

## **Secondary Students' Perception on the Role of Teachers In Educational System For Achieving Excellent Result in Aguata LGA of Anambra State, Nigeria.**

**By**

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### **Abstract**

This study which assessed secondary student's perception on the role of teachers in educational system for achieving excellent result in Aguata LGA of Anambra State, Nigeria was guided by one research question and one hypothesis. The study adopted descriptive survey research design. The population of the study comprised all the secondary schools in Aguata LGA of Anambra State numbering 21. Simple random sampling method was utilized to select forty (40) senior secondary students from each of the schools totalling eight hundred and forty (840) for the study. The instrument for the study was constructed by the authors and titled "Secondary Students' Perception on the Role of Teachers in Education for Achieving Excellent Result Questionnaire" (SSPRTEAERQ). Validation of the instrument was duly certified while test retest method was used to ascertain the reliability of the instrument. The result when subjected to Cronbach Alpha method yielded the index of 0.82 thus adjudged reliable for the study. Mean and standard deviation was used to answer the research questions while t-test statistics was used to test the hypothesis at 0.05 level of significant. The findings of this paper revealed that secondary students' perception of the teachers' roles in educational system is low thus not adequately carried out resulting to dwindling achievement of excellent result. It is therefore recommended that appropriate agencies and the school principals should as a matter of exigency ensure that teachers are not only educated on their roles while in training but should also be intermittently supervised internally while in service if excellent result must be realized.

**Keywords: Secondary Students, Perception, Educational system, Excellent Result.**

### **Introduction**

School is an educational institution that is piloted by the human elements. These human elements are categorized into two: the academic and non-academic staff. The students are part of the human elements because they make up the beneficiaries/recipients of the intricacies of educational process. Among the two categories of staff mentioned above, the academic staff often referred to as teachers serve as the middle man between the students and the learned materials. It is based on this that Agabi, Onyeike & Wali (2013) concisely put that teachers by their position in the school setting determine the extent of the accomplishment of educational objectives. This is because the scholars are aware that the teachers transfuse the educational policy infused in the curriculum to the learners

during classroom interactions. The extent of their knowledge of the subject matter dictates the level of positive outcome after the classroom interaction.

Apart from the teachers possessing of educational qualification, there are other positive personal qualifications needed such as good moral value system, emotional stability, appealing appearance, sociability, which translate to good interpersonal relationship and counselling antics among others while the teacher discharges her duties. These two qualities of the teacher are inseparable if effective outcome is presumed. This is what instigated Kochhar (2012) to amplify that when students are not counselled and guided accordingly, erroneous resolutions could be made leading to irreversible consequences in their entire life. Trending on the same terrain, Nwankwo (2013) reiterated that the learners' learning flow could be thwarted by external factors emanating from their social interaction apart from that which could spring up within the individual learner. This is why Agabi, Onyeike & Wali emphasized that the teacher should make the lesson interesting and enticing as this makes for attentive listening, heightened concentration and active participation during teaching/learning encounter resulting to excellent result.

Evidently, as a result of the position of the teachers as the fulcrum in educational institute, teachers are trained to attain certain educational qualifications so as to be able to transmit relevant knowledge, skills, ethics, norms and values as well as right attitudes to the learners in order to make them have positive permanent change in behaviour which is what education entails. It is expected that at the long run, the receivers of education should be useful not only to themselves but also to their place of abode. For teachers to perform such tedious functions effectively and efficiently, teachers should be knowledgeable and competent failing which the educational objectives becomes disillusioned.

## **Theoretical Framework**

The theoretical framework for this study is anchored on the social capital theory (SCT) which is accredited to Bourdieu (1985) a French Psychologist. The theory postulated that social relations are environmental driven facilities that could spur children's mental and emotional development leading to realization of their full potentials. The school is one of such environment where teacher dictates the classroom environmental climate that determines the children's level of performance. This aspect of social capital could promote or demote the rate of achieving excellent result among school children. When the teachers develop palatable school environment, the students are more disposed to comprehend and assimilate learned materials hence achieve excellent result unlike when the social environment is repulsive, repelling and unbearable. It is premised on this that this theory is considered appropriate for this study.

## **Literature review**

### **Who is a teacher?**

A teacher is a person who has been trained and has acquired some basic teaching skills and techniques thus charged with the responsibilities of inculcating knowledge, skills, values and ethics to the learners under the four walls of the classroom. Karanwi (2010) reiterated that a teacher is an

individual who had been trained in teacher educational training institution and employed to teach in either private or public school system. Similarly, Wosu (2017) was of the view that teacher education is the entire policies, procedures and programmes considered to prepare potential teachers with pertinent and proper knowledge, skills, values and proficiencies needed to effectively and efficiently execute their assignment in the classroom. Since teachers are expected to instil to the learners desired knowledge, skills, attitudes, accepted societal norms and beliefs, it is very necessary that such a person receives adequate training to effectively carry out this onerous duty. The is the reason the Teachers Registration Council of Nigeria which was enacted in 2004 marshalled out the minimum teaching qualification for all teachers in the educational system to include but not limited to: Nigerian Certificate in Education (NCE) and Post Graduate Diploma in Education for Degree (PGDE) holders who do not have teacher training qualification (TCRN, 2004 in Agabi, Onyeike & Wali, 2013).

### **The Roles of Teachers in Educational System.**

Teachers' roles are enormous in the school system. It is centred on both academic and character wise. The school teachers are charged with the following responsibilities which are garnered to make them teachers as identified by Ezike (2012): sound subject matter mastery, curriculum development, instructional management, curriculum/learning evaluation, interpersonal collaboration, student counselling and professional self -development. In like manner, Adiele, Leigha & Abraham (2010) posited that a good teacher possess the qualities to discharge the following duties in the school setting; subject matter mastery, student counselling, professional self-development, interpersonal relationship, instructional management, evaluation and curriculum development.

**Subject matter mastery:** The teacher has to be well grounded in the area of study. The teacher should have the content of the subject matter at the finger tips for easy dissemination of such to the recipients. He should be vast and knowledgeable in the area of speciality. He should be qualified by obtaining required certification for the level of education he is charged with. This equips the teacher to teach, review, evaluate and rate the students accordingly without prejudice.

**Students Counselling:** The teacher in the process of teaching also performs some advisory roles in form of counselling. The teacher's teaching may be challenged by the students' emotional or psychological temperament which the teacher has to address for effective teaching/learning outcome.

**Professional self-development:** Teaching is dynamic in nature as a result of the societal problems that it tends to resolve therefore for teachers to live up to expectation and deliver relevant and functional education at all times, the teachers themselves should embrace continuous learning. Upgrading of knowledge could be through in-service professional self-development either on a full time basis or part-time basis. Achunne (nd) laid weight on the above expression and postulated that teachers should deem it fit to assists themselves through availing themselves for in-service training, belonging to professional bodies, embarking on educational trips etc.

### **Interpersonal relationship:**

The school community is saddled with many human factors such as the management staff, ancillary staff, students, parents, visitors and members of the community where the school is located. The teacher has to possess a good human relationship so as to maintain good interpersonal relationship through good communication network for achievement of educational objectives and sustainable development. In the face of harmonious existence through good interactions and interrelationships, peace and serenity prevails leading to quality output. In support of the above perception, Obiekwe and Uwaezuoke (2021) affirmed that teachers' interpersonal skill is of essence as it fortifies them in creating atmosphere of love and trust which students need to excel in their academic pursuit.

**Instructional Management:** The teacher has some instructional management function to perform within the classroom. It is through this interactive session in the classroom that the teacher manages the students' random behaviour and at the same time impart required knowledge, skills, right attitudes, norms and values to the learners. This is made possible through effective communication. The teacher should be conversant with the language of instruction which is expected to be clear, concise and void of ambiguity so as to enable the learner comprehend with ease learned materials. Students experience learning difficulties when the language of instruction is ineffective leading to poor academic performances or eventual failure. Wosu (2017) laid weight on this assertion and lucidly put that instructional management is the major attribute of an ideal teacher.

**Evaluation:** Evaluation is a way of assessing the specific learning objectives by the end of the teaching/learning process. The assessment enables the teacher to ascertain the extent the impacted knowledge and skills the recipients have gained. It is a way of ensuring that the students acquire the learned materials. With this evaluation, the teacher dictates the strengths and weaknesses of the students and identifies where to re-teach or emphasize more so as to carry everybody along.

**Curriculum development:** It is the teacher's duty to develop the curriculum by breaking it down to a scheme of work, dairies on weekly basis, lesson plan, lesson note, teaching/learning proper and assessment. The teacher is the sole implementer of curriculum thus determines the educational objective attainment that makes for sustainable development. The teacher is the mover of educational policies when it comes to implementation. The teacher as the middle man between the curriculum and the beneficiaries stand to dictate the extent of educational objective attainment. This singular duty of the teacher necessitates that teachers should continually improve their knowledge failing which they are bound to impart out-dated knowledge, skills and attitudes that encumber sustainable development. Suffice it to say that when teachers advance their knowledge and skills, the change and innovation which education leans on would be effectively and efficiently handled leading to excellent results.

In consonance with the above declarations, Elechi (2010) observed that teacher/student relationship fosters excellent results since the teachers role not only prepare students to acquire relevant knowledge and skills but also discover their personal potentials. Students are also motivated through adequate mastery of the subject matter which makes teaching and learning pleasurable.

Ezekiel-Hart and Adiele (2010) gave credence to the above expositions when the duo described the teacher as one duly certified by competent teacher education institutions as acquiring relevant skills that help the learner to: not only acquire and retain knowledge but also being able to use such knowledge meaningfully, understand analyze, blend and assess skills thus establish habits and develop positive attitudes. The scholars further expounded that to break even with ensuring excellent achievement among secondary school students, the ideal teacher must possess the following qualities: competency in the teaching subject,; eager to update their knowledge; good character; flexible and open minded; objective in his actions; neat; firm; kind and understanding; effective in communication; ability to inspire the students to learn (instructional delivery role): a facilitator of knowledge; surrogate parent, students discipline and control, curriculum development and implementation.

From the foregoing, the role of teachers in educational set up for achieving excellent result among secondary school students is enormous. The teachers were meant to be at home with the subject they teach, create enabling classroom climate for learning and more importantly study their students psychological state and assist where deemed fit. One expects to see students perform tremendously well given the full implementation of the teachers' role. Unfortunately, many students still perform below expectation which is a signal that something is still amiss.

### **Statement of the problem**

The incidences of students' poor academic performances and unethical behaviours have made tremendous news waves in recent times. This has in turn generated a lot of questions as to what is the root cause of this astonishing ill wind in the educational enterprise that has jeopardise the realization of educational goals. There is that suspicion that the teachers may not have actually been doing their job the way it should or that the students have remained adamant or the parents are uncooperative or the government is failing on their part. The problem of the researcher is to fathom the reason behind students' poor performance in school in relation to teachers' job performance. Could it be that the role of teachers in educational system is not effectively carried out? All of these made up the elements of the research problems.

### **Purpose of the study**

This study is set out to determine the secondary students' perception on the role of teachers in educational system for achieving excellent result in Aguata LGA of Anambra State, Nigeria. To be concise, this study strategized to;

1. Ascertain the perception of secondary school students' on the extent to which teachers perform their roles in educational system for achieving excellent result in Aguata LGA of Anambra State, Nigeria.

### **Research Questions**

1. What is the perception of secondary school male and female students' on the extent to which teachers perform their roles in educational system for achieving excellent result in Aguata LGA of Anambra State, Nigeria?

### **Hypotheses**

1. There is no significant difference between the mean rating scores on the perception of secondary school male and female students on the extent to which teachers perform their roles in educational system for achieving excellent result in Aguata LGA of Anambra State, Nigeria.

### **Methodology**

The study adopted descriptive survey research design. The population of the study comprised all the secondary schools in Aguata LGA of Anambra State numbering 21. Simple random sampling method was utilized to select forty (40) senior secondary students from each of the schools totalling eight hundred and forty (840) for the study. The instrument for the study was constructed by the authors and titled "Role of Teachers in Education for Achieving Excellent Result Questionnaire" (RTEAERQ). Validation of the instrument was duly certified while test retest method was used to ascertain the reliability of the instrument. The result when subjected to Cronbach Alpha method yielded the index of 0.82 thus adjudged reliable for the study. Mean and standard deviation was used to answer the research questions while t-test statistics was used to test the hypothesis at 0.05 level of significant. Administration of the instrument was done by the researchers along with three trained research assistants. Fill on the spot method was used sequel to that; all the 840 copies of questionnaire distributed were all retrieved and used for the analysis.

### **Results**

1. What is the perception of secondary school male and female students' on the extent to which teachers perform their roles in educational system for achieving excellent result in Aguata LGA of Anambra State, Nigeria?

**Table 1: Responses on the perception of secondary school male and female students' on the extent to which teachers perform their roles in educational system for achieving excellent result.**

	Item statement: To what extent do teachers perform the following roles in my school?	Male students N= 399			Female students N=441		
		Mean	SD	Remark	Mean	SD	Remark
1	Makes the lesson very interesting.	2.2	0.68	Low extent	2.00	0.67	Low extent
2	Reviews the notes	2.0	0.66	Low extent	1.80	0.65	Low extent
3	Assessed the lesson objectives accurately	2.5	0.56	High extent	2.60	0.68	High extent
4	Ensures I do my corrections	2.0	0.67	Low extent	2.00	0.66	Low extent
5	Gives tests on lessons taught	2.8	0.65	High extent	3.00	0.64	High extent
6	Gives scores accordingly	2.6	0.68	High extent	2.80	0.68	High extent
7	Encourages me at difficult areas during classroom instruction	2.0	0.65	Low extent	2.30	0.67	Low extent
8	Reprimands me where I wronged	3.0	0.68	High extent	3.00	0.62	High extent
9	Rapports with the whole class members very well	2.3	0.66	Low extent	2.20	0.68	Low extent
10	Shows interest in my personal affairs	2.2	0.68	Low extent	2.00	0.66	Low extent
11	Discourages truancy	2.0	0.66	Low extent	2.10	0.69	Low extent
12	Reinforces good behaviour positively	2.4	0.65	Low extent	2.50	0.66	High extent
13	Allows intermittent questions during classroom encounter	2.7	0.68	High extent	2.50	0.68	High extent
14	Uses clear and simple language of instruction	2.5	0.67	High extent	2.60	0.58	High extent
15	Do re-teach lessons when majority of my classmates fail to catch up at the first instance.	2.0	0.65	Low extent	2.00	0.63	Low extent
16	Makes us attend school regularly	2.3	0.67	Low extent	2.20	0.66	Low extent
17	Enquires about students who are absent from school	2.0	0.68	Low extent	2.00	0.68	Low extent



18	My teacher is always prepared to teach	2.4	0.67	Low extent	2.20	0.68	Low extent
19	Uses lesson plan as the guide during lessons	2.4	0.58	Low extent	2.30	0.60	Low extent
20	Relates well with my visitors	2.5	0.68	High extent	2.50	0.68	High extent
Grand Mean		2.21	0.65	Low extent	2.44	0.66	Low extent

Table 1 above shows that items with serial numbers 3, 5, 6, 8, 13 14 & 20 for both male and female students had their mean scores ranging from 2.50 to 3.00 which aligns with the criteria mean of 2.5 thus implies that both categories of students to a high extent agreed on the role of teachers in educational system for achieving excellent result among secondary school students in Aguata LGA of Anambra State, Nigeria. The female group on item 12 differs with the male counterpart with the mean score of 2.50 against the males' 2.4. On the other hand, items 1, 2,4,7,9,10,11,15,16,17,18 & 19 disagreed to a low extent on the role of teachers in education system for achieving excellent result among secondary students in Aguata LGA of Anambra State with all their mean score below the criterion mean. The grand mean stood at 2.21 and 2.44 for both male and female students respectively.

### Hypotheses

1. There is no significant difference between the mean rating scores on the perception of secondary school male and female students on the extent to which teachers perform their roles in educational system for achieving excellent result in Aguata LGA of Anambra State, Nigeria.

**Table 1: t-test statistics on the mean scores of the respondents on the perception of secondary school male and female students on the extent to which teachers perform their roles in educational system in Aguata LGA of Anambra State, Nigeria.**

Variables	N	Mean	SD	D/F	t.crit.	t-cal.	Sign. level	Remark
Male students	399	2.21	0.65	418	1.96	0.98	0.05	Not significant
Female students	441	2.44	0.65					

Table 1 above indicated that there is no significant difference between the mean scores of the respondents on the perception of secondary school male and female students on the extent to which teachers perform their roles in educational system for achieving excellent result in Aguata LGA of



Anambra State, Nigeria with the t-calculated of 0.98 less than the t-critical of 1.96. Thus the null hypothesis was retained.

## **Findings**

The findings of this study revealed that the role of teachers in educational system for achieving excellent result among secondary school students in Aguata LGA of Anambra State, Nigeria is to a low extent be carried out. This is evinced in the students' consistent poor performance which is responsible for all forms of societal vices. When the teachers who are entrusted with duties of educating the students perform their jobs judiciously and creditably, the students are able to perform excellently well in their educational quest. It is in line with this assertion that Elechi (2010), Ezekiel (2012) & Adiele, Leigha and Abraham (2010) were prompted to reaffirm that teacher and students' relationship fosters excellent results since the teachers' role not only prepares students to acquire relevant knowledge and skills but also discover their potentials. Students are also motivated through adequate mastery of the subject matter which makes teaching and learning pleasurable.

## **Conclusion**

Following the findings of this study, it is therefore concluded that the perception of secondary school male and female students' on the extent to which teachers perform their roles in educational system for achieving excellent result in Aguata LGA of Anambra State, Nigeria is to a low extent carried out in practical teaching resulting to failures among students. The null hypothesis tested was retained indicating that there is no significant difference between the mean rating scores of the male and female secondary school students on the extent of their perception of the teachers' role in the education system.

## **Contribution to Knowledge**

This study has unravelled the perception of secondary school students on the role of teachers in education system which has been crippling their achievement of excellent result. The educational stake holders could then focus on the identified loop holes discovered in this study to adjust, modify and remedy these anomalies for enhanced academic excellence among secondary school students. The moment this is attained, the secondary school students would be eager to attend school, assiduous in their studies and zealous in accomplishment of excellent result.

## **Recommendation**

Based on the finding and conclusion of this study, it is recommended that;

1. The relevant educational agency as well as the school administrator should arrange intermittent supervision of teachers both in and outside the classroom based on their role in education system so as to ensure that all their duties are duly performed for excellent results among secondary school students.

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