

## **Teachers' Psycho-Demographic Dynamics and Students' Academic Performance in Physical and Health Education in Ogun State**

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### **Abstract**

This correlational study assessed teachers' psycho-demographic dynamics and students' academic performance in Physical and Health Education in Ogun State, Nigeria. A convenience sample of 134 Physical and Health Education teachers was surveyed using a self-developed questionnaire comprising items measuring teachers' psycho-demographic factors and students' academic performance. Multiple regression analysis was employed for data analysis. The results revealed a significant relationship between teachers' psycho-demographic dynamics and students' academic performance in Physical and Health Education ( $R^2 = 0.418$ , Adj.  $R^2 = 0.390$ ,  $p$ -value  $< 0.5$ ). The results also highlighted the relative contributions of school location, self-efficacy, gender, self-esteem, teaching experience, educational qualifications and goal setting to the dependent measure. The study concluded that teachers' psycho-demographic dynamics have a significant combined influence on students' academic performance in Physical and Health Education in Ogun State. In particular, self-efficacy, gender, self-esteem, goal-setting, teaching experience, and educational qualification were found to significantly influence students' academic performance. The study recommends that teachers' incentives and pay structures be re-evaluated to create more opportunities for performance-based remunerations.

**Keywords:** *psycho-demographics, academic performance, Physical and Health Education, goal-setting, Nigerian teachers*

## INTRODUCTION

Physical education in schools has been facing the challenge of developing programs that can effectively produce students who value physical activity and develop positive physical habits that they will continue into adulthood. According to Kirui et al. (2014), current physical education instructors face significant challenges in successfully promoting a physically healthy and active lifestyle among students. Instructors of this subject are often blamed for two conflicting reasons: first, for students' poor academic achievement, and second, for not providing enough health-related physical activity to students.

Adigun et al. (2015) concluded that the misbehaviour of students, as a result of poor academic performance in Nigerian high schools, has been a highly debated issue in the education sector. To address such misbehaviour, it is necessary to understand its origins. Several contributing factors have been explored as the root causes of school failure or lack of success in academic performance. An individual's academic performance is defined as their achievement in a learning context. Every student aspires to excel in one way or another, whether academically, occupationally, or socially. A student's academic performance can range from excellent, good, and average to mediocre or poor. It is critical to understand that a person's entire life is often shaped by the extent of knowledge they acquire and how effectively they utilise it to benefit themselves, their country, and the world. This highlights the importance of education.

Brew et al. (2021) reported that academic knowledge obtained through schooling plays a significant role in shaping our future lives, enabling us to approach events in holistic approach. At the same time, learning achievement is a metric based on students' academic performance. Self-efficacy refers to beliefs about one's own efficiency. A study conducted in Uganda by Mbabazi (2016) examined the impact of attitude and self-efficacy on academic performance in Mathematics. Similarly, Travers et al. (2015) found that goal setting is one of the most effective and prominent strategies for academic achievement. Papanthymou and Darra (2023) noted that goal setting is a process through which students are guided in the subsequent stages of their learning, with meta-cognitive tools enabling them to achieve their educational objectives.

Another crucial factor influencing academic performance is self-esteem, which has been linked to motivation and academic achievement (Bailey & Phillips, 2016). Acosta-Gonzaga (2023) defined self-esteem as a student's positive or negative perception of their own self worth, which affects their ability to complete or fail educational tasks. This element is vital, as evidence has shown that self-esteem is positively correlated with task performance.

Over the years, students' academic performance has remained a source of controversy among parents, teachers, and the Ministry of Education. Based on the researcher's experience as a classroom teacher over a decade ago, many secondary schools lag in teaching physical education due to a lack of expertise. Moreover, the few qualified secondary school teachers were not eager to teach the subject. Instead, they often preferred teaching other subjects, citing technical aspects of physical education as a deterrent. Some teachers also lacked pride in teaching the subject. Musakanya and Chanda (2024) supported this assertion, finding that effective teaching of Physical Education in many government secondary schools has been problematic since the subject was approved as an examinable course. The researchers further noted that, despite this, there is significant room for improvement in how the subject is taught. It appears that the subject continues to be hindered by past and present challenges, particularly the lack of expertise among teachers. This

shows that the subject, Physical Education lacks adequate teaching and learning materials and equipment.

While numerous studies have examined academic performance, few have focused on the influence of teachers' psycho-demographic factors on students' academic performance. Thus, this study aims to investigate the relationship between teachers' psycho-demographic factors and students' academic performance in Physical and Health Education in Ogun State.

### **OBJECTIVES OF THE STUDY**

The main goal of the study is to examine the influence of psychological and demographic factors (e.g., self-efficacy, self-esteem, goal setting, teacher qualification, teacher experience, and gender) on Nigerian students' academic performance in Physical and Health Education in Ogun State secondary schools.

### **LITERATURE REVIEW**

#### **Academic Performance and Success**

The concept of academic performance introduces the complexity of evaluating performance itself. The terms "school performance," "academic achievement," and "preparedness for school" are sometimes used interchangeably, but their semantic similarities often suffice to distinguish one from the other. Academic achievement typically refers to populations attending universities, while school achievement pertains to individuals receiving conventional or alternative basic education. According to Okpala (2019), academic success occurs when a learner achieves or fails to achieve the intended outcome, demonstrating the capacity to transform their personality in ways that influence all other facets of life.

Salimi et al. (2022) claimed that academic success is one of the conditions for student triumph. It involves learners' ability to complete schoolwork, solve problems, manage academic tasks, participate in foundational assignments, and achieve reasonable grade point averages. Academic attainment reflects both the effectiveness of instruction and learning in post-secondary education and the overall development of students (Zheng & Mustapha, 2022).

Ichazu and Omoregie (2020) emphasized that teachers must possess a deep understanding of the subjects they teach, along with the ability to assimilate new information, which necessitates a high level of professional certification. Filgona and Sakiyo (2020) asserted that teachers play a crucial role in determining students' success. Similarly, Agbor et al. (2023) examined the relationship between students' academic achievement in environmental education at the University of Calabar and their lecturers' qualifications, finding a positive correlation between students' academic performance and lecturers trained in environmental education.

#### **Teachers' Experience and Qualifications**

In a related study, Casian et al. (2021) analyzed how teachers' qualifications impact the academic achievement of pupils in Rwanda's secondary public schools. The findings revealed a significant relationship between students' academic performance and teachers' qualifications. Kingsley and Omoregie (2020) also found a strong correlation between secondary school students' academic performance and their teachers' qualifications, noting that students taught by qualified teachers outperformed those taught by less qualified ones.

Oludipe and Oludipe (2021) implied that teachers' qualifications in science significantly influence students' academic performance. However, their study also suggested that the years of teaching experience do not impact science students' academic outcomes. Experienced teachers often bring greater awareness, fresh ideas, and adaptability to new challenges. Ene et al. (2022) found that the average academic performance of BECE students in basic science was influenced by teachers' years of teaching experience. Bamidele and Adekola (2017) discovered that students taught by long-serving, knowledgeable teachers performed significantly better compared to those taught by less experienced educators.

However, Adewale (2016) found no significant correlation between teaching experience and students' performance in mathematics, while Oludipe and Oludipe (2021) discovered that most basic science teachers lacked sufficient training and qualifications, which negatively impacted students' academic performance in science. In a recent study, both the qualification and teaching experience of teachers were found to significantly affect students' performance in the Basic Education Certificate Examination (Okose & Obiunu, 2024). An observation reiterated by Cleopas and Onwuchekwa (2024), who demonstrated that the qualifications and years of experience of teachers substantially influenced senior secondary school students' academic performance in the Ogbia Local Government Area.

### **Academic Performance and Self-Esteem**

Maslow's hierarchy of needs theory highlights esteem needs as a higher-order requirement of individuals. Kayani et al. (2018) argued that academic performance is not solely determined by intellectual ability but also by various factors such as social influences, self-esteem, and motivation. Research by Moneva and Tribunalo (2020) indicated a strong relationship between students' positive attitudes toward schoolwork and enhanced self-esteem, both of which improve task performance. Rischi (2021) also demonstrated a positive association between high self-esteem and academic success, with students who have higher self-esteem performing better academically.

Similarly, Damota et al. (2019) highlighted a positive correlation between academic performance and self-esteem. Mirzaei-Alawiich et al. (2018) further established a significant influence between self-esteem and GPA among Kermanshah University students, demonstrating the strong influence of self-esteem on academic accomplishment. Sharma and Sharma (2021) affirmed this finding, concluding that academic success and self-esteem are positively interconnected. Doodman et al. (2017) examined the relationship between academic achievement and self-esteem among 169 students in Lamerd, revealing a strong correlation between the two.

### **Self-Efficacy and Academic Performance**

Self-efficacy is another critical psychological trait influencing behaviour and personal goal attainment. Bandura (1986) defined self-efficacy as people's assessment of their ability to organize and execute actions required to achieve specific goals. Students' self-efficacy influences their choice of actions, effort, and persistence in academic pursuits. Chemers et al. (2001) found that self-efficacy was positively correlated with performance, personal adjustment, health, and commitment to school in a cohort study of first-year university students.

Khan (2023) identified a correlation between academic self-efficacy, stress-coping abilities, and academic performance. These findings align with Tus (2019), who determined that self-efficacy did not significantly impact senior high school students' academic performance. However, Bwenvu (2023) observed a strong correlation between academic self-efficacy and performance among Makerere University students.

## Goal Setting and Gender Differences in Academic Performance

Goal setting is also a critical component of academic success. Langat et al. (2024) concluded that goal setting positively and significantly affects students' academic performance. Ejubovic and Puska (2019) similarly identified goal-setting as a statistically significant variable influencing academic achievement. Muhammed et al. (2021) found that a goal-setting attitude is strongly associated with academic achievement among undergraduate students at the University of Ilorin.

In terms of gender differences in academic performance, Yusuf and Elfaki (2022) found no significant variations between male and female medical students. Wrigley-Asante et al. (2023) reported that male students outperformed females in senior high school, but female students in higher education showed improved performance compared to males. This study is guided by Bandura's Social Learning Theory, which posits that individuals learn by observing and emulating others.

According to Bandura (1977), a significant portion of human behaviour is learned through modeling, as observing others provides individuals with a blueprint for adopting new behaviours. This theory underscores the importance of continuous teacher learning and development, as educational environments introduce new knowledge areas that require teachers to consistently update their skills and knowledge.

## METHODOLOGY

### Research Design

This study adopted a correlational research design of the *expost facto* type. This method was chosen because it did not involve any experimental manipulation of the independent variables, whose combined influence on the dependent measure (i.e., students' academic achievement) was observed and captured as they naturally occurred among the sample of 150 Physical and Health Education teachers.

### Population and Sample

The study's population represented a diverse group of Physical and Health Education teachers across the secondary schools in Ogun State, Nigeria, while the respondents comprised a convenience sample of 134 Physical and Health Education teachers teaching in those schools. The respondents were teachers who could comprehend the sub-scales presented in English and willingly participated in the survey. Educational qualification, (NCE/Diploma, B.Ed/B.Sc, and M.Ed/M.Sc), Age (20-24 years, 25-29 years, 30-34 years and 40-44 years and 45 years and above), Gender, (Male and Female).

### Instruments

The research tool was divided into two categories: A and B. Category A focused on the demographic features of the respondents e.g. Educational qualification, NCE/Diploma, Age Gender, and Teacher Experience, while Category B examined variables such as self-efficacy, self-esteem, goal setting, teacher qualification, teacher experience, and gender, which were selected as the criterion measures for this study. The Psychological Dynamics Questionnaire (PDQ) included self-efficacy items developed by Schwarzer and Jerusalem (1995), and self-esteem items developed by Rosenberg (1965), which consisted of 10 questions rated on a 4-point Likert scale with internal reliability estimates ranging from  $\alpha = .76$  to  $\alpha = .90$ . Additionally, the Goal-Setting Rating Scale, developed by Amusan (2007), demonstrated an internal consistency of 0.71, as measured using the split-half reliability method, and consisted of 11 items.

All these instruments were combined to form the Psychological Dynamics Questionnaire (PDQ:  $r = 0.72$ ) and the Demographic Dynamics Questionnaire (DDQ:  $r = 0.71$ ). These tools were pretested on 20 Physical and Health Education teachers in Oyo State, who were not part of the main study, to estimate the instruments' reliability. Cronbach's alpha coefficients of  $\alpha = 0.72$  and  $\alpha = 0.71$  were obtained, confirming the tools' reliability.

### Data Collection and Analysis

A Google Form was created for running the survey online. The form was distributed via the online group of the Physical Education teachers' association. After several weeks, one hundred and thirty-four ( $n = 134$ ) completed forms were returned by the survey respondents. Data were coded and entered into SPSS and analyzed using multiple regression analysis (MRA).

## RESULTS

Table 1 shows the combined influence of teachers' psycho-demographic factors (e.g., goal-setting, educational qualification, self-esteem, teaching experience, gender, and self-efficacy) on students' academic performance in Physical and Health Education in Ogun State schools.

**Table 1**

*Combined Influence of Teachers' Psycho-Demographic Factors on Students' Academic Performance in Physical and Health Education (N = 134)*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1887.317	6	314.553	15.191	.000 <sup>b</sup>
	Residual	2629.689	127	20.706		
	Total	4517.006	133			

a. Dependent Variable: academic performance

b. Predictors: (Constant), goal-setting, Educational qualification, self-Esteem, teaching experience, sex, Self-Efficacy

In order to test the research hypotheses, a multiple regression was conducted with the combined influence of the criterion measures on academic performance as the dependent variable. The result showed the joint contribution of the independent variables was significant, ( $F 6, 127 = 15.191$ ;  $p 0.05$ ). All the predictors explain the large amount of the variance between the variables 39.0%.

**Table 2**

*Relative Influence of Teachers' Psycho-Demographic Factors on Students' Academic Performance in Physical and Health Education (N = 134)*

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
(Constant)	3.488	3.214		1.085	.280
Teaching experience	-4.172	1.239	-.239	-3.369	.001
Education qualification	1.787	.747	.164	2.392	.018
Gender	4.475	1.104	.329	4.053	.000
Self Efficacy	.746	.148	.476	5.026	.000
Self-Esteem	-.446	.132	-.288	-3.384	.001
Goal Setting	-.150	.065	-.167	-2.283	.024

a. Dependent Variable: academic performance

The Table 2 indicates the relative influence of each independent variable on dependent variables, articulated as beta weights. The results shows that Self-efficacy, gender, self-esteem, teaching experience, educational qualification and goal setting ( $\beta=.476$ ,  $t = 5.026$ ,  $p<.05$ ,  $\beta= .329$ ,  $t = 4.053$   $p<.05$ ,  $\beta= -.288$ ,  $t = -3.384$   $p<.05$ ,  $\beta= -.239$ ,  $t = -3.369$   $p<.05$ ,  $\beta=-.164$ ,  $t = -2.392$   $p<.05$ ), and  $\beta=-.167$ ,  $t = -2.283$   $p<.05$ , respectively). This demonstrates that each independent variable had a considerable influence on Students' Academic Performance.

## DISCUSSION

The Multiple Regression Analysis results show a statistically significant combined influence of teachers' psycho-demographic dynamics on students academic performance in Physical and Health Education in Ogun State schools. The influence of each criterion variable is discussed below.

### Self-Efficacy

The results of this study indicate that self-efficacy has a significant strong influence on students' academic performance in Physical and Health Education in Ogun State. The result shows the,  $\beta=.476$ ,  $t = 5.026$ ,  $p<.05$  which has a strong influence on students' academic performance. These findings align with those of Khan (2023), who discovered a relationship between academic performance, stress-coping skills, and academic self-efficacy in a collegiate setting. The outcomes negate the study of Tus (2019), whose linear regression analysis suggested that self-efficacy had no strong influence on the academic performance of senior high school students. Similarly, the findings corroborate those of Bwenvu (2023), who found a significant strong influence between self-efficacy and academic performance among Makerere University students. Overall, the study demonstrates a strong influence between academic performance and academic self-efficacy.

### Self-Esteem

The result on self-esteem shows that it has a statistically significant influence on students' academic performance in physical and health education in Ogun state. The result shows that self-Esteem with  $\beta= .329$ ,  $t = 4.053$   $p<.05$ , has a strong influence on students' academic performance. These

findings align with the conclusions of Moneva and Tribunalo (2020), who identified a strong influence between students' positive attitudes toward schoolwork and increased self-esteem, both of which enhance task performance. The study also supports the findings of Rischi (2021), who demonstrated a positive influence between academic success and high self-esteem, suggesting that students with higher self-esteem tend to perform better academically. Furthermore, the findings are consistent with those of Damota and colleagues (2019), who highlighted the beneficial influence between academic performance and self-esteem. Similarly, the results reinforce the work of Mirzaei-Alawiich et al. (2018), who found a strong influence of self-esteem on academic achievement, establishing a significant association between self-esteem and GPA among Kermanshah University students. Additionally, the results support the conclusions of Sharma and Sharma (2021), which suggest that academic success and self-esteem are positively interconnected, aligning with the findings of the University of Swat's study on the academic performance of undergraduate students and the impact of self-esteem on academic achievement.

### **Goal Setting**

The result on goal-setting shows that it has a statistically significant influence on students' academic performance in physical and health education in Ogun state. The result shows that goal-setting with  $\beta = -.288$ ,  $t = -3.384$   $p < .05$ , has a strong influence on students' academic performance. These findings align with the conclusions of Langat, Sang, and Chepkwony (2024), who found that goal-setting had a positive statistically significant impact on students' academic achievement. Additionally, the results support the findings of Ejubovic and Puska (2019), who reported that goal-setting is a statistically significant variable influencing academic achievement. The findings are consistent with the research by Muhammed et al. (2021), who concluded that a goal-setting attitude is associated with a significantly higher degree of academic performance among undergraduate students at the University of Ilorin. Furthermore, the results corroborate the conclusions of Nkonge and Mudulia (2024), who confirmed that goal-setting techniques and academic achievement are positively correlated, suggesting that improving goal-setting techniques could significantly enhance academic achievement in public primary schools in Kenyan cities.

### **Teacher Qualification**

The result of teachers' qualification shows that it has a statistically significant influence on students' academic performance in physical and health education in Ogun state. The result shows that teachers' qualification with  $\beta = -.239$ ,  $t = -3.369$   $p < .05$ , has a strong influence on students' academic performance. The findings are consistent with the conclusions of Ichazu and Omoregie (2020), who stated that teachers should possess a comprehensive understanding of the subjects they teach, along with the ability to grasp new information, which requires a high level of professional certification. The results also align with those of Casian, Mugo, and Claire (2021), who found a strong link between students' academic performance and the qualifications of their teachers. Furthermore, the findings support the research of Kingsley and Omoregie (2020), which revealed a strong relationship between secondary school students' academic performance and the qualifications of their teachers. The researchers further concluded that students who received instruction from qualified teachers outperformed those who did not.

### **Teacher Experience**

The result on teachers experiences shows that it has a statistically significant influence on students' academic performance in physical and health education in Ogun State. The result shows that teachers experiences with  $\beta = -.164$ ,  $t = -2.392$   $p < .05$ , has a strong influence on students' academic performance. The findings align with the conclusions of Osadebe and Ebikoro (2018), who determined a positive relationship between teaching experience and students' academic achievement in mathematics in the Senatorial District of Delta South secondary schools. However, the results

were not consistent with Adewale (2016), who found no significant correlation between teaching experience and students' achievement in mathematics. Additionally, the findings differ from those of Oludipe and Oludipe (2021), who suggested that teachers' qualifications in science influence students' academic performance in science. Their results implied that teachers' years of experience do not affect science students' performance. On the other hand, the findings support Bamidele and Adekola (2017), who discovered that students taught by more experienced teachers performed significantly better than those taught by less experienced teachers. Furthermore, the findings align with Okose and Obiunu (2024), who revealed that both teacher qualifications and years of experience significantly impacted students' academic performance in the Basic Education Certificate Examination. The results also corroborate the conclusions of Cleopas and Onwuchekwa (2024), who demonstrated that the years of experience and qualifications of teachers significantly influence students' academic performance in senior secondary schools in the Ogbia Local Government Area.

### **Gender**

The result of gender shows that it has a statistically significant on students' academic performance in physical and health education in Ogun state. The result shows that gender with  $\beta = -.167$ ,  $t = -2.283$   $p < .05$ , has a strong influence on students' academic performance. The findings contradict the conclusions of Yusuf and Elfaki (2022), who asserted that there were no significant differences in the academic performance of male and female medical students. However, the results align with those of Wrigley-Asante and colleagues (2023), which showed that, at the senior high school level, males outpaced females in terms of academic performance. Nevertheless, females' academic performance in tertiary education appeared to have improved in comparison to that of males. The findings also support the conclusions of Oliweh and Oyem (2021), whose study showed no discernible correlation between gender-related variables and boys' and girls' performance in mathematics in Delta State's secondary schools.

## **CONCLUSION AND RECOMMENDATIONS**

The psycho-demographic dynamics of teachers made a significant and joint contribution to students' academic performance in Physical and Health Education in Ogun State. Moreover, these dynamics were found to have a noteworthy comparative impact on students' academic performance in the same field.

Self-efficacy emerged as one of the key psychological factors that, when considered alongside gender, self-esteem, goal-setting, teaching experience, and educational qualification, significantly contribute to students' academic performance in Physical and Health Education in Ogun State. The results demonstrate that self-efficacy is a key factor influencing students' academic outcomes. Additionally, gender, self-esteem, goal-setting, teaching experience, and educational qualification were found to have a potent and significant impact on students' academic performance in Physical and Health Education. This study is expected to enhance understanding of the importance of these variables in improving students' academic performance and outcomes.

Based on the results, the study makes six recommendations; the findings of this study should serve as a basis for educational stakeholders to develop curricula that will enhance students' performance in Physical and Health Education. Teachers should demonstrate greater enthusiasm and commitment in teaching Physical Education, prioritizing it over other subjects assigned by school administrators. Teachers should remain passionate about teaching the subject, even if some administrators view it as less important. It is essential not to make the subject difficult for students to learn. The government should implement an incentive package for teachers of Physical Education to encourage better performance and provide motivation. The government should prioritize

employing qualified personnel with relevant experience in Physical Education to ensure the subject is treated with the same level of importance as other subjects. Teachers in this profession should adopt various teaching methods to impart knowledge effectively and improve student performance

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