

**TEACHER QUALIFICATION AND STUDENTS PERFORMANCE IN PHYSICS:
A STUDY OF SCHOOLS IN SULEJA LOCAL GOVERNMENT AREA OF NIGER
STATE****Gana Celina Shitnan ^{*1} Fadipe Bayo Michael^{*2}.**¹Department of Science Education, School of Science and Technology Education, Federal University of Technology, Minna.. Niger Stae Nigeria (gana.celina@futminna.edu.ng)²Department of Science Education, Faculty of Education, Veritas University, Bwari-Abuja Nigeria (fadipe.mike@gmail.com)**ABSTRACT**

The study examined the effect of teachers' qualification on the academic performance of Senior Secondary School Students in physics. The area for the study is Suleja Local Government Area of Niger State. The study applied ex-post-facto survey research design. Random sampling was used to select six (6) schools in Suleja Local Government Area of Niger State .The SS II student's 2020/ 2021 academic session result formed the data which was analyzed using simple percentage and t - test statistic. Three research questions were answered and the findings of the research showed that academic achievement of Senior Secondary School students in Physics subject was dependent on the teachers' qualification, and teachers' experience.. Recommendation is made for organization of more regular training for teachers and in-service and refresher training of Physics teachers to enable them embraces and conform to the emerging technologies in pedagogy and more so, unqualified teachers should be given room to pursue postgraduate diploma in Education to get them qualifyfy. Also students should be enlightened on the relevance of Physics and be adequately motivated to have a positive attitude towards the subject.

Key words: Teacher, Qualification, Performance**INTRODUCTION**

Academic qualification is one of the principal bases for working in any organization, but the situation is not so in the teaching Profession, as both qualified and unqualified teachers are found in the teaching field, thereby making the teaching job a dumping ground for all manner of graduates due to unemployment in their field. The educators, government, parents and society in general have constantly been interested in the academic performance of students (Lydiaiah and Nasongo, 2009; Adeogun, 2010). This is so because of the great importance that education has on the national development of the country (Unanma et. al., 2013). Adodo (2007) argued that one key overriding factor for the success of students' academic achievement is the teacher. In the same vein, Ibrahim (2000) believed that teachers' qualifications and exposure can go a long way to bring about pupils' high academic achievement. Considering the assertions of Ibrahim (2000), Adodo (2007), and Ibukun (2009), it implies that teachers' role in the preparation of students to succeed in examinations cannot be undermined. Education at secondary school level is the bedrock and the foundation towards higher knowledge in tertiary institutions. It is an investment as well as an instrument that can be used to achieve a more rapid economic, social, political,

technological, scientific and cultural development in the country (National Policy on Education, 2004). The role of secondary education is to lay the foundation for further education and if a good foundation is laid at this level, there are likely to be no problem at subsequent levels. The researcher seek to find the role of qualification and years of experience on students academic achievement in physics in suleja area council of Niger state Nigeria

The following objectives guides the research work

1. To examine the difference in performance between students taught by qualified Teachers and those taught by unqualified teachers.
2. To examine the difference in performance between students taught by long – time experience Teachers and those taught by short-time experienced teachers.

The following hypotheses have been generated to guide this study:

HO1: There is no significance difference in students' performance between those taught by qualified teachers and those taught by unqualified teachers.

HO2: There is no significant difference in students' performance between those taught by long - time experienced teachers and short – time experienced teachers.

The study employed ex-post-facto survey research design to determine the degree of relationship between the independent variable (teacher qualification) and the dependent variable (students' academic performance) in Physics subject at Senior Secondary School (SS II) level. The advantage of using ex-post-facto research design was that it provided the precise way of stating the extent to which teacher qualification was related to the students' academic performanc

The data were analysed using frequency counts and mean while t-test statistics were used to draw the inferences. The qualification of teachers from the various sampled schools was shown according to their type of certificate/degree while student's academic achievements will be grades into pass or fail and expressed in simple percentage. Student's academic achievement is shown with percentages and mean. The various research questions and hypothesis will be validated or nullified as the case may be.

Main Result

Table 1.0 T – test analysis of academic performance between two samples of biology students.

Source of Variation	N	Mean score	Df	t- calculated	t-critical
Qualified Teachers	9	71.5	282	1.51	0.87
Unqualified teachers	7	46.7			

From table above the null hypothesis is rejected because the t – calculated is greater than the t – critical. Thus there is significance difference in students' performance between students taught by qualified teachers and students taught by unqualified teachers.

Table 2.0 T – tests analysis of academic performance between two samples of Physics students.

Source of Variation	N	Mean score	Df	t- calculated	t-critical
Long-term experienced Teachers	9	69.9			
Short-experienced teachers	17	45.7	282	1.82	0.99

*Significant at 0.05 (2 – tailed)

The null hypothesis is rejected because the t – calculated is greater than the t – critical. Thus there is significance difference in students’ performance between students taught by long - experienced teachers and students taught by short – experienced Physics teachers.

CONCLUSION

In conclusion the learning of Physics depends on the qualification of the teacher and his years of experience, the findings of the study revealed that teachers qualification and experience helps to boost academic achievement in Physics in Suleja local Government Area

Acknowledgment: The authors would like to express their appreciation for the support accorded them by all the schools in Sulejaa Local Government Area of Niger State used for th Research