

# **TEACHER QUALITY AND STUDENTS ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN AFIKPO EDUCATION ZONE OF EBONYI STATE NIGERIA**

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## **Abstract**

The study assessed the influence of teacher quality on students' academic performance in Afikpo Education zone. It is a descriptive survey. A sample of 190 principals and vice principals was drawn as sample from a population of 1900 teachers. A 2 part 20 item, 4 point scale instrument known as teacher quality and students' academic performance questionnaire (TQASAPQ) was used to generate answers to two research questions and two hypothesis. The TQASAPQ was validated by the HOD of Education Foundation, Ebonyi State College of Education and two colleagues in the department and a reliability of 0.69 was obtained using the Crombach Alpha Correlation method. The instrument was administered through the help of all the principals who were adequately briefed on the rediments of the study. Mean and Z-test statistics were used to answer the research questions and test the hypotheses at 0.05 level of significance respectively. Findings among others revealed that all the variable in the items are the influence of qualitative instructors and good evaluators, on students' academic performance. It was recommended that government should endeavor to provide necessary facilities and teaching resources to the schools in order to improve teachers' commitment to their work which enhances productivity as well as principals establishing good instructional programs to ensure effective teaching and learning in the schools.

**Key words:** Teacher Quality, Academic Performance, Evaluation Instruction, Principals and Vice Principals.

## **Background to the Study**

Education is globally accepted as the most viable tool for sustainable human development. It is equally an indispensable tool for enhancing economic growth and national development. Education is seen as the cornerstone of every development, forming the basis for literacy, skill acquisition, technological advancement as well as the ability to harness the national resources of the state.

According to Nwogbo, (2007) who maintained that the issue of quality education has been receiving a great deal of attention in the society in recent times as parents and other stakeholders have been clamoring for qualitative education in the society.

Obike (2003) maintains that education consumes a lot of public revenue and therefore it is important to note that those who manage schools should be accountable to the stakeholders as the products and their quality is part of that accountability.

Education impacted through quality instruction is not only for good grades but also for the acquisition of the right values, skills and competence to make an individual a useful member of the society. For education to achieve these objectives, it must be of high quality which as Nwangwu (2000) opined should not only consist of passing examination, (which is usually priority) but should also include the acquisition of skills (in the cognitive, affective and psychomotor domains) through improved school ability to facilitate and support the work of teachers and students.

Secondary education is a very critical level of the Formal Educational System, this is because it is the bedrock on which higher education is built as the foundation of whatever a child is to become in life academically is laid here.

In Afikpo Education Zone, for instance, the quality of secondary school leavers has continued to deteriorate. Students look for dubious means of passing their examination as failure to perform successfully in examination demoralizes all and sundry, especially students. It is the craving to succeed and avoid the frustration and embarrassment associated with failure that makes students engage in examination malpractice which have threatened the foundation of our educational system (Ijaiya, 2004).

Among the causes of examination malpractice are poor condition of services for teachers, inadequate teaching and learning facilities and the quality of teachers

involved in instruction delivery and to improve on these and it involves quality delivery of instructions, good evaluation techniques, instructional materials, because no educational system can size above the quality of its teachers (FRN, 2004).

The teacher is the pivot of the education process and can make or mar the best educational programme in the world. Education therefore is what teachers make of it. Thus, competent, devoted and professionally qualified teachers are essential elements in the foundation of a good education system.

In other words, the attainment of national objectives in education is to prepare the students adequately for their external examinations and their skill acquisition which depends largely on the teachers and their activities in instruction delivery.

The importance of teachers quality is also who by the national academic (2007) in web information on the study of teaches preparation programme. “Teacher quality is widely recognized by policy-makers, practitioners and researcher alike to be the most powerful school-related influence on a child’s academic performance.

The teacher is the crucial driving force for the effectiveness and efficiency of the school system. According to Combs (2008), aside from the students teachers are the crucial inputs of an educational system. The quality of teachers this exert great influence on the quality of teachers as an essential indicator in the measurement of the efficiency of the school system. Otutola (2009), found out that there is a positive relationship between teachers’ qualification and students’ academic achievement.

Another indicator of teachers’ quality is teachers’ experience. If teacher learning accumulates with longer years of teaching practice, experienced teachers should be more effective than novice teachers in improving students’ achievement. Many empirical studies have indeed shown a significant and positive relationship between number of years and students’ achievement (Rice, 2003).

Evidence abounds to show that many school leavers lack of skill development of making relevant judgment, ability to thank effectively, lack good morals, lack judgment attitudes, cannot communicate clearly their thoughts, not competent enough etc. (UNESCO, 2010).

There are pointers to problem of qualitative education and raise the question of whether quality instruction, good morals education, good evaluation, good instructional materials, instructional techniques and student-teacher interaction are given to students. Also one wonders if the stakeholders in education are doing what is expected of them (Nwogbo, 2007).

There is need therefore to examine the various ways by which our secondary school teachers can be kept abreast of time and this improve on their quality. It is against this background that this study assessed the quality of instruments and how they influence the academic performance of students in Afikpo Education zone.

### **Statement of the Problem**

There is persistent outcry from Education stakeholders, parents and concerned individual about poor provision of facilities that provide essential services for teaching and learning as well as their utilization. The genuineness of the outcry is depicted by the progressive poor performance of students in examination, lack of skills inability to think critically, lack of good morals, lack of development attitudes, indispensable attitudes, not competent enough, poor in reading and writing, poor in behavior and performance after school etc.

Although several attempts have been made at improving teacher quality and teaching facilities. These effort have not been proportionately reflected in students overall performance like passing examinations, thinking critically, developing good skills, good moral training etc. (Jimoh, 2008).

The specific problem of the study centres around accessing the quality of instruction and its influence on academic performance of students in Afikpo Education zone of Ebonyi State.

### **Purpose of the Study**

The general purpose of the study was to access the influence of teacher quality on students' academic performance.

However, it was specifically designed to:

1. Access the quality of instruction done by teachers.
2. Access the quality of evaluation done by teachers.

### **Justification for the Study**

The finding of the study could be of immense benefit to education planners, policy makers, teachers, school administrators and future researchers.

highlightening some basic but apparently neglected educating services such as education resources center services, in- service training, library services, computer services and internal supervision of instructors.

Again it will guide educational planning on the provision of educational services that may improve the quality of secondary school teachers.

The suggestion of these study may positively assist teachers and schools administrator to re-examine the educational services that are available to them and identify the services which are essentials for quality teaching and learning.

The finding of the study may also be of useful reference material for researcher who might be interested in conducting similar studies elsewhere.

Furthermore, the study places much emphasis on the fact that teachers should be academically, physically, and intellectually sound to be able to produce quality studies which the nations need in this millennium.

### **Scope of the Study**

The study was restricted to public secondary schools in Afikpo education zone of Ebonyi State. In terms of content, the study was limited to determine the extent to which teachers in Afikpo Education zone of Ebonyi State provide qualitative instruction to students determining the extent teachers and at good evaluation of students.

### **Research Questions**

The following research questions was posed to guide the study.

1. To what extent do teachers provide qualitative instruction to students?
2. To what extent do teachers do qualitative evaluation of students learning?

### **Research Hypothesis**

The following null hypothesis was formulated to guide the study.

1. There is no significance difference between the mean rating score of principals and vice principals on the quality of instruction teacher give to students.
2. There is no significance difference between mean rating score of principals and vice principals and quality of education of learning outcomes done by teachers.

### **Methodology**

#### **Research Design**

The study adopt a descriptive survey research design. Descriptive survey was used because there was collections, analysis and interpretation of data without manipulation of any variable.

#### **Area of the study**

The study was conducted in Afikpo Education Zone of Ebonyi State. Ebonyi state is the south east geographical zone of Nigeria. It is the only area where salt is explored in Nigeria and produced. Afikpo Education Zone is made up of farmers, traders, artisans and small population of civil servant.

### **Population of the Study**

The population of the study was made up of all the principal and vice principal in the public secondary school in Afikpo Education zone (AEZ) of Ebonyi State. There are ninety five (95) public secondary school and that is ninety five (95) principal and ninety five vice principals.

### **Sample and Sampling Techniques**

The study adopt purposive sampling techniques because of the smallness of the population and therefore had a sample of (190) one hundred and ninety duty principals and vice principals.

### **Instrument of Data Collection**

Data was obtained through a structured questionnaire known as teachers' quality and student academic performance questionnaire (TQASAPQ). The instrument was design in to two (2) part ( A and B).

**Part A:** opinion of principals and vice principals on the extent by which teachers use qualitative instructions to influence student academic performance.

**Part B:** principal and vice principal perception on the influence of good evaluation on student academic performance in Afikpo Education Zone of Ebonyi State (AEZ).

**Part A and B:** were structured in using four point scale composed of statement which the respondents indicated, strongly agree (SA) agree (A) disagree (D) and strongly disagree (SD ) each part provided data that was used to answer the corresponding numerical research questions and hypothesis and were made up of ten structure item each.

### **Validity of the Instrument**

The instrument will be vetted and validated by the researcher's head of department and two colleague in the department and then input and corrections that established face and content validity.

### **Reliability of the Instrument**

The reliability of the instrument was carried out through the text-re-test method, ninety five principals from Afikpo Educational zone of Ebonyi State who was not part of this sample for the study was used. The questionnaire was administered to them at two weeks interval. The responses of the respondents were correlated using person product- moment correlation coefficient statistics. A reliability of 70 was obtained and considered adequate for the study.

### **Administration of the instrument.**

The instrument was administered by the researcher with the help of two trained research assistants, who were briefed on the purpose and administration of the instrument to ensure that they do not allow their personal bias and interest or behavior to affect the respondent reaction to the test. They also helped to explain some questionnaire items that may had appeared ambiguous and also ensure easy collection of the questionnaire.

### **Method of Data Analysis**

Mean score was used to answer the research questions while z- test statistics was used to test the null hypothesis at 0.05 level of significance. ( $p < 0.05$ ).

### **Research question one (RQ1)**

To what extent do teachers provide qualitative instruction to students?

<b>S/N</b>	<b>ITEMS</b>	<b>SA</b>	<b>A</b>	<b>DA</b>	<b>SD</b>	<b>TOTAL</b>	<b>X</b>	<b>R/A</b>
	Teachers in any school teach students to develop responsible attitudes.	440	150	40	10	640	6.74	A
	Students in any school develops good moral training as a result of	288	270	40	8	606	6.38	A

	good moral behavior of teachers.							
	Teachers in any school motivate students to become expert in the entire subjects.	232	351	30	--	613	6.46	A
	Teachers in any school facilitate students to pass their examinations.	260	330	30	--	620	6.53	A
	Student in any school think critically as a result of extensive teaching of teachers.	160	283	80	15	540	5.69	A
	Students in any school develop good sense of judgment as a result of good relevant judgment obtained from their teachers.	80	285	140	10	495	5.4	A
	Students in any school communicate their thoughts clearly as a result of good student- teacher relationship	280	315	30	-	625	6.58	A
	Teachers in any school teach students the need to recognize the dignity of labour.	120	240	80	40	480	5.08	A
	Students in any school play their role as useful members of they home and families as a result of good morals obtained from their teachers.	120	330	80	10	540	5.69	A
	Teachers in any school teach students to withstand their need and appreciate their role as a citizens of Nigeria	100	375	70	10	555	5.84	A

In the ten questionnaire items listed above the principal and vice principals agree with a grand mean of 3.0 which is greater than the certain mean of 2.50 and therefore accepted that the above question item unit students in the academic performance and their attitude outside schools.



## Research Question Two (RQ2)

To what extent do teachers do qualitative evaluation of student learning.

S/N	ITEMS	SA	A	DA	SD	TOTAL	X	R/A
	Teachers in any school should ask the student question at end of the lesson to dictate learning difficulties in students.	300	315	20		635	6.34	A
	Students in my school improve as a result of good assessment done by the teachers.	280	276	36	10	602	6.34	A
	Good evaluation done by teachers in my school have helped to identify the strength and weakness of the students.	328	294	20	-----	642	6.76	A
	Good evaluation done by teachers have helped to ascertain the extent of students understand a particular concept.	400	210	30	5	645	6.78	A
	Teachers in school are evaluation as a vetting tools to determine the extent the student have learnt.	336	267	30	2	635	6.68	A
	Teachers in my school are evaluation to know the area calls for spread attention during teaching and learning process.	264	321	30	20	617	6.49	A
	Teachers in my school are good evaluation to determine whether the growth and development of the student.	168	378	30	8	581	6.11	A
	Teachers in my school are good evaluation to determine whether the student are learning.	176	402	16	4	598	6.30	A

Students in any school develop good sense of word as a result of good evaluation of the teachers.	180	405	04	3	602	6.16	A
Teachers in my school are good evaluation to determine the capacity of the students.	376	279	4	1	660	6.94	A

From the table above the grand mean is 3.27 which is greater than the criterion mean of 2.50 , therefore the respondent agree to above statement.

### Hypothesis one (HO1)

There is no significance difference between the mean rating series of principal and vice principal on the quality of instruction teachers give to students.

**Table 3; Result of data analysis on the quality instrument teachers give to students.**

Sources	n	x	SD	df	p	z-cal	z-crit	Decisions
Principals	95	2.96	0.29	94				Do not reject
Vice principal	95	3.06	0.03	94	<0.05	1.25	1.96	

From the table above the mean score of 95 principal was 2.96 with standard deviation of 0.29. The mean score of 95 vice principal was 3.06 with standard deviation of 0.30, the degree of freedom was 94 while the probability of 0.05. Since the z-cal was less than the z- crit, the null hypothesis was not rejected.

### Hypothesis Two (HO2)

There is no significant difference between the mean rating scores of principals and vice principals on a good evaluation teachers do give to student learning.

**Table 4; Result of data analysed on the good evaluation teachers give to students**

Source	n	x	sD	af	p	z-cal	z-crit	Decision
Principals	95	3.25	0.32	94				Do not reject
Vice principals	95	3.06	0.30	94	<0.05	0.50	1.96	Ho

From the above table, the mean score of 95 principal was 3.2 with the standard deviation of 0.32 while the mean score of 95 vice principal was 3.06 with the standard deviation of 0.30 with degree of freedom of 94 while the probability level was 0.05. Since the calculated  $z$  was 0.50 was less than critical  $z$  of 1.96 the null hypothesis was not rejected.

### **Summary of Findings**

- a. All the variable listed in a questionnaire shows the extent teachers provide qualitative instructions to students which have influence student academics performance especially in developing your responsible attitude, good moral, training, passing the examination etc.
- b. In terms of good evaluation teachers due give to student learning both the principal and vice principal accepted all the variable claims in the questionnaire as the extent good evaluation teachers give to the students and extent it has influence student academic performance like dictating student learning difficulties, improvement of the students academically, identifying the strength and weakness of students etc.

### **Recommendation;**

Based on the finding of the study, the following are here by recommended

1. The principal of school should provide good instructional program and opportunities for the students to develop responsible attitude and good moral training which will prepare them for future life.
2. The principal in school should help to coordinate the following approaches to modern school supervision like class room visitation, micro teaching approach, seminar and workshop to affect improvement in teaching and learning process.
3. The principal of schools should create internal supervision teams and committee that will be guiding teachers lesson note, teachers evaluation of their lesson and conducting of examination as this will help to ensure effective teaching and learning in school.
4. Government on their own should endeavor to provide necessary facilities and teaching resources to the school as it will go a long way to improve the teachers commitment to his work and also improve in his productivity .

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