Student and Teacher Related Variables as Determinants of Secondary School Students
Academic Achievement in Chemistry

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ABSTRACT

The study constructed and tested a model for providing a causal explanation of secondary school achievements in chemistry in terms of student variables – gender, study habit, mathematical ability and teacher’s variables – gender, age, qualification and years of experience. An ex-post facto design was adopted for the study. The population was made up of all senior secondary school year two (SSII) students and their teachers in Epe and Ibeju-Lekki local government areas of Lagos state, Nigeria. However, six and four schools were used in the two local government areas respectively. Four sets of instrument were used; these were, (i) Personal Data Questionnaire for Teachers (PDQT) (ii) Study Habit Inventory (SHI) (iii) Mathematical Ability Test (MAT) and (iv) Chemistry Achievement Test (CAT). The results showed that 7.60% of the variability in students’ achievement in chemistry (X₈) was accounted for by all the seven predictor variables when taken together. It was also revealed that only four of the variables-teachers age (X₁), teacher gender (X₂), qualification (X₃) and experience (X₄) had direct causal effect on student’s achievement in chemistry (X₈). Recommendations based on the importance of these variables were then highlighted.
REFERENCES


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