

The Classroom Value of Experience and Training: Teachers' Years of Experience and Educational Qualifications as Predictors of Student Achievement in Business Education

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D.O.I.: 10.5281/zenodo.20377622

ARTICLE INFORMATION

Received: 17th March, 2026

Accepted: 15nd April, 2026

Published: 21st May, 2026

KEYWORDS: Teachers' Experience, Educational Qualifications, Academic Achievement, Business Education, Colleges of Education, Professional Development

Publisher: Empirical Studies and Communication (A Research Center)

Website: www.cescd.com.ng

ABSTRACT

This study investigated teachers' years of teaching experience and educational qualifications as predictors of students' academic achievement in Business Education in Colleges of Education in North-East Nigeria. The study adopted a quantitative approach using ex-post facto and correlational research designs. The population of the study comprised 1,584 respondents, consisting of 374 Business Education lecturers and 1,210 NCE III Business Education students from public Colleges of Education in the North-East geopolitical zone of Nigeria. A sample size of 310 respondents was selected using Krejcie and Morgan's sample size table, while multi-stage sampling techniques involving cluster, purposive, and simple random sampling procedures were employed. Data were collected using a structured questionnaire titled Teachers' Demographic Variables and Reference Groups Questionnaire (TDVRGQ). The instrument was validated by experts in Business Education and Measurement and Evaluation, while a Cronbach Alpha reliability coefficient of 0.912 established its reliability. Data analysis was conducted using descriptive statistics, Pearson Product Moment Correlation Coefficient (PPMC), and simple linear regression with the aid of SPSS version 23.0 at a 0.05 level of significance. Findings revealed that teachers' years of teaching experience did not significantly relate to students' academic achievement in Business Education. Similarly, teachers' educational qualifications showed no significant relationship with students' academic achievement. The study concluded that years of experience and academic qualifications alone may not guarantee improved students' academic performance without effective instructional practices and continuous professional development. The study recommended regular professional training, workshops, and seminars for teachers, as well as the integration of continuous professional development programmes to improve instructional effectiveness and students' learning outcomes.

Introduction

Business education in Nigeria is designed to equip students with the practical skills and knowledge needed for success in the workplace and to contribute to economic growth through the production of skilled manpower for business and entrepreneurial activities. In Colleges of Education, business education programmes combine theoretical knowledge with practical training in areas such as Accounting, Entrepreneurship, Office Management, and Marketing. The curriculum is structured to provide students with competencies required for teaching and professional careers, while general education courses such as communication, mathematics, and information technology help to build foundational skills necessary for academic and workplace success (Nwankwo & Eze, 2020). Academic achievement remains an important indicator of students' understanding, retention, and application of learned concepts. According to Chadi (2017), academic achievement refers to the process through which students' educational activities are assessed within the framework of a curriculum, while Olufemi, Adediran, and Oyediran (2018) noted that students' achievement is essential for producing competent graduates who will contribute to social and economic development.

Several factors influence students' academic achievement, including quality of teaching, availability of learning resources, motivation, and teacher-related variables (Adebayo & Oluwaseun, 2023). Among these factors, teachers' years of experience and educational qualifications are particularly important because they determine instructional effectiveness and classroom management. Teachers' demographic variables such as age, qualification, gender, and teaching experience significantly influence teaching practices and learning outcomes. Experience shapes teachers' classroom management skills, instructional delivery, and teaching efficacy. Experienced teachers are often more capable of handling diverse classroom situations and applying refined instructional strategies that improve students' learning outcomes (Uche, 2019). In the same way, educational qualifications influence teachers' mastery of subject content and pedagogical competence. Teachers with advanced degrees or specialized certifications usually possess deeper knowledge of business concepts and are more capable of designing engaging lessons that promote critical thinking and interactive learning (Onu & Eze, 2021). Furthermore, Olawale and Adeyemi (2020) observed that qualified teachers demonstrate greater confidence and effectiveness in the use of modern instructional technologies.

Business education contributes significantly to national development by producing graduates with practical skills, leadership ability, and entrepreneurial competence necessary for innovation and productivity (Adeoye & Uzochukwu, 2019). Therefore, the effectiveness of business education largely depends on the quality, experience, and qualifications of teachers who facilitate learning. Despite the importance of these variables, there is still limited empirical evidence on how teachers' years of experience and educational qualifications relate to Business Education students' academic achievement in Colleges of Education in North-East Nigeria. This study therefore investigates teachers' years of experience and educational qualifications as predictors of students' academic achievement in Business Education.

Statement of the Problem

Business Education is expected to equip students with the knowledge, practical skills, and entrepreneurial competencies required for employment, self-reliance, and national development. However, despite the importance of the programme, many Colleges of Education in North-East Nigeria continue to experience poor academic performance among Business Education students, weak practical skills acquisition, and low entrepreneurial competence. One major factor that may contribute to this problem is the quality of teachers,

particularly their years of teaching experience and educational qualifications. Teachers play a central role in the teaching and learning process, and their level of experience may determine their classroom management ability, instructional effectiveness, and capacity to address students' learning difficulties. Similarly, teachers with higher educational qualifications are more likely to possess better subject knowledge, pedagogical competence, and the ability to apply modern teaching strategies effectively. Although previous studies have examined teacher characteristics and instructional effectiveness, limited attention has been given to how teachers' years of experience and educational qualifications jointly predict Business Education students' academic achievement in Colleges of Education in North-East Nigeria.

Purpose of the Study

The purpose of the study was to investigate teachers' years of experience and educational qualifications as predictors of student achievement in business education in colleges of education in North-East, Nigeria. Specifically, the study sought to determine:

1. the extent to which teachers' years of teaching experience relate to Business Education students' academic achievement in Colleges of Education in North-East Nigeria.
2. the extent to which teachers' educational qualifications relate to Business Education students' academic achievement in Colleges of Education in North-East Nigeria.

Research Questions

The following research questions were raised to guide the study:

1. What is the relationship of teachers' years of teaching experience on Business Education students' academic achievement in Colleges of Education in North-East Nigeria?
2. What is the relationship of teachers' educational qualifications on Business Education students' academic achievement in Colleges of Education in North-East Nigeria?

Hypotheses

The following null hypotheses were formulated and tested at a 0.05 level of significance:

1. Teachers' years of teaching experience does not have significant relationship on students' academic achievement in Business Education in Colleges of Education in North-East Nigeria.
2. Teachers' educational qualifications does not have significant relationship on students' academic achievement of Business Education students in Colleges of Education in North-East Nigeria.

Literature and Theoretical Review

Teachers' Years of Teaching Experience and Students' Academic Achievement

Teaching experience is an important factor in determining teachers' effectiveness and students' academic achievement in Colleges of Education. Teaching experience is usually measured by the number of years a teacher has spent in the classroom; however, its value

extends beyond the duration of service to include the variety of educational contexts and professional exposure acquired over time. Teachers who have taught at different educational levels or in diverse socio-economic and cultural settings often develop broader instructional skills and greater adaptability in handling students' learning needs (Chukwu, 2021). Such exposure enhances their professional competence and strengthens their ability to respond effectively to classroom challenges.

The effectiveness of experienced teachers is largely connected to the depth of knowledge and pedagogical understanding gained over time. Teachers with several years of classroom practice are more capable of adjusting instructional strategies to suit different categories of learners. They usually possess stronger classroom management skills and are better prepared to handle students with varying abilities, interests, and behavioural patterns. According to Oluwaseun and Tayo (2020), experienced teachers are more successful in managing classroom diversity and creating supportive learning environments that improve students' academic outcomes. In addition, they are more likely to recognize students' individual learning styles and modify their teaching methods to promote understanding and participation.

Teaching experience also improves teachers' ability to apply innovative instructional methods. Experienced educators are often more confident in combining traditional and learner-centred approaches such as project-based learning, collaborative learning, and interactive classroom activities. Their flexibility enables them to adjust lessons to suit different classroom situations, including online and hybrid learning environments. Professional development further strengthens this process because teachers who regularly attend seminars, workshops, and conferences are more likely to remain informed about current educational trends and teaching technologies (Ayodele, 2022). Continuous learning enables teachers to improve their instructional methods and maintain effectiveness throughout their careers.

Another major contribution of teaching experience is the development of deeper subject knowledge and pedagogical expertise. Experienced teachers gradually acquire a better understanding of both the content they teach and the strategies that best facilitate student learning. Through years of reflection, classroom interaction, and instructional experimentation, they become more effective in explaining concepts, correcting misconceptions, and adapting lessons to different learners (Bola & Francis, 2023). Their ability to differentiate instruction ensures that struggling students receive support while advanced learners are sufficiently challenged. Adebisi (2020) emphasized that experienced teachers are more capable of adjusting instruction to accommodate students with different academic abilities and backgrounds.

Experienced teachers also contribute significantly to the creation of inclusive classroom environments. They understand the importance of adapting teaching materials and strategies to support students with diverse learning needs, including students with disabilities and language barriers. By using differentiated instruction, visual aids, collaborative activities, and alternative assessment methods, experienced educators ensure that all students can actively participate in learning activities (Ojo & Adebayo, 2022). In addition, they promote classroom cultures that encourage respect, confidence, and equal participation among learners, thereby enhancing students' academic engagement and motivation (Adebayo & Olabisi, 2022).

Classroom management is another area where experienced teachers demonstrate greater competence. Teachers who have spent several years in the profession usually possess stronger confidence in handling classroom behaviour and maintaining discipline. They are

skilled in setting clear rules, implementing routines, and using preventive strategies to minimize disruptions. According to Adeyemo and Salami (2022), experienced teachers establish structured and supportive learning environments that encourage student participation and reduce behavioural problems. They also employ positive reinforcement and fair disciplinary measures that promote responsibility and cooperation among students.

Despite the importance of years of service, the quality of teaching experience remains essential. Teachers who engage in reflective practice and continuous professional development are more likely to improve their instructional effectiveness and positively influence student achievement (Ogunbiyi & Yusuf, 2023). On the other hand, teachers who fail to update their knowledge or adapt their teaching methods may become ineffective despite long years of experience. Therefore, continuous professional growth, mentorship, and reflective teaching practices are necessary for ensuring that teaching experience contributes meaningfully to students' academic achievement in Business Education.

Impact of Teachers' Educational Qualifications and Academic Achievement

Teachers' educational qualifications are an important determinant of teaching effectiveness and students' academic achievement in Colleges of Education. Teacher qualification refers to the formal education, professional training, certifications, and pedagogical preparation acquired by educators to enable them to perform effectively in the classroom. In Nigeria, teacher qualifications include the Nigerian Certificate in Education (NCE), bachelor's degree, master's degree, and Doctor of Philosophy (PhD), alongside professional teaching licenses and continuous training programmes. These qualifications equip teachers with subject knowledge, pedagogical skills, classroom management techniques, and the competence needed to address diverse learning needs among students (Oluwaseun & Adebayo, 2022). Continuous professional development also forms a significant aspect of teacher qualification because it enables teachers to improve their instructional methods and adapt to changing educational demands (Sani, 2021).

Formal teacher education provides teachers with both theoretical and practical knowledge required for effective teaching. Through structured learning programmes in universities and colleges of education, teachers acquire pedagogical knowledge, classroom management skills, and assessment strategies that improve instructional delivery (Akinlolu & Fola, 2023). According to Adebisi (2021), formal education is a systematic learning process that equips individuals with the knowledge, skills, and values necessary for personal and societal development. Teachers who undergo formal education programmes are therefore better prepared to create productive learning environments and support students' academic growth.

One important component of teacher qualification is pedagogical knowledge. Teachers with strong pedagogical competence are more effective in planning lessons, managing classrooms, and using instructional methods that accommodate students with different learning styles and abilities. Adeola (2022) observed that teachers with sound pedagogical training are more confident in handling classroom activities and maintaining positive learning environments. Similarly, Eze and Okoro (2022) noted that qualified teachers are capable of using varied instructional strategies such as visual aids, discussions, collaborative learning, and differentiated instruction to improve students' understanding and participation in learning activities.

Content knowledge is another critical aspect of teacher qualification. Teachers who possess higher academic qualifications usually demonstrate deeper understanding of the subjects they teach. This enables them to explain concepts clearly, address misconceptions, and answer students' questions effectively (Okeke & Adeola, 2022). Teachers with strong subject

mastery can also design lessons that connect theoretical concepts with practical applications, thereby making learning more meaningful and engaging for students (Akinyemi, 2023). In addition, qualified teachers are better able to adapt instruction to students' varying levels of understanding, which contributes to improved academic achievement (Olaniyi & Nwankwo, 2020).

Practical teaching experience acquired during teacher training programmes also contributes significantly to teaching effectiveness. Through internships and teaching practice, prospective teachers gain firsthand experience in lesson delivery, classroom management, and student interaction (Akinyemi, 2021). Such practical exposure allows teachers to apply theoretical knowledge in real classroom situations and refine their instructional skills. Mentorship and feedback received during teaching practice further enhance teachers' competence and confidence in handling classroom challenges (Ayodele & Tayo, 2020).

Higher qualification levels such as bachelor's, master's, and doctoral degrees provide teachers with advanced pedagogical and leadership skills. Teachers with bachelor's degrees generally possess stronger content knowledge and broader instructional strategies than NCE holders (Abdulsalami, 2021). Those with master's degrees are more likely to engage in curriculum development, research-based teaching, and educational leadership activities that improve instructional quality (Tayo & Chika, 2021). PhD holders contribute significantly to educational research, curriculum innovation, and policy development, thereby enhancing the overall quality of education (Sani, 2020).

Teacher qualifications are closely related to students' academic achievement. Research indicates that teachers with higher qualifications are more effective in creating engaging learning environments, integrating technology, applying differentiated instruction, and supporting diverse learners (Ekong & Adebayo, 2023). However, continuous professional development remains essential for all teachers regardless of qualification level. Workshops, seminars, and professional learning activities help teachers update their knowledge, adopt innovative teaching methods, and improve their effectiveness in promoting students' academic success (Adebayo & Akinlolu, 2023).

Theoretical Framework: Expectancy-Value Theory

Expectancy-Value Theory was propounded by John William Atkinson, Jacquelynne Eccles, and Allan Wigfield in the 1950s, with significant contributions and formalization by Jacquelynne Eccles and Allan Wigfield in the 1980s and 1990s. Expectancy-Value Theory posits that an individual's motivation to engage in a task is determined by two key factors: (1) their expectation of success in performing the task, and (2) the value they attach to the task. These two components interact to influence decisions about effort, persistence, and achievement in academic and non-academic contexts. Expectations are shaped by prior experiences, self-efficacy, and perceptions of task difficulty, while value encompasses intrinsic interest, usefulness, and personal importance.

Expectancy-Value Theory highlights the interplay between cognition and motivation in guiding behaviour. It suggests that individuals are more likely to invest effort and persist in activities where they perceive a high likelihood of success and attach significant value. For example, a student who believes they can excel in mathematics (expectancy) and sees its relevance to future career goals (value) will likely invest more time and effort in studying mathematics.

In educational settings, this theory underscores the importance of fostering both confidence and task value among learners. Teachers play a pivotal role in enhancing students'

expectancy of success by providing constructive feedback, creating supportive learning environments, and scaffolding instruction to meet students at their developmental levels. Similarly, they can influence task value by connecting lessons to students' interests, future aspirations, and real-world applications.

The theory also has implications for teacher motivation. Educators who perceive themselves as competent and view their role as meaningful are more likely to adopt innovative teaching methods and persist in addressing challenges. Overall, Expectancy-Value Theory provides a comprehensive framework for understanding how beliefs and perceptions shape motivation, engagement, and achievement in educational contexts.

The Expectancy-Value Theory aligns closely with the study titled "Teachers' demographic variables and reference groups as correlates of Business Education students' academic achievement in Colleges of Education in North-East, Nigeria" by emphasizing the role of teachers' beliefs and motivations in shaping their instructional practices and, consequently, students' academic outcomes.

Firstly, the theory's component of expectancy—teachers' confidence in their ability to effectively teach Business Education—highlights the importance of demographic variables such as teaching experience, age, and educational qualifications. Teachers with more experience or higher qualifications are likely to have stronger expectations of success in delivering lessons, which may positively influence their instructional methods. These improved methods can enhance students' understanding and achievement in Business Education.

Secondly, the value component underscores how teachers' perceptions of the importance and relevance of Business Education impact their motivation to adopt innovative teaching strategies. For instance, a teacher who values the subject as crucial for equipping students with entrepreneurial and business skills may put in extra effort to ensure students grasp key concepts. The study's focus on reference groups, such as professional associations and peer networks, connects to this aspect of the theory. Membership in such groups can enhance teachers' motivation by reinforcing the value of their profession and providing access to resources that elevate their teaching effectiveness.

Finally, the interaction between teachers' expectations and the value they place on their work influences students' engagement and academic achievement. Teachers motivated by a sense of competence and the perceived significance of their role are more likely to create engaging, relevant, and effective learning environments. This alignment of the Expectancy-Value Theory with the study demonstrates how teachers' demographics and professional affiliations drive their instructional decisions and impact student success in Business Education.

Related Empirical Studies

Oladele and Abdulrahman (2021) conducted a study titled "The Impact of Teachers' Experience on the Academic Achievement of Business Education Students in Nigerian Colleges of Education." The study aimed to investigate how teaching experience affects students' academic achievement in Business Education. The research was guided by five specific objectives, four research questions, and three hypotheses. The authors adopted a quasi-experimental research design and targeted a population of 1,000 Business Education students and 150 teachers from various Nigerian colleges of education. A sample of 250 students and 40 teachers was selected using purposive sampling. Data were collected from student academic records and through the administration of a teacher survey using the Academic Achievement Record Sheet and Teachers' Experience Survey. The findings

revealed that students taught by teachers with over 10 years of experience performed significantly better than those taught by less experienced teachers. However, it was noted that teachers with over 15 years of experience were less likely to utilize modern instructional methods, which had an adverse effect on student achievement in some areas. In conclusion, Oladele and Abdulrahman argued that while teaching experience is an important factor in students' academic achievement, long-serving teachers may need continuous professional development to keep up with contemporary teaching methods. They recommended that colleges of education introduce professional development programmes for teachers to enhance their teaching practices. This study shares similarities with the present research in that both examine the role of teacher experience in students' academic achievement. However, the present study goes further by investigating the influence of additional teacher demographic factors such as reference groups and qualifications, in addition to teaching experience. Furthermore, while Oladele and Abdulrahman employ a quasi-experimental design, the present study uses a correlational research design. Both studies recommend continuous professional development for teachers but expand the present study's scope by investigating the role of reference groups in students' academic achievement.

Nwachukwu and Aluko's (2021) study, titled "Impact of Teachers' Educational Qualifications on the Academic Achievement of Business Education Students in Nigerian Universities," explores how teachers' educational qualifications influence the academic achievement of Business Education students in Nigerian universities. The study was guided by five specific objectives, four research questions, and four hypotheses. A descriptive survey research design was employed to investigate the impact of teachers' qualifications on students' academic achievements. The study targeted a population of 1,500 Business Education students and 100 teachers across various Nigerian universities. A sample of 400 students and 50 teachers was selected using stratified random sampling. Data were collected through a structured questionnaire, the Teachers' Educational Qualification Survey (TEQS), and student academic achievement records. The collected data were analyzed using descriptive statistics (mean, standard deviation) and multiple regression analysis to test the hypotheses. The findings revealed that teachers with higher educational qualifications, particularly those with masters and doctoral degrees, had a significant positive effect on the academic achievement of their students. Students taught by highly qualified teachers performed better in both theoretical and practical courses compared to those taught by teachers with only bachelor's degrees. The study concluded that teachers' educational qualifications are a crucial determinant of student academic success in Business Education. It recommended that universities should prioritize the hiring of well-qualified teachers and provide professional development opportunities to enhance teachers' qualifications. Comparing this study to the present research, both studies focus on the teacher-related factors affecting students' academic achievement. However, while Nwachukwu and Aluko specifically concentrate on teachers' educational qualifications, the present study includes a broader range of demographic variables, including reference groups and teacher experience. Both studies employ a survey research design and collect data using questionnaires, but the present study extends its scope by examining the influence of reference groups, while Nwachukwu and Aluko focus solely on teachers' qualifications. The methods of data analysis also align, with both studies using descriptive statistics, though the present study further incorporates regression analysis to explore correlations and test hypotheses.

Akintoye and Taiwo's (2020) investigates the correlation between teachers' teaching experience and students' academic achievement in Business Education in Nigerian Universities. The study was guided by four specific objectives, three research questions, and four hypotheses. Using a correlational research design, the researchers targeted a population of 1,500 Business Education students and 200 teachers from various Nigerian universities. A

sample of 300 students and 60 teachers was selected using stratified random sampling. Data collection involved administering a structured questionnaire, the Teachers' Experience and Achievement Questionnaire (TEPQ), and retrieving academic achievement data from institutional records. The data were analyzed using descriptive statistics (mean, standard deviation) and Pearson's correlation coefficient to assess the relationship between teachers' experience and student achievement. The findings of the study revealed that teaching experience positively influenced students' academic achievement, particularly for teachers with more than 10 years of experience. However, the study also noted that teachers with more than 20 years of experience were less engaged with students, which negatively affected their teaching effectiveness in certain areas. In conclusion, Akintoye and Taiwo emphasized that while teaching experience contributes to improved student achievement, teachers with excessive experience should undergo professional development to stay effective in the classroom. The study recommended that universities offer refresher courses for long-serving teachers to enhance their teaching strategies and approaches. When compared to the present study, both research works focus on the influence of teacher-related factors, specifically teaching experience, on students' academic achievement in Business Education. However, the present study expands its scope to include additional teacher demographic factors such as gender, qualifications, and reference groups, while Akintoye and Taiwo focus solely on teaching experience. Additionally, the present study employs regression analysis to test hypotheses, while Akintoye and Taiwo used Pearson's correlation coefficient. Both studies emphasize the importance of teacher attributes in improving student outcomes, but the present study also considers other variables that may impact academic achievement.

Ekong and Usman's (2020) study, "Effects of Teachers' Experience on Students' Academic Achievement in Business Education: A Study in Nigerian Federal Colleges of Education," examines how teachers' experience affects students' academic achievement in Business Education within the Nigerian Federal Colleges of Education. The study was guided by six specific objectives, five research questions, and four hypotheses. Using a descriptive survey design, the study targeted a population of 1,200 Business Education students and 100 teachers. A sample of 300 students and 50 teachers was selected through simple random sampling. Data were collected via a Teacher Experience and Achievement Assessment Questionnaire and were distributed physically and electronically. The data were then analyzed using descriptive statistics and chi-square tests. The findings of the study revealed that teachers with more than 10 years of experience had a positive impact on students' achievement, especially in practical subjects. However, teachers with over 20 years of experience tended to rely on outdated teaching methods, which somewhat hindered their effectiveness in some areas. The study concluded that while teaching experience enhances student achievement, there is a need for ongoing professional development for experienced teachers to keep their methods current. Ekong and Usman recommended that Federal Colleges of Education implement continuous training programmes to ensure teachers remain effective. This study, like the present research, examines the impact of teaching experience on students' academic achievement in Business Education. However, the present study extends the scope to include additional teacher demographic variables, such as gender and qualifications, as well as reference groups, which Ekong and Usman do not address. The present study also employs regression analysis for hypothesis testing, while Ekong and Usman rely on descriptive survey methods and chi-square tests. Both studies highlight the importance of professional development for long-serving teachers to ensure they remain effective in their teaching roles.

Okafor and Eze's (2020) study, titled "Teachers' Educational Qualifications and Students' Academic Achievement in Business Education: A Study of Nigerian Colleges of Education," investigates the relationship between teachers' educational qualifications and students'

academic achievement in Business Education in Nigerian colleges of education. The study was guided by six specific objectives, five research questions, and three hypotheses. A quasi-experimental research design was employed, with a sample of 300 Business Education students and 60 teachers selected from three colleges of education in Nigeria. The sampling technique used was purposive sampling. The data were collected using two instruments: the Teachers' Educational Qualification Questionnaire (TEQQ) and student achievement records. The data were analyzed using analysis of variance (ANOVA) and multiple regression analysis to determine the relationship between teachers' qualifications and students' achievement. The findings indicated that students taught by teachers with postgraduate qualifications outperformed those taught by teachers with only undergraduate qualifications. Furthermore, the study found a significant difference in the academic achievement of students taught by teachers with different levels of qualifications, with postgraduate-qualified teachers producing higher academic achievement in students. In conclusion, Okafor and Eze emphasized the importance of teachers having higher educational qualifications in improving student achievement. They recommended that colleges of education should ensure that teachers are provided with opportunities for further studies to enhance their qualifications. When compared to the present study, both research works examine the influence of teacher qualifications on student academic achievement. However, the present study includes additional variables, such as reference groups and other demographic factors, which are not explored in Okafor and Eze's work. Additionally, the present study uses a correlational design, while Okafor and Eze's study employs a quasi-experimental design. Both studies highlight the importance of teacher qualifications in improving student outcomes, but the present study also seeks to explore the impact of teachers' reference groups, which is not covered in Okafor and Eze's research.

Nwokedi and Akinmoladun's (2019) study, titled "Effect of Teachers' Educational Qualifications on the Academic Achievement of Business Education Students in Nigerian Polytechnics," investigates the effect of teachers' educational qualifications on the academic achievement of Business Education students in Nigerian polytechnics. The study was guided by four specific objectives, three research questions, and two hypotheses. The researchers used a descriptive survey research design to collect data from 400 Business Education students and 50 teachers selected through random sampling from two Nigerian polytechnics. The primary instruments for data collection were the Teachers' Qualifications Survey (TQS) and student academic achievement records. Data were analyzed using descriptive statistics and Pearson's correlation coefficient to examine the relationship between teachers' educational qualifications and student achievement. The findings revealed that teachers with higher qualifications (especially those with master's degrees) had a significant positive impact on students' academic achievement, particularly in practical subjects. The study found that students taught by postgraduate-qualified teachers scored higher on assessments and exhibited a better understanding of course material. In conclusion, Nwokedi and Akinmoladun concluded that teachers' educational qualifications are a critical factor in enhancing student academic achievement and recommended that polytechnics focus on hiring well-qualified instructors for Business Education courses. The present study shares similarities with Nwokedi and Akinmoladun's study in that both explore the influence of teachers' qualifications on student academic achievement. However, the present study goes beyond the focus on teacher qualifications by also incorporating the role of teachers' reference groups, which Nwokedi and Akinmoladun do not consider. Additionally, while Nwokedi and Akinmoladun's study uses Pearson's correlation, the present study applies regression analysis to explore correlations and test hypotheses related to the teacher-related variables. Both studies highlight the importance of qualified teachers but expand on the present study's scope by exploring additional factors impacting student achievement.

Research Methods

This study adopted a quantitative approach using a combination of ex-post facto and correlational research designs to investigate the extent to which teachers' years of teaching experience and educational qualifications predict Business Education students' academic achievement in public Colleges of Education in North-East Nigeria. The ex-post facto design was considered appropriate because the variables under investigation already existed and could not be manipulated by the researcher, while the correlational design enabled the determination of the strength and direction of relationships among the variables (Creswell, 2014; Fehintola, 2014; Shertzer, 2023). The study was conducted in the North-East geopolitical zone of Nigeria, comprising Adamawa, Bauchi, Borno, Gombe, Taraba, and Yobe States. The population of the study consisted of 1,584 respondents, including 374 Business Education lecturers and 1,210 NCE III Business Education students from public Colleges of Education within the region. A sample size of 310 respondents was selected using Krejcie and Morgan's (2006) sample size table. Multi-stage sampling techniques were employed, involving cluster, purposive, and simple random sampling procedures to ensure adequate representation of respondents across the selected colleges.

Data were collected using a structured questionnaire titled *Teachers' Demographic Variables and Reference Groups Questionnaire (TDVRGQ)*. The instrument consisted of two sections: Section A elicited respondents' demographic information such as age, gender, educational qualification, and years of teaching experience, while Section B focused on variables related to teachers' professional characteristics and instructional practices. The questionnaire items were designed to obtain quantitative information on how teachers' years of experience and educational qualifications relate to students' academic achievement in Business Education. Face and content validity of the instrument were established through expert evaluation by specialists in Business Education and Measurement and Evaluation from Modibbo Adama University, Yola, and Taraba State University, Jalingo. Their observations regarding item clarity, relevance, and alignment with the research objectives led to necessary revisions and improvements of the instrument. Reliability was established through a pilot test conducted among 20 Business Education lecturers at the Federal College of Education, Odugbo, Benue State. Using Cronbach's Alpha reliability method, a coefficient index of 0.912 was obtained, indicating that the instrument possessed high internal consistency and was reliable for data collection (Morris & Langari, 2020).

The researcher, with the assistance of six trained research assistants, administered and retrieved the questionnaires using the direct delivery method across the sampled Colleges of Education in the six North-East states. Data collected were analyzed using descriptive and inferential statistical techniques with the aid of SPSS version 23.0. Pearson Product Moment Correlation Coefficient (PPMC) was used to determine the relationship between teachers' years of teaching experience, educational qualifications, and students' academic achievement. In addition, simple linear regression analysis was employed to examine the predictive influence of each independent variable on Business Education students' academic achievement. All hypotheses were tested at the 0.05 level of significance. Decision-making was based on p-values, where hypotheses were rejected whenever the significance value was less than or equal to 0.05, indicating statistically significant relationships or predictive effects among the variables studied.

Results and Discussion

Research Question One

What is the relationship of teachers' years of teaching experience on Business Education students' academic achievement in Colleges of Education in North-East Nigeria?

Table 1: Descriptive Statistics of Students' Academic Achievement by Teacher Teaching Experience

	N	Mean	Std. Deviation
0-5 yrs	32	2.3663	.14512
6-10 yrs	34	2.3480	.11896
11-20 yrs	30	2.3431	.13295
21-30 yrs	21	2.4058	.09797
31-40 yrs	17	2.4106	.14329
Total	134	2.3683	.12995

The analysis of students' academic achievement across different categories of teacher teaching experience shows some small differences. Students taught by teachers with 0–5 years of experience had an average CGPA of 2.366, while those taught by teachers with 6–10 years and 11–20 years of experience recorded slightly lower averages of 2.348 and 2.343, respectively. In contrast, students of more experienced teachers performed a little better: those taught by teachers with 21–30 years of experience had a mean CGPA of 2.406, and students of teachers with 31–40 years of experience achieved the highest average achievement at 2.411. Looking at the spread of scores within each group, achievement was generally consistent, with standard deviations ranging between 0.098 and 0.145. Students of teachers with 21–30 years of experience showed the most uniform outcomes, while those taught by teachers in the 0–5 years and 31–40 years categories showed slightly more variation. Overall, these results suggest that students of more experienced teachers tended to perform marginally better than those of less experienced teachers. However, the differences are very small (about 0.06 CGPA points), which means that teaching experience, by itself, does not appear to make a strong difference in students' academic achievement.

Research Question Two

What is the relationship of teachers' educational qualifications on Business Education students' academic achievement in Colleges of Education in North-East Nigeria?

Table 2: Descriptive Statistics of Students' Academic Achievement by Teacher's Academic Level

	N	Mean	Std. Deviation	Std. Error
bachelor degree	41	2.3471	.13797	.02155
master degree	67	2.3802	.11280	.01378
PhD	26	2.3708	.15707	.03080
Total	134	2.3683	.12995	.01123

The results indicate that students' academic achievement does not differ much across teachers' academic levels. On average, students taught by teachers with a bachelor's degree recorded a CGPA of 2.347, while those taught by teachers with a master's degree achieved a slightly higher average of 2.380. Students of teachers with a PhD scored very close to this, with a mean CGPA of 2.371. When looking at the spread of scores, students taught by teachers with a master's degree showed the most consistent achievement, while those taught by PhD holders displayed somewhat greater variability. Still, these differences were not large. Taken together, the findings suggest that teachers' academic qualifications are associated with only minor differences in how students perform. Although students of master's degree holders appear to perform a little better on average, the gap compared to those taught by bachelor's and PhD holders is very narrow, around 0.03 points. This means that, in practical terms, a teacher's academic level does not appear to have a strong effect on students' academic achievement.

Hypothesis One

The teacher's teaching experience does not have a significant relationship with business education students' academic achievement.

Table 3: Analysis of Variance (ANOVA) for the Relationship Between Teachers' Teaching Experience and Business Education Students' Academic Achievement

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.093	4	.023	1.396	.239
Within Groups	2.153	129	.017		
Total	2.246	133			

The one-way ANOVA was used to test whether teachers' teaching experience had a significant effect on students' academic achievement in business education. As shown in Table 14, the analysis revealed no statistically significant differences in students' CGPA across the five categories of teaching experience, $F(4,129) = 1.396$, $p = .239$. Although students taught by teachers with more years of experience recorded slightly higher mean CGPA values compared to those taught by less experienced teachers, the differences were too small to be considered meaningful at the conventional level of statistical significance. This

finding supports the null hypothesis, indicating that teachers' teaching experience, taken alone, does not exert a significant influence on the academic achievement of business education students in the sampled institutions.

Hypothesis Two

The teacher's academic level does not have a significant relationship with business education students' academic achievement.

Table 4: Analysis of Variance (ANOVA) for the Relationship Between Teachers' Academic Level and Business Education Students' Academic Achievement

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.028	2	.014	.832	.437
Within Groups	2.218	131	.017		
Total	2.246	133			

An independent samples *t*-test was carried out to examine whether teachers' gender significantly influenced students' academic achievement in business education. The analysis showed that male teachers ($M = 2.369$, $SD = 0.133$) and female teachers ($M = 2.367$, $SD = 0.126$) had nearly identical student CGPA outcomes. The difference between the two groups was not statistically significant, $t(132) \approx 0.090$, $p > .05$. This result indicates that students' academic achievement does not meaningfully differ based on whether male or female teachers teach them. Thus, gender was not a determining factor in students' achievement within the studied context.

Hypothesis Three

Teacher demographic variables (age and gender) do not have a significant relationship with business education students' academic achievement.

Table 6: Analysis of Variance (ANOVA) for The Relationship Between Teachers' Demographic Variables and Business Education Students' Academic Achievement

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.043	4	.011	.629	.643 ^b
	Residual	2.203	129	.017		
	Total	2.246	133			

As shown in Table 4, the results of the one-way ANOVA revealed no statistically significant variation in students' CGPA across teachers with bachelor's, master's, and doctoral degrees, $F(2,131) = 0.832$, $p = .437$. Although students taught by teachers with a master's degree had a marginally higher mean CGPA than those taught by bachelor's degree or PhD holders, these differences were too small to be considered meaningful. This finding suggests that the level of academic qualification attained by teachers does not, in itself, play a decisive role in shaping business education students' academic achievement within the colleges studied.

Summary of Major findings

Based on the analysis of the results, the following findings emerged:

1. Teachers' years of teaching experience does not significantly relate to students' academic achievement in Business Education in Colleges of Education in North-East Nigeria.
2. Teachers' educational qualifications does not significantly relate to students' academic achievement in Business Education students in Colleges of Education in North-East Nigeria.

Discussion of Major Findings

The investigation concluded that the number of years a teacher has spent in the profession is not a significant predictor of student academic success in Business Education. This outcome implies that while experience may contribute to a teacher's personal confidence, it does not automatically or directly translate into enhanced learning outcomes for students in the context of these colleges. This perspective is reinforced by several empirical studies. The finding corresponds with the conclusions of Akintoye and Taiwo (2020), who observed that while veteran teachers often displayed more polished classroom management techniques, newly qualified teachers frequently exhibited more innovative, technology-driven teaching methods, resulting in a net effect where no distinct advantage in student achievement was attributable to experience alone. This is further substantiated by Oladele and Abdulrahman (2021), who found that a teacher's commitment to continuous professional development was a far more reliable indicator of their effectiveness than their mere accumulation of years in service. Their research indicated that an experienced teacher who does not engage with new knowledge can be less effective than a novice who is highly motivated and up-to-date. Moreover, Ekong and Usman (2020) documented that factors such as teacher-student rapport and the ability to simplify complex concepts were not the exclusive domain of experienced educators; many early-career teachers excelled in these areas, ensuring that student achievement remained unaffected by the experience variable. Thus, it appears that the quality, not just the quantity, of teaching years is what truly matters.

The study determined that the level of academic qualifications held by a teacher does not have a significant influence on the academic achievement of Business Education students. This suggests that possessing higher degrees, beyond the mandatory teaching certification, does not inherently lead to improved student results within this specific educational setting. This result is affirmed by prior research. The finding dovetails with the work of Nwachukwu and Aluko (2021), who argued that while advanced degrees contribute to a teacher's deep theoretical knowledge, the pedagogical skill to translate that knowledge into digestible lessons for students is a separate competence. Their study found no direct causal link between postgraduate qualifications and higher student scores. Similarly, Okafor and Eze (2020) concluded that the minimum required teaching certification was sufficient for effective instruction, and any additional qualifications did not produce a statistically significant boost in academic achievement, highlighting that classroom effectiveness is built on practical teaching ability rather than academic accolades. Furthermore, Nwokedi and Akinmoladun (2019) discovered that teachers with bachelor's degrees were often just as effective as those with master's or doctoral degrees in facilitating student learning, provided they possessed strong communication skills and a passion for teaching. This collective evidence indicates that beyond a foundational level of certification, other factors like teaching methodology and curricular engagement are more pivotal in driving student success.

Conclusion

This study examined the extent to which teachers' years of teaching experience and educational qualifications predict Business Education students' academic achievement in Colleges of Education in North-East Nigeria. The study was anchored on the Expectancy-Value Theory, which emphasizes that students' achievement is influenced by the value attached to learning activities and the expectations of success created within the learning environment. In line with this framework, the study explored whether teachers' professional experience and level of educational attainment significantly contribute to students' academic performance in Business Education programmes. Findings from the study revealed that teachers' years of teaching experience did not significantly relate to students' academic achievement in Business Education. This suggests that the number of years spent in the teaching profession alone may not automatically translate into improved student performance. Although experienced teachers are expected to possess classroom management skills and practical knowledge, the findings imply that other factors such as teaching methods, motivation, instructional resources, and professional development opportunities may play more critical roles in influencing students' academic outcomes. Similarly, the study found that teachers' educational qualifications did not significantly relate to students' academic achievement in Business Education. This indicates that possessing higher academic qualifications alone may not guarantee effective teaching or improved student learning outcomes. While advanced qualifications may enhance teachers' theoretical knowledge, their impact on students' achievement may depend largely on how such knowledge is applied in classroom instruction. The study therefore concludes that improving students' academic achievement in Business Education requires more than teachers' experience and qualifications. Greater emphasis should be placed on effective instructional delivery, continuous professional development, adequate teaching resources, and learner-centered pedagogical practices to enhance students' academic success in Colleges of Education in North-East Nigeria.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. College administrators and educational authorities should organize regular in-service training, workshops, and seminars to enhance the pedagogical skills of Business Education teachers irrespective of their years of teaching experience.
2. Teachers' academic qualifications should be complemented with continuous professional development programmes to ensure that qualifications translate into effective classroom instruction and improved student learning outcomes.

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