

**INFLUENCE OF TEACHER FACTORS AND PARENTAL INVOLVEMENT ON  
SECONDARY SCHOOL STUDENT ACADEMIC PERFORMANCE IN IBADAN  
SOUTH-WEST LOCAL GOVERNMENT AREA OF OYO STATE, NIGERIA**

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**Abstract**

*This study examined the influence of teacher factors and parental involvement on student academic performance in Ibadan South-West Local Government Area of Oyo state. The study adopted the descriptive survey research design of the ex-post facto type. 250 respondents comprising of fifty (50) teachers and two hundred (200) students were sampled using stratified sampling technique. The instruments used for data collection were "Influence of Teacher Factors and Parental Involvement on Student Academic Performance" (TFPISAPS) and Student Achievement Test (SAT). Six hypotheses were tested at 0.05 level of significance. Data collected were analysed using frequency count, simple percentage and Pearson Product Moment Correlation Coefficient at 0.05 level of significance. The variables that contributed significantly to student achievement in Mathematics and English are teacher factors (teacher experience, classroom management skill, and class control and planning of instruction skills). The strongest predictor of student academic performance was teacher teaching experience (Beta= 0.518, t= 2.733, p<0.05), followed by teacher requisite skills: [classroom management, class control and planning of instructions] (Beta= 0.291, t= 2.021, p<0.05), while other variables (parental involvement, teacher qualification and teacher adequacy) are not potent predictors of student academic performance. These findings can be used to guide planners on the need for qualified teachers to facilitate effective teaching and learning in secondary schools in Nigeria and a greater academic progress can be achieved by students if their parents are conscious of the fact that there is a lot, they can do to bring to reality their goals and aspiration for their children.*

**Keywords:** *Teacher factors, Parental involvement, Academic performance, Secondary school, Oyo State*

### **Introduction**

Education is a very important human activity. It helps any society fashion and model individuals to function well in their environment. In particular, secondary education is an important sector in national and individual development because it plays a vital role in creating a country's human resource base at a level higher than primary education. In Nigeria, public discussions frequently focus on educational standards. The public's unhappiness becomes more prominent following the annual release of the West African Senior School Certificate Examination results. An uncertified teacher cannot prepare students for WASCE/GCE because it is unlikely that they could pass. Corroborating this, Owolabi (2007) stated that government should find all possible means to retain veteran and experienced teachers who are still willing to serve so that they can contribute their wealth of experience to improving the system. The Baguada Seminar Reports on Quantities and Qualities in Nigerian Education (NERC, 1980) as cited by ESA (2005) also shared the consensus that teachers are the main determinants of quality in education. If they are apathetic, uncommitted, uninspired, lazy, unmotivated, immoral and anti-social, the whole nation is doomed. If they are ignorant in their disciplines and thus impart wrong information, that would lead to goal displacement. Therefore, the kinds of teachers trained and posted to schools may well determine what the next generation will be like.

The role of a parent to a child at any given time cannot be over emphasized. The home is very germane and crucial to a child's well-being and development in later life. Parents are the most immediate relation of a child (Chris, 2009). This is because parent in the home are children's first teacher. As a child moves from infant to toddler and then to a pre-schooler, he learns how to speak, listen, write and read which latter develop the child to achieve academically. The influence of parents on children school achievement is well documented in numerous studies. Gadsden (2003) says greater parental involvement at early stage in children's learning, positively affects the child's school performance including higher academic achievement. In a related finding, Atanda (2014) discovered significant influence of democratic

parenting style on students' academic performance. This emphasizes the significant role of parents in their children's academic progress.

The fact that poor performance contributes significantly to cases of examination malpractice cases which is now prevalent in public examinations cannot be overemphasized, as fear of failure lures candidates into adopting mal-adaptive strategies in examinations. Government, educational administrators, educators, parents and even students themselves are not unaware of the importance of Mathematics and English Language and therefore are concerned about the poor results in these subjects especially at the WASSCE (Uwadiae, 2008). For instance, the percentage credit pass of students in May/June WAEC between 2009 and 2014 is a concern as indicated on figure 1.

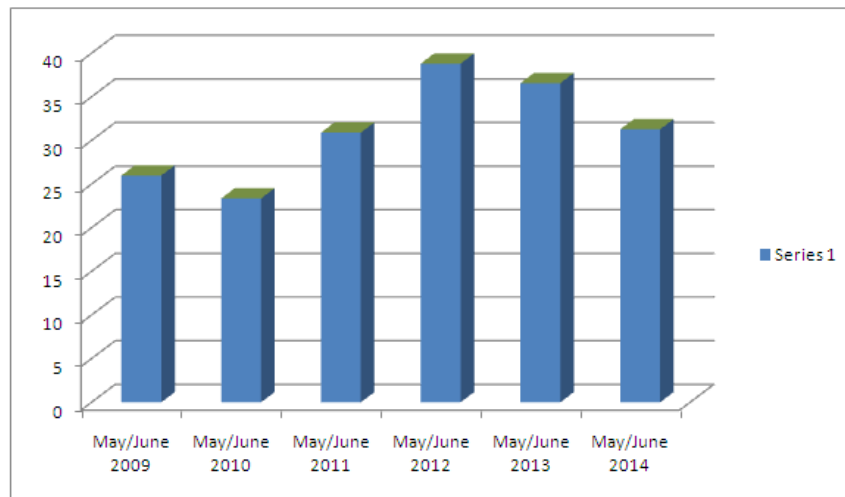


Figure 1: A bar chart showing WAEC percentage results of students who made five credits and above including Mathematics and English from 2009 to 2014.

Source: *Daily Trust of Thursday 21st August, 2014 in Sa'ad and Rabi'u, (2014)*

In the bar chart above, in 2009 only 25.99% made five credits and above including mathematics and English but in 2010 there was a decline to 23.36%. In 2011 the percentage pass of students in WAEC rose to 30.9% and fortunately continued to rise to 38.81% in 2012.

However, in 2013 the performance declined to 36.57%, and unfortunately continued to decline to 31.28% in 2014.

It appears student outcomes do not match the government and parental investment because of high level of failure in the external examinations as indicated in figure 1. All stakeholders are concerned about why the system is turning out graduates with poor results. To them, it is questionable whether or not teachers in the public secondary schools are the most important factor in the effectiveness of schools. The National Policy of Education (FRN, 2013) states, "No education system may rise above the quality of its teachers" and that "teacher education (preparation) shall continue to be given major emphasis in all educational planning and development". If truly education is to be used as a tool per excellence for the attainment of national objectives, then there exists a challenge that the training and retraining of teachers for self-development become imperative since student outcomes depend greatly on teacher quality. Ogunsaju (2004), states that the academic standard in all Nigerian educational institutions has fallen considerably below societal expectations. Blumende (2001) corroborated this view when he reported that the decline in the quality of education cannot be ignored by anyone who is aware of the significant role of education as an instrument of societal transformation and development. The view of Blumende is not different from Atanda (2011), which revealed poor performance trend in English and Mathematics across the six geo-political zones in Nigeria.

According to Adediwura and Tayo (2007) academic achievement is designated by test and examination scores or marks assigned by the subject teachers. It could also be said to be any expression used to represent students' scholastic standing. Levin, Wasanga and Somerset (2011) reported that the academic achievement of students at secondary school level is not only a pointer of the effectiveness of schools but also a major determinant of the well-being of youths in particular and the nation in general. Yusuf and Adigun (2010); Lydiah and Nasongo (2009) noted that the performance of students in any academic task has always been of special interest to the government, educators, parents and society at large.

It has been proved that teachers have an important influence on students' academic achievement. They play a crucial role in educational attainment because the teacher is ultimately responsible

for translating policy into action and principles based on practice during interaction with the students (Afe, 2001). In their study, Wright, Horn and Sanders (1997) concluded that the most important factor influencing student learning is the teacher.

Teachers stand in the interface of the transmission of knowledge, values and skills in the learning process. If the teacher is ineffective, students under the teacher's tutelage will achieve inadequate progress academically. This is regardless of how similar or different the students are in terms of individual potential in academic achievement. Secondary education is a weak link in the education chain in many countries, even though an increasing number of children are going on to secondary schools (Kanishka and Sharma, 2006). Today, despite the mushrooming of schools, the continued sensitization of the public on the importance of investing in education, schools are still marked with shortcoming in the quality of learning which has drastically been affecting the students' academic performance both at internal or external examination.

Many teacher characteristics or factors elicit increased student performance. The focus of the present study will be: Teacher Quality, Teacher Planning Skills, Teacher Gender, Teacher Teaching Experience, Teacher Qualification, Classroom Management and Teachers Classroom Management Strategies. It is also very vital to have sufficient and adequate human resources in terms of teacher quality for the teaching of all subjects in the school curriculum. Without the teachers as implementing factors, the goals of education cannot be achieved. In order to achieve a just and egalitarian society as spelt out in the Nigerian National Policy of Education (FRN, 2013), schools should be properly and uniformly equipped to promote sound and effective teaching. Suitable textbooks, qualified teachers, libraries which are adequate also should be provided for schools. Scarcities of these, will constrain educational system from responding more fully to new demands.

Teaching is not just a matter of teachers talking and students listening, effective teaching involves interactive communication patterns that are skillfully directed. In developed and developing countries, the quality of any worker in any organization is generally measured through obtained certificates as epitomized by output (Asuku, 1999). It has been evidenced that in many countries, teacher

qualifications that are considered to be related to student learning have become desirable targets of teacher education reform. Some of these reforms call for the professionalization of teacher education by making it longer, upgrading it to graduate programmes, and regulating it through mechanisms of licensure, certification, and promotion aligned with standards (Darling-Hammond, Berry and Thorenson, 2001; Darling-Hammond, Chung and Frelow, 2002).

The classroom is that space bounded by the wall and roof, which a teacher houses his pupils/students for the purpose of giving instruction to such pupils/students. In other words, it is a shelter for both teachers and learners so as to engage in educative activities. Classroom management and control dictates the kind of relationship that exists between the teacher and the student during instructional activity and this ultimately determines the performance of students in school (Ahan, 2001). Management of classroom is one way to improve the learning of a student and to prevent problem in the academic performance of the student before they occur, research on classroom management has shown that a well-structured Classroom tends to improve student academic performance (MacAukay, 1999, Walker, Colven and Ramsay, 1995, Walker and Walker, 1991, Atanda, 2008). Thus, the study investigated the influence of teacher factor and parental involvement in students' academic performance in order to validate existing literature on problem of student academic performance.

#### **Statement of the Problem**

The persistent poor performance of secondary school students in public examinations such as the Senior School Certificate Examinations (SSCE) in Oyo State, Nigeria in the recent times has made the development of secondary education in the State a difficult task. Parents, guardians and other stakeholders in education industry have variously commented on the performances of secondary school students particularly in English Language and Mathematics. Observations and reports from examining bodies like WAEC and NECO revealed that a high percentage of secondary school students continue to perform poorly in mathematics and English Language. This is aptly confirmed with the release of WAEC result for May/ June 2013 as quoted in the *Leadership* newspaper, "the West African Examination Council (WAEC) released results of the May/

June 2013 west African senior secondary certificate examination, (WASSCE) with an abysmal 30% of the candidates making credit in English and Mathematics. Details of the results showed that the results of 81, 573 candidates representing 5.29% were withheld, except for 2014 NECO result released on 3<sup>rd</sup> of February that indicated 45% increase in the performance of students in English and Mathematics.

Despite the laudable efforts at improving students' performance in these two core subjects, it appears there has not been appreciable improvement over the years. This study therefore investigated the influence of teacher factor and parental involvement on secondary school students' academic performance in Ibadan South-West Local Government Area.

### **Purpose of Study**

The main purpose of this study was to examine the influence of teacher factors and parental guidance on students' academic performance in secondary schools in Ibadan South-West Local Government.

### **Hypotheses**

In the study, the following null hypotheses were tested:

- Ho<sub>1</sub> There is no significant relationship between teacher qualifications and students' academic performance in the sampled public secondary schools.
- Ho<sub>2</sub> There is no significant relationship between teacher years of experience and students' academic performance in the sampled public secondary schools.
- Ho<sub>3</sub> Parental involvement does not have influence on student academic performance
- Ho<sub>4</sub> There is no significant relationship between teacher requisite skills and student academic performance (classroom management, planning, class control and so on).
- Ho<sub>5</sub> Teacher factors and parental involvement will not have joint influence on student academic performance
- Ho<sub>6</sub> Teacher factors and parental involvement will not have relative influence on student academic performance.

### Methodology

The study adopted descriptive survey research design of the *ex-post facto* type. The target population of the study covered teachers and students in all the public senior secondary schools in Ibadan South-West local government of Oyo State. The total number of schools as at the time of data collection was 28. The sample for the study was selected through simple random sampling procedure. The total number of schools sampled was 10. Fifty teachers in all the selected schools participated in the study while 200 students were sampled through stratified sampling technique. In all, 250 respondents were used for the study.

### Instrument

Two research instruments were used for data collection: Teacher Factors and Parental Involvement on Student Academic Performance Scale (TFPISAPS) meant for the teachers and Student Achievement Test (SAT) completed by the students and content validated. The Cronbach alpha reliability coefficient for Student Achievement Test (SAT) was 0.83.

### Findings and Discussion

The data collected were analyzed with Pearson Product Moment Correlation Coefficient and regression analysis at 0.05 level of significance.

### Results

Ho<sub>1</sub> There is no significant relationship between teacher qualifications and student academic performance in the sampled public secondary schools.

**Table 1: Relationship between teacher qualification and students' academic performance**

Variables	N	Mean	Std	Df	r	Sig	P
Academic performance	200	18.13	5.115				
Teacher qualification	50	16.8000	4.25092	248	.662**	.000	<.05



Table 1 reveals the relationship between teacher qualification and students' academic performance;  $r = 0.662$ ,  $p < 0.05$ . Hence the null hypothesis is rejected. Therefore there was a significant positive relationship between teacher qualification and students' academic performance. This implies that an increase in teacher qualification will increase the tendency for students to perform better.

**Ho<sub>2</sub>** There is no significant relationship between teacher years of experience and students' academic performance in the sampled public secondary schools.

**Table 2: Relationship between teacher years of experience and student academic performance**

Variables	N	Mean	Std.	Df	r	Sig	P
Academic performance	200	18.13	5.115				
Teachers' Years of Experience	50	17.2800	3.99266	248	.679**	.000	<.05

Table.2 reveals the relationship between teacher years of experience and students' academic performance;  $r = 0.679$ ,  $p < 0.05$ . Hence the null hypothesis was rejected. Therefore there was a significant positive relationship between teacher years of experience and student academic performance. This implies that an increase in teacher years of experience will increase the tendency for students to perform better.

**Ho<sub>3</sub>** Parental involvement does not have influence on student academic performance

**Table 3: Relationship between parental involvement and student's academic performance**

Variables	N	Mean	Std.	Df	r	Sig	P
Academic performance	200	18.13	5.115				
Parental Involvement	50	16.3600	4.88567	248	.601**	.000	<.05

Table 3 reveals the relationship between parental involvement and students' academic performance;  $r = 0.601$ ,  $p < 0.05$ . Hence the null hypothesis was rejected. Therefore there was a significant positive

relationship between parental involvement and student's academic performance. This implies that an increase in parental involvement will increase the tendency for students to perform better.

**Ho<sub>4</sub>** There is no significant relationship between teacher requisite skills and student academic performance (classroom management, planning, class control and so on).

**Table 4: Relationship between teacher requisite skills (classroom management, class control and planning of instructions) and student academic performance**

Variables	N	Mean	Std.Dev	Df	r	Sig	P
Academic performance	200	18.13	5.115				
Teacher Requisite Skills	50	17.5600	4.22798	248	.644**	.000	<.05

Table 4 reveals the relationship between teacher requisite skills and students' academic performance;  $r = 0.644$ ,  $p < 0.05$ . Hence the null hypothesis was rejected. Therefore there was a significant positive relationship between teacher requisite skills and students' academic performance. This implies that an increase in teacher requisite skills will increase the tendency for students to perform better.

**Ho<sub>5</sub>** Teacher factors and parental involvement will not have joint influence on students' academic performance

**Table 5: Regression summary showing the joint influence of the independent variables to the prediction of the dependent variable**

R= .695 R square = .483 Adjusted R square= .470 Std. Error= 3.724						
Model	Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	2515.502	5	503.100	36.268	.000b
	Residual	2691.118	194	13.872		
	Total	5206.620	199			

Table 5 reveals a significant joint effect of the independent variables (teachers' qualification, teachers' years of teaching experience, teachers' requisite skills (classroom management, class control and planning of instructions), and parental involvement) to the prediction of students' academic performance. The regression model produced multiple R = 0.695, R<sup>2</sup> = 0.483, adj R<sup>2</sup> = 0.470. The five predictors jointly accounted for 47% in the variation of students' academic performance; however the remaining percentage contribution is caused by variables beyond this study. The ANOVA table reveals a significant joint effect of the independent variables on students' academic performance; F (5, 194) = 36.268, p < 0.05.

Ho<sub>6</sub> Teacher factors and parental involvement will not have relative influence on students' academic performance.

**Table 6: Regression summary showing the relative influence of the independent variables to the prediction of the dependent variable**

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta		
(Constant)	2.803	1.210		2.316	.022
Adequacy of qualified teaching staff	-.317	.208	-.259	-1.527	.128
Teachers' qualification	.025	.238	.021	.106	.916
Teachers requisite skills	.352	.174	.291	2.021	.045
Teachers teaching experience	.663	.243	.518	2.733	.007
Parental involvement	.164	.119	.156	1.381	.169

Table 6 reveals the relative influence of the independent variables to the prediction of students' academic performance in the following order of magnitude. The strongest predictor of students' academic performance was teacher teaching experience (Beta= 0.518, t= 2.733, p< 0.05), followed by teachers requisite skills (Beta= 0.291, t= 2.021, p< 0.05), while other variables (parental involvement, teachers qualification and teacher adequacy) were not potent predictors of students' academic performance. This implies that a unit increase in teacher requisite skills and years of experience will lead to an increase in students' academic performance.

### Discussion

The findings from hypothesis one reveals there was a significant positive relationship between teacher qualification and students' academic performance. A positive correlation coefficient ( $r = 0.662$ ) that was significant was found. The finding concurred with Danelsy and Okediran (2002) who found out that there was a positive relationship between teachers' qualifications and students' academic achievement. Also, the result of the study is in agreement with Huang and Moon (2009) documents that teacher qualification accounted for

approximately 40 to 60 percent of the variance in average of students' achievement in assessment. The good performance was attributed to excellent instructions given by qualified teachers in addition to other inputs.

Findings from hypothesis two showed there is a significant relationship between teachers' years of experience and students' academic performance. A positive correlation coefficient ( $r = 0.679$ ) that was significant was found. This finding is explained in the context of the fact that an experienced teacher is more familiar with the curriculum he has been handling for years and all he needs to do is to adopt new methods in handling them. An experienced teacher is matured and is better disposed to teaching as a profession. This result concurred with what Hanushek et al (2005) said that has been observed that there were positive significant relationship between teaching experience and students' academic performance. A number of studies found teachers' years of experience to positively correlate with students' achievement. For example, Betts, Zau, and Rice (2003) found that teachers' experience significantly correlates with students' achievement in mathematics. In a related finding, Rivkin, Hanushek and Kain (2005) showed that students of experienced teachers achieved better than students of new teachers (those with one to three years of experience).

Furthermore, the result of the finding from hypothesis three showed there is a significant positive relationship between parental involvement and student's academic performance. A positive correlation coefficient ( $r = 0.601$ ) that was significant was found. This result supports the words of McWayne (2005); he opined that Children who are economically advantaged receive enough stimulation at home thereby enhancing their academic achievement. The fact that there is a positive relationship between parental influence, which is a indices of socio-economic status of parents and the academic progress of their children was also established by Lee and Sungur (2009); Oluwatelure (2010) in their findings. The implication of the finding indicated that those students whose parents had higher expectations for their children's academic achievement performed better from the beginning of their academic career and accelerated faster in their academic progress during the transition period of middle to high grades.

Finding from hypothesis four showed that there is a significant positive relationship between teacher requisite skills. This finding agrees with the finding of Lusuwe (2007) that discipline and the management of discipline are prerequisites for effective classroom control. All teachers are responsible for managing discipline in their classroom. Results from hypothesis five reveals a significant joint influence of the independent variables (teachers' qualification, teachers' years of teaching experience, teachers' requisite skills (classroom management, class control and planning of instructions), and parental involvement) to the prediction of students' academic performance.

The found a significant joint effect of the independent variables on students' academic performance;  $F=36.268$ ,  $p < 0.05$ . This finding corroborate Jansen (1996) and Hulst and Janean (2002) who discovered that, teachers' factors have significant impact on students' academic performance. This finding is similar to Youyan and Shun (2008) who postulated that, a teacher's class control has positive correlation with students' achievement. Furthermore, the result revealed that effective classroom management requires proactive and reactive teachers in order to define and communicate their social and academic expectations to their students. Therefore, teachers should know how to use and apply strategies that will allow and also help students to learn (Zuckerman, 2007). Furthermore, Richardson (2009) observed that parental involvement is a factor that had the biggest impact on students' achievement once social class factors had been taken into account. Result from hypothesis six reveals the relative influence of the independent variables to the prediction of students' academic performance in the following order of magnitude.

The strongest predictor of students' academic performance is teacher teaching experience while other variables (parental involvement, teachers' qualification and teacher adequacy) are not potent predictors of students' academic performance. This implies that a unit increase in teacher requisite skills and years of experience will lead to an increase in students' academic performance. This emphasized the fact that experienced teachers have acquired special skills on the job on how to teach and handle the students with better understanding. These findings strongly agree with the findings of Awoyemi (2002) that a significant relationship exists between teachers' experience and students' academic performance. Also, as suggested by

some researchers, teacher quality and experience may not directly influence students' achievement, but may do so indirectly. This implies that experience is highly valued in the teaching profession.

### **Conclusion**

The study concluded that strongest predictor of students' academic performance is teacher teaching experience, followed by teacher requisite skills, while other variables (parental involvement, teacher qualification and teacher adequacy) are not potent predictors of student academic performance in Ibadan South-West Local Government area of Oyo State. In addition, a greater academic progress can be achieved by students if their parents become conscious of the fact that there is a lot they can do to bring to reality their goals and aspiration for their children. The study discovered that teacher years of teaching experience and teacher requisite skills correlated positively and significantly with student academic performance. This implies that every effort should be made to keep the more experienced teachers in the service while the less experienced teachers are also encouraged to learn from the wisdom of practice of the veteran teachers; in addition, effective classroom management requires proactive and reactive teachers in order to define and communicate their social and academic expectations to their students.

### **Recommendations**

Based on the findings of this study

- i. Teachers should be encouraged to regularly attend workshops or seminars related to deepening teacher content knowledge, understanding students thinking and on how to assess students learning in their various subjects.
- ii. Parents should be enlightened on the significance of the study of Mathematics and English in schools through the medium of the Parent Teachers Association (P.T.A) in order to provide material for them to benefit fully from the new education system.
- iii. There is the need for teachers to be resourceful in instructional materials selection and utilization. This is to reduce the cost of production and maintenance of instructional materials,

especially the improvised ones. Thus, regular training and retraining of teachers is hereby recommended.

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