

# The Influence of Teachers' Behaviour and Students' Learning Interest On The Academic Achievement of Senior Secondary School Students in North West Zone of Nigeria

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## Abstract:

This research investigated the perceived influence of teachers' behaviour and students' learning interest on the academic achievement of senior secondary schools students in North West States of Nigeria. The variables of teachers' behaviour covered are: classroom control, teacher communication, teacher punctuality and teacher mannerism. Students' learning interest was also covered. Academic achievement was obtained from the achievement tests in Mathematics and English administered by the researchers to the respondents (students). Geographically, the study covered public senior secondary schools in Kebbi state, Kano state, Sokoto state, Jigawa state, Zamfara state, Kaduna state and Katsina state. This study was strictly conducted in the public senior secondary schools class II in North West Zone of Nigeria.

**Keywords:** Influence of Teachers, Learning, Academic Achievement, North West Zone of Nigeria.

## Introduction:

Education is widely regarded as a basic human right, a key to enlightenment, and a source of wealth and power. Education is critical to industrial and technological development, and it is also a viable tool which improves the worth, skills, knowledge and development of individuals so as to foster the general development of the society. Olufemioladebinu, Adediran and Oyediran (2018) submit that education is indeed necessary to engineer and consolidate any nation's developmental process. It should be noted, however, that the provision of quality education will be in jeopardy if the academic achievement of the students are abysmally low because this indicates the poor standard of education sector in Nigeria. According to Ezeh (2018), academic achievement encompasses excellence in all academic disciplines, behaviour, confidence, communication skills, culture, arts, etc. It indicates the learning outcome of the students. The

worth, skill and knowledge derived in education is affected by a lot of factors including poor academic achievement of students.

Fajemidagba and Sule (2019) further sees academic achievement as the output of students' evaluation in the educational process indicating to what level the students have achieved in the educational goal as specified in the school curriculum, which greatly influenced by internal and external classroom factors. It is a cumulative function of current and prior scores. The trend in student academic achievement in senior secondary school Mathematics and English in North West States of Nigeria has declined in recent times. Duke (2015) adds that the level of academic achievement of students is primarily determined by the level of achievement in courses and programs. One common trend that runs through all the definitions of academic achievement presented above is that academic achievement is linked to achievement of knowledge and excellence. Academic achievement is the maximum performance in all activities at school after a period of training. Achievement encompasses student's ability and performance; it is multidimensional; it is intricately related to human growth and cognitive, emotional, social, and physical development; it reflects the whole child; it is not related to a single instance, but occurs across time and levels, through a student's life in public school and on into post-secondary years and working life (Rajesh, & Roshan, 2014).

The National Policy on Education (Federal Republic of Nigeria, 2014) recognized Mathematics and English Language as a core subject in the school system. This is in appreciation of its significant role in national development. This implies that Mathematics and English Language as a subject occupies a significant position in the assessment of students. Mathematics serves as a pre-requisite for the study of Engineering, Computer Engineering, Economics, Geology, Electrical Electronics, among others, while English Language serves as a means of expression and communication pattern. According to Ezenweani, in Ansah Quansah and Nugba (2020), Mathematics is an important subject taught in schools and this is because of its significance to other subjects, particularly, in the development of science, humanities and technology. The field of Mathematics is vital for its application in machine learning, management, national defence, technology, finance, industrial processes, among others. This justifies the compulsion of the study of the subject by all students who go through basic and secondary education in most countries; Mathematics and English Language are therefore a core subject at these levels of education in Nigeria. It is regrettable, therefore, that

in the contemporary times many students struggle with Mathematics and English Language and perform abysmally low in their final examinations.

### **Teacher Behaviour:**

The important role of the teachers' classroom behaviour in learning is unquestionable. Teachers' behaviour has a lot of influence on their classroom practices. Teachers' behaviour is defined as the behaviour or activities of teachers as they go about doing whatever is required of them, particularly those activities that are concerned with the direction of guidance of learners. The sense of trust between teacher and student can enhance students' academic achievement. The influence of teachers' characteristics, their ability, grading discrimination, self-efficacy, classroom justice, and communication style all have an impact on students' academic outcomes (Sette, Gasser, & Grütter, 2020; Eschenmann, 2015). A teacher should have various qualities. First of all he/she should love to be a teacher and proud of his/her subjects. He/she should be patient with his/her students and be able to explain the subject matter to them well. He/she also needs to be friendly but also a little strict so that students pay respect (*Wettlaufer, 2013*).

Teacher's behaviour is the behavioural manifestation of the act of teaching, done for facilitating the learning of a student or a group of students. It therefore encompasses all the verbal and nonverbal behaviours demonstrated by a teacher in an effort to impart education within an academic setting (*Warren, 2017*). Teachers' therefore has a key role to play in providing an encouraging learning environment for their students to excel academically.

### **Classroom Control:**

Classroom management is the process of leading, directing, ordering or restraining of students in a class in a way that will lead to effective learning. Murray, Murray and Waas (2018) observed that students will perform best in a controlled atmosphere that is conducive to academic and social needs of the students. The atmosphere in the classroom needs to be relaxed, free from threats and anxiety, non-competitive and thought provoking to allow students' participate and enjoy the lesson. Under such atmosphere the students' interest and attitude towards the subject taught could be enhanced. Classroom control or management is the term teachers use to describe the process of ensuring that classroom lessons run smoothly without disruptive behaviour from students compromising the delivery of instruction. Boardman and Vittone in Miwari and

Eleberi (2020) define classroom control/management strategies as the methods and processes through which teachers control their classroom environment so that students learning prevail, because student misbehavior is effectively minimized and redirected.

Ainsworth, Blehar and Wall (2018) explained that while the classroom serves as a theatre stage for learning, the prevailing management and discipline are strong determinants of successful learning and commensurate outputs. Thus the goal of effective classroom management is to have students display appropriate behaviour during class activities in order to enhance the teaching and learning process that can lead to the attainment of set objectives. Teacher's behaviour in instructional delivery are therefore a measure of the teacher's ability to apply his professional skills in a teaching/learning situation (Patrick, Kaplan & Ryan, 2017). Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive on task, and academically productive during class. When classroom management strategies are executed effectively, teachers minimize the behaviour that impedes learning for both individual students and groups of student while maximizing the behaviours that enhance learning (Vittone, 2018).

### **Teachers' Communication:**

Communication is a viable tool for effective teaching and learning. No subject matter can be learnt properly without communication, the use of its appropriate terms facilitates the understanding of whatever is being learnt. Communication may be used to mean the transfer, transmission or exchange of ideas, knowledge, beliefs, attitudes or emotion from one person or group of persons to another (Ainsworth, Blehar & Wall 2018). Ainsworth and Bowlby (2011) opined that if there is any act that leads to effective teaching, it is that of communicating. Teachers should strive to make their presentation as unambiguous, coherent and logical as possible. Buckley (2018) underlined the basic aspects of effective communication to include precise terminology, connected discourse, transition signals and emphasis. Bumgardner & Knestis (2011) reported that the purpose of communication in the teaching-learning process is to effect change, to produce a desired response; or to influence action contributing to the welfare of the school system.

### **Summary:**

Findings that emerged from this study are summerised as follows:

1. The result of the study reveals that there is a significant positive influence of teachers' classroom control on academic achievement of senior secondary school students' in North West Zone of Nigeria.
2. Findings from the study shows that there is a significant positive influence of teachers' communication on academic achievement of senior secondary school students' in North West Zone of Nigeria.
3. Result of the study further shows that there is a significant positive influence of teachers' punctuality on academic achievement of senior secondary school students' in North West Zone of Nigeria.
4. The result of the study also reveals that there is a significant positive influence of teachers' mannerism on academic achievement of senior secondary school students' in North West Zone of Nigeria.

## **Conclusion**

Based on the findings, it is hereby concluded that teachers' classroom control, communication skills, punctuality and mannerism played significant role in the academic achievement of their students. Also, the learning interest exhibited by the students is a contributory factor to their academic achievement.

## **Recommendations**

1. It is recommended that classroom and subject teachers should be trained through workshops and seminars on how to ensure effective classroom control so that students can be attentive during lessons in order to enhance their academic achievement in school.
2. Teachers should be trained on periodic basis through courses that can help improve their communication skills in the classroom so that learners can learn better and improve their academic achievement.
3. It is recommended that teachers should be sensitized on the importance of being punctual to school as this is important in boosting the morale and confidence of learners towards attaining high achievement.



4. Principals and school heads should ensure there is periodic classroom inspection for the purposes of monitoring teacher mannerism within the classroom. Teachers assessed should be provided with feedback and sensitized on how they can imbibe good manners that will help improve students' achievement.
5. The learning interest of students should be aroused by teachers through the introduction of creative teaching methods and strategies that will make learning more interesting to a point where it enhances learners' academic achievements

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