ABSTRACT

The study adopted the descriptive survey research design. One thousand (1000) junior secondary school teachers and 500 teachers were randomly drawn from fifty (50) randomly selected public junior secondary schools in Osun state formed the participants for this study. Questionnaire titled “Teachers’ Characteristics as Determinant of Academic Performance Questionnaire” (TCDAPQ) was developed, validated and used for data collection for the study. Four null hypotheses were formulated and tested at 0.05 level of significant. Data were analysed using simple percentage and Chi Square. The findings of the study showed that there was a significant relationship between teacher’s qualification and students’ academic performance ($\chi^2 = 59.64, df = 9, p<0.05$). It was also revealed that a significant relationship existed between teacher’s experience and students’ academic performance ($\chi^2 = 37.02, df = 3, p<0.05$). Moreover, there was a significant relationship...
between teachers’ teaching style and students’ academic performance ($\chi^2 = 51.39, \text{df} = 15, \ p<0.05$). Further, the result also revealed that there was a significant relationship between school teachers’ attitude and students’ academic performance ($\chi^2 = 46.12, \text{df} = 12, \ p<0.05$). The findings of the study have implications for best practices in education: There is need to have a functioning counseling units in Junior Secondary Schools; the professional counselors should be employed in schools; school counsellors should be organizing orientation and re-orientation for the junior secondary school teachers on the need to develop positive attitude towards teaching profession and the need to get more committed to work. School authorities should encourage teachers with National Certificate in Education (NCE) to go for in-service training to acquire additional qualification; teachers that have first degree without background in education training should endeavor to proceed on Post Graduate Diploma in Education (PGDE) programme to acquire knowledge in methodology of teaching in order make their teaching more effective.

Keywords: Teachers characteristics; determinants; academic performance; junior secondary schools.

1. INTRODUCTION

Education is widely regarded as a basic human right, a key to enlightenment, and a great tool for human and society development. Education is the key factor to industrial and technological development of any country in the world. Knowledge holds key to the attainment of the millennium development goals, which include, food security, eradication of child mortality, and reduction of the spread of HIV and AIDS among others [1]. For any Nation to achieve her aims and objectives in education there must be good, dedicated and committed teachers. The teachers must possess characteristics that will enhance effective teaching and learning. Therefore, teachers play a major role in the educational sector and their roles is a major determinant of educational attainment of any students. However, for anyone to qualify to be a teacher he or she must obtained degree or National Certificate in Education, during the course of study the pre-service teacher will be exposed to both pedagogy and content knowledge in his or her field of study; psychology and philosophy courses that will prepare him or her for the teaching assignment.

2. LITERATURE REVIEW

The term “teacher characteristics” can be described as qualities that can be measured with tests or derived from their academic or professional records. [2] observed statistically significant relationship between teacher characteristics and student academic achievement. While, [3] notes that teacher characteristics influenced teaching and learning in classrooms. In the same vein, [4] establishes that there was relationship between teachers characteristics and pupils performance.

Evidences abound from literature that teachers are among the most important players influencing students achievement, holding the key to sealing the gaps in students’ achievement outcomes [5].

In addition, [6], states that the “single largest factor affecting academic growth of populations of students is differences in effectiveness of individual classroom teachers. While, [7] believes that “more can be done to prove education by improving the effectiveness of teachers than by any other single factor”. Along the same lines, [8] argues that “few educators, economists, or politicians would argue with the contention that all things being equal, highly qualified teachers produce greater student achievement than comparatively less qualified teachers”. In another study, [9]) observed that teachers education have no effect on student achievement in the classroom. Also, the observation of [10] shows that findings did not indicate that teacher with graduate level training in a content area performed better than the teacher having an undergraduate degree in content areas. While, [5] observed that schools whose dropout rates were in the highest 10 percent had 50 percent more new teachers than the school having lowest than 10 percent.

In the same vein, [11] indicates that teacher’s attitude contributed significantly to students’ attention in classrooms. While, [12] illustrates that students attitude was related to teacher characteristics. This therefore meant that teacher’s attitude directly affected students’
attitude. On teacher personality, [13] contend that teachers’ characteristics are strong determinants of students’ performance in secondary schools. According to [14] effective teachers appear to be effective with students of all achievement levels, regardless of the level of heterogeneity in their classroom.

Teachers have been shown to have an important influence on students’ academic achievement and they also play a crucial role in educational attainment because the teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with the students [15]. Both teaching and learning depends on teachers: No wonder an effective teacher has been conceptualized as one who produces desired results in the course of his duty as a teacher [16]. While, some researchers have contrary opinion, for instance [17] reported that teachers’ characteristics are generally insignificant predictors of student achievement, especially for the lower grades.

Scholars and researchers generally are in agreement that the school variables, which include teacher administration, perform a critical role in educational achievement than other variables [18]. For students to be able to make connection between what is taught in school and its application in problem solving in real life, the teacher has to be effective in their teaching [19].

2.1 Statement of the Problem

In Nigeria, the poor academic performance of students has become a worrisome phenomenon among stakeholders in education. For instance, poor performance of students in their senior school certificate examination (SSCE) has been of immense concern to both the parents and educators. According to the results from the West Africa Examination Council (WAEC) of 2000, the failure rate was 44.07; in 2001 it was 43.02%, and in 2002 it was 42.61%, while in 2003 the failure rate was 33%. In 2014 the statistics revealed that only 29.27% of students, who sat for WAEC passed English Language; while the most recently released WAEC results of 2015, showed that only 38.68% of students passed [20]. The above trend shows that failure rate in each succeeding year is on the increase and did not indicate any improvement. This is certainly disturbing and calls for urgent action to remediate the situation in order to enhance academic performance of students, thus salvaging the education sector out of this nagging problem. Though factors responsible for the continuous poor performance of students have to some extent been dealt with in literature, but yet the students’ poor performance still needs remediation and since, the teacher occupies a central position in the educational sector, there is a general belief that no education system can rise above the quality of teachers in the system. Hence, this research work sought to find out the influence of teachers characteristics on students’ academic performance in junior secondary schools in Osun State, Nigeria.

The objectives of engaging in this study are:

1. To find out Teachers’ qualification as a determinant of student academic performance.
2. To examine Teachers’ experience as a determinant of student academic performance.
3. To determine if Teachers’ teaching style influence students’ academic performance.
4. To find out the attitude of teachers as a determinant of student academic performance.

2.2 Hypotheses

1. There is no significant relationship between a teacher’s qualification and student academic performance?
2. There is no significant relationship between teacher’s experience and student academic performance?
3. There is no significant relationship between teachers’ teaching style and students’ academic performance?
4. There is no significant relationship between teachers’ attitude and academic performance of student?

2.3 Methodology

The research design adopted for this study was a descriptive survey design. The target population for this study comprises of all Teachers and students of junior secondary schools in Osun State. The reason for choosing the targeted population is because they have external examination to write at the end of J.S.S3. The researcher employed simple random sampling in selecting 50 junior secondary schools in Osun State. Stratified randomly sampling was used in selecting 1000 teachers and 500 students. Therefore 1500 respondents formed the sample for this study.
Two instruments (Questionnaire and Achievement Test) were employed for data collection, the researcher self-developed questionnaire titled “Teachers’ Characteristics as Determinant of Academic Performance Questionnaire” (TCDAPQ). The instrument was a four likert scale type of Strongly Agree (SD), Agree (A), Disagree (D) and Strongly Disagree (SD). The questionnaire was made up two – section. The first section elicits information on teachers’ demographic data such as age, sex, academic qualification, length of years of experience. The second section comprises of the items on teachers characteristics determinant. While, Achievements Test in English and Mathematics was administered to Students. The data collected was analyzed using simple percentage frequency count chi-square statistical analysis.

3. RESULTS

3.1 Demographic Distribution of Respondents

Table 1 shows the gender distribution of the teachers. It reveals that 43% out of the total number of the teachers are males while 57% teachers are females.

Table 2 and Fig. 1 reveal the age distribution of the teachers. It can be seen that 28% out of the total number of the teachers are between the ages of 21 and 29 years while 36% of teachers are between the ages of 30 and 39 years as well as 40 years and above.

Table 3 and Fig. 2 reveal the academic qualification of the teachers. It can be seen that 31 (31%) out of the total number of the teachers are NCE holders while 46 teachers representing 46% are First degrees’ holders. The table and the figure also reveal that 3 teachers representing 3% of the teachers are Masters Degrees’ holders.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>493</td>
<td>43.0</td>
</tr>
<tr>
<td>Female</td>
<td>507</td>
<td>57.0</td>
</tr>
<tr>
<td>Total</td>
<td>1000</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Hypothesis 1: There is no significant relationship between teacher’s qualification and students’ academic performance.

Table 5 reveals the result of the relationship between teacher’s qualification and students’ academic performance. Items were analyzed and the combined effect shows that there is a significant relationship between teacher’s qualification and students’ academic performance ($X^2 = 59.642$, df = 9, $p<0.05$). This implied that the teacher’s qualification is significantly related to academic performance of junior secondary school students. Therefore, the null hypothesis 1 is rejected.

Hypothesis 2: There is no significant relationship between teacher’s experience and students’ academic performance.

Table 6 shows the result of the relationship between teacher’s qualification and students’ academic performance. Items were analyzed and the combined effect reveals that there is a significant relationship between teacher’s qualification and students’ academic performance ($X^2 = 37.021$, df = 3, $p<0.05$). This means that the teacher’s experience is significantly related to academic performance of
junior secondary school students. Hence, the null hypothesis 2 is rejected.

**Hypothesis 3:** There is no significant relationship between teacher’s teaching style (intellectual excitement and interpersonal rapport) and students’ academic performance.

Table 7 reveals the result of the relationship between teachers’ teaching style and students’ academic performance. Items were analyzed and the combined effect shows that there is a significant relationship between teachers’ teaching style (intellectual excitement and interpersonal rapport) and students’ academic performance ($X^2 = 51.393$, df = 15, p<0.05). This implied that the teachers’ teaching styles both intellectual excitement and interpersonal rapport is significantly related to academic performance of junior secondary school students. Therefore, the null hypothesis 3 is rejected.

Table 5. Summary of chi square analysis on the relationship between teacher’s qualification and students’ academic performance

<table>
<thead>
<tr>
<th>Items</th>
<th>N</th>
<th>X</th>
<th>S.D</th>
<th>D.F</th>
<th>$X^2$ Cal.</th>
<th>Sig.</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1000</td>
<td>3.450</td>
<td>.716</td>
<td>3</td>
<td>79.760*</td>
<td>.000</td>
<td>Significant</td>
</tr>
<tr>
<td>2</td>
<td>1000</td>
<td>3.040</td>
<td>.828</td>
<td>3</td>
<td>35.040*</td>
<td>.000</td>
<td>Significant</td>
</tr>
<tr>
<td>3</td>
<td>1000</td>
<td>3.320</td>
<td>.931</td>
<td>3</td>
<td>61.920*</td>
<td>.000</td>
<td>Significant</td>
</tr>
<tr>
<td>4</td>
<td>1000</td>
<td>3.300</td>
<td>.644</td>
<td>3</td>
<td>26.000*</td>
<td>.000</td>
<td>Significant</td>
</tr>
<tr>
<td>Combined</td>
<td>1000</td>
<td>3.278</td>
<td>.780</td>
<td>9</td>
<td>59.642*</td>
<td>.000</td>
<td>Significant</td>
</tr>
</tbody>
</table>

*Denote significance at P<0.05
Table 6. Summary of chi square analysis on the relationship between teacher’s experience and students’ academic performance

<table>
<thead>
<tr>
<th>Items</th>
<th>N</th>
<th>X</th>
<th>S.D</th>
<th>D.F</th>
<th>X^2 Cal.</th>
<th>Sig.</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>1000</td>
<td>2.870</td>
<td>.981</td>
<td>3</td>
<td>14.480*</td>
<td>.002</td>
<td>Significant</td>
</tr>
<tr>
<td>6</td>
<td>1000</td>
<td>3.340</td>
<td>.742</td>
<td>3</td>
<td>70.560*</td>
<td>.000</td>
<td>Significant</td>
</tr>
<tr>
<td>Combined</td>
<td>1000</td>
<td>3.105</td>
<td>.862</td>
<td>3</td>
<td>37.021*</td>
<td>.008</td>
<td>Significant</td>
</tr>
</tbody>
</table>

*Denote significance at P<0.05

Table 7. Summary of chi square analysis on the relationship between teacher’s style and students’ academic performance

<table>
<thead>
<tr>
<th>Items</th>
<th>N</th>
<th>X</th>
<th>S.D</th>
<th>D.F</th>
<th>X^2 Cal.</th>
<th>Sig.</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>1000</td>
<td>3.260</td>
<td>.661</td>
<td>3</td>
<td>22.640*</td>
<td>.000</td>
<td>Significant</td>
</tr>
<tr>
<td>11</td>
<td>1000</td>
<td>3.450</td>
<td>.626</td>
<td>3</td>
<td>33.020*</td>
<td>.000</td>
<td>Significant</td>
</tr>
<tr>
<td>12</td>
<td>1000</td>
<td>3.370</td>
<td>.691</td>
<td>3</td>
<td>66.000*</td>
<td>.000</td>
<td>Significant</td>
</tr>
<tr>
<td>13</td>
<td>1000</td>
<td>3.420</td>
<td>.606</td>
<td>3</td>
<td>33.680*</td>
<td>.000</td>
<td>Significant</td>
</tr>
<tr>
<td>14</td>
<td>1000</td>
<td>3.300</td>
<td>.689</td>
<td>3</td>
<td>69.360*</td>
<td>.000</td>
<td>Significant</td>
</tr>
<tr>
<td>16</td>
<td>1000</td>
<td>3.210</td>
<td>.701</td>
<td>3</td>
<td>58.640*</td>
<td>.000</td>
<td>Significant</td>
</tr>
<tr>
<td>Combined</td>
<td>1000</td>
<td>3.335</td>
<td>.662</td>
<td>15</td>
<td>51.393*</td>
<td>.000</td>
<td>Significant</td>
</tr>
</tbody>
</table>

*Denote significance at P<0.05

Table 8. Summary of chi square analysis on the relationship between teacher’s attitude and students’ academic performance

<table>
<thead>
<tr>
<th>Items</th>
<th>N</th>
<th>X</th>
<th>S.D</th>
<th>D.F</th>
<th>X^2 Cal.</th>
<th>Sig.</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>1000</td>
<td>3.420</td>
<td>.589</td>
<td>3</td>
<td>88.880*</td>
<td>.000</td>
<td>Significant</td>
</tr>
<tr>
<td>9</td>
<td>1000</td>
<td>3.020</td>
<td>.681</td>
<td>3</td>
<td>19.280*</td>
<td>.000</td>
<td>Significant</td>
</tr>
<tr>
<td>10</td>
<td>1000</td>
<td>2.910</td>
<td>.818</td>
<td>3</td>
<td>33.680*</td>
<td>.000</td>
<td>Significant</td>
</tr>
<tr>
<td>15</td>
<td>1000</td>
<td>3.300</td>
<td>.689</td>
<td>3</td>
<td>79.760*</td>
<td>.000</td>
<td>Significant</td>
</tr>
<tr>
<td>17</td>
<td>1000</td>
<td>3.150</td>
<td>.701</td>
<td>3</td>
<td>14.420*</td>
<td>.001</td>
<td>Significant</td>
</tr>
<tr>
<td>Combined</td>
<td>1000</td>
<td>3.160</td>
<td>.696</td>
<td>12</td>
<td>46.115*</td>
<td>.005</td>
<td>Significant</td>
</tr>
</tbody>
</table>

*Denote significance at P<0.05

Hypothesis 4: There is no significant relationship between teachers’ attitude and students’ academic performance. From the analysis of the items the combined effect reveals that there is a significant relationship between teachers’ attitude and students’ academic performance ($X^2 = 46.115$, df = 12, p<0.05). This means that the attitude of teachers is significantly related to...
academic performance of junior secondary school students. Hence, the null hypothesis 4 is rejected.

4. DISCUSSION

Hypothesis 1 states that there was no significant relationship between teachers’ qualification and students’ academic performance. Result on Table 1 shows that teachers’ qualification is significantly related to academic performance of junior secondary school students. The result of the findings is in line with observation of [21] that teacher qualification accounted for approximately 40 to 60 percent of the variance in average of students’ achievement in assessment. Several studies report a positive relationship between teachers’ preparation in the subject matter they later teach and student achievement [22]. While, the findings of the study contradicts the observation of [9] that teacher’s education have no effect on student achievement in the classroom. The findings of the study also contradict the observation of [10] that findings did not indicate that teacher with graduate level training in a content area performed better than the teacher having an undergraduate degree in content areas.

Result on Table 2 shows that teacher’s experience is significantly related to academic performance of junior secondary school students. The findings on Table 2 supports position of [18] suggest that teacher’ effectiveness increases dramatically each year during the first ten years of teaching. The findings of the study also corroborates the findings of [5] that schools whose dropout rates were in the highest 10 percent had 50 percent more new teachers than the school having lowest than 10 percent.

Hypothesis 3 states that no significant relationship existed between teachers’ teaching style and students’ academic performance. Result on Table 3 shows that the teachers’ teaching style is significantly related to the academic performance of junior secondary school students. The result of the study is in consonant with the finidngs of [23] that the task of any school teacher is to produce well educated boys and girls through effective teaching style and discipline. While, the findings of the study contradict the findings of [17] that teachers characteristics are generally insignificant predictors of student achievement, especially for the lower grades.

Hypothesis 4 also showed that there was no significant relationship between school teachers attitude and student academic performance. Result on Table 4 shows that the attitude of teacher is significantly related to academic performance of junior secondary school students. The findings of the study supported the observation of [24] that students’ perception of their teacher’s personality, especially the female teachers is found to be a stereotyped; several studies report a positive relationship between teachers’ preparation in the subject matter they later teach and student achievement [22]. The findings of the study also corroborates the opinion of [14] that effective teachers appear to be effective with students of all achievement levels, regardless of the level of heterogeneity in their classroom.

5. CONCLUSIONS

Based on the findings of this study, the following major conclusions were noted in

1) It concluded from the study that teachers’ qualification is significantly related to academic performance of junior secondary school students.
2) It was concluded that teachers experience is significantly related to academic performance of junior secondary school students.
3) It was concluded that teacher’s teaching style is significantly related to the academic performance of junior secondary school students.
4) It was also concluded that teachers’ attitude is significantly related to academic performance of junior secondary school students.

6. IMPLICATIONS FOR BEST PRACTICES IN EDUCATION

For the academic performance of students to be improved on, there is need to have a functioning counseling units in Juniors Secondary Schools; the professional counselors should be employed in schools; also there is need for School Counsellors to be organizing orientation and re-orientation for the junior secondary school teachers on the need to develop positive attitude towards teaching profession and the need to get more committed to work.

School authorities should encourage teachers with National Certificate in Education (NCE) to go
for in-service training to acquire additional qualification; teachers that have first degree without background in education training should endeavor to proceed on Post Graduate Diploma in Education (PGDE) programme to acquire knowledge in methodology of teaching in order make their teaching more effective. Furthermore, government through the ministry of Education and School Educational Authorities should ensure that only qualified teachers are employed to schools; more teachers should be employed in order to ease teachers’ weekly workload. The teachers should be attending seminars, in-service training to update their knowledge. Government through educational board should ensure a proper evaluation of teachers based on examination and supervision these should be criteria for promotion and appointment.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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