

## **TEACHERS' QUALIFICATION: ITS' AUTHENTIC VALUE IN ACADEMIC PERFORMANCE**

Dr. Ezewuzie Jidefor J. & Dr. Ikwunemelu Zita O.

### **Abstract**

*This paper is designed to examine the authentic value of Nigerian teachers' qualification in academic performance. The issue of teachers' qualification is one of the problems facing the education sector. The issues discussed in this paper include teachers' qualification and academic performance. Teaching profession is not a dumping ground for all categories of job seekers and a stopover camp for teachers seeking employment that is more lucrative. Teaching is not just a matter of teachers talking and students listening. Effective teaching involves interactive communication patterns that are skillfully directed. Since the quality of any worker in an organization is generally measured through obtained certificates as epitomized by output. This paper therefore recommends among others that government should see that the recruitment of new teachers is based on required professional qualification.*

**Keywords:** Teacher, Teacher's Qualification, Values, Academic Performance

### **Introduction**

The authentic value of Nigerian teachers' qualification in academic performance is reflected in the National Policy on Education (2014). Federal government of Nigeria declares in this policy document that no educational system can rise above the quality of its teachers. This implies that academic performance is tied to Nigerian teachers' qualification. One gives out what one has, he who has nothing practically gives nothing.

The qualification of teachers affects academic performance. The federal government of Nigeria realized this fact and stated further in the policy document that teachers already admitted into the profession without the pre-requisite qualification must qualify within a stipulated time or leave the profession. Nigerian Certificate of Education (NCE) is made the minimum entry qualification for teachers in Nigeria.

It is also stated in the policy document that all teachers in Nigerian schools from primary level to the university level will be professionally trained. Several scholars in education have emphatically stressed the authentic value of teacher's qualification in academic performance. Different writers have individually and collectively expressed the view that teachers must be appropriately trained to ensure solid foundation for a nation's education.

### **Teachers' Qualification: Academically and Professionally**

Teaching and learning depends on the teachers. A teacher is seen as one who produces desired result in the course of his or her duty as a teacher. Teachers' qualification therefore has an important influence on academic performance. They play a critical role in the educational achievement. The teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with students (Afe, 2007).

According to Harmer (2007), a "teacher is one who is democratic (where the teacher shares some of the leadership with the students) rather than autocratic (where the teacher is in control of everything that goes on in the classroom) and one who fosters learners' autonomy (where students don't only learn on their own, but also take responsibility for that learning) through the use of group work and pair work and by acting more as a resource than a transmitter of knowledge". Teachers build a stockpile of knowledge, methods and practices that they may draw from anytime.

The success of the Nigerian educational system depends upon teachers. Baja (1995) contends that the educational system of a nation cannot be above the quality of its teachers. It implies that teachers' qualification is very important in the educational system. As teachers' performance influences the academic performance of students positively or negatively, it is expected that teachers should be qualified academically and professionally.

Academically qualified teachers refer to those who have academic training as a result of enrolment into an educational institution and obtained qualifications such as HND, B.Sc, B.A, M.A and so on, while professionally qualified teachers are those who got professional training that gave them professional knowledge, skills, techniques, aptitudes as different from general education (Kalu, 2012). They hold degrees like B.Ed, B.Sc.Ed, BA.Ed, M.Ed and so on. Teachings of academically qualified teachers and professionally qualified teachers have significant influence on academic performance. The professionally trained teachers who have professional skills and knowledge are likely to be very skillful in teaching.

The issue of professionalism in teaching has been on course for quite some decades ago. Scholars supported the necessity of skilled teachers for effective learning outcomes. Fajoyomi (2007) contends that the success or failure of any educational programme rests mainly on the adequate availability of qualified (professional) competent and dedicated teachers. Seweje and Jegede (2005) also note that the ability of a teacher to teach is not only derived from one's academic background but also it is based upon outstanding pedagogical skills acquired.

Professional skills acquired by teachers are what make them to be more effective in the organization and presentation of their lessons in the class. Based on this, Ajayi (2009) summarizes the professional skills of professional teachers as follows:

- ❖ Mastery of the subject-matter.

- ❖ Sense of organization.
- ❖ Ability to clarify ideas.
- ❖ Ability to motivate students.
- ❖ Good imagination.
- ❖ Ability to involve the students in meaningful activities throughout the period of teaching.
- ❖ Management of the details of learning.
- ❖ Frequent monitoring of students' progress through tests; formal and informal, written and oral. The ability of professional teachers to acquire and apply the above skills in teaching profession will help to achieve the most desired goals in teaching and performance of students.

In view of the above, a teacher is someone who is exposed to a good measure of academic training as well as professional education. Many research evidences indicated that teachers' qualification has marked influence on academic performance. Izumi and Evers (2000) buttress this by saying that teachers' qualification is the most important among other vital factors like curriculum, funding, small class and learning situation. No matter how good a curriculum is, if there is no qualified teachers, the desired goals may not be achieved.

#### **Impact of Teachers' Qualification on Students' Academic Performance**

Academic performance is the outcome of education. It is also the extent of which a teacher, student or institution has achieved their educational goals. Eckhert (2010) holds that academic achievement or performance is frequently defined in terms of examination performance. Academic performance refers to what the students have learnt, and it is usually measured through assessment like standardized and teacher-made tests. Academic performance, which is measured by education, is one of the goals of schools. Schools are established with the aim of imparting knowledge and skills to those who go through them. It also has the idea of enhancing good academic achievement.

Omagbemi (2006) contends that academic achievement is commonly measured by examination or continuous assessment but there is no general agreement on how it is best tested. Crow (2006) defines academic achievement as the extent to which a learner is profiting from instruction in a given area of study. Academic failure is not only frustrating to the students and the parents but also the society in terms of manpower in all spheres of the economy and politics.

Good academic performance according to Bakare (1994) is any performance that meets the desired standard or rises above it. He also made efforts to categorize factors militating against good academic performance into four principal areas which are:

- ❖ Causation resident in the child such as basic cognitive skills, physical and health factors, psycho-emotional factors, lack of interest in social programme.
- ❖ Causation resident in the family such as; cognitive stimulation/basic nutrition during the first two years; type of discipline at home; lack of role model and finance.

- ❖ Causation resident in the school such as school location and physical building; interpersonal relationship among the school personnel.
- ❖ Causation resident in the society such as instability of educational policy; underfunding of educational sector, leadership and joblessness.

To perform is to produce valued results. A teacher who is qualified academically and professionally produces authentic valued results. It can be a teacher and a group of teachers engaging in collaborative efforts.

Developing academic performance is a journey, level of academic performance described location in Journey. Current level of academic performance depends holistically on five components:- context level of knowledge, level of skills, level of identify, personal factors and fixed factors.

### **Level of Academic Performance**

Performance, as the adage goes, is a journey not a destination, the location in the journey is labelled as "level of performance". Each level characterizes the effectiveness or quality of a performance. It is the same as in academic performance. Macintosh (1974) contends that;

- ❖ As a lawyer improves his or her level of performance, he or she can conduct legal research faster, more thoroughly and more in depth.
- ❖ As an academic department improves its level of performance, the members of the department are able to produce more effective students learning research that is more effective and culture that is effective.
- ❖ As a manager advances his level of performance, he is able to organize people and resources more effectively and gets higher quality results in a short time.
- ❖ As an actor improves his level of performance, he is able to learn parts quicker, play more varied roles and produces a deeper and more meaningful impacts on audience.
- ❖ As a teacher advances his level of performance, he is able to produce deeper level of learning, improved level of skills development and more connection with the discipline for larger classes while spending less time doing this.

Hence, level of academic performance is built on improvement and effectiveness.

### **Recommendations**

The following recommendations are made;

- (i) Government should see that the recruitment of new teachers is based on specific and required professional qualification.
- (ii) Government should organize in-service training for teachers already in the system.

### **Conclusion**

Academic performance is the outcome of education. It is the extent of which a teacher, student or institution has achieved their educational goals. The teacher is the most indispensable factor in the effective management of any educational system. The

importance of teachers' qualification at all levels of education is reflected in the National Policy on Education (2014) as federal government of Nigeria declares that no educational system can rise above the quality of its teachers.

Federal government of Nigeria attaches authentic value on her teachers' qualification. This is because teachers' qualification determines very significantly the effectiveness of the learning processes in every aspect of education. Hence, in order to secure all levels of Nigerian education sector, it is imperative to involve academically and professionally qualified teachers for the vital role they are expected to play. Nigerian development is inextricably tied to her educational system.

**DR. EZEWUZIE JIDEOFOR J.**

Department of Educational Foundations  
Federal College of Education (T) Umunze

**DR. IKWUNEMELU ZITA .O**

Department of Educational Psychology  
Federal College of Education (T) Umunze  
Anambra State - Nigeria

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