THE INFLUENCE OF TEACHERS PERSONALITY ON STUDENTS ACADEMIC ACHIEVEMENT ON SECONDARY SCHOOLS IN ENUGU EDUCATION ZONES

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CHAPTER ONE
INTRODUCTION

1.1 Background of the Study

Education is one of the important factors that help in bringing about rapid social and economic development in any given nation. This is as a result that the various categories of manpower are developed. It is the manpower resources that manipulate the available physical and financial resources to provide the services and functions that eventually bring about economic and natural development. Without a well trained and well developed manpower resources, no meaningful economic and natural development can take place.

Every educational system at every level depends heavily on teachers for the execution of its programme-teachers are highly essential for successful operation of the educational development. Akangbou (1978) observes that productivity is usually measured as a ratio of output to input in the educational output and the resources input utilized in the production process. To some extent therefore, productivity focuses on the cost of production. That is what it cost to produce a giving unit of output and effectiveness of resource of utilization on the system.

Teachers productivity therefore can be seen as the relationship between the total output of the teacher and the total resources input utilized in the production process. Because of the problem encountered in measuring teachers productivity. In this context, a teacher can be said to be efficient or productive if such an individual is sufficiently motivated and committed to duties. Teachers therefore from all indication occupy a very important position in any educative process
and any amount of financial resources spent on their welfare on how to improve on their effectiveness and productivity seems to be investments in the right direction.

Nwankwo (2001) opines that efficiency is defined in terms of best relationship the output and input of an enterprise. A highly productive and efficient teacher makes best use of the time available to her to see that the students acquire necessary skills, knowledge, attitude and so on as specified in the school curricular activities such a teacher demonstrates sufficient interest in the operation inspite of adverse influences.

A survey of literature indicates that several factors trend to affect the productivity on the teachers. Some of these factors include the individuals, knowledge ability and skill gender, age. For Nigeria to have maximum benefit from investing in education, it becomes very necessary for decision makers in education to constantly build a team of teachers that are highly motivated, dedicated and happy on their job of teaching. Such positively oriented teachers will most likely grumble for better standard of education which will be seen on student academic achievement in both internal and external examinations. The need for more positively oriented teachers is even better appreciated in a teacher education programme, according to Hanson (1984).

Within the general framework of educational system, teachers educators should be regarded as key personnel thus should be recognized in their condition of service. Including salary and career prospects. The staffing needs should have claim of the best teachers available. However, it is only when the factors are positively and favourably oriented to the individual that one can expect high productivity on the part of the teachers and sound academic achievement on the part of the students. On the other hand the blames on poor academic achievements of the students should be apportioned to both principals, teachers, students, themselves, parents and
even governmental agencies. All these actors are often blamed for not performing their educational roles well. Ukaeje (1976) collectively gives the blames of the teachers, the principals, the students and government agencies on the low academic achievement of secondary school students.

However, teachers will make little or no impact on the academic performance of student if there are no facilities to quicken the transfer of knowledge. Ekechukwu (1974) stated that classroom instruction builds knowledge and the school library expands knowledge. Textbooks and classroom teaching supply the central core of instruction materials supplement and expand the program and yield many dividends, if stressed throughout the educational career of children. Every secondary school should be equipped of facts. Students who make good use of the library are better informed of the happening in the school and in the society than those who are not properly informed. (Okafor 1988) such students who are well informed do well in their examination and consequently, raise the tone of their school. This tone is what differentiates one school from the other. Again students achieve more when they receive education that will train entire body. While their body receives its own training through the exercise student take outside their classroom by learning names of different games and skills involved in playing them. This is because students sometimes need to get rid of the classroom work and relax their minds.

Therefore, in the school system, it is necessary to ensure that all the variables relating to teacher productivity and students academic achievements are positively oriented so as to bring high teacher productivity and high student achievement, it is against this backdrop therefore that the present study is designed to investigate the relationship between teacher productivity and students academic achievement in Enugu Educational Zones.
STATEMENT OF THE PROBLEM

Over the years, there have been lamentations in this mass media over the standard of education in the country. This view seems to be confirmed by the state of failure in the General Certificate Examination O’level (G.C.E) taken by the secondary school students in the state leading to mass repetition of the examination. This unfortunate development has caused great concern to the parents, the teachers and the society at large. The parent, government also blames the teacher and the principals for poor performance of the student. It appears therefore that the negative attitude of teachers might be affecting their productivity. It also appears that the leadership style of the principal affect the productivity of these teacher, some principals use various leadership styles to administer their school. The implication of this is that most of the principals do not know the right type of leadership style to use in their school. This creates tension and makes the school unhealthy place for the teachers to do their work well. Thus their productivity is, therefore drastically reduced. More still, the students appear not to be interested in their school work. They generally gave to absenteeism, inattentive in class, involved in secret cults and having otherside attention to engage their attention. This again drastically reduce the productivity of the teacher and their own academic achievement (Ibeagha 1998).

PURPOSE OF THE STUDY

The purpose of this study is to determine the relationship between teachers productivity and students academic achievement specifically the study sought to

1. Determine the relationship between teachers classroom task performance and student academic development.
2. Explore the influence of teachers personality on students academic achievement on secondary schools in Enugu Education zones.

3. Determine the effect of teachers productivity on male and female student in academic achievement.

SIGNIFICANCE OF THE STUDY

They include the Ministry of Education and perhaps Enugu State Government. It will act as a machinery which will enable the employers of teachers to device, a more effective interview strategy during employment exercises to ensure that teachers XXXX are not characters are deployed to the school. It will also enable them to review their method of handling affair of teachers ignorant especially where it concerns payment of salaries and allowance prompt promotion of teachers and to possibly find out ways of giving teachers necessary incentives that will motivate them in their job of nation building. This study will also be beneficial to school administrators, principals in the way of creating conducive organizational climate, efficient and effective leadership style that will give room for best productivity. Finally, the study will contribute to the knowledge in the way of enabling people know the relationship between those factors that hinder teachers from achieving high productivity as expected.

SCOPE OF THE STUDY

The researcher work will be concentrated only on government owed secondary schools in Enugu educational zones, only teachers and students in the secondary schools in Enugu educational zones are to be studied. The result and conclusion will therefore be limited to the target population that will be studied.
RESEARCH QUESTIONS

The following research questions guided the study

1. To what extent is there a relationship between teachers academic achievement?

2. To what extent is there a relationship between teachers personality and students academic achievement?

3. What is the relationship between teacher mastery of his subject and male and female academic achievement?

HYPOTHESIS

Ho1: There is no significant difference between the teacher classroom performance and student academic achievement

Ho2: There is no relationship between the teachers personality and student academic achievement.

Ho3: There is no relationship between teachers mastery of his subject and student academic achievement.

Ho4: There is no significant relationship between teachers contact knowledge and secondary school student academic performance.

Ho5: There is no significant relationship between teachers attitude to job/teachings and secondary school student academics performance.