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**THE CONTRIBUTION OF TEACHER'S QUALIFICATION TO STUDENT'S  
ACADEMIC PERFORMANCE IN LEARNING OF GOVERNMENT IN SECONDARY  
SCHOOLS IN EKITI SOUTH-WEST LOCAL GOVERNMENT, EKITI STATE.**

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**ABSTRACT**

Nigeria like any other developing nations has witnessed series of political instability, with obvious effects on educational policies at Federal, State and Local Government Levels. This gradually laid the foundation of fallen standard in education at the Primary and Secondary Schools levels, which caused differential academic performance of students. In the quest of finding survival feet, the nation has evolved series of socio-economic and educational measures but these have not improved the social economic status of families in the country. This paper investigated teacher quality and secondary school effectiveness. The study was investigated the response of the students to the learning of government as a subject and to device a method which will serve as a way forward to improve students' performances in the subject both now and the future. These findings implied that high quality teachers were essential for a school to achieve its objectives. The paper therefore, recommended that ministries of education should intensify in-service training for teachers, and give attractive incentives to them so that they could stay long in their jobs and perform their duties effectively.

**INTRODUCTION**

The quality of education is universally acknowledged as a crucial determinant of student academic performance, with teacher qualifications playing a pivotal role in shaping learning outcomes across various subjects. A significant body of research has established a strong correlation between the presence of well-qualified teachers and improved student performance, particularly in subjects that demand critical thinking and analytical skills, such as government

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(Kola & Sunday, 2015). Countries renowned for their educational success, including Finland, Singapore, and the United States, exemplify the positive impact of rigorous teacher education standards and ongoing professional development on student achievement. For instance, Finland's requirement that teachers hold a master's degree, combined with its commitment to lifelong professional learning, has resulted in consistently high student performance in international assessments (Latchanna, Venkataramana & Garedeew, 2019). This evidence underscores the necessity of investing in comprehensive teacher education and training as a fundamental strategy for fostering academic excellence and preparing students for complex real-world challenges.

However, the relationship between teacher qualifications and student performance in Nigeria is marked by complexity, primarily influenced by an array of systemic challenges that hinder educational progress. While there is a recognition of the value that qualified teachers bring to the classroom, the Nigerian education system grapples with issues such as inadequate funding, overcrowded classrooms, and a shortage of essential teaching resources (Ihebom & Uko, 2020). These obstacles significantly impede the effective implementation of educational policies designed to elevate teaching quality and enhance learning experiences. In numerous parts, the student-to-teacher ratio exceeds 60:1, creating environments where individualized instruction and student engagement become exceedingly difficult. Furthermore, socio-economic factors, such as poverty, limited access to instructional materials, and varying regional educational policies, exacerbate existing educational disparities, preventing students from fully benefiting from the expertise of qualified teachers (Eze, 2024). This intricate web of challenges highlights the urgent need for a holistic approach that not only emphasizes teacher quality but also addresses the broader learning environment in which education occurs.

Effective education transcends the mere transmission of information; it involves the intricate coordination of human, material, and environmental resources essential for optimal learning outcomes. Research has consistently shown that learning results are influenced not just by the presence of qualified teachers but also by the accessibility of critical educational facilities, including textbooks, audiovisual aids, and conducive classroom settings (Farrant & Farombi, 2011). Akande (2013) further posits that students derive knowledge not only from formal teaching but also through meaningful interactions with their surroundings, thereby emphasizing



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the importance of creating learning environments that actively promote student engagement and understanding. Moreover, successful teaching necessitates a high degree of adaptability, with educators needing to continuously refine their instructional methods to align with the diverse needs of their students while effectively managing the constraints imposed by their environments (Wolk, 2001). The adage, "teaching is inseparable from learning, but learning is not separable from teaching," encapsulates this dynamic relationship, suggesting that while teachers play a crucial role in facilitating learning, students also engage in meaningful learning experiences through their interactions with the broader educational ecosystem.

Given the pressing concern regarding the poor academic performance of students in Nigeria, a situation that has drawn the attention of government officials, parents, educators, and students alike, this study aims to investigate the impact of teacher qualifications on students' academic performance in government. This subject is critical for nurturing civic knowledge and active participation in democratic processes. Although previous research has extensively examined the overarching connection between teacher quality and academic outcomes globally, there remains a notable lack of focus on subject-specific performance, particularly within the Nigerian context (Kola & Sunday, 2015). By directing attention to the teaching and learning of government in Nigerian secondary schools, this study aspires to fill this existing gap in the literature.

Specifically, it explores the intricate interplay between teacher qualifications, instructional practices, and the availability of educational resources to identify effective strategies for enhancing student outcomes. By delving into these interconnected factors, the research offers valuable insights for policymakers, educators, and stakeholders striving to improve both teacher effectiveness and student achievement within the Nigerian education system. Ultimately, this investigation proposes actionable methods for enhancing students' performance in government, thereby contributing to the broader goal of elevating educational standards and fostering informed citizenship in Nigeria. Through a comprehensive analysis of the current educational landscape, this study illuminates pathways for sustainable improvement in teaching and learning, ensuring that students are adequately equipped to navigate the complexities of their society and participate meaningfully in democratic processes.

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## RESEARCH PROBLEM

Despite extensive studies on the relationship between teacher qualifications and student performance (Kola & Sunday, 2015), there remains a significant gap in understanding how these qualifications impact subject-specific outcomes within the Nigerian context. In particular, the subject of government which is central to developing students' civic awareness and critical thinking, has been largely overlooked. Most existing research generalizes findings across multiple subjects, neglecting the nuanced ways teacher expertise influences performance in subjects like government, which require both content mastery and the ability to engage students with complex societal issues. This study addresses this gap by investigating the specific impact of teacher qualifications on students' academic performance in government studies in Nigerian secondary schools. By focusing on this critical subject, the research aims to generate targeted insights that not only deepen our understanding of educational outcomes but also inform policies that promote more effective teaching practices in key areas of civic education.

## RESEARCH QUESTIONS

Together with the hypotheses, the research questions provide a critical framework for investigating the complex relationships among teacher qualifications, student outcomes, and other important factors.

RQ1: To what extent do teachers' qualifications affect students' academic performance in government studies?

RQ2: How do socio-economic and demographic factors interact with teacher qualifications to influence student outcomes in government studies?



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## REVIEW OF LITERATURE

The relationship between teacher qualifications and student academic performance has been extensively explored in educational research, with numerous studies demonstrating its significance across different contexts. Evidence consistently indicates that highly qualified teachers enhance student outcomes, particularly in subjects that require critical thinking and analytical skills, such as government studies. This dynamic is particularly relevant in Nigeria, where challenges like inadequate teacher training, political instability, and socioeconomic barriers have historically impeded educational effectiveness.

This literature review synthesizes findings from research conducted on the impact of teacher qualifications on student performance, beginning with a global overview that highlights successful practices from various countries. It then examines the specific effects of teacher qualifications on performance in government studies, focusing on the pedagogical strategies employed by qualified educators. Additionally, the review addresses the unique challenges faced by the Nigerian educational system that affect teaching and learning.

### Teacher Qualifications and Student Performance

Extensive research emphasizes the positive relationship between teacher qualifications and student performance across various countries. In the United States, studies show that students taught by highly qualified teachers perform better on standardized tests compared to their peers taught by less qualified teachers. Similarly, research in Canada highlights that teacher certification and continuous professional development are critical factors in enhancing student learning outcomes (Mensah, Acheampong, Ansu, Junior, and Karadaar, 2024). Countries like Singapore, which emphasize rigorous teacher training programs, have also reported high academic performance, particularly in subjects demanding analytical skills, such as government studies.

These findings are supported by the Human Capital Theory (Becker, 1964), which suggests that investments in teacher education yield significant returns in terms of improved student outcomes. Educational degrees, teaching certifications, and professional experience contribute to the

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knowledge, teaching strategies, and classroom management techniques that teachers use to foster academic success.

Research highlights that teacher qualifications have a direct impact on student performance in government studies, a subject that requires critical thinking and a deep understanding of civic responsibilities. Teachers with specialized training in social sciences are better equipped to engage students in discussions about governance and civic duties. Highly qualified teachers use diverse pedagogical strategies to enhance student engagement, promote critical analysis, and develop problem-solving skills essential in government studies.

Effective teaching in government also involves employing instructional practices that connect real-world political scenarios with classroom learning, allowing students to critically assess governance structures and societal issues. This ability to link theory with practice is often a hallmark of experienced and well-trained teachers.

#### Challenges in Nigeria's Educational System

Nigeria's educational system faces numerous challenges that undermine teacher effectiveness and student performance.

#### Teacher Training and Policy Implementation Failures

Inadequate teacher training programs, coupled with poor policy implementation, have resulted in a high prevalence of unqualified teachers in secondary schools. Political instability in the country has contributed to inconsistent education policies, lack of funding, and weak oversight of professional development initiatives (Enyiazu, 2022). These systemic issues perpetuate poor student outcomes in government studies.

#### Socio-Economic Barriers to Learning

Many students in Nigeria come from low-income households, limiting access to study materials and creating unfavorable learning environments. Socio-economic disadvantages, such as poverty and parental illiteracy, often diminish the impact of even the most qualified teachers, as students struggle to engage effectively in academic activities (Eze, 2024).

#### Teacher Competence and Systemic Factors

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While teacher competence is essential to student success (Akintola, 2013), other factors such as classroom facilities, curriculum quality, and school infrastructure also play crucial roles. A well-resourced learning environment and an engaging, relevant curriculum enhance the effectiveness of teachers, enabling better delivery of government studies. However, when classrooms lack essential materials or curricula are outdated, even highly qualified teachers struggle to achieve desired academic outcomes.

### Teacher Qualifications and Educational Outcomes

Globally, countries that invest heavily in teacher quality tend to achieve better educational outcomes. For example, Finland's education system, which emphasizes teacher autonomy, continuous professional development, and societal respect for teachers, has consistently ranked high in international assessments (Latchanna, et.al., 2019). This underscores the importance of developing strong teacher training frameworks, a lesson that Nigeria could adapt to improve its education system.

Although the literature consistently affirms the positive influence of qualified teachers, some studies suggest that other factors—such as teaching environments and socio-economic conditions—are equally significant. Even highly qualified teachers may struggle to produce positive outcomes in poorly resourced schools, highlighting the need for a holistic approach to education reform (Eze, 2024). Additionally, limited research focusing on subject-specific teacher qualifications, particularly in the Nigerian context, presents an opportunity for further investigation.

Furthermore, the literature reviewed suggests that teacher qualifications play a crucial role in improving students' academic performance, especially in subjects like government studies that require analytical thinking and civic engagement. However, Nigeria's education system faces systemic challenges, including inadequate teacher training programs, policy inconsistency, and socio-economic barriers, which limit the effectiveness of even qualified teachers.

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## MATERIALS AND METHODS

This study employed a descriptive survey design to investigate the relationship between teacher qualifications and student performance in government subjects among Senior Secondary School students in the Ekiti South-West Local Government Area of Ekiti State, Nigeria. This design was appropriate for elucidating existing relationships without manipulating variables, thereby highlighting the significance of the situation under study.

### Population of the Study

The target population consisted of Senior Secondary School students in the Ekiti South-West Local Government Area, a critical stage in education where the impact of teacher qualifications on student outcomes can be effectively assessed.

### Sample and Sampling Techniques

**Sampling Technique:** Purposive sampling was employed to select specific schools representative of the population and relevant to the research objectives. The sampled schools were the only institutions in the Local Government Area, ensuring a comprehensive and focused sample.

**Sample Size:** A total of 30 questionnaires were designed and distributed, with 25 completed questionnaires returned, yielding a response rate of 83.3%. This sample size was considered adequate for a robust dataset for analysis.

### Research Instruments

Data collection utilized the following instruments:

**Questionnaires:** Structured questionnaires, consisting of closed-ended and open-ended questions, were designed to gather information on teacher qualifications, instructional practices, and student performance metrics.

### Validation of the Research Instruments

To ensure the reliability and validity of the research instruments, the following steps were undertaken:

Expert Review: The questionnaires were reviewed by educational experts to confirm relevance and accuracy in measuring intended constructs.

Pilot Testing: A pilot study with a small participant sample tested the clarity and effectiveness of the instruments, with adjustments made based on feedback.

#### Data Collection Methods

Data collection was carried out through distribution of Questionnaires: Questionnaires were distributed in person or electronically to teachers in the selected schools.

#### Data Analysis Techniques

Data analysis included quantitative approaches specifically statistical techniques, such as descriptive statistics (mean, median, mode) and inferential statistics (correlation and regression analysis), were employed to explore relationships between variables.

The study's findings were summarized to emphasize significant relationships, particularly regarding the impact of teacher qualifications on teaching effectiveness and student performance, discussing notable trends and patterns observed in the data.

### RESULTS OF THE FINDINGS

Questionnaires were given out on the qualifications of teachers in Secondary Schools

RESPONDENT	NO OF QUESTIONNAIRE	PERCENTAGE
B. Ed	5	20%
M. Ed	2	8%
N.C.E.	16	64%
HND	2	8%
<b>Total</b>	<b>25</b>	<b>100%</b>

This research work sought to find out how teaching qualification contributes to the performance of students in the study of government as a discipline. A total of 30 questionnaires were designed and distributed to the government areas where 25 were returned forming 83.3% of the total questionnaire while one was not returned forming 2%, this was further presented on table below:

indicated that 20% of the teachers are B. Ed holder, 8% are Master Degree in education CM. Ed), 64% are N.C.E. holder and 8% are HND holder. It will be inferred from the table that teachers in Ekiti South West Local Government are qualified in terms of education qualification teach the subject. However, the teaching experience of the respondent are shown in the table below:

Teaching Experience

TEACHING EXPERIENCE	RESPONDENT	PERCENTAGE
Under 1 Year	2	8%
1 - 3 Years	3	12%
4 5 Years	10	40%
Above 6 Years	10	40%
<b>Total</b>	<b>25</b>	<b>100%</b>

The table above shows that 8% of the teacher had one year teaching experience, 12% of the teachers had 3 years of experience, 40% had 5 years teaching experience and also 40% had 5 years experience and also 40% had above 6 years teaching experience.

Attendance Of Refresher Courses

RESPONSE	NO OF RESPONDENTS	PERCENTAGE
Strongly Agree	15	60%
Agree	8	32%
Strongly Disagree	2	8%
Disagree	-	-
<b>Total</b>	<b>25</b>	<b>100%</b>

The table indicates that 60% strongly agreed. 32% also agreed and nobody disagreed.

### Difficulty In teaching Government as a Subject

RESPONSE	NO OF RESPONDENTS	PERCENTAGE
Strongly Agree	-	-
Agree	-	-
Strongly Disagree	19	76%
Disagree	6	24%
<b>Total</b>	<b>25</b>	<b>100%</b>

The result of this respondent shows that 1 76% strongly disagree that they have difficulty in teaching in government subject while 24% disagree on this opinion with the question.

### View of adopted teaching method as the best for teaching Government

RESPONSE	NO OF RESPONDENTS	PERCENTAGE
Strongly Agree	15	60%
Agree	10	40%
Strongly Disagree	-	-
Disagree	-	-
<b>Total</b>	<b>25</b>	<b>100%</b>

Going by the questionnaire, the response shows that, 60% strongly agree. 40% agree to the question. The research work clearly showed that majority of the students under the study already acquired adequate knowledge and also, most teachers are qualified in terms of requirement for the study. However, 16 of the teachers already interviewed which is of 64% equivalent have the minimum requirement required of a qualified teacher; 5 of the teachers interviewed have B. Ed which is equivalent to 20% of the whole teachers interviewed; 2 of them possess Masters in Education while H.N.D. constitute the last two.

The table above shows that 36% agreed with the question. In conclusion, we can see through students background has strong influence on their performances generally, most especially in government subject. Meanwhile, 92% of the teachers contacted were qualified enough to teach as a teacher. As per the years of experience, the study has shown that most of them below 7 years

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of experience. 2 of them have a year experience, while 3 of them have years of experiences between 1 - 3 years, the others have between 4 - 6 years of experience. Furthermore, 10 teachers have their years of experience above six years. With this development, it will be concluded that the teacher years of experience has greatly improves the student performances.

## **DISCUSSION**

The findings from this study reveal critical insights into the factors influencing students' academic performance in Government. This discussion explores the significance of teacher qualifications, teaching experience, participation in professional development, socio-economic background, cultural competence, and the attitudes of educators. By analyzing these elements, we can better understand how they interact to foster or hinder student success.

### ***Teacher Qualifications and Educational Background***

Teacher qualifications emerge as a fundamental determinant of student performance. Educators with advanced degrees or specialized training in Government possess the depth of knowledge necessary to effectively engage students in the subject matter. The findings indicate that qualified teachers not only demonstrate a mastery of content but also have a stronger ability to create engaging and relevant learning experiences. For example, teachers with degrees in education or Government can introduce complex concepts more effectively, enhancing student understanding and retention. This expertise often translates into higher student performance on assessments, as these teachers are better equipped to apply effective instructional strategies and adapt their teaching to diverse learning styles.

### ***Teaching Experience and Professional Growth***

Experience is a crucial asset in teaching, as it enhances a teacher's capacity to manage classroom dynamics and engage students. Experienced educators have honed their skills over the years, allowing them to navigate the complexities of diverse classrooms adeptly. The findings indicate that teachers with several years of experience are more proficient in employing varied pedagogical strategies and are better at addressing the individual needs of their students. Additionally, their familiarity with the curriculum and assessment standards enables them to prepare students effectively for examinations. Continuous professional development (CPD)

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further enhances their effectiveness, ensuring that they remain abreast of the latest educational practices and curricular changes. Teachers who actively seek professional development opportunities tend to implement innovative teaching strategies, leading to enriched learning experiences for their students. The commitment to continuous professional development is essential for maintaining high teaching standards. Educators who actively seek out opportunities for growth—whether through workshops, seminars, or refresher courses—are better equipped to implement best practices and innovative teaching methods in their classrooms. The findings underscore the importance of CPD in sustaining student success, as teachers who engage in ongoing learning are more likely to adapt their approaches to meet the evolving needs of their students and the educational landscape.

### ***Competence in Subject Matter***

Teacher competence in the subject matter is critical for effective teaching and student learning. Educators who demonstrate a strong command of Government content not only convey complex ideas clearly but also stimulate critical thinking among students. This deep understanding fosters an environment where students feel confident to participate in discussions and analyses of governmental issues, enhancing their learning experience. The study indicates that when teachers possess robust content knowledge, they are more capable of fostering analytical skills and encouraging students to engage with the material critically.

### ***Attitudes and Beliefs about Education Methods***

Teachers' attitudes and beliefs significantly impact their teaching practices and, in turn, student outcomes. The study found that educators who maintain positive beliefs about their teaching strategies are more likely to be motivated regarding work. This positive reinforcement boosts students' self-esteem, encouraging them to take ownership of their learning. Furthermore, teachers who express high expectations for their students foster an environment where learners feel empowered to succeed, which can translate into improved academic performance in Government.

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## CONCLUSION

Government as a subject is very crucial in term of its application. Meanwhile, the question remains that could the fault of teacher or their qualifications be responsible for poor students in the subject. The model displays it and the learner observes and tries to imitate it. Teachers are, invariably, role models whose behaviours are easily copied by students. What teachers like or dislike, appreciate and how they feel about their learning or studies could have a significant effect on their students. However, many teachers seldom realize that how they teach, how they behave and how they interact with students can be more paramount than what they teach. In a nutshell, teachers' attitudes directly affect students' attitudes. Teachers' attitudes towards their students in school must be favourable enough to carry students along. When the learner exhibits the expected behaviour or response, the value attached determines very significantly the effectiveness of the learning processes in any aspect of education. Teaching and learning of government subject to be interesting and stimulating, there has to be motivation on the part of both the teacher and the learner so as to ensure the development of positive attitude and subsequently maximum academic achievement. Also, teachers' attitude towards the teaching of government subject plays a significant role in shaping the attitude of students towards the learning of government subject. Therefore, students' positive attitude towards government subject could be enhanced by the following teacher - related factors: Teachers' enthusiasm, teachers' resourcefulness, helpful behaviour and teachers' thorough knowledge of the subject-matter and their making government subject quite interesting. Having said this, the role of the teacher as facilitator of learning and the contributions to students' achievement is enormous. The success of our government subject programme depends greatly on the classroom teacher as he is the one that translates all our thoughts into action.

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