



Perceived Teacher Competence as Correlate of Students' Academic Performance in Bauchi State

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ABSTRACT

This paper intends to examine the relationship between perceived teacher competences as correlate of students' academic performance in Bauchi State. Three objectives and three hypotheses guided the study. They sought to establish relationship between teachers' attitude to work and students' academic performance, teachers' knowledge of subject matter and students' academic performance, and teachers' teaching skills and students' performance. The population of the study is 84,319,000 out of which a sample of 384 was chosen using cluster and proportionate sampling techniques. Two designs were adopted for use which include survey and correlation designs. Data was generated using a researcher constructed questionnaire. Pearson's Product Moment Correlation technique was used in the data analysis. The findings of the study showed that there is a significant relationship between teachers' positive attitude to work and students' academic achievement. $r = 0.793$, $p < 0.05$, there is a significant relationship between teachers' qualifications and students academic achievement. $r = 0.650$, $p < 0.05$. Also, there is a significant positive relationship between teachers' leadership style and students academic achievement, $r = 0.606$, $p < 0.05$. Among the recommendations given was that governments as employers of teachers should ensure that knowledge of the subject matter is given high premium during interview and selection of new teachers.

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INTRODUCTION

Evaluation in education looks into assessment of students' performance taking into cognizance both qualitative and quantitative aspect of students' performance. Teacher competence is regarded as the most imperative school-based factor that influences students' academic performance. "Teaching is a collaborative process which encompasses interaction between learners and teachers" (Garba, 2015). No matter how smooth the interaction goes between them, if the teacher is not competent, students couldn't achieve. Teacher competence refers to the right way of conveying units of knowledge, application and skills to students (Anselmus, 2011). On the other hand Ugbe (2000) defines competent teacher as one who abandons the educational chain of depositing, receiving, memorizing and repeating knowledge on the students' behalf but, rather promotes consciousness to the students and helps them become conscious beings who adopt a concept of consciousness upon the world. He further defines academic achievement as how well an individual is able to demonstrate desired abilities. Due to increasing nature of poor academic performance in educational sector

especially in external examinations, many educationists tend to shift the blame on lack of funds from the government to provide quality textbooks and other infrastructures. However, this might not be the reason why students perform poorly in examinations. This is so because the most important determinant of students' performance is teachers' competence.

Teacher competence is an umbrella term encompassing a number of qualities possessed by the teacher. It covers a broad range of higher order skills and behaviours such as mastery of the subject matter, teaching skills, attitudes, leadership styles and teachers' qualifications. A reasonable number of unqualified teachers are in the teaching field which is a contributing factor to the low standards in our educational system. Within the context of this study, teacher competence is limited to teachers' attitudes, qualifications and leadership styles. The main aim of the study is to determine what-students perceive as teacher competence in relation to the three qualities mentioned, and also determine how the perception does relate with their academic performance.

Objectives of the Study

- The objectives of this study are to:
1. Find out if there is significant relationship between perceived teachers' positive attitude to work and students' academic performance.
 2. Find out if there is significant relationship between perceived teachers' qualification and students' academic performance.
 3. Find out if there is significant relationship between perceived teachers' leadership style and students' academic performance.

Hypotheses

In order to achieve the stated objectives, the following hypotheses were formulated:

- Ho₁: There is no significant relationship between perceived teachers' positive attitude to work and students' academic performance
- Ho₂: There is no significant relationship between perceived teachers' qualification and students' academic performance.
- Ho₃: There is no significant relationship between perceived teachers' leadership

style and students' academic performance.

METHODOLOGY

This study adopted descriptive survey and correlational designs. The target population for this study comprised JSS students in Bauchi State. They have a total population of 84,319,000 distributed across 413 Junior Secondary School in the State. 384 sampled students were drawn at random using cluster and proportionate sampling techniques. A researcher made questionnaire and a proforma were used to collect data. The draft copy of the questionnaire was given a face-value by experts in both curriculum and measurement and evaluation. The instrument was also pilot tested for reliability estimates to be ascertained. Both Cronbach's alpha and split half techniques were adopted and the questionnaire items were found to have reliability estimates of 0.62 and 0.64 respectively. The data obtained through the questionnaire was analysed using Pearson's Product Moment Correlation technique on Statistical package of Social Sciences (SPSS).

FINDINGS AND DISCUSSIONS

Ho₁: There is no significant relationship between perceived teachers' positive attitude to work and students' academic performance

Table 1: Result of PPMC Analysis on relationship between Teachers. Attitude to Work and Stud. Acad. Perf.

Variables	N	\bar{x}	SD	r-cal	r-crit	Df	P	Decision
Teachers' Attitude To Work	384	2.99	0.525	0.793	0.195	382	0.05	Ho Rejected
Students' Academic Performance	384	3.09	0.582					

The above table shows that the calculated $r = 0.793$ as against the critical $r = 0.195$. Since the r calculated is greater than the r critical, the null hypothesis which stated that there is no significant

relationship between teachers' positive attitude to work and students' knowledge of the subject matter and students' academic performance was rejected and an alternate one was upheld.

Ho₂: There is no significant relationship between perceived teachers' qualification and students' academic performance.

Table 1: Result of PPMC Analysis on relationship between Teachers' Qualification and Stud. Acad. Perf.

Variables	N	\bar{x}	SD	r-cal	r-crit	Df	P	Decision
Teachers' Qualification	384	3.19	0.438	0.650	0.195	382	0.0	Ho Rejected
Students' Academic Performance	384	3.09	0.582					

The above table shows that the value of the calculated $r = 0.650$ which appeared greater than the r critical = 0.195. The null hypothesis stating that there is no significant relationship

between the teachers' qualification and students' academic performance was therefore rejected. Consequent upon which the alternate one was retained.

H_{03} : There is no significant relationship between perceived teachers' leadership style and students' academic performance.

Table 1: Result of PPMC Analysis on relationship between Teachers' Leadership Style and Stud. Acad. Perf.

Variables	N	\bar{x}	SD	r-cal	r-crit	Df	P	Decision
Teachers' Leadership Style	384	2.18	0.474	0.606	0.195	382	0.05	Ho Rejected
Students' Academic Performance	384	3.09	0.582					

The above table shows that the value of the calculated $r = 0.606$ which appeared greater than the r critical = 0.195. The null hypothesis stating that there is no significant relationship between the teachers' leadership style and students' academic performance was therefore rejected. Consequent upon which the alternate one was retained.

Based on the above findings of the three hypotheses tested in the study, the results obtained indicated agreements with previous researchers. Test of the first null hypothesis proved that there is significant positive relationship between the two variables. This supports the findings of Akin (2009) on teachers' effectiveness and students' academic performance. The result shows that teachers' effectiveness has a significant positive relationship with student academic performance $r = 0.64$, $p < 0.05$.

On hypothesis two, Nwosu (2000) investigated the relationship between qualification of science teachers and students' academic performance in science subjects which supported the findings of this study. The study discovered that there is a significant relationship between the qualification of teachers and students' academic achievement in science subjects

The testing of hypothesis three showed that there is a significant positive relationship between perceived teachers' leadership styles and student' academic achievement. In a study determining administrative styles of teachers and its effect on student s' academic performance, Elaigwu (2014) found that the teachers' administrative styles have significant positive relationship with students' academic performance

in secondary schools in Benue State $r = 0.77$ $p < 0.01$.

CONCLUSION

The study has been able to ascertain the relationship between perceived teachers' competence (as expressed in teachers' attitudes, qualifications and leadership style) and students' academic achievement. It was found that there was a significant positive relationship between the perceived teachers competence and student academic performance in JSS in Bauchi state. Student performance was generally high as competent teachers have proven to have a direct interaction with the students.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations were offered:

1. Government as employer of teachers should consider teachers' attitude very crucial in employment and assignment of responsibilities. In addition, teacher should be encouraged to serve as role models and epitomes of ideal standards.
2. Since teachers' qualifications are found to have a significant positive relationship with students' academic performance, teachers in service should be provided with the opportunities for further studies with a view to obtaining higher qualifications.
3. Employers of teachers should ensure that all new teachers have passed the requisite qualifications while those already in the service with deficiencies should be given time to get the required qualifications.



4. School administrators, SUBEB and Ministries of Education should ensure that, all responsibilities are assigned based on potential leadership qualities observed in the appointee. This is because leadership quality has proven to be positively correlated with students' performance.
5. The researchers recommend further studies to be carried out in this area involving wider samples for wider generalization.

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