

**Teachers Quality And Pupils' Academic Performance
In Social Studies In Public Primary Schools of
Calabar Municipality Of Cross River State**

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Abstract

The study examines the effectiveness of teachers' quality on students' academic performance in public primary schools in Calabar education zone, Cross River State, Nigeria. Survey design was adopted for the study. A total sample of 400 respondents comprising teachers and pupils was selected. 200 primary schools pupils (primary 5) consisting of 100 males and 100 females; 200 teachers from 10 primary schools were drawn for the study. A research questionnaire titled, Teachers' Quality on Students' Academic Performance Questionnaire (TQSAPQ) was used to collect data from teachers and pupils in the zone. Cronbach alpha reliability coefficient analysis was used to determine the reliability of the instrument at 0.78. The data was analyzed using Pearson product moment correlation coefficient (PPMC). The findings revealed that there is significant relationship between teachers' quality and students' academic performance, and that the higher the development of the content of classroom activities in terms of lesson note, classroom instructional delivery, the better the improvement on students' academic performance as related to classroom activities by the teachers. Based on the findings, it was recommended amongst others that teachers should ensure friendly and stress free classroom environment where all students and teachers have mutual understanding on professional best practices.

Keywords: Teacher, quality, primary, performance, school

Introduction and background

One of the major concerns of the educational sector is the quality of teachers in Nigeria. Teachers' qualities have to do with specific task, which are result oriented activities in the school system, and it bothers on their professional duties such as writing of lesson note,

classroom instructional delivery, record keeping, classroom discipline, classroom management, continuous assessment administration among others. The quality of teachers is not only vital but very important because it plays a commanding role in creating knowledge and transfer at every level of education. If teachers are not equipped with basic qualities or lack the skills in managing learners it can spell relapse for the educational system.

The final output of educational system is in the students' possession of the required cognitive ability or knowledge. The reference line of this, is their performance in standardized test, teacher's quality in secondary school is hinged on the fact that Teachers' contribute to national development through their ability to perform their professional duties and to create an atmosphere for student's intellectual engagement and also using the available resources to ensure that, the pre-determined goals of the secondary school are achieved within a given period. This means that, the activities of the teachers in terms of their official work is purported to bring positive results intended to improve students' learning in educational programmes (Ikelegbe, 2016).

Anwar and Ishaq (2012), see teacher's qualities at any school level as the statutory responsibilities that constitutes the core dimensions of the teaching profession which a teacher must accomplish for the continuation of his or her service with the school system. Teachers' work effectiveness is therefore to ensure that students achieve their academic goals by giving proper instructions, guidance and by setting procedures for carrying out daily tasks, identifying what needs to be done and finding ways to consistently achieving them in the classroom.

Nwosu (2017), investigate the extent to which teachers' communication strategies contributes to students' academic performance in secondary schools. The result revealed that a positive significant relationship was found between teachers' communication strategies and students' academic performance in secondary schools. The paper concludes that assessing teacher communication skills in an academic institution is important in assessing learning in pupils and students; and that students' academic performance to a large extent depends on factors like the teachers' communication strategies and resources.

Nakpodia (2010) carried out a study to investigate the extent to which communication affects academic performance of secondary schools' students. The findings revealed that there is a significant difference in the influence of communication on the academic performance of secondary school's students. The author recommended that teachers should ensure that communication is effectively carried out to enhance academic performance, discipline and to maintain law and order.

Vilma and Roland (2016) researched on teachers' communication strategy, problem solving skills and students' academic effectiveness. A total of 500 school teachers were sampled for the study and "Teachers Communication and Students Academic Effectiveness Survey"(TCSAES) was used for data collection. The findings revealed that teachers with effective communication skills, also do well in supervision and evaluation of students'

academic progress, coordinating the course contents, monitoring of students' progress, protecting instructional time, which greatly enhances the academic performance of students.

Akinwale and Okotoni (2015) assessed teachers' communication styles and academic achievement of secondary school teachers in Osun State, Nigeria. They pointed out that communication skills enable teachers and students to understand their problems, school plans, policies, programmes and school rules and regulation. This may eventually improve teachers' teaching effectiveness, and also eradicate or reduce unnecessary misunderstanding which could have arisen as a result of ignorance, misleading or inadequate information. The study concluded that teachers' communication styles play important roles in the smooth running of class room management as well as enhancing students' academic effectiveness.

Achieng (2015), worked on teachers' communication strategies and their effects on academic performance in public secondary schools in Nyando District, Kenya. The study was carried out to determine whether teachers' communication strategies affect performance in public secondary schools in Nyando District. The researcher sought to find out the methods of communication used by teachers in the district, those methods preferred by students and whether a relationship exists between communication and performance. The relationship between academic performance and communication is directly proportional. Students who perform better are those who are effectively communicated to by their teachers.

Muraina, (2006) examined the relationship between Problem Solving Strategy and Academic Effectiveness in Secondary Schools in Oyo State, Nigeria. The researcher adopted a correlation survey research design. Simple random sampling technique was used to select twenty (20) secondary schools. In each of the schools, 10 teachers were selected. On a whole, 200 teachers served as subjects for this study. A researcher- designed questionnaire titled: "Problem Solving Strategy Questionnaire" (PSSQ) was used to elicit relevant data for the study. To ascertain the validity of the instrument, content validity was adopted. Also, the reliability co-efficient of the instrument was obtained through test-re-test method and the co-efficient of 0.65 was obtained. Four research hypotheses were formulated to guide the study. Thus, Pearson Product Moment Correlation Statistics was used to test the research hypotheses at 0.05 significant level. The findings revealed that there was significant relationship between Problem Solving strategy and administrative effectiveness (Cal. r -value = 0.246 > critical r -value = 0.148).

Mahmoud and Khaleda (2015) study aimed at identifying the successful leadership practices for solving school problems by the principals of the secondary schools in Irbid educational area. It also aimed at identifying the differences in the principals' evaluations of these practices by the variables of gender, academic degree, and work experience. The sample consisted of (473) male and female principals. They completed a 40-item questionnaire developed for the purposes of this study. The questionnaire contained four domains: successful leadership practices for teachers' problem-solving; students; local community and parents; and school environment and supplies.

The results of the study showed that successful leadership practices for school problem-solving were high, except for the local community and parents' problem-solving domain, which was at medium degree. The results further showed statistically significant differences among the principals' responses to the successful leadership practices attributed to the gender, academic degree and work experiences variables. The study recommended focusing on achieving the partnership principle between the school and the local community, and activation of the principal's role as an educational leader at school.

Therefore, the teachers' ability to perform these duties as planned and expected by the Ministry of Education in an efficient and expected way indicates their level of effectiveness. The researcher observed that some teachers do not seem to be result oriented in their duties in terms of classroom instructional delivery, classroom management, assessment of students' class work to ascertain the extent to which instructional objectives have been achieved. They do not plan their lessons with instructional materials to set the place for active learning. Some teachers do not structure and introduce their lessons with clear instructional objectives to arouse students' interest to learn.

Some teachers do not ensure appropriate classroom arrangement of students and use instructional materials. They tell irrelevant stories in the classroom instead of teaching, some do not fill the scheme of work, some show nonchallant attitude towards their work by performing the work haphazardly. Some have no mastery of the contents of the subject matter they teach, as a result of teaching inexperience that help the teacher to identify everyday problems as well as providing solutions to their day-to-day problems for effective and optimum learners academic performance.

Ado (2010), carried out a study to investigate the status of human resources in Bayelsa State of Nigeria and its implications for the implementation of upper basic of the Universal Basic Education (UBE) programme. A total of 181 teachers were involved in the study. The results of the study show that there are qualified human resources for the implementation of upper basic sector of the UBE programme in Bayelsa State of Nigeria but they are inadequate in all the three basic subjects (English Language, Mathematics and Integrated Science). Eyoh (2004), assert that it is no secret that graduates and non-graduates in subjects other than English teach English language at our primary and secondary school stages of education where the foundation for effective performance in the language is supposed to be laid. Obodo (2004), opine that due to lack of qualified teachers to teach Mathematics the students' learning outcome towards Mathematics is badly influenced. When an unskilled teacher is allowed to teach a subject not professionally related to him or her, and then the teaching would definitely lack the rudiments or principles and practice regarding the subject. UPE programme failed as a result of inadequate supply of trained teachers, improper compilation of and unreliable statistical data thereby resulting into wrong projection, financial shortage, poor publicity, and lack of involvement of those concerned (Madugu, 2000). Zuzovsky (2009), argued that quality teachers are often seen simply as good teachers and seen to exhibit wonderful behaviour and uphold the standards and norms of the profession. The author further states that but quality teachers are also considered

to be those who bring about student learning. These teachers are called "effective" (Berliner, 2005) or "successful" (Fenstermacher & Richardson, 2005).

According to Adeogun (1989), the quality of any education system depends on the quality of teachers. Rothoft (2004) submit that the important factor that determines students' achievement is the quality of teacher in place. Musau and Abere (2015), envisaged the need to assess the characteristics of the secondary school" teachers in terms of qualification, experience and teaching methodology so as to ensure that quality education is given to the youths. According to Musau et al (2015), a qualified teacher is one who holds a teaching certificate or licensed by the state, holds at least a bachelor's degree from his/her area of specialization. Akinsola (2004) studied the teacher component of the 6-3-3-4 system of education in Anambra State. The researcher specifically aimed at appraising how the teachers cope with the implementation of logistics of the programme. Her population comprised all teachers in all the secondary schools in Anambra State. Her instrument was the adaptation of the Educational Policy Test (EPT) designed and validated by a team of researchers in the Institute of Education, University of Ibadan. On the area of supply and demand of teachers, the researcher found out that the total numbers of teachers employed in urban areas are more than those engaged in rural areas where their services are needed most. This result showed that 23% of teachers in urban areas are above the number required, while the rural areas are short of required teachers by 29.7%. On qualification of teachers, the result showed that 25.3% are academically unqualified, and out of the qualified teachers, it found that 19.3% are professionally qualified.

The inefficiency of primary school teachers within the educational sector has been worrisome and also the researcher personal interaction has shown that they lack the needed qualities to meet up with the needs of global standard for coaching pupils. Also, the lack of commitment, no love for the pupils, inability to create time for each pupils according to their individual challenges, lack of skills in communication, listening, collaboration, adaptability, empathy and patience, problem-solving quality and also experience. These factors are the reasons for the poor upbringing and performance of students in primary school.

Research questions

To carry out this study, the following research questions were posed:

1. To what extent does teachers' problem-solving strategy relate with students' academic performance in public primary schools in Calabar Education Zone, Cross River state, Nigeria.
2. To what extent does teachers' communication strategy relate with students' academic performance in public primary school Calabar Education Zone, Cross River state, Nigeria.

Research hypotheses

The following hypotheses were formulated to guide this study

H₀₁: Teachers' problem-solving strategy does not significantly relate with students' academic performance in public primary schools in Calabar Education Zone, Cross River State, Nigeria.

H0₂: Teachers' communication strategy does not significantly relate with students' academic performance in public primary schools in Calabar Education Zone, Cross River State, Nigeria.

Methodology

The study adopted survey research design, stratified random and proportionate sampling techniques were used to select the sample of the study. The sample size of 400 made up of pupils (200) and teachers (200) of public primary school Calabar Education Zone. The instrument used for the study is Questionnaire for Teachers' Quality in Public Primary Schools consisted of 12 items which was responded to on a four points Likert scale of strongly agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) and Students Academic Performance Test consisted of 40 items. The reliability of the instrument was established through Cronbach Alpha technique and the reliability coefficient obtained was 0.78. Pearson Product Moment Correlation statistics were used to test the hypotheses at 0.05 alpha level.

Hypothesis one

Teachers' problem-solving strategy does not significantly relate with students' academic performance in public primary schools in Calabar Education Zone, Cross River State, Nigeria. The scores of the two variables were computed and compared while Pearson Product Moment Correlation statistics was employed for data analysis as shown on Table 1.

Table 1: Summary of data and Pearson product moment correlation between teachers' problem-solving strategy and students' academic performance in public primary schools in Calabar Education Zone Cross River State, Nigeria.

	Mean	SD	N	r	p-value
Teachers' problem-solving strategy	14.77	2.10	200		
Students' academic Performance	14.83	2.17	200	.555**	.000

*p < .05, df = 198

The result in Table 1 shows that the calculated r-value of .555 representing the observed correlation between Teachers' problem-solving strategy and students' academic performance was significant at p -value of .000 at .05 level of significance with 198 degree of freedom. With this result, the null hypothesis was rejected. This therefore implies that there is a significant correlation between Teachers' problem-solving strategy and students' academic performance.

Hypothesis Two

Teachers' communication strategy does not significantly relate with students' academic performance in public primary schools in Calabar Education Zone, Cross River State, Nigeria. The scores of the two variables were computed and compared while Pearson Product Moment Correlation statistics was employed for data analysis as shown on

Table 2.

Table 2: Summary of data and Pearson product moment correlation between Teachers’ communication strategy and students’ academic performance in public primary schools in Calabar Education Zone, Cross River State, Nigeria.

	Mean	SD	N	r	p-value
Teachers’ communication strategy	14.46	1.71	200		
Students’ academic performance	14.83	2.17	200	.485**	.000

*p< .05, df =198

The result in table 2 shows that the calculated r-value of .485 representing the observed correlation between Teachers’ communication strategy and students’ academic performance was significant at p –value of .000 at .05 level of significance with 198 degree of freedom. With this result, the null hypothesis was rejected. This therefore implies that there is a significant correlation between Teachers’ communication strategy and students’ academic performance

Decision of findings

The result of the study in Table 1 revealed that there is a significant correlation between Teachers’ problem-solving strategy and students’ academic performance. It is in agreement with the finding of Muraina, (2006) in a study to examine the relationship between Problem Solving Strategy and Academic Effectiveness in Secondary Schools in Oyo State, Nigeria. The findings revealed that there was significant relationship between Problem Solving strategy and Academic effectiveness. Also the study of Mahmoud and Khaleda (2015) aimed at identifying the successful leadership practices for solving school problems by the principals of the secondary schools in Irbid educational area. The results of the study showed that successful leadership practices for school problem-solving were high, except for the local community and parents’ problem-solving domain, which was at medium degree.

Result of the study in Table 2 are in agreement with the finding of Nwosu (2017), investigated the extent to which teachers’ communication strategies contributes to students’ academic performance in secondary schools. The result revealed that a positive significant relationship was found between teachers’ communication strategies and students’ academic performance in secondary schools. Nakpodia (2010) carried out a study to investigate the extent to which communication affects academic performance of secondary schools’ students. The findings revealed that there is a significant difference in the influence of communication on the academic performance of secondary school’s students. Akinwale and Okotoni (2015) assessed teachers’ communication styles and academic achievement on secondary school teachers in Osun State, Nigeria. The study concluded that teachers’ communication styles play important

roles in the smooth running of class room management as well as enhancing students' academic effectiveness.

Conclusion

From the results, it was concluded that teachers' communication is effective because it enhances academic performance, discipline and maintain law and order. Also, teachers' skill of problem-solving improve student's academic effectiveness in school.

Recommendations

Teachers should ensure that communication channels and techniques employed in passing information in school be made cordial and in a friendly and stress-free manner for efficient communication between the teachers and their students. Teachers should adopt problem-solving strategy that would amicably resolve issues of students, to give their best for the attainment of educational goals. Also, teachers should ensure friendly and stress free classroom environment where all students and teachers have mutual understanding of professional best practices.

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