



IMPACTS OF TEACHER'S ATTITUDE ON ACADEMIC PERFORMANCE OF SELECTED PUBLIC PRIMARY SCHOOLS PUPILS IN THE MINNA EDUCATIONAL ZONE

BY

HILLARY ILEMONA AKOR¹, KAYODE ONIMISI EKUNDAYO²,
OJODALE AUGUSTINE AKOR³, AND MATTHEW ADAH ONU⁴

¹Chemical Engineering Department,
Confluence University of Science and Technology Osara,
Kogi State, Nigeria

²Computer Science Department,
Confluence University of Science and Technology Osara
, Kogi State, Nigeria

³Mathematics Education Department,
Federal University of Technology Minna,
Niger State, Nigeria

⁴Chemical Engineering Department,
University of Johannesburg,
Doornfontein Campus, Johannesburg,
South Africa, 2028, South Africa

*Corresponding author: hillaryai@custech.edu.ng
ekundayokayodeonimisi@gmail.com; meetchiefonu@gmail.com

Abstract

The pedagogical factor has been seen as a teacher-specific professional factor contributing to learner's academic performance. This study examines the impacts of teachers' attitudes on the academic performance of learners in public schools. The relationship between teachers' attitude and academic performance of pupils of selected public primary schools in Minna Educational Zone. The study employed a survey research design consisting of all public primary schools, teachers, and school administrators in the Minna Educational Zone. A sample of 384 public primary schools was obtained from the sample space and at least two schoolteachers were purposively selected from each of the sampled public primary schools. Thus, a total of 810 primary school teachers and one primary school administrator were purposively selected from each of the sampled primary schools in the study. Data was collected through questionnaires for teachers and administrators. Data was collected to answer questions in the four thematic areas: the effect of teacher academic qualification, teacher attitude, teacher professional training, and teacher professional training on the academic performance of selected public primary schools in Minna Educational Zone. Data was analyzed



using both descriptive statistics and narrative techniques. From the analysis, the study revealed that teachers' characteristics play a key role in the academic performance of selected public primary schools' pupils in Minna Educational Zone.

Keywords: Teachers, attitude, academic, performance,

Introduction

Over the past decade, research has confirmed that teachers have substantial impacts on their learners' academic and life-long success (Chetty *et al.*, 2014; Jackson, 2023). Bamb (2020), also have uncovered some characteristics of effective classroom environments, including teachers' organizational skills and interactions with learners (Grossman, *et al.*, 2013; Kane *et al.*, 2013). However, to leverage policy tools such as evaluation and professional development that seek to improve the quality of the teacher workforce, additional questions must be answered about the nature of effective teachers and teaching: Which content-specific practices improve the learner's performance? Are teachers who impact test scores the same as those who impact non-cognitive outcomes? What is the relationship between instructional practices and "non-cognitive" or "non-tested" outcomes? Can these "non-tested" outcomes be used to estimate valid measures of teacher effectiveness? According to Ekperi, *et al.*, (2019), "attitude is everything". It affects and influences a person's behaviour which in turn affects performance. It often involves feelings, opinions, and dispositions which affect behavior. How successful a person is in achieving his or her set goals is a function of the person's attitude. A teacher's attitude to teaching will certainly affect his or her performance in the classroom. Attitude is about emotions and feelings, and effective teachers willingly share emotions and feelings (enthusiasm, affection, patience, sadness, disapproval) as well as a sincere interest and care about their learners (Ekperi, *et al.*, 2019).

Studies have shown that the group climate in a classroom is almost always set by the teacher. Some classes exhibit friendliness and cooperation while others are notable for jealousy, unhealthy competition, or hostility. When either situation occurs, the teacher is almost always contributing to the climate by direct modeling and through behaviors that foster the climate among the learners. Teachers who respond favorably to differences among learners in style, personality, independence, capability, or motivation, are good models for other teachers and learners (Johnson and Johnson, 2009). Formal education at the primary school level is a very important determinant of the quality and quantity of intake into the secondary level of education. This is why the teaching of any basic subject should be taken very seriously at this level. Basic subjects as an essential field in every human endeavor consist of knowledge of the world around us. It goes from studying



the physical environment we live in to studying the interactions that go on within this environment. According to Ekperi *et al.*, (2019), a basic subject as a field of study should be taught by a highly qualified and skilled teacher. He further noted that most learners find it, especially Numeracy, difficult and uninteresting because the teacher fails to arouse their interest in the subject. It's been established that a good classroom strategy requires full interest and support from the teacher. If a teacher appears not interested or careful about a particular subject or learner, he/she will be unable to foster a supportive learning environment. Furthermore, teachers with negative attitudes may not be as approachable to learners as teachers who are positively motivated. So, learners find it difficult asking such a teacher questions on the grey areas of the subject he/she teaches. Once this is the case, pupils begin to lose interest in the subject and learning generally, which ultimately affects their academic performance negatively.

After the family, school is the first basic socialization institution for the child. Apart from the parents, it's the pupil's teacher who is effectively in the front seat regarding his/her personality development and both academic and social performance. The understanding of modern education in our day lays the duty and responsibility of being effective in not just the child's intellectual development but also character development solely on the shoulders of the teacher. The fulfillment of this responsibility is only possible through the teacher's being able to develop healthy personality values themselves as well as providing efficiency in their relationships with pupils to allow them to develop their personalities freely (Tobbell and O'Donnell, 2013). The abilities and characteristics that are necessary to be a good teacher are also the same factors that define a good education. We can gather these properties under two headings. The teacher who thinks critically and the self-governing teacher. A teacher who realizes that the nature of knowledge and abilities directly affects his/her learners and surroundings takes responsibility for his/her knowledge and abilities, creates positive relationships with his/her learners, and can relay these to learners in the most efficient manner (Olusegun and Jibia, 2021).

In this whole process, the effect of the teacher on the personality development and success of learners is a fact that cannot be overlooked. The teacher, through either a positive or negative attitude in communication with learners and in how he/she reflects this, directs the shape of their lives, has a positive or negative effect on the attitude shown toward themselves or the public in general, affecting the development of the ability to communicate, research and be creative (Iljazi, 2021). The behavior and approach of the teacher is directly accepted and copied by pupils, which puts great responsibilities on the teachers. Studies performed in the current day clearly show the effect on pupils of mutual interaction in teacher-learner relationships, teacher's approach regarding learners and especially the perception



of this by learners. For a teacher, being able to interact with the learner and display positive behavior such as asking questions, understanding their thoughts, and showing interest and appreciation increases the pupil's motivation and success. While working towards providing pupils with a certain development level information, experience, and behavior on a certain topic, teachers become role models for them by way of their behavior and attitude. Positive attitudes lead to success while negative attitudes lead to failure and as a result, success can lead to positive ego attitudes while failure leads to negative ego attitudes. For example, if the teacher engages in belittling comments towards a learner due to his/her failure, the negative effects of this will be inevitable (Uwak, 2022).

Statement of the Problem

Given the myriads of environmental issues plaguing the world today, the need for massive environmental awareness has become paramount. Educating an individual on how to overcome these issues has been of conscience but poor academic performance of learners in the higher learning institution is the outcome (Freire, 2021). This problem can be attributed or associated with the poor implementation of teaching methods in the basic subjects at the primary schools. Likewise, Iljazi (2021) reported that it can be because of the unavailability of qualified primary school teachers in terms of certification as the main cause of the problem. More so, other factors can be that of the nonchalant and uncaring attitude of teachers account for the problem (Weggelaar, 2019). Knowing the overwhelming influence teachers have on learners and how teachers' attitudes shape and determine the classroom climate (Eliot *et al.*, 2019). Hence, every performance obtained from the learners can be attributed to the teacher's attitude toward them, either positive or negative.

Research Questions

- i. What is the relationship between teachers' backgrounds and the academic performance of pupils of selected public primary schools in Minna Educational Zone?
- ii. What is the relationship between teachers' attitudes and the academic performance of pupils of selected public primary schools in Minna Educational Zone?

Research Hypothesis

H₁. There is no significant difference in the opinion of respondents on teachers' background and academic performance of pupils of selected primary schools in Minna Educational Zone.

H₂. There is no significant difference in the opinions of respondents on teachers' attitudes and the academic performance of pupils of selected public primary schools in Minna Educational Zone.



Research Methodology

According to Nyakundi and Orodho (2013), a research design is referred to as a plan, structure and strategy of investigation to obtain answers to research questions and control variance. It can also be referred to as the conceptual structure within which research is conducted (Momanyi and Rop, 2020). This study adopted a survey research design according to Cohen *et al.* (2017). The survey research designs gather data at a particular point in time to describe the nature of existing conditions or identify standards against which existing conditions can be compared to determine relationships that exist between specific events. In addition, survey studies are normally intended to describe and report the way things are. They are characterized by systematic collection of data from members of a given population through questionnaires and interviews. Thus, this design therefore fitted well with the intention of this study, which sought to assess the impacts of teachers' attitudes on the academic performance of selected public primary schools in Minna Educational Zone. A population is any set of people or objects that possesses at least one common characteristic (Saka and Salman, 2014). Any scientific research targets a given population through which interviews and questionnaires are distributed to as to get the desired or the required data for analysis. The population of this study consists of some of the primary schools, teachers, and school administrators in the Minna Educational Zone. The Zone comprises six Local Government Education Authorities (LGEAs). These are: Bosso, Chanchaga, Munya, Paikoro, Rafi, and Shiroro. Minna Education Zone was chosen as the area of study because it has its Zonal headquarters in Minna which is also the seat of the State Government. This made the Zone the center of attraction to the researcher because the maintenance of standards there may be paramount to the education authorities and engender regular supervision. The population of the study is 8,087 primary school teachers. According to Niger State Universal Basic Education Board (SUBEB) (2018), there are 8,087 primary school teachers made up of 3,884 males and 4,203 females in the 764 public primary schools in the zone. Sampling refers to a procedure, process, or technique of choosing a sub-group from a population to participate in the study (Ouda, *et al.*, 2015). In this study, simple random sampling procedures were used to select Primary schools, teachers, and school administrators. This study targeted all public primary schools in the Educational Zone. Moenga *et al.* (2024), suggest that for descriptive studies 10% or above of the population is enough for the study. Fisher *et al.* (2012) recommends 50% of the target population in social research. According to Wabwoba, (2022), at least 50% of the total population is represented. Thus, simple random sampling techniques will be used to select 50% of the 764 primary schools, which is 382 primary schools. The purposive sampling procedure was used to arrive at a representative number of primary school teachers. In this study, 10% of the primary school teachers will be purposively selected from each of the sampled primary



schools. Purposive sampling procedure is being also used to arrive at a representative number of primary school administrators. One primary school administrator was purposively selected from each of the sampled primary schools. The instrument for collecting data for this study is a questionnaire. Ouda, *et al.* (2015), observe that questionnaires give detailed answers to complex problems and therefore are most effective. The use of questionnaires is also a popular method for data collection in deduction because of the relative ease and cost-effectiveness with which they are constructed and administered. Questionnaires give relatively objective data. The questionnaire is structured based on the main research questions except the first section, which covers demographic characteristics of the respondents. Other sections are presented based on the research objectives. Moreover, within the questionnaires, the Likert scale is used to measure the attitude of respondents on various elements. Using the Likert scales, the attitude is measured using the responses such as strongly agree (SA), agree (A), disagree (D), undecided (UD) and strongly disagree (SD). On the other hand, the Interview method has its strengths. It is used in this study since it generally yields the highest cooperation and lowest refusal rates, offers high response quality, and takes advantage of the interviewer's presence and its multi-method data collection that is it combines questioning, cross-examination, and probing techniques. This method is expected to collect in-depth data from primary school administrators regarding the impacts of teachers' attitudes on the academic performance of selected public primary schools in Minna Educational Zone.

Data Presentation and Analysis

The sampled 382 head teachers or their deputies in cases where they were absent, eight hundred and ten (810) teachers from the stratified school samples were selected as respondents. The data will be collected using questionnaires to teachers and administrators of sampled schools. The data collected will be analyzed using descriptive statistics, frequency distribution, and percentages. The information will be represented using tables and then interpretation will be done. Out of 163 respondents, 154 were accepted for analysis representing a response rate of 95.5% which is statistically acceptable. The study considered the background characteristics of all those who participated in the study. These included the public primary teachers and administrators from the sample schools. These characteristics were sorted out mainly to provide the demographic characteristics of the target population, which form the foundation of any study.

**Table 1:**

Responses on Teacher personality on academic performance of public primary school pupils.

STATEMENT	A	SA	NS	D	SD
I always prepare myself before lesson	24	47	12	17	--
I love my pupils since we interact well in class during lesson	30	52	8	10	--
I always introduce the previous topic before starting the lesson of the day	28	43	18	11	--
My classroom is always active, and pupils interact with me freely in the class during mathematics lessons	18	71	11	0	--
I always encourage my pupils to have a positive attitude towards mathematics	23	63	14	0	--
I always ensure that all pupils get the content of what I teach at the end my lesson	20	72	6	2	--
I ensure that all pupils are active in class by asking them questions	27	52	16	5	--
My pupils never feel discouraged of my teaching methodologies	19	59	12	10	--
I feel bad when I fail to teach my pupils	24	52	12	12	--
I always create time to compensate for the time wasted in teaching whenever I fail to teach my pupils	29	61	9	1	--

Many of the teachers, (47%) strongly agreed that they always prepare themselves before the lesson. This was supported by the remaining percentage, 24%, who agreed with the statement. Most of the teachers (52%) strongly agreed that they love their pupils because they interact well in class during a mathematics lesson. This was supported by slightly more than a quarter of them, (30%) who agreed with the statement. Most of the teachers, (43%) agreed that they always review the previous topic before starting the lesson of the day. This was supported by the remaining percentage, 28%, who strongly agreed with the statement. An overwhelming majority of the teachers who took part in the study, (71%) agreed that their classrooms were always active and pupils interacted with them freely in the class during lessons. This was also supported by 18% of the remaining teachers who strongly agreed with the statement. Generally, good numbers of the teachers, (63%) agreed that they always encourage their pupils to have a positive attitude towards academics. This was supported by the remaining percentage, 23% who strongly agreed with the statement. Regarding whether teachers always ensured that all pupils get the content of what they teach at the end of my lesson, majority of the teachers, (72%) supported the statement. This was also supported by 20% of them

who strongly agreed to the statement. Majority of the teachers, (52%) agreed that they ensured that all pupils were active in class by asking them questions. This was supported by the remaining percentage, 27% who strongly agreed with the statement regarding whether pupils never feel discouraged of their teaching methodologies, and majority of the teachers, (59%) agreed with the statement. This was also supported by 24% of them who strongly agreed to the statement. When asked to indicate whether, they felt bad when they failed to teach pupils, majority of the teachers, (52%) agreed with the statement. This was also supported by 31% of them who strongly agreed to the statement. Majority of the teachers, (61%) agreed that they always create time to compensate for the time wasted in teaching whenever they fail to teach pupils. This was supported by the remaining percentage, 29%, who strongly agreed with the statement. Furthermore, the study sought to find out the extent to which teachers' attitude affects the academic performance of public primary school pupils. Figure 4.04 shows the distribution of the respondents' responses on the extent to which teachers' attitude affects the academic performance of public primary school pupils.

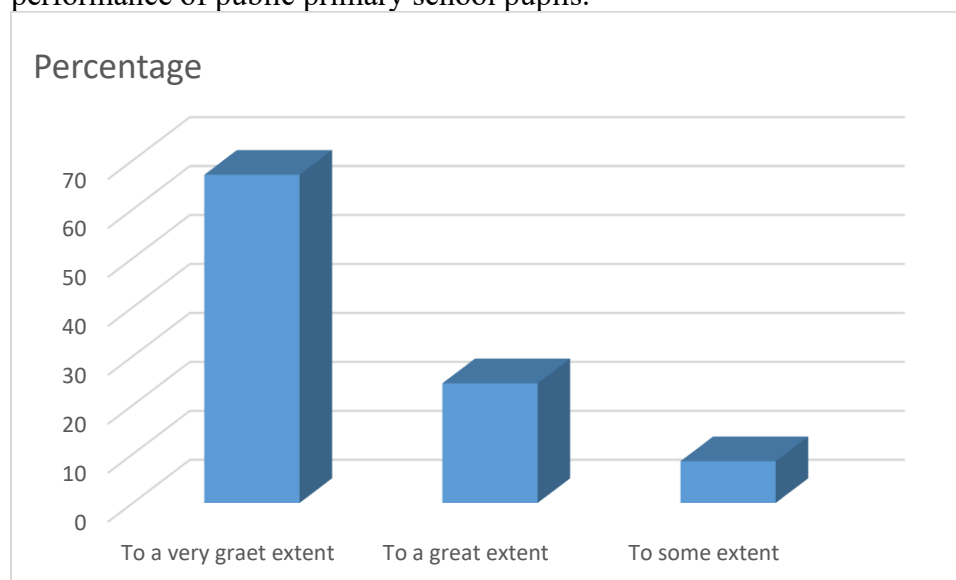


Figure 1: Responses on teachers' attitude effects on academic performance of public primary school pupils.

Majority of teachers, (50.37%) who took part in the study employed the method of teaching in their classes very often. Slightly more than a quarter of them, (36.17%) used the method occasionally. The remaining percentage of them, 15.6%) employed the method of teaching in their classes often. The study sought to examine the extent to which various methods of teaching effect of teacher characteristics on the academic performance of public primary school pupils. Table 2 shows the distribution of the respondents' responses to the extent to which various

methods of teaching effect of teacher characteristics on the academic performance of public primary school pupils.

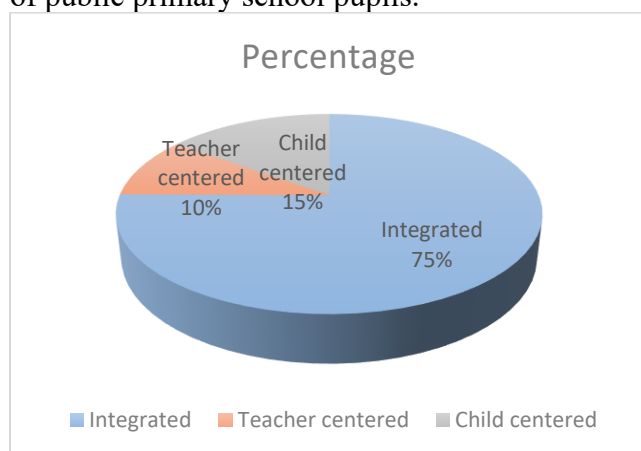


Figure 2: *Distribution of responses on the Method of Teaching Teachers Use in Classes*

Table 2:

Responses on Effect of Teaching Methods on academic performance of public primary school pupils

Statement	To a Very Great Extent	To a great extent	To some extent	Not at all
Partition class-group discussions	19	59	12	10
Pupils read aloud, one by one	24	52	12	12
Teacher Demonstration	29	61	9	1
Child-centered method	31	52	11	6
Writing on board	23	49	18	10
Question and Answer	30	47	16	7

Majority of the teachers who took part in the study, (59%) indicated that the class grouping method of teaching affects academic performance of public primary school pupils to a great extent. This was supported by slightly more than a quarter of them, (19%) who strongly agreed that it affects the academic performance of public primary school pupils to a very great extent. Only 12% of them indicated otherwise. Majority of the teachers, (52%) indicated that pupils' reading aloud was



one of the teaching methods that affect academic performance of public primary school pupils to a great extent. This was supported by the school administrators who took part in the study who observed that pupils' reading aloud was one of the teaching methods that affected the academic performance of public primary school pupils to a great extent. Regarding teacher demonstration as a method of teaching, most of the teachers who took part in the study, (24%) agreed it affects the academic performance of public primary school pupils to a very great extent. This was supported by the remaining percentage of them, (12%) who indicated that it affects them either to some extent or not at all. Many of the teachers, (61%) indicated that the child-centered method was one of the teaching methods that affect the academic performance of public primary school pupils to a great extent. This was supported by the remaining percentage of them, (29%) who indicated that the method affects the academic performance of public primary school pupils to a very great extent.

Discussion of Results

Some of the teachers, (45%) indicated that teacher academic qualification affects the academic performance of public primary school pupils to some extent. This was supported by the remaining percentage of them who indicated that it affects them either to a very great or to a great extent. This finding is almost in line with a study carried out by Gordon (2006) conducted a study to examine the steps districts take and the challenges they face in assessing teacher effectiveness as a precursor to providing effective teachers for all learners USA which found that learners who had teachers in the top quartile of effectiveness gained 10 achievement percentile points relative to similar learners who had teachers in the bottom quartile of effectiveness. According to the findings of the study, it was revealed that majority of the teachers, (67%) who took part in the study agreed that teachers' attitude affects the academic performance of public primary school pupils to a great extent. Yucel (2008) who carried out a study on the effect of teachers' attitudes and behavior on students' academic success in Turkey, also found that learners perceive teachers' way of classroom management, in-class and out-of-class attitudes, and teaching methods and strategies had positive or negative impacts on their academic success and participation in lessons.

From the study, it was revealed that most of the teachers, (63%) who took part in the study agreed that teachers' experience affects the academic performance of public primary school pupils to a very great extent. This is in line with the study carried out by Boyd *et al.* (2011) on teacher experience and learners' performance in North Carolina. The study established that teacher experience or more accurately teacher inexperience is systematically related to teacher productivity, and questions surrounding the distribution of inexperienced teachers have policy significance. He observed that teachers with three or few years of experience (those shown to be less



effective on average) are more likely to be teaching in high-poverty schools. The effective methods and actions employed by teachers ultimately can make a positive difference in the lives of public primary children. The study found that many of the teachers (50%) who took part in the study agreed that teachers' training affects the academic performance of public primary school pupils to a very great extent. Following a study carried out by Saliu-Abdulah (2019), teachers' and students' agendas need to overlap and be in support of each other, and the result would be a positive learning environment. This is also related to Chokera (2014) and Tina (2011) who believed that the learning process should be organized in such a way that children take responsibility for their learning. It was also found that most of the teachers (45%) agreed that teacher demonstrations affect the academic performance of public primary school pupils. to some extent. This is almost in line with Saliu-Abdulah (2019) who observed that teachers should teach children to be independent and able to make decisions about their learning ability and then plan accordingly. Saliu-Abdulah (2019) also stated that student-directed learning and curricula have become focal points for all constructivist-based teaching and learning methods. However, little is known about whether teaching methods affect the academic performance of public primary school pupils.

Conclusions

From the findings of this study, it can be concluded that teachers' characteristics affect the academic performance of selected public primary schools' pupils in Minna Educational Zone to a great extent. It is quite clear that teacher academic qualifications, teacher attitude, teacher experience, and teacher professional training are major teacher characteristics that affect the academic performance of public primary schools in Minna Educational Zone.

Recommendations

Based on the findings of this study, the following recommendations were made:

- i. Teachers should employ the best teaching method that can promote children's understanding of the subject being taught. In addition, they also need to ensure that learners take homework, keep track of their children's academic performance as well as motivate children to work hard among others.
- ii. The government through the Ministry of Education should establish or if it has been established make a functional center for the provision of locally developed teaching aids and its function and should include the evaluation and recommendations on specific and relevant instructional materials for public primary schools in Minna Educational Zone.
- iii. The government, Non-Governmental Organizations, and the school administration boards should hold seminars and workshops for all the public



- primary school teachers so as to be informed on the importance and role played by the teachers in such schools.
- iv. Based on the findings of the study, the government is encouraged to provide more financial support to public primary schools to provide sufficient teaching/learning resources as well as the basic infrastructures like classrooms to reduce the burden for teachers.

Reference

- Bambi, B. I. (2020). Teachers' Attitude and Morale as Correlates of Students' Academic Performance in Financial Accounting in Senior Secondary Schools in Adamawa State, Nigeria. *A multidisciplinary and interdisciplinary journal*, 6(1), 40-54.
- Boyd, D., Grossman, P., Ing, M., Lankford, H., Loeb, S., O'Brien, R., & Wyckoff, J. (2011). The effectiveness and retention of teachers with prior career experience. *Economics of Education Review*, 30(6), 1229-1241.
- Chetty, R., Friedman, J. N., & Rockoff, J. E. (2014). Measuring the impacts of teachers I: Evaluating bias in teacher value-added estimates. *American Economic Review*, 104(9), 2593-2632.
- Cohen, L., Manion, L., & Morrison, K. (2017). Research design and planning. In *Research Methods in Education* (pp. 173-201). Routledge.
- Ekperi, P., Onwuka, U., & Nyejirime, W. (2019). Teachers' attitude as a correlate of students' academic performance. *International Journal of Research and Innovation in Social Science (IJRISS)*, 3(1), 205-209.
- Eliot, M., Cornell, D., Gregory, A., & Fan, X. (2010). Supportive school climate and student willingness to seek help for bullying and threats of violence. *Journal of school psychology*, 48(6), 533-553.
- Fisher, K., Gershuny, J., & Gauthier, A. (2012). Multinational time use study: user's guide and documentation. *Centre for Time Use Research, University of Oxford*.
- Freire, P. (2021). Education for critical consciousness. *Education for Critical Consciousness*, 1-208.
- Gordon, G. (2006). *Building engaged schools: Getting the most out of America's classrooms*. Simon and Schuster.
- Grossman, P., Loeb, S., Cohen, J., & Wyckoff, J. (2013). Measure for measure: The relationship between measures of instructional practice in middle school English language arts and teachers' value-added scores. *American Journal of Education*, 119(3), 445-470.
- Iljazi, T. (2021). The impact of a professor's personality on teaching mathematics. *Journal of Educational Research*, 3(5-6), 51-58.
- Jackson, L. (2023). Rethinking Education for the New Normal: Formal Versus Informal and Nonformal Education and Lifelong Learning. In *International*



- Handbook on Education Development in the Asia-Pacific* (pp. 101-117). Singapore: Springer Nature Singapore.
- Johnson, D. W., & Johnson, R. T. (2009). An educational psychology success story: Social interdependence theory and cooperative learning. *Educational researcher*, 38(5), 365-379.
- Kane, T. J., McCaffrey, D. F., Miller, T., & Staiger, D. O. (2013). Have we identified effective teachers? Validating measures of effective teaching using random assignments. *Research Paper. MET Project. Bill & Melinda Gates Foundation*.
- Moenga, B. O., Nyangau, A., & Okioga, C. (2024). Effects Of Cost Of Equity On Financial Performance Of Commercial And Service Firms Listed At Nairobi Securities Exchange In Kenya.
- Momanyi, J. M., & Rop, P. K. (2020). Teacher preparedness for the implementation of competency-based curriculum in Kenya: A survey of early grade primary school teachers' in Bomet East Sub-County. *The Cradle of Knowledge: African Journal of Educational and Social Science Research*, 7(1), 10-15.
- Nyakundi, G. M., & Orodho, J. A. (2020). Influence of Competence on Performance of Teachers in Public Secondary Schools in Kisii County-Kenya. *Journal of Education and Practice*, 11(3), 173-180.
- Olusegun, B. S., & Jibia, A. A. (2021). Influence of lecturers' attitudes on academic performance of undergraduate students in Federal University Dutsinma, Katsina State–Nigeria. *International Journal of Intellectual Discourse*, 4(4), 218-223.
- Ouda, J. B., Opiyo, R. A., & Ogula, P. (2015). Effect of millenium village primary school meal project on enrollment rate and attendance of pupils in Yala division, Siaya County, Kenya.
- Ouda, P. A. (2015). *Customer care in public university libraries in Kenya: case study of the Moi University Library* (Doctoral dissertation, University of South Africa).
- Porter, A., Yang, R., Hwang, J., McMaken, J., & Rorison, J. (2014). The effects of scholarship amount on yield and success for master's students in education. *Journal of Research on Educational Effectiveness*, 7(2), 166-182.
- Saka, K. A., & Salman, A. A. (2014). An assessment of the levels of job motivation and satisfaction as predictors of job performance of library personnel in Nigerian universities. *Journal of Balkan Libraries Union*, 2(2), 26-33.
- Saliu-Abdulah, D. (2019). Teacher and student perceptions of current feedback practices in English writing instruction.
- Tobbell, J., & O'Donnell, V. L. (2013). The formation of interpersonal and learning relationships in the transition from primary to secondary school: Students, teachers, and school context. *International Journal of Educational Research*, 59, 11-23.



- Uwak, S. O., Mkpanang, J. T., & Stephen, U. S. (2022). 2, 3 Department of Science Education, University of Uyo, Akwa Ibom State, Nigeria.
- Wabwoba, O. (2022). *Effect of Capital Structure on Financial Performance of Agricultural Firms Listed at the Nairobi Securities Exchange* (Doctoral dissertation, University of Nairobi).
- Wayne, A. J., & Youngs, P. (2003). Teacher characteristics and student achievement gains: A review. *Review of Educational Research*, 73(1), 89-122.
- Weggelaar, C. L. (2019). *"It's All Because I like the Person that's Teaching Me": Masculinities, Engagement, and Caring Relationships in Secondary Schools* (Doctoral dissertation, Portland State University).
- Yucel, C. (2008). Teacher burnout and organizational citizenship behavior in Turkish elementary schools. *Educational Planning*, 17(1), 27-43.