Academic Qualifications and Student's Academic Achievement in Business Studies. The table shows an R-value of 0.195[a], R Square value of 0.038, and Adjusted R Square value of -0.022. This implies that only about 3.8% of the students' academic achievement can be accounted for by the teachers' academic qualifications. The r^2 value (coefficient of determination) of 0.038 is low as it is not up to 50% (Ozili, 2023) which suggests that teachers' academic qualifications did not predict student's academic achievement in business studies. More so, the adjusted r^2 value of -0.022 indicates that the model is not a strong fit for the data. To ascertain the level of significance of this regression model, table 4b is presented as an offshoot of Table 4a.

Table 4b: Summary of Analysis of Variance (ANOVA) of Regression Analysis between Teachers' Academic Qualification and Student's Academic Achievement in Business Studies

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.666	2	.833	.631	.538[b]
	Residual	42.220	32	1.319		
	Total	43.886	34			

Not Significant: P>0.05

Table 4c: Summary of Regression Coefficients between Teachers' Academic Qualification and Student's Academic Achievement in Business Studies

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.765	.780		3.545	.001
	Teachers' Academic Qualification	-.207	.186	-.243	-1.108	.276

Source: Researcher's Survey, 2023

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The result of the analysis in Table 4b above shows that there is no significant relationship between teacher academic qualification and students' academic achievement in business studies (P = 0.538 > 0.05). The table shows how well the regression equation fits the data; the table indicates that the regression model did not predict the dependent variable significantly. The relative contribution of teachers' academic qualification to the observed variance in the criterion variable (students' academic achievement) is indicated by the R and R^2 values. The result in Table 4c further emphasizes the results in the preceding tables which show that teachers' academic qualifications did not significantly predict students' academic achievement in business studies.

Question 2: What is the relationship between teachers' level of teaching experience and students' academic achievement in business studies in junior secondary schools in Awka education zone?

Table 5a: Model Summary of Regression Analysis between Teachers Teaching Years of Experience and Student's Academic Achievement in Business Studies

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.535[a]	.286	.241	.98956

Table 5a shows the model summary of regression analysis between teachers' teaching years of experience and student's academic achievement in business studies. The table shows an R-value of 0. 535[a], R Square value of 0. 286, and Adjusted R Square value of 0.241. This implies that about 28% of the students' academic achievement can be accounted for by the teachers' teaching years of experience. The r^2 value (coefficient of determination) of 0.286 is low as it is not up to 50% (Ozili, 2023) which suggests that teachers' teaching years of experience predicts just about 28% of student's academic achievement in business studies. More so, the adjusted r^2 value of 0.241 indicates that the model is not so strong a fit for the data. To ascertain the level of significance of this regression model, table 10b is presented as an offshoot of Table 11a.

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Table 5b: Summary of Analysis of Variance (ANOVA) of Regression Analysis between Teachers Teaching Years of Experience and Student's Academic Achievement in Business Studies

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12.551	2	6.275	6.408	.005[b]
	Residual	31.335	32	.979		
	Total	43.886	34			

Significant: P<0.05

Table 5c: Summary of Regression Coefficients between Teachers Teaching Years of Experience and Student's Academic Achievement in Business Studies

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.690	.482		3.505	.001
	Teachers' Teaching Years of Experience	.204	.246	.143	.829	.413

Source: Researcher's Survey, 2023

The result of the analysis in Table 5b above shows that there is a significant relationship between teachers' teaching years of experience and students' academic achievement in business studies (P = 0.005 < 0.05). The table shows how well the regression equation fits the data; the table indicates that the regression model predicts the dependent variable significantly. The relative contribution of teachers' teaching years of experience to the observed variance in the criterion variable (students' academic achievement) is indicated by the R and R^2 values. The result in Table 5c further emphasizes the results in the preceding tables which show that teachers' teaching years of experience significantly predicts students' academic achievement in business studies.

Discussion of Findings

In Table 4, the result showed that there is no significant relationship between teachers' academic qualifications and students' academic achievement in business studies in junior secondary schools Awka education zone. This result implies that there could be other variables that could contribute to the academic achievement of students in business studies other than teachers' academic qualifications. This finding is in agreement with the findings of Igberadja (2016) and Kosei et al (2013), who also discovered that teachers' academic qualification has no significant relationship

with students' academic achievement. Conversely, Oviawe (2020), Darling-Hammond (2000); Adaramola and Obomanu, (2011) unanimously agreed that teachers' academic qualification has a significant effect on the students' academic achievement.

In Table 5, the result of the analysis of the data obtained revealed a positive and significant relationship between teachers' level of experience and students' academic achievement. This finding implies that teachers who have experienced impact subject matter knowledge more in learners. Hence, a need for schools to make the more experienced teachers subject coordinators so that the inexperienced ones can learn from them. This suggestion does not rule out the fact that other extraneous factors could be responsible for the high students' academic achievement obtained in this study. The findings are supported by the findings of Ewetan and Ewetan (2015), and Adeyemi (2008) who posited that teachers' teaching experience has a significant effect on students' academic achievement.

Conclusion

Educational qualifications and years of teaching experience are important factors in effective teaching. For a teacher to be qualified to teach they must pass through the training programs meant for teachers and obtain a certificate as proof. In addition, they should update their knowledge through staff development and mentorship programs, these activities will help them to develop expertise and mastery in their teaching subjects. Further studies could be carried out using other variables that influence learning such as teachers' classroom management skills, teachers' self-efficacy, and their impact on student achievement. The essence is to identify areas that might reduce the academic achievement of students and proffer solutions to those areas.

Recommendations

Based on the findings of this study, the researcher recommends:

1. That the State Universal Education Board should look into the employment and deployment of more business studies teachers in Awka Education Zone as some schools lack teachers for the subject
2. School principals should organize and encourage teachers to attend training programs to improve their subject content knowledge and pedagogy skills.

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