Teaching Qualification and Academic Performance of Primary School Children in Rivers State, Nigeria

Ibiye Omieibi-Davids

Department of Curriculum Studies and Instructional Design, Faculty of Education, Ignatius Ajuru University of Education, Port Harcourt, Rivers State, Nigeria

Abstract:

This study used the ex-post-facto research design to examine the effect of teacher qualification on academic performance of primary school children in Rivers State. In doing this, it focused on 2 primary school subjects - English Language and Mathematics. Simple random and stratified sampling techniques were used to choose 498 Basic 4 pupils from 29 classes of 20 schools in 5 local government areas of Rivers state and their teachers. Two instruments were used to elicit data for the study. They were the English and Mathematics Competency Test (EMCT) which was used to elicit data on academic performance and the Teacher Qualification and Primary School Pupils' Performance Questionnaire (TQPSPPQ) which was used to elicit data about the qualification of the teachers. The study had two research questions and one hypothesis. The research questions were answered with tables, charts, mean and standard deviation, while the hypothesis was tested with t-test at a significance level of 0.05. The result showed that there were only 4 teachers representing 14% were professionally qualified to teach primary school children. These teachers taught 75 children representing 15% of the pupils used for the study. There was no significant effect of teacher qualification on academic performance of Basic 4 pupils in primary schools in Rivers State.

Recommendations were made for the study to employ teachers who are professional qualified to teach in primary schools, provide constant training for teachers without the necessary qualifications, enroll students who are academically capable in primary education programmes and for teacher education

institutions to look into the programmes the engage students in to ensure they reflect what is required in the school system.

Introduction

Teaching is involving an individual in activities that brings about desired changes in their behavior. Thus, the teacher is an individual that involves other people in activities that bring about desired changes in their behavior. In traditional education every member of the society was the teacher. The child or individual could be taught what is required by anyone who is more knowledgeable in that aspect of life (Omieibi-Davids, 2017). In modern society, however, most of what the child learns is taught in schools and the responsibility of arming the learner with the desired knowledge is entrusted in the care of people who have been specially trained to do so (Osokoya, 1989). They are the teachers.

Teaching is one of the most important activities that occur in any society. It is an activity in which people are helped to learn. It helps people gain knowledge, skills and attitudes they need to be responsible, earn a living and lead a useful rewarding life. It provides the chief means of passing knowledge on to the next generation and developing new ones in learners. Teaching helps a society to bring about the desired changes in the behaviour of the learners. Some of the changes in behaviour that occur as a result of teaching are the following:

a. Increased store of useful information and understanding of basic principles in the subject matter.

b. Acquisition of psychomotor skills, abilities and habits required to perform activities in the subject area.

c. Possession of desirable attitudes and ideas in the subject area.

To be able to develop the required skills in the learners, the teacher must have some knowledge of the following:

a. Specific change in knowledge, understanding, skills and attitudes in the subject matter

b. How people learn. This refers to knowledge of how people can be influenced to change through the use of effective strategies.

c. How to teach. This refers to how to use teaching methods and materials to bring about desired changes in the pupils' behaviour.

One acquires the skills and information necessary to become a teacher. These are the requirements for becoming a teacher. Qualifications are official documents that attest to an individual's successful completion of the necessary training to carry out specific tasks or perform a job. An individual must have finished training and passed the requisite exams in order to be qualified and have the required competencies, talents, or characteristics. These tests vary depending on the nation. Teaching qualifications are what are referred to when they have to do with the competencies to teach, regardless of what is applicable in whichever country. Teaching or Teachers' qualification is a particular skill or type of experience or knowledge someone possesses to make him or her suitable to teach (Aina & Olanipekun, 2015; Chambers, 2014).

At the onset of formal education in Nigeria, the teachers were the Portuguese merchants at the coast.

They taught the Chiefs and their families what they wanted to teach them. At this time the only qualification to teach was that the individual was a Portuguese and he was willing. With the re-introduction of education by the Christian missionaries in 1842, the teachers were anybody who had some degree of literacy like the Sunday school teachers, Church interpreters, Court Clerks and Artisans. This was because the purpose of education at the time was able to read and teach the Bible in order to convert souls. The quality of teachers in primary schools improved slightly in 1933 when government took over the management of primary schools from the missionaries. With developments in education the quality of the teachers in the country's universal education system has gradually changed over the years (Osokoya, 1989; Manilla, 2005; Robert-Okah, 2003).

The introduction of the 6-3-3-4 system of education in 1981 caused a review of the requirements of entry into the teaching field. This was done in view of the higher entry point of the 6-years WASC/SSCE certificate. The government directed that the minimum qualification for entry into teaching to be the Nigeria Certificate in Education (NCE). This is applicable to the primary level as well as the secondary level (Federal Republic of Nigeria, 2013). Primary school teachers are expected to have read a minimum of NCE in Primary Education. Also, all teachers are required to have training in education. This is applicable to the primary, secondary and tertiary levels. There are to be no more untrained teachers in the Nigerian school system. An individual who wants to teach after obtaining other degrees that are not NCE or Bachelor of Education (B. ED) is required to go for a Post Graduate Diploma in Education (PGDE) to qualify to teach (Agabi, 2014; Okujagu & Adiele, 2010).

Appropriateness of teachers in primary schools refers to whether teachers have the necessary qualification to teach generally and whether they have the necessary qualification to teach in primary school in particular. There have been arguments in certain quarters as to whether it is necessary to employ a particular qualification of teachers to teach. To those who have this view anybody who is a graduate can teach the necessary subjects in the school system. It is not necessary to have a certificate in education or a certificate particularly to teach in primary schools.

Agabi (2014) says certain factors are essential for effective teaching to occur. These factors are the teacher, the learner, the environment and communication. For Agabi, the quality of teachers can be measured from 2 perspectives - professional and personal. The professional perspective refers to the possession of adequate training, which in the Nigerian context is the minimum of the NCE which takes a minimum of 3 years in a College of Education, or a university graduate whose training excludes teacher training who is mandated to acquire a Post Graduate Diploma in Education from a faculty of education in a university.

The training and educational background of a teacher has a lot of influence on his performance as a teacher. If his training restricts him to a particular field of knowledge only, there is the tendency that such a teacher has little to offer his learners. The vastness of a teacher's knowledge is a source of motivation to his students. When a student sees his teacher as having vast knowledge and making illustrations in all fields of knowledge there is the tendency that student also tries to read wide. It is also a vital instrument in helping to expand the huge bank of information and skills to draw on to meet the needs of his learners. To be able to function properly the teacher has to be able to communicate effectively (Dienye, 2005).

An individual could be very intelligent and have all the knowledge and skills in the world, but he will be of no use as a teacher if he cannot communicate this knowledge, whether theoretical or practical, to another person in order to effect the desired change in behaviour. An individual has to be able to

communicate effectively with others to be able to function as a teacher. The teacher's job is not just talking but bringing about understanding of and developing skills and attitudes. To be able do this, the teacher has to have a good knowledge of the language of instruction in the educational system in which he is to practice. He also needs a good control of the various methods and means of communication. A knowledge of how people learn or what makes them learn or otherwise is also important.

Teaching is a complex activity that involves planning, implementation and evaluation of the effectiveness of what has been planned. Planning occurs before the teacher goes to the classroom to have contact with his students. It involves gathering information and resource materials, deciding on methods and materials to use and writing a lesson plan to guide implementation. Implementation, also known as Execution, is the stage when the teacher actually interacts with his students and put his laid down plans in action. The Evaluation stage is when the teacher uses different instruments to gather information from his learners to determine the effectiveness or otherwise of his teaching (Victor-Ishikaku, 2014).

Rao (2011) emphasizes the importance of the Quality puzzle in ensuring effective education for all. He says in the concept of schooling; the concept of quality is linked to how efficiently learning occurs. He says how learning efficiently occurs is strongly determined by the teacher's knowledge of the subject and pedagogical skills, amongst other things. For Rao, however, the rapid expansion of school enrolment since the 1960s has been accompanied by a perceived decline in the quality of education, and one of the reasons for this decline is because teachers who are poorly prepared and without the necessary qualifications are in charge of overcrowded schools with very few textbooks, if any. He says a lot of teachers in many developing countries have only a secondary education certificate with very little pedagogical training.

Jaiyeoba & Atanda (2005) assert that the quality of the educational system depends on the quality of teachers. This is because the quality of teachers has direct bearing on the quality of learning. Halluk (1990) is of the view that there is no dispute as to whether the quality of teachers has direct bearing on learning. This he says is in line with the FRN (2004) which states that no educational system can have a quality that is higher than the quality of its teachers.

Rivkin et al (2005) carried out a study in 2005 in the United States that revealed that teacher effectiveness is a major determinant of school quality in general, and reading and mathematics in particular. This view is supported by a study by Hill et al (2005) which reported that teachers' mathematical knowledge was significantly related to student achievement gains in the first and third grades.

In spite of the reports of the importance of teachers' knowledge and effectiveness to the quality of education, however, there are reports from all over the world of teachers teaching subjects and in classes they are professionally not qualified to teach. A study carried out in United States and Israel shows that a huge percentage of elementary school teachers do not have teaching qualification. The percentage is 43/49% of elementary school teachers teaching Mathematics and Science in the United States and 46/63% of Mathematics and Science teachers in Israel (Morgan, 2007).

A study carried out by Kalagbor (2008) revealed that only 4000 out of 16,000 primary school teachers in Bauchi State met the minimum qualification of NCE. The National Primary Education Commission

Newsletter (1996) gives a very grim view of quality of teachers in the country's primary education system. The breakdown of the qualification of primary school teachers shows that only 30.5% had a certificate that would enable them teach. This is because only 128,095 of the country's 457,114 teachers had an NCE and above. The remaining 329,019 teachers had Teachers' Grade Two (TC.11) and below. Most of this number simply did not have any adequate academic qualification.

The reports by Kalagbor (2008) and the National Primary Education Commission (1996) are confirmed by the report by Akpan (2002) and Baikie (2002) who expressed similar opinions. Akpan (2002) reported that 95% of the teaching staff in Akwa Ibom State were in the Sandwich programme. He was concerned that the majority of them were in the NCE programme which meant that they were all teaching in the schools without any qualification. Baikie (2002) expressed disappointment that only about 40% of the State primary school teachers practicing in the federation had the minimum qualification of an NCE while the remaining 60% were still not qualified to teach in primary schools.

A quality teacher is a major stakeholder in ensuring minimum standard in the school system. He is in a better position than any other person to know the learners, their needs and characteristics. A qualified and professionally trained teacher should be able to detect any organizational fault in the curriculum and be able to effect changes. The teacher is a guide for learning, a motivator, and facilitator of learning. Currently, teachers are not enough for the number of learners in schools and many of those teaching are not even qualified to be on the job (Obinaju, 2013).

Review of Empirical Studies on Teachers' Qualification and Academic Performance of Learners

Many studies have been carried out to determine the influence of teacher qualification on the academic performance of learners. There has been no agreement as to the outcome of such studies, so it is still necessary to carry out studies in this area. Some studies append to a positive relationship while others do not. Among those that say there is a positive relationship are Unauma et al (2013), Ojera (2016) and Ajagbe (2013) who carried out their studies in Nigeria, Kenya and Uganda respectively. Apart from Unauma et al (2016) who carried out their studies with Chemistry students in Imo State, Nigeria, the other two did their work in primary schools. On the other hand, Buddin & Zamarro (2019) who carried out their studies on urban elementary schools in Los Angeles, California, and Musau & Abere (2015) who worked with secondary school children in Kitui County, Kenya reported no difference in performance of students taught by teachers of various qualifications.

Rice (2013) who carried out her work on the effectiveness of teacher quality neither agrees nor disagrees with the views of the aforementioned researchers. She asserts that quality of the teacher affects the performance of students generally, but not on all aspects. She says the experience and pedagogy of teachers had influence on the learners' performance. She is, however, of the opinion that certification was only effective when the teachers were teaching subjects they were certificated in, but not in primary schools where the study reported a mixed reaction. She also asserted that the degree and preparation of the teachers only had positive influence on learners' performance when the teachers attended prestigious schools, implying that the influence came from the high academic ability of the teacher, rather than just having a particular certificate. She also stated that the literary and verbal abilities of teachers had positive effect on the academic performance of students. In conclusion, she says it is the personal intelligence and cognition of the teachers that affected the children not the certificate they had, but experience and pedagogy had an impact.

Aim and Objectives

The aim of the study was to investigate the appropriateness and influence of teacher qualification on academic performance of primary school pupils in Rivers State in English and Mathematics. The objectives of the study were to determine the following:

1. The adequacy of the qualification of teachers in primary school teachers in Rivers state.
2. The effect of Teacher qualification on Academic performance of pupils in primary schools in Rivers State.

Research Questions

The study was guided by the following research questions:

1. What is the qualification of teachers in primary schools in Rivers state?
2. What is the effect of Teacher qualification on Academic performance of children in primary schools in Rivers State?

Hypotheses

The study is guided by the following research hypothesis:

H_0: There is no significant effect of Teacher qualification on Academic performance of children in primary schools in Rivers State.

Research Methodology

The study used the Ex-post-facto research design. The population of the study was 50,000 primary 4 children of public and private primary school in Rivers State (Universal Basic Education Commission, 2019). The sampling formula was the simplified formula for proportions by Yamane and reads thus $N/1+N(e)^2$ (Adam, 2020). The sample for the study was 498 pupils and their teachers. These pupils were of 29 classes from 20 schools in 5 local government areas of Rivers State. The local government areas were Akuku-toru, Port Harcourt, Obio/Akpor, Ogu/Bolo and Tai. This involved the two local governments that make up the state capital, Port Harcourt and Obio/Akpor, and one local governments area from each of the 3 senatorial zones of Rivers State, an oil producing state in the South-South region of Nigeria. Simple random and stratified sampling techniques were used to choose the sample. Two instruments were used to elicit data for the study. They were the English and Mathematics Competency Test (EMCT) which was used to elicit data on academic performance, and the Teacher Qualification and Primary School Pupils' Performance Questionnaire (TQPSPPQ) which was used to elicit data about the qualification of the teachers. Tables, charts, mean and Standard Deviation were used to answer the two research questions while t-test was used to test the hypothesis at a level of significance of 0.05.

Data Presentation

Research Question 1: What is the qualification of teachers in primary schools in Rivers state?

Table 1: Summary of the Percentage distribution of teachers' qualification showing the exact qualification of Basic 4 in primary schools' pupils in Rivers State

S/N	Qualifications	Number of Teachers	Percentage
1	PES at NCE/BED	4	14%

2	NCE/BED/PGDE	11	38%
3	HND and above without Teaching Qualification	9	31%
4	OND	2	7%
5	WASC/SSCE/GCSE	3	10%
	TOTAL	**29**	**100%**

Table 1 shows the qualifications of teachers in the classes used for the study. The table shows that more than half of the teachers (15 or 52%) had professional qualifications to be teachers because they had an NCE, BED or PGDE. However, only 4 of this number representing 14% were professionally qualified to teach in primary schools because they had an NCE or BED in Primary Education Studies. The remaining 11 representing 38% had education qualifications that would enable them teach single subjects in of the educational system. 14 teachers representing 48% had no qualifications to function professionally as teachers. Of this number, 9 representing 31% had an HND and other higher degrees, 2 representing 7% had OND whereas 3 representing 10% had WASC/SSCE as their highest academic qualification. This information is further illustrated in Fig. 1 below;
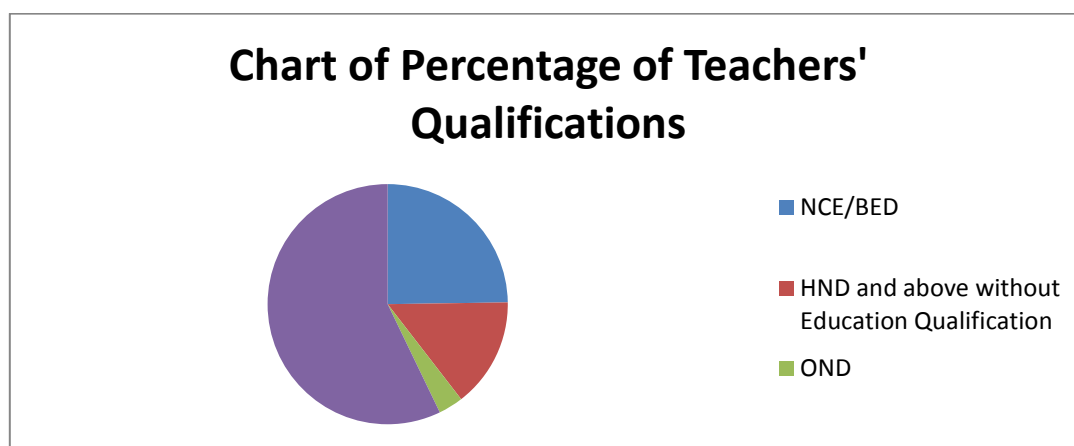

Fig. 1. Chart of the percentage of Teachers' qualifications

Table 2: Summary of the Percentage distribution of the Primary Education Studies teachers' qualification of Basic 4 in primary schools' pupils in Rivers State.

S/N	Primary Education Qualification	Number	Percentage
1.	Pupils with PES Teachers	75	15%
2.	Pupils Without PES Teachers	423	85%
	TOTAL	**498**	**100%**

Table 2 is the summary of the descriptive statistics of pupils whose teachers were professionally qualified not just to teach but to teach in the primary level of the educational system. Of the 498 pupils, 75 pupils representing 15% had teachers who had professional training in Primary Education Studies. 423 pupils representing 85% do not have teachers with qualification in Primary Education Studies. This information is illustrated with a bar chart and pie chart in Fig. 2 and 3 respectively.

Fig. 2: Bar Chart of Pupils whose teachers had Primary Education Studies Teaching Qualification
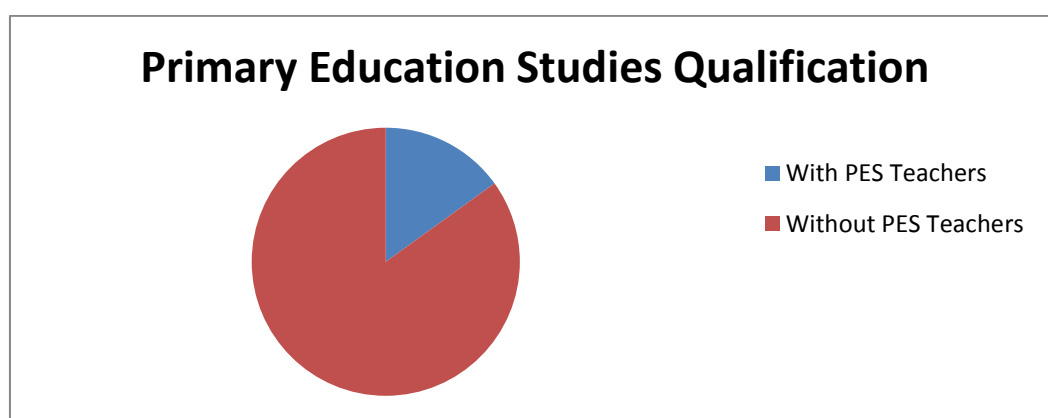

Fig. 3: Pie Chart of Pupils in Basic 4 whose Teachers hold Primary Education Studies Teaching Qualification.

Research Question 2: What is the effect of Teacher qualification on Academic performance of children in primary schools in Rivers State?

Table 3: Summary of descriptive statistic on the effect of teacher qualification on academic performance of children in primary schools in Rivers State

Qualification		N	Mean	SD	SEM
Mathematics	Pupils with Non PES Teachers	423	56.48	28.89	1.40
	Pupils with PES Teachers	75	56.60	29.98	3.46
English Language	Pupils with Non PES Teachers	423	57.04	28.99	1.41

	Pupils with PES Teachers	75	58.80	27.01	3.12

The result from Table 3 shows the summary of descriptive statistic on the influence of teacher qualification on academic performance of children in primary schools in Rivers State. It shows that pupils whose teachers do not hold Primary Education Studies Teaching qualifications had Mathematics performance mean score of 56.48, SD=28.89 whereas those whose teachers hold Primary Education Studies Teaching qualifications had Mathematics performance mean score of 56.60, SD=29.98. It further shows that pupils whose teachers do not hold Primary Education Studies Teaching qualifications had English Language performance mean score of 57.04, SD=28.99 whereas those whose teachers hold Primary Education Studies Teaching qualifications had English Language performance mean score of 58.80, SD=27.01.

H_0: There is no significant effect of teacher qualification on academic performance of children in primary schools in Rivers State.

Table 4: Summary of independent sample t-test on the influence of teacher qualification on academic performance of children in primary schools in Rivers State

Subject	Qualification	N	Mean	SD	t	df	p-value
Mathematics	Pupils with Non PES Teachers	423	56.48	28.89	-.034	496	.973
	Pupils with PES Teachers	75	56.60	29.98			
English Language	Pupils with Non PES Teachers	423	57.04	28.99	-.488	496	.626
	Pupils with PES Teachers	75	58.80	27.01			

The result from Table 4 shows the summary of independent sample t-test on the effect of teacher qualification on academic performance of children in primary schools in Rivers State. Regarding Mathematics, the pupils whose teachers did not hold PES Teaching qualification had Mathematics Performance mean score of 56.48, SD=28.89 whereas their counterparts whose teacher hold PES Teaching qualification had Mathematics performance mean score of 56.60, SD=29.98. The independent sample t-test shows that there is no significant influence of teacher qualification on Mathematics performance of children in primary schools in Rivers State (t=.034, p>.05). Regarding English Language, the pupils whose teachers did not hold PES Teaching qualification had English Language Performance mean score of 57.04, SD=28.99 whereas their counterparts whose teacher hold PES Teaching qualification had English Language performance mean score of 58.80, SD=27.01. The independent sample t-test shows that there is no significant effect of teacher qualification on English Language performance of children in primary schools in Rivers State (t=.488, p>.05). The null hypothesis one was not rejected in each case.

Discussion of Findings

The discussion of the findings of this study is as follows:

1. The result shows that only a tiny majority of teachers had the necessary minimum qualification to be teachers in the Nigerian school system. It, however, shows that a huge majority of pupils in

primary schools were taught by teachers who did not have the necessary training as Primary Education teachers which would enable them teach every subject.

2. There is no significant effect of teacher qualification on academic performance of children in primary schools in Rivers State.

Adequacy of the qualification of teachers in primary schools in Rivers State.

Table 1 shows the qualification of the teachers in primary schools in Rivers State. It shows that 15 teachers representing 52% had at least a minimum of NCE in education which is stipulated in the national policy on education, whereas 14 representing 48% did not. The breakdown shows that 4 out of the 29 teachers representing 14% had PES teaching qualifications; 11 presenting 38% of the teachers had teaching qualifications in Education such as NCE, B.ED and PGDE; 9 representing 31% had HND or higher degrees but without a qualification in Education; 2 representing 7% had OND while 3 teachers representing 10% has WASC/SSCE as their highest qualification.

The result from Table 2 shows that 423 of the pupils representing 84.90% had teachers who did not have a teaching qualification in Primary Education Studies whereas 75 pupils representing 15.10% had teachers who had teaching qualifications in Primary Education Studies. The result shows that majority of the children in the study group are being taught by teachers who are not professionally qualified to function as primary school teachers.

The result of the study shows that the teachers' qualifications for the teachers of the primary school pupils used for this study was grossly inappropriate because only 15.10% of the children were taught by teachers who were truly qualified to teach them. This was made up of only 14% of the teachers involved in the study. Moreover, the result showed 48% of the teachers had absolutely no qualifications to enable them to teach at any level of the Nigerian educational system as they did not have a minimum teaching qualification of an NCE (FRN, 2013). This result is not far removed from the earlier studies carried out by Kalagbor (2008) which revealed that only 4,000 out of 16,000 primary schools in one of the states of the federation had the minimum of teaching qualification of an NCE; and the National Primary Education Commission (1996) which reported only 128,095 representing 30.5% of the country's 457,114 primary school teachers had a minimum of an NCE to enable them function as teachers. The figure was much lower in Akwa Ibom state where only 5% of the teachers had the minimum of an NCE a few years ago (Akpan, 2002).

Effect of Teacher Qualification on Academic Performance of Children in Primary Schools

The result from Table 4 shows that pupils whose teachers hold qualifications other than in PES had Mathematics performance mean score of 56.48, SD=28.89 whereas those whose teachers hold PES qualifications had Mathematics performance mean score of 56.60, SD=29.98. It further shows that pupils whose teachers hold qualifications other than in PES had English Language performance mean score of 57.04, SD=28.99 whereas those whose teachers hold PES qualifications had English Language performance mean score of 58.80, SD=27.01. This showed that the educational qualification of the teachers had little or nothing to do with the academic performance of the pupils. When put to statistical test, the result from Table 3 shows that, there were no significant influence of teacher qualification on Mathematics performance (t=.034, p>.05) and English Language performance (t=.488, p>.05) of children in primary schools in Rivers State. The null hypothesis one was not rejected in each case.

The finding of this study is in agreement with an earlier finding by Buddin & Zamarro (2009) carried out on teacher qualification and student achievement in urban elementary schools in California, USA, which revealed that the student performance had nothing to do with how their teachers performed in the state test scores. It also revealed that classroom teachers having education degrees did not have a positive impact on their students' performance as stated by Darling-Hammond et al (2002). Rice (2003) believes that teacher quality matters and influences student achievements. She does not, however, subscribe to the view that any specific qualification and characteristic is a determinant of students' performance. She is of the opinion that teacher experience, preparation and teachers' intelligence can be as much an influence as qualification. This finding of this study disagrees with that of Ajagbe (2013), which reported that students taught by teachers with education qualifications performed better than those without education qualifications. It also revealed that those with professional qualification were better than those without professional qualification.

Implications of The Study for Teacher Education

The study showed that there is no significant influence of the qualification of teachers on the academic performance of the primary 4 pupils of Rivers State, Nigeria, in English and Mathematics. This means that it was not important whether the teachers had O'level secondary school certificate like WASC/SSCE, OND, HND, NCE or graduates who had professional teacher education certificate or not, so anybody could be employed as teachers to teach these subjects in primary schools. This result has serious implication for teacher education. Some of these are the following:

1. It reflects on the quality of the individuals that are admitted into the nation's teacher education programmes. It means they have of low quality.

2. It reflects on the quality of content that the teacher education institutions provide for their students. It cast doubts on the benefits of these programmes if their products cannot offer better quality for the nation's education system.

3. With only 4 teachers representing 14% of teachers in this study being professional qualified to teach this level of education, there is a serious need for highly trained primary educational teachers in the school system.

4. There is a need to run in-service programmes to arm the majority of teachers who do not have the professional qualification to teach this level with the right skills. In this study alone these teachers 423 of the 498 children, representing 85% of the pupils.

5. The excuse that teaching is not attractive to Nigerians is demystified with this study. A lot of people are still attracted to teaching. It is the responsibility of teacher education institutions to put the right guidelines in place to attract high quality manpower and improve the educational system.

Recommendations

There is a need to employ teachers who are professional qualified to teach in primary schools. A professionally trained primary teacher is trained to teach every subject in the primary school curriculum. This is not the case with other teachers who are professionally trained to teach in secondary schools or have a PGDE. There is no significant influence of the qualification of the teachers on the children's academic performance because English Language and Mathematics are compulsory requirements for every academic qualification so every secondary school leaver and graduate has basic knowledge. The situation could be much different if the subjects tested were History, Creative and Cultural Arts of Home Economics which require some expertise. There is also a

need to restructure teacher education programmes on primary education studies to ensure that they reflect the content of the school system.

Limitations of the Study

There are several limitations to this study. They are the following:

1. The Covid-19 pandemic caused delays in the testing because schools were told to restrict entrance into their school premises. It was difficult getting the necessary permission to do the field work.

2. The study was restricted to only English Language and Mathematics because of logistic problems.

Suggestion for Further Studies

The execution, difficulties and results of this study has caused the researcher to identify other areas of study. Some of these are the following:

a. Expanding the current study to cover all subjects in Basic 4.

b. Expanding this study to cover all primary classes.

c. Expanding this study to cover secondary schools.

d. Carrying out a study on the preparation and availability of teachers in primary and secondary school.

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