

INFLUENCE OF TEACHERS TRAINING AND QUALIFICATION AS DETERMINANTS OF STUDENTS ACADEMIC ENGAGEMENT IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE, NIGERIA

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Abstract

The study investigated the influence of teachers training and qualifications as determinant of the students' learning activities in public secondary school in Anambra State Nigeria. Two research questions and two null hypotheses were tested at 0.05 level of significant. The descriptive survey research design was adopted for the study. The population of the study comprised of 4947 teachers from all the 267 public secondary schools in the six education zones of the State. The sample of this study was 257 teachers which was 10% drawn from the population of three education zones of public secondary schools in Anambra State. This was achieved through the application of cluster sampling technique and a simple random sampling technique. Three instruments were used to collect data for the study. The first instrument is titled "Teacher Training Questionnaire (TTQ)" the second instrument is titled "Teacher qualification Questionnaire (TQQ)" while the third instrument is titled "Students' Academic Engagement Questionnaire (SAEQ)". The instruments were validated by three experts all from Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam. To establish the reliability estimate of instruments, a single administration of the instruments was adopted for pilot testing. Cronbach Alpha was used to measure the internal consistency of the instruments and reliability co-efficient values of 0.88 for teachers training questionnaire, 0.87 for teachers' qualification questionnaire and 0.82 for students' academic engagement questionnaire were obtained for each of the clusters respectively. The data were collected by the researcher with the help of three research assistants who are teachers in the secondary schools. Data collected were analyzed using Statistical Package for Social Sciences (SPSS) version 26. The research questions were analyzed using mean and standard deviation and independent t-test was used for hypothesis tested at 0.05 level of significance. The study result showed that teachers training and qualification had very high significant correlation with students' academic engagement. Based on the findings of the study it was recommended that Post Primary School Service Commission (PPSSC) should pay adequate attention to improving teachers' acquisition of practical teaching skills by organizing training workshops for teachers at least twice in a year.

Keywords: Teachers Training, Qualification and Students' Academic Engagement.

Introduction

Every nation of the world desires to improve the lives of her citizens. This can only be achieved through the development of skills and potentials of the citizens to equip them for productivity and social adjustment. It is through education that this development could be achieved. Education is a positive instrument for the overall improvement of one's knowledge, ideologies and skills to achieve self-reliance, sustainability and enlightenment. Education is conceived as a powerful agency which is instrumental in bringing about the desired changes in the social and cultural life of an individual (NPE, 2014). Education helps cushion high rate of illiteracy effect, emancipate the masses from the shackles of ignorance, equipping them with cognitive skills to induce development and make them aware politically, economically, socially and enable them produce and develop teaming human resources, producing calibre of personnel imbued with skills for productivity. This implies that education increases knowledge, which in itself is the cure for ignorance and also important to the students and individuals. Ugochukwu et al. (2021) noted that a well-administered education would equip individuals with capacities to awaken intellectual curiosity, encourage the spirit of inquiry and make its recipients inventive, self-reliant and resourceful. However, for quality educational output, school management alone cannot work in isolation; they need the assistance of teachers' as no educational level in Nigeria can rise above the quality of its teachers'.

Teachers' are professionals who impact knowledge and skills to learners. They have the responsibility to impart knowledge, skills, character and behaviour to students'. Nwosu (2021) explained that teachers' are the people who coordinate all the factors in the teaching and learning process to promote the attainment of educational objectives. Supporting this view, Okechukwu and Oputa (2021) noted that

teachers' are those who make strident efforts to improve human capital in the school. This means that teachers' help in the academic, social, and emotional development of students' as well as promoting learning and professional growth of learners. However, students' must play their part as their level of academic engagement influences their learning outcomes and overall educational experience.

Student academic engagement has to do with students' active participation and commitment to learning within an educational environment. It involves various aspects such as attentiveness in class, involvement in discussions, completion of assignments, and motivation to succeed academically. Ohamobi and Ezeaku (2016) noted that engaged students' are not only present physically but also mentally and emotionally immersed in the learning process, demonstrating curiosity, persistence and a desire for mastery. Student academic engagement involves three main factors: behavioral, emotional, and cognitive factors (Li & Xue, 2023). The behavioral factors includes effort, persistence, concentration, asking questions, and class communication.

Several studies have indicated that there are some potential problems of teachers' training and qualification as determinants of students' academic engagement in public secondary school in Anambra State, which includes: limited use of engaging teaching methods, poor teacher-student relationships and difficulty in understanding the lesson. Inadequate school resources and facilities, limited opportunities for student participation and engagement, negative attitudes towards learning and education, students' lack of motivation and interest, poor academic performance and achievement, failure to address disruptive behaviors, high dropout rates and absenteeism. These problems can hinder the effectiveness of teachers' training and qualification in determining students' academic engagement in public secondary schools in Anambra State, leading to a range of negative consequences for students, teachers and the broader educational system. To solve these problems, it is important that students' strive for excellence by engaging in there academics to become employable in the future rather and teachers as well should acquire the necessary skills needed in their subject area.

In the view of Igboeli et al. (2020) academic engagement goes beyond surface learning like content memorization and fulfilling requirements to achieve a passing grade for a course. It happens when students' dive deep into learning activities, when they are mentally and emotionally absorbed by the study materials, and often when interacting with peers. Kabu (2018) noted that a supportive and stimulating environment, characterized by positive relationships between students, and teachers, clear expectations, and opportunities for meaningful learning experiences, fosters higher levels of engagement among students'. Students who show a lack of engagement have inconsistent attendance, poor achievement, behavioral issues including aggression, and violence. Students who are not engaged also exhibit behaviors that include disrupting classes, failing to complete assignments, and dropping out of school. Academically engaged students are often curious, ask questions, and take initiative in their learning. They connect what they are learning to the real world and see the value in education. Research has shown that a student drops out of school every 9seconds. African Americans, Latinos, and Native Americans have higher dropout rates than that of their White cohorts. One variable that is associated with the dropout rate is a lack of engagement (Hoff, et al. 2015). Students who lack engagement also show no commitment to mastery of the curriculum, while engaged students take the time to invest in their learning. On the other hand, students 'level of engagement in their academics is dependent on the amount of training teachers have acquired in school, as teachers training influences the learning environment and student participation.

Teacher training is a fundamental necessity for all educational activities, including the creation of a conducive learning environment, the development and execution of a curriculum and the assessment of students. Udoh-Uwah & Etim, (2018) explained that teachers training is an activity used for the development of human resources in an institution. It is a learning process generally geared towards the primary purpose of helping members of an institution to acquire, develop and apply the knowledge, skills, abilities and attitude required by that organisation to achieve its mission. It is an avenue to acquire more and new knowledge and develop further the skills and techniques to function effectively. Ndu (2017) viewed teachers training as that aspect in administration, which implies the training of an individual in an organization to enhance his performance. He noted that teachers training is the training of personnel in an organization towards motivating them to become competent and work hard in achieving the goals of an organization.

Teachers training refers to teachers' perceptions that the school will provide them with the opportunities to grow and develop as professionals, to learn continuously and to expand knowledge and skills through the work-life in school (Abdulrahman, 2015). He further pointed out that teachers training programmes through seminar, in-service training or workshops offer one of the most promising ways for improving classroom instruction.

Organizing in-service training for teachers helps to equip them with emerging trend and strategies in the teaching profession. A teacher-training program provides teachers with the educational resources and further training they need to develop their expertise in a variety of fields, as well as provides them with technical help. Teacher training consists of using various techniques for learning and speaking abilities, which contributes to the enhancement of students' learning attitudes. It can improve educational quality by increasing students' learning abilities and enhancing students' attitudes toward learning. A teacher training is established by the organization or institution to polish teachers' skills, create innovative thought, and an understanding of the aptitudes and activities at schools. Zachary et al. (2016) highlighted the fact that teacher training can help the pupils in a way better understanding subject matter. It also increments the students' cognition. Silvia et al. (2016) stated that teacher training helps the teacher to overcome numerous learning restrictions and problems and training should be in conjunction with wanted strategies executed. Most teachers think that preparation is a good thing for all those students who will be there to learn. But they can't know about strategies that they teach their subjects in a better way. Quality teaching training is a way to change in teaching skills, know and adopt the new teaching techniques to increase the students' learning.

In the context of this study, teachers training is defined as organized activities aimed at updating secondary school teachers on the current trends, practices, knowledge and methods for effective discharge of their teaching jobs. Teacher training has the capacity to change student behavior toward activity-based learning and cognition. This is attainable by creating a teacher training program that integrates activity-based learning strategies. Akpan and Ita (2015) stated that it is not just enough to recruit teachers for the programme, but to provide continuous in-service programme or development service programmes for the teachers to function effectively and efficiently. Thus, the teachers should be encouraged to attend training programmes for capacity building and development. This can be achieved by exposing them to in – service training, such as induction programmes, ICT training, workshops, conferences, seminars and refresher courses, particularly for non – professional teachers employed to teach in secondary schools in Anambra States (Akpan & Ita, 2015). Within the context of this study, the researcher focused only on workshop and its influence on student academic engagement in public secondary schools in Anambra State.

Workshop entails assembled group of ten to twenty five persons who share a common interest or problem. They meet together to improve their individual skill of a subject through intensive study, research, practice and discussion. Workshop is a short term course attended by teachers to gain knowledge or expertise in a specific subject for the purpose of professional advancement (Onyeike, 2022). This method give teachers an opportunity to interact with colleagues both from within and external to the organization. A workshop is a type of interactive training section enriched with training packages and functions.

Workshop is used for practical activities in which the barest of instructional guidelines, demonstrations and directives are given, while the largest amount of the time is devoted to the participants' actual practice of the art or skill in question (Orobor, 2018). Ekpela as cited in Akpan and Ita (2015) who reported that lack of attendance to workshop and other professional development programmes are the major cause of poor quality output of teachers to include unpreparedness in terms of skills update, attendance at workshops/seminars and conferences. The experts inspect and correct participants' performance and output primarily at the individual level, while short plenary or sub – group sessions are used for showing exceptional merit in participants output and for discussing common errors and problems and seeking solutions to them (Orobor, 2018). The workshop aims at drawing conclusions from the experiences of the participants (Orobor, 2018). Apart from workshop, teachers also have the opportunity to participate in academic conferences.

Teacher training is of no doubt an indispensable tool, efficient and effective in equipping teachers to driving the lessons homes but this realization remains only a mirage if teachers are qualified to handle the subject matter in the class. The Federal Republic of Nigeria (2014) clearly stated that no education system can rise above the quality of its teachers. It therefore implies that the growth and development of any nation and its citizen depend on the quality of its teaching personnel. Also teachers must be encouraged to acquired professional competencies to meet the needs of the society for National development. In line with this, Obasi and Asodike (2015) emphasized the needs and importance of staff development and training. Hence, for development to occur, man himself has to be developed. His creative potentials must be unfolded to enable him improve on his mental conditions.

The fact then remains that the quality and system of education in a society determines the rate of the society's development and vice versa. This is because, no education, no matter how beautifully designed or packaged or how well intended its visions are, can be attained without well – equipped, experienced and qualified teachers. Based on the above, a well purposeful, articulated, trained, directed, funded, equipped,

supervised, managed Teacher education level and qualification is a necessary condition if a nation or state's education should meet the desires of her people.

Qualification is a particular skill or type of experience or knowledge someone possesses to make him or her suitable to teach (Zuzovsky, 2019). In a more elaborate way, Hammond and Anderson (2020) define qualifications as the credentials and general intellectual skills a teacher holds. Teacher qualifications is holding at least bachelor degree from an accredited university, solid teaching experience and licensure. More so, teacher qualification is a pertinent skill and licensure; a standard certificate in a state-approved Teacher education level program (Jacob, 2021). All these definitions concur that qualifications reflect teachers' formal education, experience and licensure and certification. Qualification is expected to play a pertinent role in boosting the student academic engagement. This expectation as to teachers' qualification ought to be a determinant of students' academic viability could only be established through a critical experimental investigation by taking a landscape investigation in ratio of qualified and unqualified teachers, contrasting the output of students under the teachers with varying academic qualifications.

Qualification denotes fitness for purpose through fulfillment of necessary conditions such as attainment of a certain age, taking of an oath, completion of required schooling or training, or acquisition of a degree or diploma, teaching on the other hand has been defined as a process of imparting knowledge or instructing someone as to know how to do something or cause someone to learn or understand something by example or experience (Mark, 2022). To become eligible teacher, the person must have the capacity to engage student in class.

The researcher defined qualification as the level of attainment of the required knowledge and skills by the teacher in order to help the students acquire necessary skills and knowledge. Literally, teacher qualifications can be measured from two perspectives: Teacher education level and licensure (Jacob, 2021). Within the context of this study, the researcher focused only on teacher education level.

Teacher education level refers to professional education of teachers towards attainment of attitudes, skills and knowledge considered desirable so as to make them efficient and effective in their work in accordance with the need of a society Osuji (2019). Wikipedia (2014) defined Teacher education level as the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively in the classroom.

Teacher education level are various academic degrees a teacher can possess to qualify him to teach. In Nigeria, these are Bachelor's, Master's, Doctorate degrees, other certificates, and diplomas inclusive. However, only degree holders are qualified to teach in senior secondary schools. Teacher formal education is imperative.

Teacher education level is a combined set of qualifications which include general academic and verbal ability, subject matter knowledge and teacher education, (Yakubu, 2023). He also observed that teachers with a higher degree impact positively on students' academic performance than those who taught with a lower degree. Teacher education level reaches teachers at all levels of education, namely Pre-primary, Primary, Elementary, Secondary, Higher Secondary and the Tertiary. The needs and requirements of students and education vary at each level. Hence level and stage-specific teacher preparation is essential. Teacher education level also helps in the development of teaching skills in teachers of professional institutions.

Nigeria government has made strides in addressing teacher qualifications, recognizing education as a fundamental right for all citizens. The country has established Teacher Training Colleges (TTCs) to enhance the quality of educators, providing both initial and in-service training. Over the years, the percentage of qualified teachers has increased significantly. Additionally, the training of secondary teachers occurs primarily at two institutions, with efforts to address skill gaps through distance training programs for underqualified teachers. Despite these advancements, challenges persist, such as an increasing pupil-to-teacher ratio, indicating that the growth in teacher numbers has not kept pace with student enrollment. Many secondary teachers lack the appropriate qualifications, often having been trained for primary education or possessing non-education degrees. Therefore, teachers training and qualification must be systematically planned, supported, funded and researched to guarantee the effectiveness of this process. Thus, this study becomes important to address key issues such as teachers training in Nigeria context, to know how effective it is and qualification, how they have been influencing the student academic engagement in public secondary schools in Anambra State, Nigeria. Therefore this study intends to ascertain the influence of teachers training and qualification on student academic engagement in public secondary schools in Anambra state.

Statement of the Problem

Teachers' are important machineries in the educational sector, responsible for implementing educational policies at the classroom level. The quality of teachers' is a crucial input in the educational system, as it directly impacts the effectiveness of teaching and learning. Teachers' play a significant role in enhancing students' academic success by delivering curricular content and providing essential mentoring and monitoring to keep students' on track.

However, some students' in public secondary schools in Anambra State face several challenges, including: high student failure rates in examinations, teachers incompetence, lack of interest in the subject matter, poor teaching methods, difficulty in understanding the lesson. These factors could lead to poor students' academic engagement and understanding their individual and intersecting effects could help identify solutions to re-engage the students' back to academics.

The researcher observed a persistent drop in some students' academic engagement which had continued to raise concerns among stakeholders in education. In an interview with some students' in public secondary schools in Anambra State, many prefers to abandon school to join quick money-making ventures such as internet fraud otherwise called yahoo business. The researcher wonders if students' lack of interest in their academics could be as a result of teachers' poor training. It seems that techniques many teachers' adopted in the classroom are not favourable to their students'. Perhaps, poor qualification could pose a challenge in promoting effective teaching and learning. To find answers and possibly proffer solutions to these observations, the study examined the influence of teachers' qualification as determinants of students' academic engagement in public secondary schools in Anambra State.

Purpose of the Study

The main purpose of this study is to determine the influence of teachers training and qualification on students' academic engagement in public secondary schools in Anambra State. Specifically, the study sought to:

1. examine the extent of influence workshop on students' academic engagement in public secondary schools in Anambra State.
2. ascertain the extent of influence of teachers' education level on students' academic engagement in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. What is the extent of influence of workshop on students' academic engagement in public secondary school in Anambra State?
2. What is the extent of influence of teachers' education level on students' academic engagement in public secondary school in Anambra State?

Hypotheses

The study was guided by the following null hypotheses and tested at 0.05 level of significance.

1. There is no significant influence of workshop on students' academic engagement in public secondary school in Anambra State.
2. There is no significant influence of teacher education level on students' academic engagement in public secondary school in Anambra State.

Methodology

The study adopted a descriptive research design for this study. The area of the study is Anambra state. There six educational zone in Anambra State which are Aguata, Awka, Nnewi, Ogidi, Onitsha and Otuocha. The population of the study comprised 4947 teachers as respondents. The sample size is 257 teachers drawn using cluster sampling and simple random sampling technique. The instrument for the study was a self-structured questionnaire, titled "Teachers' Training Questionnaire (TTQ), Teachers Qualification Questionnaire (TQQ), and Students' Academic Engagement Questionnaire (SAEQ). The instrument has four section A-D. Section A deals with the personal data of the respondents, while section B, and C is divided in clusters with 10 items, section C is divided in clusters with 20 items. The instrument has four point scale response options with response format of Very High Extent, High Extent, Low Extent, Very Low Extent and numerical value of 4,3,2 and 1 respectively. The instrument was validated by three experts two from Educational Management and one from Educational Measurement and Evaluation, all from Department of

Educational Foundations, Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. The questionnaire was administered to the respondents with the help of three research assistants. A total number of 232 copies were retrieved which represented (90%) return rate and (10%) loss. The reliability of the instrument was determined using Cronbach Alpha formula and average coefficient values of 0.88 for TTQ, 0.87 for TQQ and 0.82 for SAEQ are considered highly reliable and suitable for the study. Data were analyzed using Statistical Package for Social Sciences (SPSS) version 26. Mean scores and standard deviation was used to answer the research questions and hypotheses formulated was tested using period sample t-test at 0.05 level of significance. The decision was if P-value < than 0.05 alpha level, reject Ho, but if P-value > 0.05, do not reject Ho.

Research Question 1

What is the extent of influence of workshop on students' academic engagement in public secondary schools in Anambra State?

Table 1:

Mean and standard deviation (SD) of influence of workshop on students' academic engagement.

S/ N	Items	N	Mean	SD	Decision
1	Items 1	232	3.24	0.83	HE
2	Items 2	232	3.49	0.50	HE
3	Items 3	232	3.00	0.94	HE
4	Items 4	232	2.73	0.62	HE
5	Items 5	232	2.96	0.70	HE
6	Items 6	232	2.99	0.81	HE
7	Items 7	232	3.29	0.53	HE
8	Items 8	232	3.75	0.43	VHE
9	Items 9	232	3.25	0.82	HE
10	Items 10	232	3.48	0.59	HE
	Meaning of means		3.21		HE

Table 1 showed the extent to which workshop influenced students' academic engagement in public secondary schools in Anambra State. The table showed that item8 with mean of 3.75 influenced students' academic engagement to a very high extent where as items 1, 2, 3, 4, 5, 6, 7, 9 and 10 with mean of 3.24, 3.49, 3.00, 2.73, 2.96, 2.99, 3.29, 3.25 and 3.48 respectively influenced students' academic engagement to a high extent. Meanwhile, the mean of means of the extent of influence of workshop on students' academic engagement was 3.21 indicating to a high extent. This implied that workshop influenced students' academic engagement in public secondary schools in Anambra State to a high extent.

Research Question 2

What is the extent of influence of teachers' education level on students' academic engagement in public secondary schools in Anambra State?

Table 2:

Mean and standard deviation (SD) of influence of teachers' education level on students' academic engagement.

S/ N	Items	N	Mean	SD	Decision
1	Items 31	232	3.01	0.79	HE
2	Items 32	232	2.50	0.69	HE
3	Items 33	232	2.98	0.94	HE
4	Items 34	232	3.77	0.70	VHE
5	Items 35	232	2.74	0.97	HE
6	Items 36	232	2.94	0.74	HE
7	Items 37	232	2.80	0.54	HE
8	Items 38	232	2.69	0.95	HE
9	Items 39	232	2.59	0.62	HE
10	Items 40	232	2.73	0.82	HE
	Meaning of means		2.87		HE

The findings from Table 2 revealed the extent to which teachers' education level influence students' academic engagement in public secondary schools in Anambra State. The table revealed that item 38 with mean of 3.77 influenced students' academic engagement to a very high extent. Whereas items 31, 32, 33, 35, 36, 37, 38, 39 and 40 with mean 3.01, 2.50, 2.98, 2.74, 2.94, 2.80, 2.69, 2.59 and 2.73 respectively influenced students' academic engagement to a high extent. Moreover, the mean of means of the extent of influence of teachers' education level on students' academic engagement was 2.87 indicating to a high extent. Therefore, this implied that teachers' education level influence students' academic engagement in public secondary schools in Anambra State.

Test of hypotheses

The following null hypotheses were tested at 0.05 level of significance.

Hypothesis 1

There is no significant influence of workshop on students' academic engagement in public secondary schools in Anambra State.

Table 3:

Paired sample t - test of workshop influencing students' academic engagement.

	N	Mean	SD	t - cal	df	P - value
Workshop - students' Academic engagement	232	26.77	5.17	82.92	256	0.000

Analysis on Table 3 revealed paired sample t - test of workshop influencing students' academic engagement in public secondary schools in Anambra State. The result showed t - calculated of 82.92 with degrees of freedom of 256 and associated P - value of 0.000. The associated P - value of 0.000 was less than 0.05 level of significance, hence the null hypothesis was rejected. Therefore, there is a significant influence of workshop on students' academic engagement in public secondary schools in Anambra state.

Hypothesis 2

There is no significant influence of teachers' education level on students' academic engagement in public secondary schools in Anambra State.

Table 4:

Paired sample of t - test of teachers' education level on students' academic engagement.

	N	Mean	SD	t - cal	df	P - value
Teachers' education level Students' academic engagement	232	32.00	1.58	322.72	256	0.000

The result on Table 4 displayed paired sample of t - test of teachers' educational level influencing students' academic engagement in public secondary schools in Anambra State.

The Table displayed t- calculated of 322.72 with degrees of freedom of 256 and associated P - value of 0.000. The associated P- value of 0.000 was less than 0.05 level of significance, thus the null hypothesis was rejected. At the same time, there is a significant influence of teachers' education level on students' academic engagement in public secondary schools in Anambra State.

Summary of the Finding

The study finding is summarized as follow:

1. Workshop influenced students' academic engagement in public secondary schools to high extent. Invariably, there is a significant influence of workshop on students' academic engagement in public secondary schools in Anambra State.
2. Teachers' education level influenced students' academic engagement in public secondary schools to a high extent. At this juncture, there is a significant influence of teachers' education level on students' academic engagement in public secondary schools in Anambra State.

Discussion

Findings on the extent of influence of workshop on students' academic engagement in public secondary school in Anambra State showed that workshop influenced students' academic engagement in public secondary schools to high extent. Invariably, there is a significant influence of workshop on students' academic engagement in public secondary schools in Anambra State. This finding is as a result of teachers agreeing to the facts that workshop is an important tool for improving teachers' skills and capacity on the job which as well increases students' academic engagement. Workshop is a short term course attended by teachers to gain knowledge or expertise in a specific subject for the purpose of professional advancement. This method give teachers an opportunity to interact with colleagues both from within and external to the organization. The basic goal of a teacher training workshop regardless of its streams or specialized disciplines is to distribute and impart information, skills and attitudes and habits in order to recognize the teacher's personality in a good way. However workshop offer teachers' practical understanding of new pedagogical skills and methods. These findings are in line with Orobor (2018) who reported that workshop is used for practical activities in which the barest of instructional guidelines, demonstrations and directives are given, while the largest amount of time is devoted to the participants' actual practice of the art or skill in question. These findings are in line with Akpan and Ita (2015) who reported that lack of attendance to workshop and other professional development programmes are the major cause of poor quality output of teachers to include unpreparedness in terms of skills update, attendance at workshops/seminars and conferences.

Findings on the extent of influence of teachers' education level on students' academic engagement in public secondary school in Anambra State revealed that teachers' education level influenced students' academic engagement in public secondary schools to a high extent. The reason for this finding is because teacher education level is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. It is a procedure of educating or preparing persons whose profession is teaching in order to play their roles as teachers towards contributing to national development. The finding of the study is in agreement with Ekpiken and Edet, (2014) who conceptualized teacher education level as the complex and complete procedure of educating or preparing persons whose profession is teaching in order to play their roles as teachers towards contributing to national development. The findings of the study was in consonance with Yakubu, (2023) who opined that teacher education level is a combined set of qualifications which include general academic and verbal ability, subject matter knowledge and teacher education. He also observed that teachers with a higher degree impact positively on students' academic performance than those who taught with a lower degree.

Conclusion

From the findings of the study, it was concluded that teachers training is the stimulant that teachers require to improve students' academic engagement. Efficient and effective training is a thoughtful intervention aimed at attaining the learning that is necessary for upgrading students' academic engagement. The extent to which teachers are trained through workshop depend largely on the level of qualification teachers have acquired in different institutions. Therefore, teachers training and qualification are indispensable in any educational reform for students' academic engagement. Teachers training and qualification in secondary schools in Anambra State particularly in the conduciveness of workshop and qualification variable as teacher educational level are needed by the teachers to be optimally committed in public secondary schools in

Anambra State. Thus, the study concluded that there is a significant influence of teachers training and qualification on students' academic engagement in public secondary schools in Anambra State.

Recommendations

The following recommendations were made:

1. The Post Primary School Service Commission (PPSSC) should pay adequate attention to improving teachers' acquisition of practical teaching skills by organizing training workshops for teachers at least twice in a year.
2. School administrators especially the principals should ensure that every teachers holds a teaching certificate and/or licensed by the state, owns at least a bachelor's degree from a four-year institution and well qualified in his area of specialization.

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