



TEACHERS' ATTITUDE AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN JALINGO EDUCATION ZONE OF TARABA STATE: A QUANTITATIVE SURVEY

BOBBOJI, GAMBO HAMMAN

Department of Curriculum and Instruction, College of Education, P.M.B 1021, Zing, Taraba State

Abstract

This study took a quantitative survey of teachers' attitude and academic achievement of secondary school students in Jalingo Education Zone of Taraba State. The study adopted descriptive survey design and simple random sampling was used to select one hundred and eighty (180) sampled respondents from one thousand one hundred and ninety-five (1,195) total population. Three (3) research questions and three (3) research hypotheses guided the study, while two (2) instruments- Teachers' Attitude in relation to Academic Achievement of Student Questionnaire (TAAASQ) and Students Achievement Test (SAT) were employed for data collection. In order to ascertain the reliability coefficient of the instrument, a pilot study was conducted with the aid of Cronbach's Alpha reliability analysis which yielded 0.83% and 0.79% coefficients for TAAASQ and SAT respectively. Descriptive statistics was employed for answering research questions and Pearson Product Moment Correlation (PPMC) Analysis was used for testing the null hypotheses at 0.05 level of significance. The findings revealed that teachers' attitude significantly influence academic achievement of secondary school students; teachers' attitude significantly influence academic achievement of secondary school students by gender; as well as teachers' attitude significantly influence academic achievement of secondary school students by location in Jalingo Education Zone of Taraba State. Therefore, it was concluded that teachers' attitude significantly influence academic achievement of secondary school students irrespective of gender and location. Based on the findings, it was recommended among others that the State Government through relevant agencies should constantly organize seminar and workshop for in-service teachers on significant role of attitudes' towards academic attainment of

secondary school students in the study area; and that Post Primary Education Board should ensure that professional teachers are posted to secondary schools across nook and cranny of Taraba State evenly. The attitude of not posting some teachers to certain places due to their connection and personality should be upturned so as to inject sense of recognition to rural schools and enhance on academic performance of the students.

Keywords: Teachers' attitude, academic achievement, gender, location, secondary students

Introduction

Teaching and teaching profession is guided with certain procedures whereby every teacher must comply while carrying out teaching-learning process. By and large, personal traits of each teacher are infused and refined into guidelines for teaching profession; and every teacher must display positive attitude in conformity with acceptable behaviours of the profession. In other words, teachers' professional attitude aligns with teacher's adhering to the code of conducts guiding the teaching profession. Scholars like Nabukenya (2017) observed that teachers' attitudes affect the role of the teacher and his or her pedagogy, which in turn affects the effective learning of students. For Odunusi (2019), teachers with right attitudes are the hubs of any educational system because the quality and effectiveness of all educational arrangements depend on them. This is supported by Fehintola (2014) that in a typical classroom setting, a teacher must demonstrate excellent attitudes in his teaching. That is, teachers must put forth an attitude that will help to transform the students positively in the three domains of learning i.e cognitive, affective and psychomotor areas.

That is, a teacher must demonstrate sound attitudes such as intelligence, neatness and desirable traits. This is based on the feelings that teacher's attitude has influence on a lot of teaching-learning variables including but not limited to students' motivation, teaching methodologies, communication skills, organization of content and planning of lessons, students' participation during lessons, teacher confidence and knowledge of subject matter (Makinde, 2012). Obviously, attitude is the way people reason or act and most of the times can either make or mar an individual performance while carrying out their tasks and responsibilities.

Again, it must be reiterated that attitude may be positive or negative. Negative attitudes displayed in the school by teacher may result in negative performance while positive attitude put forth by teacher in the school may result into a positive performance. The attitude of a teacher, consciously or unconsciously, directly or indirectly affects students' academic performance. In fact, Shittu and Oanite (2015) maintained that teachers' attitudes highly influence students' academic attainment across fields of study. Teachers' attitude in the areas of communication, classroom management and pedagogical approach may be a strong factor that could influence students' academic performance in school. Hence, positive attitude of teachers with respect to their teaching job will go a long way in bringing about positive performance of the students while negative attitudes demonstrated by teachers in the discharge of their responsibilities may mar students' academic performance.

Several studies have been conducted to ascertain the extent at which teacher's attitude influence on academic performance of students. For instance, Adu and Olatundun (2017) revealed that teachers' competence and attitude influence students' performance in secondary schools. Grieser (2014) reported that teachers' positive attitude enhances students questioning and exploration when the learning environment is conducive and suitable for learning. That is, teachers' positive attitude is one of the methods and strategies used by teachers to bring about healthy environments for teaching and learning. The study conducted by Wirth and Perkins (2013) revealed that teacher's attitude contributed significantly to students' attention in the classroom. Mucella, Melis and Ahu (2017) investigated the effects of teachers' attitudes on students' personality and performance and reported that teachers' positive attitudes have positively influenced students' personality as well as their academic performances.

However, despite different views concerning teacher's attitude, two essential elements are integrated into the concept of attitude. That is, attitude itself and attitude about object. According to Alausa (2013), attitude is a relatively enduring tendency to respond to someone or something in a way that reflects a positive evaluation of that person or thing. In the same way, it is plausible to think of awareness and positive feeling of teachers (attitude) and the attitude about teaching profession or the educational programme itself. Definitely, teachers may bear negative attitude towards teaching or the programme because of the absence of adequate orientation and training, lack of skill and knowledge without

which they cannot appreciate and value teaching profession and educational programme in question.

To this end, the issues surrounding teacher's attitude and academic achievement of students have attracted different views among educationists. For instance, Owolabi (2015) argued that teachers in this part of the country are underpaid, unrestrained and over-worked (shifts of classes, too many students per class) as such they may be disinclined to spend additional time outside their normal class. In other words, lack of motivation or job satisfaction contributes immensely to teachers' poor attitude towards teaching thereby negatively affecting academic performance of students.

On the contrary, Abiy (2013) observed that if teachers and students have a positive attitude towards education and practice it in the teaching-learning process, it will promote students' intellectual, emotional, physical and social interaction skills marked with successful educational pursuit. According to Adeneye (2013), a higher proportion of the teachers seemed to display positive attitudes towards teaching exercise, while their attitudes towards some aspect of teaching profession practices tended to be either negative or neutral. For this author, gender and age of the teachers are not potential factors for teachers' poor attitudes towards teaching exercise. Therefore, teachers' attitude towards teaching profession is predicated on teachers' experience, training received in terms of qualifications, adequate orientation and skills while gender and age of the teachers could be said to be insignificant in influencing academic attainment of the students.

However, some researchers have investigated the relationship between teachers' attitude and students' gender as correlates of academic performance of students. For example, Hedges and Newell (2015) found that in science, male outperforms female but in reading and writing, female have the advantage. Moreover, studies reporting male dominance explain their observations in terms of cultural factors and gender stereotyping. In support of this, Babatope and Omowunmi (2014) in a study on gender role stereotypes and career choice of secondary school students observed that boys showed interest in brain tasking careers while girls were more interested on courses that do not require much brain work. Also, Hedges and Newell (2015) reported that male students have (4.1 mean score performance) geospatial skills and geo-content knowledge than female students who have (1.8 mean score performance) when taught by a degree (competent teacher) and sub-degree (incompetent teacher) facilitators respectively. Also,

female students have abysmal low (1.6 mean score performance) after being taught by adjudged positive attitude teacher while male students maintain better (3.9 mean score performance) after being taught by adjudged negative attitude teacher. Evidently, teachers' attitudes significantly enhance academic performance of male students than their female counterparts while competence does not have significant impact on academic performance of female students.

Again, some places are considered poor location for school activities as they have a negative effect on the learners' academic performance. This is supported by Haverinen-Shaughnessy, Moschandreas, and Shaughnessy (2016) that locating a school at a place which is considered as a poor learning environment have proved to contribute to irregular student attendance and dropping out rate and teachers' absenteeism as well as inability to maintain effective teaching-learning process. In fact, schools located in rural areas are always reported to have low academic performance compared with schools located in urban areas.

However, in spite of the fact that teachers' positive attitudes are germane to better academic performance of secondary school students, it has been observed that many teachers do not display positive attitudes towards teaching profession. Of course, some of the teachers are not professionally trained coupled with the fact that there are no training and retraining programmes for in-service teacher (Austin, 2014); thereby leading to poor academic performance of secondary school students. The statement above justifies why many public secondary school students in Taraba State perform awfully in science and other subjects. But there seems to be paucity of study to prove whether or not teachers' attitudes influence on academic performance of students. Therefore, the current study investigates the influence of teachers' attitude on academic performance of secondary school students in Jalingo Education Zone of Taraba State.

Statement of the Problem

The teacher's main duty remains transmission of knowledge and skills to the target audience or students. Evidently, teachers are expected to demonstrate appropriate attitude in the course of discharging main duty. By implication, teachers' traits such as competence and attitude are subjected to question in the event of deficiency and poor academic performance of students (Ivowi, 2016). In other words, awful and abysmal academic performance of students could be partly linked to teachers' incompetence and bad attitude in the classroom thereby leading to poor academic performance of students (Nwosu, 2015).

Perhaps Inyang (2013) was right to have observed that the present state of teaching in Nigeria indicates that many teachers in secondary schools are not professionals and lack right attitude to teaching profession. The situation that negatively impact on academic performance of students as many teachers cannot teach subject content meaningfully; whereas some lack appropriate attitude to teaching-learning procedures in accordance with teaching ethics. It is against this background the current study took a quantitative view of teachers' attitude as a correlate of academic achievement of secondary school students in Jalingo Education Zone of Taraba State.

Objectives

Generally, the study took a quantitative view on teachers' attitude and academic achievement of secondary school students in Jalingo Education Zone of Taraba State. Specifically, the study sought to:

1. Establish the influence of teachers' attitude on academic achievement of secondary school students in Jalingo Education Zone of Taraba State.
2. Establish the influence of teachers' attitude on academic achievement of secondary school students by gender in Jalingo Education Zone of Taraba State.
3. Establish the influence of teachers' attitude on academic achievement of secondary school students by location in Jalingo Education Zone of Taraba State.

Research Question

The following research questions were raised to guide the study:-

1. What is the influence of teachers' attitude on academic achievement of secondary school students in Jalingo Education Zone of Taraba State?
2. What is the influence of teachers' attitude on academic achievement of secondary school students by gender in Jalingo Education Zone of Taraba State?
3. What is the influence of teachers' attitude on academic achievement of secondary school students by location in Jalingo Education Zone of Taraba State?

Statement of Hypotheses

The following null hypotheses were tested at 0.05 level of significance:-

Ho₁: Teachers' attitude does not significantly influence academic achievement of secondary school students in Jalingo education zone of Taraba State.

Ho₂: Teachers' attitude does not significantly influence academic achievement of secondary school students by gender in Jalingo education zone of Taraba State.

Ho₃: Teachers' attitude does not significantly influence academic achievement of secondary school students by location in Jalingo education zone of Taraba State.

Methodology:

Design

Descriptive survey research method was used for this. This is deemed appropriate for a study that investigated the opinions of respondents concerning attitude of teachers in respect to academic performance of secondary school students.

Population

The study involved one thousand one hundred and ninety-five (1,195) SSII students across fifty-three (53) public secondary schools in Jalingo Education Zone of Taraba State.

Sample and Sampling Technique

A sample of one hundred and eighty (180) SSII students were selected from the study population while simple random sampling technique of balloting without replacement was used to select three (3) secondary schools from each Local Government in Jalingo Education Zone, Taraba State. Also, purposive sampling technique was used to select only twenty (20) SSII students from each selected school. On the whole, nine (9) schools and one hundred and eighty (180) respondents participated in the study.

Instruments

Two instruments that is, Questionnaire and Student Performance Test titled 'Teachers' Attitude in relation to Academic Achievement of Students Questionnaire- TAAASQ and Student Performance Test SPT were used for data collection for this study. The questionnaire contained 15-items seeking respondents' opinions and responses on teachers' attitude and students' academic achievement. The 4-likert scale type response pattern was provided to aid the respondents in ticking the appropriate box [$\sqrt{\quad}$] that most describe their

opinions and scored in the following order 4= Strongly Agree – SA; 3= Agree – A; 2= Disagree – D; and 1= Strongly Disagree – SD.

Validity and Reliability

The research instruments were given to three experts for face and content validity. The three experts in the Faculty of Education, Taraba State University ascertained the instruments in terms of structure and language accuracy to measure the variables of interest in the study. In order to obtain reliability coefficient, pilot study was conducted on twenty (20) SSII students that shared same traits with the target population and Cronbach’s Alpha reliability analysis was employed to determine the reliability coefficient of the instruments, which yielded 0.83% and 0.79% for TAAASQ and SAT respectively (*using Statistical Package for Social Sciences-SPSS*).

Analysis

The data collected were analyzed using descriptive statistics of frequency/percentage table, arithmetic mean (average) together with their respective standard deviations as deemed appropriate for answering research questions with acceptance value of 2.50 and above while inferential statistics (i.e. Pearson Product Moment Correlation- PPMC) was utilized for testing the null hypotheses as deemed appropriate at 0.05 level of significance.

Results:

Answering Research Questions

Research Question One: What is the influence of teachers’ attitude on academic achievement of secondary school students in Jalingo Education Zone of Taraba State?

Table 1: Mean ratings of respondents with regard to influence of teachers’ attitude on academic achievement of secondary school students.

S/N	Items on Teachers’ Attitude and Academic Achievement of Students	Valid of N= 180	Mean	SD	Remark
1.	A good teacher shows sincere interest in students’ learning.	180	3.33	0.69	Accepted

2.	Poor attitude of teacher towards teaching negatively impact on academic achievement of students.	180	3.34	0.75	Accepted
3.	Teacher's positive attitude helps students' intellectual development.	180	3.51	0.64	Accepted
4.	Students tend to perform better when teacher shows care about their learning.	180	3.27	0.84	Accepted
5.	Good attitude towards teaching promotes social interaction skills of learners.	180	3.19	0.83	Accepted
	Cluster Mean		3.32	0.75	Accepted

Source: Field Study, 2023

Table 1 above indicates the opinions of respondents on influence of teachers' attitude on academic achievement of secondary school students in Jalingo Education Zone of Taraba State. Based on the table, the mean scores of the respondents- 3.33, 3.34, 3.51, 3.27, and 3.19 with their corresponding standard deviation for items 1 to 5 respectively including the grand mean of 3.32 seem to above the criterion mean of 2.50 for acceptance level.

The results from the table indicated that all respondents affirmed that items 1-5 are influence of teachers' attitude on academic achievement of secondary school students. The results revealed that good teacher shows sincere interest in students' learning, poor attitude of teacher towards teaching negatively impact on academic achievement of students, teacher's positive attitude helps students' intellectual development, students tend to performance better when teacher shows care about their learning as well as good attitude towards teaching promotes social interaction skills of learners with mean scores of 3.33, 3.34, 3.51, 3.27, and 3.19 respectively influence on academic achievement of secondary school students. The grand mean of 3.32 indicates that teachers' attitude influence on academic achievement of secondary school students in Jalingo Education Zone of Taraba State.

Research Question Two: What is the influence of teachers' attitude on academic achievement of secondary school students by gender in Jalingo Education Zone of Taraba State?

Table 2: Mean ratings of respondents with regard to influence of teachers' attitude on academic achievement of secondary school students by gender.

S/N	Items on Teachers' Attitude and Academic Achievement of Students by Gender	Valid N=180	Mean	SD	Remark
6.	Secondary school subjects are gender sensitive.	180	2.62	1.13	Accepted
7.	Male students usually have higher self-efficacy in science than female students.	180	2.71	1.08	Accepted
8.	Female students seem to be less active in science class than male counterparts.	180	3.18	0.98	Accepted
9.	Female students have dominance in arts than male counterparts.	180	2.56	1.01	Accepted
10.	Female students respond to teachers' attitude accordingly.	180	2.68	1.85	Accepted
	Cluster Mean		2.75	1.21	Accepted

Source: Field Study, 2023

Table 2 above indicates the opinions of respondents on influence of teachers' attitude on academic achievement of secondary school students by gender in Jalingo Education Zone of Taraba State. Based on the table, the mean scores of the respondents- 2.62, 2.71, 3.18, 2.56, and 2.86 with their corresponding standard deviation for items 6 to 10 respectively including the grand mean of 2.75 seem to above the criterion mean of 2.50 for acceptance level.

The results from the table indicated that all respondents affirmed that items 6-10 are influence of teachers' attitude on academic achievement of secondary school students by gender. The results revealed that secondary school subjects are gender sensitive, male students usually have higher self-efficacy in science than female students, female students seem to be less active in science class than male counterparts, female students have dominance in arts than male counterparts as well as female students respond to teachers' attitude accordingly with mean scores of 2.70, 2.81, 3.08, 2.91, and 2.86 respectively influence on academic achievement of secondary school students. The grand mean of 2.75

indicates that teachers' attitude influence on academic achievement of secondary school students by gender in Jalingo Education Zone of Taraba State.

Research Question Three: What is the influence of teachers' attitude on academic achievement of secondary school students by location in Jalingo Education Zone of Taraba State?

Table 4.7: Mean ratings of respondents with regard to influence of teachers' attitude on academic achievement of secondary school students by location.

S/N	Items on Teachers' Attitude and Academic Achievement of Students by Location	Valid N= 180	Mean	SD	Remark
11.	School location influences students' attitude towards school.	180	2.90	1.00	Accepted
12.	Students in urban areas seem to attend school regularly due to its proximity.	180	2.63	1.08	Accepted
13.	Schools in rural areas are regarded as educationally disadvantaged areas.	180	2.71	1.10	Accepted
14.	School location determines allocation of resources to facilitate teaching-learning process.	180	2.58	0.85	Accepted
15.	Students in rural areas usually late to school due to location of the school.	180	3.06	0.93	Accepted
	Cluster Mean		2.78	0.99	Accepted

Source: Field Study, 2023

Table 3 above indicates the opinions of respondents on influence of teachers' attitude on academic achievement of secondary school students by location in Jalingo Education Zone of Taraba State. Based on the table, the mean scores of the respondents- 2.90, 2.63, 2.71, 2.58, and 3.06 with their corresponding standard deviation for items 11 to 15 respectively including the grand mean of **2.78** seem to above the criterion mean of 2.50 for acceptance level.

The results from the table indicated that all respondents affirmed that items 11-15 are influence of teachers' attitude on academic achievement of secondary

school students by location. The results revealed that school location influences students' attitude towards school, students in urban areas seem to attend school regularly due to its proximity, schools in rural areas are regarded as educationally disadvantaged areas, school location determines allocation of resources to facilitate teaching-learning process as well as students in rural areas usually late to school due to location of the school with mean scores of 2.70, 2.81, 3.08, 2.91, and 2.86 respectively influence on academic achievement of students. The grand mean of 2.78 indicates that teachers' attitude influence on academic achievement of secondary school students by location in Jalingo Education Zone of Taraba State.

Testing Hypotheses

The following null hypotheses were tested at 0.05 level of significance:-

Null Hypothesis One: Teachers' attitude does not significantly influence academic achievement of secondary school students in Jalingo Education Zone of Taraba State.

Table 4: An "r" statistical table showing the relationship (a measure of influence) between Teachers' Attitude and Academic Achievement of Students

Variables	N	Mean	SD	Df	r-cal	Sig. Value(p)	Decision
Teachers' Attitude	180	112.4	11.9				
				382	0.340*	0.05	Reject Ho
Academic Achievement	180	36.0	4.91				

Source: Field Study, 2023

From table 4 above, it is worthwhile to state that a direct relationship was observed between teachers' attitude and academic achievement of secondary school students. This was evidenced with a yield of the calculated r- cal. of 0.340 at 382 degrees of freedom given that the obtained level of significance (p-value) is 0.05 (*statistical benchmark*). By implication, the null hypothesis that says teachers' attitude does not significantly influence academic achievement of secondary school students is therefore rejected. Hence, teachers' attitude significantly influence academic achievement of secondary school students in Jalingo Education Zone of Taraba State.

Null Hypothesis Two: Teachers’ attitude does not significantly influence academic achievement of secondary school students by gender in Jalingo Education Zone of Taraba State.

Table 5: An “r” statistical table showing the relationship (a measure of influence) between Teachers’ Attitude and Academic Achievement of Students by Gender

Variables	N	Mean	SD	Df	r-cal	Sig. Value(p)	Decision
Achievement by Gender	Male	71	132.9	14.1			
				391	0.328*	0.05	Reject Ho
	Female	109	29.9	4.10			

Source: Field Study, 2023

Based on table 5, there exists a positive relationship between teachers’ attitude and academic achievement of secondary school students of both genders. This was evidenced with a yield of the calculated r- cal. of 0.328 at 391 degrees of freedom given that the obtained level of significance (p-value) is 0.05 (*statistical benchmark*). To this end, the null hypothesis that says teachers’ attitude does not significantly influence academic achievement of secondary school students by gender is rejected. Therefore, teachers’ attitude significantly influence academic achievement of secondary school students by gender in Jalingo Education Zone of Taraba State.

Null Hypothesis Three: Teachers’ attitude does not significantly influence academic achievement of secondary school students by location in Jalingo Education Zone of Taraba State.

Table 6: An “r” statistical table showing the relationship (a measure of influence) between Teachers’ Attitude and Academic Achievement of Students by Location

Variables	N	Mean	SD	Df	r-cal	Sig. Value(p)	Decision
Performance by Location	Urban	6	142.7	13.0			
				392	0.309*	0.05	Reject

									H ₀
	Rural	3	37.6	3.94					

Source: Field Study, 2023

Based on table 6, there is direct relationship between teachers' attitude and academic achievement of secondary school students by location. This was evidenced with a yield of the calculated r- cal. of 0.309 at 392 degrees of freedom given that the obtained level of significance (p-value) is 0.05 (*statistical benchmark*). Hence, the null hypothesis that says teachers' attitude does not significantly influence academic achievement of secondary school students by location is rejected. Therefore, teachers' attitude significantly influence academic achievement of secondary school students by location in Jalingo Education Zone of Taraba State.

Discussion of Findings

Hypothesis One: Teachers' attitude does not significantly influence academic achievement of secondary school students in Jalingo Education Zone of Taraba State.

Evidences from table 4 revealed that r-cal of 0.340 is greater than 0.05 obtained level of significance at 382 degrees of freedom. In this sense, the hypothesis that says teachers' attitude does not significantly influence academic achievement of secondary school students is hereby rejected. Thus, teachers' attitude significantly influence academic achievement of secondary school students in Jalingo Education Zone of Taraba State.

The findings from this study agreed with Owolabi (2015) that lack of motivation and job satisfaction on the part of teacher leads to poor attitude towards teaching, which negatively impact on academic performance of students. The author stressed further that teachers in this part of the world are underpaid, unrestrained and over-worked (shifts of classes, too many students per class) as such they may be disinclined or unenthusiastic about teaching job; and the condition that triggers poor attitude, which consequently has negative impact on academic performance of students.

Hypothesis Two: Teachers' attitude does not significantly influence academic achievement of secondary school students by gender in Jalingo Education Zone of Taraba State.

Evidences from table 5 showed that r -cal values (0.328) is greater than 0.05 obtained level of significance at 391 degrees of freedom. To this end, the hypothesis that says teachers' attitude does not significantly influence academic achievement of secondary school students by gender is therefore rejected. Hence, teachers' attitude significantly influence academic achievement of secondary school students by gender in Jalingo Education Zone of Taraba State.

The findings of this study disagreed with Hedges and Newell (2015) that in science, male outperforms female but in reading and writing, female have the advantage. As against the outcome of this study, Babatope and Omowunmi (2014) reported that boys showed interest in brain tasking careers while girls were more interested on courses that do not require much brain work. In agreement with the present findings, Ebhomein (2014) reported that male and female students' academic performance is a response to teachers' attitudes in teaching-learning process. For instance, where teacher's attitude is adjudged positive, there is positive performance of students based on the teachers' attitude while negative attitude discourages students' learning and negatively impact on students' academic performance.

Hypothesis Three: There is no significant impact of teachers' attitude on academic achievement of secondary school students by location in Jalingo Education Zone of Taraba State.

Evidences from table 6 indicated that r -cal values of 0.309 is greater than 0.05 statistical benchmark for significant level at 392 degrees of freedom. In this wise, the null hypothesis that says teachers' attitude does not significantly influence academic achievement of secondary school students by location is hereby rejected. Therefore, teachers' attitude significantly influence academic achievement of secondary school students by location in Jalingo Education Zone of Taraba State.

In agreement with this findings, Haverinen-Shaughnessy, Moschandreas, and Shaughnessy (2016) reported that locating a school at a place which is considered as a poor learning environment have proved to contribute to irregular students' attendance and dropping out rate and teachers' absenteeism as well as inability to maintain effective teaching-learning process. Also, the study by Joseph (2014) revealed 40 out of 65 schools considered to be poorly performing in the national examinations were located in the rural area. The study further showed that 28 out of the 40 schools have sub-degree qualification teachers (incompetent) while 58 out of the 65 schools surveyed have teachers

with poor attitude to facilitate quality teaching-learning process. Among others, teachers' poor attitudes towards teaching remained an issue to about 37 out of the 40 poorly performing schools while 18 out of the 25 fairly performing schools are seriously affected by incompetent teacher.

Conclusion

Based on the research findings, it could be inferred that as far as Jalingo Education Zone of Taraba State is concerned, teachers' attitude significantly influence academic achievement of secondary school students. In the course of this study, it was discovered that teachers' positive attitude has a direct and positive significant influence on academic achievement of secondary school students irrespective of gender and school location in the study area.

Recommendations

1. It is important that State Government through relevant agencies should constantly organize seminar and workshop for in-service teachers on significant role of their attitudes' towards academic attainment of secondary school students in the study area. This will go a long way in curtailing bad attitude towards teaching profession among teachers; and as well promote positive attitudes that may engender better academic performance on the part of students.
2. Equally, head-teachers and secondary school administrators should address teachers' unprofessional conduct in their schools (e.g lateness to school, truancy, selling of items and leaving school before closing time, etc) as such attitudes negatively impact on learning process of students. Often times, cases of randy teachers are not properly handled thereby sending a wrong signal to parents and negatively affecting academic performance of female students in the study area.
3. Lastly, Post Primary Education Board should ensure that professional teachers are posted to secondary schools across nook and cranny of Taraba State evenly. The attitude of not posting some teachers to certain places due to their connection and personality should be upturned so as to inject sense of recognition to rural schools and enhance on academic performance of the students.

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