



TEACHERS STRENGTH AND QUALITY AS A PANACEA TO THE EDUCATIONAL ACHIEVEMENT OF A CHILD IN PRIMARY SCHOOLS IN ABIA STATE

Dr. Mariagoretti Ijeoma Obiakor

Educational Management and Policy Department, Faculty of Education,
Nnamdi Azikwe University Awka.
mi.obiakor@unizik.edu.ng
07063842753

ABSTRACT

This paper investigated teachers strength and quality as a panacea to the educational achievement of a child in primary schools in Abia State. One research questions and one hypothesis in correspondent to research purposes guided the study, The study adopted a descriptive survey design. The area cover all Primary Schools in Abia State. This is because of the persistent examination malpractice in public secondary schools in the state. Abia State consists of seventeen (17) local government areas grouped into three education zones . the population of the study was four hundred and eighty four thousand two hundred and fifty nine (484, 259) The total sample size for the study is 668 respondents. A multistage sampling technique was used. The instrument was validated by three experts. Cronbach alpha/coefficient was used to establish the reliability of the instrument. The reliability coefficient 0.89 was obtained for the instrument. Five research assistants were used by the researcher in the administration and collection of copies of the questionnaire from the respondents through direct delivery. Mean and standard deviation were employed to answer the research questions

Introduction

“Those who feel the call to teach, who sense teaching is a profoundly meaningful past of their life, have a passion for teaching” (Oguejiofor, 2022). Passion simply is defined as: “a strong inclination or desire towards an activity that one likes and finds important and in which one invests time and energy” (Ezenwagu, 2021). Fried defines a passionate teacher as: “someone in love with a field of knowledge, deeply stirred by issues and ideas that change our world, drawn to the dilemmas and potentials of the young people who come into class every day” (2001). For a high quality student learning passion is indispensable.

Olson states that “when we discover and explore our passions about teaching and learning, and begin to share them with others, doors are opened, and the possibilities are endless”. One of the most important factors in the development of passion for teaching is teachers’ ongoing commitment and dedication to students and learning. Passionate teachers are fiercely devoted to their work and greatly inspire their students. “The strength of any profession depends upon the degree of commitment of its members. Teaching is no exception” (Fox, 2010). It is widely accepted that a distinguishing feature that teachers have is, their dedication and

commitment to the development of student achievement. Kushman (2012) and Ikediugwu (2019) in their studies put forward the relationship between teacher commitment and student achievement. Obi (2017) supporting this idea states that there is a strong connection between passionate teaching and the quality of student learning and explains the reasons as:

- i. If students know that teachers get immersed in their subjects and sets high standards for students, they take their studies more seriously. At this point, teaching ceases to be a job done by force, and turns into an inspiration for students.
- ii. There is little chance of building a relationship based on respect and trust between teacher and student unless a collaborative learning environment and willingness to take risks are not created.
- iii. Students will not have motivation to learn as long as they do not have a clear idea of how to apply things they have learnt to their own lives.

Passionate teachers know that it is their role to encourage students for an active learning and concern themselves with promoting students' intellectual and moral development. Teachers with passionate, work with enthusiasm, their dedication and commitment increase, and they believe in the importance of their job. "There are strong empirical grounds for believing that teachers can and do make a difference and that consistent high quality teaching, supported by strategic professional development, can and does deliver dramatic

improvements in student learning" (Ofojebe, 2019). Commitment to teaching contributes to teachers' behaviors, attitudes, perceptions and performances (Thapan, 2011).

Committed teachers have a tendency to perform the roles effectively that their job requires and to establish a good teacher-student relationship in accordance with the professional values. This approach facilitates student learning and development of terminal behaviors. However, in the clash of the career goals and values, and the goals and values of school, the importance of dedication and commitment increases. The basic goals and values of teaching profession effectively shape student behavior change in accordance with the principles of education sciences.

Obi (2017) states that teacher passionate can be seen in three different areas.

1. Teachers may be passionate about their own subject knowledge.
2. Teachers may be passionate towards events developing in the world.
3. Teachers may have a passion for children.

Commitment to the institution in education manifests itself in identifying with the school, feeling like a part of the school, and being loyal to school. In successful schools teachers have commitment to school as well as their professions. Commitment forms a basis, propulsive force, and resource in restructuring.

Education researchers list some characteristics of committed teachers and

principals for their organizations as (Nwankwo 2020):

1. Teachers constantly should talk about developing teaching approaches
2. Teachers and principals should continuously observe each other's performance, and evaluate their own performances through these observations.
3. Teachers and principals should together supply education materials
4. Teachers and principals should help each other with development of teaching approaches.

Another factor that contributes to teachers' commitment and dedication is administrative implementation. Compatible administrative implementation strengthens teachers' commitment. The desire of teachers spending more time at school, making more effort for school achievement, approving compatibility of administration are among contributing causes of commitment and dedication to school.

Among the factors that decide teachers' commitment and dedication degree are: interaction between teachers, teacher-student relationship, the quality of the work teachers do at school, the compatibility of school administration. Teachers who have commitment to school display such attitudes as: being proud of the school he works for, evoking a desire to work harder, being interested in the future of the school.

Ikediugwu (2001) lists ten basic characteristics of a passionate teacher as:

1. Likes working with young people, and takes an interest in knowledge and ideas
2. That students lack knowledge and skills cannot be an excuse to decrease his feeling of compassion for them.
3. Cares about students
4. Is aware of world issues, and current events in the classroom and effectively reflects them in his works at school
5. Is serious and has sense of humor.
6. Tolerates absurd and meaningless things that students exhibit in their behaviors but at the same time critical and very attentive to manners that students must have.
7. Avoids condemning ideas of unpopular and young people and attempts to create a culture of mutual respect.
8. Takes risks; therefore, as much as any person makes mistakes but derives lessons from mistakes rather than ignore them.
9. Endeavors to establish and maintain a learning environment where students can learn from their mistakes.
10. Takes his missions seriously and reflects his ideas and beliefs clearly.

Ofojebe and Obiakor (2021) states that teacher commitment is multidimensional and some external factors may influence commitment degree:

The school or organization
Students

Career continuance
Professional knowledge base
The teaching profession
What makes a teacher great?

Fried points out what makes a teacher great is (2001): “This caring about ideas and values, this fascination with the potential for growth within people, this fervor about doing things well and striving for excellence”.

Some important features of a great teacher:

Passion for teaching and learning: teaching with passion will enable students to understand effectively. Hargreaves writes: “Pedagogical changes fail, when they do not engage the passions of the classroom” (Hargreaves, 2008). Passionate teachers observe the quality of learning achievement of students carefully and feeling that efficiency in learning is not accomplished, endeavor to teach using different approaches.

Respect for students: To build a better relationship respect for students as individuals and learners is essential in teaching profession. If students see the teacher as caring, their willingness to learn enhances.

Love of his profession: In the rapidly developing world, without love of his profession improvement in his field for the teacher does not occur. Passion stems from teacher’s love of his profession. Passionate teachers have a profound love for teaching. “Perhaps they are in love with every aspect of teaching” (Obiakor and Aja-okorie, 2022). A great teacher is informed about new developments in his field and tries to

keep abreast of them to advance his skills and knowledge base. Exhibiting enthusiasm for the subject matter that he is teaching will feed students’ excitement and interest. Teacher’s primary goal is to cultivate students’ curiosity for efficiency in learning. One of the most significant requirements to teach effectively is good knowledge of subject matter the teacher is teaching. Odoh and Nwite (2013) write: “effective communication of content knowledge is a hallmark of good teachers”

Being aware of the worth of schools in students’ lives: A school is a place where students not only learn but also gain real life experiences. Therefore, passionate teachers do leadership in every corner of the school in every field of learning.

Teacher cannot make any concessions to occupational ethics: Great teachers have some occupational ethics that they never divert from. They educate students in accordance with this approach.

Willingness for changes: Great teachers always search for continuous professional development. They always desire to be a good teacher and seek to enhance the effectiveness of teaching. Hansen writes: “A teacher who really ‘knows and believes’ that teaching is worthwhile will likely conduct him-or herself differently from a teacher who has lost faith in the endeavor or who resorts to expediency in the face of challenge”.

Willingness for Reflection: Great teachers reflect on their commitment to student achievement through seeking an opportunity to share the things they have learnt.

Organizational Skills: Great teachers have effective organizing skills. They know the right thing to do. A passionate teacher knows and believes in what he does.

Good communication is the foundation of a successful relationship: Great teachers use verbal and nonverbal communication skills effectively in giving instructions, feedback and providing students with knowledge. Rather than what they say, great teachers convey more messages to students through gestures, voice tones and their locations in the classroom. A passionate teacher knows how to speak to students' hearts and minds.

Collaboration: Great teachers collaborate with their colleagues in the work environment to promote student learning.

This is why the researcher sought to investigate the teachers strength and quality as a panacea to the educational achievement of a child in Secondary schools in Education zone of Enugu State.

Research Question

The following research questions were formulated to guide the study

What are the contributions of teacher's qualification and strength on educational achievement of a child in Primary Schools in Abia State?

Hypothesis

There is no significant difference between contributions of teacher's qualification and strength on educational achievement of a child in Primary Schools in Abia State?

Methodology

Research Design

This research work adopted a descriptive survey design.

Area of the Study

The area cover all Primary Schools in Abia State. This is because of the persistent examination malpractice in public secondary schools in the state. Abia State consists of seventeen (17) local government areas grouped into three education zones namely, AROCHUKWU/OHAFIA, UMUAHIA ZONE, ABA ZONE. Abia State was created out of the former IMO State, and is bounded by Ebonyi State to the North, RIVERS State to the south, and AKWA IBOM to the west.

Population for the Study

The target population is four hundred and eighty four thousand two hundred and fifty nine (484, 259) respondents comprising four hundred and seventy six thousand six hundred and fifty five (476, 655) students, six thousand eight hundred and seventy four (6,874) teachers, six hundred and fifty five (655) principals of public secondary schools (PPSMB, 2012). Fifty five (55) External Examination Officials; Thirty three (33) and twenty two (22) WAEC and NECO Officials respectively (WAEC/NECO, 2013).

Sample and Sampling Technique

The total sample size for the study is 668 respondents. A multistage sampling technique is employed whereby in the first stage, three (3) out of the five (5) education zones in the state will be randomly sampled. In the second stage, two (2) LGAs were sampled from each of the selected education zones giving a total of six (6) LGAs. The third stage involved a proportionate



sampling of 12.5% of the number of schools in each of the selected LGAs; this gave a total of 27 schools sampled for the study.

Instrument for Data Collection

Teachers Strength and Quality on Academic Achievement of a Child Questionnaire (TSQAACQ) composed by the researcher was used for data collection. The questionnaire has forty nine (49) items which were generated from the literature reviewed.

Validation of Instrument

Content validity of the instrument was conducted in which three experts validated the questionnaire items to determine the accuracy, relevance, clarity and total coverage of the content; and the appropriateness of the instructions.

Reliability of the Instrument

Cronbach alpha/coefficient was used to establish the reliability of the instrument. The reliability coefficient 0.89 was obtained for the instrument.

Method of Data Collection

Five research assistants were used by the researcher in the administration and collection of copies of the questionnaire from the respondents through direct delivery.

Method of Data Analysis

Mean and standard deviation were employed to answer the research questions

Results

Research question: What are the contributions of teacher's qualification and

strength on educational achievement of a child in Primary Schools in Abia State?

Table 1: Mean ratings of respondents on contributions of teacher's qualification and strength on educational achievement of a child in Primary Schools in Abia State?

S/N	Items	Mean	SD	Decision
1.	Teachers that possesses the ability to inculcate discipline in students behavior serves as a role model to the students	3.21	0.86	Accepted
2.	Persistent to teach even in poor working condition give child hope for future.	3.35	0.75	Accepted
3.	Content coverage by teachers contributes more to a child education.	3.20	0.81	Accepted
4.	Teachers discipline promotes the educational achievement of a child	2.93	0.96	Accepted
5.	Teachers dedication to work helps in enhancing the educational achievement of a child.	2.94	0.97	Accepted
6.	Motivation of teachers contributes to the educational achievement of a child.	3.33	0.80	Accepted
7.	It helps to inculcate Morals among pupils.	3.30	0.81	Accepted
8.	Teacher appearance and comportment helps in enhancing the educational achievement of a child.	3.28	0.84	Accepted
9.	It helps in classroom management and enhances the educational achievement of a child.	3.38	0.80	Accepted
10.	Child's fear of failure and lack of self-confidence sustains eliminated due to teachers strength and quality	3.24	0.83	Accepted
11.	Teachers strength and quality is likely to reduce examination malpractice	3.35	0.81	Accepted
12.	Lack of adequate infrastructure e.g examination Halls, Class rooms and furniture aid the sustenance never reduces teachers quality	3.20	0.91	Accepted
13.	Teachers strength the use of mobile phones and ICT tools in school especially during exams..	3.26	0.82	Accepted
14.	Teachers that inspires their students to learn promotes their educational achievement.	3.14	0.88	Accepted
15.	It helps children to their teacher over their parents	3.24	0.84	Accepted
16.	Some Parents lack good moral orientation for their children but good teacher can help in restructuring their life.	3.14	0.86	Accepted
17.	It helps to stop rich parents pay money to influence their children's grades.	3.43	0.75	Accepted

24. Teacher Strength and quality contributes inspires their to learn promotes their educational t affairs. 3.21 0.85 Accepted

Results on table 1 show that all the listed factors related to teachers, strength, and quality were agreed upon, because their mean scores exceed the criterion mean score of 2.5. The mean scores range between 2.93 and 3.43 with stand deviation between 0.75 and 0.97. Item number 17 ($\bar{X} = 3.43$) had the highest agreement response while it was closely followed by item number 9 ($\bar{X} = 3.38$). The factor with the least mean score ($\bar{X} = 2.93$) was item number 4.

Ho1: There is no significant difference in the mean ratings of teachers, strength, and quality Primary Schools in Abia State.

Table 2: ANOVA analysis of the comparison of responses of significant difference in the mean ratings of teachers, strength, and quality Primary Schools in Abia State

Ho1	Principal		Teachers		Student		Examination officers		F value	Decision
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.		
	2.96 ^a	0.31	3.01 ^a	0.18	3.26 ^b	0.14	3.21 ^b	0.21	10.42	Sig.

*Sig.= Significant difference at 0.05, Means with same alphabets means that respondents do not differ significantly from each other from a post-hoc test

Table 2 gives a result of the analysis of variance of whether there is any significant difference in the mean ratings of significant difference in the mean ratings of teachers, strength, and quality Promary Schools in Abia State. The result shows that significant difference exist between the category of respondents' views with an F- value of 10.42 ($P < 0.05$). A further analysis (Post HOC) revealed that although a significant difference exist between the various respondents, the principals and teachers do not differ significantly from each other as in the mean ratings of teachers, strength, and quality Primary Schools in Abia State.

Discussion of Findings

Findings in table 1 and2 showed that teachers that possess the ability to inculcate discipline in students behavior serves as a role model to them, teachers' discipline promotes the educational achievement of a

child, their dedication to work helps in enhancing the educational achievement of a child. The findings also revealed that motivation of teachers contributes to the educational achievement of a child.

Finally, the findings revealed that teachers that inspire their students to learn promotes their educational achievement. The findings corresponds with the findings of Joseph (2009) who observed that for teaching and learning to be effective in schools and classrooms, teachers must be disciplined, qualified to teach and motivated to teach.

Conclusions

Based on the findings of the study, the researcher concluded that

- i. Teacher's quality contributes to educational achievement of a child.

- ii. Motivation of teachers contributes to the educational achievement of a child.
- iii. Teachers' discipline promotes the educational achievement of a child,
- iv. Their dedication to work helps in enhancing the educational achievement of a child

Recommendations

Based on the findings and conclusions of the study, the researcher made the following recommendations.

- i. Teachers on their own part should be a role model to their students by their ability to inculcate discipline in students behavior.
- ii. Teachers should be motivated in schools to teach because it contributes to the educational achievement of a child.
- iii. Government should ensure that teachers are motivated by salary increment and incentives to help enhance the educational achievement and retention memory of a child.

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