

Teachers' Variable and School Location As Predictors Of Students' Academic Performance In Economics In Osun State, Nigeria

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Abstract: *The paper's broad objective was to investigate the extent to which teachers' variables and school location served as predictor of academic performance in Economics among public secondary schools in Irewole and Isokan Local Government Area of Osun State, Nigeria. Multi-stage sampling technique was used to select six (6) schools, two-hundred and eighty eight (288) Economics results of Grade 10 students who sat for Unified Promotion Examination conducted in 2017/2018 academic session was extracted from the statutory records and the teachers variable was extracted from the staff records across the six schools. The data generated were analysed with the aid of student t-statistics at 5 per cent level of significant. The empirical findings showcased that the performance of the students taught by Nigeria Certificate in Education and Bachelor Degree in Education holders were significantly different from those taught by holder of Higher National Diploma. Also, the findings indicated significant difference in the academic performance of the students on the basis of teachers' teaching experience which was in favour of students who were mentored by the teachers who had spent ten years and above in teaching profession. Besides, it was revealed that the gender of the teachers was insignificant to students' academic performance in Economics and that significant difference existed in academic performance of students in Economics on the ground of school location, but in favour of urban location students. It was concluded from the study that teachers' variables such as qualifications and teaching experience exert significant effect on the academic performance of the students in Economics, but variable like gender of the teachers played an insignificant role, while school location occupied a prominent position when academic performance of the students is to be taken into consideration. Recommendations such as provision of conducive teaching and learning facilities in both rural and urban schools, professionalization of teaching in terms of giving teaching certificate utmost regards during recruitment of teachers and encouragement of on-the-job training for serving teachers were made among others.*

Keywords: Teachers' Variable, School Location, Academic Performance, Economics

INTRODUCTION

Education is a vital indication of a society's well-being by making positive impact to peoples' living standard, national development and social justice. Education has therefore come to be very important in the life of a man, as it helps individuals in the search for better life, better values, expansion of human domain of knowledge and serving as an instrument of recognition amongst human society. In addition, people of different races and nations have seen education as a weapon of national development. It is on this note that education is universally adjudged to be a powerful instrument of developing intellectual abilities, shaping cultural attitudes and acquiring knowledge and skills. In the formal school system, the attainment of these laudable objectives and other useful ones may be a function of the quantity and quality of variable inputs most especially the teachers engaged in the process of refining/training the learners.

A teacher is a person who by virtue of the length of training and qualifications possessed and needed to attain good teaching and successful teaching qualified to influence others (learners) to acquire knowledge, competences or values within the

formal academic settings. Berliner, (2005) described *good teaching* as a manner in which the content of the curriculum is taught by the teachers in accordance with disciplinary standards of adequacy and completeness and the methods employed are appropriate with regard to the age of the learners, morally defensible and undertaken with the motive of improving the learner's competence in connection with the content. On the other hand, *successful teaching* envisage that the learners are not only to acquire knowledge and skills but also internalise some reasonable and acceptable level of proficiency from the content taught by the teacher. It should be noted that the effectiveness of the teachers towards the attainment of good and successful teaching which may in turn impact students' academic performance either positively or otherwise could be in part rest on some fundamental factors like qualifications, teaching experience and gender as well as school location.

The literatures posit inconsistency outcomes range from positive significant relationship (Owolabi, and Adedayo, 2012; Umar, Ahmad, and Awogbemi,

2013; Abe, 2014; Yusuf, and Dada, 2016; Bamidele, and Adekola, 2017; Ellah, and Ita, 2017) to insignificant association (Musau, and Abere, 2015; Maphoso, and Mahlo, 2015; Igberadja, 2016; Kadri, Alwi, and Hashim, 2018). These scholars direct attention to teachers' variable and academic performance at expense of school location and vice-versa which is a great lacuna to be filled by this research work.

Statement of the Problem

Two years after the assumption of duty of the immediate past government in Osun state in 27th November, 2010. Education policy based on reclassification of schools was introduced and implemented which led to the segmentation of schools into elementary, middle and high schools. Besides, a circular on directive to redeploy some of the newly appointed teachers from primary school to middle and high schools was issued in which university graduate among them were moved to high school and those with Nigeria Certificate in Education (NCE) were redeployed to middle school after due attention had been given to their respective areas of specialisation. This was done indiscriminately to all concerned teachers regardless of their gender traits and teaching experience. It can be deduced that the government directive in that direction gave special consideration to teachers' qualifications and ignore the possible influence of teachers teaching experience on their effectiveness which may in turn exert significant influence on students' academic performance in the school subjects. It is against this background that the study is designed to examine the extent to which teachers' variable and school location predict students' academic performance in Economics.

Research Objectives

The broad objective of the study is to examine teachers' variable and school location as predictor of academic achievement in Economics, while the specific objectives are to;

- i. evaluate the extent to which teachers' qualifications and teaching experience influence students' academic performance in Economics in public secondary school,
- ii. examine the extent to which teachers' gender attribute impact students' academic performance in Economics in public secondary schools, and
- iii. assess the difference in the academic performance of students in Economics in public secondary schools on the basis of school location.

Research Questions

The following research questions are highlighted to serve as a guide for the study as thus;

- i. To what extent do teachers' qualifications and teaching experience

influence students' academic performance in Economics in public secondary schools?

- ii. To what extent do teachers' gender attribute impact students' academic performance in Economics in public secondary schools?
- iii. Is there any significant difference in the students' academic performance in Economics on the basis of school location?

Review of Literature

On the teachers' qualification, as aptly suggested by Olaofe (2006) cited in Adjei, (2017) that to make teaching a profession, subject teachers need to be academically and professionally qualified before being allowed to teach. This has made Adjei, (2017) to affirm that teachers who possess academic and professional qualification in teaching subjects such as Nigeria Certificate in Education (NCE), Bachelor of Science Education or Bachelor of Art in Education or Master of Education or Master of Philosophy in Education are likely to perform better in teaching their specialised subjects than those with no professional qualification. This is because, teachers' knowledge of the subject-matter in terms of mastery of the content, and employment of variety of teaching methods may be feasible for being academically and professionally qualified and thereby leading to the improvement in the academic achievement of the subjects.

In terms of classification of qualifications into higher and lower, Owolabi, and Adedayo, (2012) concurred that the students taught by teachers with higher qualifications (Higher National Diploma (HND) and University Degrees) performed better than their counterparts taught by teachers with lower qualifications (Nigerian Certificate in Education (NCE) and Ordinary National Diploma (ND)). They argued further that students performed better when taught by professionally qualified teachers. The study conducted by Abe, (2014) revealed significant difference in the performances of students taught by professional teachers and non-professional teachers which was in favour of students taught by professional teachers. Similarly, Bamidele, and Adekola, (2017) concurred that there was significant difference in the academic achievement of students taught by teachers with high qualification and those students taught by teachers with low qualification.

Umar, Ahmad, and Awogbemi, (2013) were of the view that the level of educational attainment of teachers in terms of their qualifications is positively related with students' outcome. Akinsolu, (2010) reported a positive correlation between teachers' qualification and students' academic performance. The study conducted by Kanori, Amollo, and Inyega, (2018) established that there was a statistical association between Bachelor of

Education Teacher Trainees' (BEDTTs') information searching and utilization of e-resources. The findings indicated that improving Bachelor of Education Teacher Trainees' (BEDTTs') information searching ability increase utilization of e-resources by the learners. In another development, Musau, and Abere, (2015) confirmed that the teachers' professional qualifications did not have a significant influence on students' academic performance in Science, Mathematics and Technology (SMT) subjects. Maphoso, and Mahlo, (2015) said that there was no significant relationship between qualifications of teachers and academic achievement. The dichotomy as revealed in the above augments substantiate that the teachers' qualification is to compliment other indicators in order to produce favourable academic performance among learners.

Kini, and Podolsky, (2016) reviewed plethora of published studies which was based on the effect of teachers' teaching experience on student outcomes in the United States and found that teacher's teaching experience is positively associated with student achievement gains throughout a teacher's career. Gains in teacher effectiveness associated with experience are most steep in teachers' initial years, but continue to be significant as teachers reach the second, and even third decades of their careers. Also, as teachers gain experience, their students not only learn more, as measured by standardized tests, they are also more likely to do better on other measures of success, such as school attendance.

Yusuf, and Dada, (2016) opined that there was a significant difference in the academic performance of students based on the teachers' teaching experiences such that students taught by teachers with teaching experience between 6-15years performed better than those taught by teachers with teaching experience between 1-5years. Similarly, Agbo-Egwu, Adadu, Nwokolo-Ojo, and Enaboifo, (2017) said that schools having more teachers with above 10 years teaching experience achieved better results than schools having more teachers with 10 years and below teaching experience. In contrary, Kadri, Alwi, and Hashim, (2018) study revealed that there was no significant difference in students' achievement between students taught by teachers with 10 years and more teaching experience and teachers with less than 10 years teaching experience. Jaime (2008) indicated that teaching experience (years of experience) and qualification (degree level) had interactive effect on student achievement in both Communication Arts and Mathematics. Kosoko-Oyedeko, (2008) argued that teachers' self-efficacy, length of training and attitude towards teaching exercises are significant determinants of pupils academic achievement. Also, Daso, (2013) reported significant relationship between teachers' method of teaching, teachers'

attitude and students' achievement in Mathematics. This argument neglect the possibility of teachers' gender in influencing academic performance.

Gender could be seen as all range of physical, biological, mental and behavioural characteristics which are naturally embedded on individual and are used to make clarifications and distinctions between feminine and masculine (female and male) population in all ramifications. In the light of this, the gender of the teachers need to be given an attention when evaluating students' academic performance in school subjects. Adu, and James, (2015) were of the view that male teachers are more effective than their female counterparts, and when location was taken into cognisance, teachers teaching in urban schools are said to be more effective than those teaching in rural locations irrespective of the gender traits of the teachers under consideration which may eventually impact positively or negatively on educational attainment of learners.

Shilpa, and Usha, (2018) said that the students need not to see gender of the teacher as a barrier in teaching in as much as such a teacher is active and interested in teaching coupled with having accumulated experience. They observed that the female students would prefer to be taught by female teachers, as they thought it would be easy to interact with them. Besides, students felt female teachers are compassionate, hardworking, and sincere enough and have got high pitched voice which is audible. Kazi, Ahmad, Mosa. and Reazul, (2013) submitted that the performance of female teachers is better as compared to their male counterparts, as the mean score obtained by students taught by female teachers was greater than their counterparts taught by male teachers. It was concluded that women are slightly better to teach in primary school segment when the test scores are analysed.

In the same vain, Josep-Oriol, and Toni, (2013) reported positive correlation between students' result and teachers' gender but it was in favour of female teachers. Timothy, (2016) said that students of male teachers did not show statistically significant academic growth regardless of student gender. And that female students taught by female teachers showed marginally significant growth in reading when compared to male students of female teachers. The author stressed that teacher gender did not make a statistically significant difference in student academic growth in mathematics for either gender. Igberadja, (2016) concluded that teachers' gender and qualification do not have significant effects on the academic performance of students taught industrial safety. This implies that the rate of students' performance are the same regardless of gender traits of the tutor. The above arguments neglect the instrumentality of school location in the

academic performance of students coupled with effectiveness of the academic staff.

Ellah, and Ita, (2017) affirmed that there was a significant difference in the students' academic performance in English language on the basis of school location. In his quasi experimental research, Macmillan, (2012) submitted that there was no significant difference between rural and urban as well as female and male students' academic achievement in physics even when Computer Assisted Instruction (CAI) was used for students in both location. Agbaje and Awodun (2014) acknowledged statistically significant difference in the academic achievement of students in the standardize test between rural and urban school which was in favour of the students in rural schools. But, insignificant difference between male and female students was observed regardless of the school location. In contrary, Owoeye and Yara (2011) argued that there was a significant differences between students' academic achievement of rural and urban secondary schools in senior school certificate examinations, such that, students in urban areas had better academic achievement than their rural counterparts.

METHODOLOGY

Research Design

The study employed descriptive survey research design of ex-post fact in nature. The design is considered adequate due to the fact that it aims at not only to describe and interpret what is concerned with issues, conditions and practices that prevail or exist, beliefs, points of views that are going on concerning influence of teachers' qualifications, experience and gender, but also involve large numbers of people and describe population characteristics by the selection of unbiased sample most especially from both rural and urban public schools. Therefore, in ex-post facto design, the dependent variable (academic performance) is observed while several other independent variables (teachers' variable vis-à-vis teaching experience, gender, qualifications) and school location are being examined. Besides, the observation of the dependent variable may occur before, after and at the same time with the independent variables. In the light of this, it is clear to infer that teachers' variable such as qualifications, teaching experience, and gender as well as school location had been in existence before the determination of students' academic performance in such a school.

Target Population

Both teachers and students were under the purview of target population scheduled for the study. However, all students in public senior secondary school one (Grade 10) who were not only offered Economics but also sat for Unify Promotion

RESULTS

Research Question 1: To what extent do teachers' qualifications and teaching experience influence students' Economics academic performance in public secondary schools?

Examination (UPE) conducted by Osun State Ministry of Education during 2018/2019 academic session in Irewole and Isokan Local Government Area of Osun State formed the first target. While, all Economics teachers that tutored and prepared these students towards the said examination formed another target for the study.

Sample and Sampling Techniques

Multi-stage sampling technique was used to select six (6) public secondary schools in both Irewole and Isokan Local Government Areas of Osun State which was based on the criteria like teaching experience, teachers' gender traits, qualifications and school location as envisaged in the research work. Besides, a teacher per school was sampled and two-hundred and eighty eight (288) Economics results of the students under investigation was extracted from statutory records of the sampled schools. These schools are enumerated in the figure one below alongside with the aforementioned qualities.

School Name	Teachers' Traits	Location
Fatima High School, Ikire	Female, HND, < 10 years	Urban
Akinrere High School, Ikire	Male, Degree with Education, > 10 years	Urban
C.H.S. Waasinmi, Ikire	Male, Degree with Education, < 10 years	Rural
C.H.S, Odeyinka, Ikire	Male, Nigeria Certificate in Education (NCE), < 10 years	Rural
I.M.G Ikire	Male, Degree with Education, < 10 years	Urban
A.D.C High School, Apomu	Female, Degree with Education, < 10 years	Urban

Source: Author Compilation, (2019)

Data Collection and Measurement

Relevant secondary data were collected from the sampled schools. Students' score in Economics in the Unified Promotion Examination conducted by Ministry of Education in 2018/2019 academic session was used to proxy participants' academic performance, while teachers variable were measured as gender (female or male) teaching experience (greater than ten years or less than ten years in teaching Economics), and qualifications (Higher National Diploma, Degree and Nigeria Certificate in Education) are extracted from the statutory records of the respective schools.

Data Analysis Procedure

Inferential statistics was employed for the analysis of the collected data. This entails student t-test statistics at 5% level of significant.

Table 2: T-test result showing the extent to which teachers' qualification influence students' Economics academic performance in public secondary school.

Qualifications	N	Mean	S.D	T-Cal	T-Tab	DF	Remark
NCE	23	50.83	5.357	4.476	1.658	78	Sig.
HND	57	45.07	4.858				
B. Ed	60	56.53	6.258	4.135	1.658	81	Sig
NCE	23	50.83	5.357				
B Ed	60	56.53	6.258	11.096	1.658	115	Sig
HND	57	45.07	4.858				

Source: Author Computation (2019). At 5% level of significant.

On the teachers' qualifications, table 2 revealed that the average marks of the students taught by teachers holding Nigeria Certificate in Education (NCE), Higher National Diploma (HND) and Bachelor Degree in Education (B. Ed) stood at 51, 45 and 56 marks respectively out of the 100 marks allocated for the said examination. The findings posit that there was significant difference in the performance of students taught by the holder of NCE and HND, B. Ed and NCE as well a B. Ed

and HND which was in favour of holder of NCE, B. Ed, and B. Ed. This is because, the calculated values of t-test produced 4.476, 4.135 and 11.096 which were greater than tabulated values of 1.658. Hence, it is inferred that teachers' qualification is a good predictor of academic performance but in varying and different magnitude as mean scores of those taught by NCE holder was higher than those handled by HND holder, B. Ed was greater than that of NCE and HND respectively.

Table 3: T-test result showing the extent to which teachers' teaching experience influence students' Economics academic performance in public secondary schools.

Teaching Experience	N	Mean	S.D	T-Cal	T-Tab	DF	Remark
< 10 years	100	58.18	6.965	10.532	1.645	171	Sig
> 10 years	73	48.27	5.406				

Source: Author Computation (2019). At 5% level of significant.

In terms of work experience, that is, teaching experience, table 3 shown that the mean marks of the students tutored by the teachers who had spent more than ten years in teaching profession as 58 marks while those of less than ten year stood at 48 marks. The finding indicated that there was significant difference in the academic performance

of the students on the basis of teachers' teaching experience which was in favour students who were mentored by the teachers who had spent ten years and above in teaching profession. This is premised on the fact that calculated value of t-test was more than tabulated value.

Research Question 2: To what extent do teachers' gender attribute impact students' Economics academic performance in public secondary schools?

Table 4: T-test result showing the extent to which teachers' gender attribute impact students' Economics academic performance in public secondary schools.

Teachers' Gender	N	Mean	S.D	T-Cal	T-Tab	DF	Remark
Female	59	48.03	6.534	0.194	1.658	113	Insig.
Male	56	48.25	5.583				

Source: Author Computation (2019). At 5% level of significant.

On the basis of the gender of the teacher, table 4 exhibited calculated value of the t-test as 0.194 which was less than t-tabulated value of 1.658. This indicated that the gender of the teachers was

insignificant to their performance in Economics as the means scores closed at 48 marks regardless of the gender traits of the teacher.

Research Question 3: Is there any significant difference in the students' academic performance in Economics on the basis of school location?

Table 5: T-test result showing the extent to which school location influence students' Economics academic performance in public secondary schools.

School Location	N	Mean	S.D	T-Cal	T-Tab	DF	Remark
Rural	53	54.11	4.945	4.261	1.645	156	Sig.
Urban	105	58.22	7.016				

Source: Author Computation (2019). At 5% level of significant.

Table 5 contained empirical outcomes with respect to school location, that is, rural and urban location, the average score of the students in rural area stood

as 54 marks while that of their urban counterparts was 58 marks which was slightly higher than the mean score of the students in rural location.

Besides, the findings posited that there was significant difference in performance of students in Economics on the ground of school location, but in favour of urban location students as calculated

Discussion of Findings

The empirical outcomes that emanated from the study attribute significant role to the qualification of personnel at secondary school level, such that the performance of the students taught by NCE holder was significantly different from those taught by HND. This could be attributed to the fact that those who attended Colleges of Education were basically trained for teaching which could make them perform wonderfully well in education industry most especially in understanding the learners individual differences and take such into cognizance during teaching-learning interaction. But, it was discovered that the students under the tutelage of holder of Bachelor Degree in Education (B Ed) outperformed their counterparts under the tutelage of holders of NCE and HND respectively. This is in consonance with research report made by Adjei, (2017) in which academic and professional qualifications in teaching subjects such as Nigeria Certificate in Education (NCE), Bachelor of Science Education or Bachelor of Art in Education or Master of Education or Master of Philosophy in Education are likely to perform better in teaching their specialised subjects than those with no professional qualification. This is also in tandem with submission made by Bamidele, and Adekola, (2017) that there was significant difference in the academic achievement of students taught by teachers with high qualification and those students taught by teachers with low qualification which was in favour students taught by teachers with higher qualifications. The above finding was in contrary to the research work conducted by Igberadja, (2016), in which teachers' qualifications do not have significant effects on the academic performance of students taught industrial safety.

In terms of work experience, that is, teaching experience, the findings indicated significant difference in the academic performance of the students on the basis of teachers' teaching experience which was in favour of students who were mentored by the teachers who had spent ten years and above in teaching profession. The outcome corroborates the belief that experience is the best teacher which means that an experience teachers could be able to mentor learners in right direction most especially when it comes to the aspects of framing standard questions for both internal and external examinations as well as guiding students towards likely correct answers to the questions. This is in line with empirical findings established by some scholars such as (Yusuf, and Dada, 2016; Agbo-Egwu, Adadu, Nwokolo-Ojo, and Enaboifo, 2017) but not in

value of 4.261 was greater than tabulated value of 1.645 at 5% level of significant. In the light of this, school location could be regarded as determinant of academic performance.

alliance with others like (Kadri, Alwi, and Hashim, 2018).

On the basis of the gender of the teacher, it was revealed that the gender of the teachers was insignificant to students' academic performance in Economics. This is supported by Igberadja, (2016) in which teachers' gender do not have significant effects on the academic performance of students taught industrial safety. However, the result was in variance with submission made by Josep-Oriol, and Toni, (2013), in which positive correlation between students' result and teachers' gender in favour of female teachers was observed as well as Kazi, Ahmad, Mosa. and Reazul, (2013) who submitted that the performance of female teachers is better as compared to their male counterparts. With respect to school location, that is, rural and urban location, the findings posited significant difference in performance of students in Economics on the ground of school location, but in favour of urban location students. This may be attributed to effectiveness of the teachers teaching in urban centre, due to the availability and accessibility of various resources which were meant to aid teaching and learning exercises in the school settings. The report was in alliance with Ellah, and Ita, (2017) in which a significant difference in the students' academic performance in English language on the basis of school location was affirmed. But, the report was in contrary to quasi experimental research conducted by Macmillan, (2012) within which no significant difference was observed between rural and urban students' academic achievement in physics even when Computer Assisted Instruction (CAI) was used for students in both location.

Conclusion

It is concluded from the study that teachers' variables such as qualifications and teaching experience exert significant effect on the academic performance of the students in Economics, but variable like gender of the teachers played an insignificant role, while school location occupied a prominent position when academic performance of the students is to be taken into consideration.

Recommendations

- i. The stakeholders of education most especially parents and government should put a machinery in place which aimed at encouraging teachers in rural schools to be more committed and dedicated to the duties and conducive learning environments for

- learners not at expense of their counterparts in urban schools. As this would enhance both teachers and students to engage their whole heart and mind in academic related activities in the public schools.
- ii. The government in collaboration with professional body like Teachers' Registration Council of Nigeria (TRCN) should as a matter of urgency put a machinery in place which aimed at making teaching a noble profession by restricting non-qualified applicants in the area of certificate at the entry stage of recruitment irrespective of gender. This would be helpful in curbing habit of using teaching job as stepping stone to other fields through transfer of service or conversion to another profession.
- iii. The employer of labour most especially those in the education industry should be cautious of asking for many years of working experience whenever a position or vacant is to be filled and advised to first consider applicants with relevant qualifications coupled with prerequisite skills which may originate in the course of training for acquiring such qualifications not minding the gender.
- iv. Government and other non-governmental organization should organise on constant basis on-the-job training, seminar, workshop among other for the serving teachers, as this would enhance them to upgrade their skills and knowledge.

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