

## RELATIONSHIP BETWEEN TEACHERS' QUALIFICATION AND STUDENTS' PERFORMANCE IN CIVIC EDUCATION IN PUBLIC SECONDARY SCHOOLS IN GOMBE STATE

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### Abstract

*This study investigates the relationship between teachers' qualifications and students' performance in civic education within public secondary schools in Gombe State, Nigeria. The target population comprised students from 25 public secondary schools in Gombe State, from which a sample of 1000 students was drawn using multistage sampling techniques. The schools were categorized based on senatorial zones and ownership (Public, Private, and Community-based). Primary data was collected from students' score sheets and records of teachers' qualifications. Analysis of Variance (ANOVA) was employed to analyze the data using the Statistical Package for Social Sciences (SPSS). The findings reveal a significant difference in students' scores in civic education based on teachers' qualifications. Specifically, students taught by teachers with higher qualifications, such as Bachelor's and Postgraduate degrees, exhibited higher mean scores compared to those taught by teachers with lower qualifications, such as the Nigeria Certificate in Education (NCE). Additionally, teachers certified by the Teachers Registration Council of Nigeria (TRCN) had a positive impact on student performance. The study recommends policies aimed at recruiting and retaining teachers with higher qualifications, as well as strengthening regulatory mechanisms to ensure teacher professionalism and competence.*

**Keywords:** *Teacher Qualifications, Student Performance, Civic Education, Gombe State and Secondary Schools.*

## 1. Introduction

Education is pivotal for developing skilled human capital and promoting socioeconomic growth of any nation (Odia & Omofonmwan, 2007). The National Policy on Education in Nigeria acknowledges that no society can excel above the calibre of its educational foundation (NPE, 2013). As a result, the Nigerian government has put in place a number of laws and amendments related to education with the goal of improving learning and teaching. Making accreditation a requirement for teaching in Nigerian schools is one such attempt to guarantee that educators possess the necessary professional abilities, pedagogical expertise, and subject matter knowledge (Chukwuemeka & Aghauche, 2011). The Nigeria Certificate in Education (NCE), a bachelor's degree (B.Ed. or B.A. Ed.), and postgraduate degrees are the minimum teaching qualifications listed in the NPE (2013). Studies, however, show that many Nigerian classrooms are taught by underqualified instructors, particularly when it comes to courses like English, math, civics, and other subjects (Chukwuemeka & Aghauche, 2011).

Studies highlight teacher quality as one of the key elements influencing educational effectiveness and learning outcomes out of all the other factors (Nbina & Viko, 2010). This is so because the calibre of classroom instruction and students' academic performance are strongly impacted by the subject matter expertise and

pedagogical abilities of teachers. On the other hand, little research has been done to examine the relationship between student performance in civic education and teacher qualifications, particularly in the Nigerian environment. In order to close this knowledge gap, this study investigates whether teacher certification levels (NCE, Bachelors, and Postgraduate) have a significant impact on secondary school students' civic education accomplishment in Gombe state public schools. The results will offer guidance for strategies aimed at improving the calibre and efficacy of teachers in order to improve the results of civic education in Nigeria.

### 1.2 Statement of the Problem

It is clear that civic education is an effective curriculum element that is essential to producing knowledgeable, accountable, and good people. But even in the process of trying to teach these important lessons, there is still a significant amount of uncertainty about how students' academic achievement in Civic Education is related to the credentials of the instructors who are supposed to teach it. Civic education is essential for forming students' comprehension of democratic values, civic duties, and governmental processes all of which are necessary for encouraging engaged engagement in public life. However, little research has been done on how much teachers' qualification which include their educational background, specialised training, and experience in teaching civic education affect students' academic performance in this subject. By

investigating the relationships between teachers qualification and students' Civic Education achievement in Gombe State's public secondary schools, this study aims to close this important research gap.

### 1.3 Objectives of the Study

The main objective of the study is to determine the relationship between teachers' qualification and students' performance in civic education in secondary schools in Gombe State. The specific objectives include;

- i. To determine which qualifications have higher significant effect on student performance in civic education
- ii. To determine which qualification have the lowest significant effect on student performance in civic education
- iii. To identify other factors that may be significant in determining improved student performance in civic education

### 1.4 Research Questions

Based on the statement of problem and objective of the study, this study sought to answer the below questions:

- i. Which qualifications, among NCE, Bachelor's, Postgraduate, and TRCN certification, have a higher significant effect on student performance in civic education?
- ii. Which qualification, among NCE, Bachelor's, Postgraduate,

and TRCN certification, have the lowest significant effect on student performance in civic education?

- iii. What other factors, apart from teacher qualifications, may be significant in determining improved student performance in civic education?

### 1.5 Research Hypotheses

In line with the objectives and research questions, the study develop the following hypotheses (in null form) in order to guide the study.

Ho1: There is no significant difference in student performance in civic education based on teacher qualifications, including NCE, Bachelor's, Postgraduate, and TRCN certification.

Ho2: All teacher qualifications, including NCE, Bachelor's, Postgraduate, and TRCN certification, have an equal effect on student performance in civic education.

Ho3: Other factors, apart from teacher qualifications, do not significantly influence improved student performance in civic education.

## 2. Literature Review

### 2.1 Theoretical framework

The Human Capital Theory serves as the theoretical framework for this study to examining the relationship between teachers' qualifications and students' performance in secondary school in Gombe State. The theory posits that education and training are investments in human capital, emphasizing

that individuals (in this case, teachers) acquire skills, knowledge, and capabilities through education, enhancing their productivity. Teachers' qualifications represent investments in their human capital, potentially influencing their teaching effectiveness and, subsequently, students' academic performance. Human Capital Theory asserts that higher levels of human capital (in this case, better teacher qualifications) can positively impact productivity. In the educational context, teachers with higher qualifications may possess enhanced subject-specific knowledge, better pedagogical skills, and improved teaching methods. These attributes are considered critical factors influencing their productivity, which, in turn, can affect students' academic achievements.

By employing the Human Capital Theory as the theoretical framework for the study provides a comprehensive lens through which to analyze how teachers' qualifications represent investments in human capital and how these investments potentially influence the productivity of teachers and subsequently impact students' academic performance in Gombe State's secondary school.

## **2.2 Relationship between NCE teachers qualification and students performance**

The Nigeria Certificate in Education (NCE) is the basic teaching qualification for educators in Nigeria as outlined in the National Policy on Education (NPE, 2013). The NCE program is a 3-year post-secondary teacher training course focused on pedagogy

and teaching practice with limited emphasis on in-depth subject content knowledge acquisition (Chukwuemeka & Aghauche, 2011). In Gombe state secondary schools, NCE holders are often deployed to teach civic education due to shortage of specialized graduates in this subject (Omeni, 2017). However, studies indicate NCE trained teachers have inadequate mastery of subject matter compared to university graduates (Ohuche, 1978). The condensed NCE training may not sufficiently equip educators with the extensive content knowledge required to effectively teach various concepts in the civic education curriculum.

According to literature, teachers' subject matter knowledge has significant influence on student learning outcomes. Experts like Clotfelter, et al., (2007) affirm that teachers with greater expertise in their field enhance students' academic achievement. This is because knowledgeable teachers provide clear explanations, respond better to questions, and give relevant examples that promote understanding. Students also tend to score higher on assessments when taught by highly qualified teachers. Similarly, a Nigerian study by Nbina and Viko (2010) established a positive relationship between teachers' qualifications and students' performance in secondary school science subjects. The authors noted that graduates trained specifically in their teaching subjects were more impactful than NCE educators with generalist knowledge.

### **2.3 Relationship between Degree teachers qualification and student academic performance**

Degree programs provide intensive 4-5 year training focused on pedagogy and in-depth knowledge acquisition within specific subject disciplines (Chukwuemeka & Aghauche, 2011). According to experts, teachers' expertise in their field has significant influence on student academic outcomes (Clotfelter et al., 2007). In civic education teaching, degree trained teachers are more likely to possess extensive knowledge on all key topics outlined in the curriculum compared to other qualification holders like NCE (Omeni, 2017). Their broad understanding of subject matter empowers them to competently teach civic concepts relating to human rights, citizenship, government institutions, democracy, diversity, constitutions etc. using pedagogical strategies that promote retention and application (Tibbitts, 2017).

### **2.4 Relationship between Postgraduate teachers qualification and student performance**

The National Policy on Education in Nigeria recognizes postgraduate degrees like Masters and PhD as added teaching qualifications for the secondary education level (NPE, 2013). According to literature, teachers with postgraduate qualifications have deeper subject matter expertise, mastery of conceptual frameworks and knowledge of current issues in their field acquired from extensive academic preparation (Akiri &

Ugborugbo, 2009). In civic education, postgraduate degree holders are expected to possess cutting-edge knowledge on emerging trends, debates and best practices relevant to the subject.

Daramola and Obomanu (2011) opined that, there is no direct correlation between post graduate teachers qualification and student academic performance. Other studies done by other scholars found that PG teacher professional qualification and teaching experience are no significant related to student academic performance (Mbagua et al, 2012). Koedu and Betts (2007) used value added gains to look at student's achievement of elementary students in San Diego. They found that specific teacher qualification (Experience, quality of under graduate college, education level, and college major) had little on student achievement. In support of Koedel and Betts finding, Buddin and Zamarro (2009) also found that teacher experience was weakly related to student achievement in their learning endeavors.

### **2.5 Relationship between teachers licensing TRCN an academic student academic performance**

The Teachers Registration Council of Nigeria (TRCN) is the government agency mandated to regulate and control the teaching profession in Nigeria. Licensed teachers are expected to demonstrate sound knowledge of subject matter, pedagogy, ethics, classroom management, among other competencies (Chukwuemeka & Aghauche, 2011). According to studies, certified teachers have

positive impacts on student learning outcomes compared to unlicensed educators (Clotfelter et al., 2007). Compliance with TRCN licensing in Gombe state schools would guarantee that only qualified, competent and regulated teachers handle civic education classes.

Some scholars indicate that teachers with licenses teacher registration council of Nigeria (TRCN) has a significant difference on the student's academic performance, but some other factor can be emanated which could affect student academic performance. Therefore, TRCN teacher certification and licensing is a crucial mechanism for boosting teacher effectiveness and academic performance of students in Gombe state.

## 2.6 Review of Empirical Studies

*Muhammad (2021)* examines the effects of teachers' academic qualification and experience on students' achievement and interest in civic education. The findings from the study revealed that all teachers' academic qualification and experience when taken together made significant effects on students' achievement in civic education.

*Steve (2021)* investigated the effect of years of experience and educational qualification on music teachers' motivation and performance of students in South-South Nigerian secondary schools, and found that the level of music teachers' motivation and Secondary School students' performance in music in South-South Nigeria is significantly

influenced by their level of experience and educational qualification.

*Bolarinwa and Kolawole (2020)* investigated the impact of teachers' teaching experience and educational qualification on students' academic performance in public secondary schools in Ekiti State, Nigeria. They found that, there is a significant relationship between teachers' teaching experience, educational qualifications, and students' academic performance.

*Filgona and Sakiyo (2020)* investigate the extent to which teachers' academic qualifications predict students' attitudes and academic achievement in Geography in Adamawa State senior secondary schools. The findings revealed that teachers' qualifications did not predict students' attitudes toward geography.

*Obonyo, Chen, and Maina (2018)* investigated whether advanced degrees and years of teaching experience are associated with increases in student science achievement in Kenyan public secondary schools. The study discovered no difference in teacher qualification between high and low ranking secondary schools in terms of education level.

*Ramli (2018)* investigated the impact of professional teachers on the achievement of vocational school students in Padang. The findings revealed that professional teachers had a significant influence on the

achievement of vocational school students in Padang.

Agbo-Egwu, Adadu, Nwokolo-Ojo, and Enaboifo (2017) investigated the effect of teacher teaching experience on secondary school students' academic performance in Science, Technology, Engineering, and Mathematics (STEM) in Benue State, Nigeria's three senatorial zones. According to the findings, teachers' teaching experience had a significant influence on students' academic performance in SSCE examinations and as perceived by respondents. Schools with more Schools with more teachers with more than ten years of teaching experience outperformed schools with fewer than ten years of teaching experience.

Bamidele and Adekola (2017) investigated the effects of a teacher's teaching experience on the achievement of Junior Secondary School (JSS) students in Basic Science. The survey research design was used in the study. Four hundred and fifty JSS II students were chosen at random from fifteen secondary schools in Oyo State. The selection of basic science teachers was based on the teacher's teaching experience. The findings revealed a significant difference in achievement between students taught by long-term experienced teachers and those taught by new teachers.

A study by Adeniji and Ojo (2014) assessed teaching methods used by civic education teachers in Oyo State, Nigeria.

They found that majority of the teachers had NCE and B.Ed qualifications. However, many used ineffective teaching strategies like lecture method due to inadequate mastery of content. The authors recommended training of teachers to improve civic education delivery. Omeni (2017) analyzed the junior secondary civic education curriculum and students' academic achievement in Bayelsa State, Nigeria. The study revealed poor performance attributed to unqualified teachers, inadequate instruction time and resources. It was recommended that qualified graduate teachers should be recruited to teach civic education.

Based on the review of existing literature, there is still a research gap on the relationship between teacher qualifications and student performance specifically in civic education within the Nigerian context. Most studies explored general factors affecting teaching and learning of civic education in Nigeria such as instruction time, teaching methods, resources, curriculum etc. (Adeniji & Ojo, 2014; Omeni, 2017). The few that examined teacher quality focused on broader challenges like poor remuneration, high workload, lack of training opportunities rather than their actual academic and professional qualifications (Chukwuemeka & Aghauche, 2011).

While WAEC (2018) report highlighted poor student achievement in civic education, it did not provide empirical evidence linking it to teacher qualifications. Therefore, there is still limited research

critically analyzing if and how the various teacher qualification levels (NCE, Bachelors, Postgraduate, Licensed) relate to students' academic performance in civic education, especially in Nigerian secondary schools. This study aims to fill this knowledge gap by systematically investigating the influence of teacher qualifications on learning outcomes in public secondary schools in Gombe state.

in Gombe State of Nigeria from which a sample of 1000 students was drawn using multistage sampling. The schools were divided in to three based on senatorial zones and ownership (Public, Private and community bases). Data collection was primary, obtained from the record of students score sheet and the record of teachers' qualification. ANOVA was conducted on the data collected using Statistical Package for Social Sciences (SPSS).

### 3. Methodology

The target population for this study were students from the 24 Secondary school

### 4. Result and Discussion

#### 4.1 Results

**Descriptives**

Students Score in Civic Ed

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
NCE	246	37.65	12.766	.814	36.05	39.26	3	57
BSC	125	58.22	17.191	1.538	55.18	61.27	12	81
PostG	129	60.59	21.010	1.850	56.93	64.25	10	86
TRCN	192	54.05	23.266	1.679	50.73	57.36	11	95
Total	692	50.19	20.836	.792	48.64	51.75	3	95

The mean scores show a trend where students taught by teachers with Postgraduate qualifications have the highest average performance, followed by BSC, TRCN, and NCE.

The standard deviation and standard error values provide insights into the spread and precision of the data. Higher standard deviations and errors suggest more variability and less precision in the data, respectively.

#### Test of Homogeneity of Variances

Students Score in Civic Ed

Levene Statistic	df1	df2	Sig.
31.031	3	688	.000



The Test of Homogeneity of Variances using the Levene Statistic with a high value of 31.03101545 and appropriate degrees of freedom suggests that there is a significant difference in variances among the groups being compared. This means the assumption of equality of means have been violated. There is therefore need to report welch's anova. Also required to be reported is the games-howell post hoc, in addition to turkey.

#### ANOVA

Students Score in Civic Ed

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	63530.891	3	21176.964	61.615	.000
Within Groups	236465.161	688	343.699		
Total	299996.052	691			

The ANOVA results show that there is a significant difference between the means of the different groups in terms of students' scores in civic education. The high F-statistic and low p-value indicate that the differences between the groups are unlikely to have occurred by chance. This suggests that teachers' qualifications may have an impact on students' performance in civic education.

#### Robust Tests of Equality of Means

Students Score in Civic Ed

	Statistic <sup>a</sup>	df1	df2	Sig.
Welch	84.122	3	305.323	.000

a. Asymptotically F distributed.

The robust tests of equality of means are used to test the hypothesis of equal means in the presence of outliers or non-normal distributions. They are designed to be more robust to outliers and non-normal distributions, making them useful in situations where the assumptions of normality and equal variances are not met.

The significance value is highly significant, indicating that there is a significant difference between the means of the different groups in terms of students' scores in civic education.

## Post Hoc

### Multiple Comparisons

Dependent Variable: Students Score in Civic Ed.

	(I) Teachers' Qualifications	(J) Teachers' Qualifications	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Tukey HSD	NCE	BSC	-20.570*	2.036	.000	-25.81	-15.33
		PostG	-22.935*	2.015	.000	-28.12	-17.74
		TRCN	-16.392*	1.785	.000	-20.99	-11.79
	BSC	NCE	20.570*	2.036	.000	15.33	25.81
		PostG	-2.365	2.327	.740	-8.36	3.63
		TRCN	4.177	2.131	.204	-1.31	9.66
	PostG	NCE	22.935*	2.015	.000	17.74	28.12
		BSC	2.365	2.327	.740	-3.63	8.36
		TRCN	6.542*	2.111	.011	1.11	11.98
	TRCN	NCE	16.392*	1.785	.000	11.79	20.99
		BSC	-4.177	2.131	.204	-9.66	1.31
		PostG	-6.542*	2.111	.011	-11.98	-1.11
Games-Howell	NCE	BSC	-20.570*	1.740	.000	-25.08	-16.06
		PostG	-22.935*	2.021	.000	-28.18	-17.69
		TRCN	-16.392*	1.866	.000	-21.22	-11.57
	BSC	NCE	20.570*	1.740	.000	16.06	25.08
		PostG	-2.365	2.405	.759	-8.59	3.86
		TRCN	4.177	2.277	.259	-1.70	10.06
	PostG	NCE	22.935*	2.021	.000	17.69	28.18
		BSC	2.365	2.405	.759	-3.86	8.59
		TRCN	6.542*	2.498	.046	.09	13.00
	TRCN	NCE	16.392*	1.866	.000	11.57	21.22
		BSC	-4.177	2.277	.259	-10.06	1.70
		PostG	-6.542*	2.498	.046	-13.00	-.09

\*. The mean difference is significant at the 0.05 level.

The given table shows the results of multiple comparisons for the dependent variable "Students Score in Civic Ed" across different categories of "Teachers' Qualifications". The multiple comparison tests performed are Tukey HSD and Games-Howell.

The mean difference between NCE and BSC is -20.56953, with a standard error of 2.036356 and a significance level of 3.945E-13. This means that the mean score of students with BSC teachers is significantly higher than those with NCE teachers, with a difference of 20.57 points.

Similarly, the mean difference between NCE and PostG is -22.93468, with a standard error of 2.015313 and a significance level of 3.945E-13. This means that the mean score of students with PostG teachers is significantly higher than those with NCE teachers, with a difference of 22.93 points.

The Games-Howell test is a more robust version of the Tukey HSD test, which is used when the assumption of equal variances is not met. The results of the Games-Howell test are similar to those of the Tukey HSD test, with significant differences observed between the groups.

In summary, the results of the multiple comparison tests suggest that there are significant differences in the mean scores of students across different categories of teachers' qualifications. Specifically, students with teachers who have higher qualifications (BSC, PostG, and TRCN) tend to have higher mean scores compared to those with NCE teachers.

### Homogeneous Subsets

**Students Score in Civic Ed.**

	Teach ers' Qu	N	Subset for alpha = 0.05		
			1	2	3
Tukey HSD <sup>a</sup>	NCE	246	37.65		
	TRCN	192		54.05	
	BSC	125		58.22	58.22
	PostG	129			60.59
	Sig.		1.000	.184	.665

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 159.838.

Homogeneous subsets are a useful tool for grouping means that are not significantly different from each other. The Tukey HSD test was used to identify homogeneous subsets for the "Students Score in Civic Ed" variable across different categories of "Teachers' Qualifications". The results show that there are two homogeneous subsets for alpha = 0.05, which include the "NCE" and "TRCN" categories in the first subset, and the "BSC" and "PostG" categories in the second subset.

### 4.2 Discussion of results

The findings of this study provide valuable insights into the relationship between teachers' qualifications and students' academic performance in civic education within the context of public secondary schools in Gombe state. The discussion will delve into the implications of these findings in relation to the existing literature reviewed.

Firstly, the study corroborates previous research indicating a positive association between teachers' qualifications and students' academic achievement. Consistent with Clotfelter et al. (2007) and Nbina and Viko (2010), our findings suggest that teachers with higher qualifications, such as Bachelor's and Postgraduate degrees, tend to have a more significant impact on student learning outcomes compared to those with lower

qualifications like the Nigeria Certificate in Education (NCE). This can be attributed to the deeper subject matter expertise and pedagogical skills possessed by degree holders, enabling them to effectively impart knowledge and facilitate understanding among students.

Furthermore, the study aligns with existing literature highlighting the inadequacies of NCE-trained teachers in subject matter mastery (Ohuche, 1978). As observed in Gombe state secondary schools, the deployment of NCE holders to teach civic education due to shortages in specialized graduates (Omeni, 2017) may contribute to suboptimal learning experiences for students. Despite their pedagogical training, NCE teachers may lack the comprehensive content knowledge necessary to deliver the civic education curriculum effectively, potentially hindering student performance.

Moreover, the study findings underscore the importance of regulatory mechanisms such as the Teachers Registration Council of Nigeria (TRCN) in ensuring teacher quality and subsequently improving student outcomes. Certified teachers are expected to demonstrate competence in subject matter, pedagogy, and ethics (Chukwuemeka & Aghauche, 2011), thus enhancing their effectiveness in the classroom. Consistent with Clotfelter et al. (2007), our results suggest that TRCN-licensed teachers positively influence student learning outcomes, highlighting the significance of

professional accreditation in maintaining teaching standards and fostering academic excellence.

However, it is crucial to acknowledge the complexity of factors influencing student academic performance beyond teacher qualifications alone. While higher qualifications are associated with better student outcomes, as indicated in this study, other variables such as teaching experience, instructional methods, and school resources also play integral roles (Agbo-Egwu et al., 2017; Adeniji & Ojo, 2014). Therefore, future research should consider exploring the synergistic effects of these factors to provide a comprehensive understanding of the determinants of student achievement in civic education.

## 5. Summary, Conclusion and Recommendation

### 5.1 Summary of findings

1. The study confirms previous research indicating that teachers with higher qualifications, such as Bachelor's and Postgraduate degrees, have a more significant impact on student academic achievement compared to those with lower qualifications like the Nigeria Certificate in Education (NCE).
2. The study also found that using NCE holders to teach civic education due to shortages in specialized graduates may lead to low quality learning experiences for students. Despite

their pedagogical training, NCE teachers may lack the comprehensive content knowledge necessary to effectively deliver the civic education curriculum.

3. The study also reveal that Certification mechanisms like the Teachers Registration Council of Nigeria (TRCN) play a vital role in ensuring teacher quality and subsequently improving student outcomes.
4. Finally, the study found that while higher teacher qualifications are associated with better student outcomes, other variables such as teaching experience, instructional methods, and school resources also play integral roles.

## 5.2 Conclusion

In this study, we aimed to investigate the relationship between teachers' qualifications and students' performance in civic education within secondary schools in Gombe State. Through a thorough review of the literature and empirical analysis, several key findings have emerged, shedding light on the dynamics influencing academic outcomes in this subject area.

The findings of this study provide compelling evidence supporting the notion that teachers' qualifications significantly impact students' academic performance in civic education. Specifically, our analysis revealed that teachers with higher qualifications, such as

Bachelor's and Postgraduate degrees, tend to facilitate better learning outcomes compared to their counterparts with lower qualifications, such as the Nigeria Certificate in Education (NCE). This aligns with existing research suggesting that deeper subject matter expertise and pedagogical skills possessed by degree holders contribute to enhanced teaching effectiveness and student achievement.

Moreover, the study underscored the importance of regulatory mechanisms like the Teachers Registration Council of Nigeria (TRCN) in ensuring teacher quality and subsequently improving student outcomes. Certified teachers, as demonstrated in our analysis, have a positive influence on student learning outcomes, highlighting the significance of professional accreditation in maintaining teaching standards and fostering academic excellence.

However, it is essential to recognize that teacher qualifications represent just one aspect of the complex web of factors influencing student academic performance. Other variables, such as teaching experience, instructional methods, and school resources, also play integral roles in shaping educational outcomes. Therefore, while this study provides valuable insights into the role of teacher qualifications, future research should explore the synergistic effects of these factors to provide a more comprehensive understanding of the determinants of student achievement in civic education.

### 5.3 Recommendation

In line with the above findings, the study gave the following recommendations

- i. Government should Implement policies to prioritize the recruitment and retention of teachers with higher qualifications, such as Bachelor's and Postgraduate degrees, especially in subjects like civic education where specialized knowledge is essential.
- ii. Government and other stakeholders should develop targeted training programs to supplement the content knowledge of NCE-trained teachers, focusing on key concepts and pedagogical approaches specific to civic education.
- iii. The enforcement of TRCN certification requirements should be strengthen to ensure that all teachers, particularly those teaching civic education, meet established standards of competence and professionalism.
- iv. Finally, the study suggest a comprehensive assessments of the school environments to identify additional factors influencing student academic achievement, such as teaching experience, instructional methods, and school resources.

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