

# Secondary School Students' Perception on the Job Performance of Their Male and Female Teachers in Makurdi Metropolis, Nigeria

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## Abstract

The study examined secondary school students' perception about the job performance of their male and female teachers in Makurdi Metropolis of Benue State, Nigeria and how this perception influences their academic performance. The study was carried out in order to create opportunity for students to express their feelings about the job performance of their male and female teachers and to examine how their perception in turn affects their own academic performance. A total number of one hundred and thirty (130) respondents were drawn from five (5) schools in the study area to represent the sample population. Stratified random sampling technique was employed for the study. Students' perception about their teachers' job performance questionnaire was designed and administered to students. Filled copies of the questionnaires were collected and subsequently subjected to statistical analysis. The study revealed among other things that teacher quality and his or her teaching effectiveness has significance influence on the academic performance of the students. It was also noted that difference exists in the perception of the male and female students and how they view their teacher performance and effectiveness. Based on these findings, several recommendations were made that teachers themselves should try and judge their teaching activities to be sure that the message conveyed to students are meaningful and that the students are actually learning from every classroom interaction.

## Keywords

Students' Perception, Job Performance, Teachers, Secondary Schools

## 1. Introduction

No dynamic teaching process is possible without a dynamic teacher who is also ready to do teaching job. This proves that an effective teacher is known through his or her effective and qualitative teaching. The job performance of teachers is one of the handfuls of factors determining school effectiveness and learning outcomes in all educational system. Even though the most important component of every teaching activity is students, the key to teaching effectiveness are the teachers.

The performance of teachers both male and female in

every school setting cannot be over-looked given that it determines the extent to which the school goal and objectives can be achieved. It was explained that teaching is noble [1], but it is also a demanding occupation and in order for teachers to maintain a high level of professional performance, they must assume personal responsibility for their own performance, growth and development. Teaching is a great profession and teachers have a great role to play in their students' intellectual, personal and social development, thereby influencing the whole nation's development [2]. Teachers' performance is the most crucial input in the field of education. Therefore, teachers are perhaps the most critical component of any system of education and how well they

teach depends on motivation, qualification, experience, training, aptitude and a mass of other factors, not the least of these being the environment and management structures with in which they perform their role [3].

Teacher job performance is the degree to which an individual teacher executes a particular role or responsibility in line with specified standards or criteria [4]. Some people agreed that female teachers are in a unique position to enhance the teaching and learning process more than the male teachers. These gender differences are partly explained by the female teacher's higher level of empathy (the ability to spontaneously and naturally tune into another person's thoughts and feelings [5] while others disagree with that notion. However, it was noted that the task of any female teacher is to produce competent and educated boys and girls through effective teaching and learning process but the subject of educating students in a school environment is not only the duty of female teachers but both [6]. This study is aimed at investigating the nature of students' perception about the job performance of their male and female teachers, how these perceptions are formed, and the adverse effect of these perceptions held on the students' academic performance.

### 1.1. Empirical Studies (Related Works)

To further explain how students' perception about the job performance of their male and female teachers and how this influences their academic performance, some researchers have mentioned some contributing factors. Many studies have examined teacher effectiveness and students' academic performance. Such studies include one that which established a significant link between students' academic performance and teachers' effectiveness, and between teachers' job performance and classroom atmosphere [24].

In another research work [32], it was indicated that professional qualification, teaching experience, age and sex of integrated science teachers are related to students' academic achievement. A research [33] carried out involving a total sample of 1280 SS I and II secondary school students and 191 teachers in Kwara State, Nigeria reported that teacher characteristics in terms of qualification, choice of career, age, marital status, and years of teaching experience had significant influence on teacher effectiveness and students academic performance. It was also concluded that the quality of teachers employed in a particular school determines their efficiency level. Therefore, it is necessary for any school to have enough qualified teachers for effective teaching and learning activities.

A research to study the effects of teachers' effectiveness on students' academic performance in public secondary schools in delta state – Nigeria [24] noted that, teachers' classroom effectiveness has been found to have only a minimal influence on the academic performance of students in public secondary schools in Delta State, Nigeria. This is due to the fact that teacher's effort is not the sole determinant of students' academic outcome but students related factors such as intelligence, parental education, socioeconomic status, and

personalities which vary over wide margins may have significant effect on the academic performance of students in public secondary schools.

In another study [34], a descriptive study was adopted to investigate teaching effectiveness of secondary school teachers in Emohua Local Government Area using a total sample of 80 secondary school teachers from different secondary schools in Emohua, Rivers state. It was found that teaching effectiveness of teachers from secondary schools was below average and the variables investigated, teaching experience and teachers' qualifications had a significant influence on teaching effectiveness of the secondary school teachers while gender had no significant influence.

### 1.2. Statement of the Problem

For obvious reasons, it was perceived by the populace that teachers' attitude to work was one of the major factors in the decline of educational achievement. The question of students' poor academic performance had been attributed to the teachers' poor job performance or ineffectiveness in service delivery by the teachers. However, there are other contributing factors to the decline in educational achievement, such as communication problems, lack of motivation and encouragement of teachers, absence and lack of commitment on the part of teachers, insufficient number of teaching personnel, large class size, poor status accorded teaching, poor learning environment, poor student study habits and attitude to schooling, changing value of the society, inadequate and ineffective supervision by both principals and officers from the Ministry of Education to mention a few.

The issue of job performance based on gender has led to several debates and arguments among school teachers themselves, students, educational administrators and school management. While some students prefer to be taught by a male teacher, others love to be taught by a female teacher. Education scholars have pointed out that, education quality is the reflection of education essence as there cannot be good educational system without good teaching quality since teaching effectiveness is the core mission of every school. In this light, this study was designed to find out what different students from some selected secondary schools in Makurdi Metropolis feels about the job performance of their teachers based on gender and how their feeling or perception influences their academic performance.

### 1.3. Purpose of the Study

Generally the way students perceive, or feel about their teachers will determine their attitude to the teacher and the subject he or she taught. Their perception in turn will determine how seriously or unserious they will take the teacher. This is why it is said that the quality of job performance of the teacher determines the quality of the student. This research work will create an opportunity for students to express their feelings about the job performance of their male and female teachers and examine how their

perception in turn affects their own academic performance.

#### 1.4. Research Questions

- i Does the sex, age and class of students' influences their perception about the job performance of their male and female school teachers?
- ii Is there any difference between family background and religious affiliation of the students and their perception about the job performance of their male and female school teachers?

#### 1.5. Research Hypotheses

- i The sex, age and class of students has no influence on their perception about the job performance of their male and female school teachers.
- ii There is no significant difference between the family background of the students and their perception about the job performance of their male and female school teachers.

Education scholars have pointed out that education quality is the reflection of education essence. There would be no good education without good teacher quality, as teaching effectiveness is the core mission of schools [7]. It was stated that the school is an organization many personnel performing different functions to ensure students learn with and the teacher is a prominent and indispensable member of the school organizational team [8].

Education being the greatest hope of a nation especially for a developing country like Nigeria cannot just be left in the hands of mediocre or people who have no interest in the teaching profession [9]. Hence, the transmission of knowledge and information from one generation to another require the services of individuals adequately trained and skilled in the teaching profession and such individuals are teachers. They are assigned the role of transmitting the accumulated knowledge and values from one generation to the next [10].

Education scholars have always opined that no education system can rise above the quality of its teachers. Therefore, the National Policy on Education has placed major emphasis on the quality of teachers in terms of qualification, motivation and commitment to ensure high productivity [11].

Teaching is the classroom interaction, during which there is purposeful interaction between the teacher, the learner, the subject matter and the materials. Teaching is causing people to learn. One can hardly regard something as having been taught if it has not been learnt. Teaching is not merely giving information, but offering the learner a systematic guide to learn how to learn [9].

Teachers' experience tends to reflect in class control and ability to meet up with the needs of individual students. Students are the subjects of teaching activities, but the key factor of teaching performance is the teacher because education quality is influenced by teaching effectiveness [12]. The teacher is regarded as one of the greatest inputs in the educational system and they are recognized as the most

important school factor affecting student achievement because they facilitates effective teaching and learning. At the same time, poor academic performance of students can be blame on them. This is because the ability of a teacher to determine his or her capabilities are based on the level of exposure through training and skills learnt [13]. Poor academic performance has been linked to several factors which include high teacher-student ratio, shortage of good teaching staff, poor quality of educational leadership, political instability and politicization of educational programs, automatic promotion, age of the learners, and inadequate essential physical facilities and equipment [14].

The gender differences in the interactions between students and teachers have been an interesting line of research topics [15]. The vast majority of existing literature suggests that male and female teachers demonstrate different behavior in their classroom interactions with the students. In this regard, females are found to be more approachable, easy to communicate and supportive whereas male teachers are found to be more strict and authoritative.

Teachers' job performance could be described as the duties performed by a teacher at a particular period in the school system in achieving organizational goals [4]. It could also be described as the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes.

Asserted that variables of job performance such as effective teaching, lesson note preparation, effective use of scheme of work, effective supervision, monitoring of students' work and disciplinary ability are virtues which teachers should uphold effectively in the school system [16, 17]. In this regard, the teachers' performance could be measured through annual report of his/ her activities in terms of performance in teaching, lesson preparation and presentation, mastery of subject matter, competence, teachers' commitment to job and extra-curricular activities.

Student ratings are a necessary source of evidence of teaching effectiveness for both formative and summative decisions, but not a sufficient source for the latter [8]. Considering all the various views over its value, it is still an essential component of any school evaluation system as it provides information that can be used to improve their courses and teaching.

Requirements for good teaching include passion and treating students as consumer of knowledge, listening, questioning, being responsive and remembering that each student in the class is different, being flexible, experimenting and having the confidence to react appropriately to changing circumstances. A good teacher should be humorous, caring, nurturing and developing minds and talents [8].

The effective performance of teachers can be affected by factors like little opportunities for career advancement in the teaching profession, low morale, job dissatisfaction, poor incentives, lack of teacher motivation, ineffective management information system, overcrowded classes and inadequate teaching and learning material [2].

### **1.6. Teachers' Quality and Their Job Performance**

Different views and comments from several researchers and educationists pointed out that the qualities possessed by the teachers whether male or female influences their performance and in turn on the students they taught. Teachers are expected to render a very high job performance, since the ministry of education is always curious regarding the job performance of its teachers and also demands a very high measure of loyalty, patriotism, dedication, hard work and commitment from its teachers. It was observed that quality teaching makes it possible for students to achieve worthwhile educational objectives and outcome to the best of their abilities [19]. Teachers quality is defined as a way in which teachers engages in educational tasks with certain characteristics and standard or qualified skills to conduct teaching activities, arousing students' interest in learning, and enhancing students' learning achievements, also considered is the high quality teachers with focus on teachers possessing including knowledge cultivation, teaching techniques and experiences, ability to improve students' learning achievements and promoting school effectiveness. In summary, we can conclude that, every teacher whether male or female that must be productive and effective in his or her job should possess qualities that covers; professional competence, personality, performance responsibility, teacher-student interaction and student problem handling [20, 21].

### **1.7. Students' Perception of Their Teachers' Job Performance**

In an increasingly diverse teaching and learning environment today, there have been countless discussions and debates on the effectiveness of teaching in our schools both at the primary, secondary and higher institutions of learning. Even with decades of research, the issue on effective teaching has yet to be resolved.

Students' perception of their teachers' job performance is their feeling or what they think about the quality, the standards or level of their teachers in term of their teachers' behavior, teacher's teaching competent, teacher characteristics, teacher attitude and so on [22]. He also noted that students' perception is a situation where the students who gain directly from teaching through direct contact with teachers, are involved in rating their teachers as this will allow them to express their feelings, perception or what they think and feel about their teachers and their performance [22].

Effective teaching is a term synonymous with teaching (teacher) effectiveness and was defined as the type of teaching characterized by the exhibition of intellectual, social and emotional stability, love for children and positive disposition towards the teaching profession and ability to inspire good qualities in students [23]. Teachers' effectiveness outweighs other factors which influence students' performance such as class size, gender and socio-economic background of the students. Educational scholars'

summaries teachers' teaching effectiveness as; effective teaching behavior, teaching strategy, teaching outcomes and classroom atmosphere management, as the basis from which to construct a scale in terms of teachers' job performance [24].

### **1.8. Job Performance of School Teachers Based on Gender**

Job delivery and excellent performance has always being a thing of concern. This is because the extent to which any organization will achieve its set goals and objectives is largely dependent on the effectiveness of her workers or staff. The school environment is not different since the success recorded in students' academic performance is largely on the teachers. Gender is one the factors also mentioned in different literatures to have considerable effects on students' academic performances especially in science subjects [25]. Gender is the range of physical, biological, mental and behavioral characteristics pertaining to and differentiating between the feminine and masculine (female and male) population. The importance of examining performance in relation to gender is based primarily on the socio-cultural differences between girls and boys. Gender generally describes roles played by male and female teachers and the relative power they wield within the teaching profession [9]. Different research conducted by several authors showed that female teachers have higher self efficacy and job satisfaction, and that these gender differences are partly explain by the female teacher's higher level of empathy. It was reported that the perception of students about their female teachers is that female teachers are biased, having an agenda, rigid, dogmatic, grumpy and angry while their male counterparts were seen as objective, relaxed and comfortable, flexible, open-minded, good humored and fair [26, 27] and pointed out that one important teacher gender distinction is that female teachers tend to be more student-centred and supportive of students than male teachers [28]. Female teachers also appear to use class discussion more frequently and encourage collaboration. Research findings showed that having male teachers with positive perception of the teaching job significantly raises the achievement of students in their school subjects [29]. Dee further contended that, students' perception about their teachers' have a way of influencing their attitudes in studying. The author claimed that learning from a male teacher of positive influence has effect on students' relationship, progress in their academics and their engagements in school activities [29].

Moreover, teachers' gender has direct effect on students' relationship with them that male teachers with positive perception to teaching profession have cordial relationship with their students and those with negative perception have non-cordial relationship with the students. In other words, positive perception creates harmony while negative perception creates hostility. Male teachers who show interest in teaching profession, to establish a cordial relationship with their students thus encouraging them to learn and perform well in their academic pursuits [31], while other teachers who

show no interest in teaching profession, but see it as a stepping stone to something higher, do not establish cordial relationship with their students thus hindering their academic pursuits. These sets of teachers feel that teaching is a feminine profession, therefore sees females to be more tolerant and accommodative [31].

## 2. Method

The survey research type was employed in this research. A survey research design in one in which a group of people or item is studied by collecting and analyzing data from only few people or items considered to be representative of the entire group [35]. This design is considered appropriate because a group of people is studied and data collected and analyzed from few people can actually be a representative of the entire group.

### 2.1. Study Population

The population for this study comprises of 36 secondary schools with the average number of 1200 JSS III students and 1600 SS II students. Hence, the study covers JSS III and SS II students from five selected schools in the area. The selection was done by stratified random sampling method. First, the list of JSS III and SS II students from the respective schools was obtained and thereafter, numbers were assigned to the names. The required numbers of 26 students (13 from each class) per school was drawn from the list of the five schools. This approach gave every student an equal opportunity of being used in the study. A total of 130 students were drawn from the five selected schools, with 26 students from each school. The selection of the schools was based on their location.

### 2.2. Study Tool and Variables

A research questionnaire of students' perception about their teachers' job performance was developed for data

collection. Students' background variables such as; gender, class, teacher gender and religion were included. Teachers' quality such as; professional competence, personality, performance responsibility, teacher-student interaction and student problem handling were included. Teaching effectiveness such as; effective teaching behaviour, teaching strategy, teaching outcomes and classroom atmosphere management were also included.

### 2.3. Data Treatment

The questions were presented using a five-point Likert Scale of "strongly agree" (5 points), "agree" (4 points), "no comment" (3 points), "disagree" (2 points) and "strongly disagree" (1 point). The questions were answered according to students' feelings or perceptions. Higher scores represent better feelings by the students about their teachers' job performance or teaching effectiveness. Pre-tests and statistical analyses were performed on the questionnaires to determine their reliability and validity. On collection of the distributed questionnaires, data obtained from the field was analyzed using descriptive and inferential statistics. Hence, descriptive statistics such as mean and standard deviation was used while inferential statistics such as simple percentage was employed in the data analysis.

## 3. Results

*Table 1. Distribution of Students background variables.*

Student Background variable	Item	Number	Percentage (%)
Gender	Male	65	50
	Female	65	50
Class	JSS 3	60	46.15
	SS 2	70	53.85
Teacher Gender	Male	83	63.85
	Female	47	36.15
Total		130	100

*Table 2. SS 2 respondents for teaching quality.*

S/N	Teacher Quality	Gender	Item Percentage (%)				
			SA	A	NC	D	SD
1.	Professional Competence	Male	40.00	8.57	4.29	22.86	24.29
		Female	32.86	21.43	5.71	24.26	12.86
2.	Personality	Male	30.00	14.29	12.86	22.86	20.00
		Female	25.71	27.14	10.00	24.29	12.86
3.	Performance responsibility	Male	34.29	21.43	11.43	18.57	14.29
		Female	22.86	20.00	10.00	30.00	17.14
4.	Teacher-student interaction	Male	31.43	15.71	8.57	25.71	18.57
		Female	40.00	20.00	8.57	22.86	8.57
5.	Student handling	Male	28.57	11.43	8.57	30.00	21.43
		Female	34.29	25.71	10.00	18.57	11.43

*Table 3. SS 2 respondents on teaching effectiveness.*

S/N	Teaching Effectiveness	Gender	Item percentage (%)				
			SA	A	NC	D	SD
1.	Effective teaching	Male	32.86	27.14	15.71	11.43	12.86
		Female	22.86	22.86	21.43	22.86	10.00
2.	Teaching Strategy	Male	32.86	15.71	21.43	12.86	17.14
		Female	27.14	24.29	12.86	25.71	10.00

S/N	Teaching Effectiveness	Gender	Item percentage (%)				
			SA	A	NC	D	SD
3.	Teaching Outcome	Male	37.14	20.00	11.43	12.86	18.57
		Female	28.57	22.86	20.00	15.71	12.86
4.	Classroom management	Male	41.43	17.14	8.57	22.86	10.00
		Female	30.00	21.43	5.71	28.57	14.29

Table 4. JSS 3 respondents on teaching quality.

S/N	Teacher Quality	Gender	Item percentage (%)				
			SA	A	NC	D	SD
1.	Professional Competence	Male	54.29	10.00	1.43	10.00	10.00
		Female	22.86	7.14	15.71	8.57	45.71
2.	Personality	Male	51.43	10.00	8.57	7.14	8.57
		Female	18.57	17.14	17.14	14.29	18.57
3.	Performance Responsibility	Male	47.14	10.00	10.00	8.57	10.00
		Female	20.00	10.00	20.00	15.71	20.00
4.	Teacher-students Interaction	Male	47.14	5.71	7.14	5.71	23.33
		Female	32.86	7.14	7.14	15.14	20.00
5.	Student handling	Male	42.86	10.00	14.29	10.00	8.57
		Female	18.57	10.00	18.57	10.00	28.57

Table 5. JSS 3 Respondents for teaching effectiveness.

S/N	Teaching effectiveness	Gender	Item Percentage (%)				
			SA	A	NC	D	SD
1.	Effective teaching	Male	40.00	12.86	12.86	10.00	10.00
		Female	17.14	15.71	21.43	5.17	25.71
2.	Teaching Strategy	Male	50.00	8.57	8.57	10.00	8.57
		Female	15.71	10.00	20.00	18.57	21.43
3.	Teaching Outcomes	Male	51.43	10.00	11.43	7.14	5.17
		Female	18.57	12.86	24.24	7.14	12.86
4.	Classroom management	Male	57.14	7.14	5.17	10.00	5.17
		Female	18.57	15.71	12.85	15.71	25.71

## 4. Discussion

Highlights from Table 1 shows that 50% of the respondents were male and 50% female. Respondents from JSS 3 have 46.15% while that of SS 2 was 53.85%. The perception of respondents about their teachers' job performance or effectiveness from the table shows that 63.85% respondent for male teachers while 36.15% respondent for female teachers

Results from Table 2 shows that male teachers' scores in teacher quality as perceived by students are satisfactory in terms of professional competence (40%), personality (30%) and performance responsibility (34.29%) as compared to female teachers' scores of 32.86%, 25.71% and 22.86% respectively. In terms of teacher-student interaction, female teacher's scores perceived by students' show 40% while 31.43% was presented for male teachers. Also, female teachers have the highest score 34.29% in terms of student problem handling compared to the 28.57% for male teachers. This implies that students' perception about the job performance of their teachers varies with teacher quality.

Table 3 shows that students' perceptions about their teachers teaching effectiveness are better for male teachers as compared to female teachers. Male teachers shows higher scores in all the variables for teaching effectiveness, that is, 32.86% for effective teaching behavior, 32.86% for teaching strategy, 37.14% for teaching outcomes and 41.43% for

classroom atmosphere management. While the scores recorded for female teachers are all lower, this implies that, male teachers have a satisfactory job performance from their teaching effectiveness scores compared to their female counterparts.

From Table 4, it is shown that the perception of students in the lower class (JSS 3) gave highest scores to male teachers in all the variables involved in teacher quality for effective job performance which includes 45.29%, 51.43%, 47.14%, 47.14% and 42.86% while female teachers shows significantly low scores in all the variables. This implies that, the perception students in JSS 3 held about their female teachers may to some extent influence their academic performance.

Table 5 shows that the scores obtained in teaching effectiveness for male teachers are more satisfactory than that for female teachers. According to the perception of JSS 3 students, male teachers are more effective in their job performance than female teachers. The perception about the job performance or effectiveness of teachers based on gender as seen from both classes, shows that male teachers are better and meaning there is a significant output in their job performance than female teachers.

### 4.1. Research Hypothesis i

The sex, age and class of students have no influence on the students' perception about the job performance of their male

and female teachers.

**Table 6.** Mean Distribution for teaching quality.

S/N	ITEMS	JSS3	n =60	SS2 n=70	
		X <sub>1</sub>	Decision	X <sub>2</sub>	Decision
1	Professional competence of the teachers play significant role in students' academic achievement.	3.97	Accepted	3.17	Accepted
2	Teachers' personality plays significant role in students' academic achievement.	3.97	Accepted	3.11	Accepted
3	Performance responsibility of teachers when handled properly helps students' academic performance.	3.88	Accepted	3.43	Accepted
4	Teacher-student interaction plays significant role in students' academic performance.	3.63	Accepted	3.60	Accepted
5	Student problem handling when done properly by teachers builds in the students' confidence for class participation.	3.80	Accepted	3.53	Accepted

Results from Table 6 shows the mean distribution from the responses of both JSS3 and SS 2 students as they perceive their teacher job performance in terms of teacher quality. This shows that the sex of students whether male or female has no significant influence on their academic performance, instead the qualities that teachers display no matter their gender is what counts in students' academic performance, this was evidence from the responses of the respondents where majority strongly agreed that teacher quality in terms of professional competence, personality of the teacher, performance responsibility teacher, student interact and student problem handling have a relationship with students'

academic performance from the Mean values presented in Table 6 and not necessarily their sex or class. We conclude on this note that teachers should do their best to help improve students' academic performance through the qualities they display.

#### 4.2. Research Hypothesis ii

There is no significant difference between the family background of the students and their perception about the job performance of their male and female teachers.

**Table 7.** Mean distribution from Teachers effectiveness.

S/N	ITEMS	JSS3	n=60	SS2 n=70	
		X <sub>1</sub>	Decision	X <sub>2</sub>	Decision
1	Teacher's effective teaching behavior play significant role in students' academic performance.	3.73	Accepted	3.56	Accepted
2	Teaching strategy when improved in the classroom plays significant role in students' academic performance.	3.95	Accepted	3.34	Accepted
3	Teachers' effective teaching outcomes have significant influence on students' academic performance.	4.10	Accepted	3.44	Accepted
4	Classroom atmosphere management plays significant role in students' academic performance.	4.17	Accepted	3.57	Accepted

Results from Table 7 shows that family background of the students has no significant on their perception about the job performance of their male and female teachers. This was evident from the mean distribution of the teaching effectiveness of their teacher whether male or female. When the teacher is effective in his or her job performance in terms of effective teaching behaviors, teaching strategy, teaching outcomes and classroom atmosphere management from student responses, students will in turn take their academic activities seriously and this will go a long way in influencing their academic performance in a positive way. We then conclude based on these results that teachers teaching effectiveness have significant influence on students' performance.

## 5. Conclusion

The general observations from this study revealed that a teacher's quality and his or her teaching effectiveness have significant influence on the academic performance of the students. It was uncovered that difference exists in the perception of the male and female students and how they view their teacher performance and effectiveness. From the result obtained in this study and data presented, the perception of students about their teachers job performance

and effectiveness based on class (JSS 3 and SS 2) gave similar results in terms of teaching effectiveness with a generalization that students perception of their male teachers are better than female teachers. The observation gave higher rate for male teachers' effective teaching behavior, teaching strategy, teaching outcome and classroom management, this implies that male teachers that are determined to give their best to students can actually achieve more, the evidence from this observation is that male teachers with positive perception to teaching profession have cordial relationship with their students and create harmony for good academic performance.

In terms of teacher quality male teachers also got the highest rate from JSS 3 while female teachers were scored by SS 2 for teacher- student interaction and student problem handling. This means that student feeling or perception increases with their academic growth, that is, the more the class level grows, the more better their perception about their teachers' job performance and teaching effectiveness.

It is therefore important that teachers must try as much as possible to help students attain quality and better academic excellence through their quality and teaching effectiveness so as to bring the best out of every student. From the highlights of this study, we recommended as follows;

- School management should try and employ teachers with good qualities, ready to do the job of imparting

skills, knowledge and attitude to students, since they are prominent and indispensable members of the school organizational team.

- ii The higher authority in every secondary school should make regular checkup and assessment of their teachers a point of duty so as to know the areas in which the teacher need to improve on, to help the students' academic attainment.
- iii Teachers themselves should try and judge their teaching activities to be sure that the message conveyed to students are meaningful and that the students are actually learning from every classroom interaction.
- iv Teachers should be proficient in all kinds of teaching abilities and must know when to use each kind the ability. This will help in carrying students along as will lead them to acquire valuable skills, physical and mental competences and in turn improve their performance in their academic pursuit.

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