Influence of teacher availability on student academic achievement in public secondary schools in Southwestern Nigeria

Moses Kayode Hazzan

Department of Educational Management, Faculty of Education, University of Ibadan, Ibadan, Nigeria.
Email: moseshazzan4@gmail.com

ABSTRACT

This study investigated the influence of Teacher Availability -TAV (Number of Available Teachers, Teacher Punctuality -TP, Teacher Promptness to Class -TPC) on Student Academic Achievement (SAA) in Public Senior Secondary Schools (PSSS) in Southwestern Nigeria. The purpose of the study was to investigate the influence of teacher availability on the student's academic achievement in public secondary schools in Southwestern Nigeria. The descriptive survey research design of correlational type was adopted while the multi-stage sampling procedure was used in the study. A simple random sampling technique was used to select three (Oyo, Ogun, and Ekiti) states out of the six in Southwestern Nigeria, as well as one Senatorial District (SD) from each state. The technique of proportionate-to-size sampling was employed to select 40% of the Local Government Areas (LGAs) in each SD and 50% (101) of the schools in the sampled LGAs. A class of 3,030 PSSS II was used; 202 Mathematics and English Language teachers and 202 Heads of Department were purposively sampled, while 101 school administrators were enumerated. The instruments were TP, TPC, English Language Achievement Test-ELAT, and Mathematics Achievement Test-MAT. The results revealed that SAA was low while TAV was high against the threshold of 2.5. The results equally showed that TAV significantly contributed to SAA. Based on the findings, it was recommended that the recruitment of teachers should be practically based on merit (in terms of educational qualifications). The school authorities should ensure that teacher availability (teacher punctuality and promptness to class) is sustained to improve the SAA.

Keywords: *English language and mathematics, Student academic achievement, Teacher availability, Teacher promptness to class, Teacher punctuality, Public senior secondary schools, Southwestern Nigeria.*

Highlights of this paper

- This study investigated the influence of teacher availability on student academic achievement in public senior secondary schools in Southwestern Nigeria.
- The study explored teacher availability beyond the issue of 'available and non-available', by extention, it engaged teacher punctuality and promptness to class and their influence on student academic achievement.
- The study found that: 1) the level of student academic achievement (both in English Language and Mathematics) was low. 2) the level of teacher availability was high (3.36) against the threshold (2.5).

1. INTRODUCTION

Academic Achievement (AA) could be referred to as an accomplishment, which reflects a sense of sincerity, candidness, and perseverance on the part of achievers (students), parents, and teachers, as well as other concerned educational stakeholders (Josh, 2010). It may partly mean a student's achievement in school, especially in his/ her marks on tests or examinations (Adeyemo, 2011). Therefore, AA could be considered a multi-faceted construct that is made up of various learning domains. Academic achievement is a broad area that encompasses a wide range of educational outcomes. Hence, the conceptualization of AA often depends on metrics used to measure it. Among many criteria that indicate AA are general indicators such as grades or performance in an educational achievement test or examination, and cumulative indicators such as academic degrees and certificates (Steinmayr, Meibner, Weidinger, & Wirthwein, 2014). All of these factors have one thing in common: they show intellectual endeavor and, to some extent, reflect an individual student's intellectual capacity. The quality of products (students) from secondary education is sometimes premised on their AA in various subjects offered in the schools (Atanda, 2011; Atanda & Jaiyeoba, 2011). Nevertheless, the achievement of secondary school students, most especially in both internal and external examinations, has been a source of apprehension to parents, teachers, educators, and researchers (Adesehinwa, 2013; Atanda, 2021). Over the years, the issue of low SAA, both in school-based and external examinations, has been a concern to all stakeholders in the education industry. There are lots of complaints from the public about the quality of students produced in secondary schools, *vis a vis* their learning outcomes, most especially in the core subjects such as English Language and Mathematics. Parts of the implications of this trend in secondary school education are that most of the concerned students might not be able to transition to the institution of higher learning, embrace hooliganism as a solace to their failure, and eventually become incapacitated in contributing to the national growth and development. Student academic achievement measurement has received considerable attention in previous studies (Filgona & Sakiyo, 2020; Muhammad, 2021; Ubah, 2019). It forms the most challenging aspect of academic literature. It is often viewed as a confluence of many factors. These factors could be put under the rubrics of social, psychological, economic, teacher, school or environmental, home as well as personal factors. These factors have a very strong influence on Student Academic Achievement (SAA), but they vary from person to person, community to community, and country to country. However, of all these factors, one of the most debated is the influence of teachers on students' overall AA. Teachers use several techniques to assist students in improving their AA. They evaluate, assess, and make provisions for students with learning difficulties. They monitor students' work during classes, provide tutorials, grade homework or assignments, and provide feedback. These may help in enhancing students' AA. Furthermore, teachers assess the curriculum, materials, education programs, or initiatives in place for their relevance to student learning. As a result, there is a need to investigate the influence of Teacher Availability (TAV - number of teachers available for Mathematics and English Language, teacher availability for academic and non-academic activities, punctuality, and promptness to class) on SAA in public senior secondary schools in Southwestern Nigeria. Teacher timeliness in schools could influence the student AA in the sense that their punctuality typically connotes that they are ready to carry out their obligations, which could influence the AA of students.

Underlining the constructive collaboration between the quantity and quality of teachers, Fabunmi (2003) observed that the problem of TAV is more than mere statistics; it is a matter of quantity and quality. It is also worth noting that, in most cases, the numerical strength of teachers in each school does not guarantee that teachers will be punctual and prompt in classes when students require them (Hazzan, 2015). Aside from the numerical strength of teachers in any school, the teacher's punctuality and promptness to classes are two of the hallmarks of TAV. Poor attainment of an excellent education has always been attributed to teachers' incapacity to be available and carry out their obligations and responsibilities by being prompt at the point of duty (Adeniyi, Ogundele, & Odetola, 2014). For instance, the degree to which teachers make themselves available in schools, to their students, and to teaching activities goes a long way to determining the success of their profession and that of their students (Kariuki, Ndirangu, Sang, & Okao, 2014; Peretomode & Bello, 2018). Besides, it has been revealed that teachers' promptness to class or class attendance is a significant contributing element to student AA in schools. The indicators of education systems with inadequate teacher management structures and incapacity to offer incentives to encourage teachers to change their professional mindsets are lateness and absenteeism (Butakor & Boatey, 2018). Hence, in this study, teacher availability is indicated by the number of teachers available for the teaching of English Language and Mathematics; the level of punctuality of the available teachers (from the students' and the Heads of Department's perspectives) as well as the promptness of the available teachers to the classes from the students' perspectives.

2. STATEMENT OF THE PROBLEM

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

3. RESEARCH QUESTION

This research question was raised and answered in the study:

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

4. HYPOTHESIS

HO₁: Teacher Availability has no significant influence on the student academic achievement in public secondary schools in Southwestern Nigeria.

5. SIGNIFICANCE OF THE STUDY

The findings from this study would be beneficial to school administrators, teachers, the government, educational planners, students, and researchers. For instance, the determination of the available teachers in the schools could furnish the school administrators with information on subject areas where there are no teachers in the schools or where they are inadequate. Also, the school administrator could benefit from the findings of this study since it would provide information to him or her on whether the available teachers are under, over, or optimally utilized. Similarly, information on the availability of teachers in the schools could be useful to the state ministries of education in each of the states under study. For instance, information from the findings could help them (the ministries of education) consider areas where teacher supplies are not available in the schools. The ministries may therefore advise the government to supply teachers to the schools in those areas. In like manner, the findings could equally be useful to the state ministries of education in deciding on how to correct any form of lopsidedness in the transfer of teachers. Related to the foregoing, the findings of the study could be beneficial to educational planners because they would be provided with adequate and relevant information (or data) on the existing level of teacher availability in public secondary schools in Southwestern Nigeria. Thus, the findings of the study would acquaint educational planners and decision-makers with necessary information on the number of available teachers. In addition to this, students could benefit from the findings of the study because the major aspects of teacher availability have been revealed, and when the necessary corrections are made, they would benefit from such corrections. The students would benefit equally because if their schools are provided with adequate teachers, there would be an improvement in the academic conditions of students in the schools, and this may subsequently enhance the AA of the students. Finally, the usefulness of this study's findings to the researchers relates to the fact that the findings would provide information on which future researchers could build a template and carry out research.

6. LITERATURE REVIEW

6.1. Teacher Availability and Student Academic Achievement

Teachers facilitate the learning process. They are unique in that they are pedagogy's architects, managers, and engineers. This is why teaching and learning are so important in any educational institution. Similarly, the quality of education, as well as that of the students depends on the quality of teachers (Akiri & Ugborugbo, 2009). Teachers have been found to have a major influence on students' academic performance. Therefore, it is important at this threshold to critically examine empirical studies on the availability of teachers and their influence on student academic achievement. In the first instance, Adegbemile (2011) carried out a study on the influence of human resource availability on students' academic performance in Northwestern Nigeria. The study was anchored on a descriptive survey research design. Secondary school principals across the selected geopolitical zone were randomly sampled to respond to the research instrument christened Human Resource Availability and Academic Performance of Secondary Schools Questionnaire. Research questions were answered via descriptive statistics while the hypotheses formulated were tested through inferential statistics at the 0.05 level of significance. The findings of the study indicate that: the students' academic performance was low and that most of the schools sampled had the problem ofteacher inadequacy. It was also discovered that there was a significant relationship between teachers' quality and student academic achievement.

Similarly, Hazzan (2015) investigated the correlation between the independent variable (availability and adequacy of human and material resources) and the dependent variable (student academic performance) in secondary schools – private and public, in Akinyele Local Government Area, Oyo State, Nigeria. From the 28 senior secondary schools sampled using a simple random sampling technique, 28 school administrators and 140 teachers were selected

while 280 SSS II students were purposively sampled. Two instruments were used to collect data: English Language and Mathematics achievement tests and the Availability and Adequacy of Human and Material Resources Questionnaire. In the study, four research questions were answered while three hypotheses were tested at the 0.05 level of significance. The findings of the study show that: the performance of students was moderate or average; there was no significant difference in student academic performance in the public and private secondary schools sampled (tcal=.737; df = 2; P>0.05) and the human and material resources did not significantly influence student's academic performance in the sampled schools. Hence, recommendations were based on the findings.

In addition, Ifeanyichukwu (2022) carried out a study on the level of availability, adequacy, and utilization of physical education teaching resources in public secondary schools in Enugu State, Nigeria. The study was anchored on a descriptive survey research design. Through the use of the proportional-to-size sampling technique, 35 secondary schools and 103 physical education teachers were sampled. Two instruments were developed and used for the study - the utilization of the physical education resources questionnaire as well as the availability and adequacy of the physical education resources checklist and their reliability coefficients are 0.80 and 0.60 respectively. Data were analyzed using the inferential statistics – Chi-square and ANOVA. The findings from the study indicate that of all the physical education facilities in the schools, only the football fields were mostly available. Also, of all the variables interrogated only the inadequacy of time allotted was found to influence the utilization of physical education teaching resources in the schools sampled. Recommendations were principally based on the research findings.

.

6.2. Teacher Punctuality and Student Academic Achievement

One cannot overestimate the influence that teachers' punctuality has on student's learning achievement. For example, Sansaluna-Maulana, Aliman, and Ulangkaya (2021) conducted a study on the correlation between teaching practices and the student's academic performance in senior high schools of Maguindanao, Philippines. The independent variable (teaching practices) was gauged by punctuality and class attendance while the dependent variable (academic performance) was gauged by their final grades in English Language. The study was predicated on the descriptive-correlational survey design. The target population for the study comprised teachers and students from the 12 senior high schools. The simple random sampling technique was used to sample 240 students and 24 teachers from the 12 schools. Descriptive statistics were used to answer the research questions raised while Pearson's Product-Moment Correlation was used to test the hypotheses generated. Findings from the study show that the teaching practices of most teachers were significantly influenced by teachers' punctuality and class attendance. Also, it was found that teachers' punctuality and attendance significantly contributed to students' academic performance.

6.3. Teacher Promptness to Class and Student Academic Achievement

One of the key factors influencing learners' attendance at school is teachers' promptness. A study on senior high school students' perceptions of teacher attendance and punctuality was conducted by Butakor and Boatey (2018). The study sought to ascertain how much teacher attendance is validated and the connection between students' attendance patterns and teachers' punctuality and regularity. Data from 200 students were collected using an 18-item questionnaire in a descriptive survey design. According to the findings, most students attended class every day. It was also discovered that monitoring has a good influence on teachers' attendance, which in turn influences student attendance. It is suggested that monitoring be increased to ensure students' punctuality in school.

From the review of the literature, it could be deduced that the cruciality of teachers, teacher characteristics and or teacher variables in the attainment of student academic achievement is one of the topics which have generated heated arguments in the field of education. Meanwhile, none of the reviewed works investigated the combined

influence of indices of teacher availability - number of available teachers, teacher punctuality –TP and teacher promptness to class -TPC) to gauge the academic achievement of the students in Southwestern Nigeria. Also, only a few of the reviewed works investigated the problem of low student academic achievement taking into consideration the perspectives of principals, heads of department, teachers and students.

7. METHODOLOGY

A multi-stage sampling technique was used in this research. Three states (Oyo, Ogun, and Ekiti), out of the six in Southwestern Nigeria, as well as one Senatorial District (SD) from each state were selected using a random sample technique. The proportionate-to-size sampling technique was used to select 40% of the Local Government Areas (LGAs) in each SD and 50% (101) of the schools in the sampled LGAs. A class of 3,030 PSSS II was used; 202 Mathematics and English Language teachers and 202 Heads of Department (101 each from Science and Arts) were purposively sampled, while 101 school administrators were enumerated. The instruments were Teacher Availability Inventory –TAI (α=0.79); Teacher Punctuality - TP (α=0.75); and Teacher Promptness to Class - TPC (α=0.82). Data were analyzed using descriptive statistics for the research question while regression analysis was used to test the hypothesis raised in the study. Meanwhile, the level of teacher availability from the perspectives sampled Head of Departments is calibrated with the benchmarks of mean range: 0.00 - 1.49 = Very Low Extent; $1.50 - 2.49$ = Low Extent; $2.50 - 3.49$ = High Extent; $3.50 - 4.00$ = Very High Extent while the Level of English Language and Mathematics teacher availability in the Sampled Secondary Schools from Students' Perspectives is calibrated with the benchmarks of mean range: 0.00 - 1.49 = Poor; $1.50 - 2.49$ = Fair; $2.50 - 3.49$ = Good; $3.50 - 4.00$ = Very Good.

7.1. Research Design

The research design used for the study was a descriptive survey. This type of research design was chosen because the manifestations of the variables of the study had already occurred, and therefore, there was no manipulation of any of the variables.

7.2. Research Population

The targeted population for this study comprised all the principals or school administrators, teachers as well as students in SSS II in the state public senior secondary schools (2791 schools) in Southwestern Nigeria. States under this geopolitical zone are Oyo, Ondo, Ogun, Osun, Ekiti and Lagos.

7.3. Instruments

For the collection of data on both the dependent and independent variables, three instruments {the English Language Achievement Test (ELAT), the Mathematics Achievement Test (MAT), and the Teacher Availability Inventory (TAI) were developed to elicit information from the respondents. However, while MAT and ELAT (which covered the three levels of the cognitive domain: understanding, remembering, and thinking) were developed to elicit information on the dependent variable – Student Academic Achievement (SAA), the TAI was developed for the collection of information on the respondents' demographical characteristics, qualifications, years of experience, and the level of teacher availability in the sampled schools.

7.4. Validity and Reliability of the Instruments

The suitability of the instruments for measuring the study's variables determines the validity of any of the developed instruments. Thus, the instruments' face, construct, and content validity were predicated on evaluating

the experts in the faculty of Education, at the University of Ibadan. Also, teachers who are experts in both the English Language and Mathematics and possess at least six (6) years of teaching experience in seniors were consulted. Various suggestions, advice, and ideas from these experts were incorporated in the final draft of the instruments before administration. An instrument is said to be reliable when it is consistent in measuring what it is expected to measure at any point in time. Therefore, to ascertain the reliability of the instruments, they were administered to a set of respondents (school administrators, teachers, heads of department (HODs), and students) in twenty (20) randomly selected secondary schools in Osun State that were not part of the samples selected. The Cronbach Alpha test of reliability was used to test the internal consistency of the instruments at 0.05 level of significance. Thus, while the Teacher Availability Inventory (TAI) yielded 0.79, the Teacher Punctuality Questionnaire (TPQ) yielded 0.75, and the Teacher Promptness to Class Questionnaire (TPCQ) yielded 0.82 reliability. However, Kuder Richardson 20, otherwise known as KR-20, was used to estimate the reliability of the achievement tests – ELAT and MAT because their items were scored dichotomously. The results revealed reliability coefficients of 7.47 and 7.46, respectively.

8. RESULTS AND DISCUSSION

8.1. Research Question

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

Table 1. Level of teacher availability in the sampled secondary schools from school administrators' perspectives.

Subject	Available	Not available
English language	95 (94.0%)	6 (6.0%)
Mathematics	99 (98.0%)	2 (2.0%)

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

Table 2. Level of teacher availability from head of departments' perspectives.

Availability for academic and non-academic activities	VHE	HE	LE	VLE	Mean	Std. dev.
Availability for academically deficient students	86 (42.5%)	106 (52.5%)	6 (3.0%)	4 (2.0%)	3.35	0.60
Availability for enhanced social relations among students	89 (44.1%)	94 (46.5%)	15 (7.4%)	4 (2.0%)	3.42	2.23
Participation in students' extracurricular activities	113 (55.9%)	77 (38.1%)	12 (5.9%)	0 (0.0%)	3.40	0.59
Devotion to teaching as a profession	128 (63.4%)	64 (31.7%)`	6 (3.0%)	4 (2.0%)	3.62	1.56
Regularity of teachers coming to school	86 (42.6%)	78 (38.6%)	25 (12.4%)	13 (6.4%)	3.30	0.92
Teachers come to school before the assembly time.	96 (47.5%)	79 (39.1%)	25 (12.4%)	2 (1.0%)	3.40	0.75

197

Availability for academic and non-academic activities	VHE	HE	LE	VLE	Mean	Std. dev.
Participation of teacher in the conduct of the assembly	105 (52.0%)	81 (40.1%)	15 (7.4%)	1 (0.5%)	3.44	1.52
Coming to class to teach at the allotted period	90 (44.6%)	90 (44.6%)	15 (7.4%)	7 (3.5%)	3.30	0.79
Complaints of the inconsistency of teacher's class attendance from the students	0 (0.0%)	11 (5.4%)	93 (46.0%)	98 (48.5%)	1.57	0.63
The conspicuous absence of the teacher during lesson periods	0 (0.0%)	6 (3.0%)	77 (38.1%)	119 (58.9%)	1.49	0.57
Weighted mean = 3.03						

Note: - Mean range: 0.00 - 1.49 = Very low extent (VLE); 1.50 – 2.49 = Low extent (LE); 2.50 – 3.49 = High extent (HE); 3.50 – 4.00 = Very high extent (VHE).

Table 2 presents Heads of Departments (HODs) perspectives on the availability of English and Mathematics teachers in the sampled secondary schools. The findings revealed that 42.5% of respondents agreed to a very high extent with the statement that teachers made themselves available to academically inadequate students; 52.5% agreed to a high extent, 3.0% to a low extent, and 2.0% to a very low extent (Mean=3.35, SD=0.60).

Moreover, 44.1% of the sample agreed to a very high extent that teachers were accessible to help students develop positive social relationships; 46.5% agreed to a high extent, 7.4% to a low extent, and 2.0% to a very low extent (Mean=3.42, SD=2.23).

Furthermore, according to the Mean=3.40, SD=0.59, 55.9% of the HODs agreed to a very high extent that teachers did participate in extracurricular activities with their students; 38.1% agreed to a high extent, 5.9% agreed to a low extent, and 0% agreed to a very low extent. Furthermore, most of the teachers demonstrated complete dedication to their job, as agreed to be true by 63.4% of respondents to a very high extent; 31.7% agreed to a high extent, 3.0% to a low extent, and 2.0% to a very low extent (Mean=3.62, SD=1.56). Moreover, 42.6% of respondents agreed to a very high extent that teachers were regularly available in the classrooms; 38.6% agreed to a high extent, 12.4% to a low extent, and 6.4% to a very low extent (Mean=3.30, SD=0.9252.0% of respondents agreed to a very high extent that teachers frequently participated in the conduct of the assembly; 40.1% agreed to a high extent, 7.4% agreed to a low extent, and 0.5% agreed to a very low extent (Mean=3.44, SD=1.52). 47.5% of respondents agreed to a very high extent that teachers arrived in schools before the conduct of the assembly; 39.1% agreed to a high extent, 12.4% agreed to a low extent, and 1.0% agreed to a very low extent (Mean=3.40, SD=0.75).

In addition to the aforementioned, 0.0% of respondents agreed very highly that students had complained about teachers' inconsistent attendance; 5.4% agreed highly, 46.0% agreed low, and 48.5% agreed very low (Mean=1.57, SD=0.63); 44.6% of respondents agreed very highly that teachers frequently arrived to classes at the appropriate period to teach the students; 44.6% agreed very high, 7.4% agreed to a low extent, and 3.5% agreed to a very low extent); The percentage of respondents who agreed that teachers were noticeably absent from class was 0.0% to a very high extent; 3.0% agreed to a high extent, 38.1% agreed to a low extent, and 58.9% agreed to a very low extent. (Mean=1.49, SD= 0.57).

From the results, it could be observed that most of the teachers were available for their duties since the value of the weighted mean of the responses in Table 2 (3.03) is greater than the value of the criterion mean (2.5).

Table 3. Level of English language teacher availability in the sampled secondary schools from students' perspectives.

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

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

Table 3 presents the results on the level of English Language teachers' availability based on students' perspectives. According to the findings, 97.9% of the respondents concurred that the level of their teachers' punctuality is good while 2.2% said it was either fair or poor (Mean=3.83, SD=0.60). Also, the mean values of availability of teachers on Promptness to class (Mean=3.65, SD=0.77), Availability for Students' academic activities (Mean=3.64, SD=0.77), Devotion to teaching (Mean=3.37, SD=0.93), Attentiveness to students' questions (Mean=3.61, SD=0.81), Clarity in explanation and availability for extra-curriculum activities (Mean=3.33, SD=0.94) show that majority of teachers were available for academic activities and non-academic activities as perceived by students. With the foregoing Mean and S.D values in Table 3 (M=3.83 and SD=.60; M=3.65 and SD=.77; M=3.64 and SD=.77; M=3.37 and SD=.93; M=3.61 and SD= .81; …), the results on the level of English Language teachers' availability in the sampled secondary schools in Southwestern Nigeria from the students' perspectives showed that the majority of the English Language teachers were available to carry out their academic and non-academic duties in the schools. Hence, the value of the weighted mean is greater than that of the criterion mean (3.56 >2.5).

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

Table 4. Level of Mathematics teacher availability in the sampled secondary schools from students' perspectives.

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

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

Therefore, with the foregoing Mean and S.D values in Table 4 (M=3.75, SD=0.81; M=3.63, SD=0.88; M=3.56, SD=0.95; M=3.48, SD=1.36; M=3.51, SD=1.00; …) the results on the level of Mathematics teachers' availability in the sampled secondary schools in Southwestern Nigeria for students' perspectives showed that majority of the mathematics teachers were available to carry out their academic and non-academic duties in the schools. Also, the weighted mean value from Table 4 (3.50) is greater than the value of the criterion mean (2.5) − this implies that the availability of teachers for academic and non-academic activities in the sampled schools is good.

Table 5. Summary of the findings on teacher availability in the sampled secondary schools.

Availability for academic and non-academic activities	Weighted mean	**3.03**
Level of english language teachers' availability	Weighted mean	3.56
Level of mathematics teachers' availability	Weighted mean	3.50
Grand weighted mean		3.36
Standard mean		2.50

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

Table 5 presents the summary of the findings on teacher availability based on the average value of the HODs' and students' perspectives in the sampled secondary schools. Therefore, to answer the research question on the level of availability of teachers (English Language and Mathematics) teachers in public senior secondary schools in Southwestern Nigeria in respect of the availability of teachers for academic and non-academic activities, teacher's punctuality and promptness to class, it could be observed that the grand weighted mean value for teachers' availability (3.36) is greater than the standard or criterion mean(2.5). This implies that most of the teachers were available in the sampled schools and only a few of the sampled schools had no English language and or mathematics teachers available, most especially for the SSS11 classes.

8.2. Test of Hypothesis

HO₁: *Teacher Availability has no significant influence on the student academic achievement in public secondary schools in Southwestern Nigeria.*

Table 6. Linear regression showing the influence of teacher availability on student academic achievement.

Model		Sum of squares	df	Mean square	F	Sig.
1	Regression	1194.8	1	1194.8	73.96	0.001[b]
	Residual	489.2	100	16.2		
	Total	1684.0	101			
Model summary						
Model			1			
R			0.842[a]			
R square			0.710			
Adjusted R square			0.709			
Std. The error of the estimate	4.019					

Note: a. Dependent variable: student academic achievement. b. Predictors (contant): teacher availability.

Table 6 shows the influence teacher availability on student academic achievement. The Table 6 reveals a simple linear regression analysis computed to determine the influence of the independent variable (teacher availability) on the dependent variable (student academic achievement) in Southwestern Nigeria F (1, 100 = 73.96, p<0.05). The result reveals an *R Square* of 0.710. Further, the ANOVA summary revealed a p-value of 0.001. This implies that the influence of teacher availability on student academic achievement was significant. Thus, the hypothesis was rejected and by implication it means that in public secondary schools in Southwestern Nigeria, teacher availability had a significant influence on the academic achievement of students.

9. DISCUSSION OF FINDINGS

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

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

The finding of the hypothesis that showed that student academic achievement was significantly influenced by teacher availability is in line with the findings of Hazzan (2015) study which found that teacher availability has

invariably influenced the student academic performance in both private and public senior secondary schools sampled in the study. However, the result of this study contradicts the finding of Nwakpa (2012) who found in his study that the academic performance of the sampled students was not significantly influenced by the teachers available in the sampled schools.

10. CONCLUSION

Teacher Availability could significantly influence the academic achievement of students and the educational system. The availability of teachers in senior secondary schools involves issues relating to but not limited to the number of teachers available in school for a particular subject, teacher availability for academic and non-academic activities in terms of their punctuality, and promptness to class. The influence of teacher availability on the academic achievement of students cannot be overemphasized as it was established in this study that the low educational achievement of students in secondary schools in Southwestern Nigeria (both English Language and Mathematics) was significantly influenced by the inadequacy of the available teachers in most of the sampled secondary. There is therefore a need for the education stakeholders to give adequate attention to this variable for improved student academic achievement.

11. IMPLICATIONS OF FINDINGS FOR VARIOUS EDUCATIONAL STAKEHOLDERS

The results and or findings of this study have many implications for different educational stakeholders in the following ways: the level of student academic achievement (SAA) (in English Language and Mathematics) that was below expectation could inform the school administrators, school boards, ministries of education as well as the government at various levels of the current state of student academic achievement in secondary schools in Southwestern Nigeria. In the same vein, the foregoing educational stakeholders could see the implications of teacher availability investigated in the study for addressing the problem. The significant relationship established between teacher availability and student academic achievement is an indication that the availability of qualified teachers and their utilization could create a greater tendency for tremendous improvement in the level SAA (both in English Language and Mathematics) in public secondary schools in Southwestern Nigeria.

12. LIMITATIONS OF THE STUDY

The following limitations were encountered while conducting the research: although, the geographical scope of the study covered three states (Oyo, Ogun, and Ekiti states), only one senatorial district (out of three) as well as three local government areas from each of the selected zones in each of the selected states were sampled. The selection and samples were mainly delimited due to time and financial constraints on the researcher's part. Additionally, the pace of the researcher's and his research assistants' fieldwork was slowed down by the issue of insecurity in several areas of southwestern Nigeria. Significantly, the independent variables in this study were limited to teacher availability (with three indices - number of available teachers, Teacher Punctuality -TP, Teacher Promptness to Class -TPC), and the dependent variable (SAA) was limited to one variable which was measured by the outcomes of the achievement tests in English Language and Mathematics in senior secondary school II in the sampled schools. Some of the respondents initially felt reluctant to attend to the researcher's needs but with the patience and persistence of the researcher and his assistants, they still participated in the research.

13. RECOMMENDATIONS

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

1. Recruitment of teachers (in English Language and Mathematics) into the teaching profession should be practically based on merit, most especially in terms of educational qualifications (qualifications from faculty or institute of education) of the would-be teachers in public senior secondary schools in Southwestern Nigeria and

2. The school authorities should ensure that teacher availability in terms of punctuality and promptness to class is sustained to improve the student's academic achievement.

REFERENCES

Adegbemile, O. (2011). Human resource availability and students' academic performance in secondary schools in North West Geo–Political Zone of Nigeria. *Journal of Education and Practice, 2*(6), 1-9.

Adeniyi, C., Ogundele, L., & Odetola, C. (2014). Teacher quality factors as determinant of students' achievement in mathematics. *Journal of Education and Practice, 5*(37), 1-6.

Adesehinwa, A. O. (2013). Effects of family type (monogamy or polygamy) on students' academic achievement in Nigeria. *International Journal of Psychology and Counselling, 5*(7), 153-156.

Adesoji, F. A., & Olatunbosun, S. M. (2008). *Student, teacher, and school environment factors as determinants of achievement in senior secondary school Chemistry in Oyo State, Nigeria.* Retrieved from http://www.researchgate.net/publication/26516351

Adeyemo, D. (2011). Teachers' job satisfaction, job involvement, career and organizational commitments as correlates of student-academic performance. *Nigerian Journal of Applied Psychology, 6*(2), 126-135.

Akiri, A. A., & Ugborugbo, N. M. (2009). Teachers' effectiveness and students' academic performance in public secondary schools in Delta State, Nigeria. *Studies on Home and Community Science, 3*(2), 107-113. https://doi.org/10.1080/09737189.2009.11885284

Atanda, A. (2011). A survey of secondary students achievement in English language and mathematics in Nigeria: lessons for secondary school administrators in Nigeria. *Journal of Sociology and Education in Africa, 10*(2), 125-142.

Atanda, A. I. (2021). *Strengthening the schooling bridge: Nigerian education for structural reinforcement. A faculty lecture.* Ibadan: Ibadan University Press.

Atanda, A. I., & Jaiyeoba, A. O. (2011). Effects of school-based quality factors on secondary school students' achievement in English language in South-Western and North-central Nigeria. *Journal of Emerging Trends in Educational Research and Policy Studies, 2*(2), 93-99.

Ayeni, A. J., & Amanekwe, A. P. (2018). Teachers' instructional workload management and students' academic performance in public and private secondary schools in Akoko North-East Local Government, Ondo State, Nigeria. *American International Journal of Education and Linguistics Research, 1*(1), 9-23. https://doi.org/10.46545/aijelr.v1i1.135

Butakor, P., & Boatey, B. (2018). Supervision of teacher's punctuality and students' attendance in senior high schools: Exploring the views of students. *Journal of Education and Practice, 9*(30), 71-79.

Fabunmi, M. (2003). Introduction to educational planning. Basic text in educational planning. In (pp. 11-12). Ibadan: Awemark Industrial Printers.

Filgona, J., & Sakiyo, J. (2020). Teachers' academic qualification as a predictor of attitude and academic achievement in geography of senior secondary school students in Adamawa state, Nigeria. *International Journal of Research and Review, 7*(11), 190-215.

Hazzan, M. K. (2015). Availability and adequacy of human and material resources as correlates of student academic performance in secondary schools in Akinyele local government area of Oyo State. M.Ed. Project. Dept. of Educational Management. University of Ibadan, Nigeria.

Ifeanyichukwu, U. J. (2022). *Availability, adequacy and utilization of physical education teaching resources in public secondary schools in Enugu State. Afribary, v-vi.* Retrieved from https://afribary.com/works/availability-adequacy-and-utilization-of-physical-education-teaching

Josh, K. (2010). Does attitude impact academic achievement? , Unpublished M.Ed. Thesis, the Faculty of the College of Education, Ohio University.

Kariuki, A. W. K., Ndirangu, M., Sang, A. K., & Okao, E. M. (2014). Secondary school teachers' perceptions of the factors that influence their morale and commitment to work: A case of Nakuru district. *International Journal of Innovation and Applied Studies, 9*(4), 1589-1597.

Muhammad, L. (2021). The effects of teachers' academic qualification and experience on students' achievement and interest in accounting in Kaduna state. *Global Journal of Education, Humanities and Management Sciences, 3*(1), 242-252. https://doi.org/10.9734/arjom/2021/v17i730314

Nwakpa, P. (2012). *An assessment of human and material resources availability in Ebonyi State University staff secondary school, Abakaliki dept. of educational foundations, faculty of education.* Ebonyi State: University of Abakaliki.

Peretomode, V. F., & Bello, S. O. (2018). Analysis of teachers' commitment and dimensions of organizational commitment in edo state public secondary schools. *Social Research, 8*(3), 1-6. https://doi.org/10.2478/jesr-2018-0034

Sansaluna-Maulana, S. A., Aliman, B. D. S., & Ulangkaya, Z. K. (2021). Senior high school English teachers' punctuality, attendance, and students' academic performance. *Advances in Social Sciences Research Journal, 8*(8), 564-570. https://doi.org/10.14738/assrj.88.10695

Steinmayr, R., Meibner, A., Weidinger, A. F., & Wirthwein, L. (2014). *Academic achievement. In Oxford Bibliographies Online: Education, Ed., Meyer L. H.* New York: Oxford University Press.

Ubah, S. (2019). Class size as a determining factor in the academic achievement of secondary school students in mathematics in port harcourt metropolis of rivers. *The Colloquium, 7*(1), 10-17.