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Research Paper

Challenges of Poor Utilization of Teacher Certification in Appointment of Education Leaders

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ABSTRACT: *Bits of evidence from literature demonstrate the existence of wrongly certificated educators within some academic departments of vocational and technical education. Likewise, the reasons for such occurrence as well its impact on students' learning and performance, and department performance have scarcely been investigated. Therefore, this study investigates the challenges of such a practice - poor utilization of teacher certification in the appointment of education leaders. Using a quantitative survey and comments-section, the views of educators from the said disciplines were collated presented and interpreted to draw the attention of educators and leaders alike to the setbacks of such a practice. Respondents were practitioners from any of the subset of two subprogrammes – business education. and technical (science) education – within vocational and technical education. The responses from both practitioners showed statistically significant difference. Recommendations based on the regional context of the surveyed institutions are outlined. The purpose is to impart transformational leadership values.*

KEYWORDS: *Business Education, Technical/Science Education, Teacher Certification, Education Leadership, Transformational Leadership*

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I. INTRODUCTION

Bits of evidence from literature demonstrate a worrisome practice - poor utilization of teacher certification in the appointment of education leaders within some academic departments of vocational, and technical education. Colleges of Education provide these trainings to students leading to the award of Nigeria Certificate in Education (NCE). Within these Colleges are Schools operating other programmes for which such Colleges are accredited, and each School comprises certain interrelated departments.

Vocational, and Technical Education is one of such Schools. It consists of five (5) sub-programmes [1] out of which emerges the School of Business Education, and the School Technical Education amongst others.

Departments within the School of Technical Education provide science education which primarily includes Auto-Mobile Technology, Building Technology, Electrical and Electronic Technology, Metal Work Technology, and Woodwork Technology [1]. This Minimum Standard stipulates that the enlistment or appointment of lecturers into these departments should be based on the possession of B.Ed./B.Sc. in Industrial, Vocational and Technical Education, or B.Sc. Engineering technology as applicable to each department, with teacher training qualification.

Likewise, the Minimum Standard for the School of Business Education requires that lecturers be enlisted per subject area with a minimum qualification of Bachelors' degree, and a minimum teaching qualification of NCE. The School's is further subdivided into two (2) departments namely: (i) Accounting Education (AE), (ii) Office Technology and Management Education (OTME). Thus, the enlistment of lecturers specifically ought to align with at least an NCE qualification in any of those two (2) options or a bachelor's degree in business education major [1]. But according to [2] and [3] compliance and implementation of this guideline has been grossly neglected (see Table 1) by some institutions.

Table 1. Academic qualifications of teaching staff in a faculty of Business Education.

Qualifications	M.Ed. Business Education	M.Ed. Business Administration	M.Ed. Other fields	MBA	B.Sc. (Ed.) Business Education	B.Sc. and HND in other fields
# of Staff	4	1	4	7	14	13

Source: [3]

Business Education practitioners have observed and reported with dismay the infiltration of teachers into the discipline using "unclassified programme certificates" [3]. Table 1 demonstrates an unhealthy competition in the total number of appropriately certificated versus wrongly certificated teaching staff. Only 52% of teaching staff had their first degree in Business Education, the remaining 48% had their first degree in other fields. Holders of Master of Science degree showed a more worrisome statistics: only 25% held MSc. degree in core Business Education, the remaining had acquired MSc. degree in disciplines other than Business Education. Hence, Ordu explained that further investigations revealed that although such educators might be effective in their trained discipline, but the misplacement in their appointment stimulates an adverse effect in their contextual service delivery. Without committing to further discipline-specific training, such teaching staff often grow into leadership positions within the said department through the collaboration of the School's management. Unfortunately, this is often achieved by victimizing properly certificated teaching staff who possess the required qualification in business education [3]. A second effect of this practice is that students become exposed to misconceived business education ideologies.

The traditional norm for enlistment into positions of authority after being enlisted as teacher in a department is deference to seniority [4]. From the study of [2] and [3], it can be deduced that the appointment of unqualified teachers into departments stimulates negative setbacks on students' learning, obstructs qualitative recruitment processes, inhibits discipline-specific professional development pursuits, and inhibits overall department performance.

Since effective leadership provides direction and influence [5], the leadership of a department would influence the interpretation of goals and events, determine the choice of departmental objectives, influence the organization of work activities to accomplish those objectives, influence the motivation of the members to achieve those objectives, influence the maintenance of cooperative relationships and teamwork as well as the enlistment of support and cooperation from people external to the department. This makes the choice of leadership pivotal to the performance and orientation of any academic setting, especially departments. Departments represents specific educational philosophies and pattern of thought. Thus, the enlistment of teachers into departments needs to adhere to the adhere statutory provisions based on quality and predefined goals. Over time, these teachers ascend to positions of leadership and are expected perform the functions and responsibilities required of such position.

Increased discipline-specific and professional training of a leader directly affects the learning and performance of students [5], [6]. Reflectively, the curriculum content is progressively garnered and effectively understood through continuing discipline-specific study and experience.

From the various existing leadership theories, transformational leadership is quintessential to the actualization of the student development and teacher development. The theory informs that leader outlines the desired change, communicate the goals and objectives, and coordinate members' activities. That is, the leader creates in the followers a sense of identity and self, as well as a collective identity as a department; the leader also serves as a role-model for followers to inspire them towards the desired change; such leadership further demands that the leader motivate the followers to take ownership for their work, and lastly, assign tasks based on appropriate understanding of followers' strength and weaknesses. Thus, the committed followers more often understudy the qualifications, certifications, and research interests of their leaders in a bid to advance their career and profession.

1.1 Philosophy of business education

Through the provision of products or services, the economic lot of the society is improved, and entrepreneurship, accounting, and office management are pivotal to achieving this. The student is made to understand the principles and instructions patterning to business and education towards national development. The aim is to produce graduates, and secondary school business subject teachers who can revolutionise vocational development in both primary and secondary education, and to equip the graduates with life and entrepreneurial skills.

1.2. Philosophy of electrical electronic technology education

This science education discipline is categorized by Colleges of Education to be under Technical Education and thus shares in the philosophy of Technical Education. This philosophy through science education aims to graduate students capable of advancing technological developments – through their role as teachers or technicians. To this end, its objectives are to:

i) Graduate technology practitioners and science teachers for junior secondary education
ii) Influence society's scientific and technological values
iii) Stimulate technological revolution
iv) Qualify graduates for post-NCE studies in Technical Education

Therefore, the objectives of both philosophies, seeks to produce graduates who not only are employable but who also possess entrepreneurial skills and competences.

1.3 Research gap

Over the years, some theories have been fundamental to direct the planning of vocational and technical education. One such theories takes a cue from Prosser [3] that, the outcome of implementing vocational and technical education is proportional to the instructor's successful experiences in applying skills and knowledge in the operations and processes, he/she undertakes to teach. That is, his/her effectiveness is dependent on the knowledge, and competences he or she had developed in the subject area. Thus, candidates to be enlisted into the department of say, Business Education ought to be at least individuals whose first degree or NCE exposed them to one of the options in Business Education options. Similarly, candidates to be enlisted into the department of Electrical and Electronic Technology Education ought to be at least individuals whose first degree or NCE was in electrical or electronic technology option. The trainings and experiences acquired during the corresponding years of study equips the educator for effective skill, and knowledge transmission.

This practice inhibits students' performance, and professional development endeavours but there is scarcely any literature on the causes and effects of the practice. Therefore, this study explores the views of educators and practitioners about this phenomenon. A consensus list of factors which categorized as causes, and another as effects of the practice would be determined.

These findings are useful to the teacher in training, education leaders and education administrators. Being informed of the factors that could stimulate the practice, as well the identified outcomes of disregarding/neglecting regulations/guidelines can save time and stimulate proactive strategies. Section 2 poses two research questions and hypotheses, Section 3 presents the research method, Section 4 presents the results, Section 5 discusses the findings, Section 6 provides recommendations, and Section 6 presents the conclusion.

II. RESEARCH QUESTIONS/AIMS OF THE RESEARCH

To investigate the challenges of the practice was the aim of the study. The specific objectives included:

i) To investigate the causes of poor utilization of teacher certification in appointment of business education and electrical/electronic technology education leaders
ii) To investigate the effects of poor utilization of teacher certification in the appointment of business education and electrical/electronic technology education leaders.

2.1 Research questions

The research objectives were pursued by clearly stating what was meant by the practice and investigating the questions below:

i) What are the causes of the practice in business education?
ii) What are the effects of the practice in business education?
iii) What are the causes of the practice in technical education?
iv) What are the effects of the practice in technical education leaders?
v) Is there a significant difference in the responses of business educators and technical educators?

2.2. Null hypotheses

H_{01}: No significant difference exists between the response mean-rating of business education practitioners and technical education practitioners on the causes of the practice.

H_{02}: No significant difference exists between the response mean-rating of business education practitioners and technical education practitioners on the effects of the practice

III. RESEARCH METHODS

3.1. Participants

Participants were drawn from two Schools of vocational and technical education programmes – Business Education and Technical Education. There were 17 responsive participants from Business Education and 20 responsive participants from Technical Education. Retrieving the responses were challenged by the covid-19 social restrictions and behavioural adjustments. The job descriptions of the respondents fell under teaching, administrative and postgraduate students, with institutions spread across five (5) Nigerian States. Respondents were majorly from south-south Nigeria, with few from South-west and North-central Nigeria. No other personal details were required from the respondents.

To mitigate participant error, links to the survey was sent to the participants via WhatsApp to provide responses at their convenience. Participant bias was also mitigated by requesting response from professionals and practitioners across diverse tertiary institutions (Colleges of Education and Polytechnics), teaching and non-teaching staff located in more than three (3) states. Hence, they could provide a response at their convenience.

3.2. Materials and instruments

A quantitative survey research instrument was designed to provide inferential interpretation of the explorative research. Two (2) Likert-scaled instruments having five (5) items to investigate the causes and nine (9) items to investigate the effects. Giving a total of fourteen (14) items. Same instrument was administered to business education practitioners and technical education practitioners, but the questions customized to each discipline. The instruments consisted of Sections "A" and "B". Section "A" contained information on the demographic data of the respondents. Section "B" sought responses to the research questions using a four-point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD).

3.3. Instrument reliability

Researcher error was mitigated through series of brainstorming session about the survey variables with guidance from Measurement and Evaluation experts.

Researcher bias was mitigated by providing room for respondents to comment on the survey they have responded to. Also, Confidentiality was ensured by not requesting for names of the respondents, emails or contact phone numbers. Lastly, the questions were tailored to be as objective as possible.

Reliability coefficient for the research instrument was established through a measure of internal consistency. Using SPSS ver. 21, the Cronbach Alpha's coefficient on business educators' response to the scale on causes was evaluated to be 0.824, and their response to the scale on effects was evaluated to be 0.894. The technical educator participants' response to the scale on causes had a Cronbach Alpha's coefficient of 0.808, and their response to the second scale was 0.723. Analysis of the responses used arithmetic mean with a criterion mean score of 2.50. Thus, a mean rating greater than the criterion score meant that the respondents accepted the item as a cause or as an effect as appropriate. A t-test analyses of the mean was then used to test the reliability of difference between the responses of business education practitioners and that of technical education practitioners on the causes and the effects.

3.4. Instrument validity

The research sought to investigate challenges of the practice. This implies EFFECTS. Of value to the study would also be the Causes. Since research on this practice is scarce, this study explored the views of respondents across institutions, States and associated disciplines to derive a consensus on the subject. Exploratory research then implied that the use inductive method and inductive method then led to the use of quantitative approach.

3.5. Procedure

Links to the designed instruments was shared with the participants via WhatsApp according to the cluster they belonged to. Physical meeting was not feasible due to social restrictions imposed during the Covid-19 pandemic. However, the limitations served as avenue to reach diversely spread audience which otherwise would not have been anticipated. Participants were informed of the brevity of the survey and encouraged to kindly provide prompt responses. Each participant's submission was automatically recorded and coded. Within a span of two (2) weeks, all participants had responded to the survey. Responses by practitioners from the two programme clusters were treated separately. The mean-rating responses of each group was subjected to a t-test to gain inferential knowledge as to the reliability of the difference in their means.

IV. RESULTS

This section presents the summary of the data generated from the study. These are presented in tables, charts and the interpretations given.

Research Question 1a: What are the causes of poor utilization of teacher certification in the appointment of business education leaders?

Table 2. Summary of mean responses on the causes of the practice in business education.

Item #	Causes	$\bar{X}$	SD	Remarks
1	Community insecurity	2.76	0.11	Accepted
2	Low infrastructural funding	3.12	0.02	Accepted
3	Brain-drain	3.41	0.05	Accepted
4	Shrinking number of veteran lecturers	3.24	0.01	Accepted
5	Disregard for standards/regulations	3.47	0.07	Accepted
	Cluster mean	3.20	0.05	Accepted

The findings presented in Table 2 reveal that all five items on the causes of the practice in business education had mean ratings between 2.76 and 3.47. Most of the respondents agreed that all the items on the causes of the practice in business education were valid, within context and constitutes a challenge. The standard deviation indicates that the respondents are relatively close in their opinion on the causes.

Research Question 2a: What are the effects of the practice in business education?

Results in Table 3 shows all the nine (9) items on the effects in business education had mean ratings between 3.06 and 3.59. That is, participants considered all the items to be effects of the practice in business education. These negative effects present a challenge to student performance and teacher development endeavours. With a mean standard deviation of 0.04, the participants share common views that the items in Table 3 constitute the effects of the research problem.

Research Question 1b: What are the causes of the practice in technical education?

Results presented in Table 4 reveal that the participating technical educators considered all the five items on the causes of the practice in technical education to be valid. The mean ratings spread from 2.55 to 3.30. The mean standard deviation of 0.06 indicates that technical educators were relatively close in their opinions on the causes.

Research Question 2b: What are the effects of the practice in technical education?

All five items on the effects had mean ratings between 2.70 and 3.50. Thus, respondents consider all these items (Table 5) to be valid. therefore, constitutes a challenge. With a mean standard deviation value of 0.04, the responses are relatively close.

Table 3. Summary of mean responses on the effects of the practice in business education.

Item #	Effects	$\bar{X}$	SD	Remarks
6	Certificate mismatch at departmental and faculty levels	3.53	0.05	Accepted
7	Tension amongst colleagues	3.18	0.04	Accepted
8	Increase in the number of business education graduates that lack appropriate skills and competencies	3.47	0.03	Accepted
9	Denial of better qualified teacher applicants	3.59	0.06	Accepted
10	Unwillingness to share information, skills, and knowledge amongst colleagues	3.06	0.07	Accepted
11	Reduction in department's performance	3.18	0.04	Accepted
12	Misalliance of department human resources and skills	3.35	0.00	Accepted
13	Job dissatisfaction	3.41	0.02	Accepted
14	Reduced professional practice	3.29	0.01	Accepted
	Cluster mean	3.34	0.04	Accepted

Table 4. Summary of mean responses on the causes of the practice in technical education.

Item #	Effects	$\bar{x}$	SD	Remarks
1	Community insecurity	2.55	0.11	Accepted
2	Low infrastructural funding	3.05	0.01	Accepted
3	Brain-drain	3.25	0.06	Accepted
4	Shrinking number of veteran lecturers	2.90	0.03	Accepted
5	Disregard for standards/regulations	3.30	0.07	Accepted
	Cluster mean	3.01	0.06	Accepted

Table 5. Summary of mean responses on the effects of the practice in technical education.

Item #	Effects	$\bar{x}$	SD	Remarks
6	Certificate mismatch at departmental and faculty levels	3.05	0.04	Accepted
7	Tension amongst colleagues	3.3	0.02	Accepted
8	Increase in the number of technical education graduates that lack appropriate skills and competencies	3.5	0.07	Accepted
9	Denial of better qualified teacher applicants	3.35	0.03	Accepted
10	Unwillingness to share information, skills and knowledge amongst colleagues	3.3	0.02	Accepted
11	Reduction in department's performance	3.45	0.05	Accepted
12	Misalliance of department human resources and skills	3.15	0.02	Accepted
13	Job dissatisfaction	3.15	0.02	Accepted
14	Reduced professional practice	2.7	0.12	Accepted
	Cluster mean	3.22	0.04	Accepted

4.1. Test of null hypotheses results

Table 6. t-test result of respondents' mean response on the causes of the practice.

School	N	$\bar{x}$	S^2	Level of significance	t-calc.	p	Decision
Business Education	17	3.20	0.09	0.05	1.97	0.03	Statistically significant difference
Technical Education	20	3.18	0.08				

The results presented in Table 6 demonstrates that, the difference in the consensus of both practitioners about the investigated causes is statistically significant. The null hypothesis (H01) is rejected. Therefore, there is a statistically significant difference between the mean response of business education practitioners and that of technical education practitioners on the causes of practice.

Table 1: t-test result of respondents' mean response on the effects of the practice.

School	N	$\bar{x}$	S^2	Level of significance	t-calc.	p	Decision
Business Education	17	3.34	0.03	0.05	1.78	0.04	Statistically significant difference
Technical Education	20	3.22	0.06				

The results presented in Table 7 demonstrates that at 0.05 level of significance, the difference in the consensus of business education practitioners compared to that of technical education practitioners with respect to the investigated effects is statistically significant at 0.04. Therefore, the null hypothesis (H02) is rejected, there is a high level of statistically significant difference between the mean response of business education practitioners and that of technical education practitioners on the effects of the practice.

V. DISCUSSIONS

The findings from this research corroborates the effect of educational leadership on the performance of students as opined by [6]–[8]. The study by [5] presented a laudable review of educational leadership strategies and effects which can be applied contextually across various cultures. From their findings, beside other factors that influence students' performance, school leadership was second only to classroom teaching in effect and influence. This implies leadership in education is a second important factor to predict an academic institution's performance, as well as students' performance. Promoting an effective education leadership would play an important role in mitigating learning difficulties amongst students.

Deducing from the application of Prosser's theory, the successful experience of an appointed teacher in a discipline (who in turn becomes a leader with certain levels of authority) is a critical determinant of the quality and effectiveness of the vocational and technical education skills, and knowledge transmitted to students.

The mean response rating of the respondents (practitioners from both disciplines) to the research instrument items, has helped to check the validity of the items considered to be causes and effects of the practice. Interpretation of each item is discussed below.

5.1. Causes of certificate mismatch amongst vocational and technical education lecturers

The mean response rating of the respondents (practitioners from both disciplines) to the research instrument items, has helped to check the validity of the items considered to be causes and effects of the practice. Interpretation of each item is discussed below.

i) Community insecurity

The results demonstrate that practitioners from both disciplines considered community insecurity as a contributing factor to the practice in Colleges of Education. Vocational and technical education institutions are often located in rural areas with the hope of greater access to land resources, and indigent students. Illiteracy and low-level civilization explain some of the trivial communal clashes and insecurity within such communities. And as minor as it may seem, when left unchecked, or poorly resolved, leads to incessant attacks. Such occurrences build up fear and insecurity to diligent workers. Recall that, the attainment of academic qualification to the level of a teacher requires time, academic discipline, and behavioural comportment. Thus, the individual places greater value on the quality of life and remuneration. Consequently, areas of safety and economic prosperity attract the brightest of minds who then seek retention. However, with rising insecurity comes staff relocation, resignation (under worse conditions), as well as attrition of veteran teachers. Academic vacancies become created. On the other hand, some practitioners relocate after they have suffered an attack, while others relocate for fear of a recurrence. These create vacancies that need to be filled for the continuation of the academic programmes. With such occurrences come the alluring tendencies to fill up such vacancies with unclassified programme certificate holders.

ii) Low infrastructural funding

Education generally requires good funding and vocational and technical education is no exception. This is beyond just staff remuneration, specifically for the provision of infrastructure (instructional, learning, research, and recreational). As an example, Business Education as course would require an entrepreneurship garden for outdoor interactions and synergy amongst students and lecturers, a Model office, an entrepreneurship products shop stocked with products specifically students' products, an entrepreneurship archive showcasing entrepreneurship products of students through the years properly labelled/captioned but not for sale. While electrical and electronic technology education would require contemporary equipment and institution-appropriate software license, functional laboratory, and research archives. Uninterrupted electrical power supply is thus inevitable. The presence or absence of these infrastructures affect the career satisfaction of the teaching staff and the students as well. However, its absence creates a hunger for more and with an unresponsive or indifferent leadership, comes declining job satisfaction, reduced productivity, and attraction of less qualified candidates. More so, innovative teaching staff within such departments migrate as soon as they find or see an opportunity.

iii) Reduction in the number of veteran lecturers
Academic departments often begin with experienced teachers. But with time comes retirement and other natural occurrences that necessitate their replacements, or most time workforce expansion. At such unforeseen moments, departments and education administrators struggle with the choice of whether to wait for applications from qualified candidates, or to temporarily fill the vacancies with available job seekers. Some education administrators have unwittingly filled such positions with dictated names which did not necessarily meet the entry qualification requirements nor demonstrated passion and aptitude to undergo the appropriate training and upskilling.

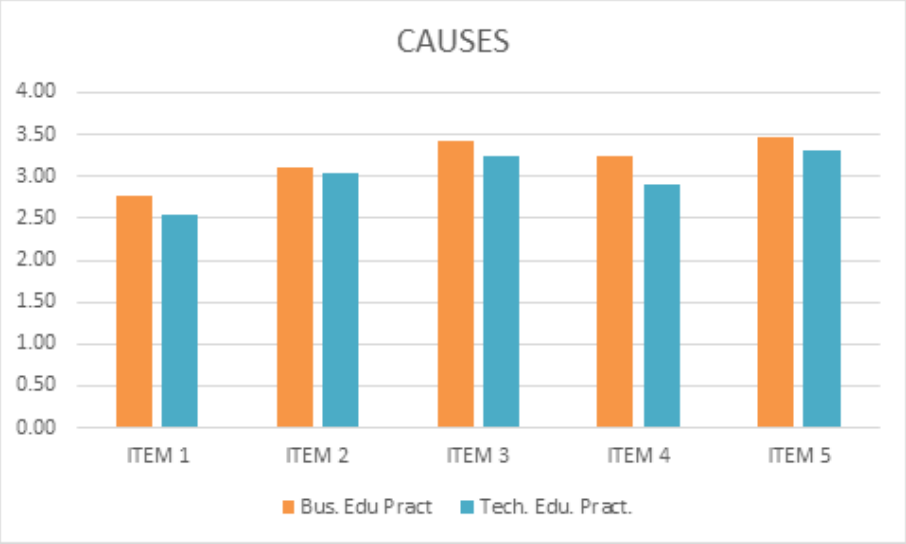

Figure 1. Comparative responses of Business Education and Technical Education practitioners with respect to the causes.

A respondent commented laying emphasis on the need to adhere to institutional standards/regulations. While another opined that by clearly identifying and communicating these issues academic institutions can be strengthened.

5.2. Effects of poor utilisation of teacher certification in the appointment of education leaders

i) Certificate mismatch at departmental and faculty levels
When the regulations and policy for teacher enlistment are disregarded or ignored there emerges the occurrence of certifications extraneous to the discipline or faculty. That is, the certificate possessed by the teaching staff do not match the responsibilities of the office assigned. In such a circumstance, such teaching staff should be exposed the necessary upskilling and training opportunities. The need to maximize the opportunity should also be communicated effectively.

ii) Tension amongst colleagues.
In the case of the observed institution, legitimate teaching staff in the concerned department were often victimized by the discipline-specific untrained teaching staff using the influence of managerial positions [3].

iii) Increased dearth in graduate skills and specific discipline competencies.
A teaching staff through teaching and instruction, imparts the philosophies of his/her training and education, and experience to the students. An uncertified teacher lacks the in-depth knowledge, experience, instructional techniques, comportment, and assessment practices of such discipline. This would affect students' learning and performance.

iv) Disrupt the recruitment of better qualifying teachers.
Wrongly placed candidates who eventually grow into positions of leadership and do not submit to appropriate upskilling and reskilling, often discredit the recruitment of better performing or better inclined teachers [3] for fear of being replaced.

v) Unwillingness to share information, skills, and knowledge.
Tensions arising from agitations as to the qualification of appointed colleagues and worsened by their enlistment into leadership positions results in the hoarding of collegiate information, skills, and knowledge. Ultimately, this is at the detriment of students' learning, new teacher development, Department's productivity, institutional objectives. Thus, rather than fostering collegiate growth and development, such an unresolved practice inhibits the growth collegiate culture.

vi) Reduced departmental performance and innovation
Responses from most of the practitioner's affirmed that a decline is expected in the department's overall performance owing the proliferation of unclassified programme certificates. The success of an academic programme requires a good understanding based on appropriate knowledge. Such understanding often stems from years of training and experience. The dearth in knowledge can be seen in the department or unit's performance in core areas of its discipline.

vii) Misalliance of department human resources and skills.
As [5] explains, leadership primarily provides two functions: direction and influence. A leader's knowledge and experience in the curriculum, instruction and assessment practices of the discipline influences his/her choice of objectives, interpretation of the objectives hence, allocation of resources. From the findings of [2] and [3], leaders having unclassified programme certificates have demonstrated interests that are contrary to the expectation of practitioners of the concerned discipline. As an example, infrastructures such as the entrepreneurship garden, Model office, entrepreneurship product shop, inter alia would be best valued and maximized by a trained business educator. Likewise, applications such as PSpice, MATLAB, LabView or electric motor and control model equipment would be best valued and maximized by a trained electrical and electronic technology educator.

viii) Job dissatisfaction.
Unresolved issues triggered by the appointment of a teacher carrying mismatched certificates negatively affect work culture as well as job satisfaction for the qualified staff.

ix) Reduced professional practice.
Often, owing to the certificate mismatch, activities of the related professional body are not properly promoted. New teaching staff are occasionally misinformed of the intentions and expectations of such professional bodies by the unsuspecting teaching staff who have unclassified programme certificates. The appointment of uncertified individuals to lead educational units adversely influences the nature and level of cooperation with external groups and organizations which represent a wider niche of the academic discipline or programme.

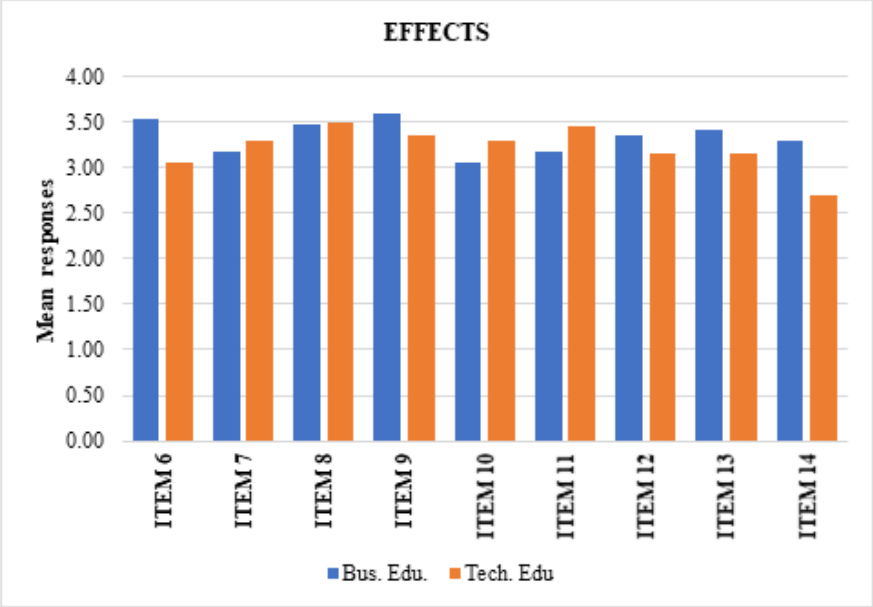

Figure 2. Comparative responses of Business education and technical education practitioners to the effects.

A respondent commented that the practice cannot be overemphasized and resolving the practice would promote scholastic excellence. Another respondent's comment to the effect of the practice informed that, the practice affects pedagogical approaches and the academic performance rating of students.

VI. RECOMMENDATIONS

Qualitative teacher education and development translates to qualitative student learning and performance. Adherence to employment of qualified persons should be encouraged. Administratively, departments and educational institutions should endeavour to recruit into its teaching cadre only candidates that measure up to the academic policy and regulations. This along with other strategies would inspire and sustain creative and innovative teaching, as well as facilitate effective learning.

Literacy and civilization are gained over time. The staff of an institution should consider it a responsibility to continually enlighten, educate, and strengthen the bonds of unity in the local community. This would sustain the attained development and reputation.

The gains from funding infrastructural needs and continuous teacher development can be seen when patriotism and dignity of labour are encouraged. Indeed, proper funding is inevitable and far outweighs the outcome of not paying the cost. Not only does such trainings and infrastructure attract and sustain a productive workforce, also it attracts committed and creative minds.

VII. CONCLUSIONS

Investigation into the practice - poor utilization of teacher certification in appointment of education leaders revealed a consensus of five (5) causes and nine (9) effects. The difference in response mean-ratings of business education practitioners and technical education practitioners on the causes and as well the effect of the practice was found to be statistically significant. Low infrastructural funding and disregard for standards and regulations are some of the causes. Tension amongst colleagues and reduced professional practices are amongst the effects. Education leadership influences students' and department's performance. When unresolved, the practice leads to low appraisal during programme accreditation.

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