

Influence of Teachers' Attitude and Qualification on Academic Performance of Students in Business Studies in Abuja Municipal Area Council, Abuja Nigeria

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RESEARCH ARTICLE

How to cite this article

Olujinmil, A. O. and Ayodele, O.J.(2020), Influence of Teachers' Attitude and Qualification on Academic Performance of Students in Business Studies in Abuja Municipal Area Council, Abuja Nigeria, *Education Rev. Lett.*, 5(1), Pp 12.

Received: December 27, 2019

Accepted: December 31, 2019

Published: January 6, 2020

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ABSTRACT

This study investigated the influence of teachers' attitude and qualification on academic performance of Business Studies' students in Abuja Municipal Area Council. The classroom climate which is often times set by the teacher is determined by the teacher's attitude. Attitude as a major determinant of a person's behavior influences the way a teacher relates with the students and thus affects students' academic performance. On the other hand, qualifications of teachers have great influence on the academic performance of the students. Four Research Questions were raised with four corresponding hypotheses formulated and tested at alpha level of 0.05. The study utilized a correlational design and a total sample size of 100 Business Studies teachers were used for the study. Instruments were developed by the researcher and they were all validated by experts and only Business Studies Achievement Test (BUSAT) was subjected to reliability and it yielded a co-efficient of 0.87. The data collected were analyzed using the Statistical Packages for Social Sciences (SPSS). The analysis yielded the following results among others: there is a significant relationship between teachers' attitude and students' academic performance in Business Studies; there is a significant relationship between teachers' qualification and students' academic performance in Business Studies; there is a significant relationship between teachers' teaching experience and students' academic performance in Business Studies, there is significant relationship between teachers' classroom effectiveness and students' academic performance in Business Studies and there significant in AMAC FCT Abuja. Based on the findings and conclusion, the study recommended among others that: government as well as school proprietors/proprietresses should put in much effort in ensuring that only qualified teachers with positive attitude are engaged to teach Business Studies in our schools.

Keywords: Teacher, Influence, Attitude, Performance, Student, Qualification, School

INTRODUCTION

Teachers have a direct responsibility to shape a student's academic performance, and are the most important school based factor in their education (Rockoff, 2004; Rivkin, HanushekKain 2005; Aaronson, Barrow & Sander, 2007). This is why it is important to examine which teacher may be related to student academic performance. Considering which teacher characteristics produce the best student academic performance at the Junior Secondary School level can help the school in identifying unique ways to increase student performance with the qualified teachers available to them.

Excellence in academic life demands high level of intelligence; but in addition to intelligence, recent studies have indicated that there are other factors that can be useful predictors of academic performance (Busato, Prins, Elshout, & Hamaker, 2000; Chamorro Premuzic & Furnham, 2003). Some of the factors are teachers' attitude and qualification.

Teachers cannot be undermined in the discussion of knowledge transfer or education in every way. Teachers are very instrumental to the transfer of knowledge. Ali (2009) observes that there is a statistically significant relationship between teachers' characteristics and students' academic performance.

Business Studies is taught as one of the basic subjects that will enable students acquire further skills which are common and fundamental to all personal and occupational activities. One of the objectives of the Business Studies is the provision of orientation and basic skill with which to start a life of work for those who may not undergo further training. In spite of this laudable objective present day student still perform below expectation in Junior Secondary School Certificate Examination JSSCE of Business Studies in Abia state for instance according to chief examiner report of 2000 to 2003 section, the performance of student who sat for business studies in JSSCE was very poor. In Umuahia education zone for 2001 section only 1258 of the 3376 candidate were successful for 2002 section, only 1517 of the 3350 candidate were successful and for 2003 section only 1427 of the 3574 candidate were successful.

A study carried out by Asuama (2004) revealed that the poor performance of students in Business Studies is as a result of the fact that the students are taught by non-business education teachers. Azuama (2004) observed that many school were unable to teach business studies and most of the schools that offered Business Studies don't cover their syllabus for the section due to inadequate number of business study teachers. The poor performance of students in Business Studies especially in the JSSCE has caused concern to many well informed Nigerians. (Ekanem 2008) eventually, all students will encounter the world of business, whether they work in urban or rural areas. They must be prepared to engage in business activity with confidence and competence.

The main objective of Business Studies is to enable students appreciate the five components that make up the subject and how they relate to one other (Ediagbonya & Adebayo, 2017). Students' knowledge and understanding of the role of commerce in the economy of the nation; of the basic concepts and principles relating to practical commercial activities; acquisition of office and book-keeping skills (aural, mental and manual) help to prepare students for the business world (National Open University Nigeria, 2008).

Business Studies is one of the pre-vocational elective subjects taught in Upper Basic (7-9) in secondary schools and it forms the basis for other business related courses taught in Senior Secondary Schools and Post-Secondary Schools and experts have emphasized its usefulness (Ediagbonya & Adebayo, 2017). Adamu (2009) observed that, Business Studies helps youths to learn career opportunities like Accounting, Secretarial Studies, Private and Public Office management available to them in the world of business and office occupations which are required for successes in the occupations and training of the labour force to facilitate economic development. Due to the importance of Business Studies, stakeholders often want to put in efforts towards enhancing the performance of students in the subject. Performance of students in Business Studies is defined as the learning outcomes of the students which include knowledge, skills and ideas acquired and retained through his/her course of studies within and outside the classroom situation (Adepoju, 2011). It is quantified by a measure of student's academic standing in relation to those of other students of the same age (Adelola, 2004). The academic performance of students in Business Studies is a function of several factors which are inter-related. These factors are either internal or external. That is, it is either within the control of the individual or outside his/her control.

The teacher factor is often described as a necessity in considering students' academic performance. The teacher factor in this study include: teaching experience, teachers' attitude, teachers' qualifications and teaching strategies. The qualifications of the teacher play a crucial role in the teaching-learning process of Business Studies. Oyanofoh (2013) stressed that effective teachers are those that possess both academic and personal qualities.

An attitude is a mindset that affects how a person thinks and acts. Attitude can influence a person's performance positively or negatively. For instance, negative attitude towards one's job will result in negative performance. Similarly, attitude could also affect how well a teacher plans and prepares for his/her lessons. The attitude of a teacher, consciously or unconsciously, greatly affects students' academic performance. It has been established that teachers' attitudes highly influence students' interest in learning. A teacher's attitude to teaching will certainly affect his or her performance in the classroom. Attitude is about emotions and feelings, and effective teachers willingly share emotions and feelings (i.e., enthusiasm, affection, patience, sadness, disapproval) as well as a sincere interest and care about their students.

Studies have shown that the group climate in a classroom is almost always set by the teacher. Some classes exhibit friendliness and cooperation while others are notable for jealousy, unhealthy competition, or hostility. When either situation occurs, the teacher is almost always contributing to the climate by direct modeling and through behaviors which foster the climate among the students. Teachers who respond favorably to differences among students in style, personality, independence, capability or motivation, are good models for other teachers and for students (Johnson, 2009; Brookfield, 2006).

It's been established that a good classroom strategy requires full interest and support from the teacher. If a teacher appears not interested or careful about a particular subject or student, he/she will be unable to foster a supportive learning environment. Furthermore, teachers with negative attitudes may not be as approachable to students as teachers who are positively motivated. So, students find it difficult asking such a teacher questions on the grey areas of the subject he/she teaches. Once this is the case, students begin to lose interest in the subject and learning generally, which ultimately affects their academic performance negatively.

However, teacher factors as well as government policies are vital in achieving quality in the provision of secondary education. The achievement of universal participation in education is fundamentally dependent upon the quality of education available. For example, how well pupils are taught and how much they learn, has crucial impact on how long they stay in school and how regularly they attend. However, the quantitative aspects of education have become the main focus of attention in recent years for policy makers (Education for All, 2005). The achievement of quality education requires the collective effort of various stakeholders. Effort needs to be made by students, teachers, school principals and the government in order to realize desirable quality standards in secondary education. The schools also require specific facilities and optimum conditions in order to facilitate the efforts of the teachers, students and principals. This study examined the role played by teacher factors in providing quality secondary education as signified by student's academic performance.

The goal of achieving Universal Primary Education which is a prerequisite for secondary education has been on the international agenda since the Universal Declaration of Human Rights affirmed in 1948 that elementary education was to be made free and compulsorily available to all children in all nations. This objective has been restated subsequently on many occasions, by international treaties and in United Nations conference declarations. Most of the declarations and commitments however, are silent about the quality of education to be provided (Education for All, 2005). According to Oniye and Alawaye (2008), the importance of examination or test taking for diagnostic placement, classification and quality control in Nigerian institutions have been greatly eroded and corrupted with increasing incidence of examination malpractice. They further

assert that examination malpractice constituted one of the most debilitating problems facing the Nigerian education institutions and were constantly manifested and reported in their schools, colleges and other higher institutions. It is therefore important to prioritize and set quality teaching as a strategic objective for institutions to signal the institutions' commitment to fostering continuous improvement in teaching and learning (Henard & Roseveare, 2012).

The Basic Education Act (2013) provides for the right of every child to free basic education. It further provides for the right of every child in a public school to equal standards of education. This study therefore recognized the importance of the students in accessing education and also attaining quality standards comparable to their peers in other countries.

Newsberger (2003) established that 20 percent of high school students were in some kind of alienation from the educational system at any given time. This alienation created the kind of environment that easily prompted students to cheat to get admissions or scholarships to the next level. This study established the various reasons that contributed to students cheating in examinations. In a different study done in Nigeria, Udoh (2011) favourable results to their children. Watitwa (2010) on the other hand, concluded that there is a statistically significant relationship between students' motivation and achievement in Business Studies practical work. What was known from these studies was that parents would not hesitate to aid their students in examinations and that students' motivation was likely to boost high scores in Business Studies practical. What was unknown however was teachers influence on students' academic performance in secondary education in AMAC FCT, Nigeria. This is what the current study sought to unravel. A teacher is expected to make every effort to expand the knowledge of his own subject and to improve his teaching technique. He/she is also expected to impart relevant knowledge, skills, attitudes and values to the learner. According to this study therefore the teacher was probably a major contributing factor to students' academic performance in secondary education in a school and by extension in the country.

Studies have shown that teachers exert enormous influence on students and thus determine to a very large extent their academic performance. Several authors argue in favour of school facilities, teaching methods, communication skills, gender and age as the main teacher factor that determine students' academic performance. While these factors are considered very crucial, this paper considers teachers' attitude as well as qualification as an indisputable determinant of students' academic performance. This paper deals with the disposition of teachers and their attitudes in teaching and learning of Business studies in secondary schools, outlines the relationship between teacher's qualification and academic performance, highlighting the motivational bases for attitude formation, factors affecting teachers' attitude in teaching Business studies in schools, influence of teachers' classroom effectiveness as well as teachers' experience and skill on students' academic performance.

MATERIALS AND METHOD

Research Hypotheses

The hypotheses formulated for this study were tested at 0.05 level of significance and they are:

1. There is no significant relationship between teachers' qualification and students' academic performance.
2. There is no significant relationship between teachers' attitude and students' academic performance.
3. There is no significant difference in the academic performance of students taught by teachers with more years of experience.
4. There is no significant relationship between teachers' effectiveness and students' academic performance.

Data Collection

The researcher adopted a well-structured questionnaire for data collection consists of Thirty Four (34) questions. The questionnaire was distributed and collected on completion. The Likert attitude scale was adopted to clarify responses from participants.

This research study adopted the descriptive survey research design. This enabled the researcher utilize majorly primary data in identifying views of the various participants on the effect of teachers' Attitude and Qualification on Student's academic performance.

Research Sample and Sampling Technique

The population of the study comprised of 5 Government Secondary School within (AMAC) FCT Abuja. In this research, the target population is Business Study teachers in Government Secondary Schools in AMAC.

Sekaran (2012) defines a sample as a subset of the population and comprises a selection of members from that particular population.

From the target population of 251, simple random sampling method was used in selecting sample size of One Hundred (100) teachers from five selected secondary schools. This technique is that which a sample is selected from a population and each member of the group has a possible chance of being included in the sample (Barbie, 2001).

Method of Data Analysis

The hypothesis was tested using chi-square which assesses the goodness of fit between observed values and those observed theoretically. Chi-square can be used to attempt rejection of the null hypothesis that the data are independent. It assessed the significant difference between the expected frequencies and the observed frequencies in one or more categories.

RESULTS AND DISCUSSION

In effort to arrive at the accurate and reliable findings from the data analyzed, the data must be subjected to a statistical test. Chi-Square test method was used to determine whether to accept the null hypothesis or the alternative hypothesis.

Table 1: Gender Distribution of Participants

SEX	Frequency (f)	Percentage (%)
Male	53	53%
Female	47	47%
Total	100	100%

Source: Field survey, 2019.

Table1 shows that out of 100 participants to whom the questionnaires were administered, 52 participants representing 54% were male while 46 representing 46% were female. This indicates that majority of the participant in our survey were male.

Table 2: Employment Status of the Participants

Employment Status	Percentage (%)	Frequency (f)
Full-time	70	70%
Part-time	30	10%
Total	100	100%

Source: Field survey, 2019.

Table 2 shows the employment status of the participants; 70 participants representing 70% were full-time workers while 30 participants representing 10% were part-time workers. The table shows that majority of the participants were full-time worker and this important to our studies.

Table 3: Age Distribution of the Participants

Age Distribution	Frequency (f)	Percentage (%)
Under 25years	11	11%
25-29years	20	20%
30-39years	36	36%
40-49years	22	22%
50-59years	11	11%
Total	100	100%

Source: Field survey, 2019.

Table 3 shows the age distribution of the participants; 11% represents participants under the age of 25 years, 20% represent participants whose age bracket is within the range of 25-29 years, 36% represents participants between the age of 30-39 years, 22% between 40-49 years, while 11% of the participants were the age bracket of 50-59 years. The table shows that the entire participants are matured.

Table 4: Formal Education Level Completed by the Participants

Formal Education	Frequency (f)	Percentage (%)
NCE	24	24%
B. A/B. ED	47	47%
Postgraduate Degree	29	29%
Total	100	100%

Source: Field survey, 2019

Table 4 shows that 24 participants representing 24% were NCE holders, 47 participants representing 47% were B. A/B. ED holders and 29 participants representing 29% had postgraduate degrees. This indicates that the participants attained a generally high level of education and were, therefore equipped to give accurate and reliable data.

Table 5: Teaching Experience of the Participants

Teaching Experience	Frequency (f)	Percentage (%)
1-2years	13	13%
3-5years	29	29%
6-10years	25	25%
11-15years	13	13%
16-20years	11	11%
20 years and above	9	9%
Total	100	100%

Source: Field survey, 2019.

From the table 5, 13 participants representing 13% had 1-2 years work experience, 29 participants representing 29% are within the range of 3-5 years, 25 participants had 6-10 years work experience had 25%, 13% of the participants are within the arrange 11-15 years of work experience, 11% of the participants are within the range of 16-20 years, while 9% of the participants had 20 years and above. This indicates that the participants attained a high level of working experience, therefore equipped to give accurate and reliable data.

RESEARCH QUESTION 1: Is there any significant relationship between teachers' qualification and students' academic performance in Business Studies in AMAC FCT, Abuja?

Table 6: Qualification and Academic Performance

S/N	Qualification and Academic Performance	Agree	%	Disagree	%
1	Qualified teachers will know how best to handle Students and draw out their intellectual resources	96	96%	4	4%
2	The quality of a teacher’s training makes or mar the end product of his job as a teacher	86	86%	14	14%
3	Teachers with higher certification receive higher ratings and students’ performance than those with less certifications.	68	68%	32	32%
4	Fully prepared and certified teachers are more successful with students than teachers without this preparation	94	94%	6	6%
5	Formal qualification of teachers is an important indicator for their knowledge and competence in teaching	88	88%	12	12%

Source: Field Survey, 2019

Table 6 shows that 96% of the participants agree to the fact that qualified teachers will know how best to handle students and draw out their intellectual resources, this show that majority of the participants agree to the above statement.

However, 86% of the participants agree to the fact that the quality of a teachers' training makes or mars the end product of his job as a teacher, this show that majority of the participants agree to the above statement.

Also, 68% of the participants agree to the fact that teachers with her certifications receive higher ratings and students' performance than those with less certification, this show that majority of the participants agree to the above statement. Meanwhile, 94% of the participants agree to the fact fully prepared and certified teachers are more successful with students than teachers without this preparation, 6% of the participants disagree.

88% of the participants agree to the fact that formal qualification of teachers is an important indicator of their knowledge and competence in teaching.

Hypothesis One

H₀₁: There is no significant relationship between teachers’ qualification and academic performance of students.

Table7: Degree of Qualification on Academic Performance

Variables	Observed Freq.	Expected Freq.	Total Freq.	df	x ² Cal	x ² Tab	
Remarks							
Degree of Qualification and Academic Performance	86	50.0	100	3	51.84	7.81	H ₀₁ : Rejected
	14	50.0					
P<0.05; N=100							

The result shows that x² cal (51.84) is greater than x² tab (7.81) given 3 degrees of freedom at 0.05 level of significance. Therefore, the null hypothesis which states that “there is no significant relationship between teachers’ qualification and student academic performance” is rejected.

RESEARCH QUESTION 2: Is there any significant relationship between teachers’ attitude and students’ academic performance in Business Studies in AMAC FCT, Abuja?

Table 8: Attitude and Academic Performance

S/N	Attitude and Academic Performance	Agree	%	Disagree	%
1	Attitudes and behavior of a teacher affects student academic achievement	96	96%	4	4%
2	The attitude of a teacher’s training makes or mars the end product of his job as a teacher	86	86%	14	14%
3	Teachers’ personal attitudes have nothing to do with methods of teaching.	4	4%	96	96%
4	Teachers personal characteristics are dependable factors for students’ academic performance	94	94%	6	6%

Source: Field Survey, 2019

Table 8 shows that 96% of the participants agree to the fact that teachers’ attitudes and behaviour will affect student academic achievement, this show that majority of the participants agree to the above statement.

However, 86% of the participants agree to the fact that the attitude of a teachers' training makes or mars the end product of his job as a teacher, this show that majority of the participants agree to the above statement.

However, 96% of the participants disagree that teachers personal attitudes have nothing to do with methods of teaching, this show that majority of the participants disagree to the above statement. Meanwhile, 94% of the participants agree to the fact fully teacher personal characters are dependable factors for students’ academic performance, 6% of the participants disagree.

Hypothesis Two

Ho₂: There is no significant relationship between teachers’ attitudes and academic performance of students.

Table 9: Degree of Attitudes on Academic Performance

Variables	Observed Freq.	Expected Freq.	Total Freq.	df	x ² Cal	x ² Tab	Remarks
Degree of Attitudes and Academic Performance	70	50.0	100	3	16.0	7.81	H ₀₁ : Rejected
P<0.05; N=100							

The result shows that x² cal (16.0) is greater than x² tab (7.81) given 3 degrees of freedom at 0.05 level of significance. Therefore, the null hypothesis which states that “there is no significant relationship between teachers’ attitudes and student academic performance” is rejected.

RESEARCH QUESTION 3: To what extent will teachers’ years of experience affect the academic performance of students offering Business Studies in AMAC FCT, Abuja?

Table 10: Teaching Experience and Academic Performance

S/N	Teaching Experience and Academic Performance	Agree	%	Disagree	%
1	The teacher possesses all knowledge and Information which students do not possess	50	50%	50	50%
2	The teacher formulates teaching tasks by his own experiences and insight	88	88%	12	12%
3	People always trace students' performance to their teachers	92	92%	8	8%
4	Students taught by teachers with longer years of experience achieve at a higher level	90	90%	10	10%

Source: Field Survey, 2019

Table 10 shows that majority of the participants rating 50% disagree to the fact that teacher possesses all the knowledge and information which students do not possess. Also, 88% of the participants agree to the fact that the teacher formulates teaching tasks by his own experiences insight, 12% of the participants disagree to this statement. However, 92% of the participants agree to the fact that people always trace students' performance to their teachers, 8% of the participants disagree to this statement. This shows that majority of the participants agree to the above statement. 90% of the participants agree to the fact that students taught by teachers with longer years of experience achieve at a higher level, 10% of the participants disagree to this statement.

Hypothesis Three

Ho₃: There is no significant relationship between teachers' years of experience and academic performance of students.

Table 11: Teacher's Experience on Academic Performance

Variables	Observed Freq.	Expected Freq.	Total Freq.	df	x ² Cal	x ² Tab	Remarks
Teachers' Experience and Academic Performance	80	50.0	100	3	36.0	7.81	H ₀₂ : Rejected

P<0.05; N=100

The result shows that x² cal (36.00) is greater than x² tab (7.81) given 3 degrees of freedom at 0.05 level of significance. Therefore, the null hypothesis which states that "there is no significant relationship between academic performance of students taught by experienced teachers and inexperienced teachers" is rejected.

RESEARCH QUESTION 4: Does teachers' classroom effectiveness have a significant influence on students' academic performance in Business Studies in AMAC FCT, Abuja?

Table 12: Classroom Effectiveness and Academic Performance

S/N	Effectiveness and Academic Performance	No Significance	% High	%
1.	Classroom Management	6	6%	94 94%
2.	ICT skills/expertise for teaching	4	4%	96 96%
3.	Students' discipline and behavior problems	4	4%	96 96%
4.	Teaching in a multicultural setting	8	8%	92 92%
5.	Evaluation of students ongoing work	6	6%	94 94%
6.	Classroom Tests	6	6%	94 94%
7.	National or state achievement tests	18	18%	82 82%

Source: Field Survey, 2019

Table 12 shows that 94 participants representing 94% believe that there is high level of significance of the effect of classroom management. This shows that classroom management is of high importance in our study.

Also, 4 participants representing 4% thinks ICT is of little or no significance to teaching, while 96 participants representing 96% believe that there is high level of significance of the effect of ICT skills/expertise for teaching.

However, 4% of the participants were of the view that Students' discipline and behavior problems is not significant, participants representing 96% believe that there is high level of significance of the effect of Students' discipline and behavior on academic performance.

Meanwhile, 8% were of the view that teaching in a multicultural setting is of little or no significance, 92 participants representing 92% believe that there is high level of significance of teaching in a multicultural setting where different tribes can come together under one roof to study without fear or favour.

94% of the participants believe that teachers should evaluate students' ongoing work while 6% believe that little or no emphasis should be placed on the statement.

Again, 94% of the participants believe that classroom test is of high importance.

82% of the participants believe that national or state achievement tests such as national spelling, writing or mathematics competition can improve academic performance while, 18% believes that little or no emphasis should be placed on the statement. The table shows that national or state achievement test is an important issue that needs to be addressed.

Hypothesis Four

Ho₄: There is no significant difference between teacher's effectiveness and students' academic performance.

Table13: Teacher's Effectiveness on Academic Performance

Variables	Observed Freq.	Expected Freq.	Total Freq.	df	x ² Cal	x ² Tab	Remarks
Teachers' Effectiveness and Academic Performance	93	50.0	100	3	73.96	7.81	H ₀₃ : Rejected

P<0.05; N=100

The results show that χ^2 cal (73.96) is greater than χ^2 tab (7.81) given 3 degrees of freedom at 0.05 level of significance. Therefore, the null hypothesis which states that "there is no significance between teacher's effectiveness and students' academic performance" is rejected.

CONCLUSION

From the results presented in this study, the following were found:

The study shows a strong positive relationship between teachers' attitude and academic performance.

Formal qualification of teachers is an important indicator for their knowledge and competence in teaching. Trained and qualified teachers are more successful with students as the quality of this training makes or mar the end product of a teacher's job. Fully prepared and certified teachers know how best to handle students and draw out their intellectual resources.

Qualified teachers bring prestige to a school as their efforts bring about increased students' performance.

People trace students' performance to their teachers. Experienced teachers pass across knowledge and information which students do not possess by formulating teaching tasks using insight and experience. Hence, students taught by teachers with longer years of experience achieve at a higher level.

A teacher must be a master of his subject, show interest in the students and keep students actively participating in the learning process, hence, unfolding and recollecting knowledge in the process. There can never be good students' performance without quality staff.

The research has brought to light that the mind of a student is a clean slate on which the teacher can imprint upon through communication and how much students learn depend on how much background knowledge they have and recommends that schools should use this research as a guide line for recruiting teachers and also help already recruited teachers in improving their teaching methods and eliminate the use of special assistance for their selfish interests. When this is achieved, students would be forced to read and pass on merits. Also, awards should be presented by schools and even the Ministry of Education to recognize and appreciate the contributions of hardworking teachers. With this, the issue of declining academic performance will be brought to the barest minimum.

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