



Teachers' Effectiveness and Students' Academic Achievement in Senior Secondary School Civic, Osun State Nigeria

Babatunde Adeniyi ADEYEMI 

Institute of Education, Obafemi Awolowo University, Ile-Ife, Nigeria.
Email: adeyimibabs2003@yahoo.com



Abstract

The study assessed the level of teaching effectiveness of Civic teachers in Osun State. It also determined the relationship between teachers' effectiveness and senior secondary school students' academic achievement and examined the difference between the academic achievement of the students taught by male Civic teachers and those taught by female Civic teachers in the study area. The study employed Correlational research design and the population for the study comprised of Civic teachers and the senior secondary school students in Osun State. The sample size for the study consisted of forty (40) Civic teachers and two hundred (200) students selected using multistage sampling procedure. A research question and two hypotheses were raised to guide the study. Two instruments: Teachers' Effectiveness Rating Scale (TERS) and Civic Achievement Test (CAT) were developed and used for data collection. The two instruments were given to experts in Civic Education and Test and Measurement for face and content validity and were later subjected to a reliability test using Pearson moment product correlation which yielded values of 0.65 and 0.72 respectively. Data collected were analysed using frequency counts, simple percentages, mean, standard deviation, linear regression and t-test statistics. Findings of the study showed that the level of teaching effectiveness of Civic teachers in the study area is moderate. The study concluded that teachers' effectiveness is a correlate of senior secondary school students' academic achievement in Civic in Ife Central Local Government Area of Osun State.

Keywords: Teachers, Effectiveness, Students, Academic, Achievement, Civic.

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Contribution of this paper to the literature

This study has provided empirical evidences that showed the level of teaching effectiveness of Civics teachers in the study area. Not only that, the study revealed that there was a significant relationship between teachers' effectiveness and senior secondary school students' academic achievement in Civic in the study area. In addition, the study showed that there was no significant difference between the academic achievement of students taught by male Civic teachers and those taught by female Civic teachers in the study area.

1. Introduction

Education is key for human development. Education is a tool that brings about upliftment and growths for people. Alade (2004) asserted that education is an instrument for children in the nursery school to be well developed and grow in their skills and potentials. Education allows for survival among pupils in the school. It is the foundation to which skills are developed among the learners and the society at large.

Teaching is such a profession that is practiced among people who are passionate and have the skill of developing people and wanting them to grow. A teacher must be ready to motivate, encourage, counsel, educate and develop others for the sake of development. Teachers must not see teaching job as a stepping stone to other professions, they must see it as an opportunity to build the lives of others via contents and practice (Okolocha & Onyeneke, 2013). Teaching is geared and should be focused on human sustainable development and effective growth (Oyekan, 2000). If the educational training of teachers is well built, there would be room for effective teaching among the learners as well as educators. For effective teaching to be brought to limelight, teachers must be able to give room for creativity, intellectualism, love, hospitality, love for wisdom and the ability to understand the theme of individual differences. The extent of the competence of teachers, the level of adaptation, the strength of understanding of the teachers and many more have to be well understood. If teaching would be meaningful and effective, the teacher must demonstrate high level of intelligence, skills and knowledge in line with pedagogical delivery (Adeyemi, 2016). One of the main differences in the junior Secondary School (JSS) and Senior Secondary School (SSS) curricula is the fact that teachers must be able and ready to demonstrate high level of mastery of the subject to be taught. Teachers must be well grounded in the subjects that have been trained to teach the learners. Such virtues as classroom evaluation, assessment of content learnt and many more should not be put aside in the teaching profession. Teachers should allow for effective classroom interaction as a way of building and evaluating the extent to which learners have learnt (Adeyemi, 2019).

Academic competencies can be seen as skills that have been developed by the teachers to make sure that the students are academically achieved and competent. The principal attributes of teaching should be well understood by teachers to give room for effective teaching deliveries among teachers (Akpan, 2002). An effective teacher is such that does not keep stop learning and understanding the trends in teaching profession. The teaching styles and skills of the teachers are scored by the level and extent of performance of learners academically. Most research had revealed that the best place to locate the answer to those questions is to ask the students who are being taught (Daniel & James, 2007). In the word of Akomolafe (2010) attention on students' achievement, quality teaching responsive to students learning opportunities, pedagogical practices play prominent roles in effective teaching deliveries of teachers. The school, teachers and the society at large should be ready to assist learners to perform well and effectively in the roles as professional teachers. The school curriculum should be focused on developing the holistic child such as developing the intellectual, physical and social skills.

Academic performance can be seen as the level or extent to which the goals of education or a particular curriculum has been achieved among learners. The academic performance of the learners is dependent on the ability of the teachers to teach effectively and educate learners from their reservoir of knowledge. The level of academic achievement of learners is achieved via the ability of learners to demonstrate their competence via writing of examination of test after been exposed to content under the tutelage of teachers. When a test or examination is to be written, learners have anxiety, fear and discouragement. This does not stop learners from showing their level of academic competence and academic achievement. A school is then seen as an institution where learners are exposed to content to test their level of intelligence and academic performance from one stage of education to the other. Ademola (2007) in his findings found that though there are more female teachers in the school than male teachers, female teachers are still more absent in the school than the male teachers. This might be due to the fact that some of them are children that they attend to on the daily bases before finding their way to the school. However, Akinmusire (2012) revealed that more learners taught by female teachers perform more than learners that are taught by the male teachers. The core of this study is therefore to investigate teachers' effectiveness and students' academic performance in Civics in Osun State, Nigeria.

1.1. Statement of the Problem

Teachers' primary role of transmission of knowledge and skills is never in dispute hence the adequacy and quality for better service delivery of teachers need to be assessed on a regular basis. Therefore, the performance of teachers should be glaring and persistent for their learners to perform well academically and social in and out of the school. It is however sad to note that most learners have been faced with low academic performance being the fact that the teachers are not well skilled and passionate among the learners. This extent and level of academic performance therefore borders on the quality of human and material resources which are available during their schooling. This study therefore aims at investigating the influence of teacher's effectiveness on students' academic achievement on Civic.

1.2. Purpose of the Study

The purpose of the study is to find out the relationship between teacher effectiveness and students' academic achievement in civics. Specifically, this study sought to;

- (i) Assess the level of teaching effectiveness of Civic teachers in Ife Central Local Government Area of Osun State.

- (ii) Determine the relationship between teachers' effectiveness and senior secondary school students' academic achievement in Civic in the study area.
- (iii) examine the difference between the academic achievement of the students taught by male Civic teachers and those taught by female Civic teachers in the study area.

1.3. Research Question

What is the level of teaching effectiveness of Civic teachers in Osun State?

1.4. Hypotheses

- (i) There is no significant relationship between teachers' effectiveness and senior secondary school students' academic achievement in Civic in the study area.
- (ii) There is no significant difference between the academic achievement of students taught by male Civics teachers and those taught by female Civic teachers in the study area.

2. Methodology

This study adopted a correlational research design. The population for the study consisted of all secondary school Civic teachers and students in Osun State. The sample size for the study comprised forty (40) Civic teachers and two hundred (200) senior secondary school students selected using multistage sampling procedure. Two senatorial districts were selected from the three in the region using simple random sampling technique. Ten Local Government Areas (LGAs) were selected from each of the selected senatorial districts. From each LGA, two senior secondary schools were then selected using simple random sampling technique. One Civic teacher and five students were then selected from each school using simple random sampling technique. Two instruments were designed and administered for data collection with the help of trained research assistance. These instruments were: Teachers Effectiveness Rating Scale (TERS) and Civic Achievement Test (CAT). The TERS was designed in two major sections. Section A deals with personal information of the respondents while Section B contains four major items with five sub-items under each. The second instrument tagged CAT was also designed in two major sections. Section A deals with personal information of the respondents while Section B consisted of objective questions with options A – D. The two instruments were given to the experts in Civic Education and Test and Measurement for face and content validity. The instruments were trial tested in a pilot study outside the scope of the study using a sample of ten (10) for the Teachers Effectiveness Rating Scale (TERS) and fifty (50) Civic Achievement Test (CAT) through Pearson moment product correlation and the results yielded values of 0.65 and 0.72 respectively. The values obtained indicated that the instruments are good enough and reliable for the study. Data collected were analysed using frequency counts, simple percentage, mean, standard deviation, linear regression and t-test statistical tools.

3. Results

Table-1. Correlational statistics of socio-demographic information of secondary school Civic teachers in the study area.

N = 40

S/N	Variables	Frequency (f)	Percentage (%)
1.	Gender		
	Male	18	45.0
	Female	22	55.0
2.	Age		
	Below 30	6	15.0
	30-40	20	50.0
	41 and above	14	35.0
3.	Marital Status		
	Single	8	20.0
	Married	29	72.5
	Widow	3	7.3

Note: N = 40.

Table-2. Correlational statistics of socio-demographic information of senior secondary school students of civic in the study area.

N = 200

S/N	Variables	Frequency (f)	Percentage (%)
1.	Sex		
	Male	92	46.0
	Female	108	54.0
2.	Age		
	Below 15	90	45.0
	Above 16	110	55.0
	Class		
3.	SSS 1	75	37.5
	SSS 2	70	35.0
	SSS 3	55	27.5

Note: N = 200

Results in Table 1 showed the descriptive statistics of socio-demographic information of Civic teachers in senior secondary schools in the study area. From the table, it can be deduced that 18(45.0%) are males while

22(55.0%) are females even as 6(15.0%), 20(50.0%) and 14(35.0%) are in the age range of below 30, 30-40 and 41 and above respectively. Considering marital status, 8(20.0%), 29(72.5%) and 3(7.3%) are single, married and divorced respectively in the study area. Results in Table 2 showed the descriptive statistics of socio-demographic information of the respondents in the study area. It can be observed from the table that 92(46.0%) are males while 108(54.0%) are females. On age range, 90(45.0%) are below 15 while 110(55.0%) are above 16 years of age even as 75(37.5%), 70(35.0%) and 55(27.5%) are in SSS 1, SSS 2 and SSS 3 respectively in the study area.

Research Question: What is the level of teaching effectiveness of Civic teachers in Ife Central Local Government Area of Osun State?

In order to answer this research question, data collected on the Civic teachers' effectiveness were subjected to correlational statistics to determine the level using the average result of standard deviation and the results are presented in Table 3.

Low = 1.00 – 1.39, Moderate = 1.40 – 1.59, High = 1.60 – 2.00

Table-3. Correlational statistics of the level of teaching effectiveness of civic teachers in the study area.

S/N	General Effectiveness	Mean	Standard Deviation
1.	Classroom management	2.20	1.50
2.	Personality	2.00	1.58
3.	Teaching techniques and methods	1.95	1.77
4.	Appearance	2.22	1.44
Average results		2.09	1.57

Results in Table 3 showed correlational statistics of the level of teaching effectiveness of Civic teachers in Ife Central Local Government Area of Osun State. Considering the average result of the standard deviation, it can be drawn out from the table that the level of teaching effectiveness of Civics teachers in the study area is moderate at (SD = 1.57).

3.1. Hypotheses

H₀₁: There is no significant relationship between teachers' effectiveness and senior secondary school students' academic achievement in Civic in the study area.

In order to test this hypothesis, data collected on teachers' effectiveness and students' academic achievement in Civic were subjected to linear regression analysis and the results are presented in Table 4.

Table-4. Regression analysis of the relationship between teachers' effectiveness and senior secondary school students' academic achievement in Civic in the study area.

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	103.068	1	34.356	4.096	.007
Residual	2902.087	198	8.388		
Total	3005.154	199			

R = 0.185a, R Square = 0.034, Adjusted R Square = 0.026

Note: F = 4.096, p < 0.05.

Results in Table 4 showed that there is significant relationship between teachers' effectiveness and senior secondary school students' academic achievement in Civic in the study area (F = 4.096, p < 0.05). Therefore, the null hypothesis that states that there is no significant relationship between teachers' effectiveness and senior secondary school students' academic achievement in Civic in the study area is hereby rejected. The R Square value of 0.185^a indicated a high degree of correlation between teachers' effectiveness and senior secondary school students' academic achievement in Civic in the study area. Also, the R Square value of 0.034 accounted for a low variation of 3.4% in teachers' effectiveness and senior secondary school students' academic achievement in Civic in the study area.

H₀₂: There is no significant difference between the academic achievement of students taught by male Civics teachers and those taught by female Civic teachers in the study area.

In order to test this hypothesis, data collected on students' academic achievement considering the numbers of those taught by male Civic teachers and those taught by female Civic teachers were subjected to t-test analysis and the results are presented in Table 5.

Table-5. t-test analysis of the difference between the academic achievement of students taught by male Civic teachers and those taught by female Civic teachers in the study area.

Groups	N	Mean	S.D	df	t	Sig.(2-tailed)
Students taught by male teachers	89	32.44	12.22	198	3.235	.215
Students taught by female teachers	111	34.18	13.46			

Note: t = 3.235, p > 0.05.

Results in Table 5 showed that there is no significant difference between the academic achievement of students taught by male Civic teachers and those taught by female Civic teachers in the study area (t = 3.235, p > 0.05). Hence, the null hypothesis that states that there is no significant difference between the academic achievement of students taught by male Civic teachers and those taught by female Civic teachers in the study area is hereby not rejected.

4. Discussion of Findings

Findings of the study showed that the level of teaching effectiveness of Civic teachers in the study area is moderate. The result is in line with the findings of Stronge, Ward, and Grant (2011); Aina (2013) they

acknowledged that teaching effectiveness among teachers can be traced to their ability to utilize both human and non-human resources to bring about effective teaching-learning process and that the level of teaching effectiveness is relatively moderate in some society and high in others but low in underdeveloped areas.

Results of the study further revealed that there is significant relationship between teachers' effectiveness and senior secondary school students' academic achievement in Civic in the study area. The result supports the findings of Oliver and Reschly (2007) they submitted that effectiveness of teachers determines academic performance of students since effective teaching-learning process will be well actualized. In the same vein, Orji (2014) pointed out that when teachers discharge their responsibilities meaningfully, it will prompt and boost the performance of learners. Finally, results of the study indicated that there is no significant difference between the academic achievement of students taught by male Civic teachers and those taught by female Civic teachers in the study area according to the researcher.

5. Conclusion

Based on the findings of this study, it can therefore be concluded that teachers' effectiveness is a correlate of senior secondary school students' academic achievement in Civic in Ife Central Local Government Area of Osun State.

6. Recommendations

The following recommendations are put forward based on the findings of this study:

1. There should be opportunity by the government for the purpose of learning via seminars, conferences and training.
2. There should be room for motivation and reinforcement for teachers as a way of making sure that they are motivated for effective teaching and educational practices.
3. Teachers should always emphasize and encourage all eligible students to actively participate in civic activities. Classroom teaching/learning should not be limited to learning to pass alone but to inculcate positive habits and character expected of a good citizen.
4. Teachers should equip their students with adequate civic knowledge as well emphasize the essence of knowledge to their practical lives as responsible individuals.
5. In addition to fostering adequate civic knowledge of their students, teachers should also model a positive attitude towards civic obligations as this can encourage students to emulate good character and behaviour. This can be achieved by appropriately relating acquired knowledge to practical principles of life.

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