



INFLUENCE OF TEACHERS VARIABLE ON STUDENTS ACADEMIC ACHIEVEMENT IN SECONDARY SCHOOLS IN JALINGO, TARABA STATE NIGERIA

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Abstract-The study investigates the influence of teacher's variable on student's academic achievements in secondary schools in Jalingo Local Government Area of Taraba State. The methodology employed for this study was considered qualitative because it involved both primary and secondary method of data collection and it contains the best statistical tool of analysis as multi-stage sampling procedure was adopted. The study was guided by four research questions and correlation research design was used in the study. The total numbers of questionnaires distributed were 325 in which 300 were retrieved and 25 were void. Based on the presentation, analysis and interpretation of the data, it was found that majority of secondary schools teachers in Jalingo were professionally qualified. But their teaching was not effective. It was therefore recommended that government should encourage experienced teachers to stay on the job by providing them with more incentives and fringe benefits. The promotional prospect of the teachers should also be improved. The State Ministry of Education should make more efforts in the inspection and monitoring of schools to ensure that teachers stay on the jobs.

Key words: teachers variable, students achievement and secondary school.

1. INTRODUCTION

The Nigerian educational system has constantly experienced an upward trend in school enrolment at all levels since the introduction of the Universal Primary Education (UPE) in the 2004 and the Universal Basic Education (UBE) in 2002. This may have in turn impacted on the class size in terms of the population of the individual classrooms with more enrolment in the urban than in the rural areas. The national policy on education stipulates that the teacher-student's ratio in the secondary schools should be 1:40. Wosayanju, (2005) maintained that large class may pose some teaching challenges such as delayed feedback, resulting in inefficiency, poor quality of students, and reduction in teaching with less assignment so as to reduce the burden of marking, all of which may encourage shallow learning. The most innovative contributions as contained in the national policy on education (2004) to the development and enhancement of self-reliance economy in the area of secondary education. Teachers are the hub of the educational system in the world and Nigeria in particular. Teachers therefore are in the forefront of the battle for national development. The national policy on Education encapsulates this as "Teachers education shall continue to be given major emphasis in all educational planning and development". Also the policy stipulates the purpose of teacher education is to produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system. It is on this premise that Okoye (2003) states that the seven cardinal goals of education are emotional, intellectual, physical, moral, aesthetic, vocational and zonal. It is true to mention that the key to the attainment of these goals has been entrusted to the teachers.

The school is a place for learning and acquisition of knowledge, wisdom, and cultural values that places the individual at advantage point of helping himself and being useful to his society. Academic performance of students is a yardstick for education itself. It is the indices for testing educational quality and thus is a challenge to schools to aspire to maintain a high level performance in internal and mostly external examinations. The quality of education depends on the teacher as reflected in the performance of their students. Teachers play crucial role in the educational attainment of students because they are ultimately responsible for translating into actions the principles based on practice during interaction with the students. Teacher variables such as qualification, motivation and experience may be contributing factors to their output. Teacher Qualification entails the basic training acquired by a teacher to enable him practice in the teaching profession. According to the National Policy on Education (2004), Nigeria Certificate in Education (NCE) is the minimum qualification for teaching in the primary schools. Teachers experience entails the number of years a teacher has been practicing the art of teaching. Experience; they say, is the



best teacher. An experienced teacher is more likely to be efficient in class control, determination of individual differences and ability to improvise teaching aids. A newly employed teacher despite the level of training may find the practice difficult in the first few months, but as he progresses, he gets more confident and may be able to devise different methods to deal with different types of class room problem. A study conducted by Olatunde, (2009) on the influence of teachers' experience and students' achievement discovered that students taught by more experienced teachers achieve higher level, because their teachers possess mastery of the content and acquired classroom management skills to deal with different classroom problems. This is determined by the teachers' qualification, experience and motivation.

2. METHODOLOGY

This section presents the methodology used to investigate the influence of Teachers variables on student's academic achievements in secondary school Jalingo. Furthermore, it also discusses different perspectives on research methods and justifies the choice of particular methods for this study, the research design; population of the study, sample and sampling technique adopted for this study is discussed. The instrument for data collection, validity, method of data collection and analysis were all discussed.

2.1 Research Design

The research design is the complete plan of how the research study will be executed. It denotes the practical details of the study by which data is collected. It aims to develop the set of methods and procedures which helps to test research hypotheses with a high degree of assurance. In this study, correlational research design will be adopted for data collection. Correlational research design: Involves collecting data to determine whether and to what extent (degree) a relationship exists between two or more variables. The degree of relationship is expressed as a correlation coefficient. The purpose of correlational research is often only to detect the existence of a relationship between variables (co-variance) which suggests a possible base for causality (Bless & Higson-Smith, 2005). Thus, as is the case in this study, correlational research design is useful as a first step to explanatory research design.

2.2 Population of the Study

The population of this study comprises of all the senior Secondary School Students in Jalingo Metropolis. The population of Senior Secondary Students in Jalingo metropolis for 2016/2017 academic session from SSI – SS III were 9, 482 comprises of male and female students and this population were represented by GDSS Nukkai, GSSS Jalingo, GDSS Magami, GDSS Sabon-Gari and GCSS Jalingo.

2.3 Sample and Sampling Techniques

A sample is a finite part of a statistical population whose properties are studied to gain information about the whole. "Sampling is the process of selecting a sufficient number of elements from the population so that by studying the sample, and understanding the properties or the characteristics of the sample subjects, we will be able to generalize the properties or characteristics to the population elements" (Sekaran, 2000, p.226). Basically, a sample is considered to be a subset of the population. There are many sampling techniques available to a researcher. Sampling techniques allow a researcher to collect the data from a subset or subgroup rather than the whole population and therefore reduce the amount of data to fit the purpose of the study. Therefore, a multi-stage sampling technique will be adopted for the selection of the respondents. This is due to the number of school in Jalingo. The respondents would be selected at random sampling method which will use both small and large population to make up the data of this research.

2.3.1 Instrumentation

The instrument used for collecting data for this work would be a questionnaire. The questionnaire is a set of printed questions for a survey, it is good in this study because a lot of people would be involved while trying to gather facts, if these people are to be interview individually, it will be time consuming and sometimes it will be difficult for some people to give audience to the interviewer, this will abstract the survey too. The questionnaire is more expressive in most cases it has reliability. The questionnaire is important because the questions are more structured than that of the verbal interview. The questionnaire is also important because people' opinion can be gotten easily without bias or waste of time.

The questions were structured and unstructured which requires Strongly Agreed, Agreed, Strongly Disagreed and Disagreed answers.

2.3.2 Validation of Instrument

The Instrument which is the questionnaire was validated by two experts from the faculty of education; an expert in Educational measurement and evaluation and another expert in the Foundations of education. The instrument is

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believed to measured what it is designed to measure taking cognizance of the items in the instrument.

2.3.3 Administration

The researchers selected five (5) schools within Jalingo Metropolis which include Government Day Secondary School Nukkai, Government Science Secondary School Jalingo, Government Day Secondary School Sabon Gari, Government Collage Secondary School Jalingo and Government Day Secondary School Magami. The researchers met the head teachers of the schools selected and explained to them the motive of the visit and the attention of the teachers and students were called to partake in the study. The questionnaires were given to them after explaining the content vividly to avoid mistakes. A time frame of 30 minutes was given to them to fill and return, after marking and appropriately filling, the questionnaires were instantly collected back for collation, presentation, interpretation and analysis.

2.4 Method of Data Analysis

Simple tables, frequency and percentages was adopted for the presentation and analysis of the data generated for the study. These statistical tools were used because they were suitable means of breaking down and analyzing the generated data. The used in the research is given below:

Formula for percentage (%) =

$$\frac{x}{y} \times \frac{100}{1}$$

Where (x) = No. of Respondents

(y) = Total No. of Respondents

100 = Percentage (%)

This section presents, analyze and interpret the data generated from the study. The presentation of the data was carried out in tabular form using simple percentage frequency table presentation. The interpretation paved way for discussion of the major findings of the research. The total number of questionnaires distributed was 325 questionnaires to five selected schools, 300 were filled and returned while 25 were void. And the 300 questionnaires were used in the presentation, analysis and interpretation.

Table-2.1 Number of Questionnaires Distributed

School	No: of Quest. Distributed	No: of Quest. returned	Percentage (%)
GDSSS Nukkai	65	62	20.7%
GSSS Jalingo	65	55	18.3%
GDSSS Magami	70	65	21.7%
GCSS Jalingo	65	60	20%
GDSSS Sabon Gari	60	58	19.3%
Total	325	300	100%

Source: Field Survey, 2017

From the presentation above, it shows that 65 questionnaires were given to GDSSS Nukkai and 62 questionnaires were filled and returned which are equivalent to equivalent to 20.7%, another 65 questionnaires were allocated to GSSS Jalingo and 55 questionnaires were filled and returned which are equivalent to 18%, 70 questionnaires were also given to GDSSS Magami and 65 questionnaires equivalent to 21.7% were filled and returned while 65 questionnaires were given to GCSS Jalingo and 60 which are equivalent to 20% were filled and returned and 60 questionnaires was given to GDSSS Sabon Gari and 58 were filled and returned which are equivalent to 19.3%. Therefore, from the table above, it is obvious that 25 questionnaires were missing.

Table-2.2 Gender of the Respondents

Gender	Number of Respondents	Percentage (%)
Male	178	59.3%
Female	122	40.7%
Total	300	100%

Source: Field Survey, 2017

The information on the table above showcased that 178 respondents equivalent to 59.3% are male respondents while 122 respondents represented by 40.7% are female respondents. Therefore, the information on the table implies that male respondents are the majority.

Table-2.3 Age of the Respondents

Age	No: of Respondents	Percentage (%)
15 - 25 year	140	46.7%
26 – 35	60	20%
36 - 45	30	10%
46 and above	70	23.3%
Total	150	100%

Source: Field Survey, 2017

From the table above, it shows that 140 respondents whose percentage is equivalent to 46.7% fall within the age barrier of 15-25 years, 60 respondents equivalent to 20% fall within 26 – 35 years, 30 respondents equivalent to 10% fall within 36 - 45 years while 70 represented by 23.3% fall within the age of 46 years and above. Since 46.7% is the highest percentage of the table, it implies that people who fall within the age of 15 -25 are the major respondents.

Table-2.4 Academic Qualification of the Respondents

Qualification	No. of Respondents	Percentage (%)
N C E	90	30%
Bachelors	130	43.3%
Masters	80	26.7%
Total	300	100%

Source: Field Survey, 2017

The information on the above table shows that 90 respondents equivalent to 30% have N.C.E as their qualification, 130 respondent equivalents to 43.3% have Bachelors while 80 respondents equivalent to 26.7% have Masters. Therefore, the respondents with Bachelors are the major respondents of this research.

Table-2.5 Years of Teaching of the Respondents

Years	No. of Respondents	Percentage (%)
5 years	40	13.3%
6 – 10 years	90	30%
11 – 20years	80	26.7%
21 above years	90	30%
Total	300	100%

Source: Field survey, 2017.

The table above shows that 40 respondents equivalent to 13.3% has less than 5 years of teaching experience, 90 respondents equivalent to 30% has 6 – 10 years of teaching experience, 80 respondent which is equivalent to 26.7% has 11 – 20 years of teaching experience and 90 respondent equivalent to 30% have 21 above years of teaching experience. Therefore the respondent of 6 – 11 years and 21 - above years are the major response to this research.

Table-2.6 Does Teachers' Qualification Affect Student's Academic Performance in Secondary School

Responses	No. of Respondents	Percentage (%)
Strongly agree	150	50%
Agree	134	44.7%
Disagree	10	3.3%
Strongly disagree	6	2%
Total	300	100%

Source: field survey, 2017

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From the information on the table above shows that 150 respondents equivalent to 50% have strongly agreed that teachers qualification affect student's academic performance in secondary schools, 134 respondents which is equivalent to 44.7% have agreed, 10 respondent equivalent to 3.3% have disagreed and 6 respondents equivalent to 2% have strongly disagreed that teachers qualification cannot affect students' academic performance in secondary school in Jalingo Taraba state. Therefore, 94.7% of people have strongly agreed that the teacher's qualification affect student's academic performance in secondary school.

Table-2.7 Influence of Teachers' Years of Experience Affects Student's Academic Performance in Secondary School

Responses	No. of Respondents	Percentage (%)
Strongly agree	144	48%
Agree	128	42.7%
Disagree	18	6%
Strongly disagree	10	3.3 %
Total	300	100%

Source: field survey, 2017

From the table above it showcase that 144 respondents equivalent to 48% have strongly agreed that teachers years of experience affect student's academic performance in secondary school, 128 respondents which are equivalent to 42.7% have agreed, 18 respondents equivalent to 6% have disagreed and 10 respondents equivalent to 3.3% have strongly disagreed that teachers years of experience cannot affect student's academic performance in secondary school. Since, 90.7% are the major response to this research; this showed that teacher's years of experience affect student academic performance in secondary school in Jalingo Taraba State.

Table-2.8 Teachers' Gender Affects Student's Academic Performance in Secondary School

Responses	No. of Respondents	Percentage (%)
Strongly agree	110	36.7%
Agree	120	40%
Disagree	40	13.3%
Strongly disagree	30	10%
Total	300	100%

Source: field survey, 2017

From the table above it shows that 110 respondents equivalent to 36.7% have strongly agreed that teacher gender affect student academic performance in secondary school in Jalingo Taraba State, 120 respondents which are equivalent to 40% have agreed, 40 respondents equivalent to 13.3% have disagreed and 30 respondents equivalent to 10% have strongly disagreed that teachers gender does not affect student's academic performance in secondary schools in Jalingo Taraba State. Based on this information 76.7% have agreed and this showed that teacher gender affect student performance in secondary school in Jalingo Taraba State.

Table-2.9 Teachers Teaching Method Affects Student's Academic Performance in Secondary School

Responses	No. of Respondents	Percentage (%)
Strongly agree	170	56.7%
Agree	120	40%
Disagree	6	2%
Strongly disagree	4	1.3%
Total	300	100%

Source: field survey, 2017

The result from table above shows 170 respondents equivalent to 56.7% have strongly agreed that the teacher teaching method affect the student academic achievement in secondary schools, 120 respondent which are equivalent to 40% have agreed, 6 respondents equivalent to 2% have disagreed and 4 respondents equivalent to 1.3% have strongly disagreed that teachers teaching method does not affect the student's academic achievement in secondary schools. Therefore, 96.7% is the highest percentage of the respondents that agree with the research questions; this implies that teachers teaching method affect student's academic achievements.

Table -1.10 Influence of Teachers Knowledge of Subject Matter Affect Student's Academic Achievement

Responses	No. of Respondents	Percentage (%)
Strongly agree	140	46.7%
Agree	154	51.3%
Disagree	4	1.3%
Strongly disagree	2	0.7%
Total	300	100%

Source: field survey, 2017

From the table above 140 respondents which are equivalent to 46.7% have strongly agreed that teachers knowledge of subject matter affect student's academic performance in secondary schools, 154 respondents that is equivalent to 51.3% have agreed, 4 respondents equivalent to 1.3% have disagreed and 2 respondent with percentage equivalent to 0.7% have strongly disagreed that teachers knowledge of subject matter does not affect student's academic achievements. Therefore, 294 respondents which are equivalent to 98% indicate that teachers knowledge of subject matter affect student's academic performance in secondary schools.

Table-2.11 Teachers Teaching Experience Reduces Workload to the Remaining Teaching Staff of the Respondents

Responses	No. of Respondents	Percentage (%)
Strongly agree	150	50%
Agree	134	44.7%
Disagree	10	3.3%
Strongly disagree	6	2%
Total	300	100%

Source: field survey, 2017

From the table above 150 respondents equivalent to 50% have strongly agreed that teachers teaching experience reduces the workload to the remaining of the teaching staff in secondary schools, 134 respondents which are equivalent to 44.7% have agreed while 10 respondents have disagree and 6 respondents have strongly disagree that teachers teaching experience does not reduces the workload to the remaining teaching staff in secondary schools. Based on the forgoing presentation of the table above, 94.7% is the highest which implies that teachers teaching experience reduces the workload to the remaining of the teaching staff in secondary schools.

Table-2.12 Does Student Perform Well in Secondary School

Responses	No. of Respondents	Percentage (%)
Strongly agree	170	56.7%
Agree	120	40%
Disagree	6	2%
Strongly disagree	4	1.3%
Total	300	100%

Source: field survey, 2017.

The information on the table above showcased 170 respondents equivalent to 56.7% have strongly agreed that students performed well in secondary schools, 120 respondents which are equivalent to 40% have agree, 6

respondents equivalent to 2% have disagreed and 6 respondents that is equivalent to 1.3% have strongly disagreed that students does not performed well in secondary schools. This information indicates that 96.7% of the respondents has agreed that students performed well in secondary schools.

Table -1.13 Teachers Motivation Increase Student Academic Performance in Secondary School

Responses	No. of Respondents	Percentage (%)
Strongly agree	110	36.7%
Agree	120	40%
Disagree	40	13.3%
Strongly disagree	30	10%
Total	300	100%

Source: field survey, 2017

The result from the table above shows 110 respondents equivalent to 36.7% have strongly agreed that teacher's motivation increase students performance in secondary schools, 120 respondents which are equivalent to 40% have agreed, 40 respondents equivalent to 13.3% have strongly disagreed and 30 respondents equivalent to 10% have strongly disagree that teacher's motivation increase students performance in secondary schools. Therefore, the information indicates that 76.7% of the respondents have strongly agreed that teacher's motivation increase students performance in secondary schools.

3. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

The presentation, analysis and interpretation of this research work were based on the views of the respondents which were generated from the views of the respondents in the field survey. As was vindicated above, the presentations were basically on frequency table distribution (simple percentage). The research questions were presented based on the responses of the respondents of the study.

4. DISCUSSION OF FINDINGS

Based on the presentation and interpretation of the data of this study, it was revealed that Table -1. 2 have the highest number of male respondents who are the majority. Moreover, in table -1.3 which shows the age grade of the respondents, 46.7% is the highest percentage of the table, which vindicates that people who fall within the age of 15 -25 are the major respondents. Notwithstanding, qualification of the respondents was showcased in table -1.4 which the respondents with Bachelors are the major respondents of this research. While some of the studies above investigated the characteristics of teacher quality and distribution of teacher quality across schools and classrooms, others also tended to look at teacher characteristic variables (i.e. degree, certification, professional development, subject knowledge, etc.) separately. For example, these studies considered how many teachers had bachelor's degrees, or how many teachers had a major or minor in their subject area. Few studies attempted to combine teachers' characteristics in the process-product educational production function and teacher knowledge (content knowledge, pedagogical content knowledge (PCK) and curriculum knowledge) to estimate teachers' effects on students' achievements. It also indicates that the table -1. 5 with the respondent of 6 – 11 years and 21 - above years are the major response to this research. The result of table -1.6 analyses revealed that 94.7% of people have strongly agreed that the teacher's qualification affect student's academic performance in secondary school. This is due to the higher qualification attained by teacher and also learn on how to manage the classroom effective and efficiently. Moreover the knowledge gained and the experience makes the teacher to expose more and enhance his/ her teaching ability. The result of table -1.7 indicate that the 90.7% of respondent who are the major response to this research, this showed that teacher's years of experience affect student academic performance in secondary school in Jalingo Taraba State. This is because the more the teachers teach the more they get experience of teaching and students learned better in hand of experienced teachers as according to the result of Olatunde (2009) whose study on influence of teachers experience and students achievement revealed that students taught by more experienced teachers achieve higher level, because their teacher have master the content and acquired classroom management skills to deal with different classroom problems. The result of table -1.8 showcased based on this information 76.7% of the respondent have agreed that teacher gender affect student performance in secondary school in Jalingo Taraba State. This means that most of male student doesn't pay good attention while female teachers teach; because of the gender difference and it affect the academic performance of the students. The result of table -1.9 reveals that the 96.7% of the respondents has the highest percentage of the response that agrees with the research questions; this implies that teachers teaching method affect student's academic achievements. The ways teachers present the method of his/her teaching, lesson plan, teaching aids determine the students understanding and performance. Based on the result obtained from the table -1.10 reveals that the 98% of the respondents indicate that teacher's knowledge

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of subject matter affect student's academic performance in secondary schools. Other studies have sought to measure teachers' knowledge more directly by looking at teachers' performance on certification examinations or other tests of subject matter competence. By using findings from such measures, these studies implicitly assumed a relationship between teacher content knowledge as measured by such assessments and the kinds of teaching performances that produced improved student achievement. Studies using this approach typically found a positive effect of teacher knowledge, as measured by certification examinations or tests of subject matter competence, on student achievement. The teacher that has not mastered the subject matter has nothing to teach the learners. The knowledge of the subject and mastering of the contents is very paramount in teaching professions. Any professional teacher in teaching must have the ability to teach his/her subjects to the best of the knowledge. Based on the forgoing presentation the result obtained from table -1.11 indicates that 94.7% respondents has the highest response which implies that teachers teaching experience reduces the workload to the remaining of the teaching staff in secondary schools. It's always says experience is the greatest teacher when you have an experience teacher, as head teacher or an expert he/she uses the skills, knowledge potentials gain through experience to manipulates ways or divine a means of solving problem without much challenges when it arises. Based on the information obtained from table -1.12 the results show that 96.7% of the respondents have agreed that students performed well in secondary schools. This is also achieved when the schools have qualified and experience teachers to teach student with effective and efficient understanding that enhanced learning in any public schools. Notwithstanding, based on the result from table -1.13 the information indicates that 76.7% of the respondents have strongly agreed that teacher's motivation increase student's academic performance in secondary schools. Therefore, those that impart the needed knowledge or those that build and mold character must be motivated adequately because motivation is the key to performance and improvement. Hence it is believe that motivated teacher always complete the task set for him/her, even when such task or assignment is difficult or seem uninteresting.

5. CONCLUSION

Based on the findings of this study, the following conclusions are arrived at:

The professional qualifications of teachers significantly and positively influence the academic performances of their students. The higher the qualification of the teachers the better the student's academic performance in secondary schools. Teaching experience significantly influence academic performance of students. This finding revealed that students taught by more experienced teachers achieve higher level, because their teacher has master the content and acquired classroom management skills. The majority of secondary school teachers in Jalingo were professionally qualified; most of them had university degrees or a minimum of NCE. The ratio of teacher to students is also within acceptable range, but their teachings were not effective. The knowledge of subject matter also affects student's academic performance in secondary schools. Studies have sought to measure teachers' knowledge more directly by looking at teachers' performance in classroom settings. Teachers motivation increase student's academic performance in secondary schools. Therefore, those that impart the needed knowledge or those that build and mold character must be motivated adequately because motivation is the key to perform and improvement.

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