

## ***Pert Analytic Effect of Psycho-Demographic Factors as Determinants of Secondary School Teacher Effectiveness in South-West, Nigeria***

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### **Abstract**

Teacher effectiveness is a critical factor in the teaching and learning process as it facilitates academic achievement and socially desirable behaviours of students. Extant studies have shown that secondary school teachers in the South-West Nigeria have low teacher effectiveness. Previous studies have focus largely on teacher's personality, self-esteem, self-efficacy, work experience, job satisfaction, age and gender with little attention given to causal explanation to TE. This study, therefore, was carried out to examine causal explanation for the psycho-demographic (personality, self-efficacy, self-esteem, LoC, work experience, gender, age) factors as determinants of TE in secondary schools in south west Nigeria. The survey design was adopted for the study and multi-stage sampling technique was used to select the study sample. The simple random sampling was used to select four out of the six states in the South-West, Nigeria. The proportionate to size sampling technique was used to select thirty-six local government areas in the four states and the simple random sampling technique was used to select 360 secondary schools. The purposive sampling technique was used to select 1,650 teachers. The instruments used to obtain data for the study were Teacher Job Satisfaction scale ( $\alpha= 0.72$ ); Neo Five-Factor Personality inventory ( $\alpha=0.83$ ), Teacher Self-efficacy ( $\alpha=0.73$ ), Rosenberg Self-esteem ( $\alpha=0.76$ ), Teacher Locus of Control ( $\alpha=0.82$ ) scale and TE ( $\alpha= 0.76$ ). Causal modeling technique involving path analysis was used to establish and estimate the linkages among independent and dependent variables at 0.05 level of significance. The predictor variable (age, EQ, gender and LoC) jointly accounted for 93.5% of the total direct effect whereas (age, EQ and personality) accounted for 6.5% of total indirect effect on teacher effectiveness.

Keywords: Teacher Personality, Self-Efficacy, Teacher Effectiveness

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## Introduction

Teaching is as old as man is, and is an occupation in which the teacher serves multiple roles of an instructor, a parent, a caregiver, an adviser, a mentor and a model. The importance of the teacher in the transformation of the child is acknowledged since teachers are involved at every stage of a child's educational attainment. Teacher effectiveness [TE] is conceptualized to include teachers' mastery and delivery of the subject, pedagogical knowledge, utilization of teaching resources and assessment strategies, teachers' personal quality and motivation. TE is also viewed in terms of changes, which takes place in the knowledge, attitude, and behaviors of learners because of teacher engagement (Goe, Bell and Little, 2008). Globally, TE is affected by challenges of quality classroom delivery, inadequacies of qualified teachers to prepare the next cohort of instructors, organizational factors that affect teachers' productivity and instructional qualities among others ( Ghavifekr and Rosdy 2015). The status of teachers in Nigeria primary and secondary school has affected the system because the working condition does not favour teachers and in return, teachers seek for better opportunities outside the teaching profession which affects their commitment and classroom's participation (Mahmoud, 2013).

Based on the challenges of teacher quality and their link to students' academic achievement, anti-social conducts and absence of standardized measures of TE, it became relevant that the researcher conduct this study. More so, studies reviewed have investigated TE as a subject matter or combined with one or more independent variables. This study therefore examined some of the determinant variables of TE, which include gender, work experience, personality, self-esteem, self-efficacy, LoC, educational qualification, job satisfaction, age and school climate.

Bhardwaj (1998) clarified that teacher personality has for some time been important to researchers in the field of instruction. Bhardwaj expressed that in six studies directly utilizing the sixteen personality factor as an indicator of teacher assessments, three of the studies found that TE is directly connected to uprightness, receptiveness to experience and extroversion. Buela and Joseph (2015) researched connection between personality and TE of secondary school teachers. Results were obtained utilizing purposive examination of 58 secondary school teachers in government schools. Two research instruments (NEO-five factor personality scale and TE scale) were utilized to acquire information for the study. The finding showed there is a connection between teacher personality and their effectiveness. Nonetheless, experienced teachers are fundamentally higher in TE than less experienced one.

Teacher efficacy is connected to teachers' conduct, exertion, objectives, desire, receptiveness to new thoughts, inventiveness, association, steadiness, versatility, willingness to utilize analysis, energy, eagerness to work with troublesome students and commitment to teaching profession (Tschannen-Moran, Woolfolk-Hoy and Hoy 1998; Ashton and Webb, 1986; Guskey and Passaro, 1994). Tai, Hu, Wang and Chen (2012) investigated the effect of teacher self-efficacy on understudy learning result, and found that teacher self-efficacy and the training procedure shows a connection with students' happiness. The proposed model records for 47.8% of the distinction in learning happiness and teacher self-efficacy. The training procedure and learning satisfaction all demonstrated a strong relationship with learning outcome.

Mustaq, Shakoob, Azeem and Zia (2012) noticed that; teachers from higher secondary school have higher scholastic accomplishment than teachers from lower secondary schools. Also,

grade school teachers when contrasted with elementary school teachers have higher scholarly execution; Secondary and higher secondary school teacher have self-esteem extending from 51% to 53% and secondary school teachers are moderately more amicable in their deduction than grade school teachers. Tabassum and Ali (2012) reported that there is no noteworthy distinction in the degree of professional self-esteem of vocational and science teachers at secondary level, that is both craftsmanship and science teachers have equivalent degree of professional self-esteem.

Sherman and Gile (1981) contrasted teachers of five years of internal LoC with under five years' teaching experience. The outcome indicated that teachers with at least five years of experience were more internal than those with five years or less experience. Sheard (1996) affirmed that teachers with internal LoC could be separated from teachers with external LoC in their impacts on student accomplishment.

Udousoro (2012) demonstrated a huge distinction among male and female in their perspectives concerning factors that advance gender lopsidedness in the teaching of arithmetic for male teachers. Jatol (2008) observed some social characteristics for male and female educators and conclude that male teachers' are business minded but experienced female teachers performed very well contrasted with students instructed by male teachers with lower educational qualification. Lahiri (2010) found that instructing in higher classes is controlled more by male teachers and in this manner considered as male ruled occupation. In all, female teachers are evaluated only for attempting to fit in non-customary field. Female educators are appraised dependent on lady like stereotyped characteristics.

Adeyemi (2008) found that there was a noteworthy linkage between teachers' experience and students learning results as estimated by their accomplishment in senior secondary learning outcome. The outcome likewise demonstrated that schools that have teachers with experience of twelve years or more performed better contrasted with schools with under twelve years.

Adedeji and Olaniyan (2011) argued there is a developing tension about the nature of teachers and teaching, especially in the provincial zones where roughly 70% of the African populace dwells. The shortage of qualified teachers and poor state of instruction are the central point influencing the nature of training offered in numerous governments funded schools indicating there in an association between the teachers' professional advancement and students' academic achievement.

Nganzi (2014) demonstrated that: compensation is an indicator of the degree of teacher job satisfaction; a domain which considers self-awareness builds one degree of satisfaction; acknowledgment and encouragement has an association with level of teachers' job satisfaction; chance to meet individual objectives and destinations is a commitment to the representative's degree of job satisfaction; individual relationship with the school is a factor that has been found to impact job satisfaction; democratization of the dynamic procedure in schools is a factor that upgrades teacher inspiration and job satisfaction. Payani and Seghieri (2003) noted that effectiveness, which is a part of instructing, is affected by a blend of teacher characteristic; For example, clearness, ability to spur the students, capacity to sort out the exercises, gender, age, past experience and physical part of the classroom among other factors.

Afolabi (2012) examined the impact of gender, age and experience on teachers' inspiration in Ado and Efon local Government Areas, utilizing a basic size of 500 teachers. The

consequence of the study indicated a critical distinction among youthful and old teachers as far as their degree of inspiration; youthful teachers are spurred at the beginning time of section into the educating profession. Amadi and Allagoa (2017) examined demographic factors as determinants of TE in home management in secondary schools. The consequence of the study indicated that age, educational qualification, training experience had huge impact on teachers' home management. Alufohai and Ibhafidon (2015) uncovered that students' scholarly accomplishment is essentially impacted by teacher's age and conjugal status, though teacher's gender didn't show huge effect on understudy learning result.

### **Statement of the Problem**

The challenges TE in secondary schools in the southwestern Nigeria could be traced to poor content mastery and delivery, pedagogical inefficiency, negative attitude towards the teaching profession, poor remuneration, low self-worth, inadequate teaching facilities, equipment and supplies among others and this is linked to dwindling academic performance, reading problems and students' engagement in anti-social behaviours.

Consequently, previous studies indicate that TE has been investigated separately with some set of variable(s) such as TE and job satisfaction (Tomar, 2015); teacher personality and TE (MacCann, 1987); and effect of certification on TE (Kane, Rockoff and Stagier, 2006). This study therefore, investigated the path analytic effect of psycho-demographic factors as determinant of TE.

### **Purpose of the Study**

The main purpose of this study is to investigate the path analytic effects of psycho-demographic (teacher self-efficacy, self-esteem, LoC, personality, age, work experience, educational quality, gender, job satisfaction, school climate) factors on TE among secondary schools in South-west, Nigeria. Specifically, to evaluate the pathways indicating direct and indirect effects of the ten independent variables on TE.

### **Research Question**

The following research question was answered in this study at 0.05 level of significance:

1. What are the significant pathways indicating direct and indirect effects of the ten independent variables on TE?

### **Design**

This research adopted a descriptive research design of *ex-post facto* type. The rationale is based on seeking to establish cause effect relationship among the independent and dependent (personality type, self-esteem, self-efficacy, LoC, work experience, gender, age, job satisfaction, school climate, and TE) variables of interest.

The target population for this study comprised all the seventy-six thousand, three hundred and eighty teachers (76,380) across three thousand two hundred and fifty-one (3251) secondary schools in southwest, Nigeria. The randomly selected states for data collection included; Ekiti, Ogun, Lagos and Oyo state. The study population comprised both male and female teachers in public secondary schools in south-west, Nigeria. Data was also obtained from principals, head of units and students concerning the TE. The respondents for this study

were chosen from the four (4) states randomly selected out of the six states in the South-west using the Multistage Sampling Technique.

The following research tools were used to obtain information from the respondents in the study. However, TE questionnaire and school climate survey were adapted for the study while teacher self-efficacy, big five factor personality inventory, teacher LoC scale, self-esteem scale and teacher job satisfaction questionnaire were adopted for the study. All the instruments were revalidated using the test- retest reliability.

The researcher engaged ten research assistance in the distribution and administration of the instrument to the teachers within the chosen schools. The scales were collected back within 2-3 days after distribution. The data obtained were analyzed using a causal modeling technique that involved path analysis.

**Research Question 1:** What are the significant pathways indicating direct and indirect effect of the ten independent variables on the TE?

**Table 1: Path Coefficients and Zero Order Correlations among Variables in the Hypothesized Model.**

Path	B	R	Std Error	Sig	Decision
P51	-0.038	-0.038	1.728	NS	Delete
P52	-0.017	-0.033	1.841	NS	Delete
P53	-0.029	-0.041	1.406	NS	Delete
P54	-0.023	-0.039	0.901	NS	Delete
P61	0.013	0.003	0.333	NS	Delete
P62	0.098	0.110	0.355	S	Retain
P63	0.066	0.086	0.271	S	Retain
P64	0.001	0.053	0.174	NS	Delete
P65	0.197	0.190	0.005	S	Retain
P71	0.058	0.056	0.377	S	Retain
P72	0.024	0.012	0.402	NS	Delete
P73	-0.054	-0.041	0.307	S	Retain
P74	-0.042	-0.034	0.196	NS	Delete
P75	-0.016	0.023	0.005	NS	Delete
P76	0.199	0.192	0.028	S	Retain
P81	-0.007	-0.025	0.211	NS	Delete
P82	0.003	-0.001	0.225	NS	Delete
P83	0.022	0.002	0.172	NS	Delete
P84	0	-0.016	0.11	NS	Delete

P85	0.62	0.638	0.003	S	Retain
P86	0.087	0.223	0.016	S	Retain
P87	0.083	0.113	0.014	S	Retain
P91	0.038	0.065	1.702	S	Retain
P92	-0.014	0.017	1.817	NS	Delete
P93	-0.018	-0.019	1.387	NS	Delete
P94	0.023	0.004	0.886	NS	Delete
P95	0.028	0.146	0.032	NS	Delete
P96	0.208	0.332	0.129	S	Retain
P97	0.506	0.560	0.112	S	Retain
P98	0.107	0.226	0.199	S	Retain
P101	0.012	0.014	0.994	NS	Delete
P102	0.042	0.023	1.06	S	Retain
P103	-0.014	-0.037	0.81	NS	Delete
P104	0	-0.015	0.517	NS	Delete
P105	0.477	0.573	0.018	S	Retain
P106	-0.035	0.188	0.078	NS	Delete
P107	0.228	0.348	0.077	S	Retain
P108	0.181	0.476	0.014	S	Retain
P109	0.113	0.394	0.116	S	Retain
Pt1	0.048	0.053	0.489	S	Retain
Pt2	-0.077	-0.084	0.522	S	Retain
Pt3	-0.068	-0.08	0.398	S	Retain
Pt4	0.012	-0.032	0.255	NS	Delete
Pt5	-0.058	-0.033	0.01	NS	Delete
Pt6	0.052	0.031	0.038	S	Retain
Pt7	-0.003	0.017	0.039	NS	Delete
Pt8	-0.001	-0.017	0.007	NS	Delete
Pt9	-0.001	0.018	0.058	NS	Delete
Pt10	0.022	-0.002	0.012	NS	Delete

S = Significant at  $p < 0.05$ ; NS = Not Significant,  $p > 0.05$

Result presented in Table 1 shows the path coefficients and associations among the variables. In order to arrive at a model that would best explain the causal relationships under

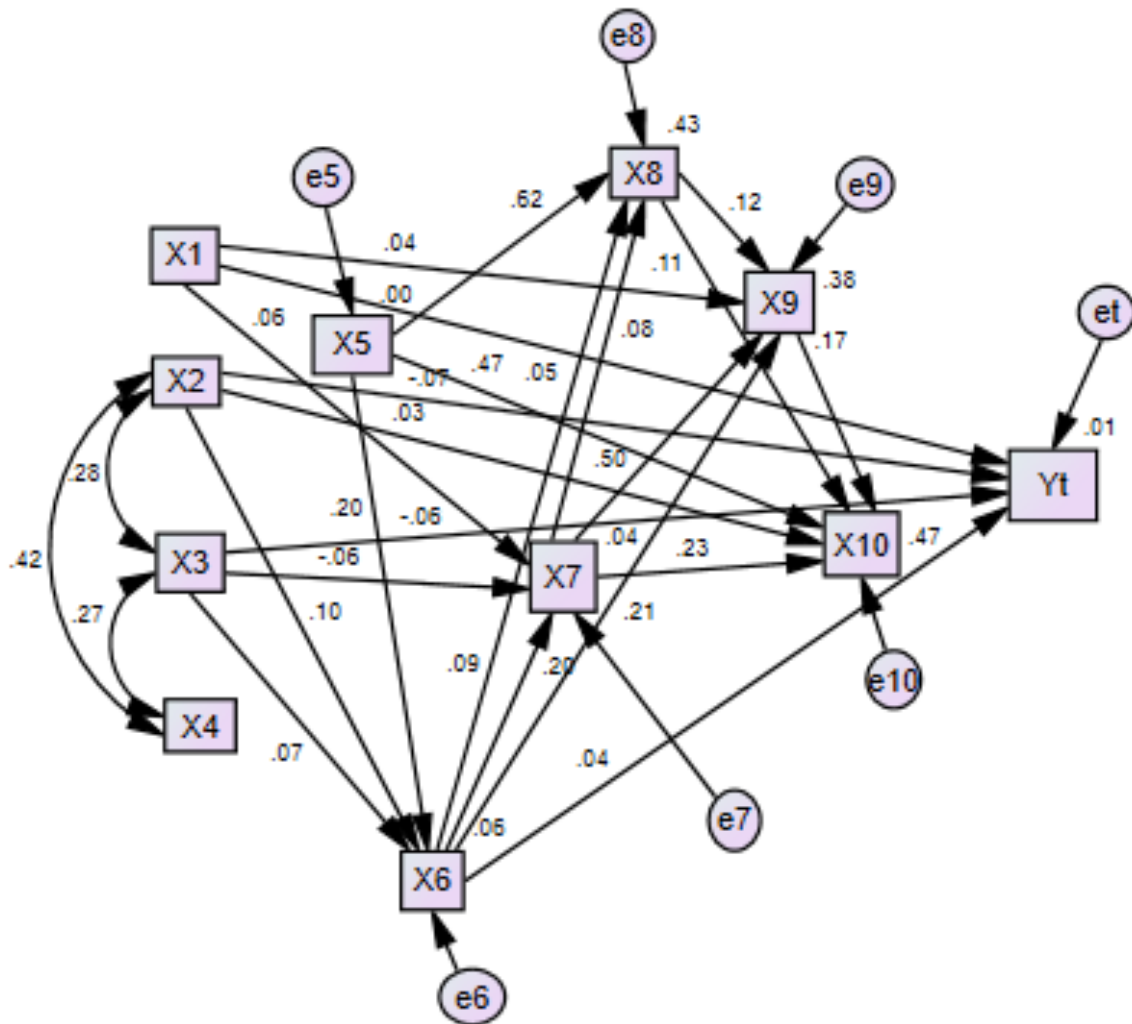
investigation, the path coefficients and the associations are required. Only paths that are significant in line with comparative Structural Equation Modeling benchmarks are considered to necessary to be included in a model that can explain causal relationships among a number of variables. Judged based on the p-value of  $p < 0.05$  for significance, otherwise not significant, Table 1 shows that paths P62, P63, P65, P71, P73, P76, P85, P86, P87, P91, P96, P97, P98, P102, P105, P107, P108, P109, Pt1, Pt2, Pt3, Pt6 were significant at  $p < 0.05$  and are thus to be retained in the most meaningful causal model. All other paths were not significant and were to be deleted from the hypothesized model, so that its re-specification will give the most meaningful causal model for explaining TE.

**Table 2: Meaningful Causal Paths and their Path Coefficients**

Path	B	R	Std Error	Sig	Decision
P62	0.098	0.110	0.355	S	Retain
P63	0.067	0.086	0.271	S	Retain
P65	0.196	0.190	0.005	S	Retain
P71	0.057	0.056	0.377	S	Retain
P73	-0.058	-0.041	0.307	S	Retain
P76	0.197	0.192	0.028	S	Retain
P85	0.618	0.638	0.003	S	Retain
P86	0.09	0.223	0.016	S	Retain
P87	0.081	0.113	0.014	S	Retain
P91	0.039	0.065	1.702	S	Retain
P96	0.208	0.332	0.129	S	Retain
P97	0.504	0.560	0.112	S	Retain
P98	0.124	0.226	0.199	S	Retain
P102	0.034	0.023	1.06	S	Retain
P105	0.473	0.573	0.018	S	Retain
P107	0.228	0.348	0.077	S	Retain
P108	0.109	0.476	0.014	S	Retain
P109	0.171	0.394	0.116	S	Retain
Pt1	0.051	0.053	0.489	S	Retain
Pt2	-0.069	-0.084	0.522	S	Retain
Pt3	-0.065	-0.08	0.398	S	Retain
Pt6	0.044	0.031	0.038	S	Retain

S = Significant at  $p < 0.05$

Table 2 shows the meaningful paths to be included in building the most meaningful model for explaining teacher effectiveness. It is worthy of note at this point that in the present study the significance of the path coefficient as well as correlation were tested for a path to be judged as significant or not significant. This was in line with Backblock, cited in Kerlinger and Lee, (2000), who stipulated that both path coefficient and correlation must be significant at  $p < 0.05$  for the path to be both significant and meaningful. The no-significant paths were deleted based on this criterion in order to obtain the most meaningful causal model for explaining TE.



**Figure 1: Re-specified Recursive Path Model for Explaining Teacher Effectiveness**  
 Key:  $X_1$  = Gender;  $X_2$  = Age;  $X_3$  = Educational qualification;  $X_4$  = Work experience;  $X_5$  = Personality;  $X_6$  = LoC;  $X_7$  = Teacher self-efficacy;  $X_8$  = Self-esteem;  $X_9$  = Job satisfaction;  $X_{10}$  = School climate  $Y_t$  = TE.

Figure 1 shows the re-specified path model including only the significant paths presented in Table 2 above. The path coefficients are indicated on the path model. The re-specified model depicts a close affinity with the data collected and thus is consistent with the empirical data as will be demonstrated later with the fit indicators. The researcher therefore concluded that the re-specified recursive path model is the most meaningful model for explaining causal effects among gender, age, educational qualification, work experience, personality, LoC,

self-efficacy, self-esteem, job satisfaction, school climate and teacher effectiveness. The new structural equations for estimating the parameters of the model are as shown below:

$$X_6 = P_{62}X_2 + P_{63}X_3 + P_{65}X_5 + e_6 \dots \dots \dots \text{Eqn 1.1}$$

$$X_7 = P_{71}X_1 + P_{73}X_3 + P_{76}X_6 + e_7 \dots \dots \dots \text{Eqn 1.2}$$

$$X_8 = P_{85}X_5 + P_{86}X_6 + P_{87}X_7 + e_8 \dots \dots \dots \text{Eqn 1.3}$$

$$X_9 = P_{91}X_1 + P_{96}X_6 + P_{97}X_7 + P_{98}X_8 + e_9 \dots \dots \dots \text{Eqn 1.4}$$

$$X_{10} = P_{102}X_2 + P_{105}X_5 + P_{107}X_7 + P_{108}X_8 + P_{109}X_9 + e_{10} \dots \dots \dots \text{Eqn 1.5}$$

$$Y_t = P_{t1}X_1 + P_{t2}X_2 + P_{t3}X_3 + P_{t6}X_6 + e_t \dots \dots \dots \text{Eqn 1.6}$$

**Table 3: Significant Pathways of Direct and Indirect Effect on TE**

Endogenous Variable	Direct Effects	Indirect Effects
X1	Pt1	-
X2	Pt2	P62Pt6
X3	Pt3	P63Pt6
X4	-	-
X5		P65Pt6
X6	Pt6	
X7	-	-
X8	-	-
X9	-	-
X10	-	-

*Key: X1 = Gender; X2 = Age; X3 = Educational qualification; X4 = Work experience; X5 = Personality; X6 = LoC; X7 = Teacher self-efficacy; X8 = Self-esteem; X9 = Job satisfaction; X10 = School climate*

Table 3 shows the significant pathways indicating direct and indirect effects of the ten Psycho-demographic factors on the TE. The table further confirms that four of the independent variables; Gender (X<sub>1</sub>), Age (X<sub>2</sub>), Educational qualification (X<sub>3</sub>) and LoC (X<sub>6</sub>) had direct effects on the criterion variable (teacher effectiveness). The table shows the pathways of the significant direct effects to be P<sub>t1</sub>, P<sub>t2</sub>, P<sub>t3</sub>, and P<sub>t6</sub>. These pathways are represented by the standardized path coefficients (Beta weights) indicating the direct causal effects of the independent variables on TE see (table 4.7). The table also shows the pathways of the significant indirect effects of the three independent variables Age (X<sub>2</sub>), Educational qualification (X<sub>3</sub>) and Personality (X<sub>5</sub>) on TE. Age is shown by the pathway P<sub>62</sub>P<sub>t6</sub> to have an indirect effect on TE through the variable LoC. The indirect effect on gender on age is therefore gotten by the AMOS programme with the computation P<sub>62</sub> X P<sub>t6</sub> = (0.098 X 0.044) = 0.004. Similarly, Educational qualification have an indirect effect on TE through LoC as indicated by the pathway P<sub>63</sub>P<sub>t6</sub>. The indirect effect of educational qualification on TE through LoC was also computed using P<sub>63</sub> X P<sub>t6</sub> = (0.067 X 0.044) = 0.003. Finally, Personality was also found to have a significant indirect effect on TE, also through LoC as indicated by the pathway P<sub>65</sub>P<sub>t6</sub>. The indirect effect of personality on TE through LoC was also computed using P<sub>65</sub> X P<sub>t6</sub> = (0.0196 X 0.044) = 0.009.

## Discussion of Findings

What are the significant pathways indicating direct and indirect effect of the ten independent variables on the TE?

The result obtained from the study and illustrated on table 1, 2 and 3 established significant causal linkages between the independent variables and criterion variable. In all there are seven (7) pathways. This is made up of 4 direct pathways (Gender, Age, Educational qualification and LoC) and 3 indirect pathways. The result (Age, Educational qualification, Personality) showed that  $X_2$  (Age) made the highest total effects of 29.79% to  $Y_1$  (TE). This is followed by  $X_3$  (Educational qualification) with 27.76%,  $X_1$  (Gender) with 20.82% and  $X_6$  (LoC) with 17.76%. This result confirmed existing findings of Afolabi (2012) who reported that there is a significant difference between young and old teachers in terms of their level of motivation. Furthermore, Payani and Seghleri (2003) revealed that TE is influenced by a combination of teachers' characteristics including age. Within the context of this study,  $X_3$  (educational qualification) ranked second highest in terms of its direct and indirect causal linkage to TE. It is important because one of the greatest challenges of teaching in Africa and Nigeria in particular is the lack of qualified teachers in schools especially in the rural areas (Adedeji and Olaniyan, 2011). For  $X_1$  (Gender), studies such as Lahiri (2010); Udousoro (2012) and Jatol (2008) affirmed that gender difference exist in schools for both men and women, with male teachers using more physical punishment compared to female and male teachers been more prone to teaching STM as compared to female who are more likely to find fulfillment in the arts, social sciences and commercial subjects. With regards to rating, male teachers are perceived to be dynamic, energetic and enthusiastic compared to female teachers who are rated as affectionate, sympathetic, sensitive to the need of others, understanding and compassionate.  $X_6$  (LoC) within the context of this investigation is considered a major contributor and this is compatible with the finding of Sheard (1996) who reported that with respect to job performance/effectiveness, internal LoC is among the best predictors of job performance.  $X_2$  (Age),  $X_3$  (Educational qualification) and  $X_5$  (Personality) through  $X_6$  (LoC) accounted for 6.53% of the indirect causal linkage to the criterion variable  $Y_1$  (TE). This outcome does not invalidate the strength of the independent variables rather their contribution in the study is considered minimal especially  $X_5$  (personality). This suggests that teachers' personality has been hampered by lack of morale, incentives, welfare, motivation, improved working condition, stress or burnout, leading to higher neurotic behavior among teachers, thus affecting their personality.

## Conclusion

The purpose of this study was to investigate path analytic effect of psycho-demographic factors determining TE in secondary school in South-west, Nigeria. Various research instruments were used to obtain data and results were analyzed and discussed. Based on the outcome of the study, the following conclusions were made;

Four of the selected psycho-demographic factors (Gender, Age, Educational qualification and LoC) had direct causal link with TE. Three factors (age, educational qualification and personality) had indirect causal link with TE. Also, personality was found not to possess any direct link with TE. However, work experience, teacher self-efficacy, self-esteem, job satisfaction and school climate had no direct or indirect causal linkage with TE.

Within the context of this investigation some variables are more significant than others in determining TE. For instance, age and educational qualification possess both direct and indirect causal linkage to the criterion variable indicating the highest total effects. In conclusion, personality accounted for the least contribution towards teacher's effectiveness.

### **Recommendations**

Based on the outcome of this study, some recommendations were offered towards the enhancement of TE in southwest, Nigeria. These recommendations are based on the conclusion reached from the study. The recommendations are: schools should pay attention to all the psycho demographic factors, most significantly those that have direct or causal linkage on TE. The process of teachers' recruitment should critically consider the teachers age and educational qualification as a criterion for selection, appointment and placement. Government and stakeholders in the educational system must develop policies and guideline based on the outcome of this study towards the enhancement of TE. Furthermore, various training programmes through qualified counselor(s) should be developed and directed towards the improvements of teacher personality, their LoC and effectiveness. As a result of the finding from this study teachers' entering the teaching profession should be matured, and educationally qualified for placement in the teaching profession. Teacher LoC significantly contribute towards effectiveness of teachers and as such exploration of LoC will enable the counselor to develop appropriate counselling therapy for the strengthening and sustenance of the teachers.

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