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[Dr Moses Kayode Hazzan](#) *

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Article

Influence of Teacher Availability on Student Academic Achievement in Public Secondary Schools in Southwestern Nigeria

Moses Kayode Hazzan

University of Ibadan, Ibadan, Nigeria.: moseshazzan4@gmail.com; Tel.: +2348140718141

Abstract: This study investigated the influence of Teacher Availability -TAV (Number of Available Teachers, Teacher Punctuality -TP, Teacher Promptness to Class -TPC) on Student Academic Achievement (SAA) in Public Senior Secondary Schools (PSSS) in Southwestern Nigeria. The descriptive survey research design of correlational type was adopted while the multi-stage sampling procedure was used in the study. A simple random sampling technique was used to select three (Oyo, Ogun, and Ekiti) states out of the six in Southwestern Nigeria, as well as one Senatorial District (SD) from each state. The proportionate-to-size sampling technique was used to select 40% of the Local Government Areas (LGAs) in each SD and 50% (101) of the schools in the sampled LGAs. A class of 3,030 PSSS II was used; 202 Mathematics and English Language teachers and 202 Heads of Department (101 each from Science and Arts) were purposively sampled, while 101 school administrators were enumerated. The instruments were TP ($\alpha=0.75$); TPC ($\alpha=0.82$); English Language Achievement Test-ELAT (KR-20=7.47) and Mathematics Achievement Test-MAT (KR-20=7.46). Data were analysed using descriptive statistics. Respondents' ages were 46.5 ± 5.20 years (teachers) and 17.60 ± 1.60 years (students). There were 59.0% male teachers and 57.0% female students. The SAA (ELAT=45.7% and MAT=38.4%) was low. Also, TAV ($\bar{x}=3.36$) was high against the threshold of 2.5, and TAV ($\beta=0.59$, $t=7.29$) significantly contributed to SAA. Teacher availability influenced the student academic achievement in public senior secondary schools in Southwestern Nigeria. Hence, all the education stakeholders should pay attention to this for improved student academic achievement.

Keywords: teacher availability; teacher punctuality; teacher promptness to class; student academic achievement; english language and mathematics

1. Introduction

Academic Achievement (AA) could be referred to as an accomplishment, which reflects a sense of sincerity, candidness, and perseverance on the part of achievers (students), parents, and teachers, as well as other concerned educational stakeholders (Josh, 2010). It may partly mean a student's achievement in school, especially in his/ her marks on tests or examinations (Adeyemo, 2011). Therefore, AA could be considered a multi-faceted construct that is made up of various learning domains. Academic achievement is a broad area that encompasses a wide range of educational outcomes. Hence, the conceptualisation of AA is often dependent on metrics used to measure it. Among many criteria that indicate AA are general indicators such as grades or performance in an educational achievement test or examination, and cumulative indicators such as educational degrees and certificates (Steinmayr, Meibner, Weidinger and Wirthwein, 2014). All that these criteria have in common is that they represent intellectual endeavour and, more or less, mirror the intellectual capacity of an individual student.

The quality of products (students) from secondary education is sometimes premised on their AA in various subjects offered in the schools (Atanda, 2011; Atanda and Jaiyeoba, 2011). Nevertheless, the achievement of secondary school students, most especially in both internal and external examinations, has been a source of apprehension to parents, teachers, educators, and researchers (Adesehinwa, 2013; Atanda, 2021). Over the years, the issue of low SAA, both in school-based and external examinations, has been a concern to all stakeholders in the education industry.

There are lots of complaints from the public about the quality of students produced in secondary schools, *vis a vis* their learning outcomes, most especially in the core subjects such as English Language and Mathematics. Parts of the implications of this trend in secondary school education are that most of the concerned students might not be able to transition to the institution of higher learning, embrace hooliganism as a solace to their failure, and eventually become incapacitated in contributing to the national growth and development.

Student academic achievement measurement has received considerable attention in previous studies (Ubah, 2019; Filgona and Sakiyo, 2020, Muhammad, 2021). It forms the most challenging aspect of academic literature. It is often viewed as a confluence of many factors. These factors could be put under the rubrics of social, psychological, economic, teacher, school or environmental, home as well as personal factors. These factors have a very strong influence on Student Academic Achievement (SAA), but they vary from person to person, community to community, and country to country. However, of all these factors, one of the most debated is the influence of teachers on students' overall AA.

Teachers use several techniques to assist students in improving their AA. They evaluate, assess, and make provisions for students with learning difficulties. They monitor students' work during classes, provide tutorials, grade homework or assignments, and provide feedback. These may help in enhancing students' AA. Furthermore, teachers assess the curriculum, materials, education programmes, or initiatives in place for their relevance to student learning. As a result, there is a need to investigate the influence of Teacher Availability (TAV - number of teachers available for Mathematics and English Language, teacher availability for academic and non-academic activities, punctuality, and promptness to class) on SAA in public senior secondary schools in Southwestern Nigeria. Teacher timeliness in schools could influence the student AA in the sense that their punctuality typically connotes that they are ready to carry out their obligations, which could influence the AA of students.

Underlining the synergy between the quantity and quality of teachers, Fabunmi (2003) observed that the problem of TAV is more than mere statistics; it is a matter of quantity and quality. It is also worth noting that, in most cases, the numerical strength of teachers in a given school does not guarantee that teachers will be punctual and prompt in classes when students require them (Hazzan, 2015). Aside from the numerical strength of teachers in any school, the teacher's punctuality and promptness to classes are two of the hallmarks of TAV. Poor attainment of an excellent education has always been attributed to teachers' incapacity to be available and carry out their obligations and responsibilities by being prompt at the point of duty (Adeniyi, Ogundele, and Odetola, 2014). For instance, the degree to which teachers make themselves available in schools, to their students, and teaching activities goes a long way to determining the success of their profession and that of their students (Karluki, Ndirangu, Song and Oako, 2014; Peretomode and Bello, 2018). Hence, in this study, teacher availability is indicated by the number of teachers available for the teaching of English Language and Mathematics; the level of punctuality of the available teachers (from the students' and the Heads of Department's perspectives) as well as the promptness of the available teachers to the classes from the students' perspectives.

Hazzan (2015) in a study titled "Availability and adequacy of human and material resources as correlates of student academic performance in secondary schools (in both public and private secondary schools) in Akinyele LGA of Oyo State, Nigeria" investigated the influence of human and material resources on the academic performance in English Language and Mathematics for the 280 purposively sampled SSS III students. The study used a simple random sample technique to select 140 teachers and 28 principals or vice principals to respond to the research instruments from both public and private secondary schools in the aforesaid LGA. Four research questions were posed and answered, and three hypotheses were tested at the 0.05 significant level. Data were collected using a self-developed checklist and questionnaire christened Availability and Adequacy of Human and Material Resources as Correlates of Student Academic Performance Questionnaire (AAHMRCSAP), which were face and content-validated. Data analysis techniques used include descriptive statistics, basic percentages, and Pearson product-moment correlation. To test the

hypotheses, the T-test was used. Student academic performance was found to be significantly influenced by the Human and material resources in public as well as private schools. The data revealed that for the first hypothesis, $r = (.089)$, 0.149 , $P > .05$, and for the second hypothesis, $r = (.057)$, 0.251 , $P > .05$. The findings additionally showed that there was no significant difference in student performance between public secondary schools and private secondary schools ($t_{cal} = .737$; $df = 2$; $P > .05$). The average performance of a public secondary school (1.42) is just somewhat greater than that of a private secondary school (1.31). Consequently, recommendations were predicated on the findings.

Sansaluna-Maulana, Aliman, and Ulangkaya (2021) investigated in their study the Senior High School English teachers' teaching practices in terms of punctuality, attendance, and its relationship to students' academic performance in English. The study was predicated on the descriptive-correlational survey method. The respondents to the research instruments were twenty-four (24) teachers and a total of two hundred forty (240) senior high school students of senior high schools of Maguindanao, Philippines. The immediate supervisors of the teachers from the twelve (12) secondary schools answered research question 1, while the final grades in English of the two hundred forty (240) senior high students were chosen from their English teachers to answer research question 2. The respondents of this study were chosen randomly using a simple random sampling technique. Pearson's Product - Moment Correlation Coefficient was utilised to determine the statistically significant association between English teachers' punctuality and attendance and students' academic performance. Based on the study's findings, it is found that Senior High School English Teachers' punctuality and attendance influenced their teaching techniques. It is also concluded that teachers' punctuality and attendance influenced pupils' academic achievement in English.

Also, teachers' attendance or promptness to classes has been identified as a factor that plays a major role in student AA in schools. Absenteeism and lateness are symptomatic of education systems that have weak teacher management structures and are unable to provide incentives to motivate teachers to improve their attitudes toward work. Butakor and Boatey (2018) carried out a study exploring "Students' Perspectives on Teacher Punctuality and Attendance in Senior High Schools." The study aimed to determine the extent to which teachers' attendance is verified and the relationship between teachers' punctuality and regularity, and students' attendance patterns about their academic performance. A descriptive survey method with an 18-item questionnaire was utilised to obtain data from 200 students. According to the findings, most students attend class every day. It was also discovered that monitoring has a good effect on teacher attendance, and this in turn influences student attendance and academic performance. It is suggested that monitoring be increased to ensure students' regularity and attendance in school, thereby contributing to the improvement of students' academic performance.

2. Statement of the Problem

Several education stakeholders have noted that at public senior secondary schools in Southwestern Nigeria, many students continue to perform below expectations in both internal and external examinations most especially in English Language and Mathematics. Informal talks among people and associated research findings suggested that low student academic achievement recorded yearly in these subjects could be partly attributed to a variety of teacher-related variables, including teacher availability, which this study interrogated. Furthermore, the situation (poor student academic achievement) has sparked concern among education stakeholders. It is thus believed that if the problem is not checked, it may result from a situation whereby most of the affected students drop out of school, and indulge in social vices such as street begging, petty stealing as well as acts of hooliganism. As a result, this study investigated the influence of teacher availability on student academic achievement in public secondary schools in Southwestern Nigeria. Specifically, this study:

- i. determined the level of availability (number of teachers available for Mathematics and English Language, teacher availability for academic and non-academic activities - punctuality and promptness to class); and
- ii investigated the influence of teacher availability on the student's academic achievement in Southwestern Nigeria.

3. Research Question

This research question was raised and answered in the study:
I. What is the level of availability (number of teachers available for Mathematics and English Language, teacher availability for academic and non-academic activities - punctuality and promptness to class) of teachers in public secondary schools in Southwestern Nigeria?

4. Hypothesis

H0₁: Teacher Availability has no significant influence on the student academic achievement in public secondary schools in Southwestern Nigeria

5. Methodology

The descriptive survey research design of correlational type was adopted while the multi-stage sampling procedure was used in the study. A simple random sampling technique was used to select three (Oyo, Ogun, and Ekiti) states out of the six in Southwestern Nigeria, as well as one Senatorial District (SD) from each state. The proportionate-to-size sampling technique was used to select 40% of the Local Government Areas (LGAs) in each SD and 50% (101) of the schools in the sampled LGAs. A class of 3,030 PSSS II was used; 202 Mathematics and English Language teachers and 202 Heads of Department (101 each from Science and Arts) were purposively sampled, while 101 school administrators were enumerated. The instruments were Teacher Punctuality - TP ($\alpha=0.75$); and Teacher Promptness to Class - TPC ($\alpha=0.82$). Data were analysed using descriptive statistics for the research question while regression analysis was used to test the hypothesis raised in the study. Meanwhile, the level of teacher availability from the perspectives sampled Head of Departments is calibrated with the benchmarks of mean range: 0.00 - 1.49 = Very Low Extent; 1.50 – 2.49 = Low Extent; 2.50 – 3.49 = High Extent; 3.50 – 4.00 = Very High Extent while the Level of English Language and Mathematics teacher availability in the Sampled Secondary Schools from Students’ Perspectives is calibrated with the benchmarks of mean range: 0.00 - 1.49 = Poor; 1.50 – 2.49 = Fair; 2.50 – 3.49 = Good; 3.50 – 4.00 = Very Good

6. Results and Discussion

6.1. Research Question

What is the level of availability (number of teachers available for Mathematics and English Language, teacher availability for academic and non-academic activities - punctuality and promptness to class) of teachers in public secondary schools in Southwestern Nigeria?

Table 1. Level of Teacher Availability in the sampled Secondary Schools from School Administrators’ Perspectives.

| Subject | Available | Not Available |
|------------------|---------------|---------------|
| English Language | 95 (94.0%) | 6 (6.0%) |
| Mathematics | 99 (98.0%) | 2 (2.0%) |

Table 1 shows the results of the analysis on the level of availability of English Language and Mathematics teachers in the sampled schools. The results revealed that 94.0% of the respondents agreed that English language teachers were available in their schools while 6.0% said they were not available. Also, 98.0% agreed that Mathematics teachers were available in their schools whereas 2.0% said they were not available. It could be observed from the results that Mathematics and English Language teachers were available in the majority of the sampled schools.

Table 2. Level of Teacher Availability from Head of Departments’ Perspectives.

| Availability for academic and non-academic activities | VHE | HE | LE | VLE | Mean | Std. Dev. |
|---|----------------|----------------|---------------|----------------|------|-----------|
| Availability for academically deficient students | 86 (42.5%) | 106 (52.5%) | 6 (3.0%) | 4 (2.0%) | 3.35 | 0.60 |
| Availability for enhanced social relations among students | 89 (44.1%) | 94 (46.5%) | 15 (7.4%) | 4 (2.0%) | 3.42 | 2.23 |
| Participation in students’ extracurricular activities | 113 (55.9%) | 77 (38.1%) | 12 (5.9%) | 0 (0.0%) | 3.40 | 0.59 |
| Devotion to teaching as a profession | 128 (63.4%) | 64 (31.7%)` | 6 (3.0%) | 4 (2.0%) | 3.62 | 1.56 |
| Regularity of teachers coming to school | 86 (42.6%) | 78 (38.6%) | 25 (12.4%) | 13 (6.4%) | 3.30 | 0.92 |
| Teachers come to school before the assembly time. | 96 (47.5%) | 79 (39.1%) | 25 (12.4%) | 2 (1.0%) | 3.40 | 0.75 |
| Participation of teacher in the conduct of the assembly | 105 (52.0%) | 81 (40.1%) | 15 (7.4%) | 1 (0.5%) | 3.44 | 1.52 |
| Coming to class to teach at the allotted period | 90 (44.6%) | 90 (44.6%) | 15 (7.4%) | 7 (3.5%) | 3.30 | 0.79 |
| Complaints of the inconsistency of teacher’s class attendance from the students | 0 (0.0%) | 11 (5.4%) | 93 (46.0%) | 98 (48.5%) | 1.57 | 0.63 |
| The conspicuous absence of the teacher during lesson periods | 0 (0.0%) | 6 (3.0%) | 77 (38.1%) | 119 (58.9%) | 1.49 | 0.57 |
| Weighted Mean | = 3.03 | | | | | |

Note: - Mean range: 0.00 - 1.49 = Very Low Extent; 1.50 – 2.49 = Low Extent; 2.50 – 3.49 = High Extent; 3.50 – 4.00 = Very High Extent

Table 2 shows the Level of English and Mathematics teachers’ availability as perceived by Heads of Department (HODs) in the sampled secondary schools. The results showed that 42.5% of the respondents agreed to a very high extent that teachers made themselves available for academically deficient students; 52.5% agreed to a high extent while 3.0% agreed to a low extent and 2.0% agreed to a very low extent (Mean=3.35, SD=0.60). Also, 44.1% of the sample agreed to a very high extent that teachers were available for good social relations among students; 46.5% agreed to a high extent while 7.4% agreed to a low extent and 2.0% agreed to a very low extent (Mean=3.42, SD=2.23). More so, 55.9% of the HODs agreed to a very high extent that teachers did participate in students’ extracurricular activities; 38.1% agreed to a high extent while 5.9% agreed to a low extent and 0.0% agreed to a very low extent (Mean=3.40, SD=0.59).

Moreover, 63.4% of the respondents agreed to a very high extent that the majority of the teachers displayed total devotion to teaching as a profession; 31.7% agreed to a high extent while 3.0% agreed to a low extent and 2.0% agreed to a very low extent (Mean=3.62, SD=1.56). Also, 42.6% of the respondents agreed to a very high extent that the teachers were available in schools regularly; 38.6% agreed to a high extent while 12.4% agreed to a low extent and 6.4% agreed to a very low extent

(Mean=3.30, SD=0.92); 47.5% of the respondents agreed to a very high extent that teachers arrived in schools before the conduct of the assembly; 39.1% agreed to a high extent while 12.4% agreed to a low extent and 1.0% agreed to a very low extent (Mean=3.40, SD=0.75); 52.0% of the respondents agreed to a very high extent that the teachers often participated in the conduct of the assembly; 40.1% agreed to a high extent while 7.4% agreed to a low extent and 0.5% agreed to a very low extent (Mean=3.44, SD=1.52);

In addition to the foregoing, 44.6% of the respondents agreed to a very high extent that the teachers often came to classes at the allotted period to teach the students; 44.6% agreed to a very high extent while 7.4% agreed to a low extent and 3.5% agreed to a very low extent (Mean=3.30, SD=0.79); 0.0% of the respondents agreed to a very high extent that there were complaints from students for teachers' inconsistency in class attendance; 5.4% agreed to a high extent while 46.0% agreed to a low extent and 48.5% agreed to a very low extent (Mean=1.57, SD= 0.63); 0.0% of the respondents agreed to a very high extent that teachers were conspicuously absent during their lesson periods; 3.0% agreed to a high extent while 38.1% agreed to a low extent and 58.9% agreed to a very low extent (Mean=1.49, SD= 0.57). Generally, from the results, it could be observed that the majority of the teachers were available for their duties since the value of the weighted mean of the responses in Table 4.2.2b (3.03) is greater than the value of the criterion mean (2.5).

Table 3. Level of English Language Teacher Availability in the Sampled Secondary Schools from Students' Perspectives.

| ITEMS | Very Good | Good | Fair | Poor | Mean | Std. Dev. |
|--|---------------|-------------|------------|------------|------|-----------|
| Punctuality to School | 2690 (88.8%) | 276 (9.1%) | 8 (0.3%) | 56 (1.9%) | 3.83 | 0.60 |
| Promptness to class | 2267 (74.8%) | 606 (20.0%) | 70 (2.3%) | 87 (2.9%) | 3.65 | 0.77 |
| Availability for student academic activities | 1739 (57.4%) | 912 (30.1%) | 223 (7.4%) | 156 (5.1%) | 3.64 | 0.77 |
| Devotion of extra time to teach | 2167 (71.5%) | 702 (23.2%) | 65 (2.1%) | 96 (2.2%) | 3.37 | 0.93 |
| Attentiveness to the students' questions | 2144 (70.8%) | 656 (21.7%) | 47 (1.6%) | 183 (6.1%) | 3.61 | 0.81 |
| Clarity in explanation | 1676 (55.3%) | 940 (31.0%) | 255 (8.4%) | 159 (5.2%) | 3.52 | 0.98 |
| Taking part in extracurricular activities such as conducting assemblies and sports activities. | 2329 (76.9%) | 550 (18.2%) | 67 (2.2%) | 81 (2.7%) | 3.33 | 0.94 |
| Constantly giving assignments to the students | 2322 (76.6%) | 521 (17.2%) | 64 (2.1%) | 123 (4.1%) | 3.71 | 1.47 |
| Constantly doing corrections for the given assignment | 1821 (60.1%) | 790 (26.1%) | 224 (7.4%) | 195 (6.4%) | 3.63 | 0.84 |
| Taking attendance of the students frequently | 2076 (68.5%) | 676 (22.3%) | 114 (3.8%) | 164 (5.4%) | 3.37 | 0.98 |
| Creating room for students to ask questions | 2247 (74.2%) | 543 (17.9%) | 88 (2.9%) | 152 (5.0%) | 3.50 | 0.93 |
| Motivating students to learn | 2227 (73.5%) | 531 (17.5%) | 88 (2.9%) | 184 (6.0%) | 3.60 | 1.69 |
| Weighted Mean | = 3.56 | | | | | |

Note: - Mean range: 0.00 - 1.49 = Poor; 1.50 – 2.49 = Fair; 2.50 – 3.49 = Good; 3.50 – 4.00 = Very Good

Table 3 presents the results on the level of English Language teachers' availability based on students' perspectives. The results showed that 97.9% of the respondents agreed that the level of their teachers' punctuality is good while 2.2% said it was either fair or poor (Mean=3.83, SD=0.60). Also, the mean values of availability of teachers on Promptness to class (Mean=3.65, SD=0.77), Availability for Students' academic activities (Mean=3.64, SD=0.77), Devotion to teaching (Mean=3.37, SD=0.93), Attentiveness to students' questions (Mean=3.61, SD=0.81), Clarity in explanation and availability for extra-curriculum activities (Mean=3.33, SD=0.94) show that majority of teachers were available for academic activities and non-academic activities as perceived by students. With the foregoing Mean

and S.D values in Table 4.6c (M=3.83 and SD=.60; M=3.65 and SD=.77; M=3.64 and SD=.77; M=3.37 and SD=.93; M=3.61 and SD= .81; ...), the results on the level of English Language teachers’ availability in the sampled secondary schools in Southwestern Nigeria from the students’ perspectives showed that the majority of the English Language teachers were available to carry out their academic and non-academic duties in the schools. Hence, the value of the weighted mean is greater than that of the criterion mean (3.56 >2.5).

Table 4. Level of Mathematics Teacher Availability in the Sampled Secondary Schools from Students’ Perspectives.

| ITEMS | Very Good | Good | Fair | Poor | Mean | Std. Dev |
|--|---------------|-------------|------------|------------|------|----------|
| Punctuality to School | 2632 (86.9%) | 257 (8.5%) | 20 (0.7%) | 121 (4.0%) | 3.75 | 0.81 |
| Promptness to class | 2352 (77.6%) | 480 (15.8%) | 60 (2.0%) | 138 (4.5%) | 3.63 | 0.88 |
| Availability for student academic activities | 2255 (74.4%) | 519 (17.1%) | 85 (2.8%) | 171 (5.6%) | 3.56 | 0.95 |
| Devotion of extra time to teach | 2026 (66.9%) | 674 (22.2%) | 127 (4.2%) | 203 (6.8%) | 3.48 | 1.36 |
| Attentiveness to the students’ questions | 2184 (72.1%) | 541 (17.9%) | 108 (3.6%) | 197 (6.5%) | 3.51 | 1.00 |
| Clarity in explanation | 1938 (64.0%) | 660 (21.8%) | 164 (5.4%) | 268 (8.8%) | 3.35 | 1.11 |
| Taking part in extracurricular activities such as conducting assemblies and sports activities. | 1720 (56.8%) | 799 (26.4%) | 247 (8.2%) | 264 (8.7%) | 3.28 | 1.28 |
| Constantly giving assignments to the students. | 2293 (75.7%) | 486 (16.0%) | 69 (2.3%) | 182 (6.0%) | 3.56 | 0.98 |
| Constantly doing corrections for the given assignment | 2225 (73.4%) | 496 (16.4%) | 122 (4.0%) | 187 (6.2%) | 3.56 | 1.46 |
| Taking attendance of the students frequently | 1717 (56.7%) | 803 (26.5%) | 269 (8.9%) | 141 (7.9%) | 3.27 | 1.06 |
| Creating room for students to ask questions | 2025 (66.8%) | 633 (20.9%) | 186 (6.1%) | 186 (6.1%) | 3.44 | 0.99 |
| Motivating students to learn | 2227 (73.5%) | 531 (17.5%) | 88 (2.9%) | 184 (6.0%) | 3.60 | 1.69 |
| Weighted Mean | = 3.50 | | | | | |

Note: - Mean range: 0.00 - 1.49 = Poor; 1.50 – 2.49 = Fair; 2.50 – 3.49 = Good; 3.50 – 4.00 = Very Good

Table 4 shows the results of the analysis of the teachers’ availability for academic activities as perceived by students. The results revealed that 95.3% of the respondents agreed that the teachers are punctual to school while 4.7% agreed that punctuality is either fair or poor (Mean=3.75, SD=0.81). Also, 93.4% of the students agree that the level of their Mathematics teachers’ promptness to classes was good while 6.6% said it was either fair or poor (Mean=3.68, SD=0.88). It could be further observed that the mean values of availability of teachers for academic activities (Mean=3.56, SD=0.96), time devoted to teaching (Mean=3.48, SD=1.36), Attentiveness (Mean=3.51, SD=1.00), Clarity in Explanation (Mean=3.28, SD=1.28), Extra-curriculum activities (Mean=3.28, SD=1.28) etc. showed that Mathematics teachers were also available for academic and non-academic activities in the sampled schools.

Therefore, with the foregoing Mean and S.D values in Table 4 (M=3.75, SD=0.81; M=3.63, SD=0.88; M=3.56, SD=0.95; M=3.48, SD=1.36; M=3.51, SD=1.00; ...) the results on the level of Mathematics teachers’ availability in the sampled secondary schools in Southwestern Nigeria for students’ perspectives showed that majority of the mathematics teachers were available to carry out

their academic and non-academic duties in the schools. Also, the weighted mean value from Table 4 (3.50) is greater than the value of the criterion mean (2.5) – this implies that the availability of teachers for academic and non-academic activities in the sampled schools is good.

Table 5. Summary of the findings on Teacher Availability in the Sampled Secondary Schools.

| | | |
|---|---------------|------|
| Availability for academic and non-academic activities | Weighted Mean | 3.03 |
| Level of English Language Teachers’ Availability | Weighted Mean | 3.56 |
| Level of Mathematics Teachers’ Availability | Weighted Mean | 3.50 |
| Grand weighted mean | | 3.36 |
| Standard mean | | 2.50 |

Note: -0.00 - 1.49 = Not Available; 1.50 – 2.49 = Moderately Available; 2.50 – 3.49 = Available; 3.50 – 4.00 = Highly Available.

Table 12 presents the summary of the findings on teacher availability based on the average value of the HODs’ and students’ perspectives in the sampled secondary schools. Therefore, to answer the research question on the level of availability of teachers (English Language and Mathematics) teachers in public senior secondary schools in Southwestern Nigeria in respect of the availability of teachers for academic and non-academic activities, teacher’s punctuality and promptness to class, it could be observed that the grand weighted mean value for teachers’ availability is 3.36 which is greater than the 2.5 standard or criterion mean. This implies that the majority of the teachers were available in the sampled schools and only a few of the sampled schools had no English language and or mathematics teachers available, most especially for the SSS11 classes.

6.2. Test of Hypothesis

H01: Teacher Availability has no significant influence on the student academic achievement in public secondary schools in Southwestern Nigeria

Table 6. Linear Regression showing the influence of Teacher Availability on Student Academic Achievement.

| Model | | Sum of squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|--------|------|
| 1 | Regression | 1194.791 | 1 | 1194.791 | 73.959 | .001 |
| | Residual | 489.164 | 100 | 16.155 | | |
| | Total | 1683.955 | 101 | | | |

Model Summary

| | |
|--------------------------------|-------------------|
| Model | 1 |
| R | .842 ^a |
| R Square | .710 |
| Adjusted R Square | .709 |
| Std. The error of the Estimate | 4.01929 |

A simple linear regression analysis was computed to determine the influence of Teacher Availability on Student Academic achievement. The result revealed an *R Square* of 0.710. Further, the ANOVA summary revealed a p-value of 0.001. This implies that the influence of Teacher Availability on Student Academic Achievement was significant {F (1, 100 = 73.959, p<0.05)}. Thus, the hypothesis was not accepted, which implies that teacher availability has a significant influence on student academic achievement in public secondary schools in Southwestern Nigeria.

7. Discussion of Findings

Based on the findings from the school administrators, the results revealed that 94.0% of the schools sampled had English language teachers available in their schools. In comparison, 6.0% had no English Language teacher teaching students in the senior classes (specifically, SS II classes). Similarly, 98.0% of Mathematics teachers were found to be available in the sampled schools whereas 2.0% of the schools sampled had no Mathematics teacher teaching the classes under the concern of this study. Therefore, from the analyses of the findings, it could be inferred that most of the public senior secondary schools sampled in Southwestern Nigeria had English Language and Mathematics teachers available.

Similarly, the findings on the TAV from the HODs' perspectives showed that most of the teachers were available for the students in terms of their punctuality in schools, promptness to classes as well as their concerns for other academic and non-academic activities. In the same vein, the results of the analysis of the TAV (English Language and Mathematics teachers) from the students' perspectives showed that most of the teachers that teach both subjects were available for the academic and non-academic activities of the students. Meanwhile, the finding on TAV in this study is consistent with Adegbemile (2011) who found out that teachers were available in the sampled schools in his study. Also, the finding in this study dovetails with the outcome of TAV in the sampled schools in the study carried out by Ayeni and Amanekwe (2018). Nevertheless, the finding is not in tandem with the outcome or the result of Adesoji and Olatunbosun's (2008) study on the availability of Chemistry teachers in the sampled schools. Contrary to the finding in this study, the result of Adesoji and Olatunbosun (2008) showed that in most of the schools sampled the availability of Chemistry teachers was a great concern.

The finding of the hypothesis that showed that student academic achievement was significantly influenced by teacher availability is in line with the findings of Hazzan's (2015) study which found that teacher availability has invariably influenced the student academic performance in both private and public senior secondary schools sampled in the study. However, the result of this study contradicts the finding of Nwakpa (2012) who found in his study that the academic performance of the sampled students was not significantly influenced by the teachers available in the sampled schools.

8. Conclusion

Based on the findings from this study, the following conclusions are made: the low academic achievement of the students, most especially in the outcomes of their achievement tests (both in English Language and Mathematics) was significantly influenced by Teacher Availability (TAV). Therefore, the study concluded that teachers (English Language and Mathematics teachers) were available in most of the public senior secondary schools sampled in Southwestern Nigeria. However, the teachers are not adequate in most of the schools sampled in Southwestern Nigeria.

9. Recommendations

Based on the findings drawn from this study, the following recommendations are made:

1. recruitment of teachers (in English Language and Mathematics) into the teaching profession should be practically based on merit, most especially in terms of educational qualifications (qualifications from faculty or institute of education) of the would-be teachers in public senior secondary schools in Southwestern Nigeria and
2. The school authorities should ensure that teacher availability in terms of punctuality and promptness to class is sustained to improve the student's academic achievement.

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