Relationship Between Teachers' Attitude and Students' Academic Performance in Public Secondary Schools in Bayelsa State

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DOI: 10.56201/jpslr.vol.11.no4.2025.pg110.120

Abstract
The research studied Bayelsa State public secondary school instructors' attitudes and students' academic achievement. The study used correlational survey research. For the 2021/2022 academic year, 18,140 pupils from 88 public secondary schools in three Bayelsa State Local Government Areas were studied. Bayelsa State's Ogbia, Sagbama, and Yenagoa LGAs get 1680, 5211, and 11249. In the 2021/2022 academic year, proportional stratified random selection was used to pick 880 students (4.85% of the total population) from public secondary schools in the three designated Local Government Areas of Bayelsa State, Nigeria. Ten questions were utilised to gather data from the Relationship between Teachers' Attitude and Students' Academic Performance Questionnaire (RTASAPQ). The research supervisor and two measurement and evaluation specialists from the department of educational foundations, Niger Delta University, Wilberforce Island, Bayelsa State, validated the instrument. The reliability coefficients of the instrument internal consistencies were calculated using Cronbach's Alpha. Teachers' attitude and students' academic achievement had reliability coefficients of.800 and.760. Simple percentage analysis, model summary of simple regression analysis, and PPMC analysis were used to analyse demographic data, research question, and hypothesis in SPSS version 26. The research found that secondary school pupils' academic performance is affected by instructors' attitudes. According to the conclusion, students should not dismiss their professors' attitudes since it might affect their academic achievement.

Keywords: *Relationship, Teachers' Attitude, Students' Academic Performance*

Introduction

Fundamentally, the educational system is certainly an essential factor for effective production and development in any given society, and could be viewed as an organization that requires human resources, financial resources and material resources to help in producing goods and services for the overall development of society. These resources have their peculiar environment that suggests the type of production that goes on there. The quality of education not only depends on one of these resources but all, for effective co-ordination of school environment. Education develops abilities and capabilities. These talents may be emotional,

social, or intellectual. Education reflects human potential so that people may grow. Emeka (2016) defined education as the purposeful transmission of information, values, and skills from one generation to another via schools, colleges, universities, and other institutions. Ugwuanyi (2015) views education as a way for society to help young people learn about the past, engage constructively, and contribute meaningfully to its progress. However, this fundamental process of educational development largely depends on the availability of teachers' to convey the process through.

The concept of academic performance may be referred to not limit to classroom activities but outcome which is the excellence of hard work of the learner. Environment as a concept include amongst others the sporting activities which the learner engages in. That is, all the curricular and extra-curricular activities within the school environment; which are contained in any educational institutions goals of attainment. Educational achievement can be defined as the degree to which an institution, a learner, or both have met their immediate and long-term educational objectives, such as the completion of elementary or secondary school, the acquisition of a diploma or degree, or the completion of specific academic activities, as measured by established standards. The award of certificates: (primary or secondary), Diplomas and degrees after completion of academic activities account for academic achievement. Usually, there are certain parameters to measure or determine performance grades: Test scores, assignments and exam scores amongst others. While exams and ongoing assessments are often used to gauge academic performance, there is still no consensus on the most appropriate methods of evaluation or whether components of assessment are more important: declarative knowledge (facts and procedures) or procedural knowledge (skills and procedures).

Performance is a gauge of educational output, according to Adeyemi, as described by Akomolafa and Adesua (2016). Consequently, academic performance may be seen as the level of effort put in by an individual learner, the quality of their work, or the degree to which they complete tasks related to learning. Poor performance, on the other hand, may be defined as falling short of the expected academic level. When performance falls short of expectations, it is considered bad, according to Charles (1994). The availability of physical infrastructure has been highlighted in recent research as an important factor. When it comes to successful instructional delivery and monitoring in the educational system, Ajayi and Ayodele (2014) underlined the importance of these resources being available. The authors went on to say that what happens in secondary schools mirrors what happens in universities in terms of basic facilities like classrooms, offices, workshops, sports fields, laboratories, libraries, etc. Academic success models should account for exam anxiety, surroundings, motivation, and emotions, but researchers and academics still don't know which personal elements predict academic performance (Dowes & Loureen 2015). According to Santrock in Torupere (2016), academic performance is what the student has learned or what skills the students have acquired overtime through interactions with his environment.

Additionally, as Santrock and Good (2010) pointed out, there are a number of assessments that may be used to evaluate the information and abilities that students have gained: One of the main reasons for the establishment of schools, according to Hoyle (quoted in Gaius, 2016), is to teach people new things. Optimal academic achievement is the overarching goal. Academic performance, as it may be defined by an educational institution, is the end result of students' participation in specified academic activities (both obligatory and optional). The levels of desire for teaching and learning, as well as other independent factors in the educational setting, determine whether students do poorly, adequately, or very well.

A teacher's impact on their pupils' academic success is significant because of the role model effect. There was no statistically significant association between students' academic performance and instructors' experience, age, gender, or professional qualification, according to a research done in Kenya by Kimani, Kara, and Njagi (2013). A teacher's workload, student feedback, performance goals, assignments, paying attention to struggling students, and completing the syllabus all had a substantial impact on students' grades. Akiri and Ugborugbo (2009) also discovered in Nigeria that students' academic success is unrelated to how competent their teachers are.

However, Ganyaupfu (2013) argued that when teachers and students work together, it improves academic achievement. A student-centered strategy, he reasoned, would be better than a teacher-centered one. According to Musili (2015), pupils' performance is greatly affected by teachers' experience and professional training. Instructors do, in fact, have a substantial impact on their students' academic performance, as Blazar (2016) confirmed. Nevertheless, the fact that there is a lack of data about the specific factors influencing pupils' academic performance in the classroom was highlighted.

Akinsolu (2010) found that variables including teacher experience, credentials, and the student-teacher ratio had a substantial impact on academic achievement. The impact of instructors' years of experience on their pupils' performance in English and mathematics was further emphasised by Ewetan (2015). In his view, schools benefit more when their teachers have been in the field for 10 years or more than when they have been there for less than ten. Teachers' credentials, years of experience, syllabi completion, individualised attention for struggling students, assignments, student evaluations, effectiveness, student-to-teacher ratio, professional development, and teaching methods are all factors that significantly affect students' academic performance. Teachers' gender and age did not seem to have any impact on their students' academic achievement either.

Dauda, Mustapha, and Mohammed (2022) looked into the relationship between students' academic performance and teachers' attributes in public senior secondary schools in Maiduguri Metropolis, Borno State. The study used a correlational research technique. The study included 1,236 teachers from all 16 public senior secondary schools in Maiduguri Metropolis, Borno State, and 3,339 students from 2015 to 2018. There were no male or female participants. The instructors' (495) and students' (13,480) WAEC scores in five(5) scientific courses were selected using a simple random selection procedure. The equipment utilised for data collection were self-developed questionnaires and profoma. The academic success of students was favourably connected with the credentials of their teachers in public senior secondary schools located in the Maiduguri Metropolis of Borno State, Nigeria. Another research found that teachers' professional backgrounds significantly helped students in public senior secondary schools in Maiduguri Metropolis, Borno State, Nigeria. What this indicates for students' academic performance in Maiduguri Metropolis, Borno State, Nigeria is that teacher quality matters a great deal.

The correlation between instructor factors and students' economics grades was investigated by Boh (2021). The research was place in Gombe State's Shongom local government. One hundred fifty economics educators from thirteen different high schools in Nigeria's Shongom Local Government Area (Gombe State) participated in the survey. Seven senior secondary schools in Shongom LGA, Gombe State, were chosen using a stratified random sample approach. Out of them, three are public schools and four are private. Of the 150 total participants, 108 economics teachers from the seven high schools listed above participated in the research. So, 108 people will make up the sample. This research used both primary and secondary resources to compile its data. It seems that the efficacy of teachers significantly affected pupils' academic

performance, as kids performed better academically when their teachers were more effective. Teachers' professional credentials also have a substantial and beneficial effect on pupils' academic achievement. The efficacy, manner of instruction, and teacher qualification of secondary school economics instructors in the Shongom LGA of Gombe State have a substantial impact on their students' economics accomplishment.

In a study conducted in public secondary schools in Kisumu West Sub-County, Kenya, Murunga, Indoshi, and Okwach (2019) determined that students' academic performance in Kiswahili composition was impacted by teacher-related variables. Researchers used descriptive survey and correlational methods in their investigation. There were a total of 1,622 Form 4 pupils, 54 Kiswahili language instructors, 33 HODs, and 1 SCCSO who were targeted for this initiative. We employed a purposeful sampling strategy to choose 48 instructors, 29 HODs, and 1 SCCSO. A total of 310 fourth graders were chosen using the technique proposed by Krejcie and Morgan (1970). Methods for gathering information included surveys given to both students and teachers, an interview schedule developed by the HOD/SCCSO, and a test of Kiswahili composition. Student success was significantly correlated with teacher-related characteristics (R=.518*, p=.000). When factors connected to teachers were enhanced, students' academic achievement in Kiswahili composition improved as well.

Siachifuwe (2017) investigated how factors associated to teachers affected students' achievement in open-ended courses offered by Twin Palm Secondary School in Zambia's Lusaka area. One school in the Lusaka district was the focus of the study, which aimed to survey 118 students enrolled in an Open Learning Class (OLC), as well as 30 instructors from a variety of academic areas. The 118 OLC students were all in the twelfth grade and had gone at the school for a while, so they knew what variables influence student performance. Purposive sampling was used in the research. The study used observation, focus groups, and interview guides to gather qualitative data. To make sure that data gathering was efficient, only qualitative instruments were used. Thematic analysis was used to examine the qualitative data. Teachers' lack of enthusiasm, unpreparedness, punctuality, instructional materials, and marking students' work were identified as teacher-related factors contributing to students' poor academic performance in open learning classes.

The academic performance of secondary school pupils in Kuala Terengganu, Malaysia is greatly influenced by school infrastructure, instructors, and the environment, according to research by Usaini, Abubakar, and Bichi (2015). The study used a descriptive survey research methodology and gathered data from 377 participants from 4 chosen secondary schools in Kuala Terengganu, Malaysia, using self-administered questionnaires. The survey participants were selected using a stratified random sampling method. Regression analysis was used to examine the data. The research found that compared to schools with less resources, less competent teachers, and less supportive environments, pupils whose schools had appropriate facilities and skilled instructors performed better.
Kimani, Kara, and Njagi (2013) looked examined a sample of secondary school teachers in Nyandarua County, Kenya, and how their pupils' test scores correlated with their demographic information. A total of 153 educators from 18 different schools across 3 different county districts took part in the research. According on their combined KCSE scores over the last three years, the schools were placed into three categories: above average, average, and below average. For each category, two schools were selected from each district. The researchers utilised a questionnaire they had developed to collect information. Linear regression and one-way ANOVA were used to investigate the relationship between the selected parameters and KCSE performance at a $p<.05$ significant level. The study found no significant correlation

between students' academic achievement and teachers' gender, age, years of experience, or certifications. There was a robust and favourable relationship between secondary school instructors' occupational group and their students' academic achievement. Teachers' weekly teaching workload, classroom assignment distribution, CAT result evaluation, Form Four syllabus completion timeline, and KCSE performance target setting were all factors that significantly affected students' academic performance.

The purpose of the 2013 research by Kosgei, Mise, Odera, and Ayugi was to identify any correlation between instructor characteristics and student achievement. The target population for this study was secondary school educators from all 26 public schools in Kenya's Nandi District. This investigation made use of a causal comparative research approach. The data was collected by means of a survey. The data was analysed using descriptive and inferential statistics. No statistically significant relationship was found between teacher qualifications and student achievement. Questionnaires were the backbone of their data gathering strategy, which also made use of descriptive and inferential statistics. An interview schedule, questionnaires, and a Kiswahili composition exam were used to ascertain the impact of teacher qualification on students' performance in this study.
Teachers in the Nnandi District of Kenya were polled by Anta, Jairo, Odhiambo, and Mary (2013) to find out what aspects impact students' academic achievement. While 6% had ordinary performance and 5% had outstanding performance in 2007, 2008, and 2009, the findings revealed that 45% of the schools had below-average student attainment. Most secondary schools in the district had insufficient staffing levels, which led to low performance. In terms of credentials, the survey found that 25% of educators had a diploma certificate, 65% held a bachelor's degree, and 10% were uneducated. According to the findings of the cross tabulation, there was no correlation between instructors' qualifications (degree or diploma) and their pupils' improved academic performance. Teachers who took part in the professional development programs also reported significant gains from the training.

Statement of the problem
Students, parents, and teachers alike seem to be somewhat worried about the current condition of the school environment factor in the research area's public secondary schools. It seems that this element is not adequately provided for. It seems that some of the current structures are in a very bad condition, while others either haven't been maintained properly or may not even work. In addition, the high enrolment rate gives the impression of a larger student body. A thorough evaluation of the secondary school pupils' work suggests that there is a deficiency in both the personal qualities and the educational setting that would inspire them to do their best. It seems that pupils adopt a carefree approach towards studying in areas where these educational resources are absent. In light of this, a number of studies have shown that factors such as a school's location, physical amenities, building design, and staff level may have a negative impact on kids' health and, by extension, their ability to learn. Thus, the issue statement focusses on the connection between instructors' attitudes and students' academic achievement in Bayelsa State's public secondary schools.

Purpose of the study
Finding out how classroom disposition relates to student achievement was the driving force for this research in Bayelsa State's public secondary schools. This study's overarching goal is to find out how Bayelsa State public secondary school instructors' attitudes affect their pupils' grades.

Research Question

This investigation was based on the following research topic.

Does the attitude of secondary school instructors in Bayelsa State have any effect on their pupils' academic achievement?

Hypothesis

This is the notion that the researchers have come up with:

Teachers' dispositions have zero impact on their students' performance in public secondary schools in Bayelsa State.

Methodology

This study used a correlational survey approach for its investigation. Because it shows a correlation between the study's independent and dependent variables, this design was used in this research (Nworgu, 2006). But, as said before, it demonstrates the presence of a link between the dependent and independent variables; still, it cannot prove a cause-and-effect relationship between the two. According to Johnson and Christensen (2004), the study's design was chosen because it is well-suited for quantitative independent and dependent variables. The attitude of instructors and students' academic achievement serve as the quantitative independent variables in this research. During the 2021–2022 school year, 18,140 students from 88 public secondary schools in three chosen LGAs of Bayelsa State made up the study's target population. In Bayelsa State, the population was split among three local government areas: Ogbia (1680), Sagbama (5211), and Yenagoa (11229). Using a proportional stratified random selection approach, 880 pupils, representing 4.85% of the total population, were chosen from among the public secondary schools in three chosen Local Government Areas of Bayelsa State, Nigeria, for the 2021/2022 school year. Ogbia (81 participants), Sagbama (253) and Yenagoa (546) were the three LGAs in Bayelsa State that made up the sample. Table 1 shows the sample frame and how the sample was distributed across the three (3) chosen LGAs.

Table 1 Sample frame and distribution of sample into the three (3) selected Local Government Areas

S/N	Name of Local Government Area	Population of Students'	Sample size of Students'
1	Ogbia	1680	81
2	Sagbama	5211	253
3	Yenagoa	11249	546
4	***Total***	***18140***	***880***

Ten (10) questions from the Relationship between Teachers' Attitude and Students' Academic Performance Questionnaire (RTASAPQ) used as the data collection tool for this research. The following things were evaluated on a 4-point scale:

1. Strongly Agree (SA) 4-points;
2. Agree (A) 3-points
3. Disagree (D) 2-points and
4. Strongly Disagree (SD) 1-point

Two measurement and assessment specialists from Niger Delta University's Department of Counselling and Educational Psychology on Wilberforce Island in Bayelsa State, as well as the study's supervisor, checked the instrument's validity. The final version of the instrument made

careful and genuine use of all the helpful feedback, comments, revisions, and ideas provided throughout the validity process. Ten questions out of twelve were ultimately accepted for inclusion in the study's instrument based on feedback received throughout the validity procedure. Applying Cronbach's Alpha approach yielded the dependability of the instrument's internal consistencies of different variables. Thirty students from public secondary schools in the Kolokuma/Opokuma Local Government Area of Bayelsa State who were not initially included in the research were given the questionnaire once. Teachers' attitudes had a reliability coefficient value of.800, while pupils' academic achievement had a value of.760. The measured values validate the magnitudes of the reliability coefficients used to assess the study's data gathering equipment. Using two research assistants to help with distribution and retrieval, the study scientists directly administered the instrument.

In order to distribute and retrieve the questionnaire instruments, the researchers individually administered each copy to the respondents. In order to facilitate the distribution and retrieval process more effectively, two trained research assistants were utilized to support the distribution and retrieval of the distributed copies of the instrument. Nevertheless, out of the total 900 copies of the instrument distributed, 880 (98%) copies were properly administered by the respondents. This further means that, 20 (2%) were improperly administered. The whole process of distribution and retrieval of copies of the instrument for data collection lasted for a period of twelve (12) weeks. The data were analyzed with the application of simple percentage analysis, model summary of simple regression analysis and PPMC analysis for the demographic data, research question and hypothesis respectively with the support of the SPSS software version 26.

Results

Analysis of Demographic Data

Table 2: Percentage Distribution of Respondents by Gender

S/N	Gender	Frequencies	Percentage (%)
1	Male	562	64
2	Female	318	36
3	**Total**	**880**	**100**

Table 2 displays the results, which show that out of the total number of respondents, 562 (or 64%) were male students and 318 (or 36%) were female. This clearly indicates that there were more male students than female students in the research.

Table 3: Percentage Distribution of Respondents by Age

S/N	Age	Frequencies	Percentage (%)
1	11-13 years	271	31
2	14-16 years	468	53
3	17-19 years	141	16
4	**Total**	**880**	**100**

Table 3 shows that out of the total respondents, 271 (or 31% of the total) were in the 11–13 age range, 468 (53% of the total) were in the 14–16 age range, and 141 (16%) were in the 17–19 age range. This simply means that there were more students in the 14–16 age group compared to the other groups in the research.

Table 4: Percentage Distribution of Respondents by School Location

S/N	School Location	Frequencies	Percentage (%)
1	Urban location	518	59
2	Rural location	362	41
3	**Total**	**880**	**100**

A total of 518 respondents (or 59% of the total) were from urban school locations, while 362 (or 41% of the total) were from rural school locations, according to the statistics shown in Table 4. This simply means that there were more pupils in the study attending schools in urban areas compared to those in rural areas.

Table 5: Percentage Distribution of Respondents by Local Government Area

S/N	Local Government Area	Frequencies	Percentage (%)
1	Ogbia	81	9
2	Sagbama	253	29
3	Yenagoa	546	62
4	**Total**	**880**	**100**

Table 5 shows that out of the total number of respondents, the following were from different Local Government Areas: Ogbia (81, or 9%), Sagbama (253, or 29%), and Yenagoa (546, or 62%). What this means is that there were more pupils from the Yenagoa Local Government Area compared to the other groups in the research.

Research Question

Does the attitude of secondary school instructors in Bayelsa State have any effect on their pupils' academic achievement?

Table 6: Model summary of simple regression analysis of the relationship between teachers' attitude and students' academic performance

Variables	N	R	R^2
Teachers' attitude	880	.238	.057
Students' academic performance	880		

Table 6 shows that there is a connection between the two variables, with an r-value of.238 and an r-squared value of.057. Consequently, classroom climate explains 5.70 percent of the variation in students' final grades. In order to determine the significance of the link between the two variables, the Pearson Product Moment Correlation (PPMC) analysis was performed (See Table 7).

Hypothesis One

Students' academic achievement in Bayelsa State's public secondary schools is unrelated to instructors' attitudes.

Table 7: Pearson Product Moment Correlation Coefficient (PPMC) analysis of the relationship between teachers' attitude and students' academic performance

		Teachers' attitude	Students' academic performance
Teachers'attitude	Pearson Correlation	1	.238*
	Sig. (2-tailed)		.000
	N	880	880
Students' academic performance	Pearson Correlation	.238*	1
	Sig. (2-tailed)	.000	
	N	880	880

* = Significant at .05 alpha level; Degree of Freedom (df) = 878; N = 880

The PPMC analysis has 878 degrees of freedom and a correlation coefficient r-value of.238; it is statistically significant at the p <.05 alpha level, as shown in Table 7. This is because the required p-value is 0.05, and the calculated p-value of 0.000 is less than that. We reject the null hypothesis because we find that in the public secondary schools in Bayelsa State, teachers' attitudes significantly affect their students' academic performance. Teachers' attitudes and their students' performance in public high schools in Bayelsa State are therefore not correlated, and we may accept this as a null hypothesis.

Summary of Finding

Teachers' demeanour has a substantial impact on their pupils' academic achievement at Bayelsa State's public secondary schools.

Discussion of Findings

Table 6's results demonstrate a positive link (r=.238) between instructors' attitudes and their students' academic achievement. Despite its small size, this point is heading in the right direction. Teachers' attitudes have a direct impact on their students' academic performance, therefore it comes to reason that when teachers are optimistic, their pupils' performance increases as well.

Using PPMC analysis, a statistically significant r-value of.238 was discovered at the.05 alpha level. Teachers' attitudes have a favourable effect on their pupils' academic achievement, according to the results. There is a favourable correlation between teacher-related characteristics, such as attitude, and students' academic achievement in Kiswahili composition at public secondary schools in Kisumu West Subb-County, Kenya (Murunga, Indoshi, & Okwach, 2019). Contrary to the results of the present research, Kosgei, Mise, Odera, and Ayugi (2013) did not detect a correlation between teacher characteristics and students' performance in the classroom.

In the public secondary schools in Bayelsa State, there was found to be a connection of.238 between teachers' attitudes and their students' academic performance. We discovered that the coefficient of alienation was.971. There is no correlation between instructors' demeanour and their pupils' academic achievement, as this value suggests. Thus, the research found a degree of disassociation of.971 despite a degree of linkage of.238. A coefficient of determination or percentage of association was found to be 5.66%. This demonstrates the strength of the correlation between instructors' dispositions and their pupils' scholastic achievement. This result shows that the correlation between the two research variables is rather weak. The value of 5.66 was derived from the percentage decrease in the error of prediction (r2) for both

instructors' attitude and students' academic achievement. Knowing the scores of instructors' attitudes may help decrease the prediction error of students' academic achievement by 5.66 percentage points, and the converse is also true. What this also indicates is that there is a 5.66 percent correlation between instructors' attitude ratings and their pupils' academic success. This finding further supports the idea that there is a little correlation between instructors' disposition and their pupils' academic achievement.

On the other hand, a prediction of instructors' attitudes from students' academic achievement had a 94.34% inaccuracy rate. As a result, when looking at the relationship between the two variables, we can see that only 5.66 percent of the variance in teachers' attitude scores was explained by or predicted from students' academic performance scores, and conversely, that 94.34 percent was not explained by or accounted for by students' academic performance scores. While there was a statistically significant correlation between instructors' attitudes and their students' academic achievement, the strength of the correlation was small, and the degree to which one variable could be predicted from another was similarly low.

Conclusion and Recommendation

The results show that there is a strong correlation between secondary school pupils' academic achievement and their instructors' attitudes. According to the findings, students should pay attention to their professors' attitudes since it has a significant impact on their academic success.

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