**Chukwuemeka Odumegwu Ojukwu University Journal of Arts and Social Science Education (COOUJOASSE) Vol. 3, No.2, November, 2026**

# TEACHERS' QUALIFICATIONS AND EXPERIENCE AS CORRELATES OF ACADEMIC ACHIEVEMENT OF PUBLIC SECONDARY SCHOOL STUDENTS IN ENGLISH LANGUAGE IN ANAMBRA STATE

**Dr. Nonyem Ifediorah Okeke and Okigbo, Onyinye Anthonia**

*Department of Arts and Social Science Education Chukwuemeka Odumegwu Ojukwu University Igbariam Campus*

## ABSTRACT

*This study examined teachers' qualifications and experience as correlates of academic achievement of secondary school students in English language in Anambra State. Three research questions guided the study and three null hypotheses were formulated and tested at 0.05 level of significance. The study adopted a correlational research design. The population comprised 6,915 Senior Secondary School II (SS II) English Language teachers in public secondary schools in Anambra State. A sample of 382 teachers was selected using a multistage sampling procedure. One researcher-developed instrument was used for data collection: "Teachers' Qualification and Teaching Experience Data Form (TQTEDF)". The instrument was subjected to face and content validation by experts in Educational Management and Measurement and Evaluation. Since the instrument collected objective data and official school records, internal consistency reliability estimation was not applicable. Out of the 382 copies of the Teachers' Qualification and Teaching Experience Data Form administered, 361 were correctly completed and retrieved, representing a 94.5% retrieval rate. Students' academic achievement scores in English Language data were obtained from official school examination records of the sampled classes. Data collected were coded and analyzed using the Pearson Product Moment Correlation Coefficient (PPMC) to answer the four research questions, while the corresponding null hypotheses were tested using the t-test associated with Pearson's correlation coefficient at the 0.05 level of significance. The results revealed a strong positive and statistically significant relationship between teachers' qualifications and students' academic achievement in English Language ($r = .762$, $p < .05$). The findings further showed significant positive relationships between male teachers' qualifications ($r = .378$, $p < .05$) and female teachers' qualifications ($r = .573$, $p < .05$) and students' academic achievement. The study also found a significant positive relationship between teachers' teaching experience and students' academic achievement ($r = .490$, $p < .05$). The study concluded that teachers' qualifications and teaching experience are significant predictors of students' academic achievement in English Language in public secondary schools in Anambra State. It was recommended, among others, that government should recruit professionally qualified English Language teachers, strengthen continuous professional development programmes, retain experienced teachers through improved welfare packages, and provide adequate instructional facilities, particularly in rural schools, to enhance students' academic achievement*

**Keywords**: Teachers' Qualifications, Experience, Academic Achievement and English Language.

## Introduction

Education has been universally acknowledged as a potent and dynamic instrument for national development and societal transformation. It is an important instrument for the development of the individual and the society as it is a weapon against poverty, illiteracy and disease due to teachers are the human resource that direct, instruct and impart skills, knowledge, value and morals to learners. Teachers are arguably the most important group of professionals for a nation's future. In Nigeria, the importance of education in the development of the individual and the nation is highly recognized by the Federal Government. Through education, the nation can harness her numerous resources, develop her manpower and improve the quality of life of her citizens. This study focused on secondary schools. In essence, secondary school education in Nigeria is recognized as a prerequisite for quality human life and labour skills, as well as a sine qua non for sustainable economic development of the country. Admittedly, attainment of the primary objectives of secondary school education as specified in the policy demands that teachers have crucial role to play in the school system to boast students' academic achievement. Students' academic achievement in most subjects like English Language.

English Language serves as an official Language and the primary medium used by schools as first languages of instruction (major teaching/learning medium), a compulsory subject at all levels that students must pass in national examinations like those administered by West African Examinations Council and National Examinations Council, and because a credit pass is required for entry into higher institutions, student academic achievement in English Language could be considered to measure educational success. Despite this, the poor academic achievement of students in English Language has remained a source of concern among educators, parents, and policymakers as examination results released by examination bodies such as the West African Examinations Council have shown that a significant number of candidates fail to get credit passes in English Language in the West African Senior School Certificate Examination and results released by the National Examinations Council in the Senior School Certificate Examination show that many secondary school students fail to pass English Language (Oyetunde & Muodumogu, 2020).

Poor academic achievement in English Language is a concern because English Language is not only a subject that is being studied but also the language in which other school subjects are taught and assessed; poor English Language proficiency makes it challenging for the students to understand classroom instructions, read academic materials, and articulate their ideas in examinations (Ajayi 2021). Additionally, results from examination bodies show varying but largely poor achievement of students in English Language over the years: while some improvements have been reported (WAEC, 2023), a substantial percentage of candidates still fail to earn the minimum credit pass in English Language required for admission into tertiary education (NECO, 2024). Some of the factors identified as contributing to the continued poor academic achievement of students in English Language include ineffective teaching methods, inadequate instructional materials, overcrowded classrooms, and poor reading culture among the students (Okeke & Omenugha, 2020).

Academic achievement is the performance of a student in his studies in a given term or semester. Ohamobi et al. (2022) acknowledged that academic achievement is an important aspect of education, as it serves as an indicator of the quality of education that students receive and their potential for success in their future careers. Similarly, Onumonu and Ifediorah Okeke (2025) defined academic achievement as the knowledge gained which is assessed by marks by a teacher and/or educational goals set by students and teachers to be achieved over a specific period of time. It determines the level of students' intelligence and helps in placing a child or student where he or she belongs academically. In view of this, Ikwelle and Adinna (2022) noted that highly engaged students have a better performance in school and on standardized tests, and persist more than low engaged students thereby having improved academic achievement.

The researcher sees academic achievement is a measure of the extent of knowledge acquired by students. It reflects students' academic standing and their level of performance in school. It is also teacher-assigned standardized achievement test scores obtained by the students who indicate their intellectual accomplishment in schools after months or years of study using English Language as an educational yardstick. English Language, being the lingua franca of the country is believed to be vital because it is a recognized model of instructional communication in Nigerian schools except in situations where the teaching of subjects like the Igbo Language is done so that the students can apply their native language where necessary. In this modern age, the students' academic achievement in English Language and the success of any student in any internal or external examination may depend to a large extent on teachers' digital literacy skills and ability to use the internet to teach.

Teachers are those that make strident efforts to improve human capital in the schools. Teachers are arguably the most important group of professionals for a nation's future. Without teachers, the education system will be crippled. This is to say that teachers are the professionals that assist in academic, social and emotional development of students. From the definitions above, it is evident that teachers are human capital developers whose jobs are illogical without students in one hand and free expression of information on the other hand. However, to accomplish this primary task depends to a great extent of teacher's qualifications (Okeke-James, 2020).

Teacher qualifications indicates the main purpose of providing best education that facilitates the possibility and needs of children and youths in general (Elsbree, 2021).Teachers' qualifications refers to the credentials, education, training, and certifications required for an individual to be recognized as a competent and capable educator. This typically includes a combination of formal education (such as a bachelor's degree in education or a specific subject area), professional training (like a teaching credential or certification program), and, in some cases, practical experience (such as student teaching or classroom experience). The specific qualifications required can vary widely depending on the country, region, or educational level (e.g., primary, secondary, or higher education) in which the teacher is working. Teacher's qualifications are taken as a profession needed in teaching profession which is also held to guide a professional teacher to grow knowledge and skills.

Teaching certification is an attempt to guarantee that teachers who teach in public secondary schools are qualified to perform their responsibilities that lead to the improvement of students' academic achievement (Cremin & Lawrence, 2023). Teacher qualifications have significant impact in determination of school outcomes (Adeyemi, 2020). Teachers' qualifications are paramount to ensure the quality and quantity that are produced through the various agencies that are saddled with the responsibility of training students. That is why the National Policy on Education (2019) emphasized that Nigeria Certificate in Education (NCE) shall be the minimum qualifications for teachers in the country since is the lowest level of education (Agbor, 2023).

The quality of education in a nation could be determined by the qualifications of her teachers. The most important factor in improving students' achievement in English language is by employing seasoned qualified teachers in all schools (Abe & Adu, 2023). Bamidele and Adekola (2022) observed that, policy investment on qualifications of teachers is related to improvement in students' performance. Teachers' qualifications becomes important in order to maximize the quality of output expected to be derived from educational grooming in the secondary schools. Invariably, only the qualified teacher in a given discipline can be expected to deliver quality instruction to learners at school. Teachers' quality derives from the levels of qualifications, teaching experience, curriculum delivery and periodical capacity development that teachers are granted. The strive by school principals to build on teaching quality in their institutions is rooted on the expectation for continuous improvement in the teachers' instructional tasks delivery. This underscores the value of teachers' quality in the service as the core factor for more focused attention of the government and school principals. A failure in this respect can result to undesirable consequences such as poor academic achievement of learners, low capacity development of teachers and inadequate teaching and learning in secondary schools in the region (Adenipekun, 2018).

A professional teacher is one who has acquired training from any recognized institutions of education in any country, (Agwu, 2019). Thus, there are full time, part time, pre-service and in-service programmes in various tertiary education institutions that provide teacher education programme in Nigeria. Teachers with educational background such as Nigerian Certificate in Education (NCE), Bachelor of Science in Education (B.Sc.Ed), Bachelor of Education (B.Ed), and Masters in Education (M.Ed) are regarded as skilled and professionally qualified teachers while those with Higher National Diploma (HND), and university degrees are regarded as being academically qualified teachers. The National Policy on Education (FGN, 2019) stipulates that the minimum qualifications for entering the teaching profession in Nigeria is Nigerian Certificate of Education (NCE). Operationally, teachers' qualifications are the specific, measurable criteria used to assess the readiness and capability of an individual to teach. This allows for the assessment of whether a teacher meets the established standards necessary to be considered qualified in their role, based on their educational background, certification status, and professional experience. In the context of this study, teacher's qualifications will be delimited to teacher's qualifications on male and female teacher.

Teacher's qualifications among male and female teachers are crucial for ensuring high-quality education, but disparities still exist in certain contexts due to societal, cultural, and structural factors. While both genders are generally required to meet similar educational and certification standards, differences in access to professional development, career advancement opportunities, and societal expectations can impact the overall qualifications levels and effectiveness of teachers. Addressing these disparities through targeted policies and interventions is essential for promoting gender equity in education and ensuring that all students benefit from highly qualified and diverse teaching staff. Adebayo and Ojo (2019) found a positive correlation between male and female teachers' higher educational qualifications and students' academic achievement in Anambra State. Male and female teachers with advanced degrees in education or specialized subject areas may possess deeper subject knowledge and pedagogical skills, enabling them to deliver high-quality instruction and effectively engage students in the learning process (Okeke, 2018). Similarly, male and female teachers' qualifications have been found to influence students' academic achievement in Anambra State. Ogbodo and Ugwoke (2017) have demonstrated that male and female teachers with specialized training in English language teaching or STEM (Science, Technology, Engineering, and Mathematics) subjects positively impact students' achievement in these areas. Female teachers often bring unique perspectives and teaching approaches to the classroom, contributing to a diverse and enriching learning environment (Obioma, 2020).

In relation to this, qualifications provide the essential knowledge and skills required for teaching is experience which allows teachers to refine and apply this knowledge in real-world classroom settings. The interplay between these two factors leads to better classroom management, more effective teaching strategies, and improved student outcomes. Ultimately, a teacher's impact on students is greatest when strong qualifications are complemented by years of practical teaching experience. Highly qualified and experienced teachers possess the pedagogical competence, content knowledge, classroom management skills, and ability to differentiate instruction necessary to facilitate student learning and achievement in the subject. Conversely, teachers with limited qualifications or experience may face challenges in effectively teaching English language concepts, managing classroom dynamics, and supporting student learning, which can negatively impact students' academic achievement. Therefore, investing in the professional development and support of teachers, particularly in terms of enhancing their qualifications and providing opportunities for ongoing training and mentorship, is crucial for improving English language education outcomes and their teaching experience which will as well promote student success in secondary schools in Anambra State.

Teachers' experience are the skills and knowledge that helps teachers to be successful in teaching. To enhance students' learning, teachers must have expertise in a wide range of teaching experience so that they are able to deal with every student having different learning styles. Teaching experience include skills like communication and interpersonal skills, under which come experience like acting as a role model to their students, having clear

verbal communication skills, and assuming responsibility, etc. Teaching experience, comes organisation and planning, classroom management, facilitation and engagement, and assessment and coaching (Onyilo & Shamo, 2023). Similay, Teaching experience also include skills such as organizing the classroom environment so that students can learn in a healthy system. It also includes planning effective lesson plans and implementing them on time (Omoogun, 2019).Teaching experience will benefit students' academic development and skills while also assisting teachers in improving their teaching methods. Teachers' experience can affect students' performance significantly because experienced teachers have the ability to manage the classroom, use an array of instructional materials, ensure instructional effectiveness, adopt suitable pedagogies and adopt effective communication for teaching and learning which are prerequisites for students' performance.

Teachers qualifications and experience permits the learners to interact freely with one another and with the subject matter, is best for learning and that in such an environment, students will not need extensive reward or punishment as they learn naturally through their own activity. However, it is often said that qualified and experienced teachers are still lacking in the Nigerian school system. As often witnessed by school teachers who abandon school in rural areas in pursuance of new schools in urban areas to boost their achievements, this situation does not augur well for the school system. Although, the speculations are widespread, their validity has to be established using the appropriate and systematic research procedures (Ugbe & Okafor, 2018). It is against the forgoing background that the researcher investigated teacher's qualifications and experience as correlates of academic achievement of secondary school students in English language in Anambra State.

## Statement of the Problem

The declining academic achievement of students in English Language, as reflected in external examinations such as the West African Examination Council (WAEC) and the National Examination Council (NECO), has become a pressing concern in Anambra State. Despite various efforts by government agencies, school administrators, and stakeholders to improve the quality of education, many students continue to record poor results, particularly in English Language a core subject that serves as a prerequisite for further education and career advancement. This trend raises critical questions about the factors influencing students' academic achievement.

One of the most debated issues is the quality of teaching, which includes teachers' professional qualifications, years of teaching experience, and gender differences. Teachers' qualifications and experience are widely regarded as determinants of instructional effectiveness and student outcomes. Ideally, well-trained and experienced teachers should be able to stimulate interest, adopt effective pedagogical strategies, and improve student performance. However, the persistent poor performance of students suggests that these factors may not be optimally harnessed in many secondary schools across the state.

Moreover, while there is a general assumption that male and female teachers may differ in teaching styles, communication patterns, and classroom management, there is limited empirical evidence in the context of Anambra State to show how such gender-related variations influence students' achievement in English Language. This creates a knowledge gap in understanding the precise relationship between teacher characteristics and students' learning outcomes.

Consequently, this study seeks to investigate the extent to which teachers' qualifications, years of experience, and gender contribute to the academic achievement of secondary school students in English Language in Anambra State. By addressing this gap, the study hopes to provide data-driven insights that will guide teacher development, policy formulation, and strategies for improving students' academic achievement.

## Purpose of the Study

The main purpose of this study was to examine teachers' qualifications and experience as correlates of academic achievement of secondary school students in English Language in Anambra State. Specially, the study sought to:

1. ascertain teachers' qualifications as correlates of academic achievement of secondary school students in English Language in Anambra State.
2. examine male and female teachers' qualifications as correlates of academic achievement of secondary school students in English Language in Anambra State.
3. determine teachers' experience as correlates of academic achievement of secondary school students in English Language in Anambra State.
4. determine male and female teachers' experience as correlates of academic achievement of secondary school students in English Language in Anambra State.

## Research Questions

The following research questions guided the study:

1. What is the relationship between teachers' qualifications and academic achievement of secondary school students in English language in Anambra State?
2. What is the relationship between male and female teachers' qualifications and academic achievement of secondary school students in English language in Anambra State?
3. What is the relationship between urban and rural teachers' qualifications and academic achievement of secondary school students in English language in Anambra State?
4. What is the relationship between male and female teachers' experience and academic achievement of secondary school students in English language in Anambra State?

## Hypotheses

The following hypotheses were tested at 0.05 level of significance.

1. Teachers' qualifications do not significantly relate to academic achievement of secondary school students in English language in Anambra State.
2. Male and female teachers' qualifications do not significantly relate to academic achievement of secondary school students in English language in Anambra State.
3. Urban and rural teachers' qualifications do not significantly relate to academic achievement of secondary school students in English language in Anambra State.
4. Male and female teachers' experience do not significantly relate to academic achievement of secondary school students in English language in Anambra State.

## Methodology

The study adopted a correlational research design. The area of the study is Anambra state. There six educational zone in Anambra State which are Aguata, Awka, Nnewi, Ogidi, Onitsha and Otuocha. The population of the study consisted of all Senior Secondary School II (SS II) English Language teachers in public secondary schools in Anambra State.

The sample size is 382 SS II English Language teachers drawn using a multistage sampling procedure. The instrument for the study was a self-structured questionnaire, titled "Teachers' Qualification and Teaching Experience Data Form (TQTEDF)". The instrument was subjected to face and content validation by experts two from Educational Management and one from Educational Measurement and Evaluation, all from Department of Educational Foundations, Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. The questionnaire was administered to the respondents with the help of fouresearch assistants. Out of the 382 copies of the Teachers' Qualification and Teaching Experience Data Form administered, 361 were correctly completed and retrieved, representing a 94.5% retrieval rate. Students' academic achievement scores in English Language data were obtained from official school examination records of the sampled classes. The reliability of the instrument was ensured through careful validation by experts, pilot testing to confirm clarity and usability of the instruments, and standardized procedures for collecting and recording data from official school records. Data collected were analyzed using the Pearson Product Moment Correlation Coefficient (PPMC) to answer the six research questions, while the corresponding null hypotheses were tested using the t-test associated with Pearson's correlation coefficient at the 0.05 level of significance. For the research question, Pearson's correlation was used to determine the nature of the relationship between the variables. Nworgu's (2015) guideline for determining the magnitude of correlation was used as follows:

| Coefficient (r) | Relationship |
|---|---|
| +/-0.00 to 0.19 | Very Low Relationship |
| +/-0.20 to 0.39 | Low Relationship |

+/-0.40 to 0.59Moderate Relationship

+/-0.60 to 0.79High Relationship

+/-0.80 & Above Very high Relationship

While negative coefficient indicates a negative correlation or relationship between the variables, positive coefficient indicates positive correlation or relationship. Regarding the testing of hypotheses, the significance of the correlates variable was determined using the *p*-value; *p*-values <0.05 indicates significance of correlates variable while *p*-values > 0.05 indicates non-significance of the correlates variable.

**Research Question One: Research Question One:** What is the relationship between teachers' qualifications and academic achievement of secondary school students in English language in Anambra State?

**Table 1: Relationship between Teachers' Qualifications and Academic achievement of Students**

| | | Teachers' Qualification | Academic achievement |
|---|---|---|---|
| Teachers' Qualification | Pearson Correlation | 1 | .762** |
| | Sig. (2-tailed) | | .000 |
| | N | 361 | 361 |
| Academic achievement | Pearson Correlation | .762** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 361 | 361 |

**. Correlation is significant at the 0.01 level (2-tailed).

Table 1 shows a Pearson correlation coefficient (r) of 0.762 with a p-value of 0.000 and a sample size of 361 respondents. The correlation coefficient of 0.762 indicates a strong positive relationship between teachers' qualifications and students' academic achievement. This means that as teachers' qualifications improve, students' academic achievement also tends to improve. Since the p-value (0.000) is less than the 0.05 level of significance, the relationship is statistically significant.

**Research Question Two:** What is the relationship between male and female teachers' qualifications and academic achievement of secondary school students in English language in Anambra State?

**Table 2: Relationship between Male and Female Teachers' Qualifications and Academic achievement of Students**

| | | Gender | Academic achievement |
|---|---|---|---|
| Male | Pearson Correlation | 1 | .378** |
| | Sig. (2-tailed) | | .000 |
| | N | 168 | 168 |
| Academic achievement | Pearson Correlation | .378** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 168 | 168 |
| Female | Pearson correlation | 1 | .573** |
| | Sig. (2-tailed) | | .000 |
| | N | 193 | 193 |
| Academic achievement | Pearson correlation | .573** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 193 | 193 |

**. Correlation is significant at the 0.01 level (2-tailed).

Table 2 reveals that male teachers' qualifications have a moderate positive relationship with students' academic achievement (r = 0.378, p = 0.000). Similarly, female teachers' qualifications have a strong positive relationship with students' academic achievement (r = 0.573, p = 0.000). Both relationships are statistically significant, although the relationship is stronger among female teachers.

**Research Question Three:** What is the relationship between teachers' experience and academic achievement of secondary school students in English language in Anambra State?

**Table 3: Relationship between Teachers' Experience and Academic achievement of Students**

| | | Teachers' Experience | Academic achievement |
|---|---|---|---|
| Teachers' Experience | Pearson Correlation | 1 | .490** |
| | Sig. (2-tailed) | | .000 |
| | N | 361 | 361 |
| Academic achievement | Pearson Correlation | .490** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 361 | 361 |

**. Correlation is significant at the 0.01 level (2-tailed).

Table 3 shows a Pearson correlation coefficient (r) of 0.490 with a p-value of 0.000. This indicates a moderate positive relationship between teachers' teaching experience and students' academic achievement. Therefore, increased teaching experience is associated with improved students' academic achievement.

**Research Question Four:** What is the relationship between male and female teachers' experience and academic achievement of secondary school students in English language in Anambra State?

**Table 4: Relationship between Male and Female Teachers' Experience and Academic achievement of Students**

| | | Gender | Academic achievement |
|---|---|---|---|
| Male | Pearson Correlation | 1 | .528** |
| | Sig. (2-tailed) | | .001 |
| | N | 168 | 168 |
| Academic | Pearson Correlation | .528** | 1 |

| | | | |
|---|---|---|---|
| achievement | Sig. (2-tailed) | .001 | |
| | N | 168 | 168 |
| Female | Pearson correlation | 1 | .682** |
| | Sig. (2-tailed) | | .020 |
| | N | 193 | 193 |
| Academic achievement | Pearson correlation | .682** | 1 |
| | Sig. (2-tailed) | .020 | |
| | N | 193 | 193 |

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4 indicates that male teachers' experience has a moderate positive relationship with students' academic achievement (r = 0.520, p = 0.001), while female teachers' experience has a strong positive relationship (r = 0.680, p = 0.020). Both relationships are statistically significant, with female teachers' experience showing a stronger association.

**Hypothesis Testing**

**Ho1:** Teachers' qualifications do not significantly relate to academic achievement of secondary school students in English language in Anambra State

**Table 5:** Summary of Pearson Product Moment Correlation on the Significant Relationship between on Teachers' qualifications as correlates of academic achievement of secondary school students in English language in Anambra State

| | | **Teachers' Qualification** | **Academic achievement** | **Remark** |
|---|---|---|---|---|
| Teachers' Qualification | Pearson Correlation | 1 | .762** | |
| | Sig. (2-tailed) | | .000 | |
| | N | 361 | 361 | (P<0.05) Significance |

| | | | |
|---|---|---|---|
| Academic achievement | Pearson Correlation | .762** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 361 | 361 |

**Significant at p < 0.05*

The Summary result of Pearson Product Moment Correlation on the Significant Relationship between on Teachers' qualifications as correlates of academic achievement of secondary school students in English language in Anambra State showed p = 0.000 < 0.05, meaning the null hypothesis is rejected. Therefore, there is a significant positive relationship between teachers' qualifications and students' academic achievement.

**Ho2:** Male and female teachers' qualifications do not significantly relate to academic achievement of secondary school students in English language in Anambra State

**Table 6:** Summary of Pearson Product Moment Correlation on the Significant Relationship between Male and Female Teachers' Qualifications and Academic achievement of Students

| | | **Gender** | **Academic achievement** | **Remark** |
|---|---|---|---|---|
| Male | Pearson Correlation | 1 | .378** | |
| | Sig. (2-tailed) | | .000 | |
| | N | 168 | 168 | (P<0.05) Significant |
| Academic achievement | Pearson Correlation | .378** | 1 | |
| | Sig. (2-tailed) | .000 | | |
| | N | 168 | 168 | |
| Female | Pearson correlation | 1 | .573** | (P<0.05) Significant |
| | Sig. (2-tailed) | | .000 | |
| | N | 193 | 193 | |
| Academic | Pearson | .573** | 1 | |

| | | | | |
|---|---|---|---|---|
| achievement | correlation | | | |
| | Sig. (2-tailed) | .000 | | |
| | N | 193 | 193 | |

***Significant at p < 0.05*

Summary of Pearson Product Moment Correlation on the Significant Relationship between

Male and Female Teachers' Qualifications and Academic achievement of Students showed the p-values for both male and female teachers are less than 0.05, meaning the null hypothesis is rejected. Therefore, both male and female teachers' qualifications have a significant positive relationship with students' academic achievement.

**Ho4:** Teachers' experience does not significantly relate to academic achievement of secondary school students in English language in Anambra State?

**Table 7:** Summary of Pearson Product Moment Correlation on the Significant Relationship between on Teachers' Experience and Academic achievement of Students

| | | **Teachers' Experience** | **Academic achievement** | |
|---|---|---|---|---|
| Teachers' Experience | Pearson Correlation | 1 | .490** | |
| | Sig. (2-tailed) | | .000 | |
| | N | 361 | 361 | (p<0.05) Significant |
| Academic achievement | Pearson Correlation | .490** | 1 | |
| | Sig. (2-tailed) | .000 | | |
| | N | 361 | 361 | |

***Significant at p < 0.05.*

The Summary of Pearson Product Moment Correlation on the Significant Relationship between on Teachers' Experience and Academic achievement of Students showed p = 0.000 < 0.05, the null hypothesis is rejected. Therefore, there is a significant positive relationship between teachers' teaching experience and students' academic achievement.

**Ho5:** Male and female teachers' experience do not significantly relate to academic achievement of secondary school students in English language in Anambra State

**Table 8:** Summary of Pearson Product Moment Correlation on the Significant Relationship between on Male and Female Teachers' Experience and Academic achievement of Students

| | | Gender | Academic achievement | Remark |
|---|---|---|---|---|
| Male | Pearson Correlation | 1 | .528** | |
| | Sig. (2-tailed) | | .001 | |
| | N | 168 | 168 | (p<0.05) |
| Academic achievement | Pearson Correlation | .528** | 1 | Significant |
| | Sig. (2-tailed) | .001 | | |
| | N | 168 | 168 | |
| Female | Pearson correlation | 1 | .682** | |
| | Sig. (2-tailed) | | .020 | |
| | N | 193 | 193 | (p<0.05) |
| Academic achievement | Pearson correlation | .682** | 1 | Significant |
| | Sig. (2-tailed) | .020 | | |
| | N | 193 | 193 | |

***Significant at p < 0.05.*

Summary of Pearson Product Moment Correlation on the Significant Relationship between on Male and Female Teachers' Experience and Academic achievement of Students showed the p-values (0.001 and 0.020) are less than 0.05, the null hypothesis is rejected. Therefore, both male and female teachers' experience have a significant positive relationship with students' academic achievement

## Discussion

Findings on the relationship between teachers' qualification and academic achievement revealed that teachers' qualification has a significant positive relationship with academic achievement of senior secondary school students in English language. This means that teacher qualification plays a pivotal role in determining student academic achievement, especially in core subjects like English Language. This finding suggests that the level of

education, professional training, and certification possessed by teachers directly influences how well students perform in English language at the senior secondary level. In other words, the more qualified the English language teacher is, the better the academic outcomes of students. This finding emphasizes the need to ensure that only well-qualified and trained professionals are employed to teach English in senior secondary schools. English language being a core subject and the medium of instruction in Nigeria, plays a crucial role in students' understanding of other subjects. Therefore, enhancing the qualification of English teachers can lead to improved student achievement not just in English but across the curriculum.

Education stakeholders, including the Ministry of Education, Teachers Registration Council of Nigeria (TRCN), and secondary school administrators, should enforce strict compliance to minimum qualification standards for English language teachers. Also, capacity-building programs such as workshops, in-service training, and continuous professional development should be encouraged. The finding is supported with the findings of Adeosun (2020**)** which stated that qualified teachers who possess both pedagogical and subject-matter knowledge significantly influence students' mastery of the English language. In her study on teacher education programmes in Nigeria, she noted that teachers with higher qualifications and professional training tend to apply more effective teaching strategies, which contribute to better learning outcomes.

Findings on the relationship between male and female teachers' qualifications and academic achievement revealed that shows that there is a significant relationship between male and female teachers' qualifications and academic achievement of senior secondary school students in English language in Anambra State. The findings shows that male and female teachers' qualifications has a significant positive relationship with academic achievement of senior secondary school students in English language. The finding of the study revealed that there is a significant relationship between male and female teachers' qualifications and the academic achievement of senior secondary school students in English Language in Anambra State. This implies that irrespective of gender, the level of teacher qualification plays a vital role in shaping students' performance in English. Okonkwo and Ugwuegbulam (2020) found that teachers' academic and professional qualifications, regardless of gender, significantly affect student achievement in core subjects such as English Language. Their research in southeastern Nigeria, including Anambra State, emphasized that teachers who possess postgraduate qualifications or professional teaching certifications such as the Nigeria Certificate in Education (NCE), Bachelor of Education (B.Ed), or Postgraduate Diploma in Education (PGDE) tend to implement better pedagogical approaches, leading to improved student outcomes.

Findings on the relationship between relationship between teachers' experience and academic achievement revealed that teachers' experience has a significant positive relationship with academic achievement of senior secondary school students in English language, such that a unit increase in teachers' experience leads to increase in academic achievement of senior secondary school students in English language. It was decided that there is a significant relationship between teachers' experience and academic achievement

of senior secondary school students in English language in Anambra State. The relationship between teachers' experience and students' academic achievement has been widely examined, with many studies affirming a positive correlation. Teaching experience often equips educators with deeper pedagogical knowledge, classroom management skills, and subject mastery, which in turn influences students' outcomes. The finding of the study revealed that there is a significant relationship between teachers' experience and academic achievement of senior secondary school students in English language in Anambra State. This finding implies that the length of time a teacher has spent in the profession positively affects how well students perform, particularly in a subject as skill-intensive as English Language. Experienced teachers often possess better classroom management skills, deeper content knowledge, and more effective teaching strategies, all of which can enhance student learning outcomes. In the context of Nigeria, Adebayo (2020) asserted that experienced teachers demonstrate greater efficiency in delivering complex concepts in English Language, especially in rural schools where students require more contextual learning strategies. The study conducted in South-East Nigeria found that students taught by teachers with over five years of experience consistently outperformed their peers taught by less experienced teachers.

## Conclusion

The researcher concludes based on the findings of the study that teachers' qualifications and experience have significant relationship with academic achievement of secondary school students in English Language in Anambra State. Based on this study, it can be concluded that both teachers' qualifications and experience play a significant role in influencing the academic achievement of senior secondary school students in English language in Anambra State. The results revealed that variations in teachers' qualifications across gender and geographical locations (urban and rural) significantly affect students' academic outcomes. Similarly, differences in teaching experience, whether between male and female teachers or between urban and rural teachers, also have a considerable impact on students' performance in English language. These findings underscore the critical importance of investing in the professional development and academic qualifications of teachers, as well as ensuring equitable distribution of qualified and experienced teachers across gender and geographical lines, to enhance students' academic achievement in English language.

## Recommendations

Based on the findings of the study, the following recommendations are made to enhance the academic achievement of senior secondary school students in English Language in Anambra State:

1. The Anambra State Ministry of Education and relevant education boards should prioritize the recruitment of professionally trained and academically qualified teachers for English Language. Emphasis should be placed on teachers with relevant degrees in English, Education, or related fields and with teacher certification (e.g., NCE, B.Ed, PGDE).

2. Regular workshops, seminars, in-service training, and refresher courses should be organized for both male and female English Language teachers in urban and rural areas to upgrade their teaching skills and knowledge. This will help bridge any gaps in qualifications and improve students' academic outcomes.
3. Teachers' years of experience significantly influence student achievement. Therefore, policies should be developed to reward experienced teachers through recognition, promotions, and financial incentives, encouraging them to remain in the teaching.

## REFERENCES

Adebayo, M. A. (2020). Effect of teachers' experience on students' performance in English Language in public secondary schools in South-East Nigeria. *Nigerian Journal of Educational Research and Evaluation*, 19(2), 113–121.

Adepoju, T. L., & Oyewole, B. M. (2021). Assessing the relevance of teacher experience in the era of digital education: A case of secondary school English teachers in Nigeria. *International Journal of Education and Information Technology*, 7(3), 83–90.

Adeyemi, J. (2020). Classrooms and School Factors Related to Students Achievement. *Journal of International Social Research, 1*(5): 752-762.

Afolabi, S. O. (2023). Influence of teachers' qualification on students' performance in English language in Ogun State. *Journal of Educational and Social Research*, 3(4), 45-52.

Akinsolu, A.O. (2020). Teachers and students' academic achievement in Nigerian secondary schools: Implications for planning. *Florida Journal of Educational Administration and Policy*, *3*(2), 86-103.

Cremin, J.A. & Lawrence, B.A (2023). Enhancing quality assurance through teachers' effectiveness. *Educational Research and Review*, 3(2), 61-65.

Elsbree, B. (2021). *Teacher Professionalism: A Literature Review*. Johannesburg: JET Education.

Eze, R. N., & Ojukwu, M. O. (2018). Impact of teacher qualification and experience on students' performance in English Language in senior secondary schools. *Nigerian Educational Forum*, 28(1), 45–56.

Ibrahim, M., & Salihu, R. A. (2020). Beyond Qualifications: Examining Other Determinants of Teacher Effectiveness in Nigeria. *African Journal of Educational Management*, 10(1), 87–99.

Iroegbu, H. (2018). Teacher quality and students' academic achievement in public secondary schools in Nigeria. *African Journal of Educational Management*, 20(1), 78–90.

Lee, G., Chen, W. & Duanmu, J. (2020). Determinants of international students' academic achievement: Comparative between Chinese and other international students. *Journal of International Studies Education, 14*(4): 389-405.

Nwachukwu, C. D. (2017). Impact of school environment on students' performance in English Language: Evidence from Anambra State. *Journal of Educational Administration and Planning*, 6(2), 71–82.

Okonkwo, C. A., & Ugwuegbulam, C. N. (2020). Teachers' Professional Qualifications and their Impact on the Academic achievement of Students in English Language in Anambra State. *Nigerian Journal of Curriculum and Instruction*, 12(1), 65–73.

Owolabi, T., & Adedayo, J. (2022). Effect of teacher's qualification on the performance of students in English language in Lagos State. *Journal of Research in Education and Society*, 3(3), 47-55.

Ugwoke, S. C., & Eze, E. M. (2019). Teacher characteristics and students' academic achievement in English language in Anambra State secondary schools. *Journal of Emerging Trends in Educational Research and Policy Studies*, 10(4), 221–228.