

## THE EFFECT OF PROFESSIONAL QUALIFICATION ON TEACHERS' PERCEPTION OF THE NEW ENGLISH LANGUAGE CURRICULUM IN NIGER STATE, NIGERIA

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### ABSTRACT

The objective of this study was to investigate the impact of professional qualification on teachers' perception of English language curriculum. A survey method and a questionnaire designed and patterned on Likert's five point scale were used. To establish the content validity of the questionnaire, sample copies were given to ten randomly selected experienced English teachers for critical examination and their positive observations were used. The reliability of the questionnaire was established on the analyses of result of its administration twice on ten randomly selected experienced secondary school English language teachers using the Pearson product – moment correlation co-efficient statistical technique. The calculated value of  $r$  was 0.843. This  $r$  value is above the reliability coefficient acceptable level. The population in this study was two hundred and fifty English Language teachers out of which sixty were selected through simple balloting and stratified random sampling techniques. The sixty English teachers used as respondents were visited in their schools by the researcher. The data was analysed using the frequency counts, simple percentile and mean statistical techniques to answer the research questions and the t-test statistical technique was used in testing the paired null hypotheses. The results revealed that both professional and non-professional teachers did not differ significantly in their perception of the curriculum objectives and content items and they perceived these aspects of the curriculum favourably. On the contrary, the groups differed significantly in their perception of the recommended instructional materials, modes of evaluation and the instructional personnel required for the implementation of the curriculum and they perceived these aspects of the curriculum unfavourably. It was concluded that professional and non-professional English teachers did not differ significantly in their perception of SSS English Language curriculum objectives and content items while they differ significantly in their perception of the instructional materials, the modes of evaluation and instructional personnel.

**Keywords:** New Curriculum, English language, perception, professional and non-professional teachers, and Senior Secondary School (SSS).