



Influence of Teacher's Quality on the Academic Effectiveness of Business Education Students in Rivers State Universities

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ABSTRACT

The study investigated the influence of teachers' quality on academic effectiveness of business education student learning outcomes in Rivers State Universities. A descriptive survey research design was adopted in the study. The population of the study consist of 67 selected post-graduate students from the two state-owned universities in Rivers State. The entire population was used for the study since it was manageable. A self-structured questionnaire title: "Questionnaire on Influence of Teachers' Quality on Academic Effectiveness of Business Education Students' Learning Outcome (QITQAEBELO)". Mean and Standard Deviation were used to analyze the research questions while Z-test was used to test the hypotheses formulated in the study at 0.05 level of significance. Findings in the study revealed that; teachers' pedagogical skills and communication skills enhances students' learning outcome. It was recommended the more of pedagogical and communication skills should used by teachers to enhance the learning outcome of students.

Keywords: Education, Teacher quality, pedagogical skills communication skill

INTRODUCTION

In Nigeria, education is seen as an instrument par excellence for effecting national development. To this end education is expected to be of high quality in order to produce sound and quality products that can contribute to the growth of the nation's economy. One of the determinants of a nation's quality of education of is the calibre of her engaged teachers. In giving credence Abe and Ada (2013) were of the view that improving students' academic performance in schools is by employing seasoned qualified teachers in all schools. The issue of declining academic performance of students in Nigerian secondary schools has generated much interest among stakeholders in the education sector especially in Rivers State; since the quality of education and performance depends on the teachers as reflected in the discharge of their duties. It entails the ability to study, remember facts and ability to communicate the knowledge in verbal or written form in standardized tests, examination and interviews; thus, making academic performance the outcome of educational goals.

In recent times, there is an observable upsurge of research works on teachers' quality and how it influence students' academic performance in schools. However, with the increasing demand on students' accountability; students' performance is considered an accurate measure and a basis for value -added teacher assessment system (Adaramola & Obomamu, 2011). Therefore, improving teacher quality has been regarded as a successful way to improving student's performance (Piaro, 2018). Results of several researchers also indicate that, declining student's academic performance is multifaceted and that there seems not to be a consensus among stakeholders as to where the blame lies (Asikhia, 2010). A study

conducted in Kwara State of Nigeria, revealed that teacher capacity building, classroom management, methodology, personality and discipline impacted significantly on students' academic performance (Adebayo & Sayaya, 2016). Additionally, teacher qualification, subject specialisation and time management have been reportedly linked to significant and positive impacts on students' academic performance (Akpo & Jita, 2013; Olatoun, 2010). Contrarily, a study carried out in Kenya, indicated that teacher qualification and experience had no significant relationship with students' academic performance but rather, remuneration, age and training (Lydia & Joash, 2016; Agwanda, 2015).

Senior second education in the National Policy on Education FRN, (2013) was under listed in Post Basic and Career Development. The Post Basic and Career Development has several identifiable objectives one of which is to offer diversified curriculum to cater for the differences in talents, disposition, opportunities and future roles of graduates (FRN, 2013). This eminent role cannot be achieved if teachers are not in quality and quantity. No wonder the National Policy Education (FRN, 2004) categorically stated that, since no education system may rise above the quality of its teachers, education shall continue to be given major priority and emphasis in all educational planning and development.

A major goal of secondary education enshrined in the National Policy of Education (FRN 2013), is the preparation of its participants for higher education. This means that at the end of secondary education, students should have been well prepared to further their education at any higher institution of their choice based on good performance in the West African Senior School Certificate Examination (WASSCE) and National Examination Council (NECO) examinations. However in pursuing the aims and objectives of this level of education, teachers' quality plays a vital role in order to achieve the set goals. It is therefore pertinent that teacher quality be prioritized in senior secondary schools so as to have quality students emerging as graduates prepared for higher education and/or useful living within the society. In view of the above, this study investigated perceived influence of teachers' quality on students' academic performance in public senior secondary schools in Port Harcourt Metropolis, Rivers State, Nigeria.

Teacher quality is a term associated with a plethora of meaning. It reflects the perspectives and interest of different writers, researchers and policymakers (Stronge, 2012). To many, it is either academic ability, classroom practice, or adding value to students' academic performance. According to Olaleye, (2011), quality always requires value judgments about which disagreement abound. This has necessitated, the term 'quality teacher' to be often used with adjectives such as good and effective which implies a particular definition of quality teachers.

Teacher quality refers to all teacher-related characteristics that produce favourable educational outcome such as students' performance on standardised tests or supervisor rating (Musau & Muola, 2013). The teacher plays a crucial role in the educational attainment of students and is ultimately responsible for translating policies and principles to implementation modules for achieving school goals. The way a teacher presents him/herself creates an impression on the administrator, colleagues, parents, and the students. Most times a student links his/her interest in a particular subject to a teacher's personality, value and how the subject was taught. A teacher who is enthusiastic and shows competence in content knowledge in a specialised subject area may transfer those skills to students. In addition, how the teacher relates with students has an impact on the students' experience in class. A review by the World Bank (2012) revealed that teacher effectiveness is one of the most important school-based predictors of student learning and that several years of teaching by outstanding teachers can offset the learning deficits of disadvantaged students. A range of studies that investigated what makes school systems effective looked for common characteristics in the top performing education systems in international achievement tests, with a view to identifying features that account for students' success Organization for Economic Cooperation Development (OECD, 2010). The key strategies identified for improving student outcomes centre around developing a quality teacher workforce, which aims to: (i) Attract, recruit and retain high quality candidates into teacher training (ii) Train with extensive school-based practice (iii) Train with high level subject specialisation and academic rigour (iv) Provide teachers with personalised continuing professional development (CPD) through mentoring and coaching and (v) Involve teachers in research and education policymaking (Ibid, 2010).

Teacher's pedagogical skill refers to the teaching skills teachers use and the activities generated by such skills for students' acquisition of new knowledge and abilities in relation to different subject areas. Researchers have opined that pedagogical skills of the teacher are a powerful force that influences students' academic performance (Amusan, 2016). Modebelu and Nwakpadolu (2013) in corroboration asserted that for teachers to succeed in their teaching strategies they must be conversant with the pedagogy of their profession.

Similarly, Voss, Kunter and Baumert (2011); Konig, Blomeke, Paine and Schmidt (2011) identified some components of competency in pedagogical skills that are bound to influence students' academic performance and they are: (i) Knowledge of classroom management which involves maximizing the quantity of instructional time, handling classroom events, teaching at a steady pace, maintaining clear direction in lessons (ii) Knowledge of learning processes which entails supporting and fostering individual learning progress by having knowledge of various cognitive and motivational learning processes (e.g Learning Teachers' Pedagogical Knowledge and the Teaching Profession) (iii) Knowledge of teaching methods which gives room to having a command of various teaching methods, as well as knowing when and how to apply each method (iv) Knowledge of classroom assessment which involves knowledge of different forms and purposes of formative and summative assessments, knowledge of how different frames of reference (e.g Social, Individual, Criterion-Based) impact students' motivation (v) Structure that entails structuring of learning objectives and the lesson process, lesson planning and evaluation (vi) Adaptivity which gives room to dealing with heterogeneous learning groups in the classroom strategies, impact of prior knowledge, effects and quality characteristics of praise, etc, (vii) Knowledge of individual student characteristics which is having knowledge of the sources of student cognitive, motivational, and emotional heterogeneity. There is no doubt that a teacher with the right skills for teaching should be able to manage his time and classroom effectively and efficiently using the appropriate teaching techniques for promotion of students' academic performance.

Teachers' pedagogical skills could be categorized under the following: time management, classroom management and teaching techniques. Time management refers to the way teachers manage their time in order to accomplish learning and teaching set goals and objectives or the ability of a person to accomplish desired goals either in short term or long term with the effective allocation of time. Maximization of the use of time for academic activities is necessary to enhance students' academic achievements and attitudes as well as enable the teacher to devote a balanced attention to interpersonal relation and production (Ekundayo, 2010).

Classroom management is the orderly control of students, class environment and teaching materials in order to obtain the desired learning objective which can further enhance the academic performance of students. Asiyai (2011) perceived classroom management as a process of establishing and maintaining an environment which makes possible for both the teacher and the students to exhibit their human abilities. Classroom management is the process of planning and organizing teaching and learning activities which have direct impact on the objective of the lesson. It is asserted that a good teacher organizes and controls the teaching/learning environment to achieve coordinated tasks. It involves the following: teacher starts a class by being firm with the students; setting silence before speaking to the class; controlling students' entry in the classroom and using the students' names; preparing lesson and structuring them firmly. Finally, to achieve effective classroom management the teacher must exhibit acceptable control through his or her personality, inter-personal relationship, professional competence and effective communication skills (Gatbonton, 2008; George, Sakirudeen & Sunday, 2017).

Teaching techniques involve the methods teachers apply in the process of teaching and learning. According to Jadama (2014), an in-depth pedagogical knowledge of teachers make them able to use various methodologies suited to deliver their classes. The full understanding of content makes them confident about selection of teaching strategies and skills which are best for student understanding. Some students demand detailed clarification on any topic which is only possible when the teacher has a good subject content. Teacher's expertise and latent knowledge of subject content has a great positive influence on teaching and learning. It makes students to be able to learn, practice and apply the knowledge and skills in their daily lives, which will inadvertently influence their academic performance.

Communication skill is a face to face interaction that teachers use. It is the language that teachers use to translate expectations of students, elicit relevant knowledge from students, to respond to things that, Student say and to describe the classroom experiences that they share with students (Kazi, Abdul-Razak & Mosa, 2012). Communication in classroom is more complex and unpredictable than in other situations. This is because how effective teachers are depend on their communication skills. Teachers transmit ideas, information and expectations in a variety of ways; through speaking, body language and in written form. Dutta, Panisoara and Panisoara (2015) asserted that without communication the teaching and learning process will not take place. Teachers with good communication skills create a more successful teaching ambience for students' learning. Relatively, someone with great communication skills have the potential to influence others as effective communication strategies lead to success (Adaji, 2018). Communication is both receptive and expressive hence teachers must be skilled at looking at their students while explaining concepts clearly. Teachers need clarity of thought to present the materials; which include the breakdown complex ideas into simpler forms and in coherent steps to transmit knowledge to their students. It is the prerogative of teachers to adapt such methods of communication that will influence the learning abilities of students positively. Thus, effective communication involves transforming the boring subject into an interesting one by good presentation skills. Norliza (2010) perceived communication to be the process of increased community or sharing between participants on the basis of receiving and sending messages. Communication does not only connote transmitting a message, rather, it entails understanding of the transmitter's message by the receiver. Effective communication in the classroom therefore, is the act of teacher inducing the students to interpret an idea or a concept taught in the manner intended by the teacher. This denotes that for learning to take place among the students in the classroom, the students must have a clear-cut interpretation of the teacher's teaching. Thus, effective communication in the classroom involves the encoder (the teacher) and the de-coder (the students) understanding their interactions. It has also been found that teachers communication skills empower teachers and learners by transforming the teaching-learning process from being highly teacher dominated to students centred and this transformation increases learning gains for students through creating opportunities for learners to develop their creativity, problem solving abilities, informational reasoning skills, communication skills and other higher-order thinking skills (Adekoya, 2012).

Statement of Problem

Teaching and learning are gray and very sensitive aspect of education. For the students or individuals to be considered as enlightened, they have to be properly taught by trained personnel's who are also known as teacher. However, it is important to note that how well a teacher will effectively deliver the content of a particular subject or course depends on their professional quality in terms of knowledge and their acquisition of the basic educational skill that will enable them to function maximally in the course of delivery the content of their subjects or course.

It has been observed that the learning outcomes of students differ due to their individual specialty and peculiarity. This difference in students learning outcome could be traced to a lot factors which teachers quality is part of terms of pedagogical skill and communication skill plays significant roles in promoting quality education and efficient understanding of concepts taught in a particular subject or course.

It is on this ground that this study sought to determine the influence of teachers' quality on academic effectiveness of business education students in Rivers State.

Purpose of the Study

The purpose of the study is to determine the influence of teachers' quality on academic effectiveness of business education students' learning outcomes in Rivers State Universities. Specifically, the study sought to;

1. Determine the extent teachers' pedagogical skill influences business education students' learning outcomes in Rivers State Universities.
2. Determine the extent teachers' communication skill influences business education students' learning outcomes in Rivers State Universities.

Research Question

The following research questions guided the study:

1. To what extent does teachers' pedagogical skill influence the learning outcome of business education students' in Rivers State Universities?
2. To what extent does teachers' communication skill influence the learning outcome of business education students in Rivers State Universities?

Hypotheses

The following hypotheses were formulated in the study:

1. There is no significant difference in the mean ratings of respondents on the extent teachers' pedagogical skill influences business education students' learning outcomes in Rivers State Universities.
2. There is no significant in the mean ratings of respondents on the extent teachers' communication skill influences business education students' learning outcome.

METHODOLOGY

A descriptive survey research design was adopted in the study. The population for the study comprised of 67 selected post-graduate students' in the two state-owned universities (Rivers State University and Ignatius Ajuru University of Education). The entire population was used for the study. Hence, there was no sampling since the population was manageable. The instrument for data collection was a self-structured questionnaire titled "Questionnaire on Influence of Teachers' Quality on Academic Effectiveness of Business Education Students' Learning Outcome" (QITQAEBELO)". The instrument was divided into sections (A and B). Section A was on the demographic while section B was on the response items. The instrument was structured on a five point likert scale of Very High Extent (VHE), High Extent (HE), Moderate Extent (ME), Low Extent (LE) and Very Low Extent (VLE). Pearson product moment correlation coefficient was used to establish the reliability of the instrument and a reliability coefficient of 0.83 was obtained. Mean and Standard deviation was used to answer the research questions in the study while Z-test was used to test the hypotheses formulated in the study at 0.05 level of significance. The criterion mean was 3.00 Questionnaire items with mean ratings below 3.00 denotes "Low Extent" while 3.00 and above signifies "High Extent".

RESULTS

Research question 1: To what extent does teachers’ pedagogical skills influence business education Students’ Learning Outcome in Rivers State Universities?

Table 1: Data on the Extent Teachers’ pedagogical skill influences Business Education Students’ Learning Outcome.

S/N	ITEMS	RSU X	SD	RMK	IAUOE X	SD	RMK
1.	Knowledge of classroom management on the point of teacher enhances academic outcome of business education students.	4.47	0.89	HE	3.14	0.63	ME
2.	Knowledge of various process/stages of learning on the part teachers enhances the learning outcome of Business Education Students.	4.00	0.80	HE	3.20	0.64	ME
3.	Knowledge of teaching methods on the part of teachers enhances Business Education Students’ Learning Outcome.	4.22	0.84	HE	3.63	0.73	ME
4.	Knowledge of individual students’ characteristics by the teacher enhances the learnings outcome Business Education Students.	4.44	0.89	HE	4.00	0.80	ME
5.	Knowledge of classroom assessment by the teacher enhances the learning outcome of Business Education Students.	4.19	0.84	HE	3.23	0.65	ME
	Total Mean SD	21.32	4.26		17.20	3.45	
	Grand Mean SD	4.26	0.85		3.44	0.69	

Source: Field Survey, 2021

Findings in table 1 shows that all the mean responses are above the acceptance region of 3.00. therefore, teachers’ pedagogical skills in the following areas; classroom management, knowledge of stages of learning, knowledge of teaching methods, knowledge of individual students’ characteristics and knowledge of classroom assessment enhances the learning outcome of Business Education students’

Research Question 2: To what extent does teachers' communication skill influences Business Education Students' Learning Outcome in Rivers State Universities?

Table 2: Data on the extent teachers' communication skill influences business education students' learning outcome

S/N	ITEMS	RSU (32)			IAUOE (35)		
		X	SD	RMK	X	SD	RMK
6.	Effective communication skill creates a successful ambience for students' learning.	4.25	0.85	HE	3.46	0.69	ME
7.	Effective communication enables the teacher to make a boring subject to be interesting thereby enhance students' learning outcome.	4.31	0.86	HE	3.66	0.73	ME
8.	Effective communication transforms the teaching/learning process from being highly teacher dominated to student-centered	4.13	0.83	HE	3.54	0.71	ME
9.	Effective communication creates an opportunity for learners to develop their creativity skill thereby enhancing their learning outcome.	4.19	0.84	HE	3.37	0.67	ME
10.	Effective communication enables students to develop their problem solving and reasoning skills.	4.44	0.89	HE	3.60	0.72	ME
	Total Mean	21.32	4.27		17.63	3.52	
	Grand Mean	4.26	0.85		3.53	0.70	

Source: Field Survey, 2021

Findings in table 2 shows that all the mean responses are above 3.00 acceptance region. Therefore, teachers' communication skill does the following; create a successful ambience for students' learning, enables the teacher to make a boring subject interesting, transform the teaching and learning process from being highly teacher dominated to student-centered, creates an opportunity for learners to develop their creativity skill and enables students to develop their problem-solving skills and reasoning skills.

Hypotheses

Hypotheses 1: There is no significant difference in the mean ratings of respondents on the Extent Teachers' pedagogical skill influences business education students' learning outcome in Rivers State Universities.

Table 3: Z-test of difference in the mean ratings of respondents on the extent teachers' pedagogical skill influences students' learning outcome in Rivers State Universities.

Groups	N	X	SD	DF	Z-cal	Z-crit	Level of sig	Decision
RSU	32	4.26	0.85	65	4.8	1.99	0.05	Rejected
IAUOE	35	3.44	0.69					

Source: Field Survey, 2021

The analysis in table 3 shows that the Z-calculated is higher than the Z-critical ($Z\text{-cal} > Z\text{-crit}$). Hence, the hypothesis was rejected. Therefore, there is significant difference in the mean ratings of respondents on the extent teachers pedagogical influences students learning outcome in Rivers State Universities.

Hypothesis 2: there is no significant difference in the mean ratings of respondents on the extent Teachers' communication skill influences students' learning outcome in Rivers State Universities.

Table 4: Z-test of difference in the mean ratings of respondents, on the extent teachers' communication skill influences students' learning outcome in Rivers State Universities.

Groups	N	X	SD	DF	Zcal	Zcrit	Level of Sig	Decision
RSU	32	4.26	0.85	65	4.3	1.99	0.05	Rejected
IAUE	35	3.53	0.70					

Source: Field Survey, 2021

The analysis in table 4 shows that the Z-calculated is higher than the Z-critical ($Z_{cal} > Z_{crit}$). Hence the hypotheses was rejected. Therefore, there is significant difference in the mean ratings of respondents on the extent teachers' communication skill influences the learning outcome of students in Rivers State Universities.

DISCUSSION OF FINDINGS

The finding in table 1 revealed that the following; classroom management, knowledge of learning processes, knowledge of teaching methods, knowledge of students' characteristics and knowledge of classroom assessment enhances the learning outcome of business education students. This finding is in agreement with the view of Voss, Kunter and Baumert (2011) that the following pedagogical skills influences students' academic performance (knowledge of classroom management, knowledge of learning processes, knowledge of teaching methods, knowledge of class assessment and knowledge of individual student characteristics). In agreement with the view of Voss, Kunter and Baumert, Konig, Blomeke, Paine and Schmidt (2011) opened that classroom management, knowledge of learning processes, knowledge of teaching methods, knowledge of classroom assessment and students' individual characteristics enhances the academic performance of students.

The findings in table 2, revealed that teachers' communication skill does the following creates an ambiance for students to be learning, enables the teacher to make a boring class interesting, transforms the learning process from being highly teacher-dominated to student-centered, creates an opportunity for learners to develop their creativity, problem-solving and reasoning skills.

This findings is in agreement with the view of Norliza (2010) that effective communication in the classroom enables the teacher introduce and interpret ideals and concepts in the classroom. In agreement with the view of Norliza, Adekoya (2012) opined that effective communication enables the teacher to create opportunity for learners to develop their creativity skills, problem-solving abilities, informational reasoning skills communication skills and other higher-order thinking skills.

CONCLUSIONS

The study examined the influence of teachers' quality on academic effectiveness of business education students' learning outcome. The teachers' qualities considered in the study were; pedagogical skills and communication skills enhances the learning outcome of business education students.

RECOMMENDATIONS

Based on the findings in the study, the following recommendations were made;

1. More of teachers' pedagogical skills should be used to enhance student's learning outcome.
2. More communication skills should be used by teachers to enhance students' outcomes.

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