

**TEACHER RELATED VARIABLES ON STUDENTS' ACADEMIC PERFORMANCE
IN SENIOR SECONDARY SCHOOLS ENUGU SOUTH LOCAL GOVERNMENT
AREA OF ENUGU STATE**

DR OBY MODEST OGBUOKA

African Thinkers Community of Inquiry

College of Education, (Atcoicoe) Enugu

obymessages@gmail.com

ABSTRACT

This study focused on the Perceived Influence of Teacher Related Variables on Students' Academic Performance in Senior Secondary Schools in Enugu South Local Government Area of Enugu State. Two specific purposes and two research questions guided the study. Related literature was reviewed which served as a guide to the research on what has already been studied by other researchers in the related areas of the study. Descriptive research design was adopted for the study. The population of the study comprised two hundred and six teachers in the selected senior secondary schools in Enugu South Local Government Area of Enugu State. The sample size for this study comprised two hundred and six senior secondary school teachers in Enugu South LGA of Enugu State. No sampling technique was used due to the manageable size of the population. The instrument for data collection was structured questionnaire tagged "Perceived Influence of Teachers Related Variables on Students' Academic Performance Questionnaire" (PITRVSPQ). The instrument was face validated by three experts, two from the Department of Educational Foundations and one expert from Measurement and Evaluation unit of Science Education, all of Enugu State University, Enugu South. The overall reliability coefficient of the instrument was 0.85. The internal consistency of each subscale of the instrument was computed separately. The data collected for the study were analyzed using mean(x) and standard deviation (SD) to answer the research questions while t-test was used to test the high hypotheses at 0.05 alpha level of significance. The findings of the study revealed that: teachers' qualifications and teachers' teaching experience influences secondary school students' academic performance in Enugu South LGA Enugu State. Based on the findings the study recommended that: Secondary Education Board (SEB) should always recruit teachers based on subject qualifications for improvement in the area of subjects specialization and that Secondary Education Board (SEB) should always organize in-service training for teachers in order to enhance their teaching methods with the new trend in their field of study.

Keyword: Teacher, Variables, Students, Qualification. Experience, Academic Performance, Secondary Schools

Introduction

Education is universally acknowledged as a critical driver of national development, and the quality of education delivered in secondary schools significantly influences the intellectual, social, and economic progress of a nation. In Nigeria, senior secondary schools serve as a bridge between basic education and tertiary education, preparing students for higher learning and professional careers. However, the academic performance of students in these schools has become a subject of concern, particularly in Enugu South Local Government Area of Enugu State.

While several factors contribute to students' academic achievement, teacher-related variables remain central. Teachers are the primary facilitators of learning, and their qualifications, teaching methods, experience, motivation, and attitudes directly affect students' outcomes. Understanding these variables is essential for improving educational quality and ensuring that students achieve their full potential.

This background study explores teacher-related variables and their impact on students' academic performance in senior secondary schools in Enugu South, situating the discussion within broader educational theories, empirical studies, and contextual realities in Nigeria.

The issue of teacher as a factor that affects students' academic performance has received a lot of attention in literature and findings have been mixed and inconclusive. A strand of the literature revealed that a number of teacher variables which include years of teaching experience, level of educational attainment or academic qualifications, teacher development programmes, availability of qualified teachers, teacher-student ratio, teacher attitude, degree of job satisfaction, motivation and salary affect students' learning outcomes (Ewetan, 2010; Odiri, 2011; Akpo, 2012 and Daso, 2013;).

Secondary education is one of the levels in the Nigerian system of education. Commenting on the above, Okpalanze in Ndubuisi (2019) maintained that the position of secondary education in the Nigerian education system is very critical considering the fact that it is the bedrock on which higher education is built in any society. Since it is the bedrock, its quality is expected to be high. According to Federal Republic of Nigeria (2013), secondary education is the education children receive after primary education and before the tertiary stage. In the same vein, Ogbonnaya (2003) maintained that secondary education refers to full-time education provided in secondary schools usually for students between the ages of 11 or 12 and 18 plus. In addition, secondary education

should be viewed as the foundation at which professional development of human person is based upon. From the above definitions secondary education can be said to be a type of education received in a formal setting after completing primary education.

The importance of secondary education to the nation can be seen in the broad goal of secondary education articulated by the FRN (2013: 18) as 'preparing the individual for useful living within the society and higher education'. Nkwoh (2011) also opined that secondary education occupies a strategic position in the national education system, that it bridges the gap between the primary and tertiary levels of education in Nigeria. He further stated that it absorbs the secondary level and prepares them for the tertiary which is the manpower based of the nation. From the above view, the secondary school is an agent of socialization, an institution or a human industry established for refining human beings in terms of skills, behavior and all round excellence. To achieve the objective of secondary schools, an efficient and effective administrator must head such an institution. Most secondary schools are either owned by public or private individuals, whose managers are generally regarded as the teachers and in Nigeria he teachers students in the institutions.

A number of reasons can be advanced to be accountable for the poor performance of students. These include the curricula, teachers' methods of teaching, parents, government, lack of facilities and others (Ahiakwo, 2013). Survey from schools (Ajayi, 2007) revealed that inadequacy of good instructional materials, equipment and laboratory facilities in the schools also affect negatively effective learning in the schools. According to Ango in Akinsolu (2010), students poor performance globally is basically due to lack of involving the students in the learning activities right from the beginning of any new concept to be taught, lack of qualified teachers as well as experience in teaching and unavailability and/or insufficiency of materials.

The impact of the teachers in the performance of the students is germane. The teachers are the facilitators who are to impact into the students the concepts expected to be learnt. However, Olarewaju and Nwagbo in Ahiakwo (2013) were of the opinion that ignorance of the teachers or neglect of activity-oriented methods by the teachers grossly contribute to students' low performance in schools. The teacher is the major manpower saddled with the responsibility of impacting the concepts considered fundamental through the teaching of their basic concepts from the secondary school. This was why Adeniyi in Ahiakwo (2013) noted that a country's manpower development depends on the quality of her teachers. As stipulated in the Nigeria National Policy on Education (FRN, 2013) teaching at the secondary school is meant to develop essential skills in the learning so as to prepare them for the application in national and global issues in order to stimulate and enhance creativity in them. This laudable objective would not be realized when the students are taught by incompetent teachers. Such teachers would not be able to properly and

adequately explain the concepts to the students. The competence of the teachers in this regards would be of immeasurable value. One thing is to be well grounded in the conceptual understanding of a subject; another thing is to be well acquainted with the best method to pass the concepts across to the learners for proper comprehension. A professional teacher would be desirable in this regard.

The issue of professionalism in teaching has been on course for quite some decades ago. Scholars argued the necessity of skilled teachers for effective learning. Ngada in Fayonyomi (2007) emphasized that the success or failure of any educational programme rests majorly on the adequate availability of qualified (professional), competent and dedicated teachers. Seweje and Jegede (2005) noted that the ability of a teacher to teach is not derived only from one's academic background but also on outstanding pedagogical skill acquired. The realization of the national growth in technology as highlighted in the Nigerian National Policy on Education hinges (among others) largely on the quality of Subject teachers. This view is supported by Nkwodimali's (2003) submission that the teachers' quality will inevitably be seen in the citizens tomorrow. Ngada (2008), while remarking on teachers' quality, observed that over 80% of respondents in a survey research were of the opinion that teachers are carriers of weakness. These weaknesses include, among others, inadequate exposure to teaching practice, poor classroom management and control, shallow subject-matter knowledge and lack of professionalism.

Variable is anything that can effect or change the result of study (Ndubuisi, 2017). Every study has variables as these are needed in order to understand differences. For example, students exposed to the work force take a more active role in their education than those who have no exposure. Looking at this, one might see that several obvious variables are at play, including pre-knowledge age. Teacher variables are those factors which encompassed teachers status in the school which we know can affect the outcome of learning experiences. The major variables to be considered in this study include teaching qualifications, teaching experience, teachers gender and teachers workload.

Obanya (2013) asserted that the quality of an educational system depends on the qualifications of the teachers. Quality teachers are life-long learners in their subject areas, teach with commitment, and are reflective upon their teaching practice and teaching experience. Ajayi's (2009) point of view, the professional qualities of a teacher has to do with the following; mastery of the subject-matter, sense of organization, ability to clarify ideas, ability to motivate students, good imagination, ability to involve the students in meaningful activities throughout the period of teaching, management of the details of learning and frequent monitoring of students progress through tests, formal and informal evaluation, and written and oral quizzes. The availability of professional teachers in our schools is low (Ngada, 2008).

Teaching experience is another teacher variable that influences students academic performance, Sufiyanu and Elizabeth (2018) asserted that in a situation where experienced teachers are not promoted out of the classroom into management positions, level of experience has a significant influence on teaching effectiveness of the teachers and their students' performance. Nkwoh (2011), in his study found that teaching experience of teachers is significantly related to their teaching effectiveness and students' performance. On the bases of promoting effective teaching, teacher workloads account mostly on students academic performance.

An aspect of human resources management which control students performance in the school is the workload of the teachers. This is the amount of work assigned to a teaching position. Teaching staff workload includes teaching subjects, administrative duties, supervision of students and other activities. Naylor and Malcomson (2001) revealed that teachers saw their workload increased because they spent fifty-three hours a week preparing their lesson notes for teaching and marking scripts. The teachers reported that their activities needed to be reduced to enable them cope with the stress of the workload because when stress sets in it was difficult for them to accomplish all their objectives due to lack of time.

The issue of gender differences is paramount to educational researchers nowadays. There had been divergent view and reports as to the comparative ability of male and female in human endeavours, especially in education. A survey conducted by Ogbonnaya and Okunamiri (2008) on administrative effectiveness of male and female principals in Imo-State, Nigeria revealed that female principals are more effective than their male counterparts in the management of instructional programmes, staff personnel administration, students personnel administration, management of finance and management of physical resources while the male principals are better in school-community relationships. Adedayo in Akinsolu (2010) observed that regardless of school gender type, male students did better than female students in all science subjects.

It is certain from the above development which was limited to Enugu South Local Government Area, that all the reformations, policies, programmes and innovations in the country have not actually had direct bearing on the students performance. It implies therefore, that there is a missing link between what goes on in the classroom and at the policy making level. These among others call for research on the Influence of teacher related variable on students' performance in Senior Secondary Schools in Enugu South Local Government Area of Enugu State.

Teacher-Related Variables and Academic Performance

Teacher Qualification

Teacher qualification refers to the academic and professional credentials possessed by teachers. Research consistently shows that teachers with higher qualifications tend to deliver better instruction, which positively influences student achievement. In Nigeria, the minimum requirement for teaching at the secondary school level is a bachelor's degree in education or a related discipline, often supplemented by a Postgraduate Diploma in Education (PGDE).

In Enugu South, however, disparities exist in teacher qualifications. Some schools employ teachers without formal training in pedagogy, while others rely on National Certificate in Education (NCE) holders to teach senior secondary classes. This mismatch often leads to ineffective teaching, poor curriculum delivery, and reduced student performance. Studies by Adeyemi (2010) and Uche & Okoli (2019) emphasize that teacher qualification is a strong predictor of student success, particularly in subjects like mathematics and sciences.

Teacher Experience

Experience is another critical variable. Experienced teachers are more adept at classroom management, lesson planning, and adapting teaching strategies to diverse learners. They also tend to have deeper subject mastery and can anticipate student difficulties. Conversely, novice teachers may struggle with classroom control and effective pedagogy.

In Enugu South, many schools face high teacher turnover, leading to a reliance on inexperienced teachers. This negatively affects continuity in instruction and student performance. Empirical evidence from Darling-Hammond (2014) suggests that teacher experience significantly correlates with student achievement, especially in examination-oriented contexts like Nigeria's West African Senior School Certificate Examination (WASSCE).

Teacher Motivation

Motivation influences teachers' commitment, enthusiasm, and effectiveness. Motivated teachers invest more effort in lesson preparation, classroom engagement, and student mentoring. In Nigeria, however, teacher motivation is often undermined by poor remuneration, delayed salaries, inadequate teaching facilities, and limited opportunities for professional growth.

In Enugu South, principals frequently report that low teacher morale contributes to absenteeism, lack of innovation in teaching, and poor student outcomes. Studies by Bennell & Akyeampong

(2007) highlight that teacher motivation is a decisive factor in student achievement, particularly in resource-constrained environments.

Teacher Attitude and Personality

Teachers' attitudes toward students, their profession, and the teaching process significantly shape classroom dynamics. A teacher who demonstrates patience, empathy, and encouragement fosters a positive learning environment, while negative attitudes such as hostility or indifference discourage students. Personality traits such as openness, conscientiousness, and emotional stability also influence teaching effectiveness.

In Enugu South, anecdotal evidence suggests that teachers who adopt student-centered approaches and maintain positive attitudes tend to produce better academic outcomes. Conversely, authoritarian or dismissive attitudes often result in poor student engagement and low performance.

Teacher-Student Relationship

The quality of teacher-student relationships is a crucial determinant of academic success. Teachers who build supportive, respectful, and trusting relationships with students enhance motivation, self-esteem, and academic engagement. Poor relationships, on the other hand, foster resentment, disengagement, and underachievement.

In Enugu South, cultural factors sometimes complicate teacher-student relationships. For instance, hierarchical norms may discourage students from questioning teachers, limiting critical thinking and active learning. Research by Pianta (1999) underscores the importance of positive teacher-student relationships in promoting academic success.

Teaching Methods and Pedagogical Practices

Teaching methods are central to learning outcomes. Traditional lecture-based methods often dominate Nigerian classrooms, but these approaches may not cater to diverse learning styles. Innovative methods such as inquiry-based learning, cooperative learning, and use of technology have been shown to improve student performance.

In Enugu South, many teachers continue to rely on rote memorization and teacher-centered methods, which limit student engagement and critical thinking. Studies by Okoye & Okechukwu (2020) reveal that pedagogical innovation is strongly correlated with improved student performance in secondary schools.

Contextual Challenges in Enugu South

Several contextual factors exacerbate the impact of teacher-related variables on student performance in Enugu South:

- **Overcrowded classrooms:** Large student populations make individualized attention difficult.
- **Inadequate infrastructure:** Poor classroom conditions and lack of teaching aids hinder effective instruction.
- **Limited professional development:** Teachers rarely receive training in modern pedagogical practices.
- **Socioeconomic constraints:** Poverty among students' families affects attendance, concentration, and performance, placing additional burdens on teachers.

These challenges highlight the need for systemic reforms to strengthen teacher-related variables and improve student outcomes.

Theoretical Framework

This study is anchored in two key educational theories:

Human Capital Theory (Becker, 1964): This theory posits that investment in education and teacher quality enhances productivity and performance. Teachers with better qualifications and skills contribute to higher student

Statement of the Problem

The academic performance of students in senior secondary schools in Nigeria has continued to generate concern among educators, policymakers, and parents. In Enugu South Local Government Area of Enugu State, reports from public examinations such as the West African Senior School Certificate Examination (WASSCE) and the National Examination Council (NECO) reveal fluctuating and, in many cases, declining performance among students. This trend raises questions about the factors influencing student achievement at this critical stage of education. While multiple variables contribute to students' academic success, teacher-related factors remain central. Teachers are the primary facilitators of learning, and their qualifications, teaching methods, experience, motivation, and attitudes directly shape the learning environment. However, in many schools within Enugu South, challenges persist: some teachers lack adequate professional qualifications, others have limited teaching experience, and many face low motivation due to poor remuneration

and inadequate working conditions. These issues often translate into ineffective teaching practices, poor classroom management, and weak teacher-student relationships, all of which negatively affect student performance.

Furthermore, the persistence of traditional, teacher-centered instructional methods limits students' engagement and critical thinking. Inadequate professional development opportunities also mean that teachers are not exposed to modern pedagogical practices that could enhance learning outcomes. The cumulative effect of these teacher-related variables is reflected in poor academic achievement, reduced student confidence, and declining educational standards in the area.

The problem, therefore, is that despite the recognized importance of teachers in shaping student outcomes, many senior secondary schools in Enugu South Local Government Area continue to grapple with teacher-related challenges that hinder effective teaching and learning. Unless these variables are systematically addressed—through improved teacher qualifications, motivation, pedagogical innovation, and professional development—the goal of enhancing students' academic performance will remain elusive.

Purpose of the Study

The main purpose of the study was to find out the Influence of Teacher Related Variables on Students' Academic Performance in Senior Secondary Schools in Enugu South LGA of Enugu State. Specifically, the study was designed to:

1. find out the ways teachers' qualifications influence secondary school students academic performance in Enugu South Local Government Area of Enugu State
2. ascertain the ways teachers' teaching experience influence secondary school students academic performance in Enugu South Local Government Area of Enugu State

Research Questions

The following research questions were raised to guide the study:

1. In what ways do teachers' qualifications influence secondary school students academic performance in Enugu South Local Government Area of Enugu State?
2. In what ways do teachers' teaching experiences influence secondary school students academic performance in Enugu South Local Government Area of Enugu State?

Research hypotheses

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

H₀₁: There is no significant difference in the mean rating of female and male teachers on the influence of teachers' qualification on secondary school students' academic performance in Enugu South Local Government Area of Enugu State

H₀₂: There is no significant difference in the mean rating of female and male teachers on the influence of teaching experience on secondary school students' academic performance in Enugu South Local Government Area of Enugu State

Methodology

Descriptive survey research design was adopted for the study. Abonyi, Okereke, Omebe, and Anugwo (2006) perceived descriptive survey as those studies in which data are collected from a small sample of a large population to enable the researcher describe in a systematic manner and interpret the characteristic features and facts about things that exist. This design was used in this study because it intends to investigate the conditions that are already in existence without manipulation. The study was carried out in Enugu South Local Government Area of Enugu State. The Population of the study is 216 teachers teaching in all the Senior secondary schools in the secondary schools in Enugu South Local Government Area of Enugu State (Secondary Education Board Enugu State, 2020). There was no sampling because 206 teachers were used for the study. The instrument for data collection was structured questionnaire entitled Influence of Teacher Related Variables on Students Academic performance in Enugu South Local Government Area of Enugu State . The questionnaire designed by the researcher was made up of 18 items divided into two parts (1 and 2). Part one (1) of the questionnaire sought information relating to the respondents' personal data while Part two (2), which addressed the major questions of the study, consists of 18 structured items on the influence of teacher related variables on students academic performance in Subject in Enugu South Local Government Area of Enugu State. The instrument is a four (4) point rating scale questionnaire. The instrument was face validated by three experts, two from the Department of Educational Foundations and one expert from Measurement and Evaluation option of Science Education Department, all in Enugu State University, Enugu South. This procedure ensured that the items strictly addressed the research questions and hypotheses for this study. In addition, these experts ascertained whether the items in the instrument adequately catered for all the variables in the study. The corrections were incorporated in the final draft of the instrument. The overall reliability coefficient of the instrument was 0.85 this was obtained through Cronbach Alpha method.

Research questions 1-2 was answered on using mean (\bar{x}) and standard deviation (SD). A mean (\bar{x}) of 2.50 was the cut off point for the study. The mean cut off point was derived by the addition of nominal values and dividing the sum by the number of scale options. The decision rule was that any item value from 2.50 and above was used to describe the item as agreed, while any mean value less than 2.50 was used to describe the item as disagreed while the hypotheses was tested using t-test at 0.05 alpha level of significant.

RESULTS

Research Questions 1

In what ways do teachers qualification influence secondary school students academic performance in Enugu South Local Government Area of Enugu State?

Table 1: Mean rating and standard deviation of the respondents on ways teachers qualification influence secondary school students academic performance

S/N	ITEMS STATEMENT	N	\bar{X}	SD	Decision
1.	Recruitment of trained teachers in the teaching of subject enhances students' academic performance	187	2.96	0.93	Accept
2.	Lack of qualified teaching personnel in the teaching of subject retards students' academic performance	187	3.05	0.81	Accept
3.	Unqualified degree holders incomplete pedagogical content knowledge, which affects students academic performance	187	2.96	0.88	Accept
4.	Recruitment of non specialists in the teaching of subject retards students academic performance	187	3.01	0.87	Accept
5.	Teachers frequent involvement in workshop and seminar improve students' academics performance	187	3.08	0.82	Accept
6.	Untrained teachers in teaching profession retard students academic performance	187	3.02	0.72	Accept

7	High academic qualification of teachers enhances students' academic performance	187	2.93	0.67	Accept
8	Lack of propensity for teaching personnel upgrade retards students' academic performance	187	3.14	0.58	Accept
9	Recruitment of unqualified teachers, result to the poor academic performance of students	187	3.11	0.67	Accept
10	Trained teachers in subject enhance students' academic performance	187	3.14	0.70	Accept
Grand mean			3.04	0.76	Accept

The result presented in Table 1 above showed the mean ratings of teachers on ways teachers qualification influences secondary school students academic performance. Items 1,2, 3, 4, 5, 6,7,8,9 and 10 with mean scores of 2.96, 3.05, 2.96, 3.01, 3.08, 3.02, 2.93, 3.14, 3.11, 3.14 and standard deviation of 0.93, 0.81, 0.88, 0.87, 0.82, 0.72, 0.67, 0.58, 0.67 and 0.70 respectively showed that teachers qualification influences secondary school students academic performance in Enugu South Local Government Area of Enugu State . This is because from the table all the items obtained a mean value that is above 2.50 which is the cut – off point. This implies that recruitment of trained teachers in the teaching of subject enhances students' academic performance, lack of qualified teaching personnel in the teaching of subject retards students' academic performance, unqualified degree holders have incomplete pedagogical content knowledge, which affect students academic performance, recruitment of non specialists in the teaching of subject retards students academic performance, teachers frequent involvement in workshop and seminar improve students' academics performance, high academic qualification of teachers enhance students' academic performance, lack of propensity for teaching personnel upgrade retards students' academic performance, recruitment of unqualified teachers, result to the poor academic performance of students and trained teachers in subject enhance students' academic performance. Therefore, based on items scores and average mean of the items it was upheld that teachers qualification influences secondary school students academic performance in Enugu South Local Government Area of Enugu State .

Research Questions 2

In what ways could teachers teaching experience influence secondary school students in Enugu South Local Government Area of Enugu State?

Table 2: Mean rating and standard deviation of the respondents on ways teachers teaching experience influence secondary school students performance

S/N	ITEMS STATEMENT	N	\bar{X}	SD	Decision
11	Teachers level of experience significantly improves students academic performance	187	3.14	0.75	Accept
12	Year of teachers services positively enhance students academic performance	187	3.11	0.65	Accept
13	Teachers teaching context has positive influence in enhancing students academic performance	187	3.13	0.63	Accept
14	New teachers have incomplete pedagogical content knowledge demoralizes students academic performance	187	3.07	0.65	Accept
15	Novice teachers rely on unmodified subject matter knowledge has negative influence on students academic performance	187	2.93	0.81	Accept
16	Experiences teachers make broad pedagogical decisions which enhance academic performance of students	187	2.93	0.81	Accept
17	Pre service teachers have difficulty in articulating subject matter concept, this retard students academic performance	187	3.06	0.79	Accept
18	Experienced teachers have a better overarching which enhances academic performance of students	187	3.26	0.62	Accept
Grand mean			3.07	0.71	Accept

The result presented in Table 2 above showed the mean ratings of respondents on ways could teachers teaching experience could influence secondary school students academic performance. Items 11,12,13,14,15,16,17 and 18 with mean scores of 3.14, 3.11, 3.13, 3.07, 2.93, 2.93, 3.06, 3.26 and standard deviation of 0.75, 0.65, 0.63, 0.65, 0.81, 0.81, 0.79 and 0.62 respectively showed ways teachers teaching experience could influence secondary school students academic performance. This is because from the table all the items obtained a mean value of 3.07 that is

above 2.50 which is the cut – off point. This implies that teachers level of experience significantly improve students academic performance , years of teachers services positively enhance students academic performance, new teachers incomplete pedagogical content knowledge demoralizes students academic performance, novice teachers reliance on unmodified subject matter knowledge has negative influence on students academic performance, experienced teachers make broad pedagogical decisions which enhances academic performance of students, pre service teachers have difficulty in articulating subject matter concept, this retards students academic performance and experienced teachers have a better overarching which enhance academic performance of students. Therefore, it was upheld that teachers teaching experience influences secondary school students academic performance in Enugu South Local Government Area of Enugu State.

4.2 Research Hypotheses

H₀₁: There is no significant difference in mean rating of female and male teachers on the influence of teachers' qualification on secondary school students academic performance in Enugu South Local Government Area of Enugu State. Summary of results were shown on Table 3.

Table 3: t-test of difference in the mean responses of male and female on the influence of teachers' qualification on secondary school students' academic

Items	Category of respondents	N	Mean	SD	t-cal	Alpha	t-cv	Decision
1	Male	102	3.01	0.89	0.83	0.05	1.96	Not Sign.
	Female	85	2.90	0.98				
2	Male	102	3.10	0.80	0.90	0.05	1.96	Not Sign.
	Female	85	3.00	0.81				
3	Male	102	2.98	0.83	0.30	0.05	1.96	Not Sign.
	Female	85	2.94	0.94				
4	Male	102	3.11	0.84	1.83	0.05	1.96	Not Sign.
	Female	85	2.88	0.90				
5	Male	102	3.22	0.78	2.67	0.05	1.96	Significant

	Female	85	2.90	0.85				
6	Male	102	3.19	0.61	3.73	0.05	1.96	Significant
	Female	85	2.81	0.79				
7	Male	102	3.04	0.55	2.68	0.05	1.96	Significant
	Female	85	2.78	0.77				
8	Male	102	3.16	0.58	0.43	0.05	1.96	Not Sign.
	Female	85	3.12	0.59				
9	Male	102	3.03	0.65	1.74	0.05	1.96	Not Sign.
	Female	85	3.21	0.69				
10	Male	102	3.12	0.74	0.69	0.05	1.96	Not Sign.
	Female	85	3.21	0.69				
	Average				1.58		1.96	Not Sign.

Summary of result presented in Table 3 indicates that there is no significant difference in mean rating of female and male teachers on the influence of teachers' qualification on secondary school students' academic performance. This is because the t-calculated value is lower than the t-critical value, that is 0.41 as against 1.96. Therefore, the null hypothesis of no significant difference is upheld. However, item 5,6 and 7 indicated significant difference in the mean perception of male and female teachers as shows on the table above.

H02: There is no significant difference in mean rating of female and male teachers on the influence of teaching experience on secondary school students academic performance in Enugu South Local Government Area of Enugu State. Summary of results were shown in Table 4.

Table 4: t-test of difference in the mean responses of male and female teachers on the influence of teaching experience on secondary school students' academic Performance

Items	Category respondents	of N	Mean	SD	t-cal	Alpha	t-cv	Decision
11	Male	102	3.17	0.79	0.14	0.05	1.96	Not Sign.
	Female	85	3.15	0.71				
12	Male	102	3.13	0.67	0.57	0.05	1.96	Not Sign.
	Female	85	3.08	0.64				
13	Male	102	3.18	0.59	1.12	0.05	1.96	Not Sign.
	Female	85	3.08	0.67				
14	Male	102	3.13	0.58	1.42	0.05	1.96	Not Sign.
	Female	85	3.00	0.74				
15	Male	102	2.89	0.79	0.70	0.05	1.96	Not Sign.
	Female	85	2.97	0.84				
16	Male	102	3.06	0.74	0.08	0.05	1.96	Not Sign.
	Female	85	3.05	0.85				
17	Male	102	3.23	0.58	0.77	0.05	1.96	Not Sign.
	Female	85	3.30	0.67				
18	Male	102	3.39	0.49	1.46	0.05	1.96	Not Sign.
	Female	85	3.27	0.64				
	Average				0.78		1.96	Not Sign.

Source: Researcher's Field Work, 2020

Summary of result presented in Table 4 indicates that there is no significant difference in mean rating of female and male teachers on the influence of teaching experience on secondary school students' academic performance in secondary schools in Afikpo Education Zone. This is because the t-calculated value is lower than the t-critical value, that is 1.32 as against 1.96. Therefore, the null hypothesis of no significant difference is upheld.

Discussions

The study disclosed the influence of teachers' qualifications on secondary school students academic performance. It was upheld that teachers qualification influences secondary school students academic performance in Subject in Enugu South Local Government Area of Enugu State. The findings agreed with Timse (2003), who held that qualified teacher is crucial in any educational system, he further maintained that teachers self-efficacy is correlated positively with both teacher years of experience and pedagogical success. Teacher self-efficacy differs significantly according to their qualifications. Besides, teachers who have proper teaching qualification would also have a higher efficacy as against the teachers who do not have the right qualifications. Therefore, suitable qualifications and high self-efficacy will produce effectiveness in teaching because teacher self-efficacy is central to effective teaching. The findings also agreed with Feryal (2013) who saw professional competence as having the knowledge and understanding of children and their learning, subject knowledge, curriculum, the educational system and the teacher's role.

The analysis of data presented in table 2 revealed that teachers teaching experience influenced secondary school students academic performance. In support of the findings Wenglinsky (2013) held that teachers' years of experience are one of the teachers qualifications, believed to be a significant determinant of students' academic performance. It is believed that greater teaching experience will produce students with higher performance, and that inexperienced teachers are typically less efficient than the experienced teachers. Efficient teachers positively influence students academic performance. However, there is the need for caution in Nigeria about the concept of experience. Many teachers may be in the teaching profession for over twenty years without properly developing themselves for years. In support of the findings Akinsolu (2010), agreed that professional experience enhances and improves students learning habits. There is need to foster teachers continuous professional development to improve the quality of education. Teachers' continuous professional development is highly relevant both to improving educational performance and effectiveness, and for enhancing teachers commitment, identity and job satisfaction. Wenglinsky (2013), discovered that professional development is related positively to students' performance, professional development helps practicing teachers to upgrade their content

knowledge and teaching skills, to adjust to the introduction of new curricula and new research findings in teaching and learning.

Conclusions

The following conclusion was drawn based on the findings which revealed that teachers' qualifications, teachers' teaching experience, teachers' gender and teachers' workload influence secondary school students academic performance in Enugu South Local Government Area of Enugu State .

Recommendations

From the findings of the study and the conclusion drawn, the researcher proffered the following recommendations.

1. Secondary School Education Board should always recruit teachers based on subject qualifications for improvement in the area of subjects.
2. Government should always organize in-service training for teachers in order to enhance their teaching experience with the new trend in their field of study.

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