



doi 10.5281/zenodo.10822731

Vol. 07 Issue 02 Feb - 2024

Manuscript ID: #01255

TEACHERS' QUALITY AND SCHOOL EFFECTIVENESS AS DETERMINANTS OF SECONDARY SCHOOL STUDENTS' ACADEMIC PERFORMANCE IN OGIDI EDUCATION ZONE OF ANAMBRA STATE

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Abstract

The study examined teachers' quality and school effectiveness as determinants of secondary school students' academic performance in Ogidi education zone of Anambra state. Two research questions and two null hypotheses guided. The correlational survey research design was adopted. The population of the study comprised of 3,722 SS3 students of the education zone. A total of 372 respondents were randomly selected from the population of the study, given a 10% of the entire population. A structured questionnaire titled Teachers' Quality and School Effectiveness as Determinants of Secondary School Students' Academic Performance (TQSEDSSAPQ) was used in collection of data. Pearson Product Moment Correlation Co-Efficient Analysis method was used in determining the reliability coefficients of the instrument which gave a coefficient of 0.77 which was considered high enough and reliable for the instrument. Pearson Product Moment Correlation Coefficient (r) was used to answer the research questions while the hypotheses were tested at 0.05 level of significance with simple linear regression. The result of the study showed among others that there is positive relationship between teachers' knowledge ability and students' academic performance in public secondary schools in Ogidi Education Zone of Anambra State. Based on the findings, the study recommended among others; government should invest in the training and development of teachers to improve the quality of teaching in secondary schools. This can be achieved by providing opportunities for teachers to attend professional development programs, workshops, and conferences.

INTRODUCTION

BACKGROUND OF THE STUDY

Academic performance is a broad concept that refers to the level of achievement attained by students in their educational pursuits. It can be measured through various means such as grades, test scores, participation in extracurricular activities, and attendance (Gouvêa et al, 2018). Academic performance is an important aspect of education, as it serves as an indicator of the quality of education that students receive and their potential for success in their future careers. Academic performance refers to the ability of students to demonstrate knowledge and skills acquired through various learning processes, including formal education. It is a critical aspect of student development and an essential factor in determining future success in higher education and career prospects. Academic performance is often measured using standardized assessments, course grades, and other metrics. Chikendu (2019) explained that factors that can affect academic performance include individual characteristics, environmental factors, and educational practices. In recent years, there has been an increasing focus on enhancing academic performance through innovative approaches to learning and teaching.

Several studies have examined the factors that contribute to academic performance. For instance, a study by Gouvêa et al (2018) found that factors such as self-efficacy, motivation, and study habits are positively associated with academic performance. Similarly, Akinbobola and Akinnubi (2019) found that classroom environment, teaching methods, and teacher quality significantly influence academic performance. Another study by Brinkman, Morrison, and Fauth (2018) found that social-emotional skills, such as self-control and social competence, play a crucial role in academic achievement.

Despite these findings, academic performance remains a complex and multifaceted issue. This makes it very essential for schools to ensure that they employ qualified teachers. Teachers' quality is an important factor that has been identified to have significant impacts on the quality of education and the learning outcomes of students. In recent years, there has been a growing interest in understanding the determinants of teachers' quality, and how it can be enhanced to improve the quality of education. Some of the teachers' qualities include Knowledgeable, Passionate, and Creative (Brooms, 2022).

Knowledgeable: Good teachers are knowledgeable and have a deep understanding of the subject they are teaching.

Passionate: The best teachers are passionate about their subject matter and are excited to share their knowledge with their students.

Creative: Great teachers are creative and come up with innovative ways to engage their students in the learning process.

Several studies have been conducted to investigate the factors that influence teachers' quality and the effectiveness of various interventions aimed at improving teachers' quality. Some of the key determinants of teacher quality factors according to Adeniyi et al (2014:3) are teachers' experience, qualification, motivation, teachers' interest, teaching techniques and classroom control ability. Research has consistently shown that teachers with higher levels of education and training tend to be more effective in promoting student learning and achievement (Hanushek et al., 2018). In addition, teacher preparation programs that provide opportunities for practical classroom experience and ongoing professional development have been shown to be effective in enhancing teachers' quality (Darling-Hammond, 2020).

Another important factor that affects teachers' quality is their experience. Teachers who have been teaching for a longer period tend to be more effective in promoting student learning and achievement compared to novice teachers (Rockoff, 2018). Teachers' quality is also influenced by their motivation, beliefs, and attitudes towards teaching (Ikeora, 2022). Teachers who are intrinsically

motivated to teach and who have positive attitudes towards teaching tend to be more effective in promoting student learning and achievement (Guo & Darling-Hammond, 2020). More so, teachers who hold high expectations for their students and who believe that all students can learn tend to be more effective in promoting student learning and achievement.

Also, for good academic achievement to be recorded in schools there is need for school effectiveness. School effectiveness is an important area of research in education. It refers to the ability of a school to provide high-quality education and promote positive outcomes for its students. Some of the factors that make school to be effective include Student engagement, Social and emotional learning, and Equity and inclusion (Ezenwagu, 2021).

Both teachers' quality and school effectiveness are very essential factors in secondary schools. There is evidence to suggest that teacher quality and school effectiveness are interrelated. Schools with high-quality teachers tend to be more effective in promoting positive outcomes for student. Teacher's quality had a significant positive effect on school effectiveness. Furthermore, student motivation has been found to be an important factor in determining the relationship between teacher quality, school effectiveness, and academic performance. Students who are motivated to learn tend to perform better academically.

. However, in many schools today, it seems that attention is barely given to teachers quality and school effectiveness. This is as a result of the fact that nobody cares to know the level of performance of the students in these schools. This has continuously been affecting the quality of students that are being graduated from secondary schools. This therefore, necessitates a research on the teachers' quality and school effectiveness as determinants of secondary school students' academic performance in Ogidi Education Zone of Anambra State.

Statement of the Problem

The quality of education and academic performance of secondary school students is a crucial issue that affects the development of individuals, communities, and nations. Despite the efforts made by governments, educators, and stakeholders to improve the quality of education proves abortive. Most secondary school students still perform poorly in academic tests and examinations. This poor academic performance is often attributed to various factors such as poverty, lack of resources, and inadequate teaching methods. However, the role of teacher quality and school effectiveness in improving student academic performance may have not been extensively explored in the context of secondary education. Secondary schools in Anambra state, especially in Ogidi Education zone, has continuously been facing poor academic achievement in the recent time, without proper attention being given to it. This may have been caused by different factors, mostly teachers' quality and school effectiveness. This calls for an investigation on how the qualifications, experience, and teaching methods of teachers, as well as the school climate, leadership, and resources, may impact the academic performance of secondary school students. The present study therefore, attempts to examine teachers' quality and school effectiveness as determinants of secondary school students' academic performance in Ogidi Education Zone of Anambra State.

Purpose of the Study

The main purpose of the study is to examine teachers' quality and school effectiveness as determinants of secondary school students' academic performance in Ogidi Education Zone of Anambra State. Specifically, the study intends to:

1. Investigate the relationship between teachers' knowledgeable and secondary school students' academic performance in Ogidi Education Zone of Anambra State.

2. Examine the relationship between teachers' creativity and secondary school students' academic performance in Ogidi Education Zone of Anambra State.

Significance of the Study

The study has both theoretical and practical significance. Theoretically, the study was anchored on Social Cognitive Theory (SCT) proposed by Albert Bandura in the late 1970s. It is based on the idea that learning occurs through observation, imitation, and modeling, and that behavior is shaped by the interaction between personal, behavioral, and environmental factors. SCT emphasizes the role of cognitive processes, such as attention, memory, and motivation, in learning and behavior. Social Cognitive Theory (SCT) can be applied to explore the relationship between teachers' quality, school effectiveness, and secondary school students' academic performance in Ogidi Education Zone

Practically, the study would benefit various stakeholders in the education sector, including schools, teachers, government, students, and future researchers, in the following ways: Schools and teachers can benefit from the study by gaining insights into the factors that contribute to teaching quality and school effectiveness, and the challenges they face in improving these factors. The study will provide practical recommendations for improving teaching quality and school effectiveness, which can ultimately lead to improved academic performance of students.

The government would benefit from the study by using its findings to inform policy decisions and resource allocation in the education sector. The study will help the government prioritize areas that require attention and investment, in order to improve teaching quality and school effectiveness and enhance students' academic performance.

Scope of the Study

The study is delimited to teachers' quality and school effectiveness as determinants of secondary school students' academic performance. The area the study would cover is Ogidi Education Zone of Anambra State. The study would attempt to investigate the relationship between the quality of teaching and secondary school students' academic performance, examine the relationship between school effectiveness and secondary school students' academic performance, explore the factors that contribute to the quality of teaching and school effectiveness in secondary schools, and identify the challenges that teachers and schools face in improving the quality of teaching and school effectiveness.

Research Questions

1. What is the relationship between teachers' knowledgeability and secondary school students' academic performance in Ogidi Education Zone of Anambra State?
2. What is the relationship between teachers' creativity and secondary school students' academic performance in Ogidi Education Zone of Anambra State?

Hypotheses

The following null hypotheses were formulated and would be tested at .05 level of significance

1. There is no significant relationship between teachers' knowledgeability and secondary school students' academic performance in Ogidi Education Zone of Anambra State.
2. There is no significant relationship between teachers' creativity and secondary school students' academic performance in Ogidi Education Zone of Anambra State.

Population of the Study

The population of the study comprised 3,722 SS3 students of the education zone. Source: Post Primary Schools Service Commission, Ogidi (PPSSC) January, 2023.

Sample and Sampling Technique

The sampling technique adopted was simple random sampling technique. According to Obi et al (2023: 92), simple random sampling is one in which each element in the population has an equal and independent chance of being included in the sample. Hence, a total of 372 respondents were randomly selected from the population of the study, given a 10% of the entire population.

Instrument for Data Collection

The instrument for gathering data in this study was a self-structured questionnaire tagged Teachers' Quality and School Effectiveness as Determinants of Secondary School Students' Academic Performance (TQSEDSSAPQ). The instrument was divided into two sections, namely section A and section B. Section A comprised the demographic data of the respondents while section B presented the indices of each hypothesis that was subjected to statistical test. A four point Likert scale was used in weighting the responses from the sample subjects as follows:

Strongly Agree = 4 points, Agree = 3 points, Disagree = 2 points and Strongly Disagree = 1 point. 372 questionnaires were shared to the respondent, and it was discovered during the time of collection that 33 were wrongly filled while 23 were missing, leaving us with 317 valid ones.

Method of Data Collection

The researcher distributed the questionnaire personally with the help of three research assistants who were teachers in the sampled schools, and there was face to face interaction with the respondents. This was to ensure a high return of completed questionnaire. The distribution and retrieval of the instrument was intended to last for a period of three weeks.

Method of Data Analysis

The research questions were answered with Pearson Product Moment Correlation Coefficient (r). The hypotheses were tested at .05 level of significance with simple linear regression. The p-value was used to determine the significance of dependent variables in all hypotheses. The decision rule was: a null hypothesis was not upheld where the calculated p-value was less than the stipulated level of significance (p-value <.05). The reverse is the case where the calculated p-value is greater than the stipulated level of significance (p-value >.05). All analysis was carried out using Statistical Package for Social Science (SPSS) Version 25.

PRESENTATION AND ANALYSIS OF DATA

This chapter presented the analysis of the data collected from the respondents. The presentation of results for the research questions precedes the presentation of the results for the hypotheses. A summary of the major findings were presented at the end of this chapter.

Research Question 1: What is the relationship between teachers' knowledgeability and secondary school students' academic performance in Ogidi Education Zone of Anambra State?

Table 1: Pearson r on teachers' knowledgeability and students' academic performance in Ogidi Education Zone of Anambra State

Variables	*N	Teachers' Knowledge ability	Academic performance	Remarks
Teachers' knowledge ability	317	1.00	.903	High
Academic performance	317	.903	1.00	

The results on table 1 of the Pearson's Correlation Coefficient (r) of teachers' knowledgeability as shown above indicated that teachers' knowledgeability has a high influence on students' academic performance in public secondary schools in Ogidi Education Zone, Anambra State. The Pearson's correlation coefficient(r) .903 revealed that there is positive influence of teachers' knowledgeability on students' academic performance in public secondary schools in Ogidi Education Zone. This is an indication that a unit increase in teachers' knowledgeability(from low = 0 to High = 1) leads to .903 increase in students' academic performance in public secondary schools in Ogidi Education Zone of Anambra state.

Research Question 2: What is the relationship between teachers' creativity and secondary school students' academic performance in Ogidi Education Zone of Anambra State?

Table 2: Pearson r on teachers' creativity and students' academic performance in Ogidi Education Zone of Anambra State

Variables	N	Teachers' Creativity	Academic performance	Remarks
Teachers' Creativity	317	1.00	.796	High
Students' academic performance	317	.796	1.00	

The summary of Pearson's correlation coefficient (r) as shown on Table 2 indicates that there is high influence of teachers' creativity on Students' academic performance in public secondary schools in Ogidi Education Zone. This is shown by the correlation coefficient (r= .796) that shows a positive influence of teachers' creativity on Students' academic performance in public secondary schools in Ogidi Education Zone.

Hypothesis 1: There is no significant relationship between teachers' knowledgeability and secondary school students' academic performance in Ogidi Education Zone of Anambra State.

Test of Significance of Simple Regression Analysis of the relationship between teachers' knowledgeability and students' academic performance in Ogidi Education Zone of Anambra State

Variables	R	R Square	Adjusted R Square	Std. Error of the Estimate	F-value	P-value	Remarks
Teachers' knowledgeability	.903 ^a	.771	.767	7.829	248.457	.000 ^b	Sig.

As shown on table 5, the results of the simple regression analysis in the test of hypothesis 1 showed that the p-value (.000) is less than .05. Thus, the null hypothesis was not upheld while the alternative hypothesis was upheld. This signifies that there is significant relationship between teachers' knowledgeability and students' academic performance in public secondary schools in Ogidi Education Zone. More so, the R square value was .771, which also indicated that teachers' knowledgeability significantly contributes 77.1% of students' academic performance in public secondary schools in Ogidi Education Zone.

Hypothesis 2: There is no significant relationship between teachers' creativity and secondary school students' academic performance in Ogidi Education Zone.

Test of Significance of Simple Regression Analysis of the relationship between teachers' creativity on students' academic performance in Ogidi Education Zone

Variables	R	R Square	Adjusted R Square	Std. Error of the Estimate	F-value	P-value	Remarks
Teachers' creativity	.796 ^a	.808	.805	7.165	310.937	.001 ^b	Sig.

The results on table 6 of the test of hypothesis two showed that the p-value (0.001) is less than 0.05. Thus, the null hypothesis was not upheld while the alternative hypothesis was upheld. This shows that there is significant relationship between teachers' creativity and students' academic performance in public secondary schools in Ogidi Education Zone. More so, the R square value was .808, which also indicated that the creativity of teachers in public secondary schools significantly contributes 80.8% of students' academic performance in public secondary schools in Ogidi Education Zone.

Summary of Major Findings

Based on the analysis of data presented, the following findings emerged:

1. There is positive relationship between teachers' knowledgeability and students' academic performance in public secondary schools in Ogidi Education Zone of Anambra State.
2. There is high relationship between teachers' creativity and students' academic performance in public secondary schools in Ogidi Education Zone of Anambra State.
3. There is high relationship between student engagement and students' academic performance in public secondary schools in Ogidi Education Zone of Anambra State.
4. There is high relationship between social and emotional learning and secondary school students' academic performance in Ogidi Education Zone of Anambra State
5. There is significant relationship between teachers' knowledgeability and students' academic performance in public secondary schools in Ogidi Education Zone of Anambra State

6. There is significant relationship between teachers' creativity and secondary school students' academic performance in Ogidi Education Zone of Anambra State

Discussion of Findings

Based on the result of the analysis presented in chapter four, the discussions of some findings of the result were made.

Positive relationship between teachers' knowledgeability and students' academic performance in public secondary schools

Findings from the study as shown on table 1 indicated that there is relationship between teachers' knowledgeability and students' academic performance in public secondary schools in Ogidi Education Zone. These include that teachers with extensive knowledge are better equipped to design and deliver high-quality instruction, teachers who are knowledgeable can present their teaching in a more exciting and engaging way, they can guide students towards more meaningful and deeper learning, they can challenge students to think critically and solve problems more effectively, and they can design more effective assessments that measure students' understanding of the material more accurately. This is supported by Oluwatoyin (2018) who noted that teachers who are equipped with quality knowledge would help the students to achieve good academic performance because they will ensure that they transferred quality to the students.

High relationship between teachers' creativity and students' academic performance in public secondary schools in Ogidi Education Zone

From research question 2: What is the relationship between teachers' creativity and secondary school students' academic performance? It was found that there is high relationship between teachers' creativity and students' academic performance in public secondary schools in Ogidi Education Zone. These can be deduced from the fact that teachers can capture students' interest and attention, leading to increased engagement and participation in the learning process; Creative teaching methods can encourage students to approach learning in new and innovative ways; They can help students develop critical thinking and problem-solving skills; and Their creative teaching methods can be tailored to meet the individual learning needs of students. This idea is supported by Chikendu (2019), who maintained that being creative as a teacher contributes to quality of teaching which helps to ensure quality of academic achievement of the students. Rabbitt and Sparks (2020) also supported the findings by saying that students with higher cognitive ability tend to perform better academically, as they are able to learn new information more quickly and effectively.

Conclusion

The study was centered on the teachers' quality and school effectiveness as determinants of secondary school students' academic performance in Ogidi Education Zone of Anambra State. The quality of teachers and school effectiveness has been identified as important determinants of secondary school students' academic performance in the Ogidi Education Zone of Anambra State. The study found that students' academic performance is positively influenced by the quality of teachers and school effectiveness in the zone. The findings of this study suggested that efforts should be made to improve the quality of teachers in secondary schools and enhance school effectiveness to improve students' academic performance.

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