

TEACHERS' PERCEPTION OF THE INFLUENCE OF TEACHER EFFECTIVENESS ON THE ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN ABIA AND IMO STATES, NIGERIA

Dr. Chukwuemeka Joseph Chukwu
*Department of Educational Foundations,
University of Nigeria, Nsukka,
Enugu State.*

Dr. Ukamaka Felicia Iremeka
*Department of Educational Foundations,
University of Nigeria, Nsukka,
Enugu State.*

And

Dr. Ijeoma Evelyn Ezepue
*Department of Educational Foundations,
University of Nigeria, Nsukka,
Enugu State.*

Abstract

The study examined teachers' perception of the influence of teacher effectiveness on the academic performance of secondary school students in Abia and Imo state, Nigeria. Two research questions and two null hypotheses were formulated and tested to guide the study. The study adopted a descriptive survey. The population of the study consists of two thousand nine hundred fifty four (2,954) teachers in both Abia and Imo States public secondary schools. The total sample size for this study is eight hundred and eighty six (886) teachers in both Abia and Imo States public secondary schools representing 30% of the population of the study. This was drawn through proportionate stratified random sampling technique. The instrument for data collection was the researcher self-structured questionnaire titled Teachers Effectiveness and Students Academic Performance (TESAPQ) validated by three experts who are lecturers; two in the Department of Educational Foundations (Educational Administration and Planning Unit) and one in the Department of Science

Education (Measurement and Evaluation Unit), all from the Faculty of Education, University of Nigeria Nsukka, and tested using Cronbach Alpha Method which yielded an index of 0.80. Mean Scores and standard deviation were used to answer the research questions while t-test statistics was used to test the null hypotheses at 0.05 alpha significant levels. The finding of the study shows that teacher characteristics and qualification enhance students' academic performance. Consequently, gender has no significant influence on the extent teacher characteristics and qualifications enhance teachers' effectiveness in Abia and Imo States public secondary schools. Based on the findings of the study, it was recommended that effort should be made by the Ministries of Education and their staff to set up a new programme of action that will checkmate the teachers' characteristics in secondary schools. They should look on the area of their teaching methods regularly, review and evaluate the curriculum in other to set a new bond with teachers and government.

Keywords: Teachers' Perception, Teachers Effectiveness, Academic Performance, Effective Teaching

The issue of declining academic performance of students in Nigeria secondary schools has generated much interest among stakeholders in the education sector in Abia and Imo States in particular and Nigeria in general. The quality of education and performance of students depends on the teachers as reflected in the discharge of their duties. Over time pupils' academic performance in both internal and external examinations had been used to determine the effectiveness of teachers and teaching (Ajao, 2001). This was buttressed by Ogunsaju (2004) that the academic standard of students in all Nigerian educational institutions has fallen considerably below societal expectations as a result of the following variables; lack of teacher quality, lack of good classroom and size of schools, inadequate instructional materials and poor parents funding of education of their children among others.

In consonance with the foregoing, teaching is an art and the quality of teaching depends on the love, dedication and devotion of the teacher towards the subject of knowledge. The most single critical element in the education process is the teacher who plans, organizes, designs, directs, motivates and inspires others to learn using standard teaching techniques to impart knowledge (Okolocha & Onyeneke, 2013). Teaching is a purpose profession engaged in human resource development for individual and economic growth (Oyekan, 2000). It is done systematically by professionals who have acquired some skills and knowledge either by training or experience or both. To make desirable impact, teaching must aim at total development of the individual, that is, to enhance intellectual capacities, developmental and cognitive, foster psycho-social skills, and draw out neuron-physical aptitude of the learners (Akinmusire, 2012). All

education institutions emphasize that teaching is important and it gives high priority to developing effective teaching and solving teaching challenges.

Consequently, effective teaching may include high level of creativity in analyzing, synthesizing and presenting knowledge in new and effective ways. It should instill in the learners the ability to be analytical, intellectually curious, culturally aware, employable and capable of leadership (Okolie, 2014). According to Omoifo and Urevbu (2007), effective teaching implies the use of clearly formulated objectives by the teacher, illustrated instruction that will enable students to acquire desired knowledge content, apply the knowledge to classroom and other related problem, think and take independent decision and the use of effective evaluation technique by the teacher. Mohammed (2006) posits that effectiveness is doing the right thing at the right time. The extent to which an organization is able to achieve its goals over a given period of time is the extent to which it is effective... therefore; school effectiveness is connected with Educational outcomes, or the achievement of educational objectives.

In similar vein, Nwankwo (2008) points out that effectiveness is the capacity of bringing out an effective or accomplishing a purpose, sometimes without regards to the quantity of resources consumed in the process. Akomolefe (2010) identified the characteristics of effective teaching to include; attention on students' achievement, quality teaching responsive to students learning processes, effective and efficient learning opportunities, pedagogical practices that create cohesive learning communities, effective links between school and cultural context of the school, multiple tasks to support learning cycles, aligned curriculum goal effectively.

The objectives of effective teaching as stated by Adegbile (2008) would include assisting learners to: conceptualize ideas, process thoughts and develop their potentials; contribute to thinking and creativity in the subject; nurture and sustain students' interest; suit the circumstance of teaching and learning; and suit the individual teachers' ability and interest. The realization of good academic performance of the students involved combined efforts of both the students and the teacher. It is expected that teachers should play the most prominent role among the two. The extent to which the teachers should get involved is however, an issue of debate among scholars and researchers. However, one important fact that has been on the lips of many researchers and scholars is the fact that students academic performances are dwindling. This is evidence in their poor performance in both internal and external examination over the year. One therefore wonders if teachers' characteristics and qualification has any influence on the academic performance of students.

A number of related studies have been carried out on teacher's effectiveness and students academic performance. For instance Archibong, Idaka and Edet (2009) carried a study on teaching as a career: perception of university education students in Cross River State, Nigeria, the study found out that for a teacher to be professionally qualified as such, he should be well trained on the components of teaching which teachers characteristics and utilization of instructional materials is among them. Also,

Ekpo, Akpan, Essien and Imo-Obot (2009) in their study on classroom climate and student academic achievement in social studies in cross layout of the classroom, teacher's teaching behaviour and instructional material utilization jointly relate to students' academic achievement.

In a study conducted by Ojelabi (2009) on the topic organizational climate as correlates of students academic achievement in secondary school examination in Oyo State, Nigeria, it was discovered that organizational climate, which include teacher's qualification, teaching behaviour in the classroom, facilities and learning improve teacher's effectiveness and students academic ability.

Ibe, Nworgu and Anyaegbunam (2016) study on Influence of teachers' characteristics on academic achievement of secondary school biology students in Nsukka Enugu State. Findings reveal that teachers' gender, teaching experience, qualifications, interpersonal relationship with students and knowledge of subject matter influenced students' achievement in Biology.

To the best of the researcher's knowledge no study on teaching effectiveness and students' academic performance in secondary schools in Abia and Imo States, Nigeria has been carried out. It is against this background that this study therefore, sought to investigate the perceptions of teachers on teacher effectiveness and students academic performance in secondary/schools in Abia and Imo States, so as to close the gap in knowledge.

Statement of the Problem

The issue teacher effectiveness and students academic performance in developing countries, especially in Nigeria and Abia and Imo States in particular, was for some decades now been faced with serious problems of poor teaching methods, lack of positive attitudes, lack of teachers quality, inadequate school size and classroom, lack of learning environment, lack of instructional materials, poor socio-economic status of parents and poor academic achievement (Mezieobi, 2008).

Furthermore, the increasing nature of poor academic performance of public secondary schools students especially in external examinations like WAEC, JAMB, NECO, tend to shift the blame on the teaching methodology adopted by the teachers and lack of fund from the government to provide quality text books. These problems to say the least lead to a scenario of grant variation obtained between the understanding of the classroom knowledge and attitudes for life experience gained by the students.

However, most Nigerian scholars and researchers have argued that the problems of academic performance of students are multifarious. One may therefore wonder if teachers' effectiveness in the area of teachers' characteristic and teachers' qualification has an influence on the academic performance of the students. Hence the problem of this study put in a question form is: to what extent does teachers' effectiveness with reference to teachers' qualification and teachers characteristics influence students academic performance in Abia and Imo States Nigeria.

Purpose of the Study

The purpose of this study is to find out the extent to which Teacher Effectiveness influence Students' Academic Performance in Secondary Schools in Abia and Imo States, Nigeria. Specifically, the study sought to:

1. Determine the extent to which teachers characteristics enhance students' academic performance in Abia and Imo States public secondary schools.
2. Find out the extent to which teachers' qualification enhance students' academic performance in Abia and Imo States public secondary schools.

Research Questions

To guide the study, the following research questions were posed.

1. To what extent does a teacher characteristic enhance students' academic performance in Abia and Imo States public secondary schools?
2. To what extent does teacher qualification enhance students' academic performance in Abia and Imo States public secondary schools?

Hypotheses

To guide the study, the following null hypothesis were formulated and tested at 0.05 level of significance.

1. There is no significant difference between the mean response of male and female teachers on the extent teacher characteristics enhances students' academic performance in Abia and Imo States public secondary schools.
2. There is no significant difference between the mean response of male and female teachers on the extent teacher qualifications enhances students' academic performance in Abia and Imo States public secondary schools.

Method

The researchers' adopted a descriptive survey design. The population of the study consists of two thousand nine hundred and fifty four (2,954) experience teachers in both Abia and Imo States public secondary schools. The total sample size for this study is eight hundred and eighty six (886) teachers (322 males and 554 females) in both Abia and Imo States public secondary schools. This was drawn through proportionate stratified random sampling technique to obtain about 30% from the population of the male and female teachers across the six (6) education zones in the public secondary schools sampled in Abia and Imo States.

The instrument for data collection was a structured researcher developed questionnaire that had two sections titled "Teachers Effectiveness and Students' Academic Performance Questionnaire (TESAPQ)". The questionnaire was validated by three experts who are lecturer; two in the Department of Educational Foundations (Educational Administration and Planning Unit) and one in the Department of Science Education (Measurement and Evaluation Unit) all from the Faculty of Education,

University of Nigeria Nsukka. The instrument was grouped into two (2) clusters of five (5) items each. However, Cluster A was on Teacher characteristics and Cluster B was on teacher qualifications. The items were structured on a modified 4 points scale of Very High Extent (VHE); High Extent (HE); Low Extent (LE), and Very Low Extent (VLE) weighted 4, 3, 2 and 1 points respectively.

Mean Score and standard deviation were used to answer the research questions while t-test statistics was used to test the null hypotheses at 0.05 alpha significant levels. To answer the research questions, a benchmark mean score of 2.50 was calculated to judge the mean responses from the respondents. Thus, any mean response above 2.50 was regarded as high extent, otherwise was regarded as low extent. The acceptance and rejection of any hypothesis depended on the critical value of ± 1.96 was accepted, otherwise was rejected.

Results of the Findings

Research Questions 1: To what extent does teachers characteristics enhance students' academic performance in Abia and Imo States public secondary schools?

Table 1: Mean Scores and Standard Deviation of Male and Female Teachers on the Extent Teacher Characteristics Enhance Students' Academic Performance in Abia and Imo States Public Secondary Schools

S/N		Mean	Std. Deviation	Decision
1	Teacher characteristics enhance academic performance of students'	2.81	1.082	Accepted
2	Well-disciplined teachers enhance students' academic qualification	2.56	.963	Accepted
3	Teacher-students relationship status enhance students' academic performances	3.20	.935	Accepted
4	Teacher knowledge of the subject matter enhance students' academic performances	2.60	1.227	Accepted
5	Teacher qualifications enhance academic performance of students	3.10	1.060	Accepted
6	Teachers' teaching behavior enhance the academic performance of students	3.08	1.049	Accepted
	Cluster Mean	2.89	1.052	Accepted
	Number of Respondents	886		
	Benchmark mean score	2.50		

Tables 1 show that the cluster means of the 6 items was 2.89 which are above the real limit of 2.50 of a 4-point rating scale. This means that the respondents agree to a high extent that teacher characteristics enhance students' academic performance in Abia and Imo States public secondary schools. The Table also revealed that the cluster standard

deviation of the 6 items was 1.052 which shows that the respondents were not far from the mean and the opinion of one another in their responses on the extent teacher characteristics enhances student's academic performance in Abia and Imo States public secondary schools.

A corresponding hypothesis was formulated to further address the research question thus:

Hypothesis One: There is no significant difference between the mean response of male and female teachers on the extent teacher characteristics enhance students' academic performance in Abia and Imo States public secondary schools.

Table 2: Results of t-test Analysis for Equality of Mean Scores of Male and Female Teacher on the Extent Teacher Characteristics Enhance Students' Academic Performance in Abia and Imo States Public Secondary Schools

Respondents	N	\bar{X}	SD	DF	Tcal	P-value	Remarks
MALE	332	2.81	1.081	884	-.593	.553	NS
FEMALE	554	2.58	.960				

The data in Table 2 indicates a t-calculated value of -.593 and significant p-value of .553. Since the p-value of .553 is greater than 0.05 level of significant, the null hypothesis is accepted. Therefore, there is no significant difference between the mean response of male and female teachers on the extent teacher characteristics enhance students' academic performance in Abia and Imo States public secondary schools. Consequently, gender has no significant influence on the extent teacher characteristics enhance teachers' effectiveness in Abia and Imo States public secondary schools.

Research Question 2: To what extent does a teacher qualification enhance students' academic performance in Abia and Imo States public secondary schools?

Table 3: Mean Scores and Standard Deviation of Male and Female Teachers on the Extent Teacher Qualification Enhance Student's Academic Performance in Abia and Imo States Public Secondary Schools

S/N	Respondents	Mean	Std. Dev.	Decision
1	teachers with higher qualifications enhance students' academic performance	2.91	1.051	Accepted

2	In my school, teachers with higher qualifications have more mastery of the subjects than those with lower qualifications	2.65	.953	Accepted
3	Teachers year of teaching experience enhances students' academic performances	3.29	.863	Accepted
4	Professional teachers enhance students' academic performances more than the nonprofessional teachers	2.80	1.069	Accepted
5	In my school, teachers with higher qualifications achieve a better classroom organization than those with lower qualifications	3.29	.863	Accepted
6	In my school, teachers with higher qualifications do a better assessment of the students than those with lower qualifications	3.09	.982	Accepted
	Cluster Mean	3.01	.963	Accepted
	Number of Respondents	886		
	Benchmark mean score	2.50		

Tables 3 show that the cluster means of the 6 items was 3.01 which are above the real limit of 2.50 of a 4-point rating scale. This means that the respondents agree to a high extent that teachers' qualification enhance student's academic performance in Abia and Imo States public secondary schools. The Table also revealed that the cluster standard deviation of the 6 items was .963 which shows that the respondents were not far from the mean and the opinion of one another in their responses on the extent teachers' qualification enhance students' academic performance in Abia and Imo States public secondary schools.

A corresponding hypothesis was formulated to further address the research question is:

Hypothesis Two: There is no significant difference between the mean response of male and female teachers on the extent teachers qualification influences academic students' performance in Abia and Imo States public secondary schools.

Table 4: Results of t-test Analysis for Equality of Mean Scores of Male and Female Teacher on the Extent Teachers' Qualification Enhance Students' Academic Performance in Abia and Imo States Public Secondary Schools

Respondents	N	\bar{X}	SD	DF	Tcal	P-value	Remarks
MALE	332	2.90	1.050	884	-.059	.953	NS
FEMALE	554	2.91	1.052				

The data in Table 4 indicates a t-calculated value of -.059 and significant p-value of .953. Since the p-value of .953 is greater than 0.05 level of significant, the null hypothesis is accepted. Therefore, there is no significant difference between the mean response of male and female teachers on the extent teachers' qualification enhance student's academic performance in Abia and Imo States public secondary schools. Consequently, gender has no significant influence on the extent teachers' qualification enhance teachers' effectiveness in Abia and Imo States public secondary schools.

Discussion of Findings

The finding of the study shows that teacher characteristics enhance student's academic performance in Abia and Imo States public secondary schools. For instance both male and female teachers agreed that well-disciplined teachers, teacher-students relationship status, teacher knowledge of the subject matter, teacher qualifications and teachers' teaching behavior enhances the academic performance of students.

This finding strongly agreed with the work of Afe (2003) that teaching effectiveness is the type of teaching characterized by the exhibition of intellectual, social and emotional stability, love for children and positive disposition toward the teaching profession and ability to inspire good qualities in students. In similar case, Evans (2006) states that teachers' knowledge of content, skills in lesson presentation and creating desirable atmosphere for learning enhance academic achievement of the schools and students as well. Ibe, Nworgu and Anyaegbunam (2016) findings states that teachers' gender, teaching experience, qualifications, interpersonal relationship with students and knowledge of subject matter influenced students achievement in Biology.

Furthermore, the finding of the study shows that those teacher characteristics enhance student's academic performance in Abia and Imo States public secondary schools. For instance both male and female teachers agreed that Teachers with higher qualifications have more mastery of the subjects than those with lower qualifications, teachers with higher qualifications achieve a better classroom organization than those with lower qualifications and teachers with higher qualifications do a better assessment of the students than those with lower qualifications. They further agree that teacher years of teaching experience and Professional teachers enhance students' academic performances more than the nonprofessional teachers.

This finding strongly agreed with the work of Chinugu (2008) that the teacher is the key factor required for effective implementation of any educational system necessary to promote national development. Agulanna (2007) states that the teacher in any educational system cannot be overestimated because there can be no meaningful discourse about quality of education without first discussing the moving force of quality of teachers. In a similar case, Hammond (2006) confirms the effect of teacher's quality in academic excellence that any teaching that is effective will bring about quality learning outcome from the learner. Griffiths and Housgton (2007) stressed on the importance of highly qualified teachers that without qualified teacher no matter the

quality of the curriculum and other components, educational system might come to naught.

Conclusion

Based on the findings of the study, the following conclusions were made

1. The finding of the study shows that teacher characteristics enhance student's academic performance. Consequently, gender has no significant influence on the extent teachers' characteristics enhance teachers' effectiveness in Abia and Imo States public secondary schools.
2. Teachers' qualifications enhance student's academic performance. Consequently, gender has no significant influence on the extent teachers' qualification enhance teachers' effectiveness in Abia and Imo States public secondary schools.

Recommendations

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

1. Effort should be made by the Ministries of Education and their staff to set up a new programme of action that will checkmate the teachers' characteristics in secondary schools. They should look on the area of their teaching methods regularly, review and evaluate the curriculum in other to set a new bond with teachers and government. When these are done urgently it will go a long way to improve the teachers characteristic as well as teaching effectiveness and students academic performance will be achieved at least to average optimal level.
2. Effort should be made by the teachers and parents to check the activities of the students in area of discipline, cooperation, honesty, integrity and their entire academic programme. If these are checked and reviewed it will help to reduce the problems of students' inability to performance well in their both internal and external examinations and thus enhance their image in the society as the society look up on them as the future head.
3. Efforts should be made by the school authorities, principals, Parents Teacher Association (PTA), government at all levels to mount policy on the management of school facilities like school environment. If there is a clear policy of action on the kind of environment our schools should be situated, it will go a long way to reduce some of the problems we do encounter in our school environment and location in Abia and Imo States and Nigeria at large.

References

- Adegbile, R.O. (2008). *Effects of computer-assisted instructional package on pre-service teachers' classroom practices in secondary school: Students learning outcomes in Christian religious knowledge*. (Unpublished doctorate thesis), University of Ibadan.
- Ajao, W. (2001), Cadbury is determined to move education forward. *Vanguard*, December 27 2001, p. 16.
- Akinmusire, P.A. (2012). *Critical reading and story-mapping instructional strategies as determinants of Nigeria certificate in education teachers classrooms practices and achievement in English reading comprehension*. (Unpublished doctorate thesis), university of Ibadan.
- Akomolefe, C.O. (2010). Strategies and challenges of ICT: An infrastructural development for University education in Nigeria. Retrieved from: www.herpnet.org/revitalization_of_higher/chapter%2025pdf
- Archibong, I.A., Idaka, I.E. & Edet, A.O. (2009). Teaching as a career: perception of university education students in Cross River State. *African Research Review: An International Multidiscipline Journal Ethiopia*, 3 (4), 482-491.
- Ekpo, K; Akpan, O.E; Essien, E.E.A; Imo Obot, M.M. (2009). Classroom climate and students academic achievement in social studies Cross River State, Nigeria *African Research Review: An international multi-disciplinary journal*, Ethiopia 3 (4), 413-428.
- Ibe, E; Nworgu, L. & Anyaegbunam, NJ. (2016). Study on influence of teacher characteristics on academic achievement of secondary school biology students in Nsukka. Enugu State. *British journal of science*, 13 (2), 33-39.
- Mezieobi, A.I. (2008). Universal basic education and implication to Social Studies Education Implementation. *Nigerian Journal of Curriculum Studies. Special edition 2008*, 337-345.
- Ogunsaju S. (2004). *A guide to school effectiveness in Nigeria*. Ibadan. Laville publications.
- Ojelabi, S.A. (2009). Organizational climate as correlates of students' academic achievement in secondary schools economic in Oyo State Nigeria. *African Research Review. An International Multi-disciplinary Journal*, 3 (4), 429-441.

- Okolie, U.C. (2014). Management of woodwork workshop in tertiary institutions in Nigeria: An analytical study. *Malaysian online journal of education*. 2(1), 20-36.
- Okolocha, C.C. & Onyeneke, E.N. (2013). Secondary school principals' perception of business studies teachers' teaching effectiveness in Anambra State, Nigeria. *Journal of education and practice*, 4 (2), 171-182.
- Omoifo, C.N. & Urevbu, A.O. (2007). *An overview of teaching and learning*. A paper presented at working on pedagogy for junior and intermediate lecturers in University of Benin organized by centre for gender studies.
- Oyekan S.O. (2000). *Foundations of teacher education*. Okitipupa: Ebun-Oluwa press
- starr, L. (2002). Measuring the effects of effective teaching. *Education world*. Retrieved November 10, 2014, from www.education-world.com/aissues.shtml.