



Research Paper

Teachers Qualification as a Determinant of Students Achievement and Attitude towards the English Language

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ABSTRACT

This paper examined the issue of teacher's qualification as a determinant of students' achievement and attitude towards the English language. Professionally qualified teachers are those who have educational background and have obtained qualification such as National Certification of Education (NCE); Bachelor of Education (B.Ed); Bachelor of Science Education (B.Sc Ed); Masters in Education (M.Ed); etc. No education can rise above its teachers. Students' achievement in English language was examined. Most secondary schools in Nigeria have recorded mass failure in English language in the West African School Certificate examination. The concept of attitude was also examined. Teachers' mastery of the English language was also examined. The study utilized the co-relational design. Two research questions and two null hypotheses guided the study. The population of the study consisted 1600 teachers of English language and 28000 students. Through the simple random sampling technique, a sample size of 540 respondents was selected for the study. Instrument for data collection were three structured questionnaire. Data collected were analyzed using descriptive statistics of mean and standard deviation to answer the research questions while regression was used to test hypotheses 1 and 2. Result of the findings showed that there is a significant relationship between teachers qualification and students achievement in English language. It also showed that there is a significant relationship between teachers qualification and students attitude to English language. Based on this, one of the recommendations is that the government should employ only professionally trained English language teachers to teach English language in secondary schools.

KEYWORDS: Teachers qualification, Determinant, Achievement, Attitude,

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I. INTRODUCTION

Akporehe (2011) states that the quality of any educational system depends to a great extent on the quality of teachers in terms of academic and professional qualification and experience as well as their level of competence in and dedication to their functions. It must be noted that the quality of education is directly related to the quality of instruction in the classrooms. It is a fact that the academic qualifications, knowledge of the subject matter, competence, skills of teaching and the commitment of the teacher have effective impact on the teaching-learning process (National Education Policy (2004). Unfortunately, in most Nigeria schools, teachers who are not qualified or competent enough to teach English are employed to do so resulting in mass failure among the students at external examinations such as West African Examination Council (WAEC) or the National Examination Council (NECO) and even the Joint Admission and Matriculation Board (JAMB) examinations.

A professional teacher as one who has acquired training from any recognized institutions of education in any country, (Agwu, 2009). Thus, there are full time, part time, pre-service and in-service programmes in various tertiary education institutions that provide teacher education programme in Nigeria. Teachers with educational background such as Nigerian Certificate in Education (NCE), Bachelor of Science in Education (B.Sc.Ed), Bachelor of Education (B.Ed), and Masters in Education (M.Ed) are regarded as skilled and professionally qualified teachers while those with Higher National Diploma (HND), and university degrees are regarded as being academically qualified teachers. The National Policy on Education (FGN 2004) stipulates that the minimum qualification for entering the teaching profession in Nigeria is Nigerian Certificate of Education (NCE). In 1993, the government set up the Teachers Registration Council of Nigeria (TRCN) to control and

regulate the teaching profession.. Other degrees acceptable by TRCN are B.Sc.Ed, B.Ed, M.Ed and Ph.D in Education. Also anyone with a degree or diploma aside from the aforementioned must possess a Post Graduate Diploma in Education (PGDE) or Technical Teachers Certificate (TTC),(Kola & Sunday 2015). According to Ngada (2009) professional teachers affect students' achievement positively than the unprofessional teachers. The professional teachers' background training in Education is the bane behind this clear cut difference. Similarly, Owolabi & Adedayo (2012) study on teachers' qualification revealed that students taught by teachers with higher qualification performed better than those taught by teachers with lower qualifications. It also showed that students performed better in Physics when taught by professional teachers.

Adebile (2009) posits that the rate of academic development and the increasing demand with regards to knowledge require a constantly and regularly updated teaching workforce, that is, teachers that are professionally trained and have acquired skills with regard to their professional qualification. He further avers that effective and functional curriculum implementation involves professionally trained teachers because they constitute the vital force as part of the implementers of the curriculum at every stage of the educational programme. It is in recognition of the vital role a teacher plays in the attainment of educational goals and objectives that the Federal Government of Nigeria states in the National Policy on Education (FGN, 2004) that since no education can rise above the quality of its teachers, teacher education shall continue to be given major emphasis in all educational planning and development. Thus, proper teaching and learning of English language requires educated and trained teachers..

Inuwa & Yusof (2012) state that the availability of competent teachers is central in the reconstruction of the educational system.. Even though the National Policy on Education states that government is to provide qualified teachers and provide training for them, it is sad to note that professional English teachers who teach the subject are lacking. In some other cases, the qualified English language teachers are over loaded with too many classes resulting in ineffective handling of the subject. According to Onotere (2006) and Inyang (2008), many of them who teach the language in school are not trained English teachers but are asked to teach it because there is a common notion that any graduate can teach English in school. In some other cases, the qualified English teachers are over-loaded with too many classes resulting in ineffective handling of the subject. Onyeachu (2008) also notes that in most secondary schools, very few teachers are in existence to the extent that in most cases, teachers are compelled to teach subjects that are not in their areas of specialization. The erroneous practice of making anyone who speaks a language to teach it does not help learners but contributes to negative attitude towards the language and poor achievement.

If a language teacher is not trained and qualified, he cannot teach English language effectively. His incompetence will no doubt bring about negative attitude towards the subject and poor achievement in English language examinations among the learners. Nwokeoma (2010) observes that lack of qualified teachers was responsible for the dismal performance of candidates in public examinations especially in Mathematics and the English language. The resultant effect is that in the 2009 May/June Senior School Certificate Examination results released by WAEC, about 356,981 of the 1,373,009 candidates representing only 25.99 per cent that took part in the examinations, had five credits including the English language and mathematics. Put differently, 75 per cent of the candidates failed. It is obvious that lack of qualified English language teachers in secondary schools has serious consequences on the attitude and achievement of the students in the language. Also, the National Policy on Education (2004) notes the fact that the academic qualifications, knowledge of the subject matter, competence and skills of teaching and the commitment of the teacher have effective impact on the teaching and learning process. This means that when teachers are not qualified or competent enough to teach English efficiently, it results in poor achievement in the English language among the students. A study conducted by Jega & Julius (2018) showed that all teachers' qualifications and experience when taken together made significant effects on students' achievement in mathematics. In a similar study, Yusuf & Dada (2016) found that students taught by teachers with professional teaching qualification in Education such as B.Ed, M.Ed, M.AEd, M.Sc Ed Ph.D in Education performed better than those taught by non-professional teachers without teaching qualification. Ojera(2016) also found that teachers qualification has influence on students academic performance. On the contrary, Musau & Abere (2016) found no significant relationship in the performance of students taught by professionally qualified teachers.

Attitude to English language

According to Ellis (1994) the learners' attitude towards the target language informs the determination with which the learner can tackle challenges in the target language. According to him, learners with positive attitudes who experience success will have these attitudes reinforced while those with negative attitudes may be strengthened by lack of success..This means that the achievement of any learner will to a great extent depend on the attitude towards the learning materials. Unfortunately, one observes a general negative attitude towards the English language among secondary school students. It is not uncommon to see most students making noise at the back of an overcrowded classroom. Most of them skip the language lessons and when they show up, it is

likely due to fear of failure more than anything less. Adelabu(1998) gave three reasons for the negative attitude to the learning of English language among secondary students as:

- i. Most students hate the English language because of poor results recorded yearly in school certificate examinations.
- ii. Teachers do not often engender positive attitude because they use bad methods to teach the subject.
- iii. The teachers do not have a thorough grasp of the instructional content and procedure.

According to Gardner (1985), if teachers are skilled in the language and attuned to the feelings of their students, and the methodology is interesting, these can do a lot towards awakening positive attitude, regardless of whether students' initial attitudes are positive or negative. On the other hand, if students are not knowledgeable or sensitive to students' reactions and encumbered with dull and unimaginative methodology, it is unlikely that positive attitudes will be developed. A study carried out by Uche & Osiah (2011) revealed that professionally qualified teachers tend to interact with their students more effectively giving room for positive attitude towards the lesson than teachers who are academically qualified. Similarly, Nia & Abbaspour (2010) observe that developing a negative attitude may seriously interfere with one's achievement in an examination. According to them a teacher's attitude and effectiveness in a particular subject are important determinants of students' attitude and achievement in that subject, and English language is not an exception. Tazitabong (2019) found that teacher qualification and experience can change students' negative attitude towards Physics to positive. Osunde & Ogiegbaen (2005) revealed that poorly trained English language teachers, poor instructional delivery lack of instructional facilities, teachers attitude, content/knowledge oriented curriculum and general students apathy in English language were factors associated with students' poor achievement in senior certificate English.

Teachers' Mastery of the English Language

The mastery of a subject is determined by the performance of the students in such a subject at a prescribed examination. The impact of teachers in the performance of the students is germane because teachers are the facilitators who are to impart into the students the concepts expected to be learnt. Also of significant importance is efficient propagation of learning contents by the teachers, and their academic and professional qualifications. Hence, Ololube (2006) observes that professionally qualified teachers motivational abilities are obvious on their students' academic achievement as well as their fellow teachers. Similarly, Fuller (2005) states that highly qualified teachers produce greater students' achievement than their comparatively less qualified counterparts. It can be expected that teachers' academic and professional qualifications could be predictors of their attitudes to and efficiency levels.

Since teachers are important key players in teaching English language at secondary school level, it is important that they have a good knowledge of the subject matter. According to Oduolowu (2009) teacher quality is understood to be the greatest predictor of academic success. It then follows that a teacher's professional development can improve classroom instruction and students achievement. The National Policy on Education, FGN (2004) states that the quality of any education system depends very much on the competence, commitment and motivation of the teachers. Hence the quality of teachers operating in an educational system determines to a large extent the educational quality of that system. Thus the quality of teachers has a direct bearing on the quality of education a nation is offering her citizen.

UNESCO (2004) states that the provision of teachers of high quality should be given top priority since teachers represent by far the most significant investment in public sector budget. It is also pertinent to note that teachers are largely responsible for the translation and the interpretation of educational policies, curriculum or course offering, instructional material packages and assessment of learning outcomes.

However, Fakeye (2012) observes that most teachers do not possess the competence of the subject. The reason for this may be that English language is a second language and they may not have acquired mastery of the language. Thus the ability to teach effectively depends on the teachers' knowledge of the subject matter. Therefore it could be said that the level of a teacher's competent mastery of the subject matter could measure effective teaching. According to Onah & Ugwu (2010), the teacher is one important variable whose functions can enhance the realization of educational goals. If teachers are deficient in various contents they teach, the quality of learning and performance will be poor. Awonusi (2004) observes that secondary schools with qualified and specialist teachers usually produce the best students in terms of academic performance and communicative competence. This is why the National Policy of Education (FGN, 2004) states that no education can rise above the quality of its teachers. Consequently, Khan & Mahmood (2010) observe that there is a strong correlation between the subject knowledge of the language teacher and the learning outcomes.. According to Richard (2011:32) English language teaching is not something that anyone who can speak English can do. It is a profession. The professionalism of English language teaching is seen in the growth industry devoted to providing language teachers with professional training and qualification in continuous attempts to develop standards for English language teaching and for English language teachers. Ololube (2005) carried out a study which revealed that teachers with professional qualification (such as NCE, B.Ed, M.Ed, B.A with diploma in

Education) have more propensity to effectively interact with their students positively thereby building positive attitude towards the language of study than their fellow teachers who are academically qualified. Similar studies carried out by Mahmood, Khan and Um-Ud-Din (2010), Owolabi & Adedayo(2012), and Fakeye (2012) showed that students performed better when taught by a professionally qualified teacher than their counterparts who are academically qualified. On the contrary, studies carried out by Khurshid (2005) revealed that the untrained teachers with B.A/ B. Sc qualification were better than students taught by trained teachers with professional qualification like B.Ed and M. Ed.

Statement of the Problem

A critical problem in the teaching and learning of the English language is that of inadequate qualified English language instructors. In some cases where there are qualified teachers, they are usually overloaded with too many classes resulting in poor handling of the subject. Moreover, the classrooms are usually overcrowded making it difficult for teachers to move around. Little wonder, there has been a steady decline in students' performance in English language in Nigeria. A credit pass in the subject guarantees ones admission into any of the universities in the country. Most of the students are delayed from advancing to higher institutions of learning because of inability to obtain a credit pass in the English language.

Moreover, the trend is to allow teachers who did not major in English language to teach the subject with the belief that anybody can teach it. It is not unusual to find teachers of Economics teaching English to senior secondary school students. With the performance of students in English language declining steadily in the senior secondary schools in Nigeria, the researcher is worried whether teachers' qualification affects students' achievement in English language and their attitude towards the subject. Therefore, the problem of this study is to investigate the issue of teachers' qualification as determinant of students' achievement and attitude to English language.

Purpose of the study: Specifically the study sought to find out the following

- i.) How does teachers' qualification affect students' achievement in English Language.
- ii.) How does teachers' qualification affect students' attitude towards English Language.

Research questions: The following hypotheses which were tested at 0.05 level of significance guided the study.

- i.) There is no significant relationship between teachers' qualification and students' achievement in English Language.
- ii.) There is no significant relationship between teachers' qualification and students' attitude towards English Language.

II. MATERIAL AND METHODS

The study utilized the correlational research design. According to Ryborva (2006) a correlational study is one that measures whether a relationship exists between one or more variables as they exist naturally. The study sought to find out whether relationship exists between the variables of study. The study was carried out in all the senior secondary schools in Ebonyi state. Ebonyi state is located on the South eastern part of Nigeria. It is bordered on the east by Cross River State, on the north by Benue state, on the west by Enugu state and on the south by Abia state. The population of study constituted all the 1600 English language teachers and 28000 SS2 students secondary schools in Ebonyi state. A sample size of 280 students and 260 teachers were selected for the study through the simple random sampling technique. The instruments for data collection were three structured questionnaires. They were validated by two experts in the Language department and two experts in the field of measurement and evaluation. The instruments were further subjected to reliability tests. The instrument on Teacher qualification yielded reliability co-efficient of 0.76 using Cronbach Alpha approach. Two separate scores on the achievement test were correlated in a test retest using Pearson Moment Correlation and yielded a reliability co-efficient of 0.78. The instrument on attitude in order to determine the item loading by factor analysis, based on extraction on five factors 20 items were poorly loaded and were eliminated/ dropped. The remaining 20 constituted the final instrument. The reliability coefficient was computed using Cronbach Alpha and yielded a reliability coefficient of 0.63. Data collected were analyzed using descriptive statistics of mean and standard deviation was used to answer the research questions. and regression was used to test the hypotheses.

III. RESULTS

The results of the study are presented below in accordance with the research questions and hypotheses:

Research question 1: How does teachers' qualification affect students' achievement in English language

Table 1: Mean Results of how Teachers Qualification affects Students' Achievement in English Language

S/N	ITEMS	SA	A	D	SD	—	SD	Interpret
1.	Professionally qualified teachers do teach English language well.	129	29	80	22	3.019	1.071	Accepted
2.	Students taught by professionally qualified	119	35	68	38	2.904	1.140	Accepted

3.	teachers have better academic achievement in English language. Professionally qualified teachers do insist on a more suitable learning environment for learning.	115	47	87	11	3.023	.974	Accepted
4.	Professionally trained teachers use instructional materials to enhance their teaching.	136	76	29	19	3.265	.927	Accepted
5.	Professional teachers do not encourage better social interaction between students and teachers in their classes.	112	52	84	12	3.015	.970	Accepted
6.	Teachers with professional qualification demonstrate a more cordial relationship with students.	97	123	7	33	3.092	.950	Accepted
7.	Professional trained teachers are more result oriented.	80	129	8	43	2.946	1.000	Accepted
8.	Trained teachers have a more propensity to effectively deliver their lessons.	40	71	53	96	2.212	1.103	Not Accepted
9.	Professionally qualified teachers do not use rewards wisely to enhance learning.	138	75	16	31	3.231	1.010	Accepted
10.	Professionally qualified teachers encourage learning by active participation in their students.	51	161	45	3	3.000	.646	Accepted
11.	Professionally qualified teachers do not have better class-control than their counterparts.	106	111	36	7	3.215	.781	Accepted
12.	Professionally qualified teachers do not use learning strategies that facilitate positive attitude towards English language among students	129	53	68	10	3.158	.943	Accepted
	Grand mean					3.006		Accepted

Results from table 1 indicated that teachers' qualification determines students' achievement in English language. The grand mean of 3.006 supports this view.

From the correlation of teacher qualification and students achievement contribution as seen in table 2, there is a positive effect of teachers' qualification on students' achievement as shown by $T = 22.179$.

Table 2: Nature of Contribution to the Result

Variable	Unstandardized Coefficient	Standardized coefficient	Sig
Constants	B	T	Significance
teachers qualification	0.648	22.179	0.0000
Vs students achievement	-0.028	-2.760	0.015
	SE of B		
	0.039		
	0.07	-0.082	

Research Question 2

How does teacher qualification affect students' attitude towards English language?

Table 3: Mean Results of how Teaching Qualification affects Students Attitude

S/N	ITEMS	SA	A	D	SD	SD	Interpret	
1.	English language should not have been made compulsory in secondary schools.	114	26	69	21	3.127	1.063	Accepted
2.	English language is too difficult to learn.	122	59	55	24	3.073	1.024	Accepted
3.	I hate being in an English language lesson.	145	35	64	16	3.188	1.009	Accepted
4.	I don't like doing my English language homework.	129	60	25	46	3.046	1.141	Accepted
5.	I prefer reading textbooks in other subjects to English language	114	65	52	29	3.015	1.043	Accepted
6.	It does not matter the way English is taught I am not interested.	100	115	13	32	3.088	.961	Accepted
7.	I do not like my English language teacher.	77	131	2	50	2.904	1.033	Accepted
8.	I always find some other things to do in class when the teacher is teaching English.	63	56	39	102	2.308	1.220	Not accepted
9.	My teacher forces us to speak English in school during lesson.	139	56	47	18	3.215	.974	Accepted
10.	I do not like to speak English language outside the classroom.	48	123	64	25	2.746	.868	Accepted
11.	English language class is always boring.	112	79	45	24	3.073	.986	Accepted
12.	Our teacher uses only the textbook to teach English.	133	47	70	10	3.165	.954	Accepted
13.	I do not bother to go to my teacher for further explanation after English lesson.	145	56	59	-	3.331	.823	Accepted
14.	Our teacher is a master of the subject.	92	64	103	1	2.950	.875	Accepted

Table 3: Continue

S/N	ITEMS	SA	A	D	SD	SD	Interpret	
15.	The way our teacher teaches English language is interesting.	118	60	46	36	3.000	1.090	Accepted
16.	Noise-making is very rampant during English language lesson.	58	169	11	22	3.012	.778	Accepted
17.	I will be happy if newspapers and magazines are sometimes given to us during English lesson.	145	103	1	11	3.469	.716	Accepted
18.	The school has a language laboratory where we go for oral English lesson.	92	123	44	1	3.177	.714	Accepted
19.	My school has a computer room where we sometimes go for English lesson.	141	14	40	65	2.888	1.300	Accepted
20.	I need to have access to internet services in the school to boost my English lessons.	146	79	33	2	3.419	.739	Accepted
	Grand mean						3.0597	Accepted

Hypothesis 1

Ho₁: There is no significant relationship between teachers qualification and students achievement in English language.

Table 4: Regression Summary on Teachers' Qualification as it affects Students' Achievement

(a)

Multiple R - 0.18423
R – squares (R²) – 0.07124
Adjusted R squares – 0.06341
Standard error – 10.10511

F (1,538) = 23.791: P<0.05

(b) ANOVA Results on Teacher Qualification as it affects Students' Achievement

Variable	Sum of square	Df	Mean square	F	Significance
Regression	7214.2170	1	7214.2170	23.791	0.0002
Residual	126534.102	538	135.328		
Total	133748.319	539			

The results in table 4(a) show that multiple correlation was 0.18 with respect to students' achievement based on teacher qualification. The coefficient of determination (R² = 0.071) tends to contribute 7.1% to the variation in students' achievement in English language. The value of the F – ratio at the base of table 4(a) reveals that the multiple correlation did not occur by chance; meaning that there is a significant relationship between teacher qualification and students achievement.

Hypothesis 2

Ho₂: There is no significant relationship between teachers' qualification and students' attitude towards English language

Table 5: Regression Summary on Teacher Qualification as it affects Students' Attitude

(a)

Multiple R - 0.4724
R – squares (R ²) – 0.0662
Adjusted R squares – 0.0695
Standard error – -2.0021

F (1,538) = 26.342: P<0.05

(b) ANOVA Results on Teacher Qualification as it affects Students' Attitude

Variable	Sum of square	Df	Mean square	F	Significance
Constant	0.115	1	0.1150		0.0001
Residual	10.099	538	0.1100	10.4670	0.0000
Total	10.214	539			

The results in table 5(a) indicate that teacher qualification and attitude relationship have a multiple correlation of 0.472 in English language. However, the variable contributed only 6.62% of the variance in students' attitude development during the teaching of English language. This is shown by the coefficient of

determination ($R^2 = 0.0662$). The ANOVA result has an F – ratio of 10.4670 which is adjudged significant. Hence, there is a significant relationship between teacher qualification and students’ attitude in English language.

Results from table 5 indicate that teachers’ qualification affect students’ attitude towards English language. The grand mean of 3.0597 lends credence to this view. From the correlation of teacher qualification and students attitude as seen in table 6, teachers’ qualification has an effect on students’ attitude as seen from the value of $T=28.051$ showing that there is a significant relationship between teachers qualification and students attitude to English language.

Table 6: Nature of Contribution to the Result

Variable	B	SE of B	Beta	T	Sig
Constants learning environment	0.578	0.320		28.051	0.0000
Vs students attitude	-0.004	0.005	0.026	-0.619	0.0051

Hypothesis 2

H_{05} : **There is no significant relationship between teachers’ qualification and students’ attitude towards English language**

Table 7: Regression Summary on Teacher Qualification as it affects Students’ Attitude

(a)

Multiple R - 0.4724
R – squares (R^2) – 0.0662
Adjusted R squares – 0.0695
Standard error – -2.0021

F (1,538) = 26.342: P<0.05

(b) ANOVA Results on Teacher Qualification as it affects Students’ Attitude

Variable	Sum of square	Df	Mean square	F	Significance
Constant	0.115	1	0.1150		0.0001
Residual	10.099	538	0.1100	10.4670	0.0000
Total	10.214	539			

The results in table 7(a) indicate that teacher qualification and attitude relationship have a multiple correlation of 0.472 in English language. However, the variable contributed only 6.62% of the variance in students’ attitude development during the teaching of English language. This is shown by the coefficient of determination ($R^2 = 0.0662$). The ANOVA result 6(b) has an F – ratio of 10.4670 which is adjudged significant. Hence, there is a significant relationship between teacher qualification and students’ attitude in English language.

IV. DISCUSSION

Research question 1: How does teachers’ qualification affect students’ achievement in English language?

Table 1 show that teachers’ qualification affects students’ achievement in the English language. Mean result on analysis of data collected on teachers’ qualification showed a grand mean of 3.006. Findings shown in table 2 revealed that there is a positive correlation between teachers’ qualification and students’ achievement in English language. The calculated value of 22.17 is greater than the table value at 0.05 level of significance; therefore the null hypothesis is rejected. Similarly, table 4(a) reveals a multiple correlation of 0.18 with respect to students achievement based on teacher qualification. The coefficient of determination ($R^2 = 0.071$) tends to contribute to the variation in students achievement. The value of the F ratio at the base of table 4(a) reveals that multiple correlation did not occur by chance. Thus the null hypothesis is rejected depicting that there is a significant relationship between teachers qualification and students achievement in English.

This study has shown that most teachers’ who teach English language in Nigerian secondary schools are not professionally qualified to do so. Teachers who did not study English are drafted to teach the subject. This is corroborated by Onotere (2006)and Onyeachu (2008) that many of the teachers who teach the language in schools are not trained English teachers but are asked to teach it because there is a belief that any graduate can teach English. This view was also supported by Nwokeoma (2010) who observed that lack of qualified teachers was responsible for the dismal performance of candidates in public examinations especially in mathematics and English language. The results of this study corroborate with the findings of Ololube (2005), Ojera (2016), Yusuf & Dada (2016), Jega & Julius (2018) that students taught by teachers with professional qualification in Education such as B.Ed, B.A (Ed), M.A(Ed),M.Ed, Ph.D in Education performed better than

those taught by non professional teachers without qualification. The findings of this study also agree with that of Fakeye (2012) whose study showed that teachers teaching qualification has a significant relationship with students' academic achievement in English language.

The findings of this study corroborates with Akinsolu (2010) Owolabi, Olabode, Adedayo & Julius (2012) and Fakeye (2012) observe a significant joint contribution between teachers qualification and subject teachers mastery on student achievement in English. Students taught by teachers with higher qualification performed better than those taught by teachers with lower qualification. Similarly, studies carried out by Mahmood, Khan & Umarudin (2010), Owolabi & Adedayo (2012) also revealed that students taught by teachers with higher qualifications performed better than those taught by teachers with lower qualifications.

Research question 2: How does teachers' qualification affect students' attitude towards English language?

Table 3 result showed a grand mean of 3.05 which signifies that teachers' qualification affects students attitude towards English language. Table 5 regression table on teachers qualification as it affects students attitude to English language also showed a significant relationship between teachers' qualification and students' attitude towards English language with a multiple regression of 0.47. ANOVA table in 5b showed an F- ratio of 10.46 which is adjudged significant. The coefficient of determination was $R^2 = 0.662$ which shows that the variable contributed 6.62% of the variance. Table 6 correlation of teachers qualification and students attitude showed a T value of $T = 28,051$ which is quite significant thus buttressing the fact that there is a significant relationship between teachers' qualification and students' attitude.

However, the findings of this study agree with Tazilabong (2019) whose study showed a positive relationship between teachers' qualification and students' attitude. The findings of this study also agree with Uche & Osiah (2010) whose study revealed that professionally qualified teachers tend to interact with their students more effectively giving room for positive attitude towards the subject than academically qualified teachers.

V. CONCLUSION

This study has shown that teachers are the pivot on which the education of any country revolves. They are the interpreters of the English language curriculum. Drastic problems evolve when teachers who do not even have a degree in the subject are employed to teach the subject with untold havoc on students' achievement and attitude towards the subject. Professionally trained English language teachers are seen to have a better mastery of the subject in the classroom. They usually create the right environment for students to maintain a positive attitude towards the subject and perform better too.

Therefore, this study has buttressed the fact that teachers' qualification affects students' achievement in English language. The study has also shown that teachers qualification has a significant relationship between with students achievement and attitude towards English language

VI. RECOMMENDATIONS:

- 1.) Government should ensure that only professionally qualified teachers' should be employed to teach English language in secondary schools.
- 2.) Government should provide the fund for continuous professional development programmes for English language teachers should to upgrade their skills to make them more competent in the delivery of their jobs.
- 3.) Teachers should evolve effective and more innovative strategies for teaching the subject so as to develop positive attitude towards the subject amongst the students.'

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