

**TEACHERS QUALITY AND WORK ENVIRONMENT AS A DETERMINANT  
OF SECONDARY SCHOOL STUDENTS' ACADEMIC PERFORMANCE IN  
OVIA NORTH EAST OF EDO STATE**

**BY**

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**UNIVERSITY OF BENIN**

**BENIN CITY**

**JUNE 2024**

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL  
MANAGEMENT, FACULTY OF EDUCATION, UNIVERSITY OF BENIN,  
BENIN CITY, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR  
THE AWARD OF BACHELORS DEGREE (B.Sc Ed) IN THE UNIVERSITY OF  
BENIN**

**JUNE 2024**

## CERTIFICATION

We the undersigned, certify that **Ada Deborah OMEKE**, with the matriculation number **EDU1903963** in the Department of Educational Management, Faculty of Education, University of Benin, Benin City, Nigeria in partial fulfilment for the award of the B.Sc (Ed) Degree in Education Economics.

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## **DEDICATION**

This research work is dedicated to Almighty for his guidance throughout my studies.

## **ACKNOWLEDGEMENT**

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## ABSTRACT

*This study examined the influence of teachers quality and work environment, as a determinant of secondary school student academic performance In Ovia North East of Edo State.*

*The study was a descriptive survey design ,five research question were raised and two was hypothesis formulatee to giide the study. The sample size comprised of 56 teachers from 3 public senior secondary School in Ovia North East of Edo State. The two major instrument used was an administered self -structured questionnaire tiled “Teachers quality and work environment questionnaire” and a checklist titled Academic performance of student checklist”. The questionnaire had a four Point Likert Scale questionnaire with response of strongly agree, agree, disagree and strongly disagree. The responses were analysed using weighted means and standard deviation, while Pearson moment correlation analysis was used to test the hypothesis for this study.*

*Findings from the study indicated that the senior secondary school teachers in Ovia North East were of high quality. The academic performance of secondary school students in Ovia North East Local Government Area was exceptionally high. Teachers perceived their schools to maintain clean and organized physical environments conducive to teaching and learning. The study revealed a moderate positive correlation between teacher quality and student academic performance in secondary schools in Ovia North East Local Government Area. The study also found a strong positive correlation between the work environment and student academic performance. .Based on the findings this study recommended that School administration should promote a supportive atmosphere by recognizing and appreciating teacher’s efforts ,facilitating teamwork and providing mechanisms for conflict resolution . School administration should also regularly monitor and evaluate student academic performance to identify areas needing improvement monitor and adjust teachers workloads to prevent burnout also to ensure that teachers have adequate time for professional development among others. Further studies can be carried out to explore long term effects of teacher professional development programs on student academic performance in senior secondary schools in Ovia North East.*

## **CHAPTER ONE**

### **INTRODUCTION**

#### **BACKGROUND TO THE STUDY**

The importance of having qualified teachers and a good learning environment in secondary schools today cannot be over emphasized. Reason being that school environment and teachers' qualification has a major effect in the quality of education students receives. This implies that schools that fail to provide the necessary learning facilities and create a conducive atmosphere for teaching and learning coupled with qualified teachers may hardly put in the best in their students especially in the area of academic performances. The National Policy on education (2014] states that the quality of any education system depends very much on the competence, commitment and motivation of the teachers. A teacher's academic qualification is the educational attainments of the teacher. The qualification obtained will help the teacher in terms of pedagogical skill and communication skill in promoting quality education and efficient understanding of concepts taught in a particular subject area ( Ugorji and Kagbaranen, 2022).

United nations Educational, scientific and Cultural Organisation (UNESCO) observed that in today' s world, education system must constantly evolve in order to effectively respond to the rapid change in the society .In order to achieve this, the dimensions of learning environment, it effect on the quality of learning process, an exploration of the relationship between place and process is needed. The school is a special social space where education, training and personality development of students who are a community's future assets are founded and run by proper training methods, appropriate physical space and favorable psychological environment (Racoon gang, 2018). Hence, a clean and comfortable environments are important components of learning (Gilavand, 2016).

Teachers quality includes a lot of variable, this variables influences the academic performance of the student.

The term teaching experience is the number of years or partial years spent teaching as a certified teacher in a school. This experience gained over time enhances the knowledge, skills and productivity of the teachers.It is generally believed that teachers with high experience will have a more positive impact on student academic performance than teachers with low experience.

Teachers professionalism is another variable that determines student academic performance. Teachers professionalism refers to the skills, knowledge and practices that a teacher must have in order to be an effective educator. In the light of this definition a professional teacher must have gone through the standard training of a teacher and must have acquired a teaching certificate from the training. For example, NCE, Bsc. Ed, B. Ed and the likes. The consequences of unemployment has affected the quality of teachers in secondary school, although most of the teachers are educated, but have not undergone the necessary training to be called a professional teacher. Such unqualified and unprofessional teachers are not conversant with the rudiments and complexity involves in teaching.

Teachers attitude on the other hand can influence the academic performance of students. Teachers attitude refers to the views, opinions, idea, feelings and fear a teacher possess towards their profession. It is an important factor that affects the attitudes and actions displayed in the classroom environment dramatically affects the learning outcomes of students. This Often determine teaching climate, shape the learning process and affects the overall psycho-academic development of the student.

Work Environment on the other hand comprises of school open space and noise, inappropriate temperature, insufficient light, overcrowded classes, misplaced boards and inappropriate classroom layout. Studies have revealed that the school environment is

associated with various positive and negative outcomes in secondary school student academic performance. It was observed that learning is optimal when body, soul and spirit are in one accord, otherwise learning will be ineffective (Frenzel 2017).

Work environment is the physical and psychological condition employees experiences in the work place .The school environment is the work environment for teachers. The key element of a work environment incudes Location, size ,and layout, equipment and furnishings, facilities, code of conducts, accountability and autonomy, communication, leadership and development other element includes working hours, working arrangements, and workplace safety.

A positive work environment can increase employee engagement and satisfaction, leading to higher productivity.

The location is where the work place is cited. This can have a huge impact on the employees performance. The workplace should not be to far from home. If it is, employees are more likely to be late, and tired from the journey, This would reduce the productivity of teaching and non -teaching staff.

The layout and size is also an important factor .A cramped classroom and staffroom would look disorganized, and it can clutter and create an unhealthy work environment.

On the other hand an office that is too large can make people feel isolated and disconnected from others..

Equipment and infrastructure is another necessity requirement in ensuring a conducive environment for staff and student. What matters the most is creating a comfortable and safe environment for teaching and non -teaching staff, it does not have to be luxurious. This will enable employees to do their best work .facilities like electricity, parking lots, places where people can buy lunch and conveniences.

Many other factors might contribute to student's poor achievement in school which may include: poor study habits and the economy of the country, student mental and psychological state, indiscipline, teacher's ineffectiveness, student readiness to learn and other externalities. The extent at which some teachers, exhibit high level of indiscipline within the school environment does not seem to portray them as role models. Thus, they rather encourage indiscipline among students by their attitudes as this may have negative influence of students' academic achievement. Teachers on the other-hand can make or mar the school curriculum; therefore, their adequacy and quality such 'as qualification, experience, attitude and personality for better service delivery needs to be assessed by the school authority on a regular basis, so that students' academic performance won't be jeopardize with.

## **STATEMENT OF PROBLEM**

The academic performance of secondary school students in Ovia north east local government, Edo state has declined consistently in recent times. This abnormally have been attributed to some factors which includes ,employment of unqualified teachers, lack of basic infrastructures in secondary schools, teachers attitude, learning atmosphere ,among others. This research is carried out to properly investigate the influence of teacher's quality and work environment on the academic performance of student in Ovia North East Local Government of Edo state.

## **RESEARCH QUESTIONS**

1. What are the qualities of teachers in Ovia North East Local Government Area of Edo state?
2. What is the level of student's academic performance in secondary school in Ovia North East Local Government Area of Edo state?
3. What are the teacher quality indicators?
4. What is the correlation between teachers quality and student's academic performance in secondary school in Ovia North East Local Government Area of Edo state?
5. What is the influence of work environment on student academic performance in secondary school in Ovia North East Local Government of Edo state?

## **HYPOTHESES**

Research hypothesis will be formulated from research question 3 and 4, the hypothesis will be tested in the null form.

1. There is no significant correlation between teachers quality and student academic performance in secondary school in Ovia North East Local Government of Edo state.
2. Work environment can influence the academic performance of secondary school students academic in Ovia North East Local Government of Edo state.

## **PURPOSE OF THE STUDY**

The purpose of the study is to examine the influence of teachers and work environment on secondary school student academic performance In Ovia North East of Edo state and the specific objectives are as follows.

- i. To Find out the quality of teachers in secondary school in Ovia North East Local Government of Edo State.
- ii. To determine the level of student's academic performance in secondary school in Ovia North East Local Government of Edo State.
- iii. To examine the correlation between teachers' quality and students' academic performance, in secondary school in Ovia North East of Edo state.

- iv. To examine the influence of work environment on student's academic performance, in secondary school in Ovia North East Local Government Area of Edo state.
- v. This research will help to provide indicators of a good work environment.

### **SCOPE AND DELIMITATIONS OF THE STUDY**

This study on teacher's quality and work environment as determinants of secondary school student's academic performance will cover the assessment of Public secondary school in Ovia North East Local Government Area of Edo state.

### **SIGNIFICANCE OF THE STUDY**

The significance of the study is very crucial to students, teachers, school management, educational planners, researchers, ministry of Education and the government.

Teachers: This research will educate the teachers on how their personality, attitude skills and professionalism can affect the academic performance of student.

Students: This will enable the student to comprehend, how the school setting, atmosphere and quality of teachers can influence their academic performance.

School Management: This will guide the school management and administrators in the employment of teaching and non-teaching staff in the school. This is geared towards providing a positive learning outcome and atmosphere in the school.

Government: This research will help the government to understand the needs of infrastructural facilities and an ideal learning environment to the academic performance of student, so as to make provisions for them, and also to formulate incentives and attractive salaries for qualified teachers, to encourage their commitment to their profession.

## **DEFINITION OF TERMS**

**Teachers quality:** Teachers quality refers to the experience, knowledge, skill, competency and attitude a teacher possess. Teachers quality includes teachers qualification, teacher skills and development, attitudes and teachers experience.

**Teachers Professionalism:** This is a term used to describe teachers who meets certain standard in the teaching profession, which is as a result of the qualifications and training they have obtained as a teacher .It can also be defined as the knowledge, skill, and practices that a teacher must have in order to be an effective educator.A professional teacher is term as one who has undergone a teaching program and as attained a certificate in at least NCE other higher program includes B.ed, M.ed ,PHD ,among others

**Work Environment:** Work environment is the element that comprise the setting in which student and teachers and other employees interact in the school. An ideal learning environment promote assimilation and retention, it also foster teamwork and collaboration among staffs.work environment.involves the physical and psychological component.the physical component incudes variables like location of the work environment, office structure and layout, conveniences, motor parks ,cafeteria,among others .The psychological environment includes ,leadership and autonomy,attitudes of workers,teaching exposure to training and development others include incentive ,holiday and leave grants,salaries and other packages.

**Teachers Experience:** Teachers experience is the culmination of skills, exposure, training and practice of a teacher over time, that enables competency and effectiveness in the teaching profession.Teachers experiences is needed when a teacher is about to get a new job or get promoted in the present job. For example the day of emploment to the day of resignation.It can varey from one year to two or more years.

**Academic performance:** Academic performance is the benchmark by which students, school, curriculum and teachers competence is measured .It can also be defined as a term used to described how well a student achieved a specific academic goal in the course of a program.Student performance can be evaluated using rstudents result from standardised test and examination.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter gives an insight into various studies conducted by outstanding researchers, as well as explained terminologies with regards to teacher quality and work environment as determinants of secondary school students' academic performance. The chapter also gives a resume of the history and present status of the problem delineated by a concise review of previous studies into closely related problems. This chapter will review the concept stated below;

- Teachers Qualification
- Teachers Work Environment
- Student Academic Performance
- Factors Influencing Student Academic Performance
- Influence of Teacher's Work Environment on Student Academic Performance
- Influence of Teachers Quality on Student Academic Performance
- Summary of Review Of Related Literature

## **TEACHERS QUALIFICATION**

The quality of education of a nation could be determined by the quality of her teachers. The most important factor in improving students' achievement in all schools is by employing seasoned qualified teachers in all schools. Abe and Adu, (2018) emphasized that policy investment on quality of teachers is related to improvement in students' performance. Specifically, the measurement of teacher's preparation and certification are correlates of students' achievement in all subject especially Mathematics and ENGLISH. It is further reported that, teacher's characteristics such as certification status and degree in area of specialization are very significant and positively correlated with students learning outcomes in science and ENGLISH. This report was in line with the findings of Salman (2017). Qualified teachers refer to an individual that guides learner to get new knowledge and skills and who has achieved the minimum criteria for teaching a particular level of Education Lydia and Migosi (2015).

Such qualifications include;

Post graduate diploma in education (PGDE); The PDGE is required for those who had a third-class degree and wants to further their Education, and those who do not have a certificate in education, but wants to major in the field of education.

Bachelor of Education (B. Ed); The certificate is gotten at the degree level in a university, especially a faculty of education. The B Ed is for those taking educational courses.

Nigeria Certificate in Education (NCE); This is the minimum qualification teacher must have in order to teach. The NCE equips the teachers on basic pedagogical knowledge for teaching.

Master in Education (M. Ed); Masters in education program is done after undergoing obtaining a degree in education.

Izumi and Evess (2022) buttressed this by saying that teacher quality is the most important among other factor. George (2017) attributed poor achievement of students in ENGLISH to teachers quality, inadequacy of materials as well as administrative factors. In teaching ENGLISH, Adesina (2016) and Fafinwa (2016) opined that with an exception of holders of minimum of NCE in ENGLISH, many other teachers would be confronted with problem of teaching secondary school ENGLISH syllabus effectively. He further said that no matter how good a course curriculum is, if we do not have well trained, qualified and motivated teachers, we may not achieve the desired goals. In view of this, a teacher is someone who has been exposed to a good measure of training in a teaching subject area as well as in professional education: such professionally qualified teachers may according to the Federal Ministry of Education may fall into a number of academic

categories. Mkpa (2017) regarded the trained teacher as someone who underwent and completed his education in a teacher training institution or in a planned programme of training. Among such areas of training may include principles and practice of education as well as being exposed to an observed period of internship either after or as part of the period of training. People who fall within this category should under normal circumstances be able to fulfill the various functions expected of teachers within and outside the four walls of the classroom. (Mkpa 2017) perceived a professional teacher as one who possesses professionally based knowledge in the theory and practice of education as well as find job satisfaction in the belief that he/she is making an important contribution to the social, cultural and economic development of his/her country. Such a teacher should equally, be able to understand students' abilities to exploit educational benefits of the social context within which he/she lives. He/ She should be able to assist Students to reach their full intellectual. According to Adieze (2017), non-qualified and non-professional teachers in teaching profession are not really teachers. He regarded them as "bird" of passage that create unnecessary vacuum whenever they see greener pasture and better prospect in the profession they are originally trained for. The comparison of students' scores in school achievement test based on teachers' qualifications becomes necessary in order to know if formal teaching methods has any significant effect/influence on students' performance or not.

## **Teacher's Work Environment**

The work environment in a school is not defined by one single element. The Physical and psychological conditions employees experience in the school defines the work environment. The physical Environment includes location, size and layout, equipment and facilities, infrastructures, conveniences, parking lot, cafeteria among others. The psychological environment includes communication, code of conduct, leadership, and development and attitude of the workers. Facilities like parking lot, conveniences, cafeteria libraries, health care centers among others. These should be put in place. Student and staff should have easy access to them.

Location of the school is where the school is cited. The school should not be too far from the home of the teacher's. The location of the school should also be close to infrastructures and amenities in order for worker to have access to them.

Having a system for communication is one way to foster good relationship amongst workers. This has a big impact on workers attitudes and behavior in the work place

Leadership and development play a very crucial role in the academic performance of student. Teacher's development has a positive relationship with the academic performance of student. Providing employees with the required teaching skills and training can improve their effectiveness. Leadership ensures controls but does not have to

be dictatorial, the leadership should be aimed at helping the teachers and other employees in the school achieve their goals for each academic year.

Working Hour; Teachers should have the liberty of choosing the hour that is most comfortable for them. This would allow them deliver effectively during their working hours.

There should be a balance between autonomy and accountability. Too much of control and command and make the staff feel choked and disrespected, this can affect the emotions of the workers. Creating a balance can increase productivity of staff ,which would improve the performance of the student .

Workplace safety; The safety of both teachers and student in a school cannot be over emphasized. The school management should ensure the security of the student, teachers and other staff in the school. The school must first of all not be sited in a segregated area. There must also be security on guard to monitor the movement and action of everyone around the school environment. The student should also be taught to raise an alarm if they suspect any form of attack or abnormal movement within the school environment.

A safe and orderly school is defined as a school climate and culture characterized by reasonable expectations for behaviour, consistent and fair application of rules and

regulations, and caring, responsive relationships among adults and students. Classrooms are warm and inviting, and learning activities are purposeful, engaging, and significant.

Personalized learning environments are created to increase positive relationships among students and between students and their teachers. Students feel that they belong in the school community, and children are valued and honored; their heritage and backgrounds are viewed as “assets,” not deficiencies. Research depicts learning as a socially mediated experience where individuals construct knowledge based on interactions with their social and cultural environment.

Environment determines the response of student to learning, in this constitutes their behavior. This environment ranges from availability of books, audio-visuals, software and hardware of educational technology, class size, sitting position and arrangement, availability of tables, chairs, chalkboard, electricity, good conveniences, field for gymnastic, laboratories, practical rooms, health care center etc. The examples mentioned above makes up an adequate work and learning environment.

### **Concept Of Student Academic Performance**

Students' learning can be evaluated in many different ways, but in a developing country like Nigeria where about 40 percent of the adult population are illiterate, parents use the

performance of their children in public examinations to pass judgement on the schools and teachers. To them, the logic is a simple one.

Dictionary of education by carter (2019) considers academic performance as the knowledge attained or skills developed in the school subjects, usually determined by test scores or marks by teachers or both.

Dictionary of psychology by chaplin (2019) defines academic performance as a specified level of attainment or proficiency in academic work as evaluated by the teachers, by standardized tests or by the combination of both.

In regards to this research academic performance can be defined as;

The percentage of marks obtained in their academic field of discipline taught at each academic level. This is measured using standardized test and examination.

Nigerian scholars have identified various factors affecting student academic performance. The impact of student background characteristics; such as socioeconomic status, parental educational level, and the overall learning environment.

### **Factors Influencing Students' Academic Performance**

Several factors influence student performance. According to Owolabi (2018) a scholar of educational psychology stated that student motivation, teachers' quality and access to

learning resources all portray a significant role motivation, where students find enjoyment in learning itself, is vital. Before discussing the various factors affecting the academic performance of students ,it is necessary to understand that these situations have to be handled carefully and with sensitivity. A student academic performance can fail due to many factors. During these times its important for parent and teachers to be understanding, help them understand their problems in order to return to the ultimate goal.

Family Background; Internal family conflict normally affect the academic performance of a student in higher secondary school, often times returning home to a negative affects the will to study and work towards academic excellence. Student coming from troubled household have issues concentrating in classroom discussions and lessons and are unable to catch up while studying at home. As parents, we request you to maintain a healthy and happy household, and not involve your children in dark matters especially during examination period. For such situations where students are unable to perform academically, due to family matters, schools should offer parental counseling sessions for family to enable the kids prepare well in the exams. Learning infrastructure; The coronavirus pandemic affected the set teaching and learning pattern of most schools. Most students were not equipped to study online, due to lack of resources and appropriate infrastructures, while some student faced issuers in concentrating and participating online due to lack of a convenient learning environment, unnecessary disturbances, and noise, a

few secondary school students do not have a mobile phone or laptop to facilitate learning. besides school with a shortage of teaching equipment, seating area, cramped classes, outdated technology also affects the child's will to learn and basic understanding of the subjects, and thus the academic performance. Schools should be fully equipped with the best of teaching aid, and technology to provide a quality learning experience to their students.

Difficult in Understanding; Many concepts and topics of the higher secondary school curriculum can be difficult to understand and prepare for without expert supervision. Missing classes when such topics are taught may be unfortunate for the student especially for subject like mathematics, thus affecting the overall score performance of the student.

Teacher-Student ratio; A teachers undivided attention, appreciation and understanding plays a huge role in developing the students' interest in the subject. If teachers are burdened with immense side responsibilities, and an abnormal number of students to teach, it may affect the teaching style and the quality of education imparted to the student. Student-teacher ratio refers to the number of students in a classroom, per teacher. It is an important concept adhered to by many primary schools as well as higher secondary schools. an imbalance in the ratio has proven to affect the academic performance of the students. In Nigeria, the National policy of Education (NPE) has stated that the teacher student ratio at 1: 35. However many schools in Ovia north east local government have

surpassed this ratio. Some of the schools have a student-teacher ratio of 1; 40. Others having even 1; 50. This has greatly hindered effective performance of student due to overcrowded classrooms. Information Overload The saying “All work and no play makes jack a dull boy” is true. Student tends to overwork and study with no break. Significantly during exams when they are worried about their academic performance. Weekly breaks are important for the student to rest, refresh and gain a better understanding of what has been taught for the past five days, thus reducing stress. Indulging in a hobby, or leisure activity such as art, dance, sports for at 50 minutes per day can help the student relax and concentrate better while learning. This would help provide a balance and prevent them from burning out.

Performance Pressure; This can be caused due to unrealistic expectations from family, set assigned goals, or other outside factors whatever is the cause, performance pressure has always proven to be harmful to the mental health of the child and thus causing a serious reduction in academic performance. Fear and stress are never good for grades, and thus teachers and parents need to oversee that the students are not stressed about their performance. Foreseeing this, secondary schools provide full time counseling to students so that the can unburden and seek professional help whenever required.

Unhealthy Lifestyle; An unhealthy lifestyle can play havoc with the most well planned, so how can it not affect a student in higher secondary school? Students believe that

studying till late at night, sleeping less reducing their appetite can bring them good academic results. This is not true at all, in fact, surviving on caffeine, or getting inadequate hours of sleep affects the ability to learn, retain and think. A healthy lifestyle is crucial to performing well in academics or any other field. Maintaining a balanced diet, along with adequate hours of sleep, study breaks is very important to sustain or improve an academic record.

Distracted Minds; Secondary school students are easily distracted by new gadgets, new habits, excess of television, past problems, friendship, among others. This affects their academic performance drastically, meditation, leisure reading, counseling sessions, and hobby classes are recommended to the students, to avoid unnecessary distractions and work better towards their goals.

Student learning preference; A good match between students' learning preferences and instructor's teaching style has been demonstrated to have positive effect on student's academic performance learning preference refers to a person's "natural, habitual and preferred way" of assimilating new information. In 2019, a study was published in the journal of educational psychology that students who received instruction tailored to their learning style performed better on test of comprehension than student who received generic instruction. In 2018, a study was published in the journal learning and individual

differences that found students who self- reported as having a visual style scored higher on visual memory tests students who self- reported as having other learning styles.

Maturity of the student; The influence of age on academic performance has been investigated in a number of studies with widely differing conclusions. With regard to the issue of student age, recent changes in educational policies in Nigeria. The Nigerian government has condemned enrolling younger pupils below 12 in secondary schools. This has led to an increase in the number of mature-age admissions in secondary educational institutions.

Teachers Participation in Professional Development Studies have found that higher levels of student achievement linked to teachers' participation in professional development activities directly related to the area in which they are teaching (Smith; Cohen & Hill, 2017; Wili, Angrist & Lavy, 2021). Wenglins (2021) found a positive correlation between professional development activities aimed at the needs of special education students, and students' higher-order skills and laboratory skills in school.

### **Influence of teachers' quality on students' academic performance**

The teacher's quality has an important role to play in the field of teaching because this can influence the quality of services being rendered by the teacher. A teacher must possess managerial and technical skills, work procedures as experts as well as the

sincerity of the heart to serve others. Teachers must have the necessary code of conduct that are recognized and respected by the community. Teacher must also have a high sense of devotion to work (salwa, 2018). Teachers are saddled with the responsibility of shaping the lives of students so they can contribute to the growth of the economy and nation at large. So therefore, the quality of teachers employed in secondary schools is a very important factor in determining student academic Performance. On this note numerous studies reveals that there is a strong correlation between teachers' quality and student's academic performance. Okoli (2018), emphasized that qualified teachers possess a deeper understanding of their subject matter, enabling them to achieve clear and engaging lessons. This comprehensive knowledge empowers them to effectively address students' questions and cater to diverse learning styles. On the other hand, Okigbo (2020) underscores the importance of pedagogical skills in qualified teachers. This skill encompasses the ability to design engaging lessons plans, employ diverse teaching methods and asses student learning effectively. Qualified teachers are better equipped to meet the needs and preferences of student. A research done by Oyinlola and Abegunde (2016) revealed that students taught by qualified teachers consistently scored higher on standardized test compared to those taught by unqualified teachers consistently scored higher on standardized test compared to those taught by unqualified teachers. This empirical data strengthens the connection between teachers' qualification and improved student performance. Another study by Nwanegbo (2015), found out that qualified

teachers were more effective in reducing learning gaps between student from different socio-economic background. This highlights the potential of qualified teachers to address existing inequalities and ensures equitable access to quality education. The case of Ovia north east local government of Edo state is not an exception. The students' academic achievement in Ovia north east of Edo State are influenced by many factors which may include:

1. Lack of competent teachers graduating from universities in Edo State. (Odigie 2022).
2. Limited incentives for qualified teachers to apply for teaching jobs
3. Budgetary constraints hindering the organization workshop and training sessions within the LG A. (Osagie 2019)
4. Lack of collaboration within public schools around Ovia north east to provide ongoing training opportunities for teachers (Okonkwo ,2021).

Despite the above stated Ovia Local government can leverage specific opportunities to enhance teachers' quality through collaboration of university of Benin, to enhance their training programs within the local government. This would improve the attitudes of teachers towards their work, equipping them with the requisite knowledge needed to become a professional in the field of study they major in.

### **Influence of teachers work Environment on student academic performance**

The success of any organization is closely tied to the job performance of its employees (Mohammed 2016). The quality of workplace has impact on employee's motivation Maulabakhsh (2015) noted that organization must satisfy the needs of its employees by providing good working environment and working conditions which in turns will increase efficiency, effectiveness, productivity and the commitment of staff in the school.

The work environment refers to the physical environment as well as the psychological environment of the teachers. Work environment is the sum of the interrelationship between employees and employers in the school setting, and the environment can either be toxic or conducive (Oludeji, 2015).

Therefore, the type of work place environment in which employees determines whether or not the school goals and objective will be achieved. (chandrakar 2017). Thus, the workplace consists of office layout and design among other factors while the psychological factors include working conditions, social support and leadership. These are regarded as satisfier that will motivate the teachers to achieve the objectives. Research have shown that the quality of education is low due to untrained teachers, unfavorable working conditions, low salary and other benefits to teachers such as access to house loans, car loans and leave bonuses (Olujuwon (2016).

The study of Afshar and Doorstep (2016) have revealed some factors that could make teachers to be dissatisfied with their work. Factors such as, insufficient knowledge of subject matter, enthusiasm towards their professional development, lack of preparation and inadequate teaching aids. Teachers' inadequacy can also be attributed to low salaries and incentives, they may not be committed because of they need to do other jobs to make ends meet. Existing literature have has identified major influential factors such a s working conditions, allowances, salary, recognition administrative support and student behavior affects teachers' performance which will intern affect the performance of secondary school students.

The research by Al-Omari and Okasheh (2017) that improving the working environment will motivate the teachers in achieving the desired outcome and goals in each academic year. Usop, Askandar (2016) concluded their study that the more teachers are satisfied with their jobs the more productive they would work. According to Luthans (2017) rewards at work place could be financial, on financial and extrinsic which could be utilizes positively to enhance performance of employees.

Intrinsic rewards are inherent on the job itself along with what the employee enjoys as a result of successfully achieving the stated objectives and goal. Extrinsic rewards on the other hand are external to the task of the jobs, for example security, fringe benefit, work condition and contract of service. The study of San, Theen and Heng (2022) reveals that

if an organization fails to reward employees, it will decrease employee's performance and thus affect the quality of student performance. The school management therefore needs to set up efficient reward systems that enhance employee performance leading to attaining the stated goals and objectives

### **Summary of Review of Related Literature**

This research reviews the following concept; Teachers' quality which includes teachers' attitude, teachers' qualification and teachers' training and development. Work environment which consist of physical and psychological conditions; this includes the leadership, security of the work environment, office layout and structures, infrastructure and teaching aids, teachers incentives and salaries, teachers development programs among others. It also discusses the influences of a positive and negative work environment on teachers' performance and its effect on the student academic performance. This chapter also reviewed the influence of teachers' quality on the performance of students.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

This chapter describes methods and procedures used in conducting this research work.

The description of the procedure is done under the following headings:

- Research design
- Population of the study
- Sample and sampling techniques
- Instrument of data collection
- Validity of the instrument
- Reliability of the instrument
- Method of data collection
- Method of data analysis

#### **Research Design**

Survey research method was used in this study, since the research has high participation from the respondent, hence,, it was able to predict casual relationship between the independent and dependent variables studied. Other researchers who have studied concepts similar to the subject have similarly employed the survey study design.

### **Population of the Study**

The population consists of the entire public secondary school in Ovia North East Local Government Area of Edo State. The population consists of 115 teachers from 27 public senior secondary schools in Ovia North East Local Government of Edo State. This information was gotten from the ministry of Education Benin City.

### **Sample and Sampling Techniques**

The sample size comprised of 56 teachers (50% of the population) from 3 public senior secondary schools (3% of the population) in Ovia North East LGA of Edo State. The simple random sampling technique was used to select samples in this study. Teachers were randomly selected from the public senior secondary school and used as the sample for the study.

### **Research Instrument**

The major instrument used for this study is a self-structured questionnaire, to elicit data and a checklist. The questionnaire was a four-point Likert scale questionnaire measuring attitude of Strongly Agreed (SA), Agreed (A), Disagree (D) and Strongly Disagreed (SD). The questionnaire is titled. "Teachers' quality and work environment questionnaire. The questionnaire is divided into two-part, section a consist of the biodata and section b

consist of the research questions. The checklist is titled “Academic performance of student checklist”

### **Validity of the Instrument**

The research instrument was subjected to face and content validation by the researcher’s supervisor and three other experts from the Department of Educational Management. After vetting the instrument, the researcher modified the questionnaire along the comments of the supervisor.

### **Reliability of the Instrument**

The test re-test method was used to ensure the reliability of the instrument. A pretest of the research instrument was conducted among 20 respondents who were not part of the population of the study. The data obtained was entered into Statistical Package for Social Sciences (SPSS), and a reliability test was carried out. The reliability test yielded a Cronbach Alpha of 0.771. Cronbach’s alpha is a widely used method for assessing the reliability, quantifying internal consistency.

### **Method of Data Collection**

The researcher personally collected data from the respondents. After distribution of the questionnaire, respondents were given three days to fill out the questionnaire. This time

frame was given in order to give enough time to the respondents to reflect on the items on the questionnaire to facilitate valid responses.

### **Method of Data Analysis**

Descriptive and inferential statistical tool were employed in this study. Tables were used in presenting the data for the purpose of the simplicity and clarity. Simple percentages were also employed in this study. Pearson moment correlation was used to test the hypothesis in this study. All computation and analysis were done using Statistical Package for Social Sciences (SPSS) version 25.

## **CHAPTER FOUR**

### **PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS**

In this chapter, the data obtained from the questionnaires administered to the respondents are analyzed and presented. The data presented in this chapter were obtained senior secondary school teachers and students in Ovia North East LGA. All questionnaires were completed and returned indicating a 100% response rate.

### **PRESENTATION OF RESULTS**

**Research Question 1: What are the qualities of teachers in Ovia North East Local Government Area of Edo state?**

**Table 4.1: Teachers Quality Indicators**

<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
21-30	37	66.1
31-40	7	12.5
41-50	8	14.3
51-60	4	7.1
<b>Gender</b>		
Male	14	25.0
Female	42	75.0
<b>Years of Teaching Experience</b>		
1-5	13	23.2
6-10	23	41.1
11-15	8	14.3
16 and Above	12	21.4
<b>Educational Qualification</b>		
NCE	5	8.9
OND	2	3.6
HND	2	3.6
B.Ed	35	62.5
M.Ed	12	21.4
PhD	-	-

Source: Field Survey, 2024

The age distribution of teachers in Ovia North East Local Government Area reveals a youthful teaching workforce. The majority of teachers, accounting for 66.1%, fall within the 21-30 age range. This is followed by 14.3% of teachers who are aged 41-50, and 12.5% who are aged 31-40. The smallest group is teachers aged 51-60, comprising only 7.1% of the sample. This age distribution indicates that the teaching staff is

predominantly young, which could have implications for the energy and innovative teaching methods they bring to the classroom.

The gender distribution among the teachers is significantly skewed towards females, with 75% of the teachers being women, and only 25% being men. This gender disparity might reflect broader trends in the teaching profession, where women often make up a larger proportion of the workforce. The high percentage of female teachers suggests potential for a nurturing and supportive teaching environment, which can be beneficial for students' academic and personal development.

The data on teaching experience shows a diverse range of experience levels among the teachers. A significant portion, 41.1%, have 6-10 years of teaching experience, indicating a solid core of moderately experienced teachers. Additionally, 23.2% of teachers have 1-5 years of experience, suggesting a substantial number of relatively new educators. Meanwhile, 21.4% have 16 or more years of experience, and 14.3% have 11-15 years of experience. This mix of new and seasoned teachers can create a dynamic teaching environment where new ideas are balanced with experience and stability.

Educational qualifications among the teachers are predominantly high, with 62.5% holding a Bachelor of Education (B.Ed) degree. This is followed by 21.4% who hold a Master's in Education (M.Ed), indicating a significant proportion of highly qualified

teachers. Smaller percentages hold other qualifications such as NCE (8.9%), OND (3.6%), and HND (3.6%). There are no teachers with a PhD in the sample. The high level of educational attainment among the teachers suggests a well-qualified teaching staff capable of delivering quality education.

**Table 4.2: Other Teachers Quality Indicators**

<b>Teacher Quality Indicator</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Remark</b>
I am committed to ongoing professional development to enhance my teaching skills	56	3.34	0.64	Agree
I regularly seek feedback from my students to improve my teaching methods	56	3.37	0.59	Agree
I adapt my teaching approach to meet the diverse learning needs of my students	56	3.25	0.667	Agree
I maintain a positive and supportive classroom environment conducive to learning	56	3.41	0.626	Agree
I effectively manage classroom behavior and maintain discipline during lessons	56	3.41	0.626	Agree
I provide timely and constructive feedback on student work to facilitate their academic growth	56	3.16	0.626	Agree
I foster open communication with parents or guardians to support student learning outside of the classroom	56	3.07	0.71	Agree

Field Survey, 2024

Teachers in Ovia North East demonstrate a strong commitment to professional development, with a mean score of 3.34 (Std. Deviation = 0.64). This indicates that teachers generally agree that they are actively engaged in ongoing professional

development to enhance their teaching skills. This commitment is crucial for maintaining high teaching standards and adapting to new educational methodologies and technologies.

With a mean score of 3.37 (Std. Deviation = 0.59), teachers agree that they regularly seek feedback from their students to improve their teaching methods. This practice reflects a student-centered approach, where teachers are responsive to the needs and feedback of their students, leading to a more effective and engaging learning environment.

Teachers agree that they adapt their teaching approaches to meet the diverse learning needs of their students, as indicated by a mean score of 3.25 (Std. Deviation = 0.667). This adaptability is essential for addressing the varying academic abilities and learning styles within a classroom, thereby promoting inclusivity and ensuring that all students can benefit from the instruction.

The ability to maintain a positive and supportive classroom environment and effectively manage classroom behavior are both rated highly, with mean scores of 3.41 (Std. Deviation = 0.626) for both indicators. Teachers agree that they create a conducive learning atmosphere and uphold discipline, which are critical for fostering a productive and orderly classroom where students can focus on their studies.

Providing timely and constructive feedback on student work is another quality agreed upon by teachers, with a mean score of 3.16 (Std. Deviation = 0.626). This practice is fundamental for students' academic growth, as it helps them understand their strengths and areas for improvement, thereby enhancing their learning outcomes.

Fostering open communication with parents or guardians to support student learning outside the classroom has a mean score of 3.07 (Std. Deviation = 0.71). Teachers agree on the importance of maintaining open lines of communication with parents, which is vital for supporting students' learning and addressing any issues that may arise outside of school. Overall, the quality of teachers in secondary schools in Ovia North East LGA is generally high.

**Research Question 2: What is the level of student’s academic performance in secondary school in Ovia North East Local Government Area of Edo state?**

**Table 4.3: Level of student’s academic performance**

Name of School	Total Number of Student	English		Mathematics	
		%Pass	%Failed	%Pass	%Failed
School A	152	92.1	7.9	87.5	12.5
School B	215	99.1	0.9	97.6	2.4
School C	240	98.75	1.25	95.8	4.2

Source: Field Survey, 2024

The overall academic performance of secondary school students in Ovia North East Local Government Area of Edo State is exceptionally high. Across the three schools surveyed, the pass rates for both English and Mathematics are well above 85%, with the highest performances observed at School B. These high pass rates reflect effective teaching practices, adequate student support, and possibly favourable learning environments in these schools. Although there is a small variation in performance between the subjects, with Mathematics generally showing a slightly lower pass rate compared to English, the data indicates that the secondary schools in this region are performing exceptionally well academically.

### Research Question 3: What are the indicators of a good working environment?

**Table 4.4: Indicators of a Good Working Environment**

<b>Teaching Environment Indicators</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Remark</b>
The school maintains a clean and organized physical environment conducive to teaching and learning	56	3.46	0.571	Agree
There are sufficient resources (e.g., textbooks, teaching materials) available to support effective teaching	56	2.98	0.884	Agree
The school administration promotes a positive and supportive atmosphere among staff	56	3.13	0.662	Agree
The workload for teachers is manageable, allowing for effective lesson planning and student support	56	3.04	0.571	Agree
Collaboration among teachers is encouraged and facilitated by the school administration	56	3.2	0.672	Agree
The school values diversity and promotes inclusivity among students and staff	56	3.09	0.668	Agree
Clear communication channels exist between staff and administration regarding school policies and procedures	56	3.11	0.705	Agree
Opportunities for professional growth and development are readily available to all staff members	56	3.34	0.611	Agree
There is a sense of mutual respect and collaboration among colleagues within the school	56	3.36	0.586	Agree
Staff members feel empowered to voice their opinions and contribute ideas for improvement without fear of reprisal	56	3.09	0.721	Agree
There is a fair and transparent system for resolving conflicts and addressing grievances within the school.	56	3.11	0.755	Agree
Staff members feel valued and appreciated for their contributions to the school community	56	3.23	0.687	Agree

Field Survey, 2024

The highest mean score of 3.46 (Std. Deviation = 0.571) indicates that teachers agree that their schools maintain a clean and organized physical environment conducive to teaching and learning. The availability of sufficient resources, such as textbooks and teaching materials, has a mean score of 2.98 (Std. Deviation = 0.884). While teachers agree that resources are generally adequate, the relatively lower mean score compared to other indicators suggests room for improvement. Adequate resources are essential for effective teaching and enhancing student learning experiences. Teachers agree that the school administration promotes a positive and supportive atmosphere among staff, with a mean score of 3.13 (Std. Deviation = 0.662). A supportive administrative environment can enhance teacher morale, job satisfaction, and collaborative work culture, contributing to overall school effectiveness. The indicator for manageable teacher workload has a mean score of 3.04 (Std. Deviation = 0.571). Teachers agree that their workload allows for effective lesson planning and student support, indicating that workload management is an important factor in a good working environment. Collaboration among teachers, facilitated by the school administration, is another key indicator with a mean score of 3.2 (Std. Deviation = 0.672). Teachers agree that collaboration is encouraged, which fosters a sense of teamwork and professional camaraderie, enhancing the overall teaching and learning process. The school's commitment to valuing diversity and promoting inclusivity among students and staff is agreed upon with a mean score of 3.09 (Std. Deviation = 0.668). Clear communication channels between staff and administration

regarding school policies and procedures have a mean score of 3.11 (Std. Deviation = 0.705). Effective communication is essential for transparency, reducing misunderstandings, and fostering a cohesive working environment. Opportunities for professional growth and development for staff members are agreed upon with a mean score of 3.34 (Std. Deviation = 0.611). Professional development opportunities are crucial for continuous improvement, skill enhancement, and career progression, contributing to job satisfaction and retention. A sense of mutual respect and collaboration among colleagues within the school is highlighted with a mean score of 3.36 (Std. Deviation = 0.586). This indicates that teachers feel respected and valued by their peers, which enhances the collaborative spirit and professional relationships within the school. Staff members feel empowered to voice their opinions and contribute ideas for improvement without fear of reprisal, with a mean score of 3.09 (Std. Deviation = 0.721). Empowering teachers to have a say in decision-making processes fosters a sense of ownership and accountability, enhancing job satisfaction and school improvement. A fair and transparent system for resolving conflicts and addressing grievances within the school is agreed upon with a mean score of 3.11 (Std. Deviation = 0.755). Effective conflict resolution mechanisms are critical for maintaining a harmonious working environment and addressing issues promptly and fairly. Finally, teachers agree that they feel valued and appreciated for their contributions to the school community, with a mean

score of 3.23 (Std. Deviation = 0.687). Recognition and appreciation are important for motivating teachers and fostering a positive school culture.

### **Hypothesis Testing**

The null hypothesis formulated for the study were all tested using Pearson moment correlation to determine the p-value.

**Null Hypothesis 1:** There is no significant correlation between teachers' quality and student academic performance in secondary school in Ovia North East Local Government of Edo state

**Table 4.5: Correlation Between Teachers' Quality and Student Academic Performance**

<b>Correlations</b>		<b>Academic Performance</b>	<b>Teachers' Quality</b>
Academic Performance	Pearson Correlation	1	.541**
	Sig. (2-tailed)		0.000
	N	56	56
Teachers' Quality	Pearson Correlation	.541**	1
	Sig. (2-tailed)	0.000	
	N	56	56

\*\* Correlation is significant at the 0.01 level (2-tailed).

From the table 4.5, the Pearson correlation coefficient between teachers' quality and student academic performance is 0.541. This value, significant at the 0.01 level (Sig. (2-tailed) = 0.000), indicates a moderate positive correlation. This means that as the quality

of teachers improves, student academic performance also tends to improve. The significance level of 0.000, being less than 0.01, confirms that this correlation is statistically significant and not due to random chance.

The null hypothesis ( $H_0$ ) states that there is no significant correlation between teachers' quality and student academic performance. Given the correlation coefficient ( $r = 0.541$ ) and the significance level ( $p = 0.000$ ), we reject the null hypothesis. The data provides strong evidence that a significant positive relationship exists between teachers' quality and student academic performance.

**Null Hypothesis 2:** The work environment has no significant influence on the academic performance of secondary school students in Ovia North East Local Government of Edo State.

**Table 4.6: Correlation Between Work Environment and Student Academic Performance**

<b>Correlations</b>		<b>Academic Performance</b>	<b>Work Environment</b>
Academic Performance	Pearson Correlation	1	.629**
	Sig. (2-tailed)		0.000
	N	56	56
Work Environment	Pearson Correlation	.629**	1
	Sig. (2-tailed)	0.000	
	N	56	56

\*\* Correlation is significant at the 0.01 level (2-tailed).

From the table 4.5, the Pearson correlation coefficient between work environment and student academic performance is 0.629. This value, significant at the 0.01 level (Sig. (2-tailed) = 0.000), indicates a strong positive correlation. This means that as the work environment improves, student academic performance also tends to improve. The significance level of 0.000, being less than 0.01, confirms that this correlation is statistically significant and not due to random chance.

The null hypothesis ( $H_0$ ) states that there is no significant correlation between work environment and student academic performance. Given the correlation coefficient ( $r = 0.541$ ) and the significance level ( $p = 0.000$ ), we reject the null hypothesis. The data provides strong evidence that a significant positive relationship exists between work environment and student academic performance.

### **Discussion of Findings**

The qualities of teachers in Ovia North East Local Government Area of Edo State are characterized by a predominantly young and female workforce, a diverse range of teaching experience, and high levels of educational qualification. The majority of teachers hold a Bachelor's degree, with a notable number having advanced to a Master's degree. This demographic and educational profile suggests a capable and potentially

progressive teaching force that is well-positioned to contribute positively to student academic performance.

The teachers in this study exhibit a strong commitment to ongoing professional development, with a mean score of 3.34 indicating agreement with the importance of enhancing teaching skills. This finding is consistent with the work of Adeyemi (2016), who emphasized that continuous professional development is crucial for maintaining high teaching standards and adapting to new educational methodologies. Regular engagement in professional development activities ensures that teachers remain updated on best practices and can effectively address diverse student needs.

The academic performance of students in the surveyed schools is notably high, with pass rates in English and Mathematics well above 85%. This success can be attributed to several factors, including effective teaching practices, adequate student support, and favorable learning environments. Comparatively, studies by Oduolowu (2012) and Yusuf (2015) also reported high academic performance in schools with well-qualified teachers and supportive learning environments.

The study identifies several indicators of a good working environment, such as clean and organized physical spaces, manageable workloads, and opportunities for professional growth. Teachers agree that these factors contribute significantly to their job satisfaction

and effectiveness. Similar findings by Okeke and Nwafor (2013) emphasize that a supportive work environment enhances teacher morale and productivity, which in turn benefits student learning outcomes. The availability of resources and a positive administrative atmosphere are particularly crucial for sustaining teacher commitment and performance.

A moderate positive correlation ( $r = 0.541$ ) between teacher quality and student academic performance was found, indicating that improvements in teacher quality are associated with better student outcomes. This correlation is supported by Uche and Okeke (2014), who found that teacher qualifications and professional development are significant predictors of student achievement.

The study also found a strong positive correlation ( $r = 0.629$ ) between the work environment and student academic performance. This finding aligns with research by Eke and Ugwuanyi (2016), which demonstrated that a positive and resource-rich work environment significantly influences student achievement. Effective school management, adequate resources, and supportive administrative practices are essential components of a conducive learning environment that promotes high academic performance.

The findings of this study are consistent with other Nigerian studies that highlight the importance of teacher quality, professional development, and the work environment in

achieving high academic performance. For instance, the work of Owoeye and Yara (2011) in Osun State and Anaduaka (2013) in Anambra State similarly identified teacher qualifications and the availability of teaching resources as critical factors influencing student performance.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION**

#### **Summary of Findings**

This study examined the influence of teachers and work environment on secondary school student academic performance In Ovia North East of Edo state. Five research questions were raised and two research hypotheses were formulated to guide the study. The research was delimited to senior secondary school students in Ovia North East local government area. The study used a descriptive survey design and administered self structured four Point Likert Scale questionnaires to 56 teachers from 3 public senior secondary schools in Ovia North East LGA of Edo State, with response strongly agree, agree, disagree and strongly disagree. The research instrument was validated by the researcher's supervisor alongside three other experts from the department of Educational Management, and was further subjected to a reliability test using the test re-test method, where a Cronbach Alpha of 0.826 was obtained. The responses obtained from the questionnaires were then subjected to analysis. The responses were analysed using weighted means and standard deviation, while Pearson moment correlation analysis was used to test the hypothesis for this study.

The following are the findings from this study:

- The senior secondary school teachers in Ovia north East are of high quality, marked by a youthful, predominantly female workforce with high educational qualifications.
- Teachers in Ovia North East demonstrate a strong commitment to ongoing professional development and exhibit qualities such as seeking feedback from students, adapting teaching approaches to meet diverse learning needs, maintaining positive classroom environments, managing behavior effectively, providing timely feedback on student work, and fostering communication with parents or guardians.
- The academic performance of secondary school students in Ovia North East Local Government Area is exceptionally high, with pass rates in both English and Mathematics well above 85% across the surveyed schools
- Teachers perceive their schools to maintain clean and organized physical environments conducive to teaching and learning
- There is a moderate positive correlation between teacher quality and student academic performance in secondary schools in Ovia North East Local Government Area.

- The study finds a strong positive correlation between the work environment and student academic performance.

## **Conclusion**

In conclusion, senior secondary school students in Ovia North East LGA generally have high academic performance. There is also a good work environment for the teachers, and also a high quality of teachers. Teachers and work environment have a significant influence on the academic performance of secondary school student in Ovia North East of Edo state.

Further study should be conducted to explore the long-term effects of teacher professional development programs on student academic performance in secondary schools in Ovia North East Local Government Area. This study could track the progress of students over several years to assess the sustained impact of ongoing teacher training and development initiatives on educational outcomes.

## **Recommendations**

Based on the findings of this study, the following recommendations are made for improving and maintaining the high academic performance of senior secondary students:

- School administrations should promote a supportive atmosphere by recognizing and appreciating teachers' efforts, facilitating teamwork, and providing mechanisms for conflict resolution. Regular feedback from teachers should be sought to identify and address their concerns.
- Schools should monitor and adjust teacher workloads to prevent burnout and ensure that teachers have adequate time for professional development and student interaction.
- Schools should encourage teamwork through regular departmental meetings, collaborative projects, and peer observation programs. Facilitating a culture of mutual respect and support among teachers will enhance the overall teaching and learning environment.
- School administrations should create platforms for teachers to participate in decision-making processes and provide constructive feedback without fear of reprisal.
- Schools should establish fair and transparent systems for resolving conflicts and addressing grievances. This will help maintain a harmonious working environment and ensure that issues are dealt with promptly and fairly.
- Given the youthful and technologically adept teaching staff, schools should leverage technology to enhance teaching and learning. Integrating digital tools, e-

learning platforms, and interactive teaching methods can make lessons more engaging and effective.

- Schools should regularly monitor and evaluate student academic performance to identify areas needing improvement.

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## APPENDIX I

### TEACHERS QUALITY AND WORK ENVIRONMENT QUESTIONNAIRE

Department of Educational  
Management  
Faculty of Education,  
University of Benin,  
Benin City.

Dear Respondent,

I am an undergraduate student of the aforementioned department and I'm conducting research on: **“TEACHERS QUALITY AND WORK ENVIRONMENT AS A DETERMINANT OF SECONDARY SCHOOL STUDENTS ACADEMIC PERFORMANCE”**. Kindly express your opinion by ticking and filling the most option on each of the respective items. All opinions and responses will be treated with strict confidentiality and they are meant for academic purpose only.

Yours Faithfully,

**Omeke Deborah Ada**

The questionnaire is divided into two sections. Section A consists of the biodata of teachers, while section B contains questions regarding work environment and teachers quality.

## **SECTION A**

**INSTRUCTION: Please tick (√) or write out the appropriate response that best relates to you**

1. Gender: Male ( ) Female ( )
2. Age: 21-30 ( ) 31-40 ( ) 41-50 ( ) 51-60 ( )
3. Years of Teaching Experience: 1-5 ( ) 6-10 ( ) 11-15 ( ) 16 and above ( )
4. Educational Qualification: NCE ( ) OND ( ) HND ( ) B.Ed ( ) M.Ed ( )  
PHD ( )

## SECTION B

**INSTRUCTION:** Tick the appropriate response. SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

S/N	Working Environment Indicators	SA	A	D	SD
1	The school maintains a clean and organized physical environment conducive to teaching and learning				
2	There are sufficient resources (e.g., textbooks, teaching materials) available to support effective teaching				
3	The school administration promotes a positive and supportive atmosphere among staff				
4	The workload for teachers is manageable, allowing for effective lesson planning and student support				
5	Collaboration among teachers is encouraged and facilitated by the school administration				
6	The school values diversity and promotes inclusivity among students and staff				
7	Clear communication channels exist between staff and administration regarding school policies and procedures				

8	Opportunities for professional growth and development are readily available to all staff members				
9	There is a sense of mutual respect and collaboration among colleagues within the school				
10	Staff members feel empowered to voice their opinions and contribute ideas for improvement without fear of reprisal				
11	The school maintains a clean and organized physical environment conducive to teaching and learning				
12	There is a fair and transparent system for resolving conflicts and addressing grievances within the school.				
13	Staff members feel valued and appreciated for their contributions to the school community				
	<b>Teachers Quality Indicators</b>				
14	I am committed to ongoing professional development to enhance my teaching skills				
15	I regularly seek feedback from my students to improve my teaching methods				
16	I adapt my teaching approach to meet the diverse learning needs of my students				

17	I maintain a positive and supportive classroom environment conducive to learning				
18	I effectively manage classroom behavior and maintain discipline during lessons				
19	I provide timely and constructive feedback on student work to facilitate their academic growth				
20	I foster open communication with parents or guardians to support student learning outside of the classroom				

## APPENDIX II

### RELIABILITY STATISTICS

#### Reliability

/VARIABLES=A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12 A13 A14 A15 A16 A17

A18 A19 A20

/SCALE('ALL VARIABLES') ALL

/MODEL=ALPHA.

**Scale: ALL VARIABLES**

#### Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded <sup>a</sup>	0	.0
	Total	20	100.0

- a. Listwise deletion based on all variables  
in the procedure.

### Reliability Statistics

Cronbach's Alpha	N of Items
.771	20