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Teachers' Perception of Teaching as Correlates of Students' Academic Performance in Oyo State, Nigeria

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Abstract

It needs to be pointed out that the role of the teacher is of paramount importance in the education system. He is the custodian of knowledge and instructor of instruction. It is often said that the standard of education can not grow beyond the level or standard of the teachers. Therefore this study examined the Teachers' perception of teaching as correlate of students' academic performance in Oyo state, Nigeria. The results showed that, the relationship between teachers' perceptions and students' performance is positive and significant that is, the perceptions of teachers have effect on students' performance. ($r = 0.372, P < .05$) Also it was revealed that qualification has no significant effect on students performance as $t = 0.683, P > .05$. Teachers attitudes and good behaviour has a significant effect on performance ($r = 0.395, P < .05$) and Methods of teaching has significant effect on students performance ($r = 0.591, P < .05$). It was however recommended that it is necessary for the teacher as a member of his profession to be an enlightened person who possesses a thorough mastery of broad field of human knowledge, subject matter, attitudes and behaviour.

Introduction

Background of the study

Education is a life- long process. And for the purpose of this study, education can be broadly classified into informal and formal education. Therefore, the informal education is the kind of education that goes on in the society everywhere, every time, with every member of the society as a student

and learner. There is no specifically defined curriculum, no syllabus, no subject teachers, no classrooms, no examinations, no certification or graduation. Still, society achieved their aims, this was what Fafunwa (1998) called “functionalism”.

The formal system of education came with the coming of the whitemen to Nigeria and other parts of Africa. Formal education is based on a particular curriculum and clearly defined content or subject syllabuses, a teaching-learning process with a classroom or school as base. An education that is based on the principle of examinations and- certification. This is the kind of examination that was prevalent in the Athenian society of the days of Socrates, Plato and Aristotle and it was also- prevalent in Roman education of the days of Cicero and Quintillions.

It needs to be pointed out that the role of the teacher is of paramount importance in the education system. He is the custodian of knowledge and instructor of instruction. It is often said that the standard of education can not grow beyond the level or standard of the teachers. However, Elliot (1993) saw teaching as an activity- unique professional, rational, and humane activity in which one creatively and imaginatively uses himself and his knowledge to promote the learning and welfare of others. Teaching makes many professional demands on the teacher.

Elliot (1993) proceeded further to mention that teaching is a four- phase activity. Namely, a- curriculum planning phase; an instructing phase; a- measuring phase; and an evaluating phase. To sensibly create a curriculum for teaching, - teacher must have understanding of the goals of education and clear formulation of more specific objectives. The teacher must also select subject matter appropriate to achieving these ends. Actual instruction involves creating, using and modifying instructional strategies and tactics to help children to learn. To measure learning out comes, one must select or create appropriate measurement devices and then organize and analyze the resulting data. Finally, to make an evaluation of the whole teaching episode, or some selected part of it, one must stand back with measurement data in hand and make rational human judgements. These include judgements, about the appropriateness of objectives, and subject matter, the effectiveness of the actual instruction, and the validity and reliability of the measurement devices used to test learning.

Teaching, according to Mandla (2000) means the organization of learning, so that the problem of successful teaching is to organize learning for authentic results. Therefore, if teaching is the organization of learning then it

follows that a teacher is essentially an organizer. The task of any organizer is to function effectively together for the achievement of a common purpose.

It has always been realized that teachers are very important in the development of education in Nigeria. The Country's Ten-year Education plan launching in 1946 aimed at providing the following

- 1) A type of education more suitable for the needs of the Country.
- 2} Better conditions of service for the teachers employed by the mission and other voluntary bodies in order to provide better-trained and more competent staff.

Teachers Perception of Teaching: An Overview.

Omah (2002) said it is uncommon to discover that teachers are sabotaging the efforts of government via their perception and characters towards their profession, the result of which has adverse effect on the academic performance of the student. It is unanimously agreed that teachers' perception and attitude have remarkable effect on students' achievement

Mandla (2000) saw teaching as a social service career and no career is of more value to society than teaching therefore teachers should see the career as the one that offers a worker greater opportunity to benefit others hence their right frame of mind and better perception about the profession are very essential ingredient for students' performance The primary obligation of teaching profession in Nigeria is to guide children, youth and adults in the pursuit of knowledge and skill to develop healthy attitudes that enable them live in harmony with all other Nigerians and rightful perception of teachers will help the students to be more happy, useful and responsible to the society since the ultimate strength of the Nation lies in the social responsibility, economic competency and moral strength of the individual (Olayiwola, 2002)

The teaching profession is a unique occupation and it is believed that the quality of the services of the teaching profession in Nigeria directly influences the future of the Nation and its citizens Harris (1997) observed that within any single subject areas, teachers' perception will influence a range of teaching skills, styles, models and approaches that comprise a teaching repertoire and this will provide a clear frame work for describing the teaching activities.

Statement of the Problem

This study essentially sets out to inquire into perceived difficulty of some teachers in the course of imparting knowledge to the students, their commitment and the students' ability and readiness to learning and to examine whether such factors behavior, interest, gender, age, teaching experience, attitude to teaching, etc have any significant impact on the student's academic performance .

Hypotheses

The hypotheses tested are as follows:

1. There is no significant relationship between teachers' perception about teaching and students' academic performance.
2. There is no significant difference in the academic performance of students who are thought by qualified teachers and the students thought by non-qualified teachers.
3. There is no significant relationship between teachers' attitude and behavior and the students' academic performance.
4. There is no significant relationship between the teachers' methodology of teaching and students' academic performance.

Population/Sample

The population of this study comprises mainly of teachers in some selected secondary schools in Oyo State Nigeria. Random sampling is used in the selection of teachers in the schools. The sample of this study consists of fifty secondary schools Teachers

Results

Hypothesis 1: There is no significant relationship between teachers' perception of teaching and students academic performance.

Table 1: summary of Pearson product Moment Correlation

Variables	N	Mean	STD. D	r	p	Remarks
Teachers' Perception of Teaching	50	38.84	6.70	.372	.009	S
Students Performance	50	55.64	16.25			

Table 1 shows that $r = 0.372$, $P < .05$. This means that the relationship is positive and significant that is, the perceptions of teachers have effect on students' performance then hypothesis 1 should be rejected. This was in line with the work of Ajayi (1986), that teachers' perception of teaching either good or bad will significantly affect their students.

Hypothesis 2: There is no significant difference in the academic Performance of students taught by qualified teachers and those taught by unqualified teachers.

Table 2: Summary of t-test table

Variables	N	mean	STD.D	t	df	P	Remark
Unqualified teachers	5	61.25	9.60	.683	47	.498	NS.
Qualified Teacher	45	55.40	16.79				

Table 2 shows that the t-value is 0.683, degree of freedom is 47 and $P > .05$. This means that the difference is not significant this may be as a result of experience of the unqualified teachers because experience is said to be the best teacher according to Taiwo (1990) experience matters a lot in human endeavours so as to make impart in the life of the people they met but not withstanding the aspect of skill acquisition is very important. Therefore hypothesis 2 should not be rejected.

Hypothesis 3: There is no significant relationship between the teachers' attitude and behavior and students' academic performance.

Table 3: Summary of Pearson Product Moment correlation.

Variables	N	Means	STD. D	r	P	Remark
Teacher's attitude and behaviour	50	53.98	9.05	.395	.005	S.
Academic performance	50	55.64	16.25			

Table 3 shows that $r = 0.395$ and $P < .05$. This means that the relationship is positive and significant because positive attitude or good behaviour of a teacher is a reflection of professionalism. This corroborate the work of Brothus

et al (1994) that any thing contrary to positive attitude and good behaviour is anti-ethic of teaching profession therefore Hypothesis 3 should be rejected.

Hypothesis 4: There is no significant relationship between the teachers' methodology of teaching and students' academic performance.

Table 4 Summary of Pearson Product Moment correlation

Variables	N	Means	Std.D	r	P	Remark
Methods of Teaching	50	1.20	.45	.591	.000	S.
Academic performance	50	55.64	16.25			

Table 4 shows that $r = 0.591$ and $P < .05$. This means that the relationship is positive and significant. Therefore, the null hypothesis 4 should hereby rejected. The teacher's success in carrying out classroom instruction depends on the creative efforts, sustained by a spirit of inquiry and exploration to bring into harmony the dynamic and unique relationship between student and the subject matter through good methodology. (Sike J et al, 1985).

Conclusion

This study is a correlate research and the study usually attempts to estimate the magnitude of the relationship between variables. To this extent, based on the result presented above the conclusion is that there is significant relationship between teachers' perception, attitude, and methodology while there is no significant relationship in qualification of teachers and the students' academic performance which is the dependent variable.

The teachers as human resources should have unique personality, character and attitudes thus exercise a wholesome and inspiring influence on students. They constitute a strategic factor in education system. That is, they determine to a very large extent, the smooth functioning of any educational system, their availability and adequacy influence efficiency and high productivity.

It should be pointed out that the major purpose of teaching is that of helping students gain the knowledge, skills and feelings and values that they will need to function effectively in the society. And the teacher can be most effective in carrying out this purpose when he consciously accepts his responsibility as an agent of change.

Recommendations

At this point, the investigator wishes to recommend based on the findings in this research, that it is necessary for the teacher as a member of his profession to be an enlightened person who possesses a thorough mastery of broad field of human knowledge, subject matter, attitudes and behaviour.

Also government should make all the possible effort to improve the condition of service of teachers, those who are cheerful, happy, good-natured, never irritated or upset has a much greater chance of success.

The ministries of education at all levels should ensure that only qualified teachers are employed to teach in schools. And the teacher should show more commitment and dedication to their profession.

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