

TEACHERS QUALITY AND WORK ENVIRONMENT AS DETERMINANTS OF SECONDARY SCHOOL STUDENTS' ACADEMIC ACHIEVEMENT IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

BY

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Abstract

The study investigates teacher quality and work environment as determinants of secondary school students' academic achievement in public secondary schools in Anambra state. In an attempt to focus on the study, three research question were formulated and three null hypothesis tested at 0.05 level of significance guided the study. They study used correlational research design. The population of 266 SS2 English teachers and 1,878 SS2 students in the 266 registered public secondary schools were sampled using proportionate stratified sampling techniques. Two set of instruments titled teachers quality questionnaire and work environment questionnaire were used for the study. The first was measured using their experience and qualifications adopted from national curriculum for secondary school English language 2009. Second instrument with 10 items for physical work environment, social work environment and school climate developed by the researcher was used. For academic achievement documents containing the results of students in English language termly examination for academic section under review was used for the study. Face and construct validation of the instruments were determined by three experts. One expert in measurement and evaluation and two experts in Educational Foundations all in the Department of Educational foundations, Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. The reliability of the instrument was determined

using Cronbach Alpha which yielded coefficient of internal consistency of 0.75 was considered reliable for the study. The instruments for data analysis were administered with the help of five briefed research assistants. Data collected were analyzed using the Pearson Product Moment Correlation Coefficient while hypotheses were tested at 0.05 level of significance using simple linear regression. After analyzing the data of the study, the following findings were discovered: There exist a positive significant (relationship) between teacher's experience, teachers' qualifications, physical work environment and academic achievement of secondary school students in public secondary schools in Anambra state. Base on the findings of the study, the researcher recommended amongst others: Regular in-service training programs and workshops should be organized to enhance teaching skills and incorporate new teaching methodologies and technologies. This can go a long way to create a continuous cycle of improvement in teaching quality, leading to significant and lasting enhancements in students' academic achievement and overall educational outcomes.

Keywords: Teachers Quality, Work Environment, Students and Academic Achievement.

Introduction

Academic achievement is defined as scores obtained by students in an internal or external examination. It captures the performance outcomes in areas of knowledge taught in schools (Shah et al 2021). It is an indication of the intellectual standing of a student after exposure to the teaching-learning process. It is measured with instruments such as formative and summative tests to ascertain students' mastery of subject content. Ikegbusi et al (2021) indicated that academic achievement is the scholastic standing of a student at a given moment. Academic achievement plays an important role in an individual placement, be it in the

academic institutions or job placement. Due to this, many students are concerned with the ways they can enhance their academic achievement. Ikegbusi et al (2022) asserted that academic achievement is an index to measure the intellectual abilities of a learner after a particular period of teaching and learning for effective decision making. The emphasis on academic achievement which is prevalent worldwide has encouraged many studies about the conditions promoting it. Academic achievement, which is measured by the examination results, is one of the major goals of a school.

It is however disheartening to note that despite the pivotal role of academic achievement in secondary education, the researcher observed with dismay that, in public secondary schools Anambra State, the academic achievement of some students in some school in the West African Examination Council (WAEC) from 2022 to 2024 has been declining (WAEC Chief Examiners' Reports, 2022, 2023 and 2024). Documents sighted by the researcher in the office of the Post Primary School Service Commission, Anambra State validated the aforementioned. This ugly scenario has been a source of concern to stakeholders in the secondary education sector such as teachers, parents, the government and the general public. It goes without saying that this trend of poor academic achievement of students could be traced to myriad of factors viz: teacher quality, work environment among others.

Teacher quality can be defined as the characteristics possessed by teachers that make for effective learning in the course of instructional delivery. Teachers' quality is an important factor that has been identified to have significant impacts on the quality of education and the learning outcomes of students. In recent years, there has been a growing interest in understanding the determinants of teachers' quality, and how it can be

enhanced to improve the quality of education. Some of the teachers' qualities include Knowledgeable, Passionate, and Creative (Brooms, 2022). Knowledgeable: Good teachers are knowledgeable and have a deep understanding of the subject they are teaching. Passionate: The best teachers are passionate about their subject matter and are excited to share their knowledge with their students. Creative: Great teachers are creative and come up with innovative ways to engage their students in the learning process.

The quality of teachers is a fundamental factor affecting student success. Research shows that effective teaching is linked to various aspects of teacher quality, including their subject knowledge, teaching methods, and ability to engage students (Akinsolu, 2019). Teachers who are well-trained and knowledgeable are more likely to create engaging learning environments that foster student understanding and retention. Furthermore, studies indicate that teacher quality is the most significant school-related factor influencing student achievement (Fong-Yee & Normore, 2023). This study focused on two factors that affects teacher quality: teachers' experience and teacher qualification.

Teachers' experience refers to the knowledge acquired by teachers as a

result of their years in service. It could be delineated as skills acquired by teachers by reason of the number of years invested in their teaching career. Teaching experience relates to general pedagogical beliefs, self-efficacy belief as well as practices of the teacher (Aytac, 2018). Amie-Ogan and Omunakwe (2021) defined teachers' experience as those years invested by a teacher in the teaching career which positively or negatively influences students' academic achievement in school subjects. Additionally, Amie-Ogan and Omunakwe noted that one of the determinants of a teachers' quality is the number of years such a teacher has taught. Buttressing his point, Tera and Podolsky (2016) asserted that teachers who have taught for over ten years are effective in teaching and years of experience is a contributing factor to students' academic achievement. Furthermore, teachers who have been teaching for a longer period tend to be more effective in promoting student learning and achievement compared to novice teachers (Rockoff, 2018). Teachers' quality is also influenced by their motivation, beliefs, and attitudes towards teaching (Ikeora, 2022). Teachers who are intrinsically motivated to teach and who have positive attitudes towards teaching tend to be more effective in promoting student learning and achievement (Guo & Darling-

Hammond, 2020). More so, teachers who hold high expectations for their students and who believe that all students can learn tend to be more effective in promoting student learning and achievement. Another important factor that affects teachers' quality

The qualification of teachers in an education system is a measure of the quality of instruction they will provide to the students. This explains why the National Policy on Education (FRN, 2013) posited that it is easier for a camel to pass through the eye of a needle than for an education system to rise above the quality of its teachers. Teacher's qualification refers to the kind of professional education for teaching that the teacher has received. Qualification relates to the acquisition of relevant knowledge, skills, competence and creativity needed for quality productive engagement in the teaching profession. Teachers' certification status and degree in area of specialization are very significant and positively correlated with students learning. The extent and quality of the professional preparation a teacher receives will influence both the quality and styles of the teacher's teaching. A teacher's academic qualification is the educational attainments of the teacher. A teacher academic certification is a combined set of qualifications which

include general academic and verbal ability, subject matter knowledge and teacher education (Yakubu, 2023). The author added that students taught by teachers with a higher degree impact positively on students' academic achievement than those who taught with a lower degree. Teacher qualification is so pivotal given that it stands as a bridge between the students and mastery of the subject matter that ensures improved academic achievement. Buttressing this point, Abe and Ada (2015) asserted that improving students' academic achievement in schools is a function of the recruitment of qualified teachers in all schools. Similarly, Yasin, (2021) noted that improving teacher qualification has been regarded as a successful way to improving students' academic achievement. Thus, students' academic achievement can be improved when teachers work in a conducive work environment.

Teachers' work environment embodies the physical layout (arrangement of the furniture, desks and tables) of the school. The work environment refers to everything that is around the workers that is capable of impacting on the extent to which they carry out their assigned tasks (Tamsah, et al. 2021). According to Tripathi (2014), the work environment can be referred to as the environment

whereby people work, and it includes physical setting, job profile, and market condition. However, it has a significant impact on their ability to undertake the tasks that they have been asked to do. This can affect performance, productivity, and employee health and well-being. Certain factors affect the work environment and they are classified into two categories, those that are driven by procedures, protocols, and management requirements and the factors that arise from premises, office, or factory design. Management driven factors include the development of organisation plans such as the allocation of responsibilities at all levels of the organisation, the definition of job descriptions, and the degree of access to the management and administrative support needed by employees to complete their tasks; working patterns, office shifts, break times, absence or holiday cover; and health and safety policies, provision for training, developing safe working practices and adequate supply of protective clothing and equipment. Khairani (2015) argued that teacher work environment (physical and socio-psychological) is one factor that influences the formation and development of an individual behavior. Carolyn (2015) stated that physical environment and school climate are variables of a school behavior and motivation of members of the school to

influence social environment which include interaction among administrator, teachers and school even community members inclusive. Teachers' work environment can shape their experiences and self-esteem for effective instructional delivery. Teachers' work environment is so vital that it becomes a determining factor as to whether effective learning takes place or not. A conducive work environment has a way of putting the teacher in good stead for lesson preparation and planning. Within the context of the current study, teachers' work environment capture only the physical work environment.

The physical environment is a vital aspect of educational planning. physical environment refers the overall design and layout of a given classroom and its learning centers. In this sense, the design of an appropriate and accommodating physical learning environment should address the size and temperature of the rooms, location. Noise, visual distractions inside or outside, seating arrangement teaching materials and other accommodations {MOEST, 2018}. Teachers should design the environment by organizing its spaces, furnishings, and reaching materials to maximize the learning opportunities and the engagement of every child. Teachers should design the environment by

organizing its spaces, furnishings, and teaching materials to maximize the learning opportunities and the engagement of every child. According to World Bank {2018}, physical environment includes buildings, spatial arrangement of furniture, walls, ceiling, equipment, instructional materials, visual teaching aids like maps, charts, posters and murals to increase the interest, attentiveness and motivational levels of the students, laboratories, libraries, chalkboard, lighting, fittings and all the physical enablers of teaching and learning in the classroom. The conducive physical environment is an agent of intellectual stimulation and an essential factor in strengthening the child's educational development. According to World Bank, its only principals in school through effective appraisal can make effort to ensure that the standard design of their schools is adhered to and ensure that all the required recourses are available in school to promote excellent student achievement in class. It is believed that a well-planned physical environment will gear up expected outcomes of education that will facilitate good social, political and economic emancipation, effective teaching and learning process and academic performance of pupils. Lebor (2016) defined physical environment as a place where students and teachers can come face to face. Students spend most of

their time sitting in their respective classrooms. It refers to the hall where instructional delivery takes place. It is the place where the actual teaching-learning process occurs. Thus, the number of classrooms should be sufficient to permit the scheduling of classes in keeping with its educational principles. Adequate number of classrooms will ease congestion and ensure class control by tutor and effective teaching and learning.

It is believed that a well-planned work environment will gear up expected outcomes of education that will facilitate effective teaching and learning process. Work environment is vital for educational institutions as it is a contributing factor to teachers' performance and efficiency (Ekpoh, 2018). Going further, Ekpoh stated that it must be conducive for work to be done with a high sense of morale given that it is setting in which teachers perform their statutory tasks. Kasule (2015) stated work environments can considerably influence the mental outlook, attitudes, abilities and performances of workers. Similarly, Al-Omari and Okasheh (2017) argued that "performance is on the increase when work environment is good" Interestingly, teachers' instructional performance as well as students' academic achievement can be improved upon when work environment of teachers is conducive

(Bisi-Onyemaechi et al. 2018). Students' academic achievement has become quite vital in secondary school subjects; English language inclusive.

English is the language of instruction and evaluation in the educational institutions (mid-primary school -primary 3 to tertiary level). Apart, it is a teaching subject in all strata of the educational system in Nigeria. Furthermore, it is considered the gateway to academic excellence. In Nigeria, English is a second language. English language is the medium through which the concepts in education are expressed and acquired (Njoku, 2017). Ikegbusi et al. (2016) added that English language has not only engineered human development through education, it has also conferred on Nigerians other significant privileges both on the home front and the global scene. Moreover, a credit pass in English is a compulsory requirement for admissions into any course(s) in Nigerian higher institutions. The English language also functions as the language of government and administration in Nigeria. It is the language with which government businesses are conducted. In other words, it is the official language of the government. Both in intra and international frontiers, the English language is used for communication. One of the indices of measurement of the

quality of English language learning at secondary school level is the academic achievement of students. This, however is influenced by factors such as teacher quality and work environment. Despite these insights into factors influencing academic achievement, evidence from Anambra State indicates persistent challenges. The WAEC Chief Examiners' Report (2022, 2023, 2024) reveals that there is declining academic achievement among secondary school students in Anambra State is a multifaceted issue influenced by teacher quality, work environment, and systemic challenges within the educational framework. This alarming statistic underscores the urgent need for improvements in teacher quality and work environments to enhance educational outcomes in the region.

Statement of the Problem

Academic achievement of secondary school students is expected to be a reflection of sundry factors such as teacher quality and work environment. Thus, it is the expectation of relevant stakeholders in secondary education that students perform well in the academics by ensuring that quality teachers are employed to teach in a conducive environment. However, this seems to be at variance with the current reality given that the poor achievement of secondary school students in core subjects especially

in external examination in the past three years puts the quality of teachers and work environment to question. Despite the recognized importance of teacher quality—encompassing qualifications, experience, and effective classroom management—many teachers in Anambra State face challenges that hinder their ability to deliver high-quality education. Factors such as inadequate training, insufficient resources, and a lack of supportive work environments contribute to this problem. Additionally, the physical and social aspects of the work environment, including classroom conditions and relationships among staff and students, further impact teachers' effectiveness and student engagement.

It is curious to mention that half-baked teachers who are not well-grounded raises questions on teachers' quality. More so, there are issues of teachers coming late to work, reluctant to write lesson notes, quarrelling with colleagues, unhappy with the school principals, tardiness, low morale, absenting from work, dodging responsibilities, lacking zeal in record keeping, ingenuity in teacher- student relationship, among others. Furthermore, there are cases of dilapidated buildings, poor sanitary conditions, ill-equipped laboratories and libraries in secondary schools. All these, to all intent and purposes make work environment

unconducive. In public secondary schools in Anambra state, it is observed that secondary school students' academic achievement has been dismally low despite the huge resources invested by the government in education. This is rather evidenced by the document cited by the researcher revealing consistent poor achievement of students in the West African Examination Council (WAEC) from 2022 to 2024. This worrisome trend has bothered stakeholders in the secondary education sector such as teachers, parents, the government and the general public. There are many variables that may interplay with secondary school students' academic achievement, the contribution of teacher quality and work environment on students' academic achievement are not clearly known. Thus, the researcher is keen on doing an extensive empirical research on teacher quality and work environment as determinants of secondary school students' academic achievement in public secondary schools Anambra.

Purpose of the Study

The main purpose of the study is to examine if teacher quality and work environment are determinants of secondary school students' academic achievement in public secondary school

in Anambra state. Specifically, the study sought to:

1. Verify the relationship between teachers' experience and academic achievement of secondary school students in public secondary schools in Anambra state.
2. Determine the relationship between teachers' qualification and academic achievement of secondary school students in public secondary schools in Anambra state.
3. investigate the relationship between the nature of physical work environment and academic achievement of secondary school students in public secondary schools in Anambra state.

Research Questions

The following research questions guided the study:

1. What is the relationship between teacher's experience and academic achievement of secondary school students in public secondary schools in Anambra state?
2. What is the relationship between teacher's qualification and

academic achievement of secondary school students in public secondary schools in Anambra state?

3. What is the relationship between the nature of physical work environment and academic achievement of secondary school students in public secondary schools in Anambra state?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant relationship between teacher's experience and academic achievement of secondary school students in public secondary schools in Anambra state.
2. There is no significant relationship between teacher's qualification and academic achievement of secondary school students in public secondary schools in Anambra state.
3. There is no significant relationship between physical environment and academic achievement of secondary

school students in public secondary schools in Anambra state.

Methodology

Correlational research design was adopted for the study. The study was conducted in public secondary schools in Anambra state. The population of the study comprised 661 SS 2 English teachers and 18781 SS 2 students in public secondary schools in Anambra State from 266 public secondary schools. The sample of the study comprised of teachers English achievement scores of students. *Proportionate stratified sampling techniques was used for this study.* Researcher developed questionnaire titled "Teachers Quality Work Environment Questionnaire (TQWEQ)" and Students Academic Achievement (SAAQ) were used for data collection. The first instrument Teachers Quality Work Environment Questionnaire was group into section A,B & C. Section A is the Bio-data of the respondents while Section B Teachers Quality Questionnaire was measured using their experience and qualifications. It was adopted from National Curriculum for Secondary School English language, 2009 on which the respondent is to tick against the appropriate column. Section C

Work Environment Questionnaire” (WEQ) is arranged in a cluster i.e physical environment, used for data collation is made of 10 items eliciting information from the respondents and is structured by the researcher using 4 – point scale weighed as follows: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) and numerical value of 4,3,2 and 1 respectively.

The second instrument titled “Students’ Academic Achievement, documents containing the results of students in English language termly examination was used for the study. It is an already existing data containing the English language examination results of students for the academic session. The instrument was validated by three experts two from Educational Management and one from Educational Measurement and Evaluation, all from Department of Educational Foundations, Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. The questionnaire was administered to the respondents with the help of five research assistants. A total of 266 copies of questionnaire were distributed and 266 retrieved after completion on the spot which represented about 100% return and 0% loss, which was a high return rate of

the instrument. The reliability of the instrument was determined using Cronbach Alpha formula and average reliability coefficient showed a value of 0.78 which+ indicated a positive and high reliability, therefore the instruments were considered reliable and adequate for the study. Data were analyzed using Pearson Product Moment Correlation Coefficient for research questions, and simple linear regression for the hypotheses. In answering the research questions, the coefficient and the size of the relationship were interpreted using the interpretation of correlation coefficient as cited in Nworgu (2015) as shown:

0.8 Above = very high relationship

0.6 to 0.8 = high relationship

0.4 to 0.6 = medium relationship

0.2 to 0.4 – low relationship

0.0 to 0.2 = very low relationship

The null hypotheses were tested at 0.05 level of significance and the decision rule was if a null hypothesis was not upheld where the calculated p-value was less than the stipulated level of significance (p-value <.05). The reverse is the case where the calculated p-value is greater than the stipulated level of significance (p-value >.05). All analysis was carried out using Statistical Package for Social Science (SPSS) Version 25.

Research Question 1: What is the relationship between teachers' experience and academic achievement of secondary school students in public secondary schools in Anambra state?

Table 1: Summary of Pearson correlation analysis on the extent of the relationship between teachers' experience and academic achievement of secondary school students in public secondary schools in Anambra state

		Teachers experience	Academic Achievement	Remark
Teacher's Experience	Pearson Correlation	1	0.754	High positive
	Sig.(2-tailed)		0.184	
	N	266		
Academic Achievement	Pearson correlation	0.754	1	
	Sig.(2-tailed)	0.184		
	N	266		

**Significant at $p < 0.05$

Table 1 presented an analysis showing that there exist, a high positive relationship between Teachers experience and academic achievement of secondary school students in public secondary schools in Anambra state. This deduction comes as a result of the 'r' having a positive value, $r = 0.754$ and $n = 266$. Hence, the study concluded that there exist a high positive correlation (relationship) between Teachers experience and academic achievement of secondary school students in public secondary schools in Anambra state to a high extent.

Research Question 2: What is the relationship between teacher's qualification and academic achievement of secondary school students in public secondary schools in Anambra state?

Table 2: Summary of Pearson correlation analysis on the extent of the relationship between teacher's qualification and academic achievement of secondary school students in public secondary schools in Anambra state

		Teachers Qualification	Academic Achievement	Remark
Teacher's Qualification	Pearson correlation	1	0.632	
	Sig.(2-tailed)	102		
	N	266		High positive
Academic Achievement	Pearson Correlation	0.632	1	
	Sig.(2-tailed)	102		
	N	266		

**Significant at $p < 0.05$

Table 2 revealed that the relationship between teacher's qualification and academic achievement of secondary school students in public secondary schools had a correlation coefficient of 0.632. this implied that there was a high positive relationship between teacher's qualification and academic achievement of secondary school students in public secondary schools in Anambra state.

Research Question 3: What is the relationship between the nature of physical work environment and academic achievement of secondary school students in public secondary schools in Anambra state?

Table 3: Summary of pearson correlation analysis on the extent of the relationship between physical work environment and academic achievement of secondary school students in public secondary schools in Anambra state

		Physical work Environment	Academic Achievement	Remark
Physical work Environment	Pearson Correlation	1	0.451	
	Sig.(2-tailed)		0.293	
	N	266	moderate positive	
Academic Achievement	Pearson correlation	0.451	1	
	Sig.(2-tailed)	0.293		
	N	266		

**Significant at $p < 0.05$

Table 3, the Pearson (r) between physical work environment and academic achievement of secondary school students in public secondary schools yielded a coefficient of 0.451. This implied that there was a moderate positive relationship between physical work environment and academic achievement of secondary school students in public secondary schools in Anambra state.

Test of Hypotheses

Hypothesis One: There is no significant relationship between teachers' experience and academic achievement of secondary school students in public secondary schools in Anambra state.

Table 4: Test of significance of simple regression Analysis between teacher's experience and academic achievement of secondary school students in public secondary schools in Anambra state.

	B	β	t	p	Remarks
Constant	34.710		31.582	.000	
Teachers experience	.412	.754	5.872	.034	significant
R	.754				
R	.057				
F	4.760			.034	

**Significant at $p < 0.05$

As shown on table 4, the results of the simple regression analysis in the test of hypothesis 1 showed that the p-value (.034) is less than .05. Thus, the null hypothesis was not upheld while the alternative hypothesis was upheld. This signifies that there is significant relationship between teachers' experience and academic achievement of secondary school students in public secondary schools in Anambra state. More so, the R square value was .057, which also indicated that teachers experience significantly contributes 05.7% of students' academic achievement of secondary school students in public secondary schools in Anambra state.

Hypothesis 2: There is no significant relationship between teacher's qualification and academic achievement of secondary school students in public secondary schools in Anambra state.

Table 5: Test of significance of simple Regression Analysis between teacher's qualification and academic achievement of secondary school students in public secondary schools in Anambra state.

	B	β	t	p	Remarks
Constant	34.286		35.014	.000	
Teachers experience	.159	.632	6.523	.032	significant
R	.632				
R	.399				
F	5.273			.032	

**Significant at $p < 0.05$

The results on table 5 of the test of hypothesis two showed that the p-value (.032) is less than .05. Thus, the null hypothesis was not upheld while the alternative hypothesis was upheld. This signifies that there is significant relationship between teachers' qualification and academic achievement of secondary school students in public secondary schools in Anambra state. More so, the R square value was .399, which also indicated that teachers qualification significantly contributes 39.9% of students' academic achievement of secondary school students in public secondary schools in Anambra state.

Hypothesis 3: There is no significant relationship between physical environment and academic achievement of secondary school students in public secondary schools in Anambra state.

Table 6: Test of significance of simple Regression Analysis between physical environment and academic achievement of secondary school students in public secondary schools in Anambra state.

	B	β	t	p	Remarks
Constant	30.377		9.216	.000	
Teachers experience	1.401	.451	4.054	0.31	significant
R	.451				
R	.203				
F	4.211			.031	

**Significant at $p < 0.05$

The results on table 6 of the test of hypothesis three showed that the p-value (.031) is less than .05. Thus, the null hypothesis was not upheld while the alternative hypothesis was upheld. This signifies that there is significant relationship between physical environment and academic achievement of secondary school students in public secondary schools in Anambra state. More so, the R square value was .203, which also indicated that physical environment significantly contributes 20.3% of students' academic achievement of secondary school students in public secondary schools in Anambra state.

Discussion

Findings on the relationship between teachers' experience and academic achievement of secondary school students in public secondary schools in Anambra state showed that there is a high positive relationship existing between teachers' experience and academic achievement of secondary school students in public secondary schools in Anambra state. The study also revealed that there is a significant relationship between teachers' experience and academic achievement of secondary school students in public secondary schools in Anambra state. The high positive and significant relationship existing between teachers' experience and academic achievement of secondary school students in public secondary schools in Anambra state could be as a result of the fact that the lowest benchmark for English teachers' work experience in Anambra state is five years, while the highest was above twenty-one years. Accordingly, teachers' years of experience is one of the teachers' qualification indicators that is believed to be a significant determinant of students' academic achievement. However, there is the need for caution in Nigeria about experience. Many teachers may have been in the teaching profession for over twenty years without having properly developed himself or herself for years.

This category of teachers may not be able to cope with the new trends in education. The subject curriculum is changing almost every year as the whole world is changing. The years of work experience of an unqualified English teacher do not necessarily increase their qualification. The finding of the study is in agreement with the findings of Ademulegun (2017) who pointed out that students taught by better qualified and experienced teachers in terms of knowledge of the subject matter perform better than those taught by less qualified or inexperienced teachers. Also, Ewetan and Ewetan (2015) findings shows that teachers' teaching experience has significantly influenced students' academic performance in Mathematics and English Language as measured by their performance in the senior secondary certificate examinations (SSCE) and as perceived by the respondents.

Findings on the relationship between teachers' qualification and academic achievement of secondary school students in public secondary schools in Anambra state concluded that there exist a high positive correlation (relationship) between teachers' qualification and academic achievement of secondary school students in public secondary schools in Anambra state. The study also revealed that there is a significant relationship between teachers'

qualification and academic achievement of secondary school students in public secondary schools in Anambra state. The high positive and significant relationship existing between teachers' qualification and academic achievement of secondary school students in public secondary schools in Anambra state could be as a result of teachers with extensive knowledge and higher qualifications are better equipped to design and deliver high-quality instruction, teachers who have higher qualifications can present their teaching in a more exciting and engaging way, they can guide students towards more meaningful and deeper learning, they can challenge students to think critically and solve problems more effectively, and they can design more effective assessments that measure students' understanding of the material more accurately. This is supported by Oluwatoyin (2018) who noted that teachers who are equipped with quality knowledge and higher qualifications would help the students to achieve good academic performance because they will ensure that they transferred quality to the students.

Findings on the relationship between the nature of work physical environment and academic achievement of secondary school students in public secondary schools in Anambra state showed that

there is a moderate positive relationship existing between physical work environment and academic achievement of secondary school students in public secondary schools in Anambra state. The study also revealed that there is a significant relationship between physical work environment and academic achievement of secondary school students in public secondary schools in Anambra state. The moderate positive and significant relationship existing between physical work environment and academic achievement of secondary school students in public secondary schools in Anambra state. These include that conducive physical environment is essential for optimal learning. Inadequate facilities, such as poorly maintained classrooms, lack of learning materials, and insufficient technological resources, can hinder students' academic performance. This is supported by Sönmez and Akpınar (2022) emphasizes that schools with well-equipped classrooms and adequate learning resources significantly outperform those with substandard facilities.

Conclusion

The study found out that teacher's quality and work environment is a determinant to secondary school students'

academic achievement in public secondary schools. Based on the findings and discussions the following conclusions were drawn. From the foregoing, it is clear that teacher quality, in terms of qualification, exposure to seminars and conferences and on-the job training as well as years of experience in service are factors that matter in students' academic achievement in English language. Since it is not possible for one to give what he does not have, unqualified and inexperienced teachers are not likely to deliver to the expectation of the curriculum in the classroom. Government and policy makers should, therefore, ensure that secondary schools across the nation and particularly, Anambra state, Nigeria, are provided with sufficient and adequate number of teachers that can successfully handle the teaching of English language to the satisfaction of the students. The present practice in most schools where subjects were allocated to teachers by the principals on the basis of availability and at the detriment of qualification should be revisited with a view to putting round peg in round hole. More so the study found out that physical work environment, social work environment and school climate affects the emergence of a feeling of security and comfort for students to learn in school. This encourages students to obtain maximum learning achievement. In the

light of the above conclusions, it can be suggested that teachers' quality and work environment should be made top priority in schools for better academic achievement in public secondary school in Anambra state.

Recommendations

Based on the findings of the study, the following recommendations were made.

1. Regular in-service training programs and workshops should be organized to enhance teaching skills and incorporate new teaching methodologies and technologies. This can go a long way to create a continuous cycle of improvement in teaching quality, leading to significant and lasting enhancements in students' academic achievement and overall educational outcomes.
2. Teaching Service Board should ensure recruitment of only qualified and certified teachers. Continuous evaluation and upgrading of teachers' qualifications should be mandatory. By this, public secondary schools in Anambra state can significantly enhance the quality of education, leading to

improved students' achievement, increased teacher motivation, and a positive overall impact on the educational system.

3. Government should invest in the development and maintenance of school infrastructure, including classrooms, laboratories, libraries

and sports facilities, to create a conducive learning environment. This will go a long way to support teachers' professional growth, promotes holistic students' development, and fosters a positive relationship between schools and their communities.

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