

INFLUENCE OF ENGLISH LANGUAGE TEACHERS' QUALIFICATION AND TEACHING EXPERIENCE ON STUDENTS' ACADEMIC PERFORMANCE IN ENGLISH LANGUAGE IN EKITI STATE SECONDARY SCHOOLS

¹OJO Richard Olumide & ²DADA Esther Morayo

^{1&2}Department of Arts and Language Education
Faculty of Education, Ekiti State University, Ado-Ekiti.

Abstract

This study investigated the effects of English Language teachers' qualification and teaching experience on students' academic performance in English Language in Ekiti State secondary schools. This study employed the descriptive research design of the ex-post facto type. The population for the study consisted of 812 teachers teaching English Language and their students offering English Language in Ekiti State Secondary Schools. The samples for this study are 60 teachers teaching English Language and 200 students offering English Language in Ekiti State Secondary Schools. The samples were selected through the use of multistage sampling technique. The instruments used for this study are English Language Teachers' Questionnaire (ELTQ) and Students' Examination Scores in English Language (SESEL). The data obtained from the administration of the instruments was analysed using descriptive and inferential statistics. The hypotheses were tested using inferential statistics of ANOVA analysis. All hypotheses were tested at 0.05 level of significance. The finding of the study revealed that the majority of teachers in Ekiti State Secondary Schools teaching English Language have either B.A or B.A.Ed qualifications, indicating a strong academic background and specialised training in the subject matter. The study revealed that a combination of highly experienced teachers and those with fewer years of experience can create a dynamic learning environment for students in English Language. Furthermore, the study found that teachers' qualifications and experience did not have a significant impact on students' performance in English Language. Based on these findings, recommendations include providing regular professional development programmes to enhance teachers' subject knowledge and teaching skills, offering specialised training programmes for English Language instruction, and ensuring the availability of adequate resources and materials to support effective teaching.

Keywords: Student, Teachers' Experience, Teachers' Qualification, Teaching Experience, Academic Performance and Ekiti State

Introduction

The quality of English language education refers to the standard and effectiveness of the instruction and learning experiences provided to students in the subject of English language. It encompasses various aspects such as the depth of knowledge of the subject matter, the instructional strategies employed, the level of engagement and interaction in the classroom and the overall learning environment. The importance of

quality English language education in influencing students' academic performance and overall language proficiency has been emphasised in recent studies (Adewumi, 2021). Proficiency in English language is essential for academic success, as it is frequently used as the medium of instruction in various subjects (Adewumi, 2021). In addition, English language proficiency creates opportunities for higher education, enhances employment prospects, and

facilitates global communication activities (Adewumi, 2021). Thus, ensuring high-quality English language education becomes crucial for equipping students with the necessary skills for academic and personal success in Ekiti State secondary schools.

In Ekiti State secondary schools, the qualifications and teaching experience of English language teachers are critical factors that determine the quality of education delivered (Adewumi, 2021). Teachers who possess appropriate qualifications, such as degrees and certifications specifically in English language education, are more likely to have a solid foundation. This will also likely enable them to effectively convey concepts, provide accurate information, and guide students in their language development.

Moreover, teaching experience plays a vital role in shaping student learning outcomes. Experienced English language teachers have typically encountered a variety of student profiles, learning styles, and challenges. This experience equips them with a deeper understanding of students' needs and enables them to employ effective instructional strategies that cater to diverse learning styles. They are also more adept at managing classrooms, fostering engagement, and addressing individual student needs" (Ogunniyi & Adebola, 2022).

When English language teachers possess both qualifications and teaching experience, they are better equipped to create a conducive learning environment that promotes active participation, critical thinking, and language acquisition. Their expertise will allow them to design appropriate assessments, provide constructive feedback, and offer individualised support to students. As a result,

students are more likely to achieve higher levels of academic performance and improve their overall language proficiency.

A study conducted by Adewumi (2021) examines the relationship between English language teachers' qualifications and students' academic performance in Ekiti State. The findings revealed a positive correlation between teachers' qualifications and students' performance. Highly qualified teachers, with degrees and certifications specifically in English language education, demonstrated a greater ability to effectively impart knowledge, employ appropriate instructional strategies, and engage students in meaningful learning experiences.

Teaching experience is another important factor influencing students' academic performance. In a recent study by Ogunniyi and Adebola (2022), it was observed that experienced English language teachers in Ekiti State secondary schools had a positive impact on students' academic achievement in English language. Teachers with several years of teaching experience demonstrated a greater understanding of students' learning needs, were more skilled in managing classrooms, and effectively implemented instructional strategies that facilitated students' engagement and comprehension.

The subject matter knowledge of English language teachers is a critical factor in determining students' academic performance. A study by Adeyemi and Ogundare (2023) explores the relationship between teachers' subject matter knowledge and students' achievement in English language in Ekiti State secondary schools. The findings indicated that teachers with a strong grasp of grammar, vocabulary, literature, and other aspects of the English language

curriculum were better equipped to convey concepts effectively, answer students' queries, and provide accurate information. Consequently, students taught by teachers with solid subject matter knowledge exhibited higher levels of academic performance.

Continuous professional development plays a vital role in enhancing English language teachers' qualifications and teaching effectiveness. Research conducted by Alabi and Adekunle (2022) emphasises the significance of professional development opportunities for teachers in Ekiti State. Engaging in workshops, seminars and advanced degree programmes enabled teachers to acquire updated knowledge, refine instructional practices, and stay abreast of the latest research in English language teaching. Consequently, teachers who actively pursued professional development opportunities will be better equipped to meet students' diverse learning needs, resulting in improved academic performance.

Statement of the Problem

In Ekiti State secondary schools, the impact of English language teachers' qualifications and experience on student performance in English Language appears to be influenced by various factors. However, several challenges hinder the effective delivery of the curriculum and engagement of students in meaningful learning experiences. These challenges include a lack of subject knowledge and specialised training among teachers, which affects their ability to deliver comprehensive language instruction and provide opportunities for language practice. In addition, limited resources and inadequate infrastructure, such as insufficient textbooks and language learning materials, further impede teachers' capacity to deliver quality

instruction. Furthermore, it was observed that not all teachers with qualifications and experience possess effective pedagogical practices, such as learner-centered approaches and innovative teaching strategies tailored to English language education. This can result in ineffective classroom management and a lack of student engagement, particularly among teachers with limited experience in addressing diverse student needs and maintaining discipline in English language learning. Moreover, the availability of quality professional development programmes is crucial for teachers to continuously improve their subject knowledge and teaching skills in English language. Unfortunately, limited opportunities for professional development hinder their ability to stay updated with current research and best practices in English language teaching. Therefore, it is important to investigate the effects of English language teachers' qualifications and experience on students' academic performance in Ekiti State secondary schools to identify areas for improvement and address these challenges effectively.

Research Objectives

The objectives of this study are to:

1. determine the qualifications of teachers teaching English Language in Ekiti State Secondary Schools.
2. examine the experiences of teachers teaching English Language in Ekiti State Secondary Schools.
3. investigate the effects of English Language teachers' qualifications and experiences on the performance of students in English Language in Ekiti State Secondary Schools.

Research Questions

The following research questions were raised to guide this study:

1. What are the qualifications of teachers teaching English Language in Ekiti State Secondary Schools?
2. What are the experiences of teachers teaching English Language in Ekiti State Secondary School?
3. Which is the better predictor of students' performance in English Language between teachers' qualifications and teachers' experiences?

Research Hypotheses

The following research questions were formulated and used for this study:

1. English Language teachers' qualifications will not have significant effects on the performance of students in English Language.
2. English Language teachers' experiences will not have significant effects on the performance of students in English Language.

Literature Review

Students' Performance in English Language

The performance of students in English Language is a topic of significant interest and research in the field of education. Recent empirical studies have shed light on various factors that can influence students' performance in this subject.

A study by Oyetunde, Ogunrombi, and Adedeji (2021) examines the performance of students in English Language in Nigerian secondary schools. The findings indicate that students' performance in English Language was influenced by factors such as socio-economic status, access to learning resources, teachers' quality, and students' motivation. The study emphasises the importance of creating a conducive learning environment and providing necessary

support to enhance students' performance in English Language.

Another study by Olufunmilayo and Oluwatoyin (2022) explores the impact of instructional strategies on students' performance in English Language in Nigeria. The research reveals that student-centered instructional approaches, such as cooperative learning and active participation, positively correlated with improved performance in English Language assessments. The study highlighted the significance of employing effective instructional strategies to enhance students' language learning and performance.

Furthermore, a study by Eneh, Okorie, and Okere (2021) investigates the role of teachers' qualifications in students' performance in English Language in Nigerian secondary schools. The findings demonstrate a positive relationship between teachers' qualifications and students' academic performance in English Language. The study emphasises the importance of well-qualified teachers who possess subject knowledge and pedagogical skills in promoting students' language learning and achievement.

These studies collectively emphasise the multidimensional nature of students' performance in English Language. Factors such as socio-economic status, access to resources, instructional strategies, teachers' qualifications, and students' motivation all play crucial roles in determining students' performance in the subject.

English Language Teachers' Qualifications and Students' Performance in English Language

Recent empirical studies have focused on investigating the relationship between the qualifications of teachers teaching English language and students' learning outcomes. A

study conducted by Adedoyin and Ajayi (2021) examines the impact of teachers' qualifications on students' English language proficiency. The findings revealed that teachers with higher qualifications, such as specialised degrees in English language education, were associated with better students' performance in English language proficiency assessments.

Another study by Oluwatosin and Ogunmakin (2022) explores the relationship between teachers' qualifications and students' academic achievement in English language. The study found that teachers who possessed higher qualifications, including advanced degrees and specialised training in English language teaching, had a positive influence on students' academic performance in the subject.

In addition, a study by Adekunle, Adewumi, and Ayodele (2021) investigates the impact of teachers' qualifications on students' motivation and interest in learning English language. The study revealed that teachers with relevant qualifications and expertise in English language teaching were more effective in creating a supportive and engaging learning environment, which positively influenced students' motivation and interest in the subject.

These studies highlight the importance of teachers' qualifications in English language education and suggest that teachers with specialised training and higher qualifications tend to have a positive impact on students' outcomes.

English Language Teachers' Experiences and Students' Performance in English Language

Empirical studies have examined the relationship between English language teachers' experiences and students' performance in English Language. A study by Ali, Ali, and Arif

(2021) investigates the impact of teachers' experiences on students' achievement in English language proficiency tests. The findings indicate that teachers with more years of experience had a positive influence on students' performance, as they were better and able to understand students' needs, employ effective instructional strategies, and provide targeted support.

Similarly, a study by Zhang and Yuan (2021) explores the relationship between teachers' experiences and students' writing proficiency in English. The results reveal that experienced teachers demonstrated greater expertise in providing feedback, guiding students in the writing process, and improving their writing skills, leading to enhanced students' performance.

Another study by Chen, Cheng, and Zhou (2021) focuses on the impact of teachers' experience on students' listening comprehension in English. The findings suggest that experienced teachers were more skilled in designing listening activities, scaffolding students' understanding, and promoting active engagement, resulting in improved students' performance in listening comprehension tasks.

These studies emphasise the significance of English language teachers' experiences in influencing students' performance in various language skills. Experienced teachers possess a deeper understanding of instructional strategies, students' needs, and assessment practices, which can positively impact students' language learning outcomes.

Methodology

The methodology used in this study is the descriptive research design of the ex-post facto type. The population for the study consisted of all

the teachers teaching English Language and students offering English Language in Ekiti State Secondary Schools. The samples for this study are 60 teachers teaching English Language and 200 students offering English Language in Ekiti State Secondary Schools. The samples were selected through the use of multistage sampling technique. The instruments used for this study are English Language Teachers' Questionnaire (ELTQ) and Students' Examination Scores in English Language (SESEL). English Language Teachers' Questionnaire (ELTQ) was validated by experts in the field of English Language while Students' Examination Scores in English Language (SESAS) was not validated because it is an inventory used to collect the scores of students in English Language for the 1st and 2nd terms of the 2022/2023 academic session. The reliability of English Language Teachers Questionnaire (ELTQ) was determined using Cronbach Alpha and a reliability coefficient of 0.82 was obtained. The data obtained from the administration of the instruments were analysed using descriptive and inferential statistics. Research questions 1 and 2 were answered using frequency counts means and standard deviation while research question 3 was answered using regression analysis. The hypotheses were tested using inferential statistics of ANOVA analysis. All hypotheses were tested at 0.05 level of significance.

Results

Descriptive Analysis

Research Question 1: What are the qualifications of teachers teaching English Language in Ekiti State Secondary Schools?

Table 1: Qualifications of Teachers Teaching English

Language in Ekiti State Secondary Schools

Qualifications	Frequency	Percentage
NCE	5	8.33%
B.A	18	30.00%
B.A.Ed	29	48.33%
Ph.D	8	13.34%
Total	60	100.00%

Table 1 presents the qualifications distribution of teachers teaching English Language in Ekiti State secondary schools. The table provides information on the frequencies and percentages of teachers with different qualifications. The most common qualifications among English Language teachers in Ekiti State secondary schools is Bachelor of Education (B.A.Ed), with 29 teachers, representing 48.33% of the total sample. This indicates that almost half of the teachers have a specialised degree in education, specifically focused on English Language instruction. The next most prevalent qualifications are Bachelor of Arts (B.A), with 18 teachers, accounting for 30.00% of the sample. This suggests that a significant portion of English Language teachers in Ekiti State secondary schools have a more general background in the Arts. A smaller number of teachers hold a Ph.D., with 8 teachers representing 13.33% of the sample. This indicates that a minority of English Language teachers have attained the highest level of academic qualifications in their field. Lastly, 5 teachers, or 8.33% of the sample, have a National Certificate in Education (NCE), which is a qualification specifically focused on teacher education.

The table demonstrates that the majority of English Language teachers in Ekiti State secondary schools have a Bachelor of Arts in Education (B.A.Ed) degree. This suggests that there is a significant emphasis on specialised

training in English Language Education among the teaching staff.

Research Question 2: What are the experiences of teachers teaching English language in Ekiti State secondary school?

Table 2: Experiences of teachers teaching English Language in Ekiti State secondary school

Experiences	Frequency	Percentage
1 - 5 Years	3	5%
6 - 10 Years	8	13.33%
11 - 15 Years	9	15%
16 - 20 Years	16	26.67%
21 - 25 Years	11	18.33%
26 Years and Above	13	21.67%
Total	60	100%

Table 2 provides insights into the distribution of experiences among teachers teaching English Language in Ekiti State secondary schools. The table categorises teachers into different experiences ranges and provides the corresponding frequencies and percentages for each category. Among the teachers in the sample, the majority have experiences ranging from 16 to 20 years, with 16 teachers accounting for 26.67% of the total. This suggests a significant presence of experienced teachers in the field of English Language in Ekiti State secondary

schools. Furthermore, 13 teachers (21.67% of the total) have accumulated 26 years or more of experiences, indicating a substantial number of highly experienced teachers contributing to the teaching of English Language. In contrast, a smaller proportion of teachers have relatively less experience, with only 3 teachers (5% of the total) having 1 to 5 years of experience, and 8 teachers (13.33% of the total) falling within the 6 to 10 years' experience range. The table also highlights that 9 teachers (15% of the total) have been teaching English Language for 11 to 15 years, and 11 teachers (18.33% of the total) fall into the 21 to 25 years' experience range.

The table demonstrates a diverse distribution of experiences among teachers of English Language in Ekiti State secondary schools. The presence of both highly experienced educators and those with fewer years of experience suggests a potential blend of wisdom and fresh perspectives within the teaching community, which can contribute to a rich and dynamic learning environment for students in the field of English Language.

Research Question 3: Which is the most predictor of students' performance in English Language between teachers' qualifications and experiences?

Table 3: The Better Predictor of students' performance English Language between Teachers' Qualification and Experiences

Model	Unstandardised Coefficients	Standardised Coefficients	t	Sig.	95% Confidence Interval for B
	B	Std. Error	Beta		Lower Bound Upper Bound

1 (Constant)	79.40	17.043		4.65	.00	45.27	113.52
	0			9	0	2	8
QUALIFICATIO N	.142	.105	.173	1.352	.182	-.068	.352
EXPERIENCE	-.329	.218	-.194	-	.136	-.765	.107
				1.513			

Table 3 presents the results of a statistical model that examines the predictors of students' performance in English Language. The predictors considered in this analysis are teachers' qualifications and experiences. The table provides information on the coefficients, standard errors, standardised coefficients (Beta), t-values, and significance levels for each predictor.

The coefficient for qualification is 0.142, indicating the change in the expected value of students' performance in English Language associated with a one-unit increase in teachers' qualifications. The standard error for this coefficient is 0.105. The standardised coefficient (Beta) is 0.173, suggesting that teachers' qualifications have a moderate positive impact on students' performance in English Language. However, the t-value of 1.352 is not statistically significant at the conventional alpha level of 0.05, as indicated by the non-significant p-value of 0.182. The 95% confidence interval for the coefficient ranges from -0.068 to 0.352, indicating the plausible range of values within which the true population coefficient lies.

The coefficient for experience is -0.329, indicating the change in the expected value of students' performance in English Language associated with a one-unit increase in teachers' experience. The standard

error for this coefficient is 0.218. The standardised coefficient (Beta) is -0.194, suggesting that teachers' experiences have a moderate negative impact on students' performance in English Language. However, the t-value of -1.513 is not statistically significant at the conventional alpha level of 0.05, as indicated by the non-significant p-value of 0.136. The 95% confidence interval for the coefficient ranges from -0.765 to 0.107, indicating the plausible range of values within which the true population coefficient lies.

Based on the information provided in the table, neither teachers' qualifications nor experiences emerged as a statistically significant predictor of students' performance in English Language. Both predictors have non-significant p-values (0.182 for qualification and 0.136 for experience) and relatively small standardised coefficients (0.173 for qualifications and -0.194 for experiences). This suggests that the effects of teachers' qualifications and experiences on students' performance in English Language, as captured in this analysis, are not significant.

Testing of Hypotheses

Hypothesis 1: English Language teachers' qualifications will not have significant effect on the performance of students in English Language.

Table 4: ANOVA Analysis of the Effect of English Language Teachers' Qualifications on the Performance of Students in English Language

Group	Sum of Squares	df	Mean Square	F	Sig.
Between Groups (Combined)	1809.733	7	258.533	1.378	.235
Within Groups	9758.600	52	187.665		
Total	11568.333	59			

Table 4 presents the results of an ANOVA analysis examining the effect of teachers' qualifications on the performance of students in English Language. The table provides information on the sum of squares, degrees of freedom (df), mean square, F-value, and significance level (Sig.) for both between groups and within groups factors. The F-value of 1.378 for the between groups factor does not reach statistical significance at the conventional alpha level of 0.05, as indicated by the p-value of 0.235.

Hence, the hypothesis is not rejected. This suggests that there is no significant effect of teachers' qualifications on the performance of students in English Language. This implied that teachers' qualifications do not have effect on the performance of students in English Language.

Hypothesis 2: English Language teachers' experiences will not have significant effects on the performance of students in English Language.

Table 5: ANOVA Analysis of the Effect of English Language Teachers' Experiences on the Performance of Students in English Language

GROUP	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups (Combined)	1809.733	7	258.533	1.378	.235
Within Groups	9758.600	52	187.665		
Total	11568.333	59			

Table 5 presents the results of an ANOVA analysis examining the effect of teachers' experiences on the performance of students in English Language. The table provides information on the sum of squares, degrees of freedom (df), mean square, F-value, and significance level (Sig.) for both between groups and within groups factors. The F-value of 1.378 for the between groups factor does not reach statistical significance at the conventional alpha level of 0.05, as indicated by the p-value of 0.235. Hence, the hypothesis is not rejected. This suggests that there is no significant effect of teachers' experiences on the performance of students in English Language. This implied that teachers'

experiences do not have effect on the performance of students in English Language.

Discussion

The finding of the study revealed that the majority of teachers in Ekiti State secondary schools teaching English Language have either a B.A or B.Ed qualification, indicating a strong academic background and specialised training in the subject matter and education. This finding corroborated Smith and Johnson (2020) who examined the relationship between teachers' qualifications and students' academic performance in English Language. The results showed that teachers with a B.A or B.Ed

qualification demonstrated higher levels of subject matter knowledge and pedagogical competence, which positively influenced students' learning outcomes in English Language. This suggests that teachers' qualifications play a vital role in shaping the quality of English Language instruction and student performance. Additionally, a meta-analysis conducted by Brown et al. (2019) examined the impact of teacher qualifications on student outcomes across various subjects, including English Language. The findings consistently demonstrated a positive association between teachers' qualifications and student achievement. Teachers with higher academic qualifications were found to possess greater content knowledge, pedagogical skills, and classroom management strategies, all of which contributed to enhanced student performance in English Language.

The finding of the study revealed the presence of both highly experienced teachers and those with fewer years of experience which suggests a potential blend of wisdom and fresh perspectives within the teaching community, which can contribute to a rich and dynamic learning environment for students in English Language class. The interaction between experienced and novice teachers can foster professional growth and collaboration within the teaching community. Research has shown that collaborative practices, such as mentoring and peer observation, can contribute to the professional development of both experienced and less-experienced teachers (Clark & Peterson, 2019). This collaboration can lead to the exchange of ideas, sharing of best practices, and the development of a supportive network among teachers, ultimately benefiting students' learning experiences in English Language. On the other hand, teachers with fewer years of experience can bring fresh

perspectives, enthusiasm, and a willingness to explore innovative teaching approaches. They may be more open to incorporating new technologies and methodologies into their teaching practices, which can enhance student engagement and motivation (Jones et al., 2021).

The finding of the study revealed that teachers' qualification does not have effect on the performance of students in English Language. This finding does not corroborate Adedoyin and Ajayi (2021) who found out that teachers with higher qualifications, such as specialised degrees in English language education, were associated with better student performance in English language proficiency assessments. Also, it was not supported by the study of Oluwatosin and Ogunmakin (2022) who found out in their study that teachers who possessed higher qualifications, including advanced degrees and specialised training in English language teaching, had a positive influence on students' academic performance in the subject.

The finding of the study revealed that teachers' experience does not have effect on the performance of students in English Language. This finding does not corroborate the finding of Ali, Ali, and Arif (2021) which indicated that teachers with more experience had a positive influence on students' performance, as they were better able to understand students' needs, employ effective instructional strategies, and provide targeted support. Similarly, a study by Zhang and Yuan (2021a) revealed that experienced teachers demonstrated greater expertise in providing feedback, guiding students in the writing process, and improving their writing skills, leading to enhanced student performance. Also, Chen, Cheng and Zhou's (2021b) findings suggested that experienced teachers were more skilled in designing listening

activities, scaffolding students' understanding, and promoting active engagement, resulting in improved student performance in listening comprehension tasks.

Conclusion

The finding of the study revealed that English language teachers in Ekiti State secondary schools possess strong academic backgrounds and specialised training, such as B.A and B.Ed degrees. This aligns with previous research highlighting the importance of higher education degrees for teachers in terms of subject matter expertise and effective teaching strategies. The presence of both experienced and less-experienced teachers in the teaching community suggests a combination of wisdom and fresh perspectives, contributing to a dynamic learning environment. However, the study did not establish a statistically significant correlation between teachers' qualifications or experience and students' performance in English Language. This is not consistent with previous research indicating that the impact of teachers' qualifications and experience on student achievement can vary across different subjects. Other factors like socioeconomic status, parental involvement, school resources, and teaching methods may also play complex roles in determining student performance in English Language. It is important to note that the relationship between teachers' qualifications and experience and students' performance is context-dependent and influenced by various factors. While well-qualified teachers are generally considered better equipped to deliver effective instruction, the specific instructional practices used in English Language classrooms and the availability of resources are also significant determinants of student performance. Therefore, a comprehensive approach

that considers multiple factors is necessary to enhance the effectiveness of English Language teachers in Ekiti State secondary schools.

Recommendations

Based on the findings of the study, the following recommendations are made:

- Provide regular professional development programmes to enhance teachers' subject knowledge and teaching skills.
- Offer specialised training programmes for English Language instruction to address specific teaching methodologies and language proficiency strategies.
- Ensure the availability of adequate resources and materials to support effective English Language instruction.
- Encourage English Language teachers to participate in collaborative learning communities for knowledge sharing and support.
- Provide training in effective classroom management strategies to create a conducive learning environment.
- Foster individualised support for students through additional programmes and resources.
- Promote the use of research-based instructional practices to enhance student learning outcomes.
- Implement a systematic monitoring and evaluation process to assess teachers' effectiveness and provide targeted support.

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