

**INFLUENCE OF QUALIFICATION AND EXPERIENCE OF COMPUTER TEACHERS
ON THE ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN
EXTERNAL EXAMINATION**

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FACULTY OF EDUCATION,

UNIVERSITY OF BENIN,

BENIN CITY.

JULY 2021

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**A RESEARCH WORK SUBMITTED TO THE DEPARTMENT OF CURRICULUM
AND INSTRUCTIONAL TECHNOLOGY, FACULTY OF EDUCATION,**

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CERTIFICATION

We the undersigned hereby certified that this Research Report was conducted by **EMUEZE EJIKE GODFREY** with Matriculation No: **EDU1702640** in partial fulfillment of the requirements for the award of Bachelor degree in education (B.Ed).

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DEDICATION

This research project is dedicated to my Heavenly Father, my Maker, Giver of all life, King of Kings, God Almighty for his Grace, provision, protection and His wisdom. For without Him, it would not have been possible. Thank You, Lord.

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ABSTRACT

This study examines whether years of teaching experience and teacher's qualification influence the performance of students in Computer Science. Specifically, this study examines the influence of qualification and experience of computer teachers on the academic achievement of secondary school students in external examination. Four research questions were raised and research question 2 and 4 were hypothesized.

The population of this study was made up of 10 Senior Secondary Schools in Ovia North East Local Government Area in Edo State. Samples of 100 teachers were drawn from the population through the process of simple random sampling technique, made up of 10 Secondary Schools in Ovia North East Local Government Area in Edo State. A questionnaire was the instrument use for data collection. 20 questionnaires were administered and returned. The teachers' responses were analyzed through content analysis using mean and standard deviation; t-test was used to analyze the hypothesis.

The findings of the study revealed that: the qualification level of teachers teaching computer science in senior secondary schools in Ovia North East Local Government Area in Edo State is above average; the experience level of teachers teaching computer science in senior secondary schools in Ovia North East Local Government Area in Edo State is above average also; teaching experience and qualification influence students' academic achievement in Computer as measured by the response of the teachers to the questionnaire provided and as perceived by the respondents. Therefore, the study recommends that school districts should be careful about implementing policies that limit the number of years of experience for which a district will give credit, especially at the secondary school level. Also, Government should employ more qualified teachers into the system and with time they gain experience base on the years they have spent teaching and in turn transfer this experience into teaching.

Keywords: Teachers, Teaching Experience, Qualifications, Secondary School Students
Achievement

CHAPTER ONE

INTRODUCTION

Background of Study

Education can never be overemphasized as the root of economic, industrial, political, scientific and technological and even religious development. All aspects of development are centered on education. Every educational system at any level depends heavily on teachers for the execution of its programmes. Teachers are highly essential for successful operation of the educational system and important tools for educational development. It is an acceptable fact that the teacher is the most important factor in the educational process and that teachers are instrumental to the success of any educational programme embarked upon by any government. This is because, apart from being at the implementation level of any educational policy, the realization of these programmes also depend greatly on teachers' dedication and commitment to work (Adeniji 1999). Adeogun (2001) opined that the quality of any educational system depends on the quality of its teaching staff and that without quality teachers; a school may not be able to achieve its goals and objectives. The National Policy on Education further stated that "no education system can rise above the quality of teachers in the system"(FGN, 2006).

In view of the above statement on the pre-eminent role of the teacher in boasting the quality of education of a nation, the Federal Government of Nigeria has made several attempts and enacted laws concerning the development of education. Among such attempts is the law concerning the training and recruitment of teachers which was done in order to achieve qualitative educational outcomes. The National Policy on Education emphasizes that only qualified and skilled teachers should be recruited into the educational system of Nigeria (NPE, 2004).

High-quality teachers are one of the key components in successful classrooms. However, there is widespread disagreement among many in the educational community about exactly what constitutes a high-quality teacher. Is it experience? Is it level of qualification? Can it even be measured by a test, survey, or questionnaire? According to author Bess Keller (2005), there is little disagreement that high-quality teachers make a major impact on student achievement. "The world's top performing school systems and those coming up fast have a lesson to teach the others: Put high-quality teaching for every child at the heart of school improvement' Her conclusion was based on a 2003 report sponsored by the 30- nation Organization for Economic Cooperation and Development. "School system success," the report contends, "hinges on getting the right people to become teachers, helping them learn to teach, and crafting a system that ensures every child will get access to the teaching he needs" (Keller 2005). Because high-quality teaching is so crucial to school system success, how do superintendents, boards of education, and school administrators ensure they are getting high-quality teachers in their schools.

Computer Education is a broad term but it generally there are two concepts used in education; with computer and about computer. The definition of computer education actually depends on time we are speaking of. In the past, computer used the languages which were too complex for everyone to understand; only specific people having specific qualification could be educated about and in computer. But, as the technology has evolved, their application and reach has widened due to simplicity they provide to general people and sophisticated operations they can perform. As the human civilization further advances in technology, more and more ubiquitous use of computers is bound to be certain. Keller (2005)

Computers have become the life line of young generation. The present generation students like to embrace all the things in the ambit of this modern technology. The educators are feeling shy and

reluctant to accept technology as their work partner. Will our present and the immediate next generation educators like to view the gap widening between them and further generation students in terms of usage of technology for teaching learning purpose or they would like to modernize themselves in the struggle to keep intact their responsible professional position intact? Are universities and institutions in the field of teacher education focusing upon the courses for using computers in education or they simply feel delighted to see the state boards at school level and National/State councils for Educational Research and Training are advancing at great speed to plan out integration of technology with education with teachers struggling to complete even the prescribed syllabus. Keller (2005). To 'teach' is one of the simplest tasks! Just you know the content and "make available" a student willing to learn; start teaching. You may pursue a diploma/degree in education for teaching in more formalized structure. After completing a formal teacher training course, a teacher gets a tag of "A Qualified Teacher". But does this really provide courage and confidence to face A MODERN TECHNOLOGICAL HIGHTECH CLASS OF YOUNG GENERATION? Today students of this modern generation are much advanced and smarter than their teachers in terms of usage of modern technical gadgets. It looks as if technology had been with the children since birth, especially computers been an integral part of child's life and personality. He/she would once forget what his/her parents had instructed, but would never forget to be "Online" at a specified time to join his/her friends at chat room. Keller (2005).

But they even want that computers should be there for their routine 'boring education', although not at the cost of their dearly loved teachers. Students are ready to accept the changes in their learning styles, but their teachers are feeling feared that computers are complicated to handle, if they are used in education for teaching learning purpose and computers might substitute the

traditional teachers. Neither the pre-service teacher training courses are focusing to include computers in integration with education, nor are the in-service trainings focusing upon using computers in education. Schools all over the country are demanding teachers who are ready to initiate the process of Computer Assisted Instructions and initialize integration of technology with education, but the teachers we are producing are just like the conventional and are too overlapped with traditional methods of teaching. When the time will come, that universities and institutions in the field of teacher education, feel an urge to revise their curriculum keeping in view the modern technological changed society. (Keller 2005).

In order to meet the challenges provided by present society, many universities in the field of Teacher Education had introduced an optional course in computers. This only brought awareness about computers in the field of Teacher Education. The student-teachers were made to know about basic computer hardware and some software application packages. But keeping in mind the interest and psychology of modern learner, many universities tried to 'Integrate Technology with Education'. They primarily focused upon use of computers in education hence; they initiated to teach a core paper "Computers in Education" with other foundation papers in education, so as to initiate a process of making a relation between teacher-computer-student.

Although National Curriculum Framework (NCF 2005) and Curriculum Framework for Teacher Education (2006) prepared by National Council for Teacher Education in collaboration with National Council of Educational Research and Training, had urged to focus upon integration of technology with education, yet many universities not bothered to reframe their traditional curriculum for Teacher Education. And those universities who tried to initiate the process were faced by different challenges including lack of specialists and professionals to frame proper

curriculum, curriculum as per needs of modern developing India with global economy, teacher educators and study material for such curriculum etc. There are indeed many specialized teachers and a plethora of study material for technical knowledge in computers, but we lack teacher educators and resources for teaching computers in relation to education. We indeed lack Teacher Educators who are willing to integrate technology with education. Honawar (2007). A suggestive curriculum framework needs to be framed by National Council for Teacher Education and hence appropriate syllabus should be developed by different universities and authoritative institutions in the field of Teacher Education, so as to cover the prescribed framework. Honawar (2007).

One seemingly logical answer has dominated school system discussions: finding experienced teachers. However, according to a 2007 article by Vaishali Honawar, officials in the state of Louisiana are beginning to question that thought. "A study that scrutinizes 22 teacher-preparation programs in Louisiana says that it is possible to prepare new teachers who are as effective as, or sometimes more effective than, their experienced colleagues". This comes after researchers, led by George H. Noell, a professor of psychology at Louisiana State University, examined a variety of data including student achievement, curriculum, and teacher databases. These researchers found that teachers who had recently graduated from the LSU alternative-certification programs "performed at levels 1 and 2, meaning they did better than, or as well as, experienced teachers" Honawar (2007).

If more-experienced teachers aren't guaranteed to be better than less experienced teachers, maybe teacher degree-level is what determines a high- quality teacher. In a 2003 article in The Gainesville Sun, author Douane D. James cited a study by Jennifer King Rice that addresses qualification as it pertains to teacher quality. According to James's article, "Advanced degrees,

particularly master's degrees, have a positive effect on high school Computer and science achievement". However,' the article went on to point out this holds true "only when those degrees were earned in those subjects" (James). Many questions are left unanswered about the effects of a teacher with an advanced degree on students in Mathematic was not addressed.

While the debate continues nationwide as to what exactly constitutes a high- quality teacher, there is little debate as to the importance of high-quality teachers. This study attempted to provide definitive answers as to the relationship of teacher experience and qualification with student performance. It is therefore necessary to investigate the influence of qualification and experience of Computer teachers on the performance of secondary school students in external examination.

Statement of Problem

Teaching and learning of Computer depends to a large extent on teacher's own knowledge of the content and ability to adequately deliver the instruction to the students. However, a lot of variables may inhibit or hinder effective dissemination of knowledge to the understanding of the content by the students, such variables may be lack of qualified teachers, teachers' qualification, experience, inadequate use of instructional materials among others. While the present study sought to determine the Influence of Teachers' Qualification and Experience on Secondary School Students' Performance in Computer.

Research Questions

In order to conduct the study, essential questions that drive the research must be established. These questions not only helped focus the research but also led to a greater understanding of the importance of the research. Three research questions guided this study:

1. What is the qualification of computer science teachers in secondary schools in Ovia North East Local Government Area in Edo State?
2. What influence has teachers' qualification on student academic achievement in Ovia North East Local Government Area in Edo State?
3. What is the experience level of computer science teachers in secondary schools in Ovia North East Local Government Area in Edo State?
4. What influence has teachers' experience on student academic achievement in Ovia North East Local Government Area in Edo State?

Null Hypothesis (HO)

The following hypothesis are generated by the researcher and was tested in this study:

1. There is no significant influence between the qualified teachers and unqualified teachers on the academic achievement of students in Ovia North East Local Government Area in Edo State.
2. There is no significant influence between experience teachers and inexperienced teachers on the academic achievement of the students in Ovia North East Local Government Area in Edo State.

Purpose of Study

This study was intended to determine the Influence of Qualification and Experience of Teachers on the Performance of Secondary School Students in External Examinations. Specifically, the purpose of this study is to;

1. To determine the qualification of computer science teachers in secondary school in Ovia North East Local Government Area in Edo State.
2. To determine the influence of teachers' qualification on students' academic achievement in Ovia North East Local Government Area in Edo State.
3. To determine the experience level of computer science teachers in secondary school in Ovia North East Local Government Area in Edo State.
4. To determine the influence of teachers' experience on students' academic achievement in Ovia North East Local Government Area in Edo State.

Significance of Study

Most school boards adopt policies that limit the number of years of experience teachers can bring with them when they move to a new school district, while giving salary increases for the amount of graduate work they complete.

This study will be beneficial to students, teachers, textbook writers, curriculum planners, professional organization etc. this will benefit the teachers and students through organization of conferences seminars workshop

Before a school district considers a policy in which it allows teachers to bring all of their years of experience with them for placement on a salary scale, it would be best to examine whether years of teacher experience and/or teacher qualification affect student achievement. Additionally,

while it is common practice for school in Nigeria to grant increases in teaching salaries for attaining advanced degrees, it is unknown whether this translates into higher student achievement. In this study, student achievement scores from Computer students were examined at Senior Secondary School 3 to see if teacher experience and/or qualification influence student achievement.

Delimitation/ Scope of the Study

This study covered secondary schools in Ovia North East Local Government Area of Edo state.

Limitation of Study

All research must conclude that an infinite number of factors are present and cannot be taken into account for various reasons; the same holds true for this study. Several of these limitations are self-imposed, but most are due to factors outside of the researcher's control.

However, these limitations also help narrow the focus of the research to allow the significant numbers to be analyzed.

There are two limitations in this study:

Only the variables of "number of years of teaching experience" and "qualification of teacher" were associated with student achievement.

Only some selected schools in Ovia North East Local Government Area are included in this study.

Definition of Terms

Teacher Qualification: Refers to the degree attained by the teacher in four categories: Bachelor's, Master's, Specialist's, and Doctorate. "Graduate credit must be obtained from accredited institutions, pertain to the teaching field or to professional improvement, and must have been taken after completion of the previous degree to be accepted for salary increase purposes

Years of teaching experience: Refers to the number of years of teaching a teacher has in the classroom setting. No less than three quarters of a school year can be counted as a full teaching year.

CHAPTER TWO

LITERATURE REVIEW

- Introduction
- Theoretical framework
- Teachers Qualification
- Teachers Years of Experience
- Empirical Studies
- Study on Teachers Qualification and Years of Experience
- Summary on Literature Reviewed

Introduction

Teachers all over the world appear dissatisfied with their remuneration and perceive themselves as poorly paid in comparison with similarly qualified staff in other occupations. If teachers are asked what might be done to encourage them to work harder and to improve the quality of their work, their first suggestion is likely to be to raise their salaries. Education services differ from some other categories of public service in that they are, or should be less hierarchical in nature (Thompson, 2000). During the colonial period, teachers were known by various names. The most common was master although there were also school dames, governesses, tutors, and others. Largely self-explanatory, the different terms denote the different types of activities involved.

They also suggest the social status and authority afforded to teachers prior to the nineteenth century. Differences in how teachers are perceived, based on what they are called, Continue into our own era. Think for a minute about those who teach at the university and college level versus those who teach in elementary or secondary schools. A college or university instructor is called a

professor, an elementary or secondary instructor is called a teacher, the difference may not seem important at first, but in fact it may represent significantly different perceptions by society of the teachers expected roles and functions. Teacher's background variables include age, gender, education, subject taught and teaching experience. Teacher's beliefs about subject matter can affect instructional practices and students' achievement. Teacher's pedagogical beliefs on the other hand refer to their notions about the best way to teach a particular topic within a discipline. The engagement of teachers with the ideas and activities will promote the teachers' development.

Teaching is a challenging profession; and as such the teachers need adequate preparation for shouldering the heavy responsibilities of nation building. Moreover, in the increasingly complex pattern of living, the task of teachers and of teacher educators is becoming ever more difficult. Teacher educators have a tremendous impact on the nation through the teachers whom they educate and the students who subsequently receive education from these teachers (Sharafuddin and Howard, 2003). Teacher is the organizer and controller of the classrooms He builds future citizens of the country. As he molds the children, so the country will be molded. From this point of view, a lot of responsibilities lie with the teacher to execute in his day to day activities. But teachers must be properly equipped to deal with children. They should develop necessary knowledge, skill, abilities and attitude to perform their duties effectively (Chauhan, 2005).

Theoretical framework

Jerome Bruner's theory of cognitive development (2012) Jerome Bruner's theory of cognitive development (2012) postulated that he devised experiment to help him observe how mathematical thinking in children develop.

The procedure in most of the experiment was to present number of charts to the child which serves as improvisation. Each card has its diagrams of triangle circle or square separately. Each card contains red or blue or green. So, they were three variable number shapes and color each with three values.

A concept such as red triangle was thought of by the experiment and subject chose cards was red and had triangle on it and no if not. Not goal of Bruner theory is to explain the mechanisms and process by which students can understand a concept with the use of improvisation and instructional material in teaching and learning of geometry to him he finds out the cognitive development is a progressive reorganization of mental process as a result of environment experience

Again, from this single procedure, Bruner was able to claim that learning is general depend on four factors which are

- The structure of the concept to be learnt

- The nature of the learner intuition

- The desire of the learner to learn

Readiness for learning (biological readiness). Thus, Bruner considered adequate of both the subject matter and the learner himself necessary for the learning of geometry by this he meant that the learner must be intuitively ready to learn and the material (improvisation to be learnt must be presented in a form that matches the learner's readiness stage. This led his controversial but yet popular assertion that any concept can be taught effectively in some honest to any child at any age provided such concept is introduced at the Childs language level. This sort of reasoning

let him to attempt a classification of this level. Here are three levels in which Bruner classify cognitive levels of a child.

* The enactive stage: this stage emphasis child thinking only in terms of action. This level is characterized by the mode of representing past events through motor responses. The child enjoys touching and manipulating objects as teaching proceeds. Burners say that topics are introduce to a child using concrete material

• The iconic stage: Bruner at this said that manipulation of image sexist. Mental image of things already experience are build up learning at this stage is usually in the form of seeing and picturing in the mind any object which transform learning the child uses thinking thereby making transfer of learning considerable easy Bruner stages that before and image is formed to represent a sequence of acts certain amount of motor skill and practice have taken place.

The Concept of Teacher Qualification

Merriam - Webster Dictionary defines 'qualification' as a special skill or type of experience or knowledge that makes someone suitable to do a particular job or Activity. Teachers' qualifications could, therefore, mean all the skills a teacher required to teach effectively. Such skills include formal education, experience, subject matter knowledge, pedagogy studies, duration of training, certificate/licensing and professional development Someone might have a teaching certificate at hand but without adequate knowledge of subject matter, this individual has no teaching qualifications yet. Similarly, someone without proper knowledge of pedagogy or someone who spent few years in training without completing the required years does not possess teacher qualifications. Professional development and experience also count for teachers' qualifications because several studies have revealed this. Qualification is one of the critical

factors that drive students' academic performance observed that one of the most important factors in the teaching process is a qualification of the teacher. The perspective was that teachers' qualifications can go a long way to bring about students' higher academic achievement.

Teachers' profession relates to competence in instruction and management of students and materials in the classroom. Teachers' qualifications, therefore, might not only be the certificate someone is holding as erroneously conceived by some people. Teachers' qualifications are more than just holding a certificate of any institution. In the study of "Teachers' qualifications and their impact on students' achievement findings from TIMMS-2003 data in Israel" ties teachers' qualifications to seven indicators that are:

- Teachers' formal education
- Teachers' education in the subject matter of teaching (in-field preparation)
- Teacher education in pedagogical studies
- Duration of the preparation period
- Certification and licensing status
- Years of experience
- Preparation in professional development activities

These indicators are central to this review because they act as a compass through which to navigate this review. Therefore, each of them will be separately discussed in detail for proper understanding of what qualifications are.

Formal Education

Here we talk about various academic degrees a teacher can possess to qualify him or her to teach.

In Nigeria, these are Bachelor's, Master's, Doctorate degrees, other certificates such as NCE, and

diplomas inclusive. However, only degree holders are qualified to teach in Senior Secondary Schools. According to, findings related to teachers' academic degrees are inconclusive. Some scholars believed that higher degrees showed positive correlation with students' academic achievement. There are others who believed that higher degrees had an adverse correlation with students' achievement. Teacher formal education is imperative. It was asserted that teachers who have more training produce students who have the better achievement.

In-field Preparation

In-field preparation is related to the subject matter knowledge a teacher acquires while in training. Several studies showed a positive relationship between teachers' preparation in the subject matter they later teach and students' achievement. Recent studies revealed a positive correlation between content knowledge and students' achievement. Research shows that teachers' knowledge of the specific subject matter, particularly at secondary school level is a good predictor of pupils' achievement Aliyu, Yashe, & Adeyeye, (2013). Teachers with content knowledge achieve a higher percentage of students' outcomes than teachers without such experience Akinfe, Olofinniyi, & Fashiku (2012).

Assigning students to a teacher with deeper content knowledge has a positive correlation with greater academic growth, Neild, Farley-Ripple & Byrnes, (2009). According to Adeniulegun, (2001), students taught by more qualified and experienced teachers in terms of knowledge of subject matter performed better than those taught by less qualified but experienced teachers. A well-prepared teacher of a subject should also have a strong command of the subject matter, knowledge of the difficulties it presents to students.

Pedagogical Studies

Studies revealed that several of the pedagogical studies of teachers' preparation programs reinforce the view that the pedagogical aspects of teachers' preparation are important. Because of the effects it has on teaching practice and for their ultimate impact on students' achievement we found out that pedagogical studies enable teachers to harmonize the minds and emotions of their students in class and result into higher academic achievement. Zeichner (2003) stated that conventional pre-service teacher preparation programs have been under criticism for being too often characterized by fragmentation and weak pedagogy.

Results showed that beginning teachers with extensive preparation in pedagogy and supervised teaching were more likely to be teaching in the field of their subject matter expertise underscored the importance of pedagogical knowledge. They suggest that productive pedagogy knowledge of early stage of teacher education should come to be integrated fully into students' knowledge based for learning.

Duration of Pre-service Education

There are agitations about the year's teachers spent in pre-service education in some countries, Duncan (2001). According to Darling- Hammond, Berry & Thoresont (2001), there is no evidence that graduates of the longer programs become more effective teachers. Teachers preparation is a possible determinant of students' achievement.

A positive connection exists between teachers' preparation in their subject matter and their performance and impact in the classroom Wilson (2001), but not on the number of years spent in school. The perceived crisis in science education is the failure of the teachers' training institution to provide the type of preparation that precollege teachers need to teach science effectively. But not the number of years spent for pre-service education. OECD (2009) said if teaching is and

should be among a university's most important responsibilities. Teachers with extensive preparation reported being better prepared to teach assigned subject matter than did those with little or no preparation.

Certification/Licensing

Certification is a measure of teacher qualifications that combines both aspects of knowledge about the subject matter with teaching and learning.

Certified teachers are usually those who have graduated from accredited teacher education programs Zuzovsky, (2009). These categories of teachers are also required to complete an induction program or pass a national teacher examination to obtain a license. In the Nigerian context, a certified teacher must be licensed by the Teacher Registration Council of Nigeria apart from graduating from an accredited institution. The major problem facing Nigerian now is the rate at which private teacher training institutions are springing up. Many of these institutions bribed their way to get accredited when they have not met the required standard. Researchers argued that teachers' issues are critical for students' achievement, but teacher education and certification are related not to teacher effectiveness.

This author said several aspects of teachers' qualifications like subject matter knowledge, preparation experience, and teaching experience had been found to have some relationship with student achievement. There is mixed evidence on the influence of Licensing on students' academic achievement. Some researchers believed that certified as a teacher does not guarantee achievement gain, while some agreed that being certified as a teacher influences academic gain.

Concept of Years of Experience

A teacher's years of experience are one of the teachers' qualifications indicators that are believed to be a significant determinant of students' academic performance. Boyd, (2009) believed that greater teaching experience will produce students with higher achievement. Studies have also shown that inexperienced teachers are typically less efficient than the experienced teacher. Agharuwhe, (2013) in his studies found a positive relationship between teachers' effectiveness and their years of experience and efficient teacher positively influence students' academic achievement. However, there is the need for caution in Nigeria about the experience. Many teachers may have been in the teaching profession for over twenty years without properly developing himself or herself for years.

This category of teachers may not be able to cope with the new trends in education. The subject curriculum is changing almost every year as the whole world is changing with technology. Therefore, it is better to say there is a positive relationship between experience and student achievement when there is adequate teacher professional and academic development.

Professional Development

Professional development is activities that develop an individual skill, knowledge, expertise and other characteristics as a teacher OECD (2009). It is a conscious and systematic step to ensure teachers upgrading and continuous self-

improvement. Professional development is critical to the retention and improvement of any teacher in the classroom. Professional development is an aspect of teachers' qualifications that is paramount for an effective classroom teacher. Oluremi (2009) said professional development enhances and improve teachers teaching skills. This author posited that there was the need to

foster teacher's continuous professional development to cope effectively to improve the quality of education. Teachers' continuous professional development is highly relevant both to improving educational performance, effectiveness and for enhancing teachers' commitment, identity and job satisfaction. Agharuwhe, (2013) cited Wenglinsky that professional development is related positively to students' achievement. Professional development helps practicing teachers to upgrade their content knowledge and teaching skills to adjust to the introduction of new curricula, new research finding on teaching and learning. Having explained the seven indicators it's now clear that qualification is not just only the certificate and qualification is essential to a teaching profession. Qualifications of a teacher tell much about his / her quality that is why Akiba, Le Tendre & Scribner, (2007) observed that teacher quality is a crucial driving force for improving student achievement. Policymakers widely recognize Teachers' quality, practitioners and researchers alike to be the most powerful school-related influence on a child academic performance. Teachers' qualifications are more than a certification but encompass many other variables that make an effective teacher. Teacher self- efficacy is a construct that has a correlation with teachers' qualifications as observed by Ghanizad & Moafian (2014), those teachers' self-efficacy is correlated positively with both teacher years of experience and pedagogical success. Teacher self-efficacy differs significantly according to their qualifications. Teachers who have proper teaching qualifications will also have a higher efficacy as against the teachers who do not have right qualifications. Therefore, suitable qualifications and high self-efficacy will produce effectiveness in teaching because teacher self- efficacy is central to effective teaching. Teacher self-efficacy has been shown to be an important characteristic of the teacher which is related to success in teaching. Teacher effectiveness is difficult to define since there has not been a consensus agreement on what measured quality teacher.

However, Agharuwhe (2013) cited Onyeachu that teachers' effectiveness is a multidimensional construct. Since it measures a variety of different aspects of teaching such as; subject mastery (content knowledge), effective communication, lesson preparation and presentation (pedagogical skill). Teachers' effectiveness is related to teachers' qualifications because both content knowledge and pedagogical skill are indicators for measuring qualifications as earlier discussed. Sahlberg (2010) and Kane (2006) confirmed the effectiveness of teachers in Finland because of excellent qualifications. According to these authors, starting teaching career with a master degree, sound content and pedagogical knowledge makes these teachers effective. Self-efficacy of Finnish teachers must be very high because a study shows that pedagogical training and deep content knowledge have an effect on teacher self—efficacy. Confirming this, Postareff, Lindblom - Ylänne, & Nevgi. (2004) posited that the more pedagogical training the teachers had, the higher they scored on the self-efficacy scale. Teacher education in Finland is different from that of Nigeria, which perhaps contributed to the effectiveness of the schooling system. The Nigerian educational system requires all teachers in all schools to be professional and academically qualified.

The National Policy on Education (2004) stipulates the minimum qualification for entering the teaching profession in Nigeria is Nigerian Certificate in Education [NCE]. It is on these backgrounds that under Act 31 of 1993, government setup the Teacher's Registration Council of Nigeria (TRCN) aimed at controlling and regulating the practice of the profession. Other degrees in education acceptable by TRCN are Bachelor of Science in Education (BSc. Ed), Bachelor of Education (B. Ed), Master in Education (M. Ed), and Ph.D. in Education. Also, anyone with a degree or diploma aside those mentioned above must possess a Post Graduate Diploma in Education (PGDE) or Technical Teachers Certificate [FTC].

Evolving from the above literature is to conceptualize teacher qualification for a better understanding. The snag of the various arguments on a teacher qualification hinge on the inability to identify "teacher personal" quality as one of the teacher qualifications germane to the positive students' learning outcome.

Empirical Review of Related Literature

Studies on teachers' qualification and teachers' years of experience

The teacher has been identified by psychologists as a principal character that can make or mar any successful learning within the formal system of education. According to Buddin and Zamarro(2009), teacher quality is a key element of student academic success. Obasi (2010) also asserts that the professional and academic training and qualification of the teacher can raise the prospects of a student's academic performance and attainments. This validates the truism that the quality of our schools cannot be better than the quality of the teachers we have. However, researchers have raised several questions about the relationship between teacher qualification and the academic success of students. The calibre of teacher trainees admitted into the colleges of education has influence on their grades. This implies that unprofessional teacher trainees can affect the teaching and learning process since education depends on the quality and mental health of the people who are recruited to teach (Fullan & Stiegelbauer, 2000).

Jordan, Mendro and Weerasingle (1997) found that the difference between students who had three consecutive highly effective teachers (again defined as those whose students showed the most improvement and those who had three consecutive low-effect teachers (those with the least improvement) in the Dallas schools was 34 percentile points in reading achievement and 49 percentile points in math. There is growing interest in the professional development of educators

as the demands, expectations and requirements of teacher education increasingly come under scrutiny (Louhran2014). What the teacher does, influences, the whole process of learning. Effective teacher produces better performing students (Akiri 2013). Van den Bergh and Roos (2014) maintained that professional development of teachers can be effective and sustainable, if certain conditions are met (Curwood 2014). Besides, the analysis of Van den Bergh and Roos (2014) suggested that the implementation of educational reforms,including reforms associated with technology integration and literacy education, is often dependent upon teachers' skills, values, and cultural models. While hiring of qualified teachers is encouraged for improvement of academic performance,theories from the study of Firestone(2014) caution that policies to remove ineffective teacher should not reduce autonomy or trust among effective teachers and that evaluations should provide teachers with useful feedback and policy makers with information on the conditions that facilitate good teaching.Empirical studies confirm relationships between qualifications of a teacher and learners academic achievement. Unanma et al. (2013) examined the relationship between Teacher's academic qualifications and academic achievement of Senior Secondary school Students in Chemistry and discovered that there is a positive relationship between the variables. This was endorsed by the findings of Adeyemi (2014) in the reports to analysis the performance of the English Language Teachers (ELTs) and Teachers with Formal Education (TFEs) at secondary level in public high schools. Adeyemi's results shows that those students who receive instruction from the ELTs show better results in the final examinations as compared to those who receive input from the TFEs. Boyd et al. (2008) explored that improvements in teacher qualifications, especially among the poorest schools, appear to have resulted in improved student achievement. They further elaborated that estimating the effect of teacher attributes using a value-added model predict that observable qualifications of teachers

resulted in average improved achievement. To assess whether or not there is a statistically significant difference in teacher qualifications that might help to predict the academic performance of middle school students on the mathematics portion of the Alabama Reading and MathvTest (ARMT), Richardson (2008) indicated that a significant relationship does exist between teacher qualifications and student achievement. Specifically, the findings revealed that students with mathematics teachers who had 5 or more years' experience performed better on the math portion of the Alabama Reading and Math Test (ARMT). Jekayinfa (2000) conducted a study to find out whether or not there is a significant difference in the mean scores on the history test of students in schools with adequate supply of qualified history teachers and the scores of students in schools with inadequate professional teachers. The results revealed that there is a significant difference between the two groups on history achievement scores. Based on the results, it was concluded that there was a significant difference in the achievement scores, on the test of history, of students in schools with adequate teacher quality and the scores of students in schools with inadequate teacher quality in history. Rowan, Correnti and Miller (2002) report differing findings relative to the academic performance of students taught by teachers having advanced degrees. They found that neither teachers' Computer certification nor teachers who possessed post-graduate degrees in Computer could increase the academic achievement of their students who were in the upper grades of schools. These authors argue that advanced academic training in Computer was attained at the expense of professional pedagogical training. And this somewhat interfered with effective classroom teaching, either because academic restricted the time spent on professional pedagogical training or because it produced teachers who, to some extent, could not simplify and clarify their advanced understanding of Computer for their students to also understand.

This will invariably not lead to superior performance in the subject. Koedel and Betts (2007) used a value-added gains model to look at student achievement of elementary students in San Diego. They found that specific teacher qualification (experience, quality of undergraduate college, education level, and college major) had little effect on student achievement. In support of Koedel and Betts' findings, Buddin and Zamarro(2009) also found that teacher experience was weakly related to student achievement, and the level of education attained by teachers has no effect on student achievement in their learning endeavours. Buddin and Zamarro (2009), further argue that experienced or better educated or more skilled teachers (as measured by licensure exams) may inherently be better able to teach, but they may not consistently deliver their best performance in the classroom. Khurshid (2008) conducted a study to determine the relationship between the professional qualifications of teachers and the academic performance of their students at secondary school level in Multan, Pakistan. It was found that the performance of the students taught by the untrained teachers with B.A. / B.Sc qualifications was better than the students taught by trained teachers with professional qualifications like B.Ed and M.Ed.However, Zuzovsky (2009) conducted a study in Israel to reexamine the extent to which advanced academic degrees, majoring in the field of teaching, years of teaching experience, and intensive participation in professional development activities (all assumed to be cardinal teacher qualifications). It was found that these components of teacher qualification were indeed positively associated with student achievement in Computer and science. Several studies have found a significant relationship between teachers' qualification and specialized knowledge in Computer and students' achievement in Computer (Martin, Mullis, Gregory, Hoyle & Shen, 2000; Hill, Rowan & Ba11,2005; Mogari Kriek, Stols & Iheanachor, 2009).

There are conflicting reports on the relationship between teacher qualification and students' achievements in various subject areas. For instance, Zuzovsky (2009) reviewed literature on studies conducted by other researchers. He revealed that Goldhaber and Brewer (2000) in their study found a positive relationship between teacher qualification and students' Computer achievement but no such relationship was found between teacher qualification and students' achievement in science. Monk (cited in Zuzovsky, 2009), however, found that while having a major in Computer had no effect on student achievement in Computer, having a substantial amount of under-or post-graduate coursework had a significant positive effect on students' achievement in physics but not in a subject like life sciences.

Teachers are very important. On account of the importance, the education law in Nigeria provides that: “No person shall teach in any school unless his name has been placed on the register of teachers or after his name has been removed from such register.” As of now, one is legally recognized as a teacher if his name is in the register of the Teachers Registration Council and he ceases to be a teacher once his name is deleted from the register. (Teachers Registration Council, 2004).

Summary on reviewed literature

Teacher qualifications can be divided into two categories. The categories are personal quality and certification. What qualify someone to teach and that can influence students' academic performance are related to certain qualities teacher got in the classroom and was certificated at a particular period of his or her lifetime. The second one is those related to personal quality that are continuous in his or her lifetime. Degree certificates, formal education, and in-field preparation are not throughout the life of a teacher. Once a teacher has them, it is over for his or

her lifetime. Teaching strategies, experience, professional development, motivation, and interaction is personal to the individual teacher and keep changing in a teacher life. A teacher who has a bad teaching strategy today may not have it another time. A teacher's experience today will not remain the same in a year to come so is professional development. A teacher who is poor in motivating and interacting with students today may not remain the same another time. The two categories of qualifications influence learning and lead to the learning outcome. This learning outcome could either be positive or negative depending on the teacher. The most important teachers' qualifications are those that relates to "teacher personal" quality. The importance of teacher quality in student learning was underscored by Stronge (2011). It is crucial as relate to the positive learning outcome. The model shows how certification and personal quality affects student learning through the various lines drawn pointing to the student learning. From the student learning, another line is drawn to the learning outcome. The implication of this is that what the student learned will ultimately determine the academic performance (learning outcome).

It is therefore, not important arguing over certification of a teacher at the expense of his or her personal quality. A teacher who is deficient in good teaching strategy will always produce poor students. Similarly, a teacher who cannot motivate his or her student to learn either through teacher-student interaction or counseling will produce poor students. Most students in Nigerian schools are not ready to learn and, therefore, teacher who could impact positively on them through motivation and counseling is needed. Students in schools need teachers who could employ teaching strategies that help their assimilation.

Therefore, teaching strategy, motivation and interactions are essential teacher qualifications required by all teachers.

CHAPTER THREE

RESEARCH METHODOLOGY

The research procedure or methodology takes the following approach such as:

- Design of the study
- Sample and sampling techniques
- Research instrument
- Validity of the instrument
- Reliability of the instrument
- Data collection procedure and
- Data analysis techniques

Research Design

A survey design was used for the study. Survey design according to (Eze, 2005) is a plan of study that enables the researcher to use reliable techniques to collect data from a well-defined population or systematically selected segments of the population, for the purpose of determining the attributes for the population. It involves a wide spread and large population, in which the researcher cannot reach all the elements; hence a selected segment (sample) of the population is for an investigation after which the result is generalized across the entire population.

Population of the Study

The population comprises of over 100 secondary school teachers in Ovia North East Local Government Area

of Edo State investigation (Salami and Alum) 2011. The population for the study consisted of over 100 secondary school Computer teachers in Ovia North East Local Government Area of Edo State. The number of schools was sixteen all together.

Sample and Sampling Techniques

A sample of hundred (100) teachers was randomly selected from forty (40) Senior Secondary Schools' having qualifications such as NCE, B.Sc Ed. Or B.Ed., B.Sc without PGDE with relatively different level of experience. The ten (10) schools were purposively selected from the sixteen (16) secondary schools.

S/N	NAME OF SCHOOLS	NUMBERS OF TEACHERS
1	Jubilee Academy	12
2	Army Day Secondary School	8
3	Ekosodin Secondary School	10
4	Ubth Staff School	10
5	University of Benin Secondary School	10
6	Faith Immaculate Secondary School	10
7	Boiling Point Secondary School	10
8	Christian Bethany Academy	10
9	Sacred Heart Academy	10

10	Evidence Group of Schools	10
	Total	100

Instrument for Data Collection

The instrument used in this research study is mainly questionnaire. It was administered to the teachers in the ten schools of the research study.

The questionnaire consists of 20 items which is subdivided into two sections; A and B.

The section A contains the respondent's personal data. This includes name, gender, school, level of qualification, years of experience, class taught, and subject taught while section B consists of the questions which are specifically stated to analyze the influence of the qualification and experience of teachers on students' performance. In the questionnaire the respondents are to tick () in the column of their choice against the expected answer as shown below; Strongly Agreed(SA), Agree (A), Disagree (D), Strongly Disagree(SD). This will enable the researcher to group those that support the questions from those that have other opinion about the questions.

Validity of Instrument

The instrument used for the study were subjected to content validity by two experts; one from measurement and evaluation and my supervisor both are lecturers from University of Benin, Edo State.

The validity was based on whether items were clearly stated, relevant and could elicit the right response.

Reliability of the Instrument

An Instruments will not only be valid in measuring what it supposed to measure but should also be reliable in measuring the construct it is supposed to measure consistently. To establish the reliability of the instruments a pilot testing was carried out using 20 teachers who are the members of the population involved in main study the instrumental is administered to teachers twice within a period of two weeks and the mark obtained on the two occasions were correlated using Pearson product correlation formula to obtain a coefficient stability. The coefficient was found 0.79 to be which showed that the instrument was very reliable

Method of Data Collection

The data were collected through questionnaire which was done with the help of a trained assistant and the researcher. In the process of administering of questionnaire, the teachers were selected by proportional random sampling were served with questionnaire by the trained assistant and the researcher. And after the questionnaires have been filled, they were retrieved by the researcher for analysis.

Method of Data Analysis

In this study research question 1 and 3 were not hypothesized and was answered directly using the descriptive statistics such as mean and standard deviation. In answering question 1 and 3 a mean of 2.5 was set as benchmark, any mean above 2.5 was regarded as positive response and any mean below 2.5 was regarded as negative while the hypothesis was tested using Chi squared.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter presents the result obtained from the data analysis of the study. The results are presented according to the research question and hypothesis formulated to guide the study. The previous three chapters contained the background, literature review, research questions, and methodology associated with this research study. The purpose of chapter 4 is to present the results of the study.

For the purpose of these study teachers' qualification is grouped into 3 which are shown in the table below.

Table 1: shows the level of qualification of teachers in selected schools.

Qualification	Numbers	Percentage (%)
NCE	31	31
B.SC (ED)	58	58
B.SC AND ABOVE	11	11
TOTAL	100	100

The Table above shows that of the 100 respondents, 31 (31%) hold

NCE, 58 (58%) hold B.Sc. (ED), and 11 (11%) hold B.Sc. These add up to 69 (69%) university graduates with specialty in education, while 31 (31 %) hold NCE.

Research Question 2

What influence has qualification of teachers on the competencies they possess towards academic achievement?

Table 2: Show the mean and standard deviation of the influence of teachers' qualification on student performance.

S/N	TOTAL	MEAN	SD	REMARK
1	100	2.90	1.52	AGREE
2	100	2.67	1.32	AGREE
3	100	3.05	1.52	AGREE
4	100	2.64	1.62	AGREE
5	100	2.55	2.23	AGREE
6	100	2.82	0.81	AGREE
7	100	2.71	1.62	AGREE
8	100	2.87	0.71	AGREE
9	100	2.64	1.01	AGREE
10	100	2.61	1.40	AGREE
TOTAL	100	2.77	1.37	

The table above shows that the mean score of respondents to influence of Computer teachers was 2.77 with a standard deviation of 1.37.

This clearly shows that teachers' qualification has an influence on the performance of Computer students.

For the purpose of this study teachers' year of experience is divided as shown below

Table 3: Shows the Years of Experience of Teachers in the selected schools.

Years of Experience	Numbers	Percentage (%)
1 – 5 years	17	17
6 – 10 years	34	34
11years and ABOVE	49	49
TOTAL	100	100

The table above shows that 17 teachers (17%) have experience ranging from 1-5years also 34 teachers (34%) of the total population have experience ranging from 6-10years and also 49 teachers (49%) have experience ranging from 11 years and above showing us the experience level of teachers in the selected schools.

Research Question 4

What influence has teachers experience on the performance of students?

Table 4: Shows the mean and standard deviation of the influence of teachers experience on students' performance.

S/N	TOTAL	MEAN	SD	REMARK
1	100	2.86	0.10	AGREE
2	100	2.80	0.41	AGREE
3	100	2.86	0.18	AGREE
4	100	2.90	0.20	AGREE
5	100	3.05	0.51	AGREE
6	100	2.70	1.11	AGREE
7	100	2.90	1.22	AGREE
8	100	2.66	1.92	AGREE
9	100	2.75	1.92	AGREE
10	100	2.15	2.63	DISAGREE
TOTAL	100	2.76	1.08	

The table above shows that the grand mean score of respondents on influence of experience on students' performance was 2.76 with a standard deviation of 1.08. This clearly shows that a teacher teaching experience has a significant influence on the performance of students.

Table 5: Shows the mean and standard deviation of both the Teachers' qualification and the years of experience using t-table.

Qualification	Years of Experience
X1 = 2.77	X2 = 2.76
SD1 = 1.37	SD2 = 1.08
N = 100	N = 100

Table 6: Shows the analysis result between the teachers' qualification and years of experience on the academic performance of the students.

Variables	Number	SD	Mean	t-Cal.	DF	A	t-Crit.
Qualification	100	1.37	2.77	0.06	198	0.05	1.960
Years of Experience	100	1.08	2.76				

From the hypothesis table above, t-calculated value is 0.06 which is less than the t-critical value which is 1.960 at 0.05 significant levels. The result shows that there is no significant difference between teachers' qualification and the years of experience on academic performance of the students.

Discussion of Findings

The study investigated the influence of teachers' qualification and experience on students' academic performance in Computer in some selected schools in Ovia North East Local Government Area in Edo State. The findings reveal that majority of the teachers in these sampled schools at the time of the study are teachers with specialty in education.

On the issue of teachers years of experience in the selected secondary schools in Ovia North East Local Government Area in Edo State, the results shows that teacher's year of experience is a measure of quality and thus becomes imperative in the achievement of students' academic performance supports those who advocate that experienced teachers need to be retained in schools if higher productivity is to be achieved because learners achieve more from these teachers. This result is in line with Richardson (2008), which states that students taught by teachers who had 5 or more years' experience performed better.

The study also vividly showed that professional qualification of teachers is a variable that affects students' performance in Computer among the Senior Secondary School Students in Ovia North East Local Government Area in Edo State. In line with this is the study of Goldhaber and Brewer (2000), which in their study found a positive relationship between teacher qualification and students' computer achievement. A qualified teacher is regarded as someone who underwent and completed his education in a formal teacher training institution or in a planned programme of

training. Among such areas of training may include principles and practice of education as well as being exposed to an observed period of internship either after or as part of the period of training. People who fall within this category should under normal circumstances be able to fulfill the various functions expected of teachers within and outside the four walls of the classroom.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

The purpose of this study is to examine the influence of qualification and experience of computer science teachers on the academic achievement of students in external examination in Ovia North East Local Government Area in Edo State. In the course of conducting the study, four research questions were formulated. They include:

1. What is the qualification of computer science teachers in secondary schools in Ovia North East Local Government Area in Edo State?
2. What influence has teachers' qualification on students' academic achievement in Ovia North East Local Government Area in Edo State?
3. What is the experience level of computer science teachers in secondary schools in Ovia North East Local Government Area in Edo State?
4. What influence has teachers' experience on students' academic achievement in Ovia North East Local Government Area in Edo State?

The survey research was used to carry out the study. The sample size comprises of the entire population of one hundred (100) respondents drawn from ten (10) senior secondary schools in Ovia North East Local Government Area in Edo State. The research instrument used for this study was the questionnaire. The questionnaire contained 20 items which were used to analyze the influence of teachers' qualification and experience of Computer teachers on the performance of students. The Liked scale method was used and finally, mean and standard deviation were used in calculating the results of the responses analysis and interpretation of data were made. Findings revealed that:

- Majority of computer science teachers teaching in senior secondary school in Ovia North East Local Government Area in Edo State has qualifications of at least NCE certificate.
- Students taught by qualified teachers tends to perform better in examination than students taught by unqualified teachers.
- Majority of teachers teaching computer science in senior secondary school in Ovia North East Local Government Area in Edo State has experience of five (5) years and above.
- The experience of teachers influences the academic achievement of students

Conclusion

Experience and/or level of qualification influence the performance of Computer students in external examinations. The results from descriptive statistics depict that in Computer examinations. At the elementary level, the percentage of teachers with advanced degrees had a higher percentage of students scoring high scoring relatively high increased as the number of years of teaching experience increased. At the secondary level, the percentage of student scoring high increased as the number of years of teaching experience increased, peaking at years 11-19 and then decreasing for teachers with 20 or more years of experience. The findings of this study supported and broaden a knowledge base already brimming with studies on this topic. While years of teaching experience influence the performance of students in Computer, the results were inconclusive for teacher degree level. These results provide a strong foundation for further research in which this particular study could be continued using future test score data. This study could be enlarged to include other factors such as years of experience teaching a tested subject or grade level, as well as specific area of degree level. The results of this study highlight the importance of teachers' qualification and years of experience to student achievement at any grade level. Schools can and should collect this data to use for their own decision making regarding

hiring and staffing decisions. Using this information would represent data-driven decision-making.

Recommendation

The conclusion which was based on the findings of this study made it possible for the researcher to come up with the following recommendations:

- School districts should be careful about implementing policies that limit the number of years of experience for which a district will give credit, especially at the secondary school level.
- Also, Government should employ more qualified teachers into the system and with time they gain experience base on the years they have spent teaching and in turn transfer this experience into teaching.

Suggestion for Further Studies

This study can be the basis for further research opportunities. This particular study could be expanded to include additional schools from different Local Government Area in the state and it can also be expanded to different states of the federation. The expansion could occur by specific class or in different classes. In addition, the literature names several other factors that could have an influence on the performance of students and that could be studied, including class size, years of experience teaching the tested content, years of experience teaching a tested, grade level, and specific subject area of the undergraduate and graduate degree.

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APPENDIX I

QUESTIONNAIRE

INFLUENCE OF QUALIFICATION AND EXPERIENCE OF COMPUTER TEACHERS ON THE ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN EXTERNAL EXAMINATION

Dear respondent,

I am a student of the University of Benin from the Department of Curriculum and Instructional technology and I am carrying out a research on the influence of qualification and experience of computer teachers on the academic achievement of secondary school students in external examination.

This questionnaire is basically designed for academic purpose and all information supplied will be strictly treated as highly confidential.

Please kindly respond to the items very sincerely and objectively.

Your responses will be highly appreciated.

Thanks.

INSTRUCTION

Please tick (✓) as appropriate

SECTION A: DEMOGRAPHIC DATA

Name: _____

Gender: male [] Female []

Name of School: _____

Years of experience: 1-3yrs [] 3-5yrs [] 5yrs and above []

Level of qualification: NCE [] B. Ed[] BSc. Ed [] BSc []

Class taught: () SSS1 () SSS2 () SSS3

Subject taught: _____

SECTION B

INSTRUCTION: Tick (√) appropriate in the column provided against the option of your choice. Strongly Agreed (SA), Agreed(A), Disagreed (D), Strongly Disagreed (SD)

S/N	ITEMS	SA	A	D	SD	The Qu alifi cati on of com put er scie
1.	Majority of teachers in this school have professional teaching and teachers' certifications.					
2.	Majority of teachers in this school have good mastery of the subject matter.					
3.	Teachers in this school have the qualification(s) to teach the senior secondary school students.					

nce teachers in secondary schools

S/N	ITEMS	SA	A	D	SD	Teache rs' qualific ation on student s' academ ic achieve ment
1.	The quality of teachers in the school is a reflection of students' academic achievement.					
2.	Teachers with professional teaching qualification(s) have better students' assessment and evaluation skill.					
3.	Teachers with professional teaching qualification (s) keep better records of students and their achievement.					
4.	Students taught by teachers with professional teaching qualification perform academically better.					

S/N	ITEMS	SA	A	D	SD
1.	Majority of teachers in this school have at least 5 years teaching experience.				
2.	Teachers in this school show good mastery of the subject matter.				
3.	Teachers in this school have the experience level to teach the senior secondary school students.				

The experience level of computer science teachers in secondary school.

S/N	ITEMS	SA	A	D	SD
1.	Teachers with at least 5 years experience do better in disseminating knowledge to their students.				
2.	Teachers with more than 5 years teaching experience have better knowledge and ability for students' control and class management.				
3.	Students taught by more experience teachers perform				

	academically better.				
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Teachers' experience on students' academic achievement.