

**AN INVESTIGATION INTO THE INFLUENCE OF
QUALIFIED TEACHERS ON STUDENT PERFORMANCE
IN ENGLISH LANGUAGE IN EGOR LOCAL
GOVERNMENT AREA OF EDO STATE**

BY

OGBAH JOY ESENE

EDU1001657

**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
EDUCATIONAL STUDIES AND MANAGEMENT, FACULTY OF
EDUCATION UNIVERSITY OF BENIN, BENIN CITY IN PARTIAL
FULFILLMENT FOR THE AWARD BACHELOR OF ARTS
(EDUCATION) B.A.ED. ENGLISH AND LITERATURE**

DECEMBER 2014

**AN INVESTIGATION INTO THE INFLUENCE OF
QUALIFIED TEACHERS ON STUDENT PERFORMANCE
IN ENGLISH LANGUAGE IN EGOR LOCAL
GOVERNMENT AREA OF EDO STATE**

BY

OGBAH JOY ESENE

EDU1001657

**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
EDUCATIONAL STUDIES AND MANAGEMENT, FACULTY OF
EDUCATION UNIVERSITY OF BENIN, BENIN CITY IN PARTIAL
FULFILLMENT FOR THE AWARD BACHELOR OF ARTS
(EDUCATION) B.A.ED. ENGLISH AND LITERATURE**

DECEMBER 2014

CERTIFICATION

We hereby certify that this work was carried out by Ogbah Joy Esene, in the department of Educational Studies and Management, Faculty of Education, University of Benin, Benin City, Nigeria in partial fulfillment for the award of BA(ED) Degree in English and Literature.

DR S.O. OSEZUAH
PROJECT SUPERVISOR

DR M. E. IJEOMA
PROJECT COORDINATOR

DATE; _____

DATE: _____

PROF LILIAN I SALAMI
DEAN, FACULTY OF EDUCATION

DATE: _____

DEDICATION

This project work is dedicated to my lord JESUS CHRIST. I say thank you Lord for always looking out for me. I LOVE YOU LORD.

ACKNOWLEDGEMENT

The researcher's gratitude goes to all who contributed to the success of this study.

In particular I wish to express my gratitude to my project supervisor. Dr Osezuah whose continuous guidance and corrections encouraged me throughout this project.

My love and thanks goes to my sweet Mum and Dad Mr. and Mrs. Ogbah for their spiritual, material and financial support throughout my educational pursuit. I LOVE YOU MUM, really words are insufficient to express my gratitude.

I want to also appreciate my spiritual fathers, Bishop Theo and Bridget Esene, Bishop Yinka and Ajakaiye and Pastor Williams for their spiritual support.

My thanks also goes to my lovely sisters Miracle and Precious and to my cousins Joy, Andy, Omole, Gospel "I love you all" you guys are simply the best. I would not fail to appreciate Aunty Beatrice and Uncle Matthew for your support.

To my friends and loyal classmate Rayen, Precious, Hilda, Benedicta, Benny, Esther, Doris, Sylvia and others who contributed their quota to the success of this project I say thank you.

TABLE OF CONTENTS

Title page	-	-	-	-	-	-	-	-	i
Certification-	-	-	-	-	-	-	-	-	iii
Dedication	-	-	-	-	-	-	-	-	iv
Acknowledgement	-	-	-	-	-	-	-	-	v
Table of content	-	-	-	-	-	-	-	-	vii
Abstract	-	-	-	-	-	-	-	-	x

CHAPTER ONE

1.1	Background to the study	-	-	-	-	-	-	-	1
1.2	Statement of problem	-	-	-	-	-	-	-	3
1.3	Research Question	-	-	-	-	-	-	-	3
1.4	Purpose of the study	-	-	-	-	-	-	-	4
1.5	Significance of study	-	-	-	-	-	-	-	4
1.6	Definition of term	-	-	-	-	-	-	-	5

CHAPTER TWO

2.0	Literature review	-	-	-	-	-	-	7
2.1	Teaching and communication	-	-	-	-	-	-	9
2.2	Teaching approach	-	-	-	-	-	-	11
2.3	Motivation	-	-	-	-	-	-	13
2.4	Instructional materials	-	-	-	-	-	-	15
2.5	Teaching methodology	-	-	-	-	-	-	18
2.6	Influence of teaching qualification on student Performance-	-	-	-	-	-	-	20
2.6.1	Students performance	-	-	-	-	-	-	22
2.7	What teaching involves	-	-	-	-	-	-	25
2.8	Teachers education and certification	-	-	-	-	-	-	28

CHAPTER THREE

3.1	Research design	-	-	-	-	-	-	30
3.2	population	-	-	-	-	-	-	30
3.3	Sample size and Sampling technique	-	-	-	-	-	-	31
3.4	Instrumentation	-	-	-	-	-	-	31

3.5	The validity of the instrument	-	-	-	-	31
3.6	Administration of the instrument	-	-	-	-	32
3.7	Data analysis	-	-	-	-	32

CHAPTER FOUR

4.0	Presentation and analysis of data	-	-	-	-	33
4.1	Presentation of data	-	-	-	-	33
4.2	Discussion of finding and implication for practice	-	-	-	-	39

CHAPTER FIVE

5.0	Summary, conclusion and recommendations	-	-	-	-	40
5.1	Summary	-	-	-	-	40
5.2	Conclusion	-	-	-	-	41
5.3	Recommendations	-	-	-	-	41
5.4	Suggestions for further study	-	-	-	-	42
	Reference	-	-	-	-	43
	Appendix	-	-	-	-	45

ABSTRACT

The research work is carried out to investigate the influence of qualified teachers on student performance in English in secondary schools in Egor local government area of Edo state.

The study was conducted among one hundred students drawn from four (4) secondary schools in Egor local government Area. Questionnaires were designed, validated and administered to gather data and simple percentage (%) statistical method was employed in the analysis of the data.

The result of the study revealed that the qualification of teachers have influence on the academic performance of secondary school students and that motivation plays a major role in student mastery of the subject.

Arising from the findings, recommendations and conclusions were made such as Government should employ more Teachers in schools, teachers should make use of motivation because they are important in students performance.

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

It is recognized that teachers have a crucial role in improving learning outcome because a better qualified teacher will deliver high quality education. (Rivikin *et al* 2000).Nigeria is a country with a background of more than 250 ethnic groups with a conservative estimate of 400 . It is therefore a multilingual speech where indigenous languages and foreign language compete with one another. Thus, the English language became a language of necessity, a lingua franca performing both official and national function used by people with different mother tongue to aid communication.

English language plays a vital role in the educational system of Nigeria. In fact it forms the bedrock upon which the knowledge and study of every other subject rest. In other words, a good knowledge of English language is of a basic importance to the acquisition of every other subject. Ubahakwa (1979) recognizes the importance of English language in Nigeria as the language of education, the official language and the3 language of the mass media. The federal government of Nigeria also recognizes its importance

when it stated in the national policy on education (1981) that the two broad aims of Nigeria secondary school education are;

1. Preparation for useful living with the society.
2. Preparation for higher education.

The fulfillment of these aspirations necessitated its recommendation and inclusion in the secondary school syllabus as one of the core subjects. A student's competence in other subjects depends largely on the mastery of English language. Its function as a medium of instruction in schools and as a lingua Franca nationally and internationally cannot be over emphasized.

Many factors like instructional materials, class room management, and Teacher's qualification can be of great influence especially in the learning of English language. Majority of secondary school students in Nigeria have various mother tongue already and as such there is tendency of interference in learning of English language. This indicates that there is more work to be done in the mastery of written and spoken English yet, its teaching and learning is beset with a myriad of problems at the secondary school level. Kolawole (1998).

It is in the light of the above that the researcher is investigating into the influence of qualified teachers on student performance in English language in Egor Local Government Area of Edo State.

1.2 STATEMENT OF THE PROBLEM

English language is one of the major languages taught in schools and it is associated with manifold problem. In recent times students have recorded much failure in English language both in the internal and external examination. It is alleged that teacher's qualification in this core subject has led to the poor performance of student in English language.

1.3 RESEARCH QUESTION.

To carry out the investigation the researcher ask the following questions;

1. Are there any language problems between teaching and learning process in Egor local government area.
2. Does the qualification of teachers have influence on English performance of secondary school student in Egor local government area?

3. Does teacher training have any influence on secondary school students in Egor local government area?
4. Does the employment of English language teacher have influence on secondary school students' performance in English language in Egor local government area?
5. Does motivation and reward play any role on English language performance of secondary students in Egor local government area?
6. Does teaching method have any influence on English language in secondary schools in Egor local government area?

1.4 PURPOSE OF THE STUDY

The purpose of this study was to investigate the dimensions of the various features and characteristics that a Teachers qualification has on the learning of English in Egor local government area of Edo state and give suggestions on how to minimize or eliminate this problems amongst learners of English.

1.5 SIGNIFICANCE OF THE STUDY

In view of the fact that English language is a practical and useful subject in the sense that it serves as a background to the learning of other

subjects. It is necessary for it to be adequately taught and mastered in secondary

Hopefully the findings of this project will be valuable and be of good help to the government, teachers and secondary schools.

It will help the government in the recruitment of good English language teachers and to the teachers it will be important because it will give understanding on the problems connected to the teaching of English language.

It will help secondary schools to recognize the problems facing the teaching and learning of English language.

Implementation of this research study will go a long way in helping the school to produce genius of the English language in the nearest future.

1.6 DEFINATION OF TERMS

STANDARD ENGLISH: This is the form of English that cut across regional difference, providing a unified means of communication. This Standard English has international intelligibility.

TEACHING: This is the process of instructing an academic subject or instructional skill.

LEARNING: it is the process of gaining knowledge by study or experience been taught.

PERFORMANCE: The act of performing that is carrying out, achieving. It is a thing done or carried through

TEACHERS QUALIFICATION: It involves the training a teacher passes through to perform the act of teaching with exceptional competency.

EMPLOYMENT: The work or occupation for which one is used and often paid. It is an activity to which one devotes time.

MOTIVATION AND REWARD: This is referred to as a management function that stimulates individual to accomplish set down institutional or organizational goals. A reward is something of value given in return for an act, a prize promised for a certain deed or catch.

TEACHING METHOD: A teaching method can be thought as an activity which affects the learners encoding process, that is, how the learner will learn the desired information, concept, generalization and/or skills .the method can be either student-centered such as student-made reports or teacher-centered such as student-made reports or teacher centered such as the lecture.(Harry Dhand 2008)

CHAPTER TWO

2.0 LITERATURE REVIEW

Human societies become increasingly complex and assume certain unique characteristics as they grow. Man is therefore in a continuous dialogue with his fellow man and nature, trying to understand the network of human relationships and the best way to study, understand and conquer the environment. It is on this regard that educationalists have been concerned over the years with how to make teaching and learning more rewarding and effective.

The Teacher plays a vital role as a designer of the learning situation and as a supporter of students' learning and interaction. No classroom interaction takes place in a vacuum rather it is embedded in the socio-cultural context of an activity shaped by its practices and participants –both the teacher and students across time (Wells 1999).

Mahony and Hextall (2000) says that the teacher's skills in monitoring student group interaction, timing intervention and providing the right level of assistance are highly significant and urgently need further investigation.

Teachers are in extremely privileged position, educating other people children is a critical and influential task in any society.

Hargreaves and Goodson(2003) says that teaching in secondary schools involves building relationship with many different students with a variety of backgrounds, needs, expectation, motivation and aspiration. It is not possible to help children learn effectively unless you have some knowledge and insight into their concerns and subject matter. In the course of this study, investigation is made into the effect of qualified and unqualified teacher in student learning of English Language. In doing this, a number of factors have been highlighted as shown below:

1. Teaching and communication
2. motivation
3. Instructional materials
4. Teacher methodology
5. The influence of teaching qualification and student performance.
6. What teaching involves
7. Teacher's education and certification.

2.1 TEACHING AND COMMUNICATION

The essence of teaching is that teacher and students are able to communicate with themselves. Communication is vitally essential to one's success as a teacher. Luisa Sanchez Nelson defines communication as a process by which assign and every meaning in an attempt to create, share understanding. If there is one unifying theme that crosses all discipline, it is communication.

Communication is our windows to basic literary and academic excellence. Reaching levels of excellence and accuracy of expression mandate masters of formal English and English language teachers and must be vast in vocabularies associated with the language. A teacher should have confidence in delivery and ability to explain ideas, theories in a clear and coherent way that relate to learners appropriate manner. The teacher should also be an active listener.

According to the concise oxford dictionary communication means the act of imparting, especially news, or the science and practice of transmitting information. These definitions clearly show the link between 'teaching' and

‘communication’. Teachers are constantly imparting new knowledge, or transmitting information.

Hublely J. (1993) has shown us that communication is a complex process. At any stage of communication process things may go wrong making the communication less effective. For instance, the sender may not express what she wants to say clearly; or the room may be noisy or the receiver may not understand the words the sender is using. To be effective, teachers have to try to minimize these barriers to communication. We do this in a number of ways; for example, by making sure that the room is quiet and well lit, by speaking slowly and clearly by only using words which the students should be able to understand. However, the most important way to overcome these barriers is two-way communication. This means getting regular feedback from the receiver (the student) and they really understand what the teacher is trying to put across. Communication is aimed mainly at the speakers and hearers need to feel valued and approved of.

Akude and Ofoefuna (1990, pg 61), explained that the instrumental purpose of communication is the extent to which the source of messages tries to affect the receiver or the audience. That is, the receiver is

wholesomely influences and affected by the content of the message itself. The message becomes instrumental when the receiver uses it freely to achieve result, to solve problems and to make contributions to the society. It thus implies that the content of the message, the mode of its presentation as well as the values derive from it will signify its instrumental values.

2.2 TEACHING APPROACH

According to Mkpa and Maduesi(1999). It is the duty of the teacher to try to identify the problems, strength and weakness of the students. He can do this through giving them assignments such as oral question in class and observing with interest the performance of students. Not until he is able to identify the strength and weakness as well as the problems associated with them, he/she would not be able to know the best techniques to adapt on his teaching to enhance effectiveness. It is the duty of the teacher to identify the strength and weakness of his students. He can do this through giving them assignment, such as oral questions in class and observing with interest the performance of students, Not until he is able to identify the strength and weakness as well as the problems associated with them, he would not be able to know the best technique to adopt in his teaching to enhance

effectiveness. In other words, if a teacher is able to identify the strength and weakness of the student, he would be able to decide to give the particular students individualized attention. This technique has the advantage of helping to improve the student general academic performance by motivating the student, enhancing his/her interest and helps the student develop courage and confidence to his capabilities. If this is achieved, it then means that teaching and learning has been successful.

According to Tony Wright (1987). Teaching approach involves the teaching style that is the collection of the many attitude and behavior the teacher employs to create the best possible conditions under which learning can take place. The primary function of teacher's management role is to motivate the learners who are demotivated and to nurture those who are already motivated to the task of learning.

Cortis (1997) states that in general it might be said that teachers would be expected as minimum part of their roles to have adequate knowledge of their subject matter, to know something of how children learn and develop and to be able to devise appropriate learning and teaching experiences. Therefore, the English Language teacher should be able to know the ability

of his student, what and what they have already known, what they are supposed to know and how best to impact in them.

2.3 MOTIVATION

Motivation plays a vital role in achievement of organizational goals. Motivation itself can be referred to as an internal condition or state that energizes and gives directive to behavior, (Hutt 2001). Motivation is also a want or desire that energizes and directs behavior towards a goal. It is a psychological process that leads us to do certain things (long 2000). The impulses and drives which compel us to do things in certain ways to satisfy our needs are due to motivation.

Egbochukwu (2012), in her book titled Educational Psychology: A tool for effective teaching and learning identified two types of motivation; internal or intrinsic motivation and external or extrinsic motivation. Intrinsic motivation comes from within the individual naturally without any external reinforcement. It is the desire to be effective and to perform behavior for its own sake while extrinsic motivation refers to forces which exist outside the individual as well as factors controlled by the super ordinate. These includes; recognition, good grades, rewards or gifts, verbal praise.

Maslow's Hierarchy of Needs is a typical theory of motivation. This theory of motivation propounded by Abraham Maslow in 1954 appears the most well known theory of motivation. He classified human needs into two major groups namely; Lower order need and higher order needs. The lower order need includes the basic survival needs and they are safety and security while the higher order needs are those needs that bring about comfort and sense of achievement, they are social needs, self esteem needs, and self actualization needs.

Our focus in Maslow Hierarchy of needs is the self actualization need. This is the desire to become everything one is capable of becoming. Self actualization is a desire for self improvement and fulfillment of one's potential. He added that the strategies for motivating learners are:

- a. Creating a good learning environment
- b. Involving students in the Teaching/Learning
- c. Good present of lesson
- d. Prompt and objective evaluation of student work
- e. Use of rewards and punishment

It is popularly held that fear motivate. Fear of past failures motivates individual not to fail and success motivates individual as well to remain at the top. The importance and role of motivation of learning process cannot be overemphasized, the learners need to be motivated to improve and fulfill their potential. The teachers should be able to recognize learners who need to be motivated intrinsically or extrinsically. When they are motivated the best in them is reflected and when they are met, reverse is the case.

2.4 INSTRUCTIONAL MATERIALS

Teaching aids, according to Ofoegbu (1992) are the means of giving instruction to students that enable the teacher achieve effective communication as well as economy of effort and time. The use of those teaching aids provide teachers and students the opportunity of developing the ability to imagine, to improvise and to relate things observed to reality.

According to Uche B. Gbenedion (1996). There are several kinds of materials that can be used for successful teaching of English as a second language if proper implementation of the English Language curriculum is to be carried out. These include textbooks, audio aids, visual aids and even concerted objects. For English to be taught effectively as a second language

in any country there must be several text which will provide the teachers with good suggestion for presenting each new point in the syllabus in realistic and natural situation. A good language text book should present material for speech and ear training, reading and writing exercises base on words and structures learnt at each stage and it should present whatever is to be taught in the content of real life.

Uche B. Gbenedion (1996) says that Visual aids materials in English Language has developed rapidly in recent years because teachers have seen in it new and exciting ways or working. It is divided into two types:

- a. The type of material which the teacher can bring into the classroom which includes shells, insect, leaves, photographs, painting of people, color shades etc.
- b. Materials which pupils can help make which include; drama, painting, charts, wall pockets.

The writer stated that visual aids also include the blackboard which is still by for one of the most important visual aid. It is useful in teaching English in terms of blackboard, drawings or sketching used for introducing new words. Audio aids include the radio, the cassette player, tape recorders,

and language laboratories. These are useful especially for the teaching and learning of the sound systems of the second language. Language laboratory is a teaching room equipped with electronic and mechanical device to aid foreign language learning. There is facility for recording and reproducing voice.

Furthermore the writer said that Audio-visual aids includes films and television on viewing or watching of film in which the sound track is in English helps to improve one's comprehension of the spoken language and it helps in providing background information about the people whose language one is studying. Television is often very effective if well used for second language learning. It is an aid to the teacher and can never be a substitute.

Uche B. Gbenedion(1996) says that no art subject can be taught well if teaching aid that enhances the learners ability to concretize images are not used as in the practice of some teacher of art. When instructional aides are not available, students' learning is truncated especially in the learning of English language because English language is a very practicable language.

Farrant (1964) says that instructional materials reinforce verbal message, promote greater acquisition and longer retention of factual

knowledge because the appeal to all the senses of the learner in stimulating the mental activity of learners, instructional aides are very effective because they arouse the learner's natural curiosity. In a country where English is used as a second language, the use of aids in teaching is very important in that they help the understanding of the culture/background, and tapes specifically help the learners to acquire the language at first hand.

2.5 TEACHING METHODOLOGY

The Longman Dictionary of contemporary English, Third Edition defines methodology as a set of methods and principles that are used when studying a particular subject or doing a particular kind of work. Teaching methodology therefore, is a plan designed and carefully followed with the aim of ensuring effective teaching and learning process.

Dhand (2008) states that a teaching method can be taught of as an activity which affects the learner encoding process, that is, how the learner will learn the desired information, concept, generalization and/or skills. The techniques can be either student centered, such as student made reports or teacher-centered such as lecture. They can be active or passive depending on how they are used. The author further stated that there are many factors

which can determine the success or failure of any method. The teacher must be alert to the appropriateness of the technique to the topic. The technique should be such that it makes best of students time, everything that happens in the learning situation should relate to the objectives of the lesson. But at the same time the method should be flexible enough to accommodate unrelated highly interest topic at the time of the lesson. The teacher should have a specific purpose in mind. The method to be used must have the potential to enhance and enrich the learning experiences and specific method is suited for specific purpose.

For an effective learning of English language to take place, the lesson should be planned carefully, in a way that the student would be carried along, relevant to their lives thereby spurring interest and enthusiasm. The lesson could be one that will encourage group work; the teacher could have the seating arrangement rearranged to suit a particular lesson. It could require quiz. The rationale for choosing one methodology over another depends upon objectives, content, learner needs, learning principles, instructional resources, teacher competencies, climate in the school and expectations of

the community in which the school is located. It is, to a large extent, a personal and individual decision made by the teachers. (Harry Dhand(2008).

Oyeniyan M.A.O (1994) says that a teacher should be more innovative in his method and more ingenious in his interaction with the environment to make teaching and learning more interesting, colorful and beneficial.

2.6 INFLUENCE OF TEACHING QUALIFICATION ON STUDENTS PERFORMANCE

To teach English Language well, the teacher should be up to date with the changes in the syllabus of the 6334 system of education. The syllabus has become widened to include text which many specialists cannot handle. This means that for justice to be done to the syllabus, university graduate specializing in English should handle the subject since non specialist can handle the subject.

According to Oyeniyan M.A.O (1994). A professional, as we know, is trained to do a job or perform a skill with exceptional competency unlike an amateur who partakes of an activity as a hobby or pastime, the professional gives total commitment to the activity at hand. On the need for

qualified teachers, a teacher could never fully teach unless he is still learning himself. A light can never light another until it continues to burn its flames. It suggests that a teacher should be intellectually curious and always ready to learn. Farrant (1964) confirms this thus: A teacher cannot enlighten his student if he himself is ignorant. If a teacher ceases to learn, his mind will be stagnant and this is the worst enemy of education. According to him, the good teacher should be a student so that his student can have confidence in his professional qualification in teaching English. With the specialist teacher, there will be wisdom in the choice of books.

According to Fafunwa (1969) in his contribution states that, the need to relate the curriculum to the child environment and the need for appropriate text books cannot be effectively accomplished without the aid of competent teachers. In his opinion, the teacher must have sufficed knowledge in his area of discipline. In pursuing this argument he asked. How can a teacher do this when he himself is ill equipped for his purpose? In a situation where unqualified people teach English in secondary school it is handled with remarkable immaturity. This is coupled with the teachers'

limited literacy and linguistic competence which makes him unable to motivate his students towards a more favourable performance in English.

Oyeniyan M.A.O (1994) says that a teacher as a custodian of knowledge should identify with academic excellence and competence. He should always strive at self improvement and maintenance of intellectual superiority. The society looks to teacher for knowledge and guidance. The thirst of a teacher for knowledge and learning is not slaked until death.

2.6.1 STUDENTS PERFORMANCE

The performance has been observed as vary, thus some student tends to perform better in the standardized test than others .this simply means that there are two types of academic performance achievement .those who perform well in the school activities are referred to as high academic performers/achievers,(viatomi 1998).however, there are those whose performance range between high and low academic performance, they are referred to as average performers/achievers

Both in formal and informal school setting, efforts are always geared towards keeping the recipient to learn, this is because learning has been regarded as being very crucial for human civilization. It is not surprising

therefore that various countries of the world regarded learning as an evidence of success imperatively strive to find ways of improving what is given and what is learnt by the recipient as a means of ensuring individual and societal survival development. There are marginal gulfs between instructional materials as a means of importation to the learners and as a means of importation to the learners and utilization to response of stimuli. Even the significance of the margins of difference varies from one learner to another. It is the basis that the learners/students performance is ranked.

Moreover what is learnt is usually determined by the ability of learners to respond to a set of test items .Therefore the performance of the individual students compared to set standard through test make the difference between success and failure. Generally the lower the significance level between what is taught and behavioral/experience display the higher the performance and vice versa.

However the study of student performance in the literature usually involves the study of the various factors affecting it. These factors has been identified to include, lack of teaching equipment(materials, language of instruction, home influence, inadequate classroom space is one of the

problems teachers encounter in many secondary schools. they often find themselves facing crowd of student⁶ in small room. The available classrooms are not well equipped with necessary furniture and audio visual facilities. The necessity of these in teaching/learning process is often emphasized by some educationist.

According to Obanyan (1985), a class is ideally a creation of the teacher it its existence as part of a building (still space) is not what matters for effective teaching. What matters is that the still space should be a dynamic force that promotes teaching and learning. The classroom should contain teaching learning materials such as learning furniture, chat maps and son and these items should serve as support materials to a series of lesson.

The extensiveness of modern educational understanding and the varieties of the duties that must be performed, according to okeke (1979) have made school building to be something moiré than a collections of classrooms of varied sizes.if the basis instructional program is to be fully effective, auxillary spaces are needed such as auditoria, food services, students common rooms, administrative and counseling offices and health annexes.

Other educationist has also stressed the importance of library in the school process. Guobodia (1976) has observed that an equipped library is a store house of knowledge and a center of learning activities. He further stressed that a properly organized library stimulates people interest in reading and learning while it helps the staff in their teaching, research and professional development. Edem (1982) is of the opinion the contribution of the school library to effective learning and teaching is obvious. He argued that it is an inseparable part of instruction serving as readily center as well as repository of information for both Teachers and the Learners.

2.7 WHAT TEACHING INVOLVES

Teaching which is fundamental to all skills and jobs is a much maligned business. Teaching is not a job where huge amount are made. It holds no attraction to the get-rich-quick adventurer. The main aim of education is the harmonious and all round development of the student. (oyeniyan 1994).

M.A.O Oyeniyan (1994) in his book ‘Teaching as a profession’ said; A teacher should be able to recognize individual difference not only in apparent characteristics but in such aspect as innate propensities,

endowments and opportunity the knowledge of these differences will inform him in his approaches to the individual learners. He further said that a leader needs to attract the learners back to the classroom and keep them there. He has to sustain their interest, regard their respect for education, and bring back their heads from the cloud.

A teacher's motivation should be the desire to make his pupils realize their potentials. He is purely motivated by the desire to share knowledge and improve the lot of mankind. He is not satisfied until every student in the class gains something from his lesson, and he following on their progress. The teacher measures his success by the progress of each student towards realization of his potentials as a worthy and effective citizen. Teaching also involves preparing a conducive environment and acceptable atmosphere for learning. Students also require security, control as well as guidance. (Oyeniyan 1994)

According to Dhand (2008) Teaching English as a second language may not be an easy task but it can always be a pleasurable experience to a teacher who is well prepared for the task. To be prepared involves not only the knowledge of the approaches, method and techniques available and

tested for the teaching of the language; but also the knowledge of how to stimulate the students into learning successfully through positive classroom organization, provision of a conducive atmosphere for learning and the teacher's general ability to facilitate the interaction of these factors.

Dhand(2008) further explained that successful teaching depends for a considerable part on successful planning. With good planning there exist the potential to improve instruction and make teaching more effective. There is actually no one way to plan and no one plan that will guarantee success in all situations. A successful plan for effective teaching is a flexible plan, one that is well thought out and is adaptable to a variety of situations.

According to Dillon and Maguire (1999). The teacher is the ultimate change to educational change and school improvement. The restructuring of school, the composition of national and provincial curricula, and the development of bench mark assessments – all these are of little if they do not take the teacher into account. Teachers do not merely deliver the curriculum. They develop, define it and reinterpret it too. it is what teachers think ,what teachers believe and what teachers do at the level of the classroom ultimately shapes the kind of learning young people experience.

2.8 TEACHERS EDUCATION AND CERTIFICATION

Although a teacher's knowledge of subject matter and pedagogical methods do not guarantee high quality teaching, this knowledge is a necessary prerequisite. Therefore, teachers educational attainment and certification status traditionally has been used to gauge teachers per service preparation and qualifications (NCES 1999)

The conventional role to teaching begins with the completion of a bachelor degree. Although this was once considered adequate preparation for teaching, teachers today often are expected to hold advanced degree. Indeed many state and educational district, as part of their effort to raise academic standards, requires teacher to attain a master degree or its equivalent. (Hirsch, et al 2000)

In academic year 1999, virtually all public school teachers have at least a bachelor's degree and nearly half also had an advance degree. Forty-two percent held a masters degree, including an educational specialist or professional diploma or a doctoral of first professional degree.(NCES 2002)

Certificate is another important measure of teacher qualifications. Teacher certification or license by the state in which one teaches, includes

requirement for formal education (usually a bachelors degree with requirement for special course related to teaching).clinical experience(students teaching), and often, some types of formal testing (Mitchell, et al 2001). Types of certification and requirement for each type vary considerably across status. Although most than thirty state still allow hiring of teachers who have not met state licensing standards. This practice actually has to increase enrollment and reduce class size.(darling Hammond 2000 and Jepson, et al 2002). Some states allow the hiring of teachers who do not have license and others fill short turn vacancies by issuing emergency, temporary or provisional licenses to candidate who may or may not have met various requirement, more than 40 states has developed various alternative certification procedures allowing individual interested in teaching (that is, former peace Corps volunteers, liberal art college graduates, and military retires) to become teacher without first completing a formal teacher education program (feistritzter 1998 and shan1997).

CHAPTER THREE

This chapter is devoted to the discussion on the method the researcher employed in conducting this research project .to do this with ease, the researcher has carefully organized this chapter into the following sub headings;

1. Research design
2. Population
3. Sample size and sampling technique
4. Instrumentation
5. The validity of the instrument
7. Administration of the instrument
8. Data analysis.

3.1 RESEARCH DESIGN

The research design adopted in this study was the simple percentage method.

3.2 POPULATION

The population of this study was made up of secondary schools in Egor Local Government Area of Edo State.

3.3 SAMPLE SIZE AND SAMPLING TECHNIQUE

A sample of hundred (100) students was selected using the simple random technique. A sample of one hundred student were selected from secondary schools in Egor Local Government Area. The schools include the following;

1. Edo boys high school
2. university demonstration secondary school
3. Ekosodin secondary school
4. Diligent excellent Academy

3.4 INSTRUMENTATION

The instrument used for data collection was the questionnaire designed by the researcher under the guidance of the project supervisor. The questionnaire was designed to enable the researcher obtain the required information on the influence of qualified Teachers on Student performance. the question was meant for completion by the student.

3.5 THE VALIDITY OF THE INSTRUMENT

In order to ensure that the instrument was capable of generating the desired data it was given to the project supervisor for scrutiny, suggestions

and comment. The comment and suggestions led to the modification of some items in the instrument.

3.6 ADMINISTRATION OF THE INSTRUMENT

The questionnaire was administered personally by the researcher with the help of the assistant of the teachers in the school who facilitated the administration of the questionnaire

3.7 DATA ANALYSIS

In analyzing the data collected from the schools, the researcher employed the use of the simple percentage method of data interpretation. The purpose of using this method is to simplify the problem of comparison.

CHAPTER FOUR

4.0 PRESENTATION AND ANALYSIS OF DATA

A total number of one hundred questionnaires were administered to a hundred students in some selected secondary schools in Egor Local Government Area of Edo State. The questionnaires which were well responded to were analyzed using the simple percentage method of data analysis. The results obtained from the analysis are presented in the table below.

RESEARCH QUESTION 1: Are there any language problems between teaching and learning process in Egor Local Government Area?

TABLE I: language problem between teaching and learning process.

Language problem	Teaching and learning process			
	agreed	disagreed	% of agreed	% of disagreed
Do you have any language problem between teaching and learning process in your school	28	72	28%	72%

From the table above 28% of the respondents agreed that they have language problem between teaching and learning process while 72%disagreed that they have language problem between the teaching and learning process in their school.

The result above shows that secondary school student in Egor local Government Area of Edo State do not have language problem between teaching and learning process.

RESEARCH QUESTION 2: Does the qualification of teacher have influence on English performance of secondary school student in Egor local government area.

TABLE 2: The qualification of teachers and students academic performance

Qualification	English students performance			
	Agreed	disagreed	% of agreed	% of disagreed
Does the qualification of teachers have influence on English students academic performance in your school	84	16	84%	16%

The analysis on table 2 shows that 84% of the respondent agrees that the qualification of teachers have influence on English performance of secondary school student in Egor local government area while 16% of them disagreed.

It can therefore be concluded that the qualification teachers affect student's performance in English a great deal

RESEARCH QUESTION 3: teacher training have any influence on secondary student performance in Egor Local Government Area?

TABLE 3: The training of teachers and student academic performance

Training of teachers	Academic performance of student			
	Agreed	Disagreed	% of Agreed	% of Disagreed
Does training of teachers have any influence on the academic performance of student in your school?	84	16	84%	16%

The table above indicated that 84% of the students agreed that the training of teachers have influence on the academic performance of student in schools while 16% disagreed which shows that training of teachers have

a major role in the academic performance of student in Egor Local Government Area.

RESEARCH QUESTION 4: Does the employment of English language teachers have influence on senior secondary school performance in English language in Egor Local Government Area.

TABLE 4: Employment of English language teachers

Employment	Specialist English Language Teachers			
	Agreed	Disagreed	%of Agreed	% of Disagreed
Does your school employ specialist English language Teachers	80	20	80%	20%

Table (4) indicated that 80respondents out of 100 agreed that their school employs specialist teachers. These 80respondents represent 80% of the population while 20 respondents disagreed that there is employment of specialist English language in their schools representing 20%.

It could therefore be deduced that there is employment of specialist English teachers in Egor Local Government Area,

RESEARCH QUESTION 5: Does motivation play a role on the performance of English language student in Egor Local Government Area?

TABLE 5: Motivation and students performance in English language

Motivation	Students Performance			
	Agreed	Disagreed	% of Agreed	% of Disagreed
Does motivation and reward play any role on students performance in English language?	80	20	80%	20%

From the above table out of 100 respondent 80% agreed that motivation and reward a major role in student performance in English while 20% disagree.

This result shows that motivation and reward plays a major role in students performance in English.

RESEARCH QUESTION 6: Does teaching method have any influence on English language in secondary in Egor Local Government Area.

TABLE 6: Teaching method and student performance

Teaching Method	Influence on student performance			
	Agreed	Disagreed	% of Agreed	% of Disagreed
does teaching method have any influence on the student performance in your school	74	16	74%	16%

Table 6 above indicated that 74 out of 100 questionnaires administered agreed that teaching method have influence on student performance in English representing 74% while 16 respondents disagreed with that ascertain making it 16%.

It can therefore be concluded that the teaching method of the teacher affects the learning of English language a great deal.

4.2 DISCUSSION OF FINDING AND IMPLICATION FOR PRACTICE

The study investigated the influence of qualified teachers on student performance in English language in Egor Local Government area of Edo state. the result from the study indicated that student don't have language problem between the teaching and learning process. It also shows that

qualification of teachers have influence on the academic performance of students.

Table 3 and 4 indicated that training of teachers have influence on the academic performance of student and that secondary schools are well staffed with qualified English teachers due to the employment of specialist English language teachers which may have been due to chance factor or experimental error .From the above it can be inferred that student will perform better in English if qualified teachers are employed in secondary schools.

In addition, students reports indicated that when motivated, it improves the performance of student and finally teaching methodology have influence on student performance and teachers with an outdated methodology of teaching is what is evident in secondary schools in Egor local Government Area of Edo state.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECCOMENDATION

The study was carried out to investigate the influence of qualified teachers on student performance in English language in Egor local Government Area of Edo State. One hundred (100) student were selected from secondary school; Edo boys high school, University demonstration secondary school, Ekosodin secondary school and diligent excellent academy

The researcher summarized the work comprehensively by drawing conclusions making useful suggestions that might enhance further studies.

5.1 SUMMARY OF FINDINGS

The purpose of this study was to investigate the influence of qualified teachers on student performance in English language in Egor local Government Area of Edo State. The findings are as follows

1. It was observed that Qualification of teachers had influence on the academic performance of students.
2. It was also observed that training of teachers had influence on the academic performance of students.

3. Teaching methodology had influence on student academic performance
4. Motivation improves student performance

5.2 CONCLUSION

In consideration of the findings, the researcher arrived at the conclusion that qualified teachers have influence on the academic performance of secondary school students in Egor Local Government Area.

5.3 RECOMMENDATIONS

Based on the findings of the study, the following recommendations were made;

1. Government and privately owned schools should employ more qualified and trained teachers in the local government area as this would bring about student mastery of the subject
2. Teachers should make use of motivation because it is important in the performance of students.
3. Teachers should use best Teaching method that would bring about effectiveness.

5.4 SUGGESTIONS FOR FURTHER STUDY

From the result of the study and the knowledge gained from the extensive

Review of related literatures, the following suggestions for further studies was made;

Since the study is limited to only one Local Government in Edo state, I would love to suggest that a more extensive study that will cover all the Local Government in the state be carried out. This will help to substantiate the findings of this present study.

REFERENCE

- Akude: Ofoefuna , M.O (1990) *Introducing Educational Technology to Nigeria students*. Awka: New Era Publishers
- Fafunwan, B.A. (1969) *New Perspective Africans Education*. Ibadan: Macmillan and CO
- Guobodia, A.L (1976) *Presidential address of 17th annual STAN_conference*, The Science Teacher Association of Nigerian 4(3).
- Okeke,I.B.(1988) “*Forward*” *The Educationist*, Education Association of Nigeria Uniport
- Obanyan, P. (1985) *Teaching Motivation: A Factor for classroom Effectiveness and School Improvement in Nigeria*. Gale group retrieved from <http;www.find articles.com>. of the community in the science teachers association of Nigeria.
- Darling Hammond, l et al (1983) *Teacher Evaluation in the Organizational Context*. A review of the Literature of Educational Research. 53,285
- Farrant J.S (1964) *Principles and Practice of Education*. Ibadan Longman
- Ofoegbu L.I. (1992) ,*Teaching aids and Resources*, Lagos: Nelson Publishers Limited

- Egbochukwu E.O and J.E Afe (2005), *Educational Psychology and Learning*, Lagos; Tony Terry Prints.
- Mkpa and Maduesi (1992), *Reading in Curriculum Innovation*. Warri, Delta state Genteel publishing company.
- Ubahakwa,E. (1979), *Language Education in Nigeria*, Conference Papers on English Language problems and method, university of Lagos.
- Oyeniyan M.A.O (1996), *Teaching as a Profession*, University of Lagos press
- Kristina Kumpulainen and David Wray (2002) *Classroom Interaction and Social Learning*, Oxford University printing press.
- Justin Dillion and Meg Maguire (2007) *Becoming a teacher*, Cambridge press.
- Uche Betty Gbenedion (1996) *Teaching and Learning English*. Benin New Era Publications
- V. U. Longa and Ogo A. Ofuani (1996) *English Language and Communication* Benin. Nigeria Educational Research Association

APPENDIX
SECTION A
DEPARTMENT OF EDUCATIONAL STUDIES
AND MANAGEMENT
FACULTY OF EDUCATION
UNIVERSITY OF BENIN
BENIN CITY

RESEARCH QUESTIONNAIRE

The researcher is a final year student of the department of educational studies and management, majoring in English and literature carrying out a research work on the influence of qualified teachers on student performance. Kindly help me answer the questions below. The information provided shall be treated confidentially as it will be used strictly for academic purpose. Please tick the most appropriate answer to each question and supply answer where necessary.

SECTION A

1. Name of student:
2. Name of school:
3. Sex: male [], Female []
4. Mixed school; yes [], No []

SECTION B

Fill in the correct information in the space provided below

SA - Strongly Agree

A - Agree

D - Disagree

SD - Strongly disagree

NO	ITEMS	SA	A	SD	D
5	Do you have any language problem between teaching and learning process in your school?				
6	Does the qualification of teachers have influence on English student's academic performance in your school?				
7	Does training of teachers have any influence on the academic performance of student in your school?				
8	Does your school employ specialist English language Teachers?				
9	Does motivation and reward play any role on student's performance in English language?				
10	Does teaching method have any influence on student performance?				