IMPACT OF TEACHER QUALITY ON ACADEMIC PERFORMANCE OF STUDENTS IN HAUSA LANGUAGE SENIOR SECONDARY CERTIFICATE EXAMINATIONS, KADUNA STATE, NIGERIA

BY

ABUBAKAR Fatima
B. Ed. Hausa (ABU) 1991
PGDE, 2008
P16EDFC8555

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A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF EDUCATION DEGREE IN CURRICULUM AND INSTRUCTION

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY,
ZARIA, NIGERIA

APRIL, 2019

DECLARATION

I hereby declare that this study entitled "*Impact of Teacher Quality on Academic Performance of Students in Hausa Language Senior Secondary Certificate Examinations in Kaduna State, Nigeria*" has been carried out by me in the Department of Educational Foundations and Curriculum under the supervision of Prof. G. Sa'ad and Dr. S.U. El-Yakub. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree at any university.

....

ABUBAKAR, Fatima Date

CERTIFICATION

This dissertation entitled “Impact of Teacher Quality on Academic Performance of Students in Hausa Language Senior Secondary Certificate Examination, Kaduna State, Nigeria” by ABUBAKAR, Fatima meets the regulations governing the award of the Degree of Master of Education in Curriculum and Instruction of Ahmadu Bello University and is approved for its contribution to knowledge and literary presentation.

....
Prof. G. Sa’ad Date
Chairman, Supervisory Committee

....
Dr. S.U. El-Yakub Date
Member, Supervisory Committee

....
Dr. M.I. Harbau Date
Head, Department of Educational
Foundations and Curriculum

....
Prof. S.Z. Abubakar Date
Dean, School of Postgraduate Studies

DEDICATION

This work is dedicated to my family for their perseverance and understanding.

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ABSTRACT

This study investigated the "Impact of Teacher Quality on the Academic Performance of Students in Hausa Language Senior Secondary Certificate Examination in Kaduna State, Nigeria." The design adopted in this study was Ex post facto *type of survey research. The population for this study consists of all Hausa Language teachers in Zaria Education Zone, Kaduna State, numbering 265. The sample size for this study was made up of one hundred and sixty-four (164) Hausa Language teachers, sampled using cluster sampling technique. The instrument for the study was SSCE Examination Result of the SSS III for 2014, 2015 and 2016 and a self-structured questionnaire of modified Likert Scale of four point rating scale of Strongly Agree (SA), Agree (A), Strongly Disagree (SD) and Disagree (D). The instrument was duly validated. The reliability coefficient was determined using Cronbach's Alpha technique and yielded a reliable value of 0.84. Therefore, this result confirmed the suitability of the instrument for use in the collection of data for the main study. The* Pearson Product-Moment Correlation *was used to analyse the data in order to obtain the relationship or impact of the teachers' perception on the students' academic performance at SSCE level in Kaduna State. The findings revealed that significant impacts existed between teachers' qualifications, teachers' mastery of the subject matter, teachers' personality, teachers' level of motivation and teachers' level of experience and students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria. It was concluded that significant impact existed between teachers' qualifications and students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria. The relationship between teachers' qualifications and students' academic performance in Hausa Language is positively proportional, that is the higher the teachers' qualifications the higher the academic performance in Hausa Language at SSCE and vice versa. In the light of the findings some recommendations were proffered which include the need for teachers with many years of teaching experience to be encouraged to stay in schools to teach Hausa Language subject.*

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CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Education is the process of acquiring relevant and worthwhile skills, attitudes, values and competencies in order to make one useful to oneself, family, community and the nation at large. According to the Federal Republic of Nigeria (FRN 2014), education is an instrument *par excellence* for national development and social change. Using education as an instrument par excellence for the desired national development; the government intends to make Nigeria a "free and a democratic society, a just and egalitarian society, a united, strong and self-reliant nation, a great and dynamic economy and a land full of bright opportunities for all citizens." (FRN, 2014, p.1).

The success of any organisation depends largely on the quality and strength of its staff. Ayodele (2000) in Carless (2009), opined that no matter how efficient and effective an administrator is, he hardly achieves success without the support and cooperation of well – qualified and dedicated teachers. Quality of teacher is the pivot and the determinant of education. A school without such calibre of teachers may not be able to achieve the stated goals and objectives of the education system.

Hausa language is one of the best known and widely spoken languages in West Africa. It is classified as a member of the Chadic of the Afro-asiatic family of languages. More recently, the relationship of Hausa to Cushitic, Berber and Semitic (that is Arabic and Hebrew) languages was widely recognised, (Greenberg, Kraft & Kirk-Greene). Welmars & Newman in Yahaya (2012), state that Hausa is largely and predominantly spoken in Nigeria and the Niger Republic. Sizeable Hausa speaking communities are also found in Ghana, Cameroun, and Chad. A sizeable number also exists in Benin Republic, Burkina Faso, Togo, Sudan and many of the major cities in west, north and equatorial Africa. It is estimated that eighty to one hundred million people can claim Hausa as a first language with some one

hundred million non-native speakers demonstrating varying degrees of competence in the language (Graham 1996). In fact, Hausa language is the eleventh most spoken language in the world.

"Hausa language is both the vehicle of knowledge, world view and the shortest route to a child's conception and comprehension of concepts" (NCCE, 20l2:64). The policy on language education in Nigeria dates back to the colonial era when the Phelps-Stokes Commission of 1922 emphasised the importance of indigenous languages in the school system. The British Advisory Committee in Native Education in tropical Africa recommended in 1927, that the native languages should serve as media of instruction in the lower years of primary education. The Richard's Constitution of 1947 reinstated English as the official language in Nigeria while Hausa was recommended as an additional legislative language in Northern Nigeria. In addition, the 1954 Lyttleton Constitution recognised domestic and regional languages. In Article 144(1), it recommended the use of English as a national official language and as the regional official language in the South, with Hausa as the regional language of the North with the provision that if conflicts in interpretation occurred, documentation done in English language was regarded as valid (Fafunwa, 2004:34).

In Nigeria, Hausa Language is used as the medium of instruction in primary schools as set out by the National Policy on Education (FRN, 2014:8) thus: "the medium of instruction in the primary school is initially the mother tongue (MT) or the language of the immediate community and, at a later stage, English ". The Federal Republic of Nigeria National Policy on Education has also made Hausa a mandatory subject for Senior Secondary School Certificate Examination (SSCE) for the National Examinations Council (NECO), the West African Examinations Council (WAEC) and the National Business and Technical

Examinations Board (NABTEB) along with two other Nigerian languages (Igbo and Yoruba). Therefore, according to Federal Government of Nigeria, (FRN, 2014:23), it is a core subject and therefore compulsory for Senior Secondary School students in the Northwest geopolitical zone of Nigeria.

The objectives of teaching Hausa language in secondary schools include, among others, to: (a) "enable candidates speak, read and write completely in Hausa and communicate effectively with their neighbours, (b) familiarise themselves with the sound system and grammatical structures of Hausa, (c) expose candidates to their culture, customs and institutions, and (d) acquaint them with the necessary tools needed for creative writing and appreciation of Hausa language and literature." (NERDC, 2011:6).

Secondary education is pivotal to a meaningful development of youths who are the leaders of tomorrow. As a matter of fact, the learning and nurturing that occur during these years have a profound impact on each student's opportunities for the future; and the quality of each student's education at the secondary school level has much to do with the course and quality of his/her life as an adult. Besides, secondary schools are also elaborate, complex mini-societies whose internal organisational structures have a direct impact on the lives of the individuals and groups of individuals who inhabit them (Odumu, 2006 in Gidado Tahir, 2010). In addition to their formal organisational structures, secondary schools are equally inherent cultural entities replete with amazing arrays of artifacts, rituals, and rites of passage all of which impact directly on the manner in which their inhabitants negotiate the terms of their existence within those institutions (Hemming, 2000; Hoffman, 2003 in Odumu, 2006 in Gidado, 2010).

Many teachers in Sub-Saharan Africa are not able to apply modern information technologies in teaching due to computer illiteracy, hence they mostly rely on the lecture

method of teaching, which is to perform his/her teaching during lesson delivery duty efficiently and effectively and the capability of developing and implementing curriculum.

According to Koko (2003) in Habibu (2011), one of the indicators of an effective and efficient business educator is the ability to channel a student's behaviour towards set educational goals and objectives. Aaronson, Barrow & Sander (2010) posit that, such an educator must be an expert in his professional area as well as a good classroom manger, saying that every teacher must exhibit acceptable leadership behaviour and mastery of the chosen subject area to command the recognition and acceptance of the students.

Teacher motivation is very central in energising the teacher to teach and to seek to impart knowledge effectively. Teachers at all levels of the education system should be adequately trained, respected, remunerated, and be able to participate in decisions affecting their professional lives and teaching environments. When teachers are enabled to do their job effectively, their students are enabled to learn effectively.

Many occupations recognise employees' years of experience as a relevant factor in human resource policies, including compensation systems, benefit packages, and promotion decisions. The idea is that experience, gained over time, enhances the knowledge, skills, and productivity of workers. In education, teacher experience is probably the key factor in personnel policies that affect current employees: it is a cornerstone of traditional single-salary schedules; it drives teacher transfer policies that prioritise seniority; and it is commonly considered a major source of inequity across schools and, therefore, a target for redistribution. The underlying assumption is that experience promotes effectiveness.

Human resource is necessary at all levels of education, but most needed at the secondary school level. Teachers are indispensable human resources in any educational system and the success of any educational planning and implementation, to a very large extent, depends on the teacher. Teachers are the pivot of the implementation of all aspects of

education and recognising the vital role of teachers in the development of education. The Federal Government of Nigeria said that teacher education would continue to be given a major emphasis in the entire nation in its education planning effort. This is because no education system can rise above the quality of its teachers (FGN, 2009). Teachers are instrumental in translating content standards into teachable classroom lessons. The teacher remains a constant factor in the successful implementation of educational programmes. Similarly, Obayan (2006) in NEDS (2010) believed that teacher factor should be duly taken into consideration in educational programme. Yusuf and Dada (2016), opine that the teacher holds the key to nation-building. The aspiration of any nation to transform into a great country is only possible if there are able and committed teachers to impact the right knowledge, skills and attitudes.

Teachers are the heartbeat of education in Nigeria. Furthermore, Ogunsaju (2000) in Bayhan (2011) states that in any establishment, be it a school or corporation, the development of human resources are important tools for the survival of the formulation and successful implementation of educational policies in any country. Addressing the question of what constitutes teacher quality and teacher quantity, Chin & Oshorme (2010), identified subjective qualities such as positive expectations, inspirational leadership and a wide representative of teaching skills and motivational strategies.

Studies such as in Danusso, Tesfa & Vicentimi, (2010) suggest that good teaching matters, but considerable debate continues over which policies and practices will help to promote high-quality teaching. In general, the preponderance of evidence concludes that effective teachers are capable of inspiring significantly greater learning gains in their students when compared with their weaker colleagues. Most of this evidence is based on “value added” analyses of large sets of data linking individual students’ test scores to their teachers. They estimate how much value a teacher has contributed to student achievement by

correlating the average gains the student is expected to make based on past performance, and in some cases, controlling for elements such as peer characteristics and background, including poverty level and family background and education. Factors such as family background continue to predict a majority of the variations in students' performance, but scholars (Ingersol & Strong 2011) generally agree that teacher quality is probably the most important school-based factor affecting performance. Specific estimates are difficult to arrive at because economists have been unable to link a portion of the variation in students' achievements to any particular input (Aina, 2010).

In a related development, Adeogun (2001) in Adeyemi (2014), observes that the quality of the educational system depends on the quality of its teaching staff and that a school without human resources may not to be able to achieve the goal and objectives of the educational system. Further, Adeyemi (2014), also asserts that teachers are the major indicator and determinants of educational quality. Highly professional teachers, who are dedicated, are needed in schools. It has been established by the researchers (Olaleye, 2011; Atanda and Jaiyeoba, 2011), that there is high correlation between teachers' knowledge and what they teach. Thus, the ability to teach effectively depends on the teacher's knowledge and knowledge occurs in a variety of forms. Teacher effectiveness is impeded if the teacher is unfamiliar with the body of knowledge taught and the teacher's effectiveness is subject-specific. The implication of this for teachers is that they must thoroughly understand the content of what they teach. A teacher whose understanding of a topic is thorough uses clearer language and provides better explanation than those whose background is weaker (Adeogun, 2001 in Audu, 2011).

Whether a considerable number of Hausa language teachers have requisite qualification to teach Hausa at NCE, B.Ed. and M.Ed. levels, the years of work experience,

the number of training/workshops attended, the knowledge of subject matter, the teachers' personalities, their conditions of service, as well as their motivation are extremely important.

1.2 Statement of the Problem

There were hues and cries among stakeholders in education over the growing rate of failures and subsequent drop-outs in Nigerian secondary schools in recent times. The growing failure rate can be noticed in the yearly decline in students' performance in the Senior Secondary Certificate (SSCE) examination (Alka 2008). Stakeholders in education blame students for the general unpreparedness to study as one of the major causes of students' failures. Teachers are also blamed for lack of dedication to their job, which has inadvertently affected the academic performance of students. Whoever is to be blamed, the general view is that high quality teachers are education's best resources and assets. These observations by stakeholders necessitate the need to investigate the impact of teachers' quality on the academic performance of students in Hausa Language SSCE examination in Kaduna State, Nigeria with a view to finding lasting solutions to the problem and to serve as a contribution to knowledge and scholarship.

Knowledge and mastery of the subject matter are variables that influence teachers' quality and also affect students' performance. Students understand a lesson better and with keen interest when the lesson is taught by a teacher who masters his/her subject matter very well. A teacher who masters his/her subject matter teaches very well. He/she is able to perform his duty efficiently and effectively and is capable of developing and implementing the relevant curriculum (Amadi, 2011)

Many occupations recognise employees' years of experience as a relevant factor in human resource policies, including compensation systems, benefit packages, and promotion decisions. The idea is that experience, gained over time, enhances the knowledge, skills, and productivity of workers. In education, teacher experience is probably the key factor in

personnel policies that affect current employees: it is a cornerstone of traditional single-salary schedules. The problem that necessitate the researcher to embark on this research is the problem of teachers' qualifications, teachers' mastery of the subject content, teachers' personalities, teachers' motivation and teachers' experience. The study intends to examine the "Impact of Teacher Quality on the Academic Performance of Students in Hausa Language SSCE Examination in Kaduna State, Nigeria."

1.3 Objectives of the Study

The objectives of the research are to:

1. determine the impact of teachers' qualifications on students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria;
2. determine the impact of teachers' mastery of the subject on students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria;
3. assess the impact of teachers' personality in students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria;
4. examine the impact of teachers' motivation on students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria; and
5. examine the impact of teachers' experience on students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria.

1.4 Research Questions

This study is guided by the following research questions:

1. What is the impact of teachers' qualifications on students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria?
2. What is the impact of teachers' mastery of subject on students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria?
3. What is the impact of teachers' personalities in students' academic performance in Hausa

Language SSCE Examinations in Kaduna State, Nigeria?

4. What is the impact of teachers' motivation on students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria? and
5. What is the impact of teachers' experience on students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria?

1.5 Research Hypotheses

From the research questions raised, the following hypotheses were stated and tested at 0.05 level of significance:

H_{01}: There is no significant impact between teachers' qualifications and students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria;

H_{02}: There is no significant impact between teachers' mastery of subject and students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria;

H_{03}: There is no significant impact between teachers' personalities and students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria;

H_{04}: There is no significant impact between teachers' motivation and students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria;

H_{05}: There is no significant impact between teachers' experience and students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria.

1.6 Basic Assumptions

The study was based on the following assumptions:

1. if only teachers' qualifications are improved, there will be high academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria;
2. if teachers' mastery of subject content is enhanced there will be great improvement in the performance of students SSCE Examinations in Kaduna State, Nigeria;

3. if teachers' personalities are enhanced, there will be great improvement in the performances of students in Hausa Language SSCE Examinations in Kaduna State, Nigeria;
4. if teachers are motivated, they will put in their best in the teaching/learning process, thereby enhancing the performances of students in Hausa Language SSCE Examinations in Kaduna State, Nigeria; and
5. If teachers gain good experience through either training or workshop, there will be great improvement in the performances of students in Hausa Language SSC Examinations in Kaduna State, Nigeria.

1.7 Significance of the Study

The study focused on the impact of teacher quality on the academic performance of students in Hausa Language SSCE Examinations in Kaduna State, Nigeria. The findings will lead to the review of the curriculum to include the second language learners and help to solve the problems of shortage in books and quality of teachers in schools. It will lead to the review of teaching methods. Further still, the findings of the study will serve as a wake-up call to authorities concerned to ensure adequate improvement and innovations into teacher education programmes.

Most importantly, this work will draw the attention of state governments, most of which seem to adopt the indigenisation clause in the employment of teachers, to the enormity of the problems being created for the education sector. It is hoped that Faculties of Education, Colleges of Education, the National Commission for Colleges of Education, the National Teachers' Institute, as well as other teacher-training institutions, will be sensitised on the need to introduce programmes or reforms that will improve Hausa teacher quality into the curriculum of their various institutions. This is with a view to making the curriculum more innovative and creative such that the teacher-trainee will be positioned to foster such skills in learners. Creativity and innovative skills are highly needed in the knowledge-based economy

of the 21st century.

It is also hoped that this work will be relevant to the Faculties of Education, Colleges of Education, as well as Institutes of Education, who are in charge of training teachers, on the need to draw up courses and activities that directly impact on trainees, thereby reinforcing their mastery and competencies in the teaching profession. These individuals and organisations will be able to realise from this work that irrelevant teaching programmes and activities have in the past led to the training of a huge army of 'schooled illiterates' among secondary school leavers. Moreover, it is hoped that the authorities concerned will change their attitudes towards the subject so that in future Hausa and non-Hausa speakers alike would be proud of studying Hausa language.

The Ministry of Education officials will benefit from the study by having knowledge of the state of teacher quality in these Secondary Schools in Kaduna State and it will serve as an input for effective law making, timely release of funds for more training of teachers in these schools and the legal framework guiding its teacher recruitment. The Parent Teachers Associations (P.T.As), who are indeed partners in managing their schools, will benefit from the study, the findings of which will inform the Parent Teachers Association the opportunity to have adequate knowledge of the teachers' quality in these schools and the roles they can play in supporting their schools with more quality and competent teachers. It will enable them to work harmoniously with their school in talking to their wards/students on how to motivate teachers.

Educational Administrators like Principals, Teachers and Parent Teachers Associations (P.T.As). The education administrators like principals, who are the heads of their schools, will have reliable and factual information concerning the state of teachers. Again, the findings from this study will place the education administrator on alert on the enrolment rate of new students, given the availability of quality teachers. It will help the

teacher who is the major stakeholder in teaching and learning to initiate and use different teaching strategies, sustain and adequately use the available infrastructural facilities at his or her disposal, to achieve the teaching goals.

Non-Governmental Organisations will have reliable and factual knowledge of the state of teachers in these schools. It will give them the opportunity to play a sensitive role of providing more funds, to enable these schools have more quality teachers. Again, religious bodies who are partners in education. Curriculum experts/planners will benefit from the study as it will give them the opportunity to have adequate knowledge of the state of teachers in these schools. It will place a burden on them to plan and develop curricula documents that will take care of all students, as well as curriculum experts in playing a sensitive role aimed at mapping the standard of education, hence the curriculum needs to be changing alongside with the needs and aspirations of the society. The study will motivate the curriculum planners to emphasise the use and mastery learning skills and reflective strategy in teaching various concepts in Hausa Language. This may help to enhance the performance of students in SSCE Hausa Examination, thereby reducing the rate of failure in the subject.

It will also boost the morale of teachers to be able to use the right teaching methods; proper, effective and efficient use of instructional aids to teach. It will enable the educational administrators and planners to appreciate the need for proper management of teachers to send for workshops/seminars so as to ensure productivity. This will help in showing the effectiveness and usefulness of instructional materials for teaching Hausa language to the teachers and all other classroom teaching and learning activities. It will equally aid and motivate the students and teachers, about the principles, guidelines and procedures for the maintenance, selection, application and use of different instructional facilities. It will help students and teachers under training to enhance their learning skills, knowledge and rudiments about how regular motivation of teachers can help both teachers and students to

learn and improve their skills successfully. It will help school administrators in casting some light on the extent of the benefits of teacher quality in schools as well as the opportunity to enroll more students in Kaduna State schools.

The study will also enable educational administrators and planners to appreciate the need for proper management of these infrastructural facilities, so as to ensure longevity. This will help in showing the effectiveness and usefulness of infrastructural facilities for teaching Hausa Language to the teachers and all other classroom teaching and learning activities. It will equally aid and motivate the students and teachers, about the principles, guidelines and procedures for maintenance and use of these infrastructural facilities. It will help students and teachers under training to enhance their learning skills, knowledge and rudiment about how school infrastructural facilities can help both teachers and students to learn and improve their skills successfully. It will help school administrator in casting some light on the extent of benefits of adequate infrastructural facilities as well as the opportunity to enroll more students.

1.8 Scope of the Study

The study looked at the impact of teacher quality on the academic performance of students in Hausa Language SSCE Examinations in Kaduna State, Nigeria. The study covered all Hausa Language teachers in 19 public secondary schools in Zaria Education Zone (senior secondary school section). The researcher collected standardised scores of WAEC from the various school heads for a period of three years: 2014, 2015, and 2016 of the SS III students SSCE and analysed and derived findings. The study was based on the assumption that within the period in which the SSCE results were collected was also the same period all the teachers were on ground in all the respective schools. In other words, the Kaduna State Government did not transfer teachers to and fro (from 2011 to the present). Statistics of when the Hausa language teachers in these schools were employed are given in Appendix D,

according to Kaduna State Ministry of Education, Science and Technology (2016). The study investigated the following variables: teachers' qualification on students' performances, teachers' mastery of the subject, teachers' personalities, teachers' motivations and teachers' experiences on students' performance in Hausa language in Kaduna State, Nigeria.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews related literature under the following sub-headings: Theoretical Framework; Concept of Teacher Quality; Concept of Hausa Language; Concept of Teacher Qualification, Concept of Mastery of Subject Matter, Concept of Teacher Personality, Concept of Teacher Motivation, Concept of Teacher's Experience and Students' Academic Performance; Teacher Training and students' performance; Teachers experience and students' performance; Teachers-students Relationships and Students' performance; General Academic Ability and Intelligence and students' performance; Subject matter knowledge and students' performance; Knowledge of teaching and learning and students' performance; Teachers beliefs and practices and students' performance; Empirical Studies; and Summary.

2.2 Conceptual Framework

Under conceptual framework, related concepts that have bearing to this study are reviewed.

2.2.1 Concept of Teacher Quality

Teacher quality is a reflection of competence (for example, degree, examination scores, certification, knowledge of subject matter and experience). Academic performance refers to how students deal with their studies and how they cope with, or accomplish, different tasks given to them by their teachers. Variables presume that teacher quality requirements that have been examined for the relationship to the achievement of the students by educationists and some researchers include the views of teaching experience, certification, knowledge of subject matter, teaching behaviours in the classroom, mastery in lesson planning and presentation and so on.

A considerable number of Hausa language teachers have requisite qualification to teach Hausa at NCE, B.Ed, or M.Ed by their years of work experience, number of

training/workshops attended, knowledge of subject matter, their personalities, condition of service as well as their motivation. It has been established that inexperienced teachers perform less effectively than experienced ones. The inexperienced ones are those with less than three years experience. Rosentholtz, (1986) and Hanushek (1994) as cited in Abubakar (2014), found that fewer than half of the 109 previous studies, the estimated of teacher experience show that a student statistically significant effect on student achievement. Other studies show a stronger positive relationship between teacher experience and student outcomes in scores.

Owolabi (2007) as cited in Abubakar (2014), stated that government should find all possible means to retain veteran and experienced teachers who were still willing to serve so that they could contribute their wealth of experience to improving the system. The relationship between teacher experiences and students' achievements receives considerable attention in the empirical literature, with somewhat mixed results. Several researchers said that experience, especially during the first couple of years in the classroom, was positively associated with student achievement in mathematics and reading at the elementary and middle school levels. Several other studies, however, did not detect meaningful differences between more and less experienced teachers (Carr, 2006) as cited in Ibrahim (2011).

The validity of any educational system is naturally dependent upon the quality of the teaching and the availability of competent teachers. It is difficult to assess the quality of a teacher. One can only determine what makes one a qualitative teacher. A teacher qualification, the qualities related to professional requirements.

a. Qualities relating to character and personality.
b. Qualities relating to human relationships and
c. Qualifications relating to professional education/training.

Yusuf and Dada (2016), stated that teacher characteristics could include qualities of teachers that were viewed as personal – such as mental ability, age, ethnicity, gender and the like - or experiential – such as certification status, educational background, previous teaching experience and the like. His claim that psychometric measures of teacher characteristics were not useful for initial teacher selection implied that candidates be selected by other means - staff interviews, recommendations by peers or past supervisors. Hanushek and Rivkin (2006) in Yusuf and Dada (2016), pointed to the fact that high quality teachers could offset a substantial portion of disadvantage related to family, economic and social circumstances. Consequently, misspecification of the relationship between outcomes and experiences were likely to contribute to the failure and find a systematic link between quality and experience.

The FRN National Policy on Education (2014), stated that, "teacher education will continue to be given a major emphasis in all our education planning because no education can rise above the quality of its teacher". The Policy stated that the purpose of teacher education in Nigeria was as follows:-

(a) To produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system.

(b) To encourage further, the spirit of enquiry and creativity in teachers.

(c) To help teachers fit into the social life of the community and the society at large and to enhance their commitment to national objectives.

(d) To provide teachers with intellectual and professional background adequate for their assignment and make them adaptable to changing situations

(e) Enhance teachers' commitment to the teaching profession.

2.2.2 Concept of Hausa Language

Hausa language is probably the most widely spoken indigenous language in sub-Saharan Africa and is used as a first language by over 50 million people in its central area covering

most of the northern part of Nigeria and southern Niger Republic. As Furniss (1994) in Buhari (2011), observed: “Hausa language is spoken by more than 50 million people in Nigeria, Niger, northern Ghana and in communities from Kaolack in Senegal to Khartoum in Sudan”. Furthermore, Green and Zima (2000) in Buhari (2011), were of the opinion that Hausa enjoyed widespread usage, as a minority language and/or *lingua franca*, in most West African countries and within certain settler clusters in parts of North and Central Africa.

According to Greenberg, Hiskett, Salami, and Hyman (1985) in Buhari (2011), apart from its receiver-donor relationship with other neighbouring African languages, (such as, Kanuri, Yoruba and Nupe), Hausa is also one of the few African (excluding Arabic) languages that have, like Somali and Swahili, come under the influence, not only of Arabic, but also of two, instead of one, colonial languages - English and French. It is believed that there were seven Hausa States in Nigeria, which led to the existence of some dialects in Hausa, based on their different geographical locations. According to Liman (1990) in Joda (2010), the first public reaction came in the Northern Regional House of Assembly where a demand for the establishment of an authoritative language board that would wisely and gradually evolve a constituent Hausa orthography was made. The board, which was formed in 1957, two years after the motion, announced its functions to include the standardisation of Hausa and scrutinizing new words coming into the language.

Standard Hausa is the dialect used in media houses and literary works and regarded as the formal variety. It is a combination of all the varieties or dialects that make up the language in Nigeria, for example: “Sakkwatanci”, “Katsinanci”, Dauranci”, “Kananci” and Zazzaganci”. The classification of the appearance of the various dialects that form standard Hausa shows that more than 60% of standard Hausa is derived from the “Kananci” dialect (the dialect spoken in Kano state and its environs). Hence, the Kano dialect is more closely related to the standard Hausa than the rest of the dialects. “Katsinanci” and “Zazzaganci” are

regarded as the least in terms of manifestation in standard Hausa. Thus, Bello (1992:76) in Ali (2006) in Amodu (2009:22), confirmed that by saying:

> We find the Kano dialect to be a convenient point of departure, the main reason being that the dialect seems to be very familiar to most of our readers and the public. This is obvious because of its close resemblance to the standard dialect, which, apart from being the variety used in most materials published in Hausa, is also used in formal and/or semi-formal situations, ranging from classroom teaching to public speeches and interactions with foreigners. It is also used in the mass media, including broadcasts in both radio and television stations. Furthermore, it is used in the publication of Hausa newspapers and other government bulletins, especially when these bulletins are supposed to enlighten the general public. Another equally significant justification for starting with the dialect of Kano is that many Hausa speakers are diaglossic. That is, they understand the Kano dialect plus one other variety .

The first Northern Nigerian newspaper was first printed on Monday 31st October, 1932 and standard Hausa was used (the "Kananci"). Writing down a language also established a particular dialectic or register among several in use, as the standard language. Thus, Kano Hausa recognises all the features that identify a standard language, which include standardised spellings and vocabularies, a recognised grammar that records the form, rules and structures of the Hausa language and a standard pronunciation.

Hausa language has grown to gain prestige not only in Nigeria or African countries but also in the world-recognised radio stations where Hausa services operate, as observed by (Abdulmumin, 2008:112):

> "It (Hausa) is also one of the languages of international broadcasts in many radio stations of many countries of the world from Europe to Asia, such as the stations

like British Broadcasting Corporation (BBC), Voice of America (VOA), Deutsche Welle (DW), Radio France International (RFI), Radio Moscow, Radio Beijing and Radio Tehran……"

Furthermore, Muhammad (2009), posited that there was no indigenous language in Nigeria that had gained the privilege to enter into the existing universities and colleges of education like Hausa. According to him, in Nigerian academic institutions where indigenous languages are taught, Hausa took about 80%, whereas the remaining 20% goes to the rest of the indigenous languages.

2.2.3 Teachers Qualification

Many teachers in sub-Saharan Africa are unable to apply modern information technologies in teaching due to computer illiteracy, hence they mostly rely on lecture method of teaching (Haambokoma, 2002) in Adenipekaan (2009). Failure to expose learners to hands on experiences has resulted in their low academic achievement in the SMT subjects namely Mathematics, Biology, Chemistry, Physics and Agriculture.

A study by Adeogun (2001) in Alhaji (2008), found that the quality of any education system depended on the quality of teachers. Review of related literature indicates that the most important school-based determining factor of students' achievement is the teacher quality (Harris and Sass, 2008).

Therefore, there is need to assess the characteristics of the secondary school teachers in terms of qualification, experience and teaching methodology in order to ensure quality of education given to the youths. The teachers of SMT should be in-service where gaps are identified to enable them to cope with the Requirements of the dynamic school curriculum (Kennedy, 2008).

According to Usman (2012), a qualified teacher can be defined as one who holds a teaching certificate and/or licensed by the state, owns at least a bachelor's degree from a four-

year institution and well qualified in his/her area of specialisation. Moreover, Usman quoted a Ministry of Education official who described a qualified teacher as one who possessed knowledge of: the subject matter, human growth and development, ethical values, instructional planning and strategies, assessment, learning environment, communication and advocacy, collaboration and partnership, continuous professional development, code of conduct and skillful use of information communication technologies.

The educators, government, parents and society in general have constantly been interested in the academic achievement of students (Lydiah and Nasongo, 2009; Yusuf and Adigun, 2010). According to Adeyemi (2010), teachers play an important role in determining the students' academic achievement. Researchers have reached a consensus on the specific teacher factors that influence students' academic achievement (Rivkin, 2005) in Imhabekhi (2011). Some studies found that teachers' experience and educational qualifications significantly influenced students' academic achievement (Ugbe and Agim, 2009; Asikhia, 2010; Yala and Wanjohi, 2011; Olaleye, 2011, Brown & Spang, 2011). When conducting research on factors contributing to under-achievement of Zambian female students in O-Level Physics examinations, Maguswi (2011) found that lack of qualified teachers of Physics had a significant contribution. Moreover, a study done by Adaramola and Obomanu (2011) found that lack of qualified teachers led to consistent poor performance of students in SMT subjects. Studies done by other scholars found that teachers' professional qualifications and teaching experience were not significantly related to students' academic achievement (Rivkin, 2005; Buddin and Zamarro, Mbugua, 2012; Kimani, 2013; Musau, 2013). Furthermore, a study done by Feng and Sass (2010) found that in-service professional development for teachers had little effect on their ability to increase the achievement gains of students. Aaronson (2007) found little or no difference in teacher effectiveness among Chicago Public School teachers with different college majors.

2.2.4 Mastery of Subject Matter

Knowledge of the subject matter is a variable that influences teachers' quality and also affects students' performance. Students understand a lesson more and with keen interest when it is taught by a teacher who masters his subject matter very well. He is able to perform his duty efficiently and effectively. He is capable of developing and implementing curriculum.

The mastery of relevant knowledge is one of the most important attributes of the teacher. According to Bello (2009), the teacher today must have a good grasp of the subject matter if he is to command the respect of his pupils. Since the frontiers of knowledge keep expanding every day and the level of the pupils generally keep rising too, Hausa language teachers who want to keep abreast in their areas of specialisation should not cease to learn.

2.2.5 Teacher Personality

According to Koko (2003) in Offorma (2009), one of the indicators of an effective and efficient business educator is the ability to channel student's behaviour towards set educational goals and objectives. Thompson (2009), posited that, such educator must be an expert in his professional area as well as a good classroom manger thus she said, every teacher must exhibit acceptable leadership behaviour and mastery of the chosen subject area to command the recognition and acceptance of the students. Stipek (1998) in Jacob (2009), maintained that without a cordial teacher-student relationship, there would be no effective teaching and learning. When it comes to classroom setting, the teacher is seen as a leader and leadership is a means of direction and a product of interaction. Jacob (2009), confirmed that, it is seen as an interpersonal influence exercise in situations and directed through the communication process towards the attainment of specific goal or goals.

According to Nnamdi (2000) in Okojrie (2011), the leader is characterised by a strong drive for responsibility and task completion, vigour and persistence in pursuit of goals,

venturesome and originality in problem solving, drive to exercise initiative in social situations, self-confidence and a sense of personal identity, willingness to accept consequences of decisions and actions, readiness to absorb interpersonal stress, willingness to tolerate frustration and delay, ability to influence other persons' behaviours, and capacity to structure social interaction systems to the purpose at hand. Lew (2009), concluded that the summary showed the influence of personality qualities or traits on leadership. Coats (2009), agreeing on the trait approach also questioned the validity of training of individuals to assume leadership positions. He said for leadership training to be of any value, only individuals with inherent leadership traits should be given such training opportunities. This simply means only persons who have the leadership trait of a teacher should take up the teaching profession.

Lew (2009), writing on teaching and teacher, defined a teacher as a person engaged in interactive behaviour with one or more students for the purpose of effecting a change in the students. The change might be in any of the three domains of learning: cognitive, psychomotor and affective. According to Iwe (2009) in Carl (2009), the teacher's personality is therefore directly and individually related to learning and teaching in the affective, cognitive and psychomotor domains. Callahan (2002) in Osokoya (2008), saw personality as the dynamic organisation of those traits and characteristic patterns of behaviour that were unique to the individual. Murray (2007), said personality influenced the behaviours of the teacher in diverse ways: interaction with students, teaching methods selected, and learning experiences chosen. As such the effective use of a teacher's personality was essential in conducting instructional activities. According Carr (2010), most studies citing Argyris, Hornadey and Bunker (2009), based on traits such as alertness, integrity, originality and self-confidence were associated with effective leadership. Citing Stogdill (2001) in Sarah (2008), he said a person did not become a leader by virtue of the possession of some combination of

trait but the pattern of personal characteristics of the teacher, which must bear some relevant relationship with the students.

Lew (2009) in Carl (2009), put teacher's personality as a crucial factor in arranging the conditions of the learner's environment for effective teaching. No person can be a good teacher unless he/she has feelings of warm affection towards his/her pupils and a genuine desire to impart to them what he/she believes to be of value. Lew (2009) in Carl (2009), pointed out that many of the positive characteristics of successful teachers discovered in previous research efforts seemed to be in line with Maslow's conceptualisation of the self-actualising person, whom he saw as a fully functioning, psychologically healthy individual possessing such attributes as acceptance, spontaneity, autonomy, democratic nature, and creativeness. He stressed that for Maslow, the self-actualising person was indeed the most effective teacher. This hypothesis was supported by the findings of empirical studies conducted by Murray and Dandes in Lew (2009). In Saka, Southern & Brook (2009) did a factor analysis of students' responses on their perception of their teachers. It was found that a factor labeled teacher 'charisma' accounted for 61.5% of the variance in test items. It was concluded that teacher charisma was probably a significant factor of teacher effectiveness, which is a personality trait.

Koko (2001) in Okam (2009), stated that personality in the context of the classroom meant the projection of one's social self which reflected: (i) the teacher's ability to inspire enthusiasm, (ii) the teacher's interest, or affection in others by means of influence, (iii) the teacher's principles: that is belief, attitude, value or standard. It also reflected his ethics (morals or standard of behaviour) and (iv) the teacher's behaviour as a role model. According to him, teachers were encouraged to work towards the attainment of effective classroom management through interpersonal relationships and to achieve harmony and *espirit de corps* in the classroom. The teacher must exhibit an understanding of the unique structure of

students. When a teacher disregards his/her students by way of negative interpersonal relationship, the outcome will be disruption and crisis in the learning environment. According to Awotua-Efebo (2007) in Aligaifah (2011), there were five important areas in which the behaviour of the teacher could influence group dynamics in the classroom. They are: (i) classroom structure, co-operative or competitive, (ii) the nature of leadership: participative, directive or permissive, (iii) compatibility of norms: the goals of students and those of the teacher, (iv) inter-personal relationships: pattern of communication and attraction with the group, (v) subgroup within the classroom, group size and composition.

Koko (2002) in Okam (2009), stressed that the belief teachers have about teaching and learning and the nature of the expectations they hold for students also exert a powerful influence.

2.2.6 Teacher Motivation

Teacher motivation is very central in energising the teacher to teach and to seek to impart knowledge effectively. Teachers at all levels of the educational system should be adequately trained, respected, remunerated, and able to participate in decisions affecting their professional lives and teaching environments. When teachers are enabled to do their job effectively, their students are enabled to learn effectively.

Teacher motivation refers to those variables and factors that influence teachers to do things. In its more technical usage, teacher motivation is to be seen as a psychological concept. It is regarded as a process of organising behaviour in progress and channeling behaviours into specific course. It is a process of stimulating, channeling and sustaining behaviour. According to Bakaer (2009), teacher motivation is a general term applying to the entire class of drives, desires, needs, wishes and similar forces initiated for teachers, in order to induce them to act in desirable academically productive manner.

Teacher motivation encompasses forces both within and external to the individual. According to Hicks (2011), the internal teacher motivation comprises of the needs, wants and desires which exist within an individual; as such influence the teacher's thought, which in turn leads to a positive change of behaviour toward improving learning.

Teacher motivation entails that the teacher is made to satisfy the life-supporting elements of his physical body like food, water, shelter, and so on. The teacher should also be able to satisfy needs like insurance, medical allowances, retirement benefits, and so on. The implication is that school management should be more concerned with providing meaningful and challenging work, feeling or achievement, added responsibility, recognition for accomplishment, opportunities for growth and advancement, as all these, among other motivators, drive the teacher to act in a desirable way.

2.2.7 Teacher Experience

Many occupations recognise employees' years of experience as a relevant factor in human resource policies, including compensation systems, benefit packages, and promotion decisions. The idea is that experience, gained over time, enhances the knowledge, skills, and productivity of workers. In education, teacher experience is probably the key factor in personnel policies that affect current employees: it is a cornerstone of traditional single-salary schedules; it drives teacher transfer policies that prioritise seniority; and it is commonly considered a major source of inequity across schools and, therefore, a target for redistribution. The underlying assumption is that experience promotes effectiveness. But is this really the case? Do students attain higher levels of achievement when taught by more experienced teachers? What is the relationship between teacher experience and teacher productivity? (Busari, 2008).

Over 40 years of teacher productivity research suggests that the simple assumption that "more is better" requires greater nuance; experience effects are complex and depend on a

number of factors. Recent evidence from National Center for Analysis of Longitudinal Data in Education Research (CALDER) studies using rich state datasets provide new insight into the effects of teacher experience. Several key findings emerge, some confirming previous understandings and others raising new questions. These findings have important policy implications. Experience matters, but more is not always better. The impact of experience is strongest during the first few years of teaching; after that, marginal returns diminish. A number of studies confirm findings from existing research that, on average, brand new teachers are less effective than those with some experience under their belts. Early-career experience has a clear payoff in teacher effectiveness, and the impact is stronger than the effect of most other observable teacher-related variables including advanced degrees, teacher licensure tests scores (Harris and Saas, 2011).

Teachers show the greatest productivity gains during their first few years on the job, after which their performance tends to level off. The diminishing marginal returns to experience (Boyd, 2007). This and other research show that, on average, teachers with more than 20 years of experience are more effective than teachers with no experience, but are not much more effective than those with 5 years of experience (Ladd, 2008). Studies have also documented some evidence that effectiveness declines after some point, particularly among high school teachers. In fact, evidence suggests that the most experienced (greater than 25 years) high school mathematics teachers may be less effective than their less experienced counterparts (Ladd, 2008) and even their inexperienced colleagues (Harris and Sass, 2011).

Given the general finding that teacher experience, or more accurately teacher inexperience, is systematically related to teacher productivity, questions surrounding the distribution of inexperienced teachers have policy significance. Studies offer compelling evidence of an uneven distribution of inexperienced teachers that is systematically related to school and student characteristics (Boyd, 2007; Clotfelter, 2007; Sass, 2010). Teachers with three or

fewer years of experience (those shown to be less effective, on average) are more likely to be teaching in high-poverty schools. A study using data from North Carolina shows that the quartile of schools with the highest percentage of students qualifying for free and reduced-price lunches have the highest percentage of teachers with less than three years of experience.

The gap in the effectiveness of teachers between high- and lower-poverty schools is most pronounced at the bottom of the teacher performance distribution. One explanation is that the qualified teachers in high-poverty schools have worse qualifications than the least qualified teachers in lower-poverty schools. An alternate explanation is that the return to teacher qualifications is lower in high-poverty schools that is, the productivity gain from an increase in a given characteristic may differ systematically across school settings, so the "payoff" associated with teacher qualifications is not as great in high-poverty schools.

The study finds that while some of the difference in teacher effectiveness across high- and lower-poverty schools is explained by differences in observable teacher characteristics (experience, advanced degree, licensure status), most of the gap is attributable to differences in the marginal effect (the "payoff") associated with these qualifications across the two types of schools (Sass, 2010).

In most cases, the effectiveness of inexperience teachers in high-poverty schools is comparable to that of inexperienced teachers in lower-poverty schools; differences in the performance of experienced teachers surfaces as the dominant source of the teacher quality gap. A closer look at the relationship between teacher value-added and teacher characteristics reveals that the returns to experience are, in fact, lower and less consistent among teachers in high-poverty schools. The returns to three to five years of experience are similar in high- and lower-poverty schools. However, among more experienced teachers, the payoff to years of experience is lower in high-poverty schools.

High-poverty schools are doubly disadvantaged when it comes to teacher experience: they have higher proportions of inexperienced teachers, and they have a lower payoff (i.e., marginal effect) associated with their experienced teachers. Since the marginal-effect disadvantage accounts for the majority of the teacher quality gap, distributing experienced teachers more evenly across high- and low-poverty schools will have a limited effect.

2.3 Theoretical Framework

Two levels of teachers' efficacy are mentioned in the literature: a humanistic level, and a custodial level. According to Gordon (as cited in Harris and Sass, 2011), a highly efficacious teacher with "a humanistic approach towards control is more likely to possess beliefs that emphasise an accepting, trustful view of students", and empower students to work harder as well as take more responsibility for their action; whereas, a teacher with a custodial approach is "more likely to express beliefs that emphasise the maintenance of order, distrust of students, and a moralistic stance toward deviant behaviour. Students are considered to be irresponsible and untrustworthy, lacking in respect and obedience and in need of firmness, strictness, and punishment (Gordon, 2001; Lin and Tsai, 1999 in Harris & Sass, 2011).

Another dimension of teacher efficacy has to do with internal efficacy, which is concerned with the degree to which a teacher believes he or she has the influence, will, and ability to affect students learning; or whether student learning is the end result of forces put in place outside the classroom setting. The internal efficacy view takes into consideration the personality, confidence level, and teaching strategies embraced by the teacher. Teachers with internal efficacy believe strongly in their ability to teach students regardless of race, gender, ethnicity, or social background, and that they can help them to be successful academically. On the other hand, external efficacy is the view that a student's background, family status, and social upbringing are key factors that influence student learning in the classroom (Goddard, Hoy, and Hoy, 2000; Guskey and Passaro, 1994 in Harris & Sass, 2011). Both

views seem to be present in the average classroom. However, the view that will be considered in this study is the internal efficacy view where teachers will be expected to assume most of the responsibility for student learning.

2.4 Teacher's Qualification and Students' Academic Performance

Alasoluyi and Yusuf (2015), defined a well-qualified teacher as one who was fully certified and held the equivalent of a major in the field being taught. Although the formal qualification of teachers is an important indicator for their knowledge and competence in teaching, it has only limited utility in analysing how well-prepared teachers are for what they have to teach in schools. More detailed knowledge of the courses they have taken during their training needs to be compared to the actual content and skills required to teach the high school's curriculum.

Similarly, Ruthland & Bremer (2002) in Alasoluyi and Yusuf (2015), referred to teacher qualification in two ways - traditional and alternative qualification routes. Traditional certification is when an individual completes an undergraduate degree or postgraduate program in education. Alternative routes of certification are based on coursework in pedagogy and subject area without a degree in education. Hardy and Smith (2006), cited short term activities such as mentoring, peer evaluations and workshops as ways other than formal qualifications for improving teaching. More often graduate teachers with first degree content go into teaching if they cannot find another job right away. Although they often get somewhat lower salary than a fully qualified teacher; they choose not to enroll in the one year postgraduate professional training and, therefore, lack a basic foundation for teaching.

In a related development, Huang and Moon (2009), documented that teacher qualification accounted for approximately 40 to 60 percent of the variance in average of students' achievement in assessment. Richardson (2008), revealed that students in urban areas performed better than those in rural areas. The researcher suggested that the availability

of enough qualified teachers must have been a determinant for students' performance. However, in Nigeria, some schools in the rural areas have performed better than their urban counterparts (Ololobou and Yerima, 2011). Hence, Kehinde (2012), in Shaw, Bunch & Geancy (2010), concluded that there was significant correlation between teacher qualification and pupil performance in Nigeria. The good performance was attributed to excellent instructions given by qualified teachers in addition to other inputs. However, Alasoluyi and Yusuf (2015), established that teachers who had graduated from Nigeria's Teachers Colleges were more practically oriented than those who had degrees from public universities. Wilson (2001) in Alasoluyi and Yusuf (2015), suggested that even with the shortcomings of current teacher education and licensing, fully prepared and certified teachers were more successful with students than teachers without this preparation.

In a related development, Alasoluyi and Yusuf (2015), noted that teachers with regular state certification receive higher supervisor ratings and students achievement than teachers who did not meet standards, but this observation was based on data with virtually no statistical controls having been imposed. In spite of the quantity of research on the benefits of teacher certification for student learning, little of the past research exercised controls over student "inputs" that would give the critical reader confidence in the findings. Similarly, Laczko and Berliner (2001) in Curwood (2014), asserted that the impact of certification status on student achievement in two large urban school districts in the United States of America. These school districts provided information about teachers hired for the 1998-1999 and 1999-2000 school years. Information included the school where they were currently teaching, the grade level taught, the teachers' certification status, highest degree earned, date and institution where it was achieved, age, and number of years teaching experience.

It has been evidenced that in many countries, teacher qualifications that are considered to be related to students learning have become desirable targets of teacher

education reform. Some of these reforms call for the professionalisation of teacher education by making it longer, upgrading it to graduate programmes, and regulating it through mechanisms of licensure, certification, and promotion aligned with standards (Darling-Hammond, 2001; 2002 in Curwood, 2014). Findings related to teachers' academic degrees (for example; bachelors or masters among others) are inconclusive. Some studies suggest positive effects of advanced degrees (Curwood, 2014). Some argue that the requirement of a second degree raises the cost in terms of teacher education and the time it involves and may prevent quality candidates from choosing this profession (Murnane, 1996 in Curwood, 2014). This characteristic is related to the subject-matter knowledge teachers acquire during their formal studies and pre-service teacher education courses. The evidence gained from different studies is contradictory.

Several studies report a positive relationship between teachers' preparation in the subject matter they later teach and student achievement (Raw, 2003) in Sarah (2008), while others have less unequivocal results. Lougran (2014), found both positive and negative effects of teachers in-field preparation on students' achievement. In the same vein, he found a positive relationship in mathematics, but none in science. In addition, Rowan (1997) in Lougran (2014), reported a positive relationship between students' achievement and teachers' majoring in mathematics. Lougran (2014), observed that having a major in mathematics had no effect and a significant negative effect of teachers with more coursework in physical science.

2.5 Teacher Training and Students' Performance

In early works on teacher productivity, researchers such as Hanushek (1986) in Lougran (2014), estimated education production functions by regressing aggregate student achievement levels on measures of teacher training and various other controls using cross-sectional data. A subsequent generation of studies used student-level two-year test-score

gains and richer sets of teacher training variables to evaluate the impact of teacher training on student achievement. The state of the literature through the year 2000 had been extensively reviewed by Wayne and Youngs (2003) in Lougran (2014). While some recent studies of the determinants of teacher productivity continue to employ the gain score approach (Aaronson, 2007); Kane (2006) in Aligaifah (2011), the bulk of recent research has shifted away from this methodology. The gain-score studies rely on observed student characteristics or "covariates" to account for students' heterogeneity. However, they cannot control for unobserved characteristics like innate ability and motivation. There is evidence that better trained and more experienced teachers tend to be assigned to students of greater ability and with fewer discipline problems (Clotfelter, 2006) in Joda (2010). Given this positive matching between student quality and teacher training, the gain-score studies' inability to control for unobserved student characteristics would tend to upwardly bias estimates of teacher value-added associated with education and training.

No matter what the method, nearly all of the recent studies of teacher productivity include some measure of teacher experience, which serves as a proxy for on-the-job training. Results for elementary mathematics are about evenly split between positive and insignificant effects of teacher experience on student achievement. In contrast, all but one of the eight recent studies in the United States by American Society of Teachers (AST) stated by Albert (2009) that separately analysed elementary reading found that student achievement was positively correlated with teacher experience. At the middle school level the findings are essentially reversed. Studies that include middle school consistently find positive effects of teacher experience on math achievement whereas the findings for the effects of experience on middle school reading achievement are evenly split between positive and insignificant correlations. The three studies of high school teachers yield conflicting results. However, Bichi (2007) in Joda (2010), found no significant correlation between teacher experience and

student achievement while Clotfelter (2007) in Joda (2010), found strong positive effects. One difference in these studies is that Clotfelter (2007) in Joda (2010), utilised course-specific end-of-course exams while the other studies rely on more general achievement exams.

As discussed by Kennedy (2006) in Amodu (2009), the estimated effects of experience might be biased if sample attrition was not taken into account. For example, less effective teachers might be more likely to leave the profession and this might give the appearance that experience raised teacher value-added when, in reality, less effective teachers were simply exiting the sample. Alternatively, selection could work in the opposite direction; more able teachers with higher opportunity costs might be more likely to leave the profession, leading to a spurious negative correlation between teacher experience and students achievement. One method of addressing the attrition issue is to include a teacher-specific effect, to control for unmeasured teacher ability, along with the experience measures. The teacher-specific effect should purge the influence of teacher time-invariant ability on experience, yielding unbiased estimates of the marginal product of experience. While the recent gain score studies all include a teacher-specific effect, only two of the eight panel data studies, Hanushek (2005) and Rockoff (2004) in Firestone (2014), employed teacher-fixed effects in addition to students-fixed effects. Both of these studies analysed only a single school district.

Apparently, the pre-service undergraduate training of teachers has received much less attention in recent literature. Boyd (2008), considered the effect of college major on later teacher productivity, but fail to find a robust relationship between undergraduate major and the impact of teachers on student achievement. Three studies, Kane (2006), Clotfelter (2006, 2007a) in Basari (2008), considered general measures of the quality of the undergraduate institution attended and found little or no relationship to teacher productivity in elementary or

middle school. A fourth study, Clotfelter (2007b) in Basari (2008), did find a positive and significant relationship between the prestige of the undergraduate institution and productivity of high school teachers. Similarly, Allison (2006) in Busari (2008), also analysed the relationship between undergraduate grade point average (GPA) and teacher productivity in secondary schools. As with the other measures of undergraduate education, he found no significant relationship between GPA and subsequent teacher performance.

There are at least two shortcomings of recent estimates of the impact of undergraduate education on teacher productivity. First, recent work has relied on relatively gross measures, like college major, which may obscure significant variation in college coursework. Second, none of the recent studies that include measures of undergraduate training control for the pre-college ability of future teachers. Thus, for example, a positive observed correlation between undergraduate institutional prestige and future teacher productivity could mean that institutional quality enhanced the productivity of future teachers or that more able students are accepted into elite institutions and individual ability is determinative of productivity as a teacher.

2.6 Hausa Language and Communication

We speak and use language but seldom do we pause to think about language. According to Naldman and Brooks as quoted in Sherman (2008), language is "a learned systematic symbolic vocal behaviour, which is culturally acquired as an exclusive mark of man, by means of which a social group co-operates". Language permeates all parts of society and does more than simply describe reality. Ifensor (1996:32), defines 'language' as a system of arbitrary vocal symbol by means of which people within a social group interact. Hausa language provides society with a means of socialising its members and a mechanism for role-taking in the Nigerian society.

Meed in Morrish in Sherma (2011), stressed the importance of language in the understanding and taking the role of others. In the development of the self it is essential to have a mental grasp of the consciousness or those around us. Meed (1998:21), postulates that:

> Language in its significant sense is that vocal gesture which tends to arouse in the individual the attitude which it arouses in others, and it is this perfecting of self by gestures which mediates the social activities, that gives rise to the possession of taking the roles of others.

Hausa language is used in all human spheres of life, politics, government, trading, mass media, education and science. The function of Hausa language is inexhaustible. It helps to preserve the culture and history of the Hausa-speaking community. It is the vehicle that is used to preserve the culture and history of that community. It is also the vehicle that is used to impart knowledge and information to express our feelings, emotions and thoughts. It enables one to conduct oneself socially and may even influence the behaviour of people. Chomsky sees Hausa language as the mirrow of mind. He perceives language as an essential tool through which human beings are studied (Sharma, 2011).

It has been stated that Hausa language and communication are interdependent. They are like Siamese twins. One cannot be divorced from the other. Communication is a process of interaction between persons, group or states. Communication as "a process in which people share information, ideas, and feelings, it is a process whereby information is transmitted from the sender to the receiver through the use of common symbols." These common symbols can be represented aurally or orthographically. Communication relies so much on the language for effectiveness and the language is the vehicle for communication. Language is a common tool with which human beings communicate in both formal and informal situations. Language signifies a human system of communication used in speech and writing involving vocabulary and sentence structure. Adetugbo (1980), categorically stated that communication was the only tool for interaction between two or more people. Language, be it oral, literal or symbolic, is the only means of communication. "All human

societies and institution are made possible only by means of possession of language". Hausa language is said to be a human characteristic which exists in both spoken and written forms and both are of great importance to this study [Okonkwo cited Sharma (2011)].

The Nigeria Police Force uses language as every other field does in the performance of the variety of activities which includes prevention and detection of crimes, parades and drills and numerous other activities. All these activities function both in spoken and written language. Gimson in Sharma (2011), stated that:

> Other aspects of language which would require investigation include the variations of the same language in the different regions and social classes (dialectology) the influence of context and style upon the form and substance of the language; the behaviour of human beings in their production and perception of language (psycholinguistics) in which it is spoken (social-linguistic).

2.6.1: Hausa Language Curriculum

2.6.1.1.: Philosophy

Human activity can be described as educational, for human beings are distinguished by capacity to learn, and learning is usually co-operative. Education can refer both to formal, within controlled and planned educational institutions, and to the more informal upbringing of children in homes through the mentoring of parents or guardians. Language is the string that binds society together. It also gives meaning to the communal existence of man. The vibrancy of media, academia and the continuity of culture and of cultural apparatus and the transmission of same is intricately linked to the expertise and credibility of the teacher. The mother tongue of the child is closely related to the child's growth and development, that is, cultural, psychological, and mental. Teaching and learning in the mother tongue helps in the quicker acquisition, retention, dissemination and use of knowledge in other subjects. Literature encapsulates the totality of a people's customs and costumes, manners and mannerism which have crystallised over time and reflects in every facet of their lives which only finds expression in language. Hausa language is both the vehicle of knowledge, world view and

the shortest route to a child's conception and comprehension of concepts. (NCCE Minimum Standard for Hausa Language, 2012 Edition).

2.6.1.2: Objectives

In addition to the earlier stated general aims arid objectives of teaching Languages, teaching Hausa as LI at the NCE level, (according to NCCE Minimum Standards for Hausa Language, 2012 Edition) aims at achieving the following:

i. Equip the student - teachers with the basic skills of listening, speaking, reading and writing the Hausa Language.
ii. Prepare them adequately for the task of teaching the Hausa language at both the Primary and Junior Secondary School level.
iii. Expose the student - teachers to the rich socio-cultural and political lives of the speakers of the language,
iv. Help stimulate their creativity in the Hausa Language.
v. Prepare the students for further studies in Hausa Language. (NCCE, 2012)

2.6.2: General Admission Requirements

According to the NCCE Minimum Standards for Hausa Language, (20l2 Edition), the general admission requirements are:

a. A Senior Secondary Certificate (SSC) NECO or GCE 'O' level with passes in 4 subjects, including English Language, three of which must be at credit level at one sitting or four credits at two sittings. Two of the credits must be relevant to the course the candidate wishes to offer.
b. A Grade II Teachers Certificate (TC II) or Senior Islamic School Certificate (SISC) with credit or merit in three subjects, two of which must be relevant to the course the candidate wishes to offer. One Credit/Merit in English language and/or Mathematics may be required in some courses

c. For candidates wishing to offer courses' in Vocational and Technical Education, R.S.A. or City and Guilds Intermediate Certificate coupled with credit/merit in at least four subjects are acceptable qualifications. (NCCE, 2012).

However, in the Chinese tertiary context, textbooks are compiled by a government appointed panel of experts according to the prescribed curriculum (Wang, 1999). Approved textbooks are written to align with the mandated syllabus and are also tied to national or university assessment (Silver & Skuja-Steele, 2005). EFL (English as First Language) teachers have little autonomy in daily classroom instruction but rely exclusively on textbooks; teaching is text-centered (Wang & Han, 2002).

2.6.3 Teacher Training and the Hausa Language Teacher

In order that curriculum policy is translated into practice and to ensure that successful implementation and continuity of any curriculum innovation exists in the classroom, it is paramount that teachers receive in-service training and provision of ongoing support and professional development ((De Lano et al., 1994; McLaughlin, 1987; White, 1993). As Stenhouse (1975) put it, without teacher professional development there can be no curriculum development. Richards and Farrell, (2005) in Duncan, Pilitsis & Piegaro, (2010), claimed that ongoing in-service training and professional development constituted important components of any projected implementation. In-service training focuses on teachers' responsibilities and is aimed toward short-term and immediate goals, whereas professional development seeks to facilitate growth of teachers' understanding "of teaching and of themselves as teachers" (DeWitt, Archer, Osborne, Dillon, Willis & Wong, 2011).

A considerable number of conceptual and empirical studies have been carried out to illustrate the importance of teachers' in-service training and professional development in assisting teachers with their implementation of curriculum innovation. Empirical studies conducted in the 1970s, Fullan and Pomfret (2007) in Duncan, Rogat & Trundle (2009), such

as when the innovative communicative approach is introduced into the local institutions. Li (2008) conducted a survey among 18 South Korean secondary school teachers who studied at a Canadian university in the summer of 1995.

Yarden (2009) concluded that in-service training was a factor in seven studies. These studies indicated that teachers who received intensive in-service training had a higher degree of implementation than those who did not. In the EFL context, in-service training is deemed especially critical in successfully carrying out a proposed curriculum (Cheng & Wang, 2004; Li; Wang & Han, 2002) in Adadan, Bving, & Trundle (2009), such as when the innovative communicative approach is introduced into the local institutions. Li (2008) conducted a survey among 18 South Korean secondary school teachers who studied at a Canadian university in the summer of 1995.

The exploration of teachers' perceived difficulties in introducing the communicative language teaching (CLT) in South Korea revealed the main barrier to be teachers themselves. These teachers identified six major constraints preventing them from using CLT: deficiency in spoken English, deficiency in strategic and sociolinguistic competence, lack of training in CLT, few opportunities for retraining in CLT, misconceptions about CLT, and little time and expertise for developing communicative materials. The majority of the reasons are connected with teachers' lack of in-service training to "retrain and refresh themselves in CLT". Without such professional upgrading, it was found to be almost impossible for these Korean EFL teachers to implement communicative activities in their classrooms. Li's study was thorough and extensive, but seems too close-ended in its questionnaire design to obtain in-depth information. The majority of the questionnaire items required yes/no answers, leaving teachers little chance to elaborate. Though interviews were also conducted, the responses from participants fell into the preset perceived-difficulties categories the researcher devised.

In so doing, the researcher failed to explore in depth the challenges the participants faced in putting CLT into classroom practice (Wang, 2006).

A study conducted by He (1998) involving 35 Chinese EFL teachers from 11 tertiary institutions demonstrated the same concern. Her investigation into the Chinese experience with implementing the College English Teaching Syllabus indicated that "the current apprenticeship-like teacher training system has done little in changing teachers' perceptions and their instructional behaviours" (p.326) when translating the innovative syllabus into classroom practice. Pennington and Cheung's (1995) case study about the adoption of process writing was carried out with eight secondary EFL teachers in Hong Kong and resulted, however, in the finding that the implementation of the process .writing approach could be assisted by teacher training. Utilising a survey on a small sample, they analysed factors shaping the implementation with elicitation and categorisation of compatible and incompatible teacher factors and contextual factors. They found that teachers varied in their attitudes toward the introduction of process writing in initial training sessions.

However, Thompson and Bates (1995), cast doubt upon the usefulness of in-service training. They pointed out that one of the beliefs extant in general in-service training is a misconception, in that attending a training course does not necessarily improve teachers' practice. This unrealistic expectation of what training courses can offer fails to take into consideration teachers' beliefs, attitudes, and other factors. They asserted that attending a course is only one part of a complex process in which theory becomes translated into practice. This in-service training, albeit an important one, must also be connected with other teacher professional development activities

Morris' (1988) study also revealed teachers' difficulty in using a new teaching approach after in-service training. During training session which intended to wean economics teachers from a product-based transmission approach to a more process-oriented interpretation one,

teachers, when surveyed, expressed favourable attitudes toward the new curriculum. However, when observed in their classrooms, teachers in general reverted to their former transmission type of teaching and did not implement the innovative approach. The in-service training teachers attended was not apparently seen by the teachers as useful, and therefore did not facilitate the enactment of the new approach.

2.6.4: The Hausa Language Teacher

Education is the bedrock of development in every society. The Federal Republic of Nigeria in its National Policy on Education (FRN, 2014) articulated what the curriculum of the various levels of education in Nigeria should be. It is through education that countries all over the world compete favourably, socially and economically with one another. It is, therefore, a fertile ground on which laudable ventures such as a lasting culture of peace and care for planet earth can be achieved. Anikweze (2011) is of the view that education should serve as a vehicle for enthroning a culture of reform. And teachers occupy a very vital position in the educational process of any country. Therefore teachers need to be trained and retrained.

In the teaching profession, the teacher constitutes a critical factor in the success of any educational system. Many laudable educational initiatives have failed mainly because they did not take due account of the teacher factor. The quality of the teacher, to a large extent, determines the quality of the educational system (Rogers 2010, Boyd, Lankford, Loeb, Ronfeldt, & Wyckoff, 2011) in Muhammed (2018). It should be recognised that, production of quality teachers will enhance the consolidation of educational system in Nigeria. Therefore, training and re-.training of teachers in English language will enhance quality teaching and better teachers' productivity and consolidation of the Nigerian educational system. This is the reason why in any developing country, there is an ever increasing need for re- training of teachers in order to facilitate efficiency and effective implementation of curriculum for teaching productivity and functional educational system. 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 the changing job content and environment. To meet these requirements, teacher training must become a life-long process. Also, 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. Therefore, teachers are important factor in educational development. The quality of teachers determines the quality of their output. As some, no educational system can be consolidated without the development of the teachers that will implement the programme.

The Federal Republic of Nigeria National Policy on Education (2014), Section 5, stated that "in-service training shall be an integral part of continuing teacher education. It is mandatory that all school proprietors provide inservice education for teachers (p.29). The policy stressed the importance of in-service training and further stated that "efforts towards the improvement of quality education at all levels shall include appointment and retention of academically and professionally qualified persons as teachers and heads of educational institutions" (p.29). These two policy statements underscore the necessity of regular training and re-training of teachers for consolidating the Nigerian educational system. This will enhance continuing teacher development and improvement of the quality of education offered to learners at primary and secondary levels who wish to collaborate in the process of teacher innovation that they must be patient, receptive, supportive, and accepting of *partial* change.

2.6.5: Teacher Qualification and Student Learning Outcomes

Qualifications of a teacher play an important role in teaching, but professional education or training is more important in teaching because a trained teacher can teach better than an untrained teacher. Generally, it is claimed that a trained teacher knows how to communicate effectively. Muhammed (2018), on the importance of teacher training writes

that schools cannot succeed without trained teachers. In accomplishing teaching as a responsible profession, he also specifies the general areas of study in teacher education. Usman (2004) in Olayiwola (2010), also states that competency is knowledge, skill or character that teachers want students to acquire. If a trained teacher teaches the students, the performance of the student would be good because in the process of education, the teacher is considered the most crucial element. There is a direct relationship between the qualification of the teacher and the performance of the students besides other factors. Effective teaching is, therefore, necessary for effective learning.

Teachers' subject area certification or authorisation is one of the teacher qualifications most consistently and strongly associated with improved student achievement, especially in middle and high school mathematics (Betts et al., 2003; Cavalluzzo, 2004; Goldhaber & Brewer, 2000). Carr (2006), also indicated that highly qualified teachers, or those with both full certification and demonstrated subject-matter competency, are associated with increased elementary and middle school achievement in reading, science, and social studies as well as in mathematics. While there have been no studies that directly estimate the effects of pre-service education or in-service professional development on a teacher's contribution to achievement of students in Hausa, a number of studies investigated the relationship between the training of teachers and their classroom practice Benjamin and Goodyear (2011).

Using observations, classroom performance and principal ratings, Varelas, Pappas, Kane, Arsenault, Hankes & Cowan (2008) found that graduates of a traditional special education teacher program had superior classroom practices compared with their counterparts from a university-district partnership and from a district "add-on" programme. Windschitl, Thompson, & Braaten (2008) in Bendele & Fenami (2012), found similar results, indicating that traditionally licensed teachers are better than emergency licensed teachers on several dimensions such as planning and preparation, classroom environment management, and instruction. Teachers'

qualifications encompass teachers' scores on tests and examinations, their years of experience, the extent of their preparation in subject matter and in pedagogy, what qualifications they hold in their area of expertise, and their on-going professional development. Student learning is taken simply as the gain scores students attain on achievement tests. Penuell, Fishman, Gallagher, Korbak, & Lopez-Prado (2009) in Stronge (2011), went on to posit the relationship between teacher qualification and student learnig as the percentage of variance in student scores accounted for by teacher qualifications when other variables are held constant or adjusted. Research on the performance of the general student population has produced a general consensus that the most important school-based determinant of student achievement is teacher quality (Rockoff, 2010)

In many countries, teacher qualifications that are considered to be related to student learning have become targets of education reform. However, the nature of this reform is under debate. Some perceive the main problem to be the low academic and cognitive level of those who go into the teaching profession and call for policies aimed at attracting more capable candidates through shorter, less regulated alternative routes (United States Department of Education, 2002). Others view the problem mainly as the result of inadequate teacher preparation and call for the “professionalisation” of teacher education by making it longer, upgrading it to graduate programmes and regulating it through mechanisms of licensure, certification and promotion aligned with standards (Darling-Hammond, 1998, 1999, 2000).

2.7 Hausa Language Teachers’ Qualification

Certification is a measure of teachers’ qualifications that combines aspects of knowledge on the subject matter, about teaching and learning. Lassa (2000) and Guga (1998) in Guga and Bawa (2012), claimed that education could not be provided by just anybody, it required a teacher who plans and delivers the lessons or instruction in such a way that objectives can be achieved. An uncertified teacher cannot prepare students for

WASCE/NECO because it is unlikely that they could pass. However, the introduction of the Teachers Registration Council of Nigeria (TRCN) by the Federal Government is a landmark for the certification of teachers.

Teacher certification as a sign of teacher quality that has been investigated at various levels, including full standard certification, emergency certification, advanced or national board certification, and subject-area certification is either unrelated or positively related to student achievement. Other research show that emergency certification is generally either unrelated or negatively related to student achievement. In particular, the study suggests that teachers with emergency certification negatively influence middle and high school student achievement (Aggrarwal, 2006) in Guga and Bawa (2012).

Teacher subject area certification is one of the teacher qualifications most consistently and strongly associated with improved student achievement, especially in middle and high school mathematics. Carr (2006), also indicates that highly qualified teachers or those with both full certification and demonstrated at subject matter competency, are associated with increased elementary and middle school achievement in reading, science and social studies as well as in mathematics. In most secondary schools, the subjects that are taught are of very significant in the development of the nation. But due to the present situation, some subjects are considered to be superior to others if the certificate obtained is not among the respected and admired.

2.8 The Use and Teaching of Nigerian Languages (Hausa)

The use and teaching of the Nigerian languages in formal education is about as old as formal education itself in Nigeria, beginning with the early Christian missionaries who recognised the effectiveness of indigenous languages to spread their religion and therefore, studied these languages, developed them as best as they could, translated the scriptures into them and taught the people how to read and write in their own languages. After that, the

importance of the use of these languages in formal education was recognised and encouraged in varying degrees in the several reports and conferences/seminars since then (Owadiac, 2008).

The FRN National Education Policy (2014) goes on to say that Government will provide both infrastructure and specialist teachers to enhance learning. To make good this promise, in 1993, by Act No. 117, the Federal Government established the National Institute of Nigerian Languages (NINLAN), Aba, to the envy of linguists in many other African countries who felt that Nigeria was moving in the right direction with her languages. The main objective of the Institute were (a) to promote the use and study of Nigerian languages and (b) to explore all relevant and available avenues, potential and resources to make the Institute an active teaching and learning centre for the study of Nigerian languages, a resource centre for specialised professional services to the public and private sectors of the Nigerian economy, and a Nigerian centre for research into Nigerian languages. In fact, of the three language centres established by Government about the same time (the others being the Nigeria French Language Village, Badagry and the Nigeria Arabic Language Village, Ngala) only NINLAN was backed up by a law. Thus, on paper at least, adequate provisions had been made for a number of Nigerian languages to feature in education, for official documentation and for conducting legislative business at one level or the other. The issue of implementation is another matter. In addition to the local provisions, Nigeria is a member of some international bodies and a signatory to many resolutions that ensure the protection and promotion of indigenous languages and cultures. For instance, Nigeria is a signatory to the United Nations (UN) 1996 Universal Declaration of Linguistic Rights, which has two basic implications:

(a) That people are entitled to the right to be educated in their own languages; and

(b) That people are entitled to the right for their languages and cultures to be taught in

their own languages. (p.15).

This resolution implies that every language is entitled to enjoy official recognition for use according to the domains relevant to it within the policy and for it to be developed and used in the education of the individual. There is also the UN Declaration of Cultural Diversity (2002) which focuses on the maintenance of cultural and linguistic diversity as the global linguistic goal for the 21st century. In addition, 21st February of every year has been set aside as the Mother Language Day on which attention is called to the use and maintenance of the mother tongue. This year's Mother Language Day in Nigeria was celebrated in Asaba, Delta State under the auspices of UNESCO in collaboration with the Federal Ministry of Education and Linguistic Association of Nigeria (LAN). Besides the UN, the African Union (AU), of which Nigeria is also a prominent member, has called attention to the importance of local languages. In the Harare Declaration of 1997, African leaders were charged to draw up realistic language policies for their respective countries. Each country was to, among other things, produce a clear language policy document within which every language spoken in the country could find a place. In addition, the policy framework was to be flexible so as to allow every community to use its language side by side with other languages while integrating with the wider society within an empowering policy that catered for communication at the local, regional and international levels. (p.3).

By these and other similar interventions, provisions have been made for every Nigerian language, whether major or non-major, developed, developing or undeveloped to be used, promoted within varying domains of the society and saved from endangerment and extinction. Unfortunately, however, in 2004 Government introduced a nine-year Universal Basic Education (UBE) which now includes the six years of primary school and three years of junior secondary school, but the UBE Act 2004 Curriculum makes no provision for the use of teaching of the non-major Nigerian languages throughout the nine years. The

languages approved to be taught are Arabic, English, French, Hausa, Igbo, and Yoruba. While the objectives of the UBE Act are noteworthy, the Federal Government appears to be infringing on the linguistic rights of speakers of the non-major languages that are not listed in the UBE curriculum and this certainly is in bad taste (Maduagwu, & Nwogu, 2006) in Rejendra (2009).

2.9 The Teaching of Hausa as Indigenous Language

The teaching of the three major indigenous languages as second languages is faced with both logistic and conceptual problems. To take the latter first, the National Policy on Education, as indicated earlier, requires each school child at the junior secondary school level to study one of those three languages in addition to his/her mother tongue.

However, for practical reasons, and as indicated earlier, many school children cannot actually study their mother tongue but must instead study an indigenous language of wider communication at primary school as well as at the junior secondary school. This being the case, suppose the language of wider communication which such children have to learn as their mother tongue or first language (L_1) is one of the three major indigenous languages, as could well be the case of children in Bauchi, Plateau and Kaduna States, for example, where Hausa would appear to serve as a language of wider communication, and in parts of Ondo, Edo and Kogi states, where Yoruba similarly serve as a language of wider communication. In that event, should such children be required to study yet another major indigenous language as their second language (L_2)? This is an important policy question to which different answers have been given by different observers of the educational scene in the country.

In addition to appreciating the importance of language in the educational process, and as a means of preserving the peoples' culture, the Government considers it to be in the interest of national unity that each child should be encouraged to learn one of the three major

languages other than his/her own mother-tongue. In this connection the government considers the three major languages in Nigeria to be Hausa, Igbo and Yoruba. (Rajendra, 2009).

2.10 Teachers Experience and Students' Academic Performance

Teacher experience has a significant effect on pupil performance in primary schools and at upper secondary school level. Experienced teachers have a richer background of experience to draw from and can contribute insight and ideas to the course of teaching and learning, they are open to correction and are less dictatorial in classroom. The effect of teacher experience on students' achievement was that students taught by more experienced teachers achieve at a higher level, because their teachers have mastered the content and acquired classroom management skills to deal with different types of classroom problems (Gibbons et al., 1997 in Audu, 2011). Furthermore, more experienced teachers are considered to be more able to concentrate on the most appropriate way to teach particular topics to students who differ in their abilities, prior knowledge and backgrounds (Sanders & Epstein, 2008).

Teachers' attendance of in–service training is one of the indicators of experience. In the Science Education Project in South Africa (SEP), the objectives were mainly formulated by the developers after having consulted various experts who had experience with Education in Africa. The teachers in this program had been, and did not have any experience with practical work.

Therefore, the more the teachers know about students, the better the teachers can connect with them and the more likely they will be able to benefit from the teachers' experience in reconstructing their world. The knowledge that teachers need about students in order to connect with them is gained through interaction. For many reasons, measuring the real impact of experience on a teacher's effectiveness is complex, more so than measuring

any other teacher attribute. Consequently, many well-constructed research attempts to interpret the relationship between experience and effectiveness have produced varying results that reveal no particular pattern. Murnane (1996) in Sanders & Epstein (2008), found that teacher effectiveness improved rapidly over the first three years of teaching and reaches its highest point between the third and fifth year, but found no substantial improvement after year five.

In contrast, a small number of studies suggest that teacher experience effects may be evident for a longer period of time. Murnane and Phillips (1981) in Audu (2011), stated that experience had a significant positive effect on elementary student achievement among teachers during their first seven years of teaching. Ferguson (1991) in Akiri (2013), revealed that at the high school level, students taught by teachers with more than nine years of experience had significantly higher test scores than students whose teachers had five to nine years of experience. Rivers and Sanders (2007) in Akiri (2013), suggested that teacher' effectiveness increased dramatically each year during the first ten years of teaching. In the extreme case, Akiri (2013), found evidence of growing teacher effectiveness out to 20 or more years in their analyses of North Carolina teacher data; although more than half of the gains in teacher effectiveness occurred during the first few years of teaching. Stronge et al (2007), asserted a positive relationship between teachers' verbal ability and composite students' achievement. Verbal ability has been considered an indicator of teacher quality. The basic logic is that teachers rely on talk to teach (explaining, questioning, and providing directions). What verbal ability means and how to measure it, it turns out, are not straightforward. Lai (2011), measured teachers' verbal ability with a 30-item sentence completion test. Thus, although talk about the importance of teachers' verbal ability persists, it is not a strong measure of teacher quality.

Other studies of the effects of teacher experience on student learning have found a relationship between teachers' effectiveness and their years of experience (Murnane and Phillips, 1981 in Alka (2008) but not always a significant one or an entirely linear one. While many studies have established that inexperienced teachers (those with less than three years of experience) are typically less effective than more senior teachers, the benefits of experience appear to level off after about five years, especially in non-collegial work settings (Rosenholtz, 1985 in Alka (2008). A possible cause of this curvilinear trend in experience effects is that older teachers do not always continue to grow and learn and may grow tired in their jobs. Furthermore, the benefits of experience may interact with educational opportunities. Veteran teachers in settings that emphasise continual learning and collaboration continue to improve their performance (Rosenholtz, 1984 in Audu, 2011). Similarly, very well-prepared beginning teachers can be highly effective. For example, some recent studies of 5-year teacher education programmes - programmes that include a bachelor's degree in the discipline and master's in education as well as a year-long student teaching placement - have found graduates to be more confident than graduates of 4-year programmes and as effective as more senior teachers (Andrew and Schwab, 1995; Denton and Peters, 1988).

It is also possible that uneven effects of experience in cross-sectional studies can be the result of cohort effects (for example, cohorts of teachers hired in times of shortage may be less well-qualified than those hired when schools can be more selective) or of attrition effects (for example, disproportionate early attrition of more able teachers may leave a less capable senior force on average) [Vance & Schlechty, (1982) in Adeyemi, 2014). Presumably, the direction of this effect would change if retention policies kept the most able beginning teachers in the profession.

2.11 Knowledge of Subject Matter and Students' Performance

Subject matter knowledge is another variable that one might think could be related to teacher effectiveness. While there is some support for this assumption, the findings are not as strong and consistent as one might suppose. Studies of teachers' scores on the subject matter tests of the National Teacher Examinations (NTE) in Nigeria have found no consistent relationship between this measure of subject matter knowledge and teacher performance as measured by student outcomes or supervisory ratings.

Byrne (1983) in Adeyemi (2014), summarised the results of thirty studies relating teachers' subject matter knowledge to student achievement. The teacher knowledge measures were either a subject knowledge test (standardised or researcher-constructed) or number of college courses taken within the subject area. The results of these studies were mixed, with 17 showing a positive relationship and 14 showing no relationship. However, many of the no relationship studies, Byrne noted, had so little variability in the teacher knowledge measure that insignificant findings were almost inevitable. Ashton and Crocker (1987) in Adeyemi (2014), found only 5 of 14 studies they reviewed exhibited a positive relationship between measures of subject matter knowledge and teacher performance.

An extensive examination of the variables that impact learning should include studying the factors that impact students' attitudes regarding school and the relationships they form with their teachers. Two arguments can be made for the identification of these factors. First, if students like school they reap important social advantages such as building friendships, gaining respect for peers and adults, and learning social skills. Second, if students like school their academic performance is enhanced (Hallinan, 2008). Regardless of if a teacher-student relationship is close or fraught with conflict, that relationship seems to both contribute to, and be an indicator of, a child's adjustment to school (Pianta and Stuhlman, 2004).

Trust is another component that must accompany building meaningful relationships. Arletta Bauman-Knight (2006), explained that trustworthiness has to do with whether or not the teacher has the students' best interests at heart. She proposed that a teacher who exhibited trustworthiness would promote positive teacher/student relationships. Students, (as do teachers) form opinions of their teachers by observing how they speak to, and respond to other students in the classroom. A student's perception of his or her teacher can be positive or negative. Therefore, teachers must develop positive relationships with their students so that students can build on that initial trust, value learning, and grow academically.

Adults often assume that children like school due to the opportunities it offers for peer interaction. Although previous studies support that notion, research also indicates that certain teacher traits serve as strong indicators of students' like or dislike for school (Montalvo, 2007). Similarly, Hallinan (2008), states that when students' needs to be valued and respected are met, their attachment to school increases. Research by Montalvo (2007) in Hallinan (2008), had shown that students would put forth greater effort and demonstrate a higher degree of persistence if they liked their teachers. In addition, findings indicate that students attain better grades in classes taught by the teachers they like (Montalvo, 2007). The evidence linking student-teacher relationships with student achievement has been consistent across grade levels.

Given these findings, it is important for all students to have equal access to establishing positive relationships with their teachers. It would seem that is not the case for all students. However, in spite of the goodness of establishing students-teacher relationships, there is the need for extra caution and restraint, especially when dealing with the opposite sex, in order to avoid unwanted results which intimacy might cause. This very special caution is necessary especially at secondary school level when students at that stage are making transition from early adolescence to later adolescence period. There are quite a number of

incidents where such relationships have reached a stage of sexual relationships between teacher and students and favouritism.

Because of the significant social and academic implications for students, Jerome (2009), stated that it was important for educators to examine ways to enhance the quality of teacher-student relationships. Research indicates that all children do not have equal access to the opportunity to develop close relationships with their teachers. Certain factors such as gender and ability level cannot (and obviously should not) be altered, but is well within our locus of control to provide staff development for teachers, educate them about their personal biases and show them how to improve the quality of their relationships with all students.

In a multilevel analysis of the same data set, Monk and King (1994) in Ibrahim (2011), found both positive and negative, generally insignificant effects of teachers' subject matter preparation on student achievement. They did find some evidence of cumulative effects of prior as well as proximate teachers' subject matter preparation on student performance in mathematics. Effects differed for high and low-achieving students and for different grade levels. In a review of 65 studies of language teachers' characteristics and behaviours, Druva and Anderson (1983) in Ibrahim (2011), found students' language achievement was positively related to the teachers' course taking background in both education and in language. The relationship between teachers' training in languages and student achievement was greater in higher level language courses, a result similar to that found by Ibrahim (2011), in Hausa language.

It may also be that the measure of subject matter knowledge makes a difference in the findings. Measures of course-taking in a subject area have more frequently been found to be related to teacher performance than have scores on tests of subject matter knowledge. This might be because tests necessarily capture a narrower slice of any domain. Furthermore, in the United States, most teacher tests have used multiple-choice measures that are not very

useful for assessing teachers' ability to analyse and apply knowledge. More authentic measures may capture more of the influence of subject matter knowledge on student learning. For example, a test of French language teachers' speaking skill was found to have significant correlation to students' achievement in speaking and listening (Carroll, 1975 in Ibrahim, 2011). Despite concerns that education majors may be less well prepared in their subject areas than are academic majors (Galambos, 1985 in Ibrahim, 2011), comparisons of teachers with degrees in education versus those with degrees in disciplinary fields have found no relationship between degree type and teacher performance. This may be because certification requirements reduce the variability in course backgrounds found for teachers with different degree types.

2.12 Knowledge of Teaching and Learning and Students' Performance

Ordinarily, a teacher cannot impart on the pupils beyond the capacity of his knowledge. A teacher, who is himself battling with spoken Hausa, would not be expected to magically foster effective communication in his students. This is why it is being advocated that the training process must engender these qualities in the trainees. Upon graduation and successful placement, these new breed teachers (like new brooms that sweep better) will be able to rub-off these qualities on their students. As it is, if the observations and interactions one has had with the students/school leavers are anything to rely on, there are so many such grounds left uncovered by the present crop of teachers in public secondary schools, with regard to the acquisition of effective communication abilities. According to Ango (2005) cited in Audu (2011), observation and communication were two process skills which were absolutely essential in teaching and learning process. Ango and Gyuse (1997) in Alkas (2008), havd stressed that communicating was a vital skill in teaching and learning.

The theories of Gagne (1968) in Audu (2011), not only stressed the importance of the skill of communicating but also suggested a hierarchy of types of problem-solving, viewing-

response learning to be at the bottom of the hierarchy. This suggests a model of concept learning, showing its connection with languages. He argued that the first step in learning a concept was probably for the student to learn the word, which symbolised it through an instrumental conditioned reflex so that the students could repeat the word at will when asked. Communication is so vital that the teacher must be able to communicate effectively in the teaching-learning process and learners also should acquire the skill of communicating to be able to effectively interpret and understand the teachers' instructions. For the skill of communication to be effectively taught, the mastery of the process by the teacher himself is very crucial.

2.13 Empirical Studies

Atanda and Jaiyeoba (2011), conducted a study to investigate the influence of school-based quality factors on secondary school students' achievement in English Language in south-western and north-central Nigeria. The study adopted the descriptive survey research design of the ex-post facto type and made use of a sample of 1,014 English Language teachers and principals selected through a multi-stage sampling procedure. The two validated instruments used for data collection were School-Based Quality Inventory (r = 0.89) and School-Based Quality Factor Questionnaire (r = 0.92). Three hypotheses were tested at 0.05 alpha level of significance. Data collected were analysed using mean, standard deviation and multiple regression. Out of the nine independent variables, only three have significant relationship with students' academic performance in English Language. These are supervision of instruction ($r = 0.153$; $P < 0.05$), school leadership ($r = 0.164$; $P < 0.05$) and quality of instruction (r 0.237; $P < 0.05$). Also, the independent variables (i.e. the nine school-based variables) accounted for 47% of the variance in the dependent variable and the joint effect of school-based quality factors is significant on the students' achievement in English Language ($F=3.333$; $Df= (9,420)$; $P<0.05$). The study concluded that instructional materials,

quality of instruction and supervision have been adjudged to have contributed significantly to students' achievement in English Language. Based on the findings, some of the recommendations made include effective supervision, provision of relevant and adequate instructional materials and encouragement of quality instruction.

Studies have found a somewhat stronger and more consistently positive influence of education coursework on teachers' effectiveness. Ashton and Crocker (1987) in Audu (2011), found significant positive relationships between education coursework and teacher performance in 4 of 7 studies they reviewed - a larger share than those showing subject matter relationships. Boyd, Lankford, Loeb and Rockoff (2008), reported a consistent positive effect of teachers' formal education training on supervisory ratings and student learning, with 11 of 13 studies showing greater effectiveness for fully prepared and certified vs uncertified or provisionally certified teachers. With respect to subject matter coursework, 5 of 8 studies they reviewed found no relationship and the other three found small associations.

The current study and that of Atanda and Jaiyeoba (2011), share the following commonalities: they are all geared towards promoting effective teaching and learning in the classroom; they both adopted survey research design; they both used teachers as respondents and hypotheses were tested at 0.05 alpha level of significance. However, they have the following differences: the current study centered on Hausa language while that of Atanda and Jaiyeoba (2011) centered on English language; the current study uses independent sampling t-test in testing hypotheses while that of Atanda and Jaiyeoba (2011), uses means, standard deviation and multiple regression; the current study uses purposive sampling technique while that of Atanda and Jaiyeoba (2011) uses multi-stage sampling procedure; and the current study will be conducted in Zaria Education Zone, Kaduna State while that of Atanda and Jaiyeoba (2011), was conducted in South-Western and North-Central Nigeria.

Abubakar (2014), conducted a study on the relationship between teachers' variables and secondary schools students' academic performance in Hausa language in Kano State, Nigeria.

The study sought to:

(i) determine the relationship between teachers' qualification/ certification and students' academic performance in Hausa language,

(ii) establish the relationship between teachers' years of teaching experience and students' academic performance in Hausa language,

(iii) establish the relationship between teachers' knowledge of subject matter and student academic performance in Hausa language,

(iv) examine how teachers' teaching methods influence student academic performance in Hausa language.

In the study, four research questions were raised and answered using the descriptive statistics and four (4) null hypotheses were formulated and tested at 0.05 level of significance. A total sample size of 250 SSII students were randomly selected out of population of 9,938 students in all the Senior Secondary schools in the metropolis. All the seventy five (75) teachers teaching Hausa Language in the schools were selected to represent the sample for the teachers. Survey design was used in the study and the instrument for data collection was a 40-item questionnaire for teachers and the result of standardised examination for students' academic performance. A pilot study was conducted in a school outside the study area and the reliability of the instrument was obtained to be 0.88 using pretest-post-test reliability coefficients. The research questions were answered using descriptive statistics such as mean, standard deviation and frequency count, while the research hypotheses were tested using inferential statistics such as r-test and F-test (ANOVA). Hypotheses 1, 2 and 4 were all accepted while hypothesis 3 was rejected. The major findings were that teachers' quality had

no significant relationship with students' academic performance and that teachers' knowledge of subject matter played a significant role in the performance of students and therefore led to the general conclusion that teachers with deeper knowledge of subject matter produced better students than those with shallow knowledge of subject matter. This is similar to the present study because it studied one of the study's variables, which is a survey research. The previous study was different as it was carried out in Kano State, while the present study will be conducted in Kaduna State.

Wushishi, Ashafa, & Sadiq (2016) conducted a study titled: *Effects of Hausa Language of Instruction on Secondary School Biology Students' Academic Performance in Sokoto State, Nigeria*. This study investigated the effects of Hausa Language as a medium of instruction on academic performance of secondary school Biology students in Sokoto State, Nigeria. The research design used was experimental design, precisely, pretest-posttest control group design. The population of the study was 21,367 SSII students. Stratified random sampling technique was used in selecting the sample of schools used. 370 students were used as sample for the study. One hundred and eighty six (186) students, consisting of 109 male and 77 female, were randomly selected for the experimental groups while one hundred and eighty four (184) students consisting of 102 male and 82 female were randomly selected for the control groups. Two hypotheses were formulated and tested at 0.05 level of Significance. The results revealed that there was significant difference between the experimental and control groups. There was no significant difference found between male and female students taught Biology in Hausa Language. It was concluded that the use of Hausa Language as a medium of instruction in Biology enhanced performance among students. It was recommended among others that Hausa Language should be recommended for use by the government as a medium of instruction in Biology, most especially in schools that are in the Hausa-speaking states in Nigeria.

Similarities of the Studies. Both studies looked at Hausa language, and both equally look at academic performance, as well, and the fact that they were conducted in secondary schools in states in Nigeria. Differences, however, exist in the two studies; the previous study was conducted in Sokoto State, while the present was conducted in Kaduna State. Furthermore, the previous study used quasi-experiment as research design while the present study used *ex post facto* research design, the provious study used stratified sampling techniques while the present used purposive sample techniques.

Unanma, Abugu, Dike & Umeobika (2013), conducted a study to examine the relationship between teachers' academic qualifications and academic achievement of senior secondary school students. The area for the study was Owerri West LGA. A case study of four secondary schools formed the research design. Teachers' academic qualifications and the SSI students' third term results formed the data which was analysed using simple percentage and Pearson Correlation. Three research questions were answered and the findings of the research reviewed that there was a positive relationship between the teachers' academic qualifications and students' academic achievements. Since a teacher's professional qualification influences students' academic achievements in Chemistry, the government and all stakeholders in education sector should endeavour to implement its policy on basic education for all and thus, create an enlightened society in which every Chemistry teacher would be educated enough to have a positive influence on their Chemistry students for better achievement in the subject.

However, the current study and that of Unanma, et al (2013) share the following similarities: they both examined teacher's characteristics in relation to students' academic performance; and they both use descriptive research designs; they both tested hypotheses at 0.05 alpha. The two studies differ in the following ways: while the current study utilises independent sample t-test to test the hypotheses, that of Unanma, et al (2013), used simple

percentage and Pearson Product-Moment correlation; while the current study used questionnaire in data gathering, that of Unanma, et al (2013), used teachers' academic qualifications and the SSI students' third term result as data for the study.

Olaleye (2011), conducted a study to investigate the perceptions of students on teachers' characteristics in relation to students' academic performance in Hausa Language. The study was carried out in Osun State Senior Secondary Schools. A population of 1,600 purposively selected SSS III students from 16 rural and urban schools were used for the study. Questionnaire tagged *Teachers' Characteristics and Students' Academic Performance* (TCSAP) was used to elicit information from the students. Data collected were analysed using simple percentage, Pearson Product-Moment Correlation and Chi-Square to test the hypotheses generated in the study. The findings showed that there was a significant relationship between teachers' characteristics on students' academic performance in Hausa Language. It was recommended that a proper evaluation of teachers based on examination and supervision should be well organised before promotion and appointment. A situation where mass promotion is based on year of graduation does not augur well for good academic performance of students.

The current study and that of Olaleye (2011), differ in the following ways: the current study was carried out in Zaria Education Zone, Kaduna State while that of Olaleye (2011), was carried out in Osun State; the current study used teachers as respondents while that of Olaleye (2011) used SSIII students; and data collected in Olaleye (2011), were analysed using simple percentage, Pearson Product-Moment Correlation and Chi-Square Test to test the hypotheses, while the current study used independent sample t-test. They, however, possess the following similarities: they both examined teachers' characteristics in relation to students' academic performance in Hausa language; they both used purposive sample

technique in selecting sample for the study; and they both used survey research design with questionnaire as a tool.

Wushishi, Ashafa. & Sadiq (2016), conducted a study on "*Effects of Hausa language of Instruction on Secondary School Biology Students' Academic Performance in Sokoto State".* This study investigated the effects of Hausa Language as a medium of instruction on academic performance of secondary school Biology students in Sokoto State, Nigeria. The research design used was experimental design, precisely, pretest-posttest control group design. The population of the study was 21,367 SSII students. Stratified random sampling technique was used in selecting the sample of the 12 schools from six educational zones. 370 students were used as sample for the study. One hundred and eighty six (186) students, consisting of 109 male and 77 female students, were randomly selected for the experimental groups while one hundred and eighty four (184) students, consisting of 102 males and 82 females, were randomly selected for the control groups. Two hypotheses were formulated and tested at 0.05 alpha level of Significance. The results revealed that there was significant difference between the experimental and control groups. There was no significant difference found between male and female students taught Biology in Hausa Language. It was concluded that the use of Hausa Language as a medium of instruction in Biology enhanced performance among students. It was recommended among others that Hausa Language should be recommended for use by the government as a medium of instruction in Biology, most especially in schools that are in the Hausa-speaking states in Nigeria.

In a study of more than 200 graduates of a single teacher education programme, Ferguson and Womack (1993) in Arzi & White (2008), examined the influences on 13 dimensions of teaching performance of education and subject matter coursework, NTE subject matter test scores, and GPA in the students' major. They found that the amount of education coursework completed by teachers explained more than four times the variance in

teacher performance (16.5 percent) than did measures of content knowledge (NTE, scores and GPA in the major), which explained less than 4 percent. In a similar study which compared relative influences of different kinds of knowledge on 12 dimensions of teacher performance for more than 270 teachers, Guyton and Farokhi (1987) in Arzi & White (2008), found consistent strong, positive relationships between teacher education coursework performance and teacher performance in the classroom as measured through a standardised observation instrument, while relationships between classroom performance and subject matter test scores were positive but insignificant and relationships between classroom performance and basic skill scores were almost nonexistent. Another programme-based study by Denton and Lacina (1984) in Arzi & White (2008), found positive relationships between the extent of teachers' professional education coursework and their teaching performance, including their students' achievement.

It may be that the positive effects of subject matter knowledge are augmented or offset by knowledge of how to teach the subject to various kinds of students. That is, the degree of pedagogical skill may interact with subject matter knowledge to bolster or reduce teacher performance. The kind and quality of in-service professional development as well as pre-service education may make a difference in developing this knowledge. Several recent studies have found that higher levels of student achievement are associated with mathematics teachers' opportunities to participate in sustained professional development grounded in content-specific pedagogy linked to the new curriculum they are learning to teach (Cohen and Hill, 1997; Wiley & Yoon, 1995; Brown, Smith & Stein, 1995 in Seifferf (2013). In these studies, both the kind and extent of professional development mattered for teaching practice and for student achievement.

Other studies have found that students achieved at higher levels and are less likely to drop out when they are taught by teachers with certification in their teaching field, by those

with masters degrees, and by those enrolled in graduate studies (Council for School Performance, 1997; Knoblock, 1986; Sanders, Skonie-Hardin & Phelps, 1994 in Seifferf (2013). However, like the National Assessment of Educational Progress (NAEP) analyses described above, these are simple correlational analyses that do not take into account other school resources or student characteristics like poverty or language background that may affect student performance.

Continuity of teachers' learning may also matter. In an earlier work, Unanma, Abugu, Dike and Umeobike (2013), demonstrated that the decency of voluntary educational experience was related to teacher performance. Penick and Yager (1983) in Serifferf (2008), found that teachers in exemplary science programs had higher levels of education and more recent educational experiences than others, even though they were older than the average science teacher. As Murnane (1985) in Serifferf (2008), suggests, these findings may indicate that it is not only the knowledge acquired with ongoing professional development (which may represent more recent advances in the knowledge base) but also the teacher's enthusiasm for learning that relates to increased student achievement.

Teacher education appears to influence the use of these practices. Teachers who have had formal preparation have been found to be better able to use teaching strategies that respond to students' needs and learning styles and that encourage higher order learning (Perkes, 1967-68; Hansen, 1988 in Ndibusi & Patrick, 2006).

Moreover, Martins and Obebe (2008), observed that it seemed logical that teachers' abilities to handle the complex tasks of teaching for higher-level learning were likely to be associated, to varying extents, with each of the variables reviewed above: verbal ability, adaptability and creativity, subject matter knowledge, understanding of teaching and learning, specific teaching skills, and experience in the classroom, as well as interactions among these variables. In addition, considerations of fit between the teaching assignment and the teacher's

knowledge and experience are likely to influence teachers' effectiveness, as are conditions that support teachers' individual teaching and the additive effect of teaching across classrooms, such as class sizes and pupil loads, planning time, opportunities to plan and problem solve with colleagues, and curricular supports including appropriate materials and equipment (Darling-Hammond, 1997 in Alasoluyi & Yusuf, 2015).

Gahin and Myhill (2001) in Zhang, Passalacqua, Lundeberg, Koehbr & Eberhardt, (2010), conducted their empirical study using a sample of 120 EFL teachers in Egypt to explore their attitudes towards the communicative approach (CA) versus the traditional grammatical approach in teaching. The quantitative data revealed no statistically significant differences between participants according to age and gender, but there were some clear differences according to teachers' teaching experiences and in-service training attendance. The experienced EFL teachers and their less experienced counterparts were found to be different in their attitudes towards communicative language teaching. Less experienced teachers favored instructional strategies consonant with communicative approaches. These would include focusing on fluency rather than accuracy; use of collaborative activities and audiovisual materials; and avoidance of the mother tongue in class. With respect to the importance of in-service training, results indicated that teachers who had attended training courses were significantly more likely to make use of audio-visual materials as an authentic source of language input. This suggests that training seems to have a positive effect on teachers' attitudes consonant with the CA. The research findings also highlighted that experienced teachers tended to hold the least favourable attitudes toward the newer, more communicative approach. Therefore, the authors called for a shift in in-service training to be targeted toward experienced teachers, rather than the newly-qualified teachers.

2.14 Summary

Literature reviewed show that a humanistic approach towards control is more likely to possess beliefs that emphasise an accepting, trustful view of students, and empower students to work harder as well as take more responsibility for their actions. The study also portrays the beliefs that children who are prone to struggle academically can influence the decisions and practices of new teachers. Hence, teacher efficacy has been linked to student outcomes in a number of studies and that there is evidence that better trained and more experienced teachers tend to be assigned to students of greater ability and with fewer discipline problems. This study has also reviewed the work of Atanda and Jaiyeoba (2011); Unanma, Abugu, Dike & Umeobika (2013); Olaleye (2011); and identified some gaps in the area of research objectives, research design and statistical tools used which the present study will fill.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter discussed the procedure used in carrying out the research. The chapter discussed the following sub-headings: research design; population of the study; sample and sampling procedure; instrumentation; validity of the instrument; pilot study; reliability of instrument; procedure for data collection; and procedure for analysis.

3.2 Research Design

The research adopted in this study was *Ex post facto* type of survey research. The choice of this particular research design was based on the premise that, data were collected from the school heads and they were analysed and derived findings. As noted by Hale (2011) this is the type of description research that is undertaken after the event has taken place.

3.3 Population of the Study

The population for this study consists of all Hausa language teachers in Zaria Education Zone, Kaduna State. There are 265 Hausa language teachers spread across the 19 public secondary schools in Zaria Education Zone based on the official data obtained in June 2016, from Zaria Education Zonal Office, Kaduna State.

Table 3.1 shows the names of the schools, their LGAs, and the population of Hausa language teachers. Statistics of the period of employment of Hausa language teachers between 2000 and 2017 is placed in Appendix D.

Table 1: Population of Hausa language teachers according schools

S/N	Name of School	LGA	No. of Teachers
1.	Barewa College, Zaria.	Zaria	12
2.	G.S.S, Tudun-Jukun, Zaria.	Zaria	13
3.	G.S.S, Kofar Kuyan-Bana, Zaria City	Zaria	13
4.	Alhuda-Huda College, Zaria	Zaria	13
5.	Sheikh Ibrahim Arab Special Secondary School	Zaria	15
6.	G.S.S, Dakace	Zaria	13
7.	G.S.S, Kugu	Zaria	13
8.	Science Secondary School, Kufena	Zaria	12
9.	Government Commercial College, Zaria	S/Gari	13
10.	G.G.S.S, (WTC), Zaria	Zaria	13
11.	G.G.S.S, Kofar Gayan, Zaria	Zaria	13
12.	G.S.S, Kaura	Zaria	13
13.	G.S.S., Muchia	S/Gari	14
14.	G.S.S., Dogon Bauchi	S/Gari	14
15.	G.S.S., Awai	Zaria	15
16.	G.S.S., Dinya	Zaria	13
17.	G.S.S. Pada	Zaria	13
18.	G.S.S., Magajiya	Zaria	15
19.	G.S.S., Kofar Kibo	Zaria	13
20.	G.S.S., Sabon Gari	S/Gari	
	Total		**265**

Source: Kaduna State Ministry of Education, Science and Technology, Zaria Education Zonal Office, 2016

3.4 Sample and Sampling Technique

The sample for this study was made up of one hundred and sixty-four (164) Hausa language teachers, sampled using cluster sampling technique. According to Olayiwola (2007), cluster sampling is a process in which participants or individuals are chosen in such a way that everybody has equal chance of being selected. This sample size represents sixty-two percent (62%) of the total population which was in line with the recommendation of Olayiwola (2007). Table 2 shows the sample distribution for the study.

The sample size for the study was selected using the format of Baker (2006) who posits that if population are a few hundred, the sample should be 40%, for a population of many hundreds the sample size should be 20%, for a few thousand sample size should be 10%, and several thousand sample size should be 5%. Based on this 20% was considered representing the total population used in the study, which is 265.

Table 2: Sample of Hausa Language Teachers

S/N	Name of Schools	LGAs	Male	Female
1.	Barewa College, Zaria	Zaria	6	5
2.	G.S.S, Tudun-Jukun, Zaria	Zaria	6	3
3.	G.S.S, Kuyan-Bana, Zaria City	Zaria	4	4
4.	Alhuda-Huda College, Zaria	Zaria	6	5
5.	Sheikh Ibrahim Arab Special Sec. School	Zaria	6	2
6.	G.S.S, Dakace	Zaria	7	3
7.	G.S.S, Kugu	Zaria	4	2
8.	Science Secondary School, Kufena	Zaria	4	4
9.	Government Commercial College, Zaria	S/Gari	8	2
10.	G.G.S.S, (WTC), Zaria	Zaria	8	1
11.	G.G.S.S, Kofar Gayan, Zaria	Zaria	4	6
12	G.S.S, Kaura	Zaria	4	2
13.	GSS Muchia	S/Gari	3	4
14.	GSS Dogon Bauchi	S/Gari	3	3
15.	GSS Awai	Soba	6	-
16	GSS Dinya	Zaria	5	-
17	GSS Pada	Zaria	5	-
18	GSS Magajiya	Zaria	5	3
19	GSS Kofar Kibo	Zaria	4	2
	Total		**107**	**57**

Source: Kaduna State Ministry of Education, Science and Technology, Zaria Education Zonal Office, 2016

3.5 Instrumentation

The instrument for the study was the Senior Secondary Certificate Examination (SSCE) Result of the SSS III for 2014, 2015 and 2016. This was because the choice of the research design *ex post facto* and a self-structured modified likert scale questionnaire of four point rating scale of: Strongly Agree (SA), Agree (A), Strongly Disagree (SD) and Disagree (D). The questionnaire had six questions, one section took care of the bio-data of respondents, while the other five sections were to measure the impact of teachers' quality on academic performance of students' performances in Hausa Language SSCE Examination. Each section had five questions.

3.5.1 Validity of Instruments

Validity means the degree to which the measuring instruments used in the data collection actually serve the purpose intended (Galadima, 2009). However, to obtain the content and face validity of the draft instruments (questionnaire and teacher quality index), they are subjected to thorough scrutiny by the researcher's supervisors of the rank of senior lecturer and other Hausa Language teachers and other experts as well as statisticians for validation.

3.5.2 Pilot study

For the purpose of ascertaining the reliability of the research instrument, a pilot study was carried out with the total of twenty (20) Hausa language Senior Secondary School IIA, a total of 25 questionnaires, which was designed for the study, were given to both the students and the principal of GSS Dogon Bauchi. 20 questionnaires were for students while 5 questionnaires to principals, the researcher had a day to conduct the pilot study.

3.5.3 Reliability of the Instrument

The Hausa language teachers' questionnaire was pilot-tested at Giwa Education Zone using twenty (20) Hausa language specialists. The reliability coefficient was determined using Cronbach's Alpha technique and yielded a reliable value of 0.84. Therefore, this result confirms the suitability of the instrument for use in the collection of data for the main study (see Appendix C).

3.6 Procedure for Data Collection

The researcher collected a letter of introduction from the Head of Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria. This was done so as to enable the researcher to obtain official data needed for the study from Zaria Zonal Education Office, Kaduna State. Furthermore, the letter of introduction was forwarded to the respective school heads who fell under the study sample. This was aimed at introducing the researcher, and as a means of soliciting for official permission and co-operation of the school heads and teachers for the study. The researcher was assisted by three research assistants in carrying out the distribution and collection of data.

3.7 Procedure for Data Analysis

The data for the study were teachers' responses from the administered questionnaires and the SSCE Examination results of SSS III for 2014 and 2015 and 2016. The study employed both descriptive and inferential statistics in analysing the data. The study used percentage and frequency counts to analyse the basic personal information of the respondents while arithmetic mean and standard deviation were employed to answer the questions posed by the study, while independent sample t-test was utilised in testing the research hypotheses. The Pearson Product-Moment Correlation was used to analyse the data in order to obtain the relationship or impact of the teachers' perception on the students' academic performance at SSCE level in Kaduna State. All hypotheses were tested at 0.05 level of significance.

CHAPTER FOUR
DATA PRESENTATION AND ANALYSES

4.1 Introduction

The study was to evaluate the Impact of Teacher Quality on Academic Performance of Students in Hausa Language SSCE Examinations, Kaduna State, Nigeria. The SSCE results of a total of 1,514 students from three schools for four years were used as the students' academic performance which was the dependent variable in the analysis. A total of 164 Hausa teachers' responses on 50 different items were obtained using the four-Likert scale ordinal options of responses, the 50 items were categorised into 5 different sections of 10 items each.

The Pearson Product-Moment Correlation was used to analyse the data in order to obtain the relationship or impact of the teacher's perception on the students' academic performance at SSCE level in Kaduna State. The statistical package of IBM SPSS (Version 23) was used to analyse the data. The first section presents the demographic variables in frequencies and percentages. The second section presents the perception of the teachers on the impact of each of the five categorised independent variables on the dependent variable of "Academic Performance" of the students.

The third section tested the five null hypotheses with the inferential statistics of Pearson Product-Moment Correlation (PPMC) statistics. The appropriateness of this tool is that the dependent variable and each of the four categorised independent variables are computable and its ability to determine if significant relationship/impact exists between the dependent variable of "Academic performance of the students at Hausa SSS level in Kaduna State" and each of the five categories of the independent variables of "Level of Teachers' Qualification", "Level of Teachers' Mastery of Subject Matter", "Level of Teachers' Experience", "Level of Teachers' Motivation" and "Level of Teachers' Personalities". All the

hypotheses were tested at 0.05 alpha level of significance and correlation critical ‘r’ value of 0.062. A summary of the major findings, as well as the conclusions drawn, were also included.

4.2 Demographic Variables of the Students and Teachers

Table 3: Distribution of the students according to their Grade level at SSCE in Hausa Language

Grade	Frequency	Percentage
Credit	568	37.5
Pass	513	33.9
Fail	433	28.6
Total	**1514**	**100.0**

Table 3 showed that a total of 1,514 students were considered, out of which a total of 568, representing 37.5%, obtained “Credit” in Hausa language at SSCE, while another 513 of the students, representing 33.0%, obtained “Pass” grade at SSCE and the remaining 433 students, representing 28.6%, failed Hausa language at SSCE over the 4-year period under review in this study.

Table 4: Distribution of the Hausa Language Teachers according to their Gender

Gender	Frequency	Percentage
Male	107	65.2439
Female	57	34.7561
Total	**164**	**100**

The gender status of the Hausa Language teachers in this study as presented above showed that a total of 107 teachers, or 65.2%, are males and the remaining 57, or 34.8%, are female.

4.3 Answers to Research Questions

Question One: *What is the teacher's perception on the Impact of Teachers' Qualification on Academic Performances of Students in Hausa Language SSCE Examinations, Kaduna State, Nigeria*?

Table 5: Cumulative Mean Responses on the perception on the Impact of Teachers' Qualifications on Academic Performances of Students in Hausa Language SSCE Examinations, Kaduna State, Nigeria

S/N	Item Statement	SA	A	SD	D	Mean
1	Teachers' qualification affects students' performances in Hausa Language SSCE examination in Kaduna State.	57	49	53	5	2.96
2	Lesson planning helps both teachers and students in teaching and learning of Hausa Language and enhance the performance of students in SSCE examination in Hausa Language in Kaduna State.	25	57	72	10	2.59
3	An unqualified teacher who lacks knowledge of instructional material presentation affects learning performance of students in SSCE33 in Hausa Language in Kaduna State.	42	27	86	9	2.62
4	A good quality teacher should be able to carry along all categories of different learning abilities in the class so as to enhance the performance of students in SSCE examination in Hausa Language in Kaduna State.	25	98	39	2	2.89
5	Effective use of teaching materials during lesson presentation so as makes teaching and learning easy Thereby enhancing the performance of students in SSCE in Hausa Language in Kaduna State.	27	71	32	34	2.55
6	A qualified teacher should focus on comprehension of new concepts in the subject content and not on final results so as to enhance the performance of students in SSCE examination in Hausa Language in Kaduna State.	64	65	28	7	3.13
7	Unqualified teachers do not plan their lesson plans, neither do they have required qualification such as NCE, B.Ed and M.Ed in Hausa that could affect the performance of SSCE examination in Hausa Language in Kaduna State.	60	51	45	8	2.99
8	When students know that the teacher is not qualified, he/she does not plan his lessons, they lose interest in his/her teaching of Hausa Language. This can affect the performance of SSCE examination in Hausa Language in Kaduna State.	34	54	66	10	2.96
9	Teaching of Hausa Language requires qualifications and special training in NCE, B.Ed, M.Ed. (Hausa). These qualifications affect the performance of students in SSCE examination in Hausa Language in Kaduna State.	44	40	73	7	2.59
10	Students get poor scores because they do not understand the lesson taught by untrained teachers. This ultimately affects the performance of students in SSCE examination in Hausa Language in Kaduna State.	46	68	44	6	2.62
	Cumulative mean					**2.790**

Decision mean = 2.50

The teachers' perceptions point to the conclusion that Teachers' Qualifications has an impact on Academic Performances of Students in Hausa Language SSCE Examinations, Kaduna State, Nigeria. This is because their cumulative mean agreement on this regard was 2.790, which is higher than the decision/standard mean of 2.500. For instance, the majority of the teachers believed that a qualified teacher should focus on comprehension of new concepts in the subject content and not on final results so as to enhance the performance of students in SSCE examination in Hausa Language in Kaduna State.

Question Two: *What is the impact of teachers' mastery of subject on students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria?*

Table 6: Cumulative Mean Responses on the impact of teachers' mastery of subject on students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria

S/N	Item Statement	SA	A	SD	D	Mean
1	Teachers' knowledge of subject contents affects students' performance positively or negatively in the SSCE examination in Hausa Language in Kaduna State.	23	75	42	24	2.59
2	Teachers who lack knowledge of the subject can affect teaching and learning performance of students in SSCE examination in Hausa Language in Kaduna State	51	58	41	14	2.89
3	Teachers who have sound knowledge of the subject content can deliver lesson very well, resulting in high performance in SSCE examinations in Hausa Language in Kaduna State.	65	42	52	5	3.02
4	Teachers who have mastery of subject can explain concepts very well during lesson, resulting in high performance in SSCE examinations in Hausa Language in Kaduna State	34	53	68	9	2.68
5	Students are motivated to learn when they discover that the teachers have mastery of the subject and teach very well in SSCE examination in Hausa Language in Kaduna State.	49	35	70	10	2.75
6	Teachers who have good knowledge of subject can effectively plan and use this during lesson presentation. This can help students to ultimately do well in SSCE examination in Hausa Language in Kaduna State.	38	67	51	8	2.82
7	Students get poor marks or scores in SSCE examination in Hausa Language when they do not understand the content during lesson presentation	24	68	45	27	2.54
8	Teachers who cannot explain concepts very well because they are not well trained or do not have good knowledge of Hausa Language can affect the performance of students in SSCE examination in Kaduna State.	50	58	40	16	2.59
9	Teachers who do not have good knowledge of Hausa language can affect the performance of students in SSCE examination in Hausa Language in Kaduna State.	57	57	45	5	2.89
10	Teachers who do not have good knowledge of their subject can go outside and teach what is not relevant to students, thereby affecting performance of students in SSCE examination in Hausa Language in Kaduna State.	40	55	55	14	3.02
	Cumulative mean					**2.779**
	Decision mean =2.500					

The impact of teachers' mastery of subject matter on students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria, is significantly high as according to the teachers their cumulative mean response on the level of impact was 2.779, which is higher than the 2.50 standard/decision mean. Particularly, teachers who have sound knowledge of the subject content can deliver lesson very well resulting in high performance in SSCE examinations in Hausa Language in Kaduna State.

Question Three: *What is the perception of teachers on the level of Impact of Teachers' Personality on Academic Performances of Students in Hausa Language SSCE Examinations, Kaduna State, Nigeria?*

Table 7: Cumulative Mean Responses on the perception of teachers on the level of Impact of Teachers' Personality on Academic Performances of Students in Hausa Language SSCE Examinations, Kaduna State, Nigeria

S/N	Item Statement	SA	A	SD	D	Mean
1	Teacher personality helps students to behave well as they are looked upon as role model, resulting in students' ability to conduct themselves very well and pass in SSCE examination in Hausa Language in Kaduna State.	51	36	68	9	2.79
2	Teacher personality is enough to inform students either to pick interest in their lesson or not, resulting in success or failure in SSCE examination in Hausa Language in Kaduna State.	49	71	32	12	2.96
3	Teachers should not fight, incite or misbehave as this can create bad impression to students to misbehave and not pass SSCE examination in Hausa Language in Kaduna State	27	71	40	26	2.60
4	Teachers should not drink or smoke during lesson presentation as this can result in students to misbehave and not concentrate, resulting in poor performance in SSCE examination in Hausa Language.	33	57	67	7	2.71
5	Teachers must be polite and poise, command respect from their students as this helps students to behave well, be consistent in their studies and pass SSCE examination in Hausa Language in Kaduna State	57	28	47	10	2.54
6	Teachers who behave well motivate the students to have high interest in the subjects, resulting in high performance of students in SSCE in examination in Hausa Language in Kaduna State.	38	54	61	11	2.73
7	Teachers' personality motivates students to learn resulting in good performance in SSCE examination in Hausa language in Kaduna State.	49	39	62	14	2.75
8	Teachers who have good personality usually have good rapport with their students to study and do well in SSCE examination in Hausa Language in Kaduna State	43	66	50	5	2.79
9	Students learn from their teachers and so, either good or bad personality of teachers can affect students positively or negatively, resulting in either poor or good performance of students in SSCE examination in Hausa Language in Kaduna State	29	52	59	24	2.71
10	Teachers' personality affects the attitude of students' position or negatively, resulting in either poor or good performance of students in SSCE examination in Hausa Language in Kaduna State.	58	52	47	7	2.60
	Cumulative mean					**2.718**

Decision mean = 2.50

Table 7 shows teachers on the level of "Impact of Teachers' Personality on Academic Performances of Students in Hausa Language SSCE Examinations, Kaduna State, Nigeria". Specifically, teachers' personality is enough to inform students either to show interest in their lesson or not, resulting in success or failure in SSCE examination in Hausa Language in Kaduna State. This had the highest mean response of 2.96, with details showing that 49 were in strong agreement, 71 were in agreement, as against 32 who disagreed and the remaining 12 in strong disagreement.

Question Four: *What is the Impact of Teachers' Motivation on Academic Performances of Students in Hausa Language SSCE Examinations, Kaduna State, Nigeria?*

Table 8: Cumulative Mean Responses on the Impact of Teachers' Motivation on Academic Performances of Students in Hausa Language SSCE Examinations, Kaduna State, Nigeria

S/N	Item Statement	SA	A	SD	D	Mean
1	Teachers' motivation can either arouse the need to work hard and impact in the life of students, or be lazy, resulting in low performance of students in SSCE examination in Hausa Language in Kaduna State	40	80	30	14	2.89
2	Teachers' motivation encourages norms, beliefs, values, habits and attitudes of students in the performance of SSCE Examinations in Hausa Language	33	58	66	7	2.71
3	Teachers' motivation gives room for high expectation from parents to their children's educational performance in SSCE examination in Hausa Language.	28	70	38	28	2.60
4	Teachers' motivation increases children's efforts and abilities to study and learn, improving performance of students in SSCE examination in Hausa Language.	50	37	67	10	2.77
5	Teachers' motivation encourages teachers to have high perception, ability, control, realistic task and planning in delivering lesson content in the performance of students in SSCE examinations Hausa Language.	56	29	46	11	2.54
6	Motivation is an indicator of both success and failure in ability of the teacher to achieve set goals in the performance of students in SSCE examination in Hausa Language.	37	55	60	12	2.52
7	Teachers who are motivated have higher performance than those who are not motivated, either positively or negatively in the performance of students in SSCE Examination in Hausa Language.	47	41	60	16	2.71
8	Teachers' motivation leads to high performances in SSCE examination in Hausa Language in Kaduna State.	40	69	51	4	2.73
9	Teachers' motivation encourages academic competence and self-determination in school to improve high performance of students in SSCE examination in Hausa Language.	28	53	57	26	2.88
10	Teachers' motivation produces high sense of belonging in teachers, thereby encouraging them to put in their best, resulting in high performance of students in examinations in Hausa Language in Kaduna State.	56	54	44	10	2.51
	Cumulative mean					**2.686**

Decision mean =2.50

The "Impact of Teachers' Motivation on Academic Performances of Students in Hausa Language SSCE Examinations, Kaduna State, Nigeria" is very high, with the teachers' cumulative mean response of 2.686. In this regard, this is above the 2.50 standard/decision mean. They specifically believe that teachers' motivation can either arouse the need to work hard and impact the lives of students, or be lazy and result in low performance of students in SSCE examination in Hausa Language in Kaduna State, as this item had the highest mean agreement level of 2.89 with details showing that 40 were in strong agreement, 80 were in agreement, as against 30 who disagreed and the remaining 14 in strong disagreement.

***Question Five**:* *What is the impact of Teachers' Experience on Academic Performances of Students in Hausa Language SSCE Examinations, Kaduna State, Nigeria?*

Table 9: Cumulative Mean Responses on the impact of Teachers' Experience on Academic Performances of Students in Hausa Language SSCE Examinations, Kaduna State, Nigeria

S/N	Item Statement	SA	A	SD	D	Mean
1	Teachers who have put in many years with good training on the job can impact their students positively, resulting in the performance of students in SSCE examination in Hausa Language in Kaduna State	39	37	64	24	2.55
2	Teachers' years of experience help them to adopt good teaching methodology during lesson presentation. This can help the students to perform very well in SSCE examination in Hausa Language in Kaduna State.	54	55	48	7	2.95
3	Thereby enhancing the performance of students in SSCE examination in Hausa Language in Kaduna state.	48	60	46	10	2.89
4	Teachers' years of experience can help them to motivate students to learn even when students are not willing to learn, resulting in performance of students in SSCE examination in Hausa Language in Kaduna State.	45	44	58	17	2.71
5	Teachers' years of experience help them to have good rapport with their students, resulting in good performance of students in SSCE examination in Hausa Language in Kaduna State.	48	37	66	13	2.73
6	Students gain more confidence from teachers who have put in many years and also know what they are doing. This helps them to do well in SSCE examination in Hausa Language in Kaduna State.	33	73	55	3	2.83
7	Teachers who have good experience can carry along all the different categories of learning ability in the class so as to achieve a set goal. This helps all the students to do well in this SSCE examination in Hausa Language Kaduna State.	46	38	57	23	2.65
8	Teaching experience helps teachers to adopt different teaching strategies, as well as improvisation of instructional materials to achieve objectives and helps students to do well in this SSCE examination in Hausa Language in Kaduna State.	49	72	39	4	3.01
9	Teacher experience helps teachers to select contents that are relevant and suitable for the needs of the learners, resulting in high performance of students in SSCE Examination in Hausa Language in Kaduna State.	45	46	56	17	2.73
10	Teacher experience helps teachers to mobilise suitable instructional materials needed for each topic so as to achieve set objectives. This helps students to pass very well in SSCE examination in Hausa Language in Kaduna State.	42	61	53	8	2.84
	Cumulative mean					**2.789**

Decision/standard mean =2.50

The impact of Teachers' Experience on Academic Performance of Students in Hausa Language SSCE Examinations, Kaduna State, Nigeria is high. Specifically, teacher experience helps teachers to adopt different teaching strategies, as well as improvisation of instructional materials to achieve objectives, thereby helping students to do well in the SSCE examination in Hausa Language in Kaduna State, This item attracted the teachers' highest mean agreement level of 3.01, while the details showed that 49 were in strong agreement, 72 agreed, as against 39 who disagreed and the remaining 4 in strong disagreement.

4.4 Hypotheses Testing

Hypothesis One: There is no significant impact between teachers' qualifications and students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria.

Table 10: Pearson Product-Moment Correlation (PPMC) statistics between teachers' qualifications and students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria

Variables	N	Mean	STD	df	Correlation Index r	r crit	p
Students Performance	1514	21.8171	2.37382				
				1676	0.718**	0.062	0,001
Teachers Qualification	164	28.1098	2.23198				

. Correlation is significant at the 0.05 level (2-tailed). Critical r -0.062, p =0.001

The outcome of the Pearson Product-Moment Correlation (PPMC) statistics revealed that significant impact exists between teachers' qualifications and students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria. Reasons being that the calculated '*p'* value of 0.001 is lower than the 0.05 alpha level of significance.

The computed '*R'* correlation value of 0.718 is higher than the critical '*r'* value of 0.062 at *df 1676*. The impact of teachers' qualifications and students' academic performance in Hausa Language is positively proportional, that is the higher the teacher's qualification the higher the academic performance in Hausa Language at SSCE, and vice versa. Therefore the null hypothesis, which states that there is no significant impact between teachers' qualifications and students' academic performance in Hausa language, is hereby rejected.

Hypothesis Two: There is no significant impact between teachers' mastery of subject and students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria;

Table 11: Pearson Product-Moment Correlation (PPMC) statistics between teachers' mastery of subject and students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria;

Variables	N	Mean	STD	Df	Correlation Index r	r critical	P
Students Performance in Hausa Language at SSCE	1514	21.8171	2.3738				
				1676	0.777**	0.062	0,037
Teachers Mastery of Subject matter	164	27.9146	2.8872				

*****. Correlation is significant at the 0.05 level (2-tailed). Critical r -0.062, p =0.037***

The outcome of the Pearson Product-Moment Correlation (PPMC) statistics revealed that significant impact exists between teachers' mastery of the subject and students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria. Reasons being that the calculated 'p' value of 0.037 is lower than the 0.05 alpha level of significance. The computed 'R' correlation value of 0.777 is higher than the critical 'r' value of 0.062 at *df 1676*. The impact of teachers' mastery of the subject and students' academic performance in

Hausa Language SSCE Examinations in Kaduna State, Nigeria; is positively proportional, that is the higher the teachers mastery of the subject matter the higher the students' academic performance in Hausa language at SSCE, and vice versa. Therefore the null hypothesis which states that there is no significant relationship between teachers' mastery of the subject and students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria, is hereby rejected.

Hypothesis Three: There is no significant impact between teachers' personalities and students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria;

Table 12: Pearson Product-Moment Correlation (PPMC) statistics between teachers' personalities and students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria;

Variables	N	Mean	STD	Df	Correlation Index r	r critical	p
Students Performance in Hausa Language at SSCE	1514	21.8171	2.3738				
				1676	0.657*	0.062	0,044
Teachers personalities	164	28.9390	2.48849				

. Correlation is significant at the 0.05 level (2-tailed). Critical r -0.062, p =0.044

The outcome of the Pearson Product-Moment Correlation (PPMC) statistics revealed that significant impact exists between teachers' personality and students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria. Reasons being that the calculated 'p' value of 0.044 is lower than the 0.05 alpha level of significance. The computed 'R' correlation value of 0.657 is higher than the critical 'r' value of 0.062 at df 1676. The impact between teachers' personalities and students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria; is positively proportional, that is the

higher the teachers' personalities the higher the students' academic performance in Hausa language at SSCE, and vice versa. Therefore the null hypothesis which states that there is no significant impact between teachers' personalities and students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria, is hereby rejected.

Hypothesis Four: There is no significant impact between teachers' level of motivation and students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria;

Table 13: Pearson Product Moment-Correlation (PPMC) statistics between teachers' level of motivation and students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria;

Variables	N	Mean	STD	Df	Correlation Index r	r critical	p
Students performance in Hausa language at SSCE	1514	21.8171	2.3738				
				1676	0.642*	0.062	0,040
Teachers level of motivation	164	27.9512	2.3958				

. Correlation is significant at the 0.05 level (2-tailed). Critical r -0.062, p =0.044

The outcome of the Pearson Product-Moment Correlation (PPMC) statistics revealed that significant impact exists between teachers' level of motivation and students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria. Reasons being that the calculated 'p' value of 0.040 is lower than the 0.05 alpha level of significance. The computed 'R' correlation value of 0.642 is higher than the critical 'r' value of 0.062 at df 1676. The impact between teachers' level of motivation and students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria; is positively proportional; that is, the higher the teachers' level of motivation the higher the students' academic

performance in Hausa Language at SSCE, and vice versa. Therefore the null hypothesis which states that there is no significant impact between teachers' level of motivation and students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria, is hereby rejected.

Hypothesis Five: There is no significant impact between teachers' level of Experience and students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria;

Table 14: Pearson Product-Moment Correlation (PPMC) statistics between teachers' level of Experience and students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria

Variables	N	Mean	STD	Df	Correlation Index r	r critical	p
Students Performance in Hausa Language at SSCE	1514	21.8171	2.3738				
				1676	0.958*	0.062	0,000
Teachers level of Experience	164	27.8963	2.27178				

. Correlation is significant at the 0.05 level (2-tailed). Critical r -0.062, p =0.044

The outcome of the Pearson Product-Moment Correlation (PPMC) statistics revealed that significant impact exists between teachers' level of experience and students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria. Reasons being that the calculated 'p' value of 0.000 is lower than the 0.05 alpha level of significance. The computed 'R' correlation value of 0.958 is higher than the critical 'r' value of 0.062 at df 1676. The relationship between teachers' level of motivation and students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria; is positively proportional; that is the higher the teachers' level of motivation the higher the students' academic performance in Hausa Language at SSCE, and vice versa. Therefore the null

hypothesis which states that there is no significant impact between teachers' level of motivation and students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria, is hereby rejected.

4.5 Summary of Major Findings

The following is the summary of the major findings of the study:

1. Teacher's qualification has a significant impact on students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria ($p = 0.001$)
2. Teacher's mastery of the subject matter has a siginificant impact on students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria ($p = 0.037$)
3. Teacher's personality significantly impacts students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria ($p = 0.044$)
4. Teacher's level of motivation significantly impacts on students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria ($p = 0.04$);
5. Teacher's experience significantly impacts on students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria ($p = 0.044$).

4.6 Discussions of the Findings

Significant impacts exist between teachers' qualifications and students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria. In relation to this finding, Obanya (2003) and Adesola (2005), established that the role of professionally qualified/trained teachers is an important teacher-quality which enhances a student's academic achievement. In a similar study, Darling-Hammond (1999), established that the single largest factor affecting academic growth of the population of students is differences in effectiveness of individual classroom teachers. In the same vein, O'Neill (2002), established that good teachers have distinguished impact on students' academic performance. These findings underscore the fact that it is the teachers that have the quantifiable ability to produce growth in students' achievement; and the quality of any teaching–learning situation depends, to a great extent, on the quality of the teachers.

In a related development, Huang and Moon (2009), documented that teacher qualification accounted for approximately 40 to 60 percent of the variance in average of students' achievement in assessment. Richardson (2008), revealed that students in urban areas performed better than those in rural areas. The researcher suggested that the availability of enough qualified teachers must have been a determinant for students' performance. However, in Nigeria, some schools in the rural areas have performed better than their urban counterparts (Ololobou and Yerima, 2011). Hence, Kehinde (2012), concluded that there was significant correlation between teacher qualification and pupil performance in Nigeria. The good performance was attributed to excellent instructions given by qualified teachers in addition to other inputs. However, Alasoluyi and Yusuf (2015), established that teachers who had graduated from Nigeria's Teachers Colleges were more practically oriented than those who had degrees from public universities. Wilson (2001) in Alasoluyi and Yusuf (2015), suggested that even with the shortcomings of current teacher education and licensing, fully

prepared and certified teachers were more successful with students than teachers without this preparation.

In a related development, Alasoluyi and Yusuf (2015), noted that teachers with regular state certification receive higher supervisor ratings and students' achievement than teachers who did not meet standards, but this observation was based on data with virtually no statistical controls having been imposed. In spite of the quantity of research on the benefits of teacher certification for student learning, little of the past research exercised controls over student "inputs" that would give the critical reader confidence in the findings. Similarly, Laczko and Berliner (2001) in Curwood (2014), asserted the impact of certification status on student achievement in two large urban school districts in the United States of America. These school districts provided information about teachers hired for the 1998-1999 and 1999-2000 school years. Information included the school where they were currently teaching, the grade level taught, the teachers' certification status, highest degree earned, date and institution where it was achieved, age, and number of years teaching experience.

It has been evidenced that in many countries, teacher qualifications that are considered to be related to student learning have become desirable targets of teacher education reform. Some of these reforms call for the professionalisation of teacher education by making it longer, upgrading it to graduate programmes, and regulating it through mechanisms of licensure, certification, and promotion aligned with standards (Darling-Hammond, 2001; 2002 in Curwood, 2014). Findings related to teachers' academic degrees (for example; bachelors or masters, among others) are inconclusive. Some studies suggest positive effects of advanced degrees (Curwood, 2014). Some argue that the requirement of a second degree raises the cost in terms of teacher education and the time it involves and may prevent quality candidates from choosing this profession (Murnane, 1996 in Curwood, 2014). This characteristic is related to the knowledge of subject-matter teachers acquire during their

formal studies and pre-service teacher education courses. The evidence gained from different studies is contradictory.

Several studies reported a positive impact between teachers' preparation in the subject matter they later teach and students' achievement (Raw, 2003) in Sarah (2008), while others had less unequivocal results. Lougran (2014), found both positive and negative effects of teachers' in-field preparation on students' achievements. In the same vein, Lougran (2014), found a positive relationship in mathematics, but none in science. In addition, Rowan (1997) in Lougran (2014), reported a positive relationship between student achievement and teachers' majoring in mathematics. Lougran (2014), observed that having a major in mathematics had no effect and a significant negative effect of teachers with more coursework in physical science.

The implication of this is that the teaching of Hausa Language, which is an important subject, requires planning and systematic delivery of instruction in such a way that the stated objectives can be achieved. The teaching should not be done by just any teacher who is not certifiied in the subject. It should be noted that if unqualified teachers are allowed to teach the subject, they may impart wrong information which may lead to misinformation and, worse still, may make the students become dangerous for the society to cope with at a later time in the future.

It was also discovered that significant impact existed between teachers' mastery of the subject and students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria. Knowledge of subject matter was another variable that one might think could be related to teacher effectiveness. While there is some support for this assumption, the findings are not as strong and consistent as one might suppose. Studies of teachers' scores on the subject matter tests of the National Teacher Examinations (NTE) in

Nigeria have found no consistent relationship between this measure of subject matter knowledge and teacher performance as measured by student outcomes or supervisory ratings.

Byrne (1983) in Adeyemi (2014), opined that teachers' knowledge measures were either a subject knowledge test (standardised or researcher-constructed) or a number of college courses taken within the subject area. The results of these studies were mixed, with 17 showing a positive relationship and 14 showing no relationship. However, many of the "no relationship" studies, Byrne noted, had so little variability in the teacher knowledge measure that insignificant findings were almost inevitable. Ashton and Crocker (1987) in Adeyemi (2014), found only 5 of 14 studies they reviewed exhibited a positive relationship between measures of subject matter knowledge and teacher performance.

An extensive examination of the variables that impact learning should include studying the factors that impact students' attitudes regarding school and the relationships they form with their teachers. Two arguments can be made for the identification of these factors. First, if students like school they reap important social advantages such as building friendships, gaining respect from peers and adults, and learning social skills. Secondly, if students like school their academic performance is enhanced (Hallinan, 2008). Regardless of if a teacher-student relationship is close or fraught with conflict, that relationship seems to both contribute to, and be an indicator of, a child's adjustment to school (Pianta and Stuhlman, 2004).

Trust is another component that must accompany building meaningful relationships. Bauman-Knight (2006), explained that trustworthiness had to do with whether or not the teacher had the students' best interests at heart. She proposed that a teacher who exhibited trustworthiness would promote positive teacher/student relationships. Students, (as do teachers) form opinions of their teachers by observing how they speak to, and respond to other students in the classroom. A student's perception of his or her teacher can be positive or

negative. Therefore, teachers must develop positive relationships with their students so that students can build on that initial trust, value learning, and grow academically.

Adults often assume that children like school due to the opportunities it offers for peer interaction. Although previous studies support that notion, research also indicates that certain teacher traits serve as strong indicators of students' like or dislike for school (Montalvo, 2007). Similarly, Hallinan (2008), stated that when students' needs to be valued and respected were met, their attachment to school increased. Research by Montalvo (2007) in Hallinan (2008), had shown that students would put forth greater effort and demonstrate a higher degree of persistence if they liked their teachers. In addition, findings indicated that students attained better grades in classes taught by teachers they liked (Montalvo, 2007). The evidence linking student-teacher relationships with student achievement has been consistent across grade levels.

Given these findings, it is important for all students to have equal access to establishing positive relationships with their teachers. It would seem that is not the case for all students. However, in spite of the goodness of establishing students-teacher relationships, there is the need for extra caution and restraint especially while dealing with the opposite sex in order to avoid unwanted results which intimacy might cause. This very special caution is necessary, especially at secondary school level when students at that stage are making transition from early adolescence to later adolescence period as indicated earlier. There are quite a number of incidents where such relationships have reached a stage of sexual relationships between teacher and the students and favouritism.

Because of the significant social and academic implications for students, Jerome (2009), stated that it was important for educators to examine ways to enhance the quality of teacher-student relationships. Research indicated that all children did not have equal access to the opportunity to develop close relationships with their teachers. Certain factors, such as

gender and ability level cannot (and obviously should not) be altered, but are well within one's locus of control to provide staff development for teachers, educate them about their personal biases and show them how to improve the quality of their relationships with all students.

In a multilevel analysis of the same data set, Monk and King (1994) in Ibrahim (2011), found both positive and negative, generally insignificant effects of teachers' subject matter preparation on student achievement. They did find some evidence of cumulative effects of prior as well as proximate teachers' subject matter preparation on student performance in mathematics. Effects differed for high and low-achieving students and for different grade levels. In a review of 65 studies of language teachers' characteristics and behaviours, Druva and Anderson (1983) in Ibrahim (2011), found students' language achievement was positively related to the teachers' course taking background in both education and in language. The relationship between teachers' training in languages and student achievement was greater in higher level language courses, a result similar to that found by Ibrahim (2011), in Hausa language.

It may also be that the measure of subject matter knowledge makes a difference in the findings. Measures of course-taking in a subject area have more frequently been found to be related to teacher performance than have scores on tests of subject matter knowledge. This might be because tests necessarily capture a narrower slice of any domain. Furthermore, in the United States, most teacher tests have used multiple-choice measures that are not very useful for assessing teachers' ability to analyse and apply knowledge. More authentic measures may capture more of the influence of subject matter knowledge on student learning. For example, a test of French language teachers' speaking skill was found to have significant correlation to students' achievement in speaking and listening (Carroll, 1975 in Ibrahim, 2011). Despite concerns that education majors may be less well prepared in their subject

areas than are academic majors (Galambos, 1985 in Ibrahim, 2011), comparisons of teachers with degrees in education versus those with degrees in disciplinary fields have found no relationship between degree type and teacher performance. This may be because certification requirements reduce the variability in course backgrounds found for teachers with different degree types. Significant relationships exist between teachers' personality and students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria. Significant relationships exist between teachers' level of motivation and students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria.

Significant impact exists between teachers' level of experience and students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria. The effect of teachers' experience on students' achievement was that students taught by more experienced teachers achieved at a higher level, because their teachers have mastered the content and acquired classroom management skills to deal with different types of classroom problems (Gibbons et al., 1997). Furthermore, more experienced teachers are considered to be more able to concentrate on the most appropriate way to teach particular topics to students who differ in their abilities, prior knowledge and backgrounds (Stringfield and Teddlie, 1991 in Audu, 2011).

With regard to the effect of teacher experience at specific grade levels, the Public Policy Institute of California stated that the only indicator that is systematically linked to student achievement in third grade is teacher experience (Public Policy Institute of California, 2003). Having a new teacher reduces the percentage of students who exceed national median test scores by roughly 3 percentage points in both mathematics and reading ("Relationships Between"). Harris and Sass (2011) concluded that experienced teachers were more effective in teaching elementary and middle school reading. Darling-Hammond found teacher experience had a greater impact on student achievement than did teacher certification or

teacher degree programs. All three of these studies support this study's results that years of teaching experience have an effect on student achievement.

Alka (2010), established that teachers' experience contributed maximally to student academic performance. According to him, teachers with cognate teaching experience turn out students with relatively higher academic achievement. Raw (2003), had also established that teacher's teaching experience influenced students learning outcomes. According to him, these teachers are able to harmonise the minds and emotions of their students in class and this produces better academic achievement.

There was also an indication that the specific number of years of teaching experience had an impact on student achievement in this study. Several studies discussed in Chapter Two also supported these findings. Rosenthal (2007), stated that teachers did not necessarily become more effective the longer they remained in the classroom. In addition, Hanushek, et al. (2005), concluded that beginning teachers, and to a lesser extent, second and third year teachers in mathematics perform significantly worse than more experienced teachers. The *Center for Public Education* suggested that teachers with more than five years in the classroom seem to be the most effective" ("Teacher Quality"). Gorman (2005), reported that "first-year teachers have much lower performance on average than other teachers. After that, teacher performance improves markedly, peaking in the teacher's fourth year". Kane, et al. (2007), concluded that teachers make long strides in their first three years, with very little experience-related improvement after that. Goldhaber and Anthony (2004), wrote that "teacher experience may predict teacher effectiveness, but there is very little evidence of this beyond the first couple of years of teaching". Finally, Walsh stated, much of the research has found that teachers get better with a few years of experience, but at some point their effectiveness drops, viewed as an inverted U-shaped pattern of effectiveness and perhaps caused by burnout or by the promotion of better teachers out of the classroom. The results

from the descriptive statistics and factorial ANOVA support this research. There was evidence that years of teaching experience had an effect on student achievement, and there was also evidence showing that years of teaching experience had either a positive and negative effect, depending on the number of years of experience. Moreover, Amadi (2011) study showed teachers' qualifications, experience and teacher–student ratio were significantly related to students' academic performance.

CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter focuses on summary of the research, and conclusions on the basis of the findings of the research. Furthermore, some recommendations are put forward based on the findings of the study.

5.2 Summary

The study was titled '*Impact of Teacher Quality on the Academic Performance of Students in Hausa Language Senior Secondary Certificate Examinations in Kaduna State, Nigeria'*. The study was guided by five objectives, five research questions and five corresponding hypotheses. However, the study used Hausa Language teachers as respondents. Furthermore, related empirical studies were reviewed, citing similarities and identifying differences with the current study. The review further identified some of the gaps between the current study and other studies.

The research adopted in this study was *Ex post facto* type of survey research. The population for this study consisted of all Hausa Language teachers in Zaria Education Zone, Kaduna State. There were 265 Hausa Language teachers spread across the 19 public secondary schools in Zaria Education Zone, based on the official data obtained in June 2016, from Zaria Education Zonal Office, Kaduna State. The sample size for this study was made up of one hundred and sixty-four (164) Hausa Language teachers, sampled using cluster sampling technique. According to Olayiwola (2007), cluster sampling is a process in which participants or individuals are chosen in such a way that everybody has equal chance of being selected.

The instrument for the study was SSCE Examination Results of the SSS III for 2014, 2015 and 2016. This is because the choice of the research design Expost facto and a self-structure questionnaire of modified likert scale of four point rating scale of Strongly Agree

(SA), Agree (A), Strongly Disagree (SD) and Disagree (D), the questionnaire has six questions, one section is to take care of bio-data of respondents while the other five sections are to measure the impact of teachers' quality on academic performance of students' performances in Hausa Language SSCE Examination. Each section had five questions.

However, to obtain the content and face validity of the draft instruments (questionnaire and teacher quality index), they were subjected to thorough scrutiny by the researcher's supervisors in the rank of senior lecturer and other Hausa Language experts, as well as statisticians for validation. The Hausa Language teachers' questionnaire was pilot tested at Giwa Education Zone using twenty (20) Hausa Language specialists. The reliability coefficient was determined using Cronbach's Alpha technique and yielded a reliable value of 0.84. Therefore, this result confirmed the suitability of the instrument for use in the collection of data for the main study. The *Pearson Product-Moment Correlation* was used to analyse the data in order to obtain the relationship or impact of the teachers' perception on the students' academic performance at SSCE level in Kaduna State

The study revealed that:

1. A significant impact exists between teachers' qualifications and students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria;
2. A significant impact exists between teachers' mastery of subject and students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria;
3. A significant impact exists between teachers' personality and students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria;
4. A significant impact exists between teachers' level of motivation and students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria;

5. A significant impact exists between teachers' level of experience and students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria.

5.3 Conclusions

From the results obtained the following basic conclusions could be deduced:

1. A significant impact exists between teachers' qualifications and students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria. The impact between teachers' qualifications and students' academic performance in Hausa Language was positively proportional; that is the higher the teachers qualification the higher the academic performance in Hausa language at SSCE and vice versa.
2. A significant impact exists between teachers' mastery of the subject and students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria. The impact between teachers' mastery of the subject and students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria; was positively proportional; that is the higher the teachers mastery of the subject matter the higher the students' academic performance in Hausa Language at SSCE and vice versa.
3. A significant impact exists between teachers' personality and students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria. The impact between teachers' personalities and students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria; was positively proportional, that is the higher the teachers personalities the higher the students' academic performance in Hausa language at SSCE and vice versa.
4. A significant impact exists between teachers' level of motivation and students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria. The

impact between teachers' level of motivation and students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria; is positively proportional, that is the higher the teachers' level of motivation the higher the students' academic performance in Hausa Language at SSCE and vice versa.

5. A significant impact exists between teachers' level of experience and students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria. The impact between teachers' level of motivation and students' academic performance in Hausa Language SSCE Examinations in Kaduna State, Nigeria; is positively proportional, that is the higher the teachers' level of motivation the higher the students' academic performance in Hausa language at SSCE and vice versa.

5.4 Recommendations

Given the importance of teacher quality to the Nigerian education sector, the following recommendations, if properly utilised, would help enhance the academic performance of students in Hausa Language SSCE Examinations on the basis of the impact of Teacher Quality on academic performance of students in Hausa Language in Kaduna State, Nigeria.

1. Hausa teachers should be well qualified with, at least, the minimum teaching qualification such as B.Ed in order to enhance the academic performance of their students at SSCE.
2. Teachers with many years of teaching experience must be encouraged to stay in schools to teach the subject of Hausa Language.
3. Motivation of teachers is very important and paramount, as it arouses the teachers to work harder and go deeper into research that will ultimately improve the students' performance of Hausa at SSSCE.

4. Teachers should serve as positive role models through their actions, words, behaviour and attitude to the students who will begin to show interest in the subject and subsequently improve their performance.
5. Teachers of Hausa Language should use the combination of teaching methods and to have high mastery of the subject matter so as to enable the students perform better at SSCE examinations.

5.5 Suggestions for Further Studies

Arising from this study, these areas could be studied further:

1. The effect of teaching methods on the academic performance of Hausa Language students at SSCE in Kaduna State.
2. Assessment of principals/teachers relationship on students' performance of Hausa Language students in public secondary schools in Kaduna State, Nigeria.
3. Assessment of the disciplinary role of principals on students' performance in Hausa Language students in Senior Secondary Schools in Kaduna State, Nigeria.

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Appendix A

LETTER OF INTRODUCTION

Department of Educational
Foundations and Curriculum,
Faculty of Education,
Ahmadu Bello University,
Zaria, Nigeria

Dear Respondent,

I am a postgraduate student of the above institution in the Department of Educational Foundations and Curriculum. I am presently undertaking a research work entitled "*Impact of Teacher Quality on Academic Performance of Students in Hausa Language SSCE Examinations, Kaduna State, Nigeria"*. I solicit your assistance in collecting necessary data required. This research work is purely an academic exercise and all information provided will be treated confidentially. No part of these data would be exposed to the public or released to another person.

The information obtained will be used for research purpose only. I shall be grateful in anticipation of your support and cooperation.

Thank you

Abubakar Fatima

M.ED/EDUC/16147/2011-2012

APPENDIX B

ADMINISTERED QUESTIONNAIRE FOR TEACHERS

Section A: Bio-Data

Instruction: Please tick (√) the appropriate boxes where applicable

Section A: Bio-data

(1) Age: 14-15yrs ( ) 25-34yrs ( ) 35-44yrs ( ) 45-54yrs ( )

55-64 ( ) 65-74 ( )

(2) Sex:male ( ) Female ( )

(3) Occupation:

(i) Parents

(ii) Teacher

(iii) Students

(4) Key:

(i) SA - Strongly Agree

(ii) A - Agree

(iii) SD - Strongly Disagree

(iv) D - Disagree

(5) Name of your school:_____

Section B: The Impact of Teachers' Qualifications on Academic Performances of Students in Hausa Language SSCE Examinations, Kaduna State, Nigeria

S/N	Item Statement	SA	A	SD	D
1	Teachers' qualification affects students' performances in Hausa Language SSCE examination in Kaduna State.				
2	Lesson planning helps both teachers and students in teaching and learning of Hausa Language and enhances the performance of students in SSCE examination in Hausa Language in Kaduna State.				
3	An unqualified teacher who lacks knowledge of instructional material presentation affects learning performance of students in SSCE in Hausa Language in Kaduna State.				
4	A good quality teacher should be able to carry along all categories of different learning abilities in the class so as to enhance the performance of students in SSCE examination in Hausa Language in Kaduna State.				
5	Effective use of teaching materials during lesson presentation makes teaching and learning easy, thereby enhancing the performance of students in SSCE in Hausa Language in Kaduna State.				
6	A qualified teacher should focus on comprehension of new concepts in the subject content and not on final results so as to enhance the performance of students in SSCE examination in Hausa Language in Kaduna State.				
7	Unqualified teachers do not plan teir lesson plans, neither do they have required qualifications, such as NCE, B.Ed and M.Ed in Hausa that can affect the performance of SSCE examination in Hausa Language in Kaduna State.				
8	When students know that the teacher is not qualified and does not plan his/her lessons, they lose interest in his/her the teaching of Hausa Language that could affect the performance of SSCE examination in Hausa Language in Kaduna State.				
9	Teaching of Hausa Language requires qualifications and special training in NCE, B.Ed, M.Ed. Hausa. These qualifications affect the performance of students of in SSCE examination in Hausa Language in Kaduna State.				
10	Students get poor scores because they do not understand the lesson taught by untrained teachers. This ultimately affects the performance of students in SSCE examination Hausa Language in Kaduna State.				

Section C: The Impact of Teachers' Mastery of Subject on Academic Performances of Students in Hausa Language SSCE Examinations, Kaduna State, Nigeria

S/N	Item Statement	SA	A	SD	D
1	Teachers' knowledge of student contents affects students' performance positively or negatively in the SSCE examination in Hausa Language in Kaduna State.				
2	Teachers who lack knowledge of the subject can affect teaching and learning performance of students in SSCE examination in Hausa Language in Kaduna State				
3	Teachers who have sound knowledge of the subject content can deliver lesson very well, resulting in high performance in SSCE examinations in Hausa Language in Kaduna State.				
4	Teachers who have mastery of subject can explain concepts very well during lesson, resulting in high performance in SSCE examinations in Hausa Language in Kaduna State				
5	Students are motivated to learn when they discover that the teachers have mastery of the subject and teach very well in SSCE examination in Hausa Language in Kaduna State.				
6	Teachers who have good knowledge of subject can effectively plan and use this during lesson presentation. This can help students to ultimately do well in SSCE examination in Hausa Language in Kaduna State.				
7	Students gets poor marks or scores SSCE examination in Hausa Language they do not understand the content during lesson presentation				
8	Teachers who cannot explain concepts very well because they are not well trained or do not have good knowledge of the Hausa Language can affect the performance of students in SSCE examination in Kaduna State.				

S/N	Item Statement	SA	A	SD	D
9	Teachers who do not have good knowledge of Hausa language are can affect the performance of students in SSCE examination in Hausa Language in Kaduna State.				
10	Teachers who do not have good knowledge of their subject can go outside and teach what is not relevant to students, thereby affecting performance of students in SSCE examination in Hausa Language in Kaduna State.				

Section D: The Impact of Teachers' Personality on Academic Performances of Students in Hausa Language SSCE Examinations, Kaduna State, Nigeria

S/N	Item Statement	SA	A	SD	D
1	Teacher personality helps students to behave well as they are looked upon as role model, resulting in students' ability to conduct themselves very well and pass in SSCE examination in Hausa Language in Kaduna State.				
2	Teacher's personality is enough to inform students either to pick interest in their lesson or not, resulting in success or failure in SSCE examination in Hausa Language in Kaduna state.				
3	Teachers should not fight, incite or misbehave as this can create bad impression to students to misbehave and not pass SSCE examination in Hausa Language in Kaduna State				
4	Teachers should not drink or smoke during lesson presentation as this can result in students to misbehave and not concentrate, resulting in poor performance in SSCE examination in Hausa Language.				
5	Teachers must be polite and poise, command respect from their students as this helps students to behave well, be consistent in their studies and pass SSCE examination in Hausa Language in Kaduna State				
6	Teachers who behave well motivate the students to have high interest in the subjects, resulting in high performance of students in SSCE in examination in Hausa Language in Kaduna State.				
7	Teachers' personality motivates students to learn, resulting in good performance in SSCE examination in Hausa Language in Kaduna State.				
8	Teachers who have good personality usually have good rapport with their students to study and do well in SSCE examination in Hausa Language in Kaduna State				
9	Students learn from their teachers and so, either good or bad personality of teachers can affect students positively or negatively, resulting in either poor or good performance of students in SSCE examination in Hausa Language in Kaduna State				
10	Teachers' personality affects the attitude of student's position, positively or negatively, resulting either good or poor performance of students in SSCE examination in Hausa Language in Kaduna State.				

Section E: The Impact of Teachers' Motivation on Academic Performances of Students in Hausa Language SSCE Examinations, Kaduna State, Nigeria

S/N	Item Statement	SA	A	SD	D
1	Teachers' motivation can either arouse the need to work hard and impact the life of students, or be lazy, resulting in low performance of students in SSCE examination in Hausa Language in Kaduna state				
2	Teachers' motivation encourages norms, beliefs, values, habits and attitudes of students in the performance of SSCE Examinations in Hausa Language				
3	Teachers' motivation gives room for high expectation from parents to their children educational performance in SSCE examination in Hausa Language.				
4	Teachers' motivation increases children's efforts and abilities to study and learn, improving performance of students in SSCE examination in Hausa Language.				
5	Teachers' motivation encourages teachers to have high perception, ability, control, realistic task and planning in delivering lesson content in the performance of students in SSCE examinations Hausa Language.				
6	Motivation is an indicator of both success and failure in ability of the teacher to achieve set goals in the performance of students in SSCE examination in Hausa Language.				
7	Teachers who are motivated have higher performance than those who are not motivated, either positively or negatively, in the performance of students in SSCE Examination in Hausa Language.				
8	Teachers' motivation leads to high performances in SSCE examination in Hausa Language in Kaduna State.				
9	Teachers' motivation encourages academic competence and self-determination in school to high performance of students in SSCE examination in Hausa Language.				
10	Teachers' motivation produces high sense of belonging in teachers, thereby encouraging them to put in their best, resulting in high performance of students in examinations in Hausa Language in Kaduna State.				

Section F: The Impact of Teachers' Experience on Academic Performances of Students in Hausa Language SSCE Examinations, Kaduna State, Nigeria

S/N	Item Statement	SA	A	SD	D
1	Teachers who have put in many years with a good training on the job can impact their students positively, resulting in the performance of students in SSCE examination in Hausa Language in Kaduna State				
2	Teachers' years of experience help them to adopt good teaching methodology during lesson presentation. This can help the students to perform very well in SSCE examination in Hausa Language in Kaduna State				
3	Thereby enhancing the performance of students in SSCE examination in Hausa Language in Kaduna state.				
4	Teachers' years of experience can help them to motivate students to learn even when students are not willing to learn, resulting in performance of students in SSCE examination in Hausa Language in Kaduna State.				
5	Teachers' years of experience help them to have good rapport with their students, resulting in good performance of students in SSCE examination in Hausa Language in Kaduna State.				
6	Students gain more confidence from teachers who have put in many years and also know what they are doing. This helps than to do well in SSCE examination in Hausa Language in Kaduna State.				
7	Teachers who have good experience can carry along all the different categories of learning abilities in the class so as to achieve a set goal. This helps all the students to do well in this SSCE examination in Hausa Language Kaduna State.				
8	Teaching experience helps teachers to adopt different teaching strategies, as well as improvisation of instructional materials to achieve objectives and helps students to do will in this SSCE examination in Hausa Language in Kaduna State.				
9	Teacher experience help teachers to select contents that are relevant and suitable for the needs of the learners, resulting in high performance of students in SSCE Examination in Hausa Language in Kaduna State.				
10	Teacher experience helps teachers to mobilise suitable instructional materials needed for each topic so as to achieve set objectives. This helps students to pass very well in SSCE examination in Hausa Language in Kaduna State.				

APPENDIX C

TEACHER QUALITY AND STUDENTS ACADEMIC PERFORMANCE

RELIABILTY TEST RESULTS

VARIABLES = VAR00001

SCALE ('ALL VARIABLES') ALL

MODEL = ALPHA.

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded[a]	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.842	27

Hyp 1

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
Stud_Peformance	21.8171	2.37382	1514
Teachers_qualification	28.1098	2.23198	164

Correlations

		Stud_Peformance	Teachers_qualification
Stud_Peformance	Pearson Correlation	1	.718**
	Sig. (2-tailed)		.001
	N	1514	164
Teachers_qualification	Pearson Correlation	.718**	1
	Sig. (2-tailed)	.00!	
	N	164	164

**. Correlation is significant at the 0.01 level (2-tailed).

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CORRELATIONS
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  /STATISTICS DESCRIPTIVES
  /MISSING=PAIRWISE.
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Hyp 2

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
Stud_Peformance	21.8171	2.37382	1514
Teachers_mastery	27.9146	2.88725	164

Correlations

		Stud_Peformance	Teachers_mastery
Stud_Peformance	Pearson Correlation	1	.777
	Sig. (2-tailed)		.037
	N	1514	164
Teachers_mastery	Pearson Correlation	.777	3331
	Sig. (2-tailed)	.037	
	N	164	164

**. Correlation is significant at the 0.01 level (2-tailed).

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CORRELATIONS
  /VARIABLES=Stud_Peformance Teachers_personality
  /PRINT=TWOTAIL NOSIG
  /STATISTICS DESCRIPTIVES
  /MISSING=PAIRWISE.
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Hyp 3

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
Stud_Peformance	21.8171	2.37382	1514
Teachers_personality	28.9390	2.48849	164

Correlations

		Stud_Peformance	Teachers_personality
Stud_Peformance	Pearson Correlation	1	.657
	Sig. (2-tailed)		.044
	N	1514	164
Teachers_personality	Pearson Correlation	.657	1
	Sig. (2-tailed)	.044	
	N	164	164

**. Correlation is significant at the 0.01 level (2-tailed).

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  /PRINT=TWOTAIL NOSIG
  /STATISTICS DESCRIPTIVES
  /MISSING=PAIRWISE.
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Hyp 4

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
Stud_Peformance	21.8171	2.37382	164
Teachers_Motovation	27.9512	2.39582	164

Correlations

		Stud_Peformance	Teachers_Motovation
Stud_Peformance	Pearson Correlation	1	.642
	Sig. (2-tailed)		.040
	N	1514	164
Teachers_Motovation	Pearson Correlation	.642	1
	Sig. (2-tailed)	.040	
	N	164	164

**. Correlation is significant at the 0.01 level (2-tailed).

```
CORRELATIONS
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  /PRINT=TWOTAIL NOSIG
  /STATISTICS DESCRIPTIVES
  /MISSING=PAIRWISE.
```

Hyp 5

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
Stud_Peformance	21.8171	2.37382	1514
Teachers_experience	27.8963	2.27178	164

Correlations

		Stud_Peformance	Teachers_experience
Stud_Peformance	Pearson Correlation	1	.958**
	Sig. (2-tailed)		.000
	N	1514	164
Teachers_experience	Pearson Correlation	.958**	1
	Sig. (2-tailed)	.000	
	N	164	164

**. Correlation is significant at the 0.01 level (2-tailed).

Items

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Q1

Frequency Table

Teachers' qualification affects students' performances in Hausa language SSCE examination in Kaduna State.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	5	3.0	3.0	3.0
	D	53	32.3	32.3	35.4
	A	49	29.9	29.9	65.2
	SA	57	34.8	34.8	100.0
	Total	164	100.0	100.0	

Lesson planning helps both teachers and students in teaching and learning of Hausa Language and enhances the performance of students in SSCE examination in Hausa language in Kaduna State.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	10	6.1	6.1	6.1
	D	72	43.9	43.9	50.0
	A	57	34.8	34.8	84.8
	SA	25	15.2	15.2	100.0
	Total	164	100.0	100.0	

An unqualified teacher who lacks knowledge of instructional material presentation affects learning performance of students in SSCE in Hausa language in Kaduna State.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	9	5.5	5.5	5.5
	D	86	52.4	52.4	57.9
	A	27	16.5	16.5	74.4
	SA	42	25.6	25.6	100.0
	Total	164	100.0	100.0	

A good qualify teacher should be able to carry along all categories of different learning abilities in the class so as to enhance the performance of students in SSCE examination in Hausa language in Kaduna State.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	1.2	1.2	1.2
	D	39	23.8	23.8	25.0
	A	98	59.8	59.8	84.8
	SA	25	15.2	15.2	100.0
	Total	164	100.0	100.0	

Effective use of teaching materials during lesson presentation so as to make teaching and learning easy, thereby enhancing the performance of students in SSCE in Hausa language in Kaduna State.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	34	20.7	20.7	20.7
	D	32	19.5	19.5	40.2
	A	71	43.3	43.3	83.5
	SA	27	16.5	16.5	100.0
	Total	164	100.0	100.0	

A qualified teacher should focus on comprehension of new concepts in the subject content and not on final results, so as to enhance the performance of students in SSCE examination in Hausa language in Kaduna State.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	7	4.3	4.3	4.3
	D	28	17.1	17.1	21.3
	A	65	39.6	39.6	61.0
	SA	64	39.0	39.0	100.0
	Total	164	100.0	100.0	

Unqualified teachers do not plan their lesson plans, neither do they have required qualification such as NCE, B.Ed and M.Ed in Hausa. This could affect the performance of SSCE examination in Hausa language in Kaduna State.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	8	4.9	4.9	4.9
	D	45	27.4	27.4	32.3
	A	51	31.1	31.1	63.4
	SA	60	36.6	36.6	100.0
	Total	164	100.0	100.0	

When students know that the teacher is not qualified, he/she does not plan his lessons, they lose interest in his/her teaching of Hausa Language. This could affect the performance of SSCE examination in Hausa language in Kaduna State.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	10	6.1	6.1	6.1
	D	66	40.2	40.2	46.3
	A	54	32.9	32.9	79.3
	SA	34	20.7	20.7	100.0
	Total	164	100.0	100.0	

Teaching of Hausa Language requires qualifications and special training in NCE, B.Ed, M.Ed. Hausa. These qualifications could affect the performance of students in SSCE examination in Hausa language in Kaduna State.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	7	4.3	4.3	4.3
	D	73	44.5	44.5	48.8
	A	40	24.4	24.4	73.2
	SA	44	26.8	26.8	100.0
	Total	164	100.0	100.0	

Students get poor scores because they do not understand the lesson taught by untrained teachers, this ultimately affects the performance of students in SSCE examination Hausa language in Kaduna State.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	6	3.7	3.7	3.7
	D	44	26.8	26.8	30.5
	A	68	41.5	41.5	72.0
	SA	46	28.0	28.0	100.0
	Total	164	100.0	100.0	

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Q2

Frequencies

Frequency Table

Teachers' knowledge of subject contents affects students' performance positively or negatively in the SSCE examination in Hausa language in Kaduna State.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	24	14.6	14.6	14.6
	D	42	25.6	25.6	40.2
	A	75	45.7	45.7	86.0
	SA	23	14.0	14.0	100.0
	Total	164	100.0	100.0	

Teachers who lack knowledge of the subject can affect teaching and learning performance of students in SSCE examination in Hausa language in Kaduna State

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	14	8.5	8.5	8.5
	D	41	25.0	25.0	33.5
	A	58	35.4	35.4	68.9
	SA	51	31.1	31.1	100.0
	Total	164	100.0	100.0	

Teachers who have sound knowledge of the subject content can deliver lesson very well, resulting in high performance in SSCE examinations in Hausa language in Kaduna State.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	5	3.0	3.0	3.0
	D	52	31.7	31.7	34.8
	A	42	25.6	25.6	60.4
	SA	65	39.6	39.6	100.0
	Total	164	100.0	100.0	

Teachers who have mastery of subject can explain concepts very well during lessons, resulting in high performance in SSCE examinations in Hausa language in Kaduna State

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	9	5.5	5.5	5.5
	D	68	41.5	41.5	47.0
	A	53	32.3	32.3	79.3
	SA	34	20.7	20.7	100.0
	Total	164	100.0	100.0	

Students are motivated to learn when they discover that the teachers have mastery of the subject and teach very well in SSCE examination in Hausa language in Kaduna State.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	10	6.1	6.1	6.1
	D	70	42.7	42.7	48.8
	A	35	21.3	21.3	70.1
	SA	49	29.9	29.9	100.0
	Total	164	100.0	100.0	

Teachers who have good knowledge of subject can effectively plan and use this during lesson presentation, this can help students to ultimately do well in SSCE examination in Hausa language in Kaduna State.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	8	4.9	4.9	4.9
	D	51	31.1	31.1	36.0
	A	67	40.9	40.9	76.8
	SA	38	23.2	23.2	100.0
	Total	164	100.0	100.0	

Students get poor marks or scores SSCE examination in Hausa language when they do not understand the content during lesson presentation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	27	16.5	16.5	16.5
	D	45	27.4	27.4	43.9
	A	68	41.5	41.5	85.4
	SA	24	14.6	14.6	100.0
	Total	164	100.0	100.0	

Teachers who will not explain concepts very well because they are not well trained or do not have good knowledge of Hausa Language can affect the performance of students in SSCE examination in Kaduna State.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	16	9.8	9.8	9.8
	D	40	24.4	24.4	34.1
	A	58	35.4	35.4	69.5
	SA	50	30.5	30.5	100.0
	Total	164	100.0	100.0	

Teachers who do not have good knowledge of Hausa language can affect the performance of students in SSCE examination in Hausa language in Kaduna State.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	5	3.0	3.0	3.0
	D	45	27.4	27.4	30.5
	A	57	34.8	34.8	65.2
	SA	57	34.8	34.8	100.0
	Total	164	100.0	100.0	

Teachers who do not have good knowledge of their subject can go outside and teach what is not relevant to students, thereby affecting performance of students in SSCE examination in Hausa language in Kaduna State.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	14	8.5	8.5	8.5
	D	55	33.5	33.5	42.1
	A	55	33.5	33.5	75.6
	SA	40	24.4	24.4	100.0
	Total	164	100.0	100.0	

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```

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/ORDER=ANALYSIS.
```

Q3

Frequencies

Teacher personality helps students to behave well as they are looked upon as role model, resulting in students' ability to conduct themselves very well and pass in SSCE examination in Hausa language in Kaduna State.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	9	5.5	5.5	5.5
	D	68	41.5	41.5	47.0
	A	36	22.0	22.0	68.9
	SA	51	31.1	31.1	100.0
	Total	164	100.0	100.0	

Teacher personality is enough to inform students either to pick interest in their lesson or not, resulting in success or failure in SSCE examination in Hausa language in Kaduna State.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	7	4.3	4.3	4.3
	D	67	40.9	40.9	45.1
	A	57	34.8	34.8	79.9
	SA	33	20.1	20.1	100.0
	Total	164	100.0	100.0	

Teachers should not fight, incite or misbehave as this can create a bad impression to students to misbehave and not pass SSCE examination in Hausa language in Kaduna State

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	26	15.9	15.9	15.9
	D	40	24.4	24.4	40.2
	A	71	43.3	43.3	83.5
	SA	27	16.5	16.5	100.0
	Total	164	100.0	100.0	

Teachers should not drink or smoke during lesson presentation. as this can result in students to misbehave and not concentrate, resulting in poor performance in SSCE examination in Hausa language.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	12	7.3	7.3	7.3
	D	32	19.5	19.5	26.8
	A	71	43.3	43.3	70.1
	SA	49	29.9	29.9	100.0
	Total	164	100.0	100.0	

Teachers must be polite and poise, command respect from their students. This helps students to behave well, be consistent in their studies and pass SSCE examination in Hausa language in Kaduna State

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	10	6.1	6.1	6.1
	D	47	28.7	28.7	34.8
	A	39	23.8	23.8	58.5
	SA	68	41.5	41.5	100.0
	Total	164	100.0	100.0	

Teachers who behave well motivate the students to have high interest in the subjects, resulting in high performance of students in SSCE in examination in Hausa language in Kaduna State.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	11	6.7	6.7	6.7
	D	61	37.2	37.2	43.9
	A	54	32.9	32.9	76.8
	SA	38	23.2	23.2	100.0
	Total	164	100.0	100.0	

Teachers' personality motivates students to learn, resulting in good performance in SSCE examination in Hausa language in Kaduna State.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	14	8.5	8.5	8.5
	D	62	37.8	37.8	46.3
	A	39	23.8	23.8	70.1
	SA	49	29.9	29.9	100.0
	Total	164	100.0	100.0	

Teachers who have good personality usually have good rapport with their students to study and do well in SSCE examination in Hausa language in Kaduna State

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	5	3.0	3.0	3.0
	D	50	30.5	30.5	33.5
	A	66	40.2	40.2	73.8
	SA	43	26.2	26.2	100.0
	Total	164	100.0	100.0	

Students learn from their teachers and so, either good or bad personality of teachers can affect student positively or negatively, resulting in either poor or good performance of students in SSCE examination in Hausa language in Kaduna State

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	24	14.6	14.6	14.6
	D	59	36.0	36.0	50.6
	A	52	31.7	31.7	82.3
	SA	29	17.7	17.7	100.0
	Total	164	100.0	100.0	

Teachers' personality affects the attitude of students positively or negatively, resulting in either poor or good performance of students in SSCE examination in Hausa language in Kaduna State.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	7	4.3	4.3	4.3
	D	47	28.7	28.7	32.9
	A	52	31.7	31.7	64.6
	SA	58	35.4	35.4	100.0
	Total	164	100.0	100.0	

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FREQUENCIES VARIABLES=v31 v32 v33 v34 v35 v36 v37 v38 v39 v40
  /ORDER=ANALYSIS.
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Q4

Frequency Table

Teachers' motivation can either arouse the need to work hard and impact the life of students, or be lazy and perform low performance of students in SSCE examination in Hausa language in Kaduna state

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	6	3.7	3.7	3.7
	D	49	29.9	29.9	33.5
	A	61	37.2	37.2	70.7
	SA	48	29.3	29.3	100.0
	Total	164	100.0	100.0	

Teachers' motivation encourages norms, belief, values habits and attitudes of students in the performance of SSCE Examinations in Hausa language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	18	11.0	11.0	11.0
	D	58	35.4	35.4	46.3
	A	50	30.5	30.5	76.8
	SA	38	23.2	23.2	100.0
	Total	164	100.0	100.0	

Teachers' motivation gives room for high expectation from parents to their children educational performance in SSCE examination in Hausa language.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	10	6.1	6.1	6.1
	D	60	36.6	36.6	42.7
	A	41	25.0	25.0	67.7
	SA	53	32.3	32.3	100.0
	Total	164	100.0	100.0	

Teachers' motivation increases children's efforts and abilities to study and learn, improving performance of students in SSCE examination in Hausa language.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	6	3.7	3.7	3.7
	D	44	26.8	26.8	30.5
	A	76	46.3	46.3	76.8
	SA	38	23.2	23.2	100.0
	Total	164	100.0	100.0	

Teachers' motivation encourages teachers to have high perception, ability, control, realistic task and planning in delivering lesson content in the performance of students in SSCE examinations Hausa language.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	32	19.5	19.5	19.5
	D	46	28.0	28.0	47.6
	A	55	33.5	33.5	81.1
	SA	31	18.9	18.9	100.0
	Total	164	100.0	100.0	

Motivation is an indicator of both success and failure in ability of the teacher to achieve set goals in the performance of students in SSCE examination in Hausa language.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	7	4.3	4.3	4.3
	D	48	29.3	29.3	33.5
	A	51	31.1	31.1	64.6
	SA	58	35.4	35.4	100.0
	Total	164	100.0	100.0	

Teachers who are motivated have higher performance than those who are not motivated, either positively or negatively in the performance of students in SSCE Examination in Hausa language.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	12	7.3	7.3	7.3
	D	50	30.5	30.5	37.8
	A	61	37.2	37.2	75.0
	SA	41	25.0	25.0	100.0
	Total	164	100.0	100.0	

Teachers' motivation leads to high performances in SSCE examination in Hausa language in Kaduna state.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	16	9.8	9.8	9.8
	D	47	28.7	28.7	38.4
	A	53	32.3	32.3	70.7
	SA	48	29.3	29.3	100.0
	Total	164	100.0	100.0	

Teachers' motivation encourages academic competence and self-determination in school to improve high performance of students in SSCE examination in Hausa language.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	11	6.7	6.7	6.7
	D	51	31.1	31.1	37.8
	A	48	29.3	29.3	67.1
	SA	54	32.9	32.9	100.0
	Total	164	100.0	100.0	

Teachers' motivation produces high sense of belonging in teachers, thereby encouraging them to put in their best, resulting in high performance of students in examinations in Hausa language in Kaduna State.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	12	7.3	7.3	7.3
	D	61	37.2	37.2	44.5
	A	62	37.8	37.8	82.3
	SA	29	17.7	17.7	100.0
	Total	164	100.0	100.0	

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FREQUENCIES VARIABLES=v41 v42 v43 v44 v45 v46 v47 v48 v49 v50
  /ORDER=ANALYSIS.
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Q5

Frequency Table

Teachers who have put in many years with a good training on the job can impact their students positively, resulting in the performance of students in SSCE examination in Hausa Language in Kaduna State

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	24	14.6	14.6	14.6
	D	64	39.0	39.0	53.7
	A	37	22.6	22.6	76.2
	SA	39	23.8	23.8	100.0
	Total	164	100.0	100.0	

Teachers' years of experience can help them to motivate students to learn even when students are not willing to learn, resulting in performance of students in SSCE examination in Hausa Language in Kaduna State

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	7	4.3	4.3	4.3
	D	48	29.3	29.3	33.5
	A	55	33.5	33.5	67.1
	SA	54	32.9	32.9	100.0
	Total	164	100.0	100.0	

Teachers' years of experience help them to have good rapport with their students, resulting in the performance of students in SSCE examination in Hausa Language in Kaduna State.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	10	6.1	6.1	6.1
	D	46	28.0	28.0	34.1
	A	60	36.6	36.6	70.7
	SA	48	29.3	29.3	100.0
	Total	164	100.0	100.0	

Teachers' years of experience can help them to motivate students to learn even when students are not willing to learn resulting in performance of students in SSCE examination in Hausa Language in Kaduna state.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	17	10.4	10.4	10.4
	D	58	35.4	35.4	45.7
	A	44	26.8	26.8	72.6
	SA	45	27.4	27.4	100.0
	Total	164	100.0	100.0	

Teachers' years of experience help them to have good rapport with their students resulting in good performance of students in SSCE examination in Hausa Language in Kaduna state.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	13	7.9	7.9	7.9
	D	66	40.2	40.2	48.2
	A	37	22.6	22.6	70.7
	SA	48	29.3	29.3	100.0
	Total	164	100.0	100.0	

Students gain more confidence from teachers who have put in many years and also know what they are doing. This helps than to do well in SSCE examination in Hausa Language in Kaduna State.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	3	1.8	1.8	1.8
	D	55	33.5	33.5	35.4
	A	73	44.5	44.5	79.9
	SA	33	20.1	20.1	100.0
	Total	164	100.0	100.0	

Teacher who have good experience can carry along all the different categories of learning ability in the class so as to achieve a set goal. This helps all the students to do well in this SSCE examination in Hausa language Kaduna State.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	23	14.0	14.0	14.0
	D	57	34.8	34.8	48.8
	A	38	23.2	23.2	72.0
	SA	46	28.0	28.0	100.0
	Total	164	100.0	100.0	

Teaching experience helps teachers to adopt different teaching strategies, as well as improvisation of instructional materials to achieve objectives and helps students to do well in this SSCE examination in Hausa Language in Kaduna State .

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	4	2.4	2.4	2.4
	D	39	23.8	23.8	26.2
	A	72	43.9	43.9	70.1
	SA	49	29.9	29.9	100.0
	Total	164	100.0	100.0	

Teachers experience help teachers to select contents that are relevant and suitable for the needs of the learners, resulting in high performance of students in SSCE Examination in Hausa language in Kaduna State.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	17	10.4	10.4	10.4
	D	56	34.1	34.1	44.5
	A	46	28.0	28.0	72.6
	SA	45	27.4	27.4	100.0
	Total	164	100.0	100.0	

Teachers experience help teachers to mobilise suitable instructional materials needed for each topic so as to achieve set objectives. This helps students to pass very will in SSCE examination in Hausa language in Kaduna State.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	8	4.9	4.9	4.9
	D	53	32.3	32.3	37.2
	A	61	37.2	37.2	74.4
	SA	42	25.6	25.6	100.0
	Total	164	100.0	100.0	

APPENDIX D

STATISTICS ON THE PERIOD OF EMPLOYMENT OF HAUSA LANGUAGE TEACHERS (2000 – 2017)

1. Barewa College

Year of Employment	No. of Teachers
2000 – 2003	3
2004 – 2006	4
2007 – 2010	2
2011 – 2016	3
Total No. of Teachers	**12**

2. G.S.S Tudun-Wada, Zaria

Year of Employment	No. of Teachers
2000 – 2003	4
2004 – 2006	3
2007 – 2010	3
2011 – 2016	3
Total No. of Teachers	**13**

3. G.S.S Kuyar- Bama Zaria City

Year of Employment	No. of Teachers
2000 – 2003	3
2004 – 2006	3
2007 – 2010	4
2011 – 2016	3
Total No. of Teachers	**13**

4. Alhuda Huda College, Zaria

Year of Employment	No. of Teachers
2000 – 2003	2
2004 – 2006	4
2007 – 2010	3
2011 – 2016	4
Total No. of Teachers	**13**

5. Sheikh Ibrahim Arab Special Secondary School, Zaria

Year of Employment	No. of Teachers
2000 – 2003	3
2004 – 2006	3
2007 – 2010	4
2011 – 2016	5
Total No. of Teachers	**15**

6. G.S.S Dakace, Zaria

Year of Employment	No. of Teachers
2000 – 2003	4
2004 – 2006	3
2007 – 2010	3
2011 – 2016	3
Total No. of Teachers	**13**

7. G.S.S Kugu, Zaria

Year of Employment	No. of Teachers
2000 – 2003	4
2004 – 2006	3
2007 – 2010	2
2011 – 2016	4
Total No. of Teachers	**13**

8. Science Secondary School Kufena, Zaria

Year of Employment	No. of Teachers
2000 – 2003	3
2004 – 2006	3
2007 – 2010	4
2011 – 2016	2
Total No. of Teachers	**12**

9. Government Commercial College, Zaria

Year of Employment	No. of Teachers
2000 – 2003	4
2004 – 2006	3
2007 – 2010	3
2011 – 2016	3
Total No. of Teachers	**13**

10. G.S.S (WTC), Zaria

Year of Employment	No. of Teachers
2000 – 2003	3
2004 – 2006	3
2007 – 2010	4
2011 – 2016	3
Total No. of Teachers	**13**

11. G.S.S Kofar Gayan, Zaria

Year of Employment	No. of Teachers
2000 – 2003	2
2004 – 2006	4
2007 – 2010	3
2011 – 2016	4
Total No. of Teachers	**13**

12. G.S.S Kurna, Zaria

Year of Employment	No. of Teachers
2000 – 2003	3
2004 – 2006	4
2007 – 2010	2
2011 – 2016	5
Total No. of Teachers	**14**

13. G.S.S Muchia, Zaria

Year of Employment	No. of Teachers
2000 – 2003	4
2004 – 2006	3
2007 – 2010	4
2011 – 2016	4
Total No. of Teachers	**14**

14. G.S.S Dogon-Bauchi, Zaria

Year of Employment	No. of Teachers
2000 – 2003	4
2004 – 2006	5
2007 – 2010	3
2011 – 2016	3
Total No. of Teachers	**15**

15. G.S.S Awai, Zaria

Year of Employment	No. of Teachers
2000 – 2003	4
2004 – 2006	3
2007 – 2010	4
2011 – 2016	4
Total No. of Teachers	**15**

16. G.S.S Dinya, Zaria

Year of Employment	No. of Teachers
2000 – 2003	3
2004 – 2006	4
2007 – 2010	3
2011 – 2016	3
Total No. of Teachers	**13**

17. G.S.S Pada, Zaria

Year of Employment	No. of Teachers
2000 – 2003	3
2004 – 2006	3
2007 – 2010	5
2011 – 2016	4
Total No. of Teachers	**15**

18. G.S.S Magajiya, Zaria

Year of Employment	No. of Teachers
2000 – 2003	4
2004 – 2006	2
2007 – 2010	4
2011 – 2016	3
Total No. of Teachers	**13**

19. G.S.S Kofar Kibo, Zaria

Year of Employment	No. of Teachers
2000 – 2003	2
2004 – 2006	3
2007 – 2010	4
2011 – 2016	3
Total No. of Teachers	**12**

APPENDIX E
INSTRUMENT VALIDATION FORM

DEPARTMENT OF EDUCATIONAL FOUNDATIONS & CURRICULUM
FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA

Instrument Validation Form

Dear Sir/Ma,

The candidate is a postgraduate student of Educational Foundations and Curriculum Department, Ahmadu Bello, Zaria. He/she is hereby humbly requesting your assistance in validating this research instrument. Please, grant the candidate all the necessary assistance. Thank you.

.....
Head of Department (Signature, Date & Official Stamp

Student's Surname... ABUBAKAR ..... **Other Names** FATIMA

Registration Number: PGDEC/8565 ... **Programme:** M.ED LANG ARTS

Title of the Instrument: IMPACT OF TEACHER QUALITY ON ACADEMIC PERFORMANCE OF STUDENTS IN HAUSA LANGUAGE SSCE EXAMINATIONS, KADUNA STATE, NIGERIA

Please comment on the following:

1. Appropriateness of the instrument for the research work: ..... THE INSTRUMENT IS VERY APPROPRIATE AS IT INTENDS TO UNVEIL STUDENTS PERFORMANCE IN SSCE HAUSA
2. Clarity and simplicity of the language used... THE LANGUAGE IS APT AND CLEAR. CONTRADICTIONS ARE AVOIDED
3. Suitability of the instrument for the level of respondent: ..... QUITE SUITABLE, AMBIGUITIES ARE AVOIDED.
4. The extent in which the items cover the topic it meant to cover:... THE QUESTIONS POSED ARE EXCELLENT AND VERY INVESTIGATIVE. THEY DID COVER THE RESEARCH AREA.
5. Is the instrument properly structured in line with objectives and research questions? ..... YES, I CERTIFY TO THAT.
6. Others (grammatical errors, spelling errors and others)..... THESE ARE VERY MINIMAL AND WOULD HOPEFULLY BE TAKEN CARE OF.

1

7. General comment on the instrument: THE INSTRUMENT IS VERY CATCHY AND WOULD UNEARTH SO MANY PROBLEM AREAS.

Suggestion(s) for improving the quality of the instrument

1. THE FEW CORRECTIONS POINTED OUT SHOULD BE MADE.

2. .....

3. .....

4. .....

ATTESTATION SECTION

I hereby testify that the above named student brought his/her instrument for validation

Name of Attester: PROF. BALARABE ABDULLAHI

Designation: PROFESSOR

Name and Address of Institution: DEPT OF AFRICAN LANGUAGES & CULTURES, AHMADU BELLO UNIVERSITY, ZARIA

Phone No: 08032147362 E-mail: ib92709@yahoo.com

Signature and Date 21.1.2019

Thank You