

TEACHERS' PREPAREDNESS AS A CORRELATE OF ACADEMIC PERFORMANCE IN RELIGION AND NATIONAL VALUES AMONG UPPER BASIC STUDENTS IN NORTH-CENTRAL, NIGERIA

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Abstract

Teachers' preparedness is a powerful tool for enhancing students' academic performance. Teacher's preparation of lesson note, lesson plan, resources and a host of others contribute enormously to the students' performance at all levels of education. This study therefore, investigated teachers' preparedness and academic performance of upper basic students in Religion and National Value (RNV) in North Central Geo-Political Zone. Descriptive survey design was used in this study. The population for this study was all upper basic teachers in North Central, Nigeria. It was found in the study that teachers' preparedness significantly relates to academic performance of upper basic students in Religion and National Value in North Central, Nigeria. Similarly, the findings of the study revealed that there is positive relationship between teachers' preparation of lesson plan, preparation of note of lesson, utilization of teaching materials and teaching methods and upper basic students' academic performance in North Central Geo-Political Zone, Nigeria. It is therefore recommended in the study that government should encourage training and re-training of teachers through seminars, workshop and conferences.

Keywords: Academic performance, Teacher preparedness, Religion and National Value Curriculum, Upper Basic School

Introduction

Teaching is a painstaking profession of taking someone from darkness to light or helping someone knows what is not known to him/her. Iornem (2016) stated that teaching is the process of writing, reading, explaining, illustrating, dramatising, assessing, rewarding, punishing and showing appreciation in order to help students acquire some skills or change some attitudes. Sequeira (2018) defined teaching as a set of activities designed to support internal process of learning. Boma (2019) described it as one of the human professions that need a lot of labour, wisdom, humility, dedication and sincerity. Teaching is a logical, systematically and technical ways designed to achieve educational objectives (Isola, 2019). Teaching is the process of combination of various preparations such as identification of teaching objectives, development of suitable teaching materials, implementation of effective teaching strategies and preparation of lesson plan (Sayed-Munna & Abdul-Kalam, 2021). This implies that teaching is an act of imparting skills, knowledge and experiences in someone in order to make such person a productive member

of the society and the objective cannot be achieved without qualified teachers who always prepare before teaching the students.

Teachers' preparedness is the combination of knowledge, styles, attitudes and skills presented by the teachers in the classrooms to implement already designed curriculum (ondimu, 2018). This according to Kimosop (2011) enables teachers to develop different teaching strategies and apply effective teaching materials that can enhance students' academic performance. Bolarinwa et al. (2020) described teachers' preparedness as series of logical roles played and styles adopted by the teachers to improve students' active participations in the classrooms. Teachers' preparedness is a professional competency of teachers to master the components and contents of their subjects and apply effective methods in teaching those subjects (Okoye & Ifi, 2020). In the same vein, Damien and Claire (2022) delineated teachers' preparedness as the ability possess by teachers to properly implement the designed curriculum to achieve educational objectives. Bolarinwa et al. (2020) explained that teachers' preparedness comprised variety of documents and techniques such as lesson planning, writing of notes of lesson, having personal time-table, utilisation of effective teaching aids and efficient teaching methodologies.

Lesson plan is a teacher's break down of what the teacher needs to teach in the classroom (Sanusi, et al. 2023). Significantly, planning the lesson would lessen teacher's work and make the objective of the lesson easily achieved. Behzad (2013) explained that every teacher is expected to have a simple, concise and direct planning that would serve as a road map guiding teacher's presentation of the lesson in the classroom. Similarly, lesson note allows teachers to deliver a reasonable and sensible lesson in the classroom so that he/she would not be betting around the bush and effectiveness is determined by well-planning (Osatimehin, et al. 2022). Therefore, effective planning of lesson is a dispensable tool to effectiveness in teaching and learning process.

It is evident from the above submissions that teachers' preparedness is highly significant in the academic performance of students at all levels. The level of teachers' preparation before teaching the students would strongly determine students' outcomes at the end of the lesson. Furthermore, it shows that teachers' preparedness is a powerful tool that predicts students' academic performance in the schools and the preparation might be high, moderate or low. Similarly it shows that teachers' preparedness is centered on the preparation of effective lesson plan, note of lesson, usability of good teaching materials and efficient teaching methods among others that are possible of bringing positive achievement at the end of the lesson.

Students' achievement is referred to as students' academic performance measured with the aid of special yardstick called assessment or evaluation at the end of term. Komba et al. (2013) defined academic performance students' ability to accomplish task given at the end of the lesson and it is measured against predetermined standard of accuracy, completeness, competency, cost and speed. Ashkhai (2010) noted that students' academic performance is highly influenced by teacher's qualification, competency, experience and interest. This implies that such teacher will be able to utilize the content of the school syllabus transferred from the curriculum to achieve educational objectives.

Review of Upper Basic Education (UBE) curriculum done in the year 2013 had brought about some changes to the contents of the curriculum. With this exercise, Upper Basic schools' curriculum contents were divided into core and elective subjects. Igbokwe (2015) explained that 10 subjects that were recommended to be taught in Upper Basic Level are: English Language, Mathematics, One Nigerian Language, Basic Science and Technology, Religion and National Values, Cultural and Creative Arts, Business Studies, French Language and Arabic Language; only Arabic Language is optional. Furthermore, Upper Basic administrators were instructed to allow students to take minimum of 9 subjects and maximum of 10 subjects. However, Nigerian Educational Research and Development Council (NERDC) (2013) added that Religion and National Values (RNV) will have the following composites to be taught in the school and the subjects are: Social Studies, Civic Education, Security Education, and Islamic Studies and Christian Religion Studies.

Statement of the Problem

Academic performance of students at all levels of education relies on the level of preparation done by the teachers before entering the classrooms. Teachers' preparedness is one of the crucial issues that determine academic performance of students in any subject. Teachers' ability to discharge their jobs, using appropriate teaching method and materials, preparation of lesson plan, lesson notes among others are outlined as teachers' preparedness. Academic performance of students is affected by many factors among those factors is teachers' unpreparedness for the lesson. Researcher such as Damien and Claire (2022), Osatimehin et al. (2022), Bolarinwa et al. (2020), Okoye and Ifi (2020) and Kariuki et al. (2019) have identified teachers' preparedness as a predictor of student academic performance.

Therefore, the present study selected teachers' preparation of lesson plan, notes of lesson, utilization of teaching materials and teaching methodology in relation to teachers' preparedness and students' academic performance. Hence, this study examined relationship between teachers' preparedness and upper basic students' academic performance in Religion and National Value (RNV) in North Central Geo-Political Zone, Nigeria this is the gap which the study intended to cover.

Purpose of the Study

The main purpose of this study was to investigate teachers' preparedness and upper basic students' academic performance in Religion and National Value in North Central. Specifically, the study examined;

1. Relationship between teachers' preparation of lesson plan and upper basic students' academic performance in Religion and National Value in North Central, Nigeria.
2. Relationship between teachers' preparation of notes of lesson and upper basic students' academic performance in Religion and National Value in North Central, Nigeria.
3. Relationship between teachers' utilization of teaching materials and upper basic students' academic performance in Religion and National Value in North Central, Nigeria.

4. Relationship between teachers' application of teaching method and upper basic students' academic performance in Religion and National Value in North Central, Nigeria.

Research Questions

The following questions were answered in the course of this study:

1. What is the relationship between teachers' preparation of lesson plan and upper basic students' academic performance in Religion and National Value in North Central, Nigeria?
2. Does teachers' preparation of notes of lesson relate to upper basic students' academic performance in Religion and National Value in North Central, Nigeria?
3. Is there any relationship between teachers' utilization of teaching materials and upper basic students' academic performance in Religion and National Value in North Central, Nigeria?
4. Is there any relationship between teachers' application of teaching method and upper basic students' academic performance in Religion and National Value in North Central, Nigeria?

Literature Review

Teachers' Preparedness and Students' Academic Performance

Urevbu (2015) observed that teachers' preparedness enables teachers to discharge their duties effectively and efficiently which in turn enhance academic performance of the students. Olayinka (2021) noted that in order to improve students' academic performance in any subject, teachers' preparedness must be crucial in education system. Kariuki et al. (2019) added that teachers' preparedness is the key to successful achievement of educational objectives. Kenneth (2012) submitted that there is significant relationship between teachers' preparedness and teachers' promotion, capacity and sustainable quality education. Duncan (2009) asserted that in developed countries such as United State of America, China and India to mention the few teachers' preparedness is associated with special training given to all beginner teachers to improve their productivity and performance in the classrooms. Susan (2019) observed that teachers' preparedness is to be geared towards the preparation of teachers who will be able to display competency related to values needed in the school setting and at the same time improve students' academic performance.

Olayinka (2021) posited that area of specialization, subject mastery, teachers' attitudes and their interest can be categorized under teachers' preparedness. Olayinka (2021) similarly revealed that teachers' qualification and teaching facilities have significant roles to play in achieving educational goals and objectives. In contrary to this Ajayi (2008) asserted that teachers' preparedness is useless when procurement of instructional facilities such as classrooms, library, laboratory and teaching materials are either inadequate or obsolete. Susan (2019) also commented that inadequate of qualified teachers in the field had affected proper implementation of curriculum which reduced teachers' preparedness and declined academic performance of the students. Shelly (2011) added that proper

implementation of curriculum, lesson planning and lesson presentation are seen to be teamwork between trained and experienced teachers and upcoming teachers. This is done to prepare them for the job. Okoye and Ifi (2020) submitted that unpreparedness of teachers is as a result of lack of training, insufficient time for teaching and lack of experienced teachers to guide the newly employed ones in the system.

It seems that teachers' preparedness in term of preparation of lesson note, lesson plan and others would be difficult when the teachers lack the necessary knowledge and skills that they would harness to prepare these important instruments needed in teaching and learning. Ademola et al. (2022) found that teachers' qualification is among the important instruments that constitute teachers' preparedness in the schools.

Concept and Objectives of Upper Basic Curriculum

Curriculum is a word derived from a latin word '*Currere*' meaning 'to run or to proceed'. According to Yusuf (2012) curriculum is a composite whole that contains teachers, students, teaching and learning methodology, anticipated and unanticipated, outputs and outcomes possible to achieve within the learning environment. Offorma (2005), curriculum is an instrument used in the school to translate the hopes and needs of the society. Obanyan (2004) defined curriculum as a process of making continuous efforts to meet the needs of society. Curriculum is also logical and systematical transmission of activities in the school syllabuses in responding to the demands of the society (Oludipe, 2011). Curriculum is the totality of learning experiences in the school (Suraju, 2017).

According to Igbokwe (2015), Religion and National Value is a component in the new revised curriculum in the Universal Basic Education (UBE) that contained five subjects. The subjects are: Social Studies, Civic Education, Security Education, Islamic Studies and Christian Religious Studies. He explained further that the objective of Religion and National Value as a subject is to produce individual with basic knowledge and skills in the areas of religion, society and security education. Similarly, National Policy on Education (2014) stated that Religion and National Value is designed for Upper Basic schools to inculcate values and raise morally upright individuals capable of independent thinking and to inspire national consciousness and harmonious co-existence irrespective of differences in endowment, religion, colour, ethnic and socio-economic background.

Lesson Plan/ Lesson Note

Lesson plan is a logically designed planning in education by the teachers before he/she delivers the lesson in the classrooms. According to Ajayi and Ajayi (2015) lesson plan is a sign or reflection that showcases the level of teachers' preparedness and their presentation of the lesson and it add value to teachers' effectiveness. This shows that qualified teachers design effective lesson plan that is capable of transmitting the objectives of the lesson and concretizing the knowledge. Similarly, lesson plan is a step-by-step organization of the lesson prepared by the teachers which subsumes; objectives, contents and teaching methods and instructional materials (Osatimehin, et al. 2022). In addition, Khansa (2021) submitted that lesson plan is among the most important materials that a teacher needs in teaching process. Sanusi et al. (2023) asserted that teacher and lesson plan are two inseparable variables that contribute positively to students' academic performance at

all levels of education. It appears from the submissions that lesson plan is highly significant to successful lesson delivery in the classroom settings.

Ayeni (2016) submitted that teachers need to maintain simplicity in the organization of the lesson because sequential arrangement of ideas, views and teachings of the lesson help students to achieve more. Osatimehin et al. (2022) added that teachers incorporate ways of clarifying new and unfamiliar words, concepts and terms for the students in their note of lesson to make the lesson simpler.

Instructional Materials

Instructional materials are the lifeless materials used by the teachers during teaching and learning in the classrooms. This is used according to Owoyale-AbdulGaniy and Ayuba (2021) to simplify the lesson and concretize the knowledge. This implies that instructional materials need to be keenly selected by the teachers in order not to mislead the students. Tuned (2022) noted that the availability of teaching and learning resources in school strongly determines students' outcomes. Wilkins (2002) added that adequate procurement of both teaching and learning resources is a correlate to students' academic achievement.

Teaching Method

Teaching methods are the instructional strategies developed by the teachers to achieve the objectives of the lesson. Hussain (2020) described teaching method as the various techniques adopted by the teachers to teach different concepts and ideas. This shows that teaching method varies and the method suitable for a topic may not be suitable for another topic in the same class. Osokoye (2016) explained that teaching method is a strategic plan adopted by the teacher to achieve stated instructional objectives and it must be in consonant with the topic of the lesson. Uwadiae (2000) related poor students' performance to poor teachers' preparedness, shortage of qualified teachers, lack of adequate facilities and lack of conducive environment.

Theoretical Framework

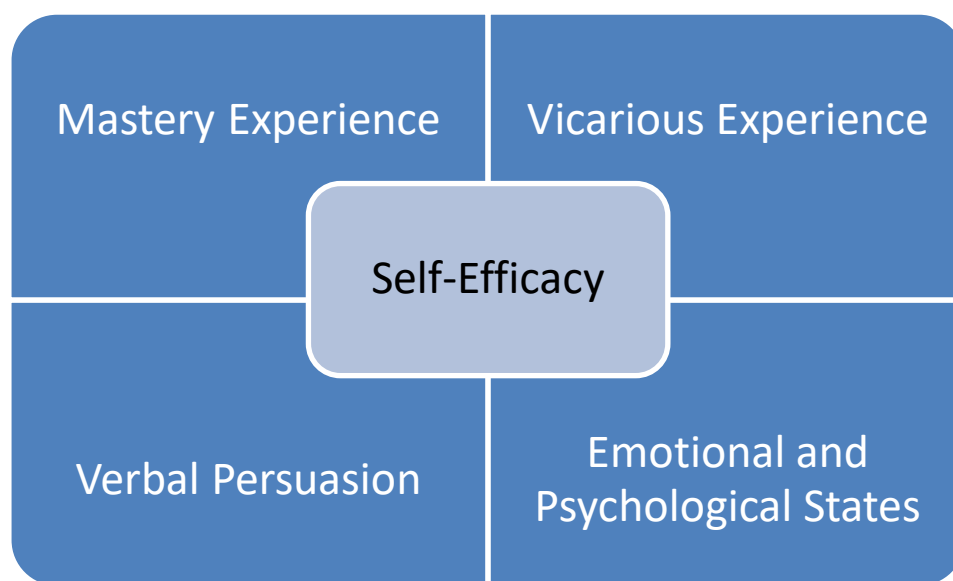
Theory of Self-Efficacy

The theory of self-efficacy developed by Albert Bandura in 1977 was used to support this study. The theory says that one should believe that his/her ability to perform influences his/her success in all situations. In addition, the theory stressed that acquisition of skills and possession of abilities to perform the skills are not enough to justify the effectiveness, rather the individual belief in oneself to perform the skills despite all challenges and obstacles that might emerge (Bandura, 2006). This means that teacher's ability to prepare for teaching effectively will only be determined by his/her ability to discharge the act of teaching perfectly and this will definitely influence the performance of the students at the end of instruction. If teacher's preparedness is high the performance will be impressive and vice-versa. Bradley (2020) explained that teachers with low self-efficacy produce students with poor performance and those with high self-efficacy associate failure with external factors. This theory also portrayed that teachers with high level preparedness before teaching will teach with joy and happiness, make sure the students

enjoy their service and do justice to their work. While those with low or poor preparedness often give up the task when encountering obstacles.

Structural Sources of Self-Efficacy

According to Bhati and Sethy (2022), there are four structural sources of self-efficacy in education and they are: mastery experience, vicarious experience, verbal persuasion and emotional and psychological states of individuals. The diagram will display the connection and inter-relation among the sources.



Source: Bhati and Sethy (2022)

Mastery Experience

According to this theory, mastery experience is referred to ability of an individual to relate past success with the present one. Repeated success in an action strengthens individuals' efficacy belief. This means that teachers' repeated record of success confirms efficacy belief and that will give such teachers strong mind in putting more efforts in their work. The level of teachers' preparedness that yielded positive outcomes in the performance of students will be increased in order to record more palatable and impressive performance.

Vicarious Experience

Vicarious experience is the ability of teachers to observe success and failure of others in order to learn from both situations. Through observation, teachers will discover areas (of preparations) that are perfect and those that need restructuring at the end of instruction.

Verbal Persuasion

Verbal persuasion is referred to verbally expressed words of encouragement from the teachers such as "very Good, Excellent, Good of you" during formative or diagnostic assessment. It is understood from the theory that if teachers are unable to use these words

appropriately the entire work will be faulty. Teachers' efficacy is this angle is therefore their ability to use these words to stimulate students' performance and it is part of preparedness expected of teachers.

Emotional and Psychological State of Teachers

Emotional and psychological state is a significant factor for detecting self-efficacy belief in teaching and learning. Bandura opined that no matter the level of teachers' preparedness, emotional and psychological state will take control of such teachers when they fail to develop strong self-efficacy.

Methodology

The research design adopted in this study was a descriptive survey. The population of this study comprised all upper basic teachers in North Central Geo-political Zone Nigeria. The target population was only Religion and National Value teachers in public schools in North Central Geo-political Zone Nigeria. Simple random sampling technique was used to select three hundred and sixty (360) teachers of Religion and National Value (RNV) from public upper basic schools in North Central Geo-political Zone Nigeria. North Central Geo-political Zone consisted of six States which are: Nasarawa, Kwara, Kogi, Niger, Benue and FCT Abuja. Simple random sampling technique was used to select three States from all six States that represented North Central Geo-political Zone. Therefore, Kwara, Kogi and Niger States were selected for the study. 20 public upper basic schools were sampled from each State using random sampling technique. Furthermore, 6 Religion and National Value teachers were sampled from each school and at the end 120 teachers were selected from each State.

The instrument used in this study was an adapted questionnaire from Okoye & Ifi (2020). The instrument was titled "Teachers' Preparedness and Students' Academic Performance (TPSAP). The instrument was categorized into five and each category contained five items. Likert-scale of "Always, Often, Rarely and Never" was used to answer the questionnaire. Validity of the instrument was carried out by the expert in Test and measurement while Cronbah's Alpha was used to test reliability of the instrument and 7.8 was the reliability index. Mean rating and standard deviation were used to answer all the research questions.

Results

Research Question 1: What is the relationship between teachers' preparation of lesson plan and upper basic students' academic performance in Religion and National Value in North Central, Nigeria?

Table 1:

Teachers' preparation of lesson plan and upper basic students' academic performance in Religion and National Value in North Central

S/N	ITEMS	Mean	SD	Remark
1	I structure my lesson plan to meet the needs of the students	3.37	0.73	High
2	I manage the time to cover the necessary parts of the lesson	3.11	0.80	High
3	I don't have my permanent time table	3.24	0.62	High
4	I make behavioural objective of my lesson simple and self- explanatory	3.11	0.73	High
5	I plan my lesson based on allotted time stated on the time table	3.31	0.59	High
Weighted Mean		3.23		High

Source: Osatimehin et al. (2022). Note: Mean response rating classification: High 3.00-4.00, Moderate 2.00-2.99, Low 1.00-1.99

Table 1 showed that teachers' preparation of lesson plan in upper basic schools in North Central Geo-political Zone Nigeria is highly encouraging because, all items under lesson plan are highly remarked. 3.37, 3.11, 3.24, 3.11 and 3.31 represented items 1, 2, 3, 4 and 5 respectively. This implies that the teachers are perfect in structuring the lesson plan to meet the need of the students and within the stipulated time. The standard deviation showcased that the respondents are homogenous.

Research Question 2: Does teachers' preparation of notes of lesson relate to upper basic students' academic performance in Religion and National Value in North Central, Nigeria?

Table 2:

Teachers' preparation of note of lesson and upper basic students' academic performance in Religion and National Value in North Central

S/N	ITEMS	Mean	SD	Remark
1	I sketch my note of lesson to achieve behavioural objectives of the lesson	3.35	0.60	High
2	I use simple and concise words while forming my note of lesson	3.17	0.84	High
3	I use only recommended textbooks available in school while forming my note of lesson	2.57	0.99	Moderate
4	I consult other relevant textbooks while forming my note of lesson	3.36	0.72	High
5	My note of lesson is not my companion	3.02	0.84	High
Weighted Mean		3.09		High

Source: Osatimehin et al. (2022). Note: Mean response rating classification: High 3.00-4.00, Moderate 2.00-2.99, Low 1.00-1.99

Table 2 revealed that teachers' preparation of note of lesson in upper basic schools in North Central Geo-political Zone Nigeria is laudable because, all items under note of lesson are highly remarked. Weighted mean is 3.09 which showed that teachers' preparation of note of lesson is high. This shows that teachers in upper basic schools prepare their lesson notes properly although some of them prefer using other textbooks outside recommended ones in order to have variety of ideas, opinions and views from the scholars on a concept. The standard deviation showcased that the respondents are homogenous.

Research Question 3: Is there any relationship between teachers' utilization of teaching materials and upper basic students' academic performance in Religion and National Value in North Central?

Table 3:

Teachers' utilization of teaching materials and upper basic students' academic performance in Religion and National Value in North Central, Nigeria?

S/N	ITEMS	Mean	SD	Remark
1	I don't attach much importance to the use of instructional materials while teaching	3.13	0.70	High
2	I take extra care while selecting instructional materials	3.09	0.73	High
3	I manipulate varieties of suitable instructional materials	3.29	0.60	High
4	I use non-misguiding instructional materials while teaching	3.30	0.62	High
5	I improvise instructional materials for my lesson	3.04	0.90	High
Weighted Mean		3.17		High

Source: Osatimehin et al. (2022). Note: Mean response rating classification: High 3.00-4.00, Moderate 2.00-2.99, Low 1.00-1.99

Table 3: showed that teachers' utilization of teaching materials in upper basic schools in North Central Geo-political Zone Nigeria is good because, all items under teachers' utilization of teaching materials are highly remarked. The standard deviation showcased that the respondents are homogenous.

Research Question 4: Is there any relationship between teachers' application of teaching method and upper basic students' academic performance in Religion and National Value in North Central, Nigeria?

Table 4:

Teachers' utilization of teaching method and upper basic students' academic performance in Religion and National Value in North Central, Nigeria?

S/N	ITEMS	Mean	SD	Remark
1	I use teaching method that suit the students' age and understanding	2.57	0.97	Moderate
2	I consider the nature of topic of the lesson before selecting teaching method	3.32	0.73	High
3	I put in to consideration allocated time on the time table before choosing the method	1.83	0.79	Low
4	I adopt teaching method that can cater for the needs of the students	2.02	0.93	Moderate
5	I don't prefer any teacher method over another	3.01	0.97	High
Weighted Mean		2.55		Moderate

Source: Osatimehin et al. (2022). Note: Mean response rating classification: High 3.00-4.00, Moderate 2.00-2.99, Low 1.00-1.99

Table 4: disclosed that teachers' utilization of teaching methods in upper basic schools in North Central Geo-political Zone Nigeria is moderate because, virtually all items under teachers' utilization of teaching methods are varies in remark. Items 2 & 5 recorded high remarks, items 1 & 4 moderate and item 3 showed low record in the teachers' usage or application of instructional materials. The standard deviation showcased that the respondents are homogenous.

Discussion of the Finding

The finding of this study showed that lesson plan is given special attention by the teachers in upper basic schools in Kwara State and this will make teachers' work more effective and efficient. This finding is not similar to the finding of Kariuki et al. (2019) who found in their study that there planning of the lesson does not relate to the academic performance of the students. However, the finding is relevant to the finding of Damien and Claire (2022) whose study revealed significant correlation between teachers' preparedness and students' academic performance.

The finding of this study revealed that the teachers in upper basic schools in Kwara State take preparation of note of lesson as primary assignment that determine success of the students at the end of lesson and this however, makes learning more effective in upper basic schools. This is in consonance with the finding of Osatimehin et al. (2022) that there is high correlation between teachers' preparation of lesson note and students' performance.

The finding of this study reported that teachers' utilization of teaching method is highly impressive in upper basic schools in Kwara State. This finding correlated the finding of Boma (2019) that there is significant relationship between teaching method and students'

academic performance due to the effect of treatment on the students' performance during pre-test and post-test administrations.

The finding also revealed that teachers' utilization of appropriate teaching materials and methods aids positive academic performance of students. The finding is consonant with the finding of Tunde (2022) that there is significant relationship between human and material resources and students' academic performance in colleges of education in Southwest Nigeria.

Conclusion

It was concluded in this study that preparation of effective lesson plan, note of lesson, and utilization of efficient teaching materials and methods complement teachers' efforts and aid students' academic performance at all levels. It also concluded in the study that teachers' self-efficacy in discharging their duties in the classroom contributed enormously to teachers' effectiveness in the classroom.

Recommendation

Based on the findings of the study, the following are the recommendations

1. Teachers of upper basic schools should be trained on how to write effective lesson plan
2. Universal Basic Education Board should organize seminar, conference and workshop where teachers would be trained on how to make preparation for effective teaching
3. Teachers with more years of teaching experience should be employed to guide the newly employed ones on how to choose and apply teaching materials
4. Government should encourage training and re-training of teachers so that teachers will be able to update their knowledge of selecting recent effective teaching methods and techniques

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