



AN ASSESSMENT ON THE INFLUENCE OF TEACHERS EFFECTIVENESS ON ACADEMIC PERFORMANCE OF THE SECONDARY SCHOOL HOME ECONOMICS STUDENT IN EDO STATE

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ABSTRACT

The study was carried out on the influence of Teacher's Effectiveness on Academic performance of the secondary schools Home Economics Students in Edo State, Nigeria. The study had two research questions, and two hypothesis. Correlational research design was used for the study. The population of the study comprised all public secondary school students in Edo South, Target, population was secondary school students, offering Home Economics (SSSI) in Edo South, the sample size of this study consist of three hundred and Eighty four students, using random sampling techniques. The instrument used for this study were questionnaire and Achievement test. The questionnaire were given to secondary schools teachers while Achievement test were given to the students. The instrument were face and content validated by two expert from vocational and technical Education, University of Benin. The validated instrument were tested using pearson product moment of correlation which yielded reliability coefficient of 0.83. the data for the study were analyzed using pearson product moment correlation coefficient and fisher -Z. the study revealed that, there is significant relationship between teachers effectiveness and academic performance. Teachers effectiveness improve academic performance. The study also revealed that, there is a significant difference in the relationship between teacher's effectiveness and academic performance of students in urban and rural areas. The study therefore, recommend among others that Government should motivate teacher's to work effectively in area of attractive salary and provision of adequate learning and teaching resources.



Success in Education is measured by academic performance, Government, parents and societies at large care about academic performance, because good academic results provide more career choices and job opportunities for an individual.

Poor academic performance of students has been linked to poor teacher's performance in terms of accomplishing the teaching task poor habits and negative attitude to work (Ofogebu Cited in Akiri and Ugborugbo, 2009). Teacher effectiveness is the collection of characteristics, competencies and behaviours of teachers at all educational levels that enables students to reach desired outcomes. Such as, attainment of specific learning objectives as well as a broader goals which will enable them to solve problems, become effective citizens and think critically (Hunt, 2009).

Conditions that will make effective teaching in Nigeria are very poor such as resources available to teachers, instructional materials in public schools, and general conditions of infrastructure (Akiri&Ugborugbo, 2009).

Lack of resource materials for teaching, low pay, overload of teaching schedule can result to direct effect on teachers ability to perform and ineffectiveness. (Bojuwole, 1997).

Adeyemo(2005) cited in Asikhia (2000) reviewed that no profession in Nigeria has suffered reversal of fortune than teaching which has affected the commitment expected of the teachers. This indicates that the quality of service rendered by an unmotivated teacher could affect academic performance of students. Most educated people move from rural to urban area due to lack of amenities, poor infrastructure, they prefer working in urban areas than rural areas. Canadian council on learning, 2006 also find out in their work that small rural schools filled their vacancies with younger, less experienced teachers. These young teacher is face with a number of hindrances to effective teaching. They are often burdened with heavy work loads, teaching courses in four or five different subject areas, some of which fall outside of their teaching specialties. There is a significant difference of Home Economic teacher interest on the teaching of Home Economics secondary school students in urban and rural areas, also teachers emotional and attitude towards work differs from schools in rural and urban areas, teacher's punctuality is also different from schools in urban and rural areas. Etsey (2005) explained that availability and use of teaching learning materials affect the effectiveness of a teacher's lessons. The creative use of a variety of media increases the probability that the student would learn more, retain better, what they learn and improve



their performance on the skills that they are expected to develop. There are different types of variables that contributed to teacher's effectiveness, such as students characteristic and behaviours which include health and nutrition, age of entry into school, socioeconomic status, support from parents and siblings; etc, school and teacher characteristic and behavior, school characteristic such as infrastructure, materials and textbooks, class size, peer group, school climate and the amount of time in the school day and year. Vegas and Petrow (2008) cited in Hunt (2009) teacher characteristics such as experience, knowledge and motivation. Also, Organization factors, such as, National assessment, teacher's salaries, technical assistance, teacher's union involvement and curriculum.

Abdulahi and Onasanya (2014) who carried out a study on effect of teacher effectiveness on Kware state secondary school students achievement revealed that statistically significant relationships existed among student's academic achievement and teachers effectiveness. Akiri and Ugborugbo (2009) carried out a study to determined the influence of teacher classroom effectiveness on students academic performance in public secondary schools in Delta State, Nigeria, His findings revealed that effective teachers produced better performing students. Olaleye (2011) also carried out study on teachers characteristics as predictor of academic of student in secondary schools in Osun State Nigeria, revealed that there is significant, relationship between teachers characteristics on students academic performance.

KEYWORDS, Teachers, Effectiveness, Urban and Rural Area, Academic performance, Students

PURPOSE OF THE STUDY

The purpose of this study was to determine;

- (i) The influence of teacher's effectiveness on academic performance of the secondary school Home Economics students.
- (ii) The relationship between teacher effectiveness and academic performance of secondary school Home Economics students in rural and urban areas.

RESEARCH QUESTIONS

The follow research questions were raised to guide the study.



- (i) To what extent does teachers' effectiveness influence academic performance of Home Economics secondary student?
- (ii) To what extent does teacher's effectiveness influence academic performance of the Home Economics secondary school students in urban and rural areas?

HYPOTHESES

The following hypothesis were formulated and were tested at 0.05 level of significance.

- (i) There is no significant difference in the relationship between teachers' effectiveness and academic performance of secondary school Home Economics students.
- (ii) There is no significant difference in the relationship between teacher's effectiveness and academic performance of secondary school Economics students between urban and rural areas.

METHODOLOGY

Correlational survey design was employed for this study, correlational studies provide an estimate of just how related two variables are. It involves collecting data in order to determine whether or to what degree, a relationship exists between two or more variables. Hassan (1995). Correlational survey design was adopted for this study because this study is correlational study. The population for this study comprised all senior secondary school students in public secondary schools in Edo State. The study focused mainly on Home Economics students in senior secondary school (SSSI) in Edo South-Nigeria. The sample size of this study consists of three hundred and Eighty four students using random sampling techniques. The instrument used for this study were questionnaire and Achievement test results. The questionnaires was developed based on a four-point rating scale strongly agreed (SA) 4 points, Agreed (A) 3 points, (Disagreed) (D) 2 Points, and strongly disagreed (SD), 1 points. The achievement test was constructed by selecting standardized questions from West African Examination past Home Economics questions. Based on the SSSI scheme of work and SSSI past examination questions. This test was used to determine the degree of achievement in Home Economics subject by the students. The instrument for this study was validated by two experts in vocational and technical department, University of Benin. test-retest method was employed for establishing reliability of the instrument. Data collected



were analyzed using pearson product. Moment correlation. The reliability coefficient of the instrument was found to be 0.83. the achievement test was constructed from standardized questions, based on SSI scheme of work and SSI past Examination questions, hence there was no need for a test of reliability for it. Pearson product moment correlation coefficient was used to analyzed hypothesis one while Fisher Z was used to analyzed hypothesis two and tested at 0.05 level of significance

RESULTS AND DISCUSSION

Hypothesis one:

There is no significant relationship between teacher's effectiveness and academic performance of secondary school Home Economic Students in Edo State.

Table 1: Pearson's correlation of teacher's effectiveness and academic performance of Home Economics Students.

Variables	N	R	Sig
Academic Performance	384	.110	.031
Teachers effectiveness	384		

Correlation is significant at the 0.05 level (2 – tailed)

Table one shows a pearson's correlation coefficient of .110 which is high, and a p value of .031 testing at an alpha level of .05, the p value is less than alpha level. So the null hypothesis which state that there is no significant between teachers effectiveness is rejected. Consequently, there is a significant relationship between teacher's effectiveness and academic performance of Home Economics Students.

HYPOTHESIS

Hypothesis two: there is no significant difference in the relationship between teacher's effectiveness and academic performance of students in Home Economics by location.

Table 2: Fisher Z of teacher's effectiveness and academic performance by locations.

Location	N	R	Zr	2Cal	Z table
Rural	192	0.053	-0.05	0.291	1.96
Urban	192	0.075	0.08		



Table 2 shows a calculated Z value of 0.291 and a table Z value of – 1.96. testing at an alpha level of 05. The calculated values falls within the rejection region, so the null hypothesis which states that there is no significance in the relationship between teachers effectiveness and academic performance of students in Home Economics by location is rejected, meaning, there is a significant different in the relationship between teacher's effectiveness and academic performance of students in Home Economics by location.

DISCUSSION OF FINDINGS

The findings from hypothesis I; revealed that teacher effectiveness has significant relationship on academic performance. This finding is supported by Akin and Ugborugbo (2009) who stated that poor academic performance of students has been likened to poor teacher's performance in terms of accomplishing the teaching tasks, negative attitude to work and poor habits which have been attributed to poor motivation. Also Adeyemo (2005) cited in Asikha (2000) reviewed that no profession in Nigeria has suffered reversal of fortune than teacher which has affected the commitment expected of the teachers. This then implies that, the quality of service rendered by an unmotivated teacher could affect academic achievement of learner. The findings of Abdulahi (2004) agree with this findings. He carried out a study on effect of teacher's effectiveness on Kware state secondary school students achievement. Its findings revealed that statistically significant relationship existed among student's academic achievement and teacher's effectiveness: In addition, Akiri and Ugbonigbo (2009) carried out a study to determined the influence of teacher classroom effectiveness on student's academic performance in secondary schools in Delta State, Nigeria, its findings revealed that effective teachers produced performing students. However, the finding of this study is not supported by the findings of KosgeiMise, Odera and Ayugi (2013) who carried out a similar study on the influence of teacher characteristic on teacher academic achievement among secondary schools, the findings revealed that there was no significant relationship between teacher qualification and student's achievement. The findings of Akinfe, (2012) also agree with this findings. He carried out a study on teachers quality as correlates of students academic performance in biology in senior secondary schools of Ondo State, Nigeria. His findings shows that teacher's experience significantly influence achievement.



Table 2: The finding shows that; there was a significant difference in the relationship between teacher's effectiveness and academic performance of students in Home Economics by location. Most educated people move from rural to urban areas due to lack of amenities, poor infrastructures, they prefer working in urban areas than rural areas. This findings is in agreement with the findings of CCL (2006) who posited that small rural schools filled their vacancies with younger, less experienced teachers. The finding is also supported by Considine & Zappala (2002) who stated that, student from rural areas are more likely to have lower educational outcomes interms of academic performance and retention than students in urban areas. In equity exists due to the quality of the education that rural students receive, as a result of restricted and limited subject choice. School in rural areas remains disadvantaged by several factors, such as, lack of adequate teachers, difficulties of getting transportation to their schools, and no adequate infrastructure. ACER (2002) also noted that students in rural and remote locations have less access to a broad curriculum range to relatively small, school size, fewer expertise, and specialized teachers.

CONCLUSION

From the findings of the study, it was concluded that teacher's effectiveness has relationship with academic performance and that, there was significant difference in the relationship between teacher's effectiveness and academic performance of rural and urban areas. Urban students have a better opportunities for effective learning and teaching than rural areas.

RECOMMENDATION

- (i) Government should motivate teachers to work effectively in areas of salary and provision of adequate learning and teaching resources.
- (ii) Government should provide more teachers in rural schools, so that, they can also acquire knowledge like their peers in urban areas.
- (iii) Government should also provide amenities such as electricity, water, and good road to encourage teachers to teach effectively in rural areas.
- (iv) Parents should encourage their children to read.



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