

Relationship between Teachers' Attributes and Students' Academic Performance in Public Senior Secondary Schools in Maiduguri, Metropolis, Borno State, Nigeria

***Dauda Aliyu¹, Mustapha Ali² & Mohammed Goni Tela³**

^{1, 2& 3}Department of Business Education School of vocational and Technical Education Ramat polytechnic Maiduguri Borno State Nigeria

Abstract: The study determined relationship between Teachers' Attributes and students' academic performance in public senior secondary schools in Maiduguri Metropolis, Borno State. Borno State Two objectives: were raised Qualification and academic performance of students in public secondary schools in Maiduguri Metropolis, Borno State, Nigeria; experience and students academic performance in public Secondary schools in Maiduguri Metropolis, Borno State, Nigeria; to guide the study. Two Hypotheses: were raised there is no significant relationship between teachers' qualification and Students' academic performance in public secondary schools in Maiduguri Metropolis, Borno State, Nigeria. there is no significant relationship between teachers experience and students' Academic performance in public secondary schools in Maiduguri Metropolis, Borno State, Nigeria; hypotheses were tested at 0.05 level of significance. The study used correlation Research design. The population of the study comprised of one thousand two hundred and thirty six (1236) teachers of all the sixteen public senior secondary schools. Teachers and(33,699) SS 3 students between (2014, 2015, 2016, 2017 and 2018) of public senior secondary Schools in Maiduguri Metropolis, Borno State. A simple random sampling technique was used to form a sample of teachers (495) and (13480) for the students' in WAEC results in five (5)based science subjects. Self develop questionnaires and profoma was used as instruments for data collection. Validity questionnaires index was be obtain To establish the reliability of the instrument. Chronbach's' Alpha statistical tool was used to test reliability of the instrument .Findings revealed that there was a significant positive relationship between teachers' qualification and students' academic performance in Public Senior Secondary Schools in Maiduguri Metropolis, Borno State, Nigeria. Another finding revealed that there was a significant positive relationship between teachers' experiences and students' academic performance in Public Senior Secondary Schools in Maiduguri Metropolis, Borno State, Nigeria. Based on the findings the study concluded that teachers' attributes affect the students' academic performance positively. This implies that teachers' attributes significantly affect the students' academic performance in Maiduguri Metropolis, Borno State, Nigeria. Based on the findings the study recommended that Government and Teaching Service Board should encourage and support teachers to obtain higher educational qualification as it found to be significant related to the students' academic performance. The Borno State Ministry of Education and Teaching Service Board should ensure that teachers with more experience are posted to higher classes since it is found to be significant related to the students' academic performance.

Keywords: Teachers' Attributes Students' Academic Performance

Introduction

Education is the spring board to socio-economic growth and development of every nation. It is a weapon for combating ignorance, poverty and disease, as a bridge between confusion and comprehension as a dam for conserving man's store of civilization and for generating the power to move to greater civilization as a rocket of transporting man from a state of intellectual subservience to state of intellectual sovereignty. The Federal Republic of Nigeria in the National Policy on Education (FGN 2014), stated that Education is one of the vital instruments for development in an' nation. Education has been accepted as the key to success in every society and an index for national development. Every educational system at every level

depends heavily on teachers for the execution of programme. Education is the pivot around which the development of the nation's economy revolves. It is the engine room that provides the input and resources into the nation's economy and higher education production systems.

Teachers are highly essential for successful operation of educational system and important tools for the educational development. Teachers at all level of education plays the decisive role in pivoting the growth and the direction of education. It is an acceptable fact that teacher is the most important pillar in the educational machine and that teachers are highly instrumental to success of any educational programme embarked upon by any government. This is because apart from being at the implementation level of any educational policy, the realization of these programmed also depend on teacher's dedication and commitment to their work Teaching and learning depend largely on teachers and it is on teacher's number, quality and devotion that rest the effectiveness of all educational arrangement, development and growth.

Teachers are vital pre-requisites for students' attainment of educational goals and objectives. The Federal Republic of Nigeria in the National Policy on Education (FRN, 2014) also recognized the importance of teachers by stating that no nation's educational system can be greater than the standard of their teachers. Therefore, teachers remain the major factor in any educational system and their quality of teaching is undoubtedly one of the most important factors shaping the teaching/learning and performance of students.

Teachers qualifications matters in terms of students, performance in a particular subject. The mastery of a subject is determined by the performance of the student in such a subject at a prescribed examination. Any interactive activity between a teacher and the students is expected to produce learning outcomes in the learners. When such an activity failed to produce a change in behavior (learning) in the learners, then, there is a problem. While on the other hand, Teacher's theories about teaching are being guided by their previous experience as learners and as teachers. The importance of experienced teachers in schools has been argued as being necessary for school effectiveness. This suggests that many experienced teachers might have left the school system probably as a result of better job prospect in other sectors of the economy. However, the desire by government to engage more teachers of long years standing is perhaps hampered by the high court of education.

The current situation in Borno State schools system reflects not enough teachers who areadequately trained in academic courses with experience in field of teaching. Despite that; the state has been receiving special interventions for educational development from Federal Government and other organizations, for example UBEC programme, UNICEF, UN support etc. but there is no provision for teachers professional development, motivation and promotion benefits; these reasons may lead to teachers lack of commitment towards their job and may consequently lead to low students academic performance. It is against this background that this study determined the relationship between teachers attributes and students academic performance in Maiduguri, Borno State, Nigeria.

Owolahi and Adedayo, (2012) studied on the effect of teacher's qualification on the performance of Senior Secondary School students. Survey type of descriptive research design was adopted. The sample for the study consisted of 100 Senior Secondary Schools students in Ekiti State and the teachers that prepared and presented the students in each school for 2009/2010 West African School Certificate Examination. The year's result summary for each

school was collated with the bio-data of their respective teachers. The data collated were analyzed using inferential statistics. The results revealed that students taught by teachers with higher qualifications performed better than those taught by teachers with lower qualifications. It was also showed that students performed better when taught by professional teachers.

Olayele, (2011) examined teacher qualification as predictor of academic performance of students in Osun State. The study used survey design in investigation of the perception of SS3 students on teachers' qualification in relation to students' academic performance. Using purposive sampling 16 secondary schools were selected (10 public and 6 private. and 100 SS3 students randomly drawn from each school. Sample size was 1600 students. Questionnaire tagged Teacher's qualification and Students' Academic Performance (TCSAP) was used to elicit information. Data were analyzed using percentage. Pearson Product Moment Correlation and Chi-square to test the hypotheses. Findings revealed that students' academic performance correlate positively and significantly depending on teachers' attitude to teaching, qualification and experience, knowledge of subject matter and teaching skills.

Raila and Sanders, (2002) investigated influence of teachers teaching experience on the academic performance of public secondary school students in Ado-Odo'Ota Local Government Area in Ogun State. The study adopted descriptive research design. Population of the study comprised all the 31 Senior Secondary Schools in the selected two local government areas. A sample of 20 Schools was drawn from the population through the process of simple random sampling technique, made up of 14 schools in Ado-Odo/Ota, and 6 schools in Ifo Local Government Areas. Inventor schedule was the instrument used for data collection. 400 questionnaires, 20 questionnaires per school were administered. 388 (97%) questionnaires were returned. Their responses were analyzed through content analysis. The regression analysis and t-test were used to test hypotheses generated for the study at 0.05 alpha levels. Findings reveal that teachers' teaching experience has significant effect on students' academic performance as measured by their performance in the SSCE examinations and as perceived by the respondents. Schools having more teachers with above 10 years teaching experience achieved better results than schools having more teachers with 10 years and below teaching experience.

The researcher observed that students' academic performance is low in recent years. WAEC results of the years 2014, 2015, 2016, 2017 and 2018 indicated that students' academic performance is below average because in 2014 out of 31,083 candidates sat for examination only 4860 have five credits with English and Maths, in 2015, out of 15,903 students only 5,347 have five credit with English and Maths, in 2016 out of 14,514 candidates only 6,835 had five credit with English and Maths, in 2017 out of 28,006, 52% scored five credit including major subjects and for the year 2018 out of 34,3386 only 20.64% Scored five credit including English and Math. It is against this background that this study examined the relationship between teachers attributes and students academic performance in Maiduguri, Borno State, Nigeria.

MATERIALS AND METHODS

This study was correlational research design. This design was suitable to determine the relationship between teachers attributes and students academic performance in public senior secondary schools in Maiduguri Metropolis. Correlational research design was used in obtaining information related to the degree of relationship between two or more variables (Kerlinger & Lee, 2000, Cohen and Manion, (2009) This design was relevant to this study as teacher's attributes was correlated with the academic performance of the students..The target population for this study was

consisting of both teachers and students of senior secondary schools within Maiduguri Metropolis. Sixteen senior secondary schools were purposively select. The 16 schools purposively selected had 1,236 teachers and 33, 699 SSS III WEAC results were used for the study who graduated between 2014, 2015, 2016, 2017 and 2018. The sample size for this study was presented in table 3.1 below.

Table 1: Population and sample of teachers and SS III students in Maiduguri Metropolis

Study Area	No. of teacher	Sample size 40%	No.of students	Sample size 40%
Maiduguri Metropolis	1,236	495	33,699	13,480

Source: Borno State Ministry of Education, 2022.

40% of the 16 secondary schools will be 495 teaching staff and 13,480 SS III students within Maiduguri Metropolis. This implies that the larger the sample size, the more representative of the population it accommodates and the more reliable and valued the result will become. Simple random sampling techniques was use to ensure that certain group in the population presented in proportion to their numbers and appropriate in correlational studies that require between variables.

Research Instruments

Two research instruments were used for collecting data in this study. Questionnaire and pro-forma. A self developed questionnaire was designed by the researcher, which were used to collect the responses from teachers on the relationship between teachers' attributes and students' academic performance in WAEC in the year 2014 2015, 2016, 2017 and 2018 in the sixteen (16) public senior secondary schools in Maiduguri Metropolis, Borno State. Section A: was on demographic information of respondents. Section B was teachers' qualification and Teachers' experience.

Procedure for Data Collection

The researcher obtained a letter of introduction from the office of the Head of Department, Department of Education, University of Maiduguri; the researcher covered all the 16 schools selected. This method was preferred, because it afforded the researcher in higher percentage return of completed questionnaire. The students' academic performance pro-forma was obtained from Borno State Educational Resource Center Maiduguri, Borno State.

Method of Data Analysis

Data collected and analyzed using Pearson Product Moment Correlation (PPMC)at 0.05 level of significance.

Results and Discussion

H₀₁: There is no significant relationship between teachers' qualification and students' academic performance in Public Senior Secondary Schools in Maiduguri Metropolis, Borno State Nigeria.

Table 2 Relationship Between Relationship Between Teachers’ qualification and Students’ Academic Performance in Public Senior Secondary Schools in Maiduguri Metropolis, Borno State, Nigeria.

Variables	N	Mean	SD	r-Value	P-Level	Remarks Decision
Teachers Qualification	495	3.9057	2.18329	0.167	0.001	S
Students Academic Achievement	495	42.9434	5.18152			

Keys: S=Significant

The results of the Pearson correlation from table 2 indicated that there was a significant positive association between teachers qualification and students’ academic performance, ($r(495) = .167, p = .001$). This means that there was a significant positive relationship between teachers’ qualification and students’ academic performance in Public Senior Secondary Schools in Maiduguri Metropolis, Borno State, Nigeria.

Ho₂: There is no significant relationship between teachers’ experiences and students’ academic performance in Public Senior Secondary Schools in Maiduguri Metropolis, Borno State, Nigeria.

Table 3 Relationship Between Teachers’ Experiences and Students’ Academic Performance in Public Senior Secondary Schools in Maiduguri Metropolis, Borno State, Nigeria.

Variables	N	Mean	SD	r-Value	P-Level	Remark Decision
Teachers Experiences	495	42.9434	5.18152	0.93	0.73	S
Students Academic Achievement	495	4.3261	1.51527			

Keys: S=Significant

The results of the Pearson correlation from table 3 indicated that there was a significant positive association between teachers experience and students’ academic performance, ($r(495) = .093, p = .005$). This means that there was a significant positive relationship between teachers experience and students’ academic performance in Public Senior Secondary Schools in Maiduguri Metropolis, Borno State, Nigeria.

Summary of Findings

The findings of the study revealed the following;

1. There was a significant positive relationship between teachers’ qualification and students’ academic performance in Public Senior Secondary Schools in Maiduguri Metropolis, Borno State, Nigeria.
2. There was a significant positive relationship between teachers’ experiences and students’ academic performance in Public Senior Secondary Schools in Maiduguri Metropolis, Borno State, Nigeria.

Discussion

The findings of this study with respect to relationship between teachers' qualification and students' academic performance in Public Senior Secondary Schools in Maiduguri Metropolis, Borno State revealed positive significant relationship between the variables. This finding is in agreement with the Owolahi and Adedayo, (2012) who found that students taught by teachers with higher qualifications performed better than those taught by teachers with lower qualifications. It was also showed that students performed better when taught by professional teachers. Olayele, (2011) study was also in agreement with finding of this who found that students' academic performance correlate positively and significantly depending on teachers' attitude to teaching, qualification and experience, knowledge of subject matter and teaching skills. The finding is in consonance with the finding of Zakariya, (2011) whose results revealed that a significant difference existed in the performance of students taught English language by professional and experienced teachers. The finding of this study was in disagreement with the finding of Gerald, Augustine and Weller, (2013) who found that teachers' age, gender, professional qualifications and teaching experience were not significantly related to academic achievement. Teacher's job group had significant and positive effect with students' academic achievement in secondary schools.

The result of the hypothesis two which determined the relationship between teachers' experiences and students' academic performance in Public Senior Secondary Schools in Maiduguri Metropolis, Borno State, Nigeria revealed positive significant relationship between the variables. The finding is in agreement with the finding of Akpo, (2012) who found that teaching experience, subject specialization, standards-based professional development, standard-based classroom activities, and classroom management beliefs are related to students' academic achievement in Junior Secondary Certificate Examination results. The finding of this study is also in agreement with the study conducted by Ngozi, Ebere and Loreta, (2016) revealed that teaching experience, qualifications, interpersonal relationship with students and knowledge of subject matter influenced positively the students' achievement.

Conclusion and policy Recommendations

Based on the findings of this study, it was concluded that teachers' attributes affect the students' academic performance positively. This implies that teachers' attributes significantly affect the students' academic performance in Maiduguri Metropolis, Borno State, Nigeria.

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

1. Borno State Government and Teaching Service Board should encourage and support teachers to obtain higher educational qualification as it found to be significant related to the students' academic performance.
2. The Borno State Ministry of Education and Teaching Service Board should ensure that teachers with more experience are posted to higher classes since it is found to be significant related to the students' academic performance.

REFERENCES

- Akpo, A. (2012). Relationship between qualified teachers and students' academic achievement in Osun state: *Florida Journal of Educational Administration and Policy*. 3(2), 45-48.
- Cohen, L. & Manion, C. (2009). *Research Method in Education (6th edition)*: Routledge Taylor and Francis Company.
- Daso, A. (2013). Effect of teachers' qualifications on performance in further mathematics among secondary students. *Journal of Mathematical Theory and Modeling*. 3(11), 140-146.
- Federal Government of Nigeria (2014). National Policy on Education: Abuja. retrieved from <http://urb-counseling.buffal/edu.sh/tml>. on 3 - 11 – 2019.
- Gerald, N.K., Augustine, M.K. & Weller, L.N. (2013). Teacher factors influencing students' academic achievement in secondary schools in Nyandarua County Kenya: *International Journal of Education and Research*. 1(3). Retrieved from www.ijern.com
- Kerlinger, F. N. & Lee, H. B. (2000). *Foundation of Behaviour Research*: New York: Harcourt College Publishers.
- Ngozi, O., Ebere, I. & Loretta, N.N. (2016). Influence of teachers' characteristics on Academic Achievement of secondary school in Biology Students: *British Journal of Science*. 13(2), 46-56.
- Olaleye, F.O. (2011). Teachers characteristics as predictor of academic performance of students in secondary schools in Osun State: *Nigeria European Journal of Education Studies*. 3(3), 505-511.
- Owolahi, K. B. & Adedayo, O. (2012). Teacher quality as determinant of students' academic performance in secondary schools in Edo south senatorial district of Nigeria. *British Journal of Education*, 5(13), 19-30.
- Raila, K. & Sanders, O. (2002). Teacher quality as determinant of students' academic performance in secondary schools in Edo south senatorial district of Nigeria. *British Journal of Education*, 5(13), 19-30.
- Wanyonyi, S (2010). Teacher quality and students' performance: Value-added research and assessment centre, Washington D.C U.S.A.
- Zakariya, L. (2011). Impact of teachers' qualification and experience on the performance of students in college of education Kaduna state, Nigeria: *Journal of quality in Higher Education*. 3(2), 52-61.