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PERCEIVED INFLUENCE OF TEACHER RELATED VARIABLES ON STUDENTS' ACADEMIC ACHIEVEMENT IN JUNIOR SECONDARY SCHOOL PHYSICAL EDUCATION IN ABAKALIKI EDUCATION ZONE, EBONYI STATE

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ABSTRACT

This study focused on the perceived influence of teacher related variables on students' academic achievement in Junior secondary school Physical Education in Abakaliki Education Zone, Ebonyi State. Two specific purposes, two research questions and two null hypotheses guided the study. Related literature was reviewed which served as a guide to the research on what has already been studied by other researchers in the related areas of the study. Descriptive research design was adopted for the study. The population of the study comprised two hundred and six (206) Physical Education Teachers in the eighty-two (82) secondary schools in Abakaliki Education Zone of Ebonyi State. The sample size for this study comprised all the 206 Junior secondary school Physical Education Teachers in Abakaliki Education Zone of Ebonyi State no sampling technique was used due to the population size. The instrument for data collection was structure questionnaire tagged "Questionnaire on Perceived Influence of Teacher Related Variables on Students' Academic Achievement in Junior Secondary School Physical Education" (QPITRVSAAJSSPE). The instrument was face validated by three experts, two from the Department of Human Kinetics and Health Education and one expert from Measurement and Evaluation unit of Science Education and computer Department, all of Ebonyi State University, Abakaliki. The overall reliability coefficient of the instrument was 0.85. The internal consistency of each subscale of the instrument was computed separately. The data collected for the study were analyzed using mean(x) and standard deviation (SD) to answer the research questions while t-test statistics was used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed that: teachers' qualifications and teachers' teaching experience influence secondary school students' academic achievement in Physical Education in Abakaliki Education Zone, Ebonyi State while the hypothesis revealed that there is no significant difference in mean rating of female and male teachers on the influence of teachers' qualifications and teachers experience on secondary school students' academic achievement in Physical Education in Abakaliki Education Zone, Ebonyi State. Based on the findings the study recommended that: Universal Basic Education Board should always recruit teachers based on subject qualifications for improvement in the area of subjects specialization and

that Government should always organize in-service training for teachers in order to enhance their teaching experience with the new trend in their field of study.

Keywords: Physical Education, Perceived Influence, Teacher Related Variables, Academic Achievement, Secondary School.

Introduction

The issue of teacher as a factor that affects students' academic performance has received a lot of attention in literature and findings have been mixed and inconclusive. A strand of the literature revealed that a number of teacher variables which include years of teaching experience, level of educational attainment or academic qualifications, teacher development programmes, availability of qualified teachers, teacher-student ratio, teacher attitude, degree of job satisfaction, motivation and salary affect students‟ learning outcomes (Daso, 2013).

Physical Education as a branch of social science remains one of the subjects offered at both junior secondary schools and higher institution of learning in Nigeria. The popularity of the subject is as a result of the pivotal roles it plays in equipping students with basic knowledge and skills to appreciate the nature of physical activities in the society, challenges faced in the exercise and its ability to enhance society's physical activities performance. It is equally attributed to the fact that exercise issues are wide spread as it now dominates national policies, programmes, articles, journals, magazines, newspaper and discussion among people of different races, it constitutes one of the greatest proportions of the day activities of people in our society (Akpo, 2012).

Physical education is a discipline that involves the development of the body through physical activity, aiming to promote health, fitness, skill development, and overall well-being. It emphasizes the importance of physical activity as a balanced education, fostering social, emotional, and intellectual growth (Gilakjani, 2019). Physical education is the process by which movement experiences are used to develop the total personality of the individual (Chinapaw, 2018). This definition highlights the pedagogical aspect of physical education, emphasizing personal development through movement. Physical education is the integrated development of the total individual through movement activities.

Harlow, Martinez, & Chen (2018) underscores the holistic approach, integrating physical, mental, and social development. Physical education is an educational process that aims to develop physically, socially, emotionally, and cognitively, through participation in physical activities. This definition considers the multifaceted outcomes of

physical education. Physical Education as a Subject in Junior Secondary Schools is a vital subject designed to introduce students to the importance of physical activity, health, and fitness at an early stage of education. It serves several purposes: Skill Development movement skills, sports, and games, and strategic thinking. It educates students about maintaining personal health and fitness, encouraging lifelong healthy habits of Social Skills: Through team sports and group activities, students develop cooperation, leadership. It helps build confidence, self-esteem, and a schools, physical education is usually structured to be age-appropriate, inclusive, and engaging, with a focus on both recreational and competitive activities to promote a healthy lifestyle among young learners. It plays a crucial role in holistic education, ensuring physical, mental, and social development.

The mastery of a subject is determined by the achievement of the students in such subject at a prescribed examination. Any interactive activity between a teacher and the students is expected to produce learning outcomes in the learner. When such an activity fails to produce a change in behavior (learning) in the learners, then there is a problem. The performance of students generally is a major concern to educators. Aghyeneku in Sakiyo and Sofeme (2008) noted that students achievement in Physical Education is low in both national and state examinations.

A number of reasons can be identified to be accountable for the poor performance of students. These include the curricula, teachers' methods of teaching, parents, government, lack of facilities and others (Ahiakwo, 2013). Survey from schools (Ajayi, 2007) revealed that inadequacy of good instructional materials, equipment and laboratory facilities in the schools also affect negatively effective learning in the schools. According to Ango in Akinsolu (2010), students poor performance globally is basically due to lack of involving the students in the learning activities right from the beginning of any new concept to be taught, lack of qualified teachers as well as experience in teaching and unavailability and/or insufficiency of materials.

The impact of the teachers in the performance of the students is germane. The teachers are the facilitators who are to impact into the students the concepts expected to be learnt. However, Olarewaju and Nwagbo in Ahiakwo (2013) were of the opinion that ignorance of the teachers or neglect of activity-oriented methods by the teachers grossly contribute to students' low performance in Physical Education.

The teacher is the major manpower saddled with the responsibility of impacting the concepts considered fundamental to Physical Education through the teaching of their basic concepts from the secondary school. This was why Adeniyi in Ahiakwo (2013)

noted that a country's manpower development depends on the quality of her teachers. As stipulated in the Nigeria National Policy on Education (FRN, 2014) Physical Education teaching at the secondary school is meant to develop essential skills in the learning so as to prepare them for the application in national and global economic issues in order to stimulate and enhance creativity in them. This laudable objective would not be realized when the students are taught by incompetent teachers. Such teachers would not be able to properly and adequately explain the concepts to the students. Physical Education, being one of the pivotal subjects in the economy, its effective teaching must be handled with all seriousness. The competence of the Physical Education teachers in this regards would be of immeasurable value. One thing is to be well grounded in the conceptual understanding of a subject; another thing is to be well acquainted with the best method to pass the concepts across to the learners for proper comprehension. A professional teacher would be desirable in this regard.

The issue of professionalism in teaching has been on course for quite some decades ago. Scholars argued the necessity of skilled teachers for effective learning. Ngada in Fayonyomi (2007) emphasized that the success or failure of any educational programme rests majorly on the adequate availability of qualified (professional), competent and dedicated teachers. Seweje and Jegede (2005) noted that the ability of a teacher to teach is not derived only from one's academic background but also on outstanding pedagogical skill acquired. The realization of the national growth in technology as highlighted in the Nigerian National Policy on Education hinges (among others) largely on the quality of Physical Education teachers. This view is supported by Nkwodimali's (2003) submission that the teachers' quality will inevitably be seen in the citizens tomorrow. Ngada (2008), while remarking on teachers' quality, observed that over 80% of respondents in survey research were of the opinion that teachers are carriers of weakness. These weaknesses include, among others, inadequate exposure to teaching practice, poor classroom management and control, shallow subject-matter knowledge and lack of professionalism. All these and many other variables can lead to unrealization of objective of Physical Education in our school system.

Variable is anything that can effect or change the result of study (Ndubuisi, 2017). Every study has variables as these are needed in order to understand differences. For example, students exposed to the work force take a more active role in their education than those who have no exposure. Looking at this, one might see that several obvious variables are at play, including pre-knowledge age. Teacher variables are those factors which encompassed teachers status in the school which we know can

affect the outcome of learning experiences. The major variables to be considered in this study include teaching qualifications, teaching experience, teachers gender and teachers workload.

Obanya (2013) asserted that the quality of an educational system depends on the qualifications of the teachers. Quality teachers are life-long learners in their subject areas, teach with commitment, and are reflective upon their teaching practice and teaching experience. In Ajayi's (2009) point of view,

> 'the professional qualities of a teacher have to do with the following; mastery of the subject-matter, sense of organization, ability to clarify ideas, ability to motivate students, good imagination, ability to involve the students in meaningful activities throughout the period of teaching, management of the details of learning and frequent monitoring of students progress through tests, formal and informal evaluation, and written and oral quizzes. (p.23)'.

Teaching experience is another teacher variable that influences students academic performance, Sufiyanu and Elizabeth (2018) asserted that in a situation where experienced teachers are not promoted out of the classroom into management positions, level of experience has a significant influence on teaching effectiveness of the teachers and their students' achievement. Aiken (2010), in his study found that teaching experience of teachers is significantly related to their teaching effectiveness and their students' achievement. In the bases of promoting effective teaching, teacher workloads account mostly on students academic achievement.

Aside the above observations, it is indeed, worrisome that despite all the innovations in the field of education, student's performance in Physical Education has not improved as expected, since a great percentage of them still fail it every year in West African School Certificate

Examination. Analyzing the rate of students' failure in Physical Education Abakaliki Local Government of Ebonyi State which is one of the Local Government Areas in Abakaliki Education Zone, Igbaji (2014), observed that 30% of students failed Physical Education in 1998, 45% failed in 2000, 59% failed in 2002, 80% failed in 2003, 85% failed in 2004, 80% failed in 2005, 67% failed in 2006, 50% failed in 2007, 70% failed in 2008 while 80% failed in 2010/2011, 2011/2012, 2012/2013, 2013/2014 Examination. In fact, the analysis of students performance in Physical Education for 2013/2014 Examination in Ebonyi State showed that out of 5805 candidates that sat for Physical Education in 2012, 143 which is 2.5% of the candidates made distinction, 1823 (31.4%) made credit 2217 (38.2%) made credit, 2040 (35.1%) made ordinary pass while 1799 (31%) of the candidates failed; also out of 5914 that took Physical Education in 2013, 115 (1.9%) made distinction, 2526 (42.7%) made credit, 2217 (37.5%) made ordinary pass, 1036 (17.5%) failed. The result of the analysis as it concerns Abakaliki Education Zone which comprises Abakaliki, Ebonyi, Ohaukwu LGA and Ezza Local Government Areas is not encouraging.

According to Universal Basic Education Board (2021) students achievement in Physical Education for 2019 and 2020 Examination in Ebonyi State showed that out of 5806 candidates that sat for Physical Education in 2019, 144 which is 2.5% of the candidates made distinction, 1823 (31.4%) made credit 2217 (38.2%) made credit, 2040 (35.1%) made ordinary pass while 1799 (31%) of the candidates failed; also out of five thousand nine hundred and fourteen that took Physical Education, one hundred and fifteen (1.9%) made distinction, two five hundred and twenty six (43%) made credit, two thousand, two hundred and seventeen (38%) made ordinary pass, one thousand and thirty six (87%) totally failed. (Source: Universal Basic Education Board 2020).

It is certain from the above development which was limited to Abakaliki Education Zone, that all the reformations, policies, programmes and innovations in the country have not actually had direct bearing on the students performance. It implies therefore, that there is a missing link between what goes on in the classroom and at the policy making level. These among others call for research on the Influence of teacher related variable on students' achievement in Physical Education in Junior Secondary Schools in Abakaliki Education Zone of Ebonyi State.

Statement of the Problem

Physical Education is not an easy subject, students, more often complain that the subject is difficult to understand, some say that, it is boring, unexciting and does not appeal or sustain interest. On the other hand, even Physical Education teachers say that some concepts and theories on the subject are difficult to explain and that

most students lose interest easily in the subject. The situation is heightened by the current development in curriculum and the nature of questions which students are exposed to by various examining bodies. The present day students hardly sit with confidence and write any examination on the subject without seeking for assistance from various sources. The ugly trend manifests in the students poor performance in both internal and external examination (Okunamiri, 2008).

Students' scores in the subject (Physical Education), show that the percentages of students who made ordinary passes and those who failed completely were high while those who made distinction and credit were not appreciable. For instance, in 2014, 44 candidates that offered Physical Education in Izzi High School in Ebonyi State, the record stood at zero distinction, zero credit, 7 ordinary passes (15.9%), 37 failed (84%), 2015, 53 offered Physical Education of which there were zero distinction, 4 credit (7.5%), 47 ordinary passes (89%), 2 failed (3.8%). 2016 of the 130 candidates that offered Physical Education, zero distinction was recorded, 68 credit passes (52.3%), 24 passes (18.5%), 38 failed (29.2%); 2017 of 50 that offered Physical Education, zero distinction, 7 credit passes (14%) 43 ordinary passes (85%) zero failure, then for 2017, 50 candidates offered Physical Education of which zero distinction was recorded, 7 credit passes (14%) 23 ordinary passes, (86%) zero failure**.** As if the poor performance is not enough, most junior secondary school graduates cannot boast of a reasonable knowledge of the basic principles of Physical Education neither could they engage in a sustained and sound argument on Physical Education issues, analyze or interpret economic policies and events appropriately (Lee, 2009). It therefore becomes questionable if the objectives of introducing Physical Education in junior secondary schools are being achieved at the end of the students' stay in school. If so, what could be the problem? Could it be that teachers no longer perform their job as they should or that students are not interested in the academic success again or have education administrators failed in their duties? Aside these observations, a number of reasons can be identified to be accountable for the poor performance of students. These according Ahiakwo (2003) include, the curricula, teachers' methods of teaching, parent, government, lack of facilities and amongst others. It is also revealed that inadequacy of good instructional materials, equipment and laboratory facilities in the schools also affect negatively effective learning in the schools. So, the problem of this study is: what is the influence of teacher related variables on students' achievement in Physical Education in Abakaliki Education Zone of Ebonyi State?

Purpose of the Study

The main purpose of the study was to find out the influence of teacher related variables on students' academic achievement in Physical Education in

Abakaliki Education Zone of Ebonyi State. Specifically, the study was designed to:

1. find out the influence of teachers' qualifications on Physical Education students' academic achievement in Abakaliki education zone of Ebonyi State
2. ascertain the influence of teachers' teaching experience on Physical Education students' academic achievement in Abakaliki Education Zone of Ebonyi State

Research Questions

The following research questions were raised to guide the study:

1. In what way does teachers' qualifications influence Physical Education students' academic achievement in Abakaliki Education Zone of Ebonyi State?
2. In what way does teachers' teaching experience influence Physical Education students' academic achievement in Abakaliki Education zone of Ebonyi State?

Research Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance.

Ho_1: There is no significant difference in the mean rating of female and male teachers on the influence of teachers' qualification on secondary school students' academic achievement in Physical Education.

Ho_2: There is no significant difference in the mean rating of female and male teachers on the influence of teaching experience on secondary school students' academic achievement in Physical Education.

Methodology

Descriptive survey research design was adopted for the study. Abonyi, Okereke, Omebe, and Anugwo (2006) perceived descriptive survey as those studies in which data are collected from a small sample of a large population to enable the researcher describe in a systematic manner and interpret the characteristic features and facts about things that exist. This design was used in this study because it intends to investigate the conditions that are already in existence without manipulation. The study was carried out in Abakaliki Education Zone of Ebonyi State, consisting of four (4) Local Government Areas (LGA). The Education Zone is made up of both rural and urban dwellers with many schools; nursery, primary, secondary and higher institutions. The inhabitants of the Zone are traders, farmers, businessmen and women as well as career civil servants. The Population of the study is 206 physical education teachers teaching in all the Junior secondary schools in the seventy-seven (77) secondary schools in Abakaliki Education Zone (Universal Basic Education Board Ebonyi State 2020). There was no sampling because 206 physical education teachers were used for the study. The entire population was

used as the number of Physical Education Teachers in the area was accessible and manageable. The instrument for data collection was questionnaire entitled Perceived Influence of Teacher Related Variables on Students; Academic Achievement in Physical Education in Abakaliki Education Zone of Ebonyi State. The questionnaire designed by the researcher was made up of two parts (A and B). Part A of the questionnaire sought information relating to the respondents' personal data while Part B which addressed the major questions of the study, consists of 18 structured items on the perceived influence of teacher related variables on students' academic achievement in physical Education in Abakaliki Education Zone of Ebonyi State. The structured items were presented in 2 different clusters. Cluster A was on Teachers qualifications made of 10 items, Cluster B was on teachers teaching experience made of 8 items. The instrument is a four (4) point rating scale questionnaire. The scale is weighted Strongly Agree (SA) with four (4) points, Agree (A) has three (3) points, Disagree (D), has two (2) points while Strongly Disagree (SD) has one point. For negative items reverse is the case. The instrument was face validated by three experts, two from the Department of Human Kinetics and Health Education and one expert from Measurement and Evaluation unit of the Department, all in Ebonyi State University, Abakaliki. The internal consistency of the instrument was computed using Crōnbach Alpha. The internal consistency of each subscale of the instrument was computed separately. The overall reliability coefficient of the instrument was 0.85 this was obtained through Cronbach Alpha method. Research questions 1-2 was answered on individual item basis using mean and standard deviation. A mean (x) of 2.50 was the cut off point for the study. The mean cut off point was derived by the addition of nominal values and dividing the sum by the number of scale options. The decision rule was based on a minimum bench mark of 2.50 for accepting an item for all the research questions while any mean value less than 2.50 was used to described the item as disagreed. The t-test of difference between means of independent variables was utilized for testing the hypotheses at 0.05 level of significance on individual item basis. Any null hypothesis with calculated t-value greater than the critical table value was rejected and the alternative hypothesis withheld while the one with calculated t-value less than the critical (table) value was upheld.

Results

Research Questions 1: In what way does teachers' qualifications influence Physical Education students' academic achievement in Abakaliki Education Zone of Ebonyi State?

Table 1: Mean rating and standard deviation of the respondents on teachers' qualifications influence Physical Education students' academic achievement

S/N	ITEMS	N	$\overline{X}$	SD	Decision

1.	Recruitment of trained teachers in the teaching of Physical Education enhances students' academic achievement	187	2.96	0.93	Accepted
2.	Lack of qualified teaching personnel in the teaching of Physical Education retards students' academic achievement	187	3.05	0.81	Accepted
3.	Unqualified degree holders is incompetent in pedagogical content knowledge, which affects students academic achievement	187	2.96	0.88	Accepted
4.	Recruitment of non specialists in the teaching of Physical Education retards students academic achievement	187	3.01	0.87	Accepted
5.	Teachers frequent involvement in workshop and seminar improve students' academics achievement	187	3.08	0.82	Accepted
6.	Untrained teachers in teaching profession retard students academic achievement	187	3.02	0.72	Accepted
7	High academic qualification of teachers enhances students' academic achievement	187	2.93	0.67	Accepted
8	Lack of propensity for teaching personnel upgrade retards students' academic achievement	187	3.14	0.58	Accepted
9	Recruitment of unqualified teachers, result to the poor academic achievement of students	187	3.11	0.67	Accepted
10	Trained teachers in Physical Education subject enhance students' academic achievement	187	3.14	0.70	Accepted
	Average mean		**3.04**	**0.76**	**Accepted**

The result presented in Table 1 above showed the mean ratings of teachers on ways teachers qualification influences secondary school students academic achievement in Physical Education. Items 1,2, 3, 4, 5, 6,7,8,9 and 10 with mean scores of 2.96, 3.05, 2.96, 3.01, 3.08, 3.02, 2.93, 3.14, 3.11, 3.14 and standard deviation of 0.93, 0.81, 0.88, 0.87, 0.82, 0.72, 0.67, 0.58, 0.67 and 0.70 respectively showed that teachers qualification influences secondary school students academic achievement in physical education in Abakaliki Education Zone of Ebonyi State. This is because from the table all the items obtained a mean value that is above 2.50 which is the cut – off point. This implies that recruitment of trained teachers in the teaching of Physical Education enhances students' academic achievement, lack of qualified teaching personnel in the teaching of Physical Education retards students' academic achievement, unqualified degree holders have incomplete pedagogical content knowledge, which affect students academic achievement, recruitment of non specialists in the teaching of Physical Education retards students academic achievement, teachers frequent involvement in workshop and seminar improve students' academics achievement, high academic qualification of teachers enhance students' academic achievement, result to the poor academic achievement of students and trained teachers in Physical Education subject enhance students' academic achievement. Therefore, based on items scores and

average mean of the items it was upheld that teachers qualification influences secondary school students academic achievement in Physical Education in Abakaliki Education Zone of Ebonyi State.

Research Questions 2: In what way does teachers' teaching experience influence Physical Education students' academic achievement in Abakaliki Education zone of Ebonyi State?

Table 2: Mean rating and standard deviation of the respondents on ways teaching experience influence Physical Education students' academic achievement

S/N	ITEMS	N	$\overline{X}$	SD	Decision
11	Teachers level of experience significantly improves students academic achievement in Physical Education	187	3.14	0.75	Accepted
12	Year of teachers services positively enhance students academic achievement in Physical Education	187	3.11	0.65	Accepted
13	Teachers teaching context has positive influence in enhancing students academic achievement	187	3.13	0.63	Accepted
14	New teachers have incomplete pedagogical content knowledge demoralizes students academic achievement	187	3.07	0.65	Accepted
15	Novice teachers rely on unmodified subject matter knowledge has negative influence on students academic achievement	187	2.93	0.81	Accepted
16	Experiences teachers make broad pedagogical decisions which enhance academic achievement of students	187	2.93	0.81	Accepted
17	Pre service teachers have difficulty in articulating subject matter concept, this retard students academic achievement	187	3.06	0.79	Accepted
18	Experienced teachers have a better overarching which enhances academic achievement of students	187	3.26	0.62	Accepted
	Average mean		**3.07**	**0.71**	**Accepted**

The result presented in Table 2 above showed the mean ratings of respondents on ways could teachers teaching experience could influence secondary school students academic achievement in Physical Education. Items 11,12,13,14,15,16,17 and 18 with mean scores of 3.14, 3.11, 3.13, 3.07, 2.93, 2.93, 3.06, 3.26 and standard deviation of 0.75, 0.65, 0.63, 0.65, 0.81, 0.81, 0.79 and 0.62 respectively showed ways teachers teaching experience could influence secondary school students' academic achievement in Physical Education. This is because from the table all the items obtained a mean value of 3.07 that is above 2.50 which is the cut – off point. This implies that teachers level of experience significantly improve students academic achievement in Physical Education, years of teachers services positively enhance students academic achievement in Physical Education, new teachers incomplete pedagogical content knowledge demoralizes students' academic achievement, novice teachers reliance on unmodified subject matter knowledge has negative influence on students' academic achievement, experienced teachers make broad

pedagogical decisions which enhances academic achievement of students, pre service teachers have difficulty in articulating subject matter concept, this retards students academic achievement and experienced teachers have a better overarching which enhance academic achievement of students. Therefore, it was upheld that teachers teaching experience influences secondary school students academic achievement in Physical Education in Abakaliki Educational zone of Ebonyi State.

Research Hypotheses

$H0_1$: There is no significant difference in mean rating of female and male teachers on the influence of teachers' qualification on secondary school students' academic achievement in Physical Education. Summary of results were shown on Table 3

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Table 3: t-test of difference in the mean responses of male and female on the influence of teachers' qualification on secondary school students' academic achievement in physical education

Items	Category of respondents	N	Mean	SD	t-cal	Alpha	t-cv	Decision
1	Male	102	3.01	0.89	0.83	0.05	1.96	Not Sign.
	Female	85	2.90	0.98				
2	Male	102	3.10	0.80	0.90	0.05	1.96	Not Sign.
	Female	85	3.00	0.81				
3	Male	102	2.98	0.83	0.30	0.05	1.96	Not Sign.
	Female	85	2.94	0.94				
4	Male	102	3.11	0.84	1.83	0.05	1.96	Not Sign.
	Female	85	2.88	0.90				
5	Male	102	3.22	0.78	2.67	0.05	1.96	Significant
	Female	85	2.90	0.85				
6	Male	102	3.19	0.61	3.73	0.05	1.96	Significant
	Female	85	2.81	0.79				
7	Male	102	3.04	0.55	2.68	0.05	1.96	Significant
	Female	85	2.78	0.77				
8	Male	102	3.16	0.58	0.43	0.05	1.96	Not Sign.
	Female	85	3.12	0.59				
9	Male	102	3.03	0.65	1.74	0.05	1.96	Not Sign.
	Female	85	3.21	0.69				
10	Male	102	3.12	0.74	0.69	0.05	1.96	Not Sign.
	Female	85	3.21	0.69				
	Average				**1.58**		**1.96**	**Not Sign.**

Summary of result presented in Table 5 indicates that there is no significant difference in mean rating of female and male teachers on the influence of teachers' qualification on secondary school students' academic achievement in Physical Education. This is because the t-calculated value is lower than the t-critical value, that is 0.41 as against 1.96. Therefore, the null hypothesis of no

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significant difference is upheld. However, item 5,6 and 7 indicated significant difference in the mean perception of male and female teachers as shows on the table above.

H0$_2$: There is no significant difference in mean rating of female and male teachers on the influence of teaching experience on secondary school students' academic achievement in Physical Education. Summary of results were shown in Table 3.

Table 4: t-test of difference in the mean responses of male and female teachers on the influence of teaching experience on secondary school students' academic achievement in Physical Education

Items	Category of respondents	N	Mean	SD	t-cal	Alpha	t-cv	Decision
11	Male	102	3.17	0.79	0.14	0.05	1.96	Not Sign.
	Female	85	3.15	0.71				
12	Male	102	3.13	0.67	0.57	0.05	1.96	Not Sign.
	Female	85	3.08	0.64				
13	Male	102	3.18	0.59	1.12	0.05	1.96	Not Sign.
	Female	85	3.08	0.67				
14	Male	102	3.13	0.58	1.42	0.05	196	Not Sign.
	Female	85	3.00	0.74				
15	Male	102	2.89	0.79	0.70	0.05	1.96	Not Sign.
	Female	85	2.97	0.84				
16	Male	102	3.06	0.74	0.08	0.05	1.96	Not Sign.
	Female	85	3.05	0.85				
17	Male	102	3.23	0.58	0.77	0.05	1.96	Not Sign.
	Female	85	3.30	0.67				
18	Male	102	3.39	0.49	1.46	0.05	1.96	Not Sign.
	Female	85	3.27	0.64				
	Average				**0.78**		**1.96**	**Not Sign**.

Summary of result presented in Table 4 indicates that there is no significant difference in mean rating of female and male teachers on the influence of teaching experience on secondary school students' academic achievement in Physical Education in secondary schools in Abakaliki Education Zone. This is because the t-calculated value is lower than the t-critical value, that is 1.32 as against 1.96. Therefore, the null hypothesis of no significant difference is upheld.

Discussions

The study disclosed the influence of teachers' qualifications on secondary school students' academic achievement in Physical Education. It was upheld that teachers qualification influences secondary school students academic achievement in Physical Education in Abakaliki Education Zone of Ebonyi

State, the hypothesis also revealed that there was no significant difference in mean rating of female and male teachers on the influence of teachers' qualification on secondary school students' academic achievement in Physical Education.

The findings agreed with Timse (2003), who held that qualified teacher is crucial in any educational system, he further maintained that teachers self-efficacy is correlated positively with both teacher years of experience and pedagogical success. Teacher self-efficacy differs significantly according to their qualifications. Besides, teachers who have proper teaching qualification would also have a higher efficacy as against the teachers who do not have the right qualifications. Therefore, suitable qualifications and high self-efficacy will produce effectiveness in teaching because teacher self-efficacy is central to effective teaching. The findings also agreed with Feryal (2013) who saw professional competence as having the knowledge and understanding of children and their learning, subject knowledge, curriculum, the educational system and the teacher's role.

The analysis of data presented in table 2 revealed that teachers teaching experience influenced secondary school students academic achievement in Physical Education. The hypothesis revealed that there was no significant difference in mean rating of female and male teachers on the influence of teaching experience on secondary school students' academic achievement in Physical Education.

In support of the findings Wenglinsky (2013) held that teachers' years of experience are one of the teachers qualifications, believed to be a significant determinant of students' academic performance. It is believed that greater teaching experience will produce students with higher achievement, and that inexperienced teachers are typically less efficient than the experienced teachers. Efficient teachers positively influence students academic achievement. However, there is the need for caution in Nigeria about the concept of experience. Many teachers may be in the teaching profession for over twenty years without properly developing themselves for years. In support of the findings Akinsolu (2010), said that professional experience enhances and improves students learning habits. There is need to foster teachers continuous professional development to improve the quality of education. Teachers' continuous professional development is highly relevant both to improving educational performance and effectiveness, and for enhancing teachers commitment, identity and job satisfaction. Wenglinsky (2013), said that professional development is related positively to students' achievement, professional development helps practicing teachers to upgrade their content knowledge and teaching skills, to adjust to the introduction of new curricula and new research findings in teaching and learning.

Conclusions

The following conclusion was drawn based on the findings which revealed that teachers' qualifications, teachers' teaching experience and teachers' influence secondary school students academic achievement in Physical Education in Abakaliki Education Zone of Ebonyi State while the hypothesis revealed that there is no significant difference in mean rating of female and male teachers on the influence of teachers qualification on secondary school students' academic achievement in Physical Education.

Recommendations

From the findings of the study and the conclusion drawn, the researcher proffered the following recommendations.

1. Universal Basic Education Board should always recruit teachers based on subject qualifications for improvement in the area of subjects specialization.
2. Government should always organize in-service training for teachers in order to enhance their teaching experience with the new trend in their field of study.

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