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INFLUENCE OF TEACHERS PREPARATION ON JUNIOR SECONDARY SCHOOL STUDENTS' ACADEMIC PERFORMANCE IN PHYSICAL EDUCATION IN ABAKALIKI EDUCATION ZONE, EBONYI STATE

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ABSTRACT

The study was conducted to assess influence of teachers' preparation on junior secondary school students' academic performance in Physical Education in Abakaliki Education Zone, Ebonyi State. Two specific purposes, two research questions and two null hypotheses guided the study. The study adopted descriptive research design. The Population of the study comprised two hundred and six (206) Junior secondary Physical Education Teachers in Abakaliki Education Zone, the entire population was used in the study. The instrument for data collection was self-develop questionnaire tagged "Influence of Teachers Preparation on Junior secondary school Students' Academic Performance in Physica Education" (ITPUBSSQ). It was validated by three experts, two in the Department of Human Kinetics and Health Education, and one in Science Education from Ebonyi State University, Abakaliki. The overall reliability coefficient of the instrument was 0.92. The data collected for the study were analyzed using mean(x) and standard deviation (SD) to answer the research questions while t-test statistics was used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed that: Teachers' mastery of content and teachers' classroom management influenced students' academic performance in Physical Education in Abakaliki Education Zone while the hypotheses revealed that there is no significant difference in mean rating of female and male teachers on the influence of teachers' mastery of content and teachers' classroom management on students' academic performance in Abakaliki Education Zone. Based on the findings the study recommended that: teachers' involvement in workshop training on knowledge acquiring in the areas of their subject matters and that government of Ebonyi State should provide the needed facilities for improving effective classroom management.

Keywords: Preparation, Teachers' Preparation, Junior Secondary School, Academic Performance and Physical Education.

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Introduction

Physical Education is a vital component of the educational system that emphasizes the development of physical fitness, motor skills, coordination, and overall health. Experiences designed to promote physical activity, teach healthy lifestyle habits, and foster social and emotional well-being. Physical education is the process by which individuals develop the knowledge, skills, and attitudes necessary to lead activities (Holmes, 2018). Physical education is a discipline that aims to develop the whole person by promoting physical competence, cognitive understanding of health-related issues, (Kirk, 2018). Physical education encompasses a variety of activities aimed at developing the physique, cultivating mental alertness, inculcating disciplined behavior, and beyond mere participation in sports; it is about holistic development, health promotion, and social interaction facilitated through physical activities.

Junior secondary schools, Physical Education is not only aimed at enhancing physical health but also serves as an avenue for inculcating values such as teamwork, discipline, fair play, and leadership. Its integration into the curriculum reflects the recognition that a healthy mind resides in a healthy body. At the junior secondary level, students are at a critical stage of physical, emotional, and social development. PE provides a platform for students to develop motor skills, improve fitness levels, and learn about personal health and hygiene practices. According to the World Health Organization (2019), regular physical activity during adolescence reduces the risk of developing chronic illnesses later in life, such as obesity, diabetes, and cardiovascular diseases. Moreover, PE promotes social skills like cooperation, communication, and respect among peers. It often involves group activities and team sports, which help students learn the importance of collaboration and respecting diversity. This aligns with the objectives outlined in the Nigeria Basic Education Curriculum (NECB, 2018), which of learners. Junior secondary such as athletics, gymnastics, dancing, games, and fitness exercises. The curriculum aims to lifelong physical activities. Teaching methodologies are increasingly incorporating modern pedagogical instruction to and inclusive. Despite its significance, physical education faces challenges such as inadequate facilities, lack and cultural perceptions that may undervalue the importance of sports and physical activity current initiatives, such sports programs and international partnerships, can enhance the quality and reach of PE. Physical education as a course at the junior secondary level is indispensable for nurturing healthy, disciplined, and socially responsible individuals. It forms a foundation for lifelong health habits and contributes significantly to the holistic development of learners (Etuk & Etefia, 2019).

The importance of Physical Education cannot be over-emphasized. This is because the learning of Physical Education equips learners with functional knowledge, attitudes, skills, and values.

The functional knowledge, attitude, skills, and values which Physical Education offers could have been the reason why the Federal Government of Nigeria made the subject compulsory at the junior secondary school level.

Junior secondary Education in Nigeria refers to the educational level of students-9, also known as Junior Secondary School (Ahmed, 2018). This stage of education is considered crucial as it prepares students for higher levels of education and equips them with the necessary knowledge and skills to enter the workforce or pursue further studies. Junior secondary Education in Nigeria is an essential component of the country's education system, providing students with a solid foundation for future academic and professional success. Nigeria as a nation seemed to realize the importance of quality teachers through the National Policy on Education, which states that designated institutions shall give the required Professional training to teachers provided they continuously meet the required minimum standards. To improve students' academic performance in Junior secondary schools vehemently called for teacher preparation in the school system.

Teachers' preparation is basically academic trainings in which teachers embarks for their professional development. Teacher preparation entails that nations must sustain efforts to produce qualified persons to take up the responsibility of the teaching profession. The teacher is an individual who is specially trained for the job of imparting knowledge to others according to their needs (Uzor, 2019). He engaged in interactive behaviour with the learners for the purpose of effecting a change in the learners. For instance Uzor (2019:12) agreed that, "a teacher passes through the teacher-training college or the University to become a trained teacher". According to Uzor, the essence of a teacher going through rigorous teacher-education or training, is to fortify or arm him/her with the skills, the ability and expertise that are inherent in the teaching process. As Onyeji (2020) put it, teachers are specially trained in order to acquire the skills of teaching (i.e. mastery of content) and (mastery of methodology). The teacher, who is trained and experienced, equally knows how to manage the classroom and how to deliver the objectives of what is taught in the classroom. The teacher occupies a very important position in any school system. According to Akande (2020), teachers' work is very crucial because without the teacher, there will be no president, the governors, senators and illiteracy would have covered the whole earth. With the teacher, there is enlightenment, knowledge and civilization in the world. No nation can rise above its teachers. Therefore, the teaching profession is

important because it is the job that produces educated and learned people for the development of the society (Wuji, 2019).

For the teacher to effectively handle any subject well and effectively, preparation is needed. This could be in terms of reading through what is to be taught, writing note of lessons, editing what is to be taught in order to deliver the lesson and for the students to maximize the objectives of what has been taught. According to Arinze (2020), effective teacher preparation comes as a result of previous professional development the teacher had undergone. This culminates from the strict education the teacher has received which had helped him to master the skills of the arts of teaching and classroom management (Greenfield, 2018). Greenfield observes that both the preparation and professional development of a teacher give the teacher the impetus and academic authority to effectively teach in the classroom and by extension, the effective learnability of the students. Greenfield is of the opinion that, effective teaching as a result of preparation and professional development result in effective students' academic achievement in any subject-matter, at any school level (primary, secondary and tertiary institutions).

A teacher gets prepared to teach by getting professionally developed. National Policy on Education (2014) recommended the training of teachers for effective teaching and learning for sustainability of educational system. For instance, Arisekola in Uzor (2019) opines that, there are some stages of preparing or developing a teacher to get him ready for the classroom job of teaching and learning. At the primary school, the teacher receives the Nigerian Certificate in Education (NCE) to teach at the basic level, for the secondary school, the teacher receives the degree or certificate of Bachelor of Arts in Education (B.A.Ed); or Masters in Education (M.Ed).

A teacher needs to be developed professionally through the teacher-educational programmes that are available in the Nigerian higher institutions. According to Lawal (2002), a teacher is said to be effectively developed and professionally competent, when he/she is specifically trained or educated in order to train others (the learner(s). Not only knowing how to educate the learner(s), the teacher who is professionally developed, has some personality attributes that distinguish him/her from a non-professional, non-trained teacher. Leon in Filby (2019) says that a non-professional teacher is a cheat, because he does not know how to teach and as such, the learner learns poorly

under a non-professional, non-trained teacher's tutelage.

Trained teachers who are professionally sound, produce students who are academically sound. The primary goal of a teacher is for the student to have high academic laurel and to excel in his educational career. Adeleke (2016) is of the view that, teachers' performance is determined by the performance of the students at the end of any examination or test in the class. Highly trained, prepared, professional developed and experienced teachers produce students that are excellent in academic and characters be it at the primary, secondary or tertiary levels of any educational system. A student is said to have performed well if he/she scores 60% and above in any examination organized by the school at the end of any school year or session.

Continuous professional education for teachers, constitutes an enduring career development process which is very crucial in the overall quest for qualified professionals in a dynamic society. Miefa (2020) says that continuing Professional education is therefore, conceptualized as a process for development of skills for coping with changing demands of the job through regular exposure to professionally updated programmes. The training of teachers in Nigeria began with the introduction of formal education by the Missionaries. Efforts were then geared towards developing the individuals fulfill their roles as catechists, interpreters and teachers of the Bible.

Irrespective of the teachers' educational training programmes, Ejiogu (2000) still, identified two levels of intellectualism, lethargy, laziness and procrastination, habitual/persistent truancy and absenteeism, unkept physical appearance, extortion and various forms of fraud, irresponsibility etc as characteristics of an average Nigerian Teacher at all levels of our educational systems. He also found out that the level of teacher quality in terms of educational qualifications at the Primary and Secondary School levels is disturbing. Following the negative behavioural tendencies identified by Ejiogu, as well as the poor qualification of teachers, their role as nation builders and drivers of development remains a mirage as a weak teacher will ultimately produce a weak graduate. Okebukola (2018) also noted that they have no strength with inadequate exposure to teaching practice, lacking in class control and management, shallow in knowledge of their subject matter, very weak in communication skills, lacking in self confidence and so on.

Teachers are therefore expected to play new roles as part of the system reform efforts. Teachers Professional development then provides opportunities for teachers to explore new roles, develop

new instructional techniques, their practice and broaden themselves both as educators and as individuals. According to Liltle (2020:21), "professional development has relied upon a different model in which an expert imparts knowledge and information, on teachers who are assured to be deficient and in need of outside experts to teach them new modes of working with students". He also states that professional development requires systematic reforms, changing both structures of school, the norms and practice within them. This implies that professional development in the school system helps in developing the school structure. The design, implementation and evaluation of professional development must ensure that an attention is given to all phases of change process. Reforms efforts that do not focus on teacher acceptance may fail. Professional development must therefore, shift its emphasis from working on teachers to working with teachers towards improvement of teaching and learning for all students.

Teachers need to be continuously updated in knowledge and skills in view of a large volume of knowledge being generated as a result of technological advancement which in turn calls for new ways (skills) of doing things (Ahmed, 2018). Osuretin cited in Oyeyinka (2010) in her address mentioned the following conditions for a full professionalization of teaching: provision of essential services to the public, it is a lifelong work; a job, or a career, it requires a long period (sufficient) of specialized training, it also requires a degree of some amount of intellectual training and work, it requires an organization to set it up, there is the issue of its autonomy, it requires certification of members and there is also code of conducts. This related to the present study, as teachers update in acquiring knowledge leads to students improvement in Physica Education . They must recognize that, they have the capacity and power to make key decisions which will affect their roles and their students' achievement, this is in addition to their knowledge of teaching experience.

Knowledge of teaching experience is another teacher variable that influences students academic performance, Adam (2017), asserted that in a situation where experienced teachers are not promoted out of the classroom into management positions, level of experience has a significant influence on teaching effectiveness of the teachers and their students' achievement. Aiken (2010), in his study found that teaching experience of teachers is significantly related to their teaching effectiveness and their students' achievement. In the bases of promoting effective teaching, teacher mastery of

content account mostly on students academic achievement.

Teachers mastery of subject content play a significant in improving students academic performance in Physica Education . According to Adeyanju (2018) asserted that mastery of subject content is making a lesson plan requires teachers to simplify their teaching process so that the acts and information of a particular lesson is passed unto students in an efficient way.

Mastery of subject content by a teacher greatly determines the quality of teaching and subsequent learning. The teacher with good knowledge of the subject content is able to plan and teach the lesson by way of highlighting the main points of the lesson to the learner while clarifying the knowledge misconceptions. The study investigated the influence of teachers mastery of subject content, this is addition to ascertain the influence of teachers classroom management on students academic performance.

Teachers classroom management according to Emmer and Stongh (2015) is the ability of teachers to organize classrooms and manage the behaviour of their students is essential to achieving good educational outcomes. Classroom organization is the action taken to maintain a good learning situation conducive to successful instruction. Classroom management refers to all those decisions that teachers take to facilitate the learning process and to provide the students maximum opportunity for learning (Krause, Bochner, and Duchesne, 2013). Classroom management is defined as the "actions taken to create and maintain a learning environment conducive to successful instruction" (Nwite, 2015). It is also thought to consist of integrating four areas: "establishing and reinforcing rules and procedures, carrying out disciplinary actions, maintaining effective teacher and student relationships, and maintaining an appropriate mental set for management". If teachers lacks classroom management skills that affect students performance.

Students' performance in Physical Education could influence their interest in the subject. According to Adam (2017), interest means attention to something. In other words, interest means attention to studying of Physica Education .

Academic performance is a construct which refers to the level of measurable and observable behaviour in learners. According to Meenu (2016) students' academic performance especially at the secondary school level is not only a pointer to the effectiveness of the schools but a major determinant of the future of the students in particular and the nation at large. Virtually, all stakeholders in education place premium on academic performance, hence Ukah (2017) posits

that excellent academic performance of students is often the expectation of parents. In the same vein, the major goal of the school is to work towards attainment of academic excellence by students. The teachers' preparation accounts for students' performance, this may likely differ based on gender perspective.

Gender sensitivity refers to the idea that educational systems do offer the same type of opportunities for upward mobility to both sexes. Thus gender sensitivity is the state of being sensitive to the needs of both sexes. UNICEF (2007) contends that every individual, male or female, is capable of achieving excellence in any career, giving required opportunity without jeopardizing their basic biological functions. UNICEF (2004) knows that individuals male or female are free to express their individuality and those boys and girls must learn to live together in harmony.

The need for in-service training or continuing professional development can therefore, not be over emphasized and as Adeyanju (2018) puts it, a teacher who is not constantly expanding and deepening his knowledge cannot do an adequate job. Quality in education has come to be linked with such indicators as quality teachers, improved curriculum delivery, quality infrastructure and facilities, conducive learning environment, provision of adequate learning materials, training and retraining of teachers, improved teacher – pupil ratio, parental involvement, increased and improved monitoring and supervision of learning and quality output among others. The intensifying efforts towards institutionalizing teacher professional development at the basic education sub-sector, through the allocation of 15% of the 70% UBE matching grant for Teacher professional development and the engagement of institutions to undertake teacher capacity development as against individuals training providers (August, 2008).In order to teach effectively and achieve better results, professional preparation, academic preparation and preparation for classroom should be priorities.

Statement of the Problem

The problem in the teaching and learning process, is usually linked to teacher–related factors. For instance, the academic performance of students are affected negatively, when teachers do not possess the necessary mastery of the content or possess poor teaching method. Teachers' negative attitudes, poor personality, inexperience, poor classroom management, poor personal hygiene, poor teacher – student relationship, lack of needed skills and poor judgments in the classroom, also contribute greatly to the poor academic achievement of students in the school. Not only that, many teachers

are dedicated to work and therefore, find it difficult to prepare themselves before appearing in the classroom. This has caused them to be poorly exposed to the course materials and deficiency in the mastering of what to teach.

So, lack of training on professional development, are mostly factors militating against high academic performance of students in the Nigerian school systems (Kalusi, 2010). Physical Education is not an easy subject, students, more often complain that the subject is difficult to understand, some say that, it is boring, unexciting and does not appeal or sustain interest. On the other hand, even Physical Education teachers say that some concepts and theories on the subject are difficult to explain and that most students lose interest easily in the subject. The situation is heightened by the current development in the curriculum and the nature of questions which students are exposed to by various examining bodies.

Students' scores in the subject matter (Physica Education), show that the percentages of students who made ordinary passes and those who failed completely were high while those who made distinction and credit were not appreciable. As if the poor performance is not enough, most secondary school graduates cannot boast of a reasonable knowledge of the basic principles of Physica Education , neither could they engage in a sustained and sound argument on social issues, analyze or interpret Physical Education policies and events appropriately. It therefore becomes questionable, if the objectives of introducing Physical Education in junior secondary schools are achieved at the end of the students' stay in school. Presently, what could be the problem? Could it be that teachers no longer perform their jobs as they should or that students are not have the propensity to make the academic success again or have education administrators failed in their duties?. Based on these, number of reasons may be identified to be accountable for the poor performance of students which mostly lead to teacher's preparation and attitude. Based on the worrisome situations, this study asking: what is the influence of teachers preparation on junior secondary school students' academic performance in Physical Education in Abakaliki Education Zone, Ebonyi State?.

Purpose of the Study

The main purpose of the study is to investigate into the influence of teachers preparation on junior secondary school students' academic performance in Physical Education in Abakaliki Education Zone, Ebonyi State. Specifically, the study sought to:

1. Ascertain the influence of teachers' mastery of content on students' academic performance in Physical

Education in Abakaliki Education Zone.

2. Examine the influence of teachers' classroom management on students' academic performance in Physical Education in Abakaliki Education Zone.

Research Questions

The following research questions guided the study:

1. What is the influence of teachers' mastery of content on junior secondary school students' academic performance in Physical Education in Abakaliki Education Zone?
2. What is the influence of teachers' classroom management on junior secondary school students' academic performance in Physical Education in Abakaliki Education Zone?

Hypotheses

The following null hypotheses formulated were tested at 0.05 level of significance.

1: There is no significant difference in mean ratings of male and female teachers on the influence of teachers' mastery of content on students' academic performance in Physica Education.

2: There is no significant difference in mean ratings of male and female teachers on influence of classroom management on students' academic performance in Physical Education .

Methodology

The design employed to this study was a descriptive survey research design. Descriptive research survey design is mainly concerned with describing events as they are without any manipulation of what is being observed. It is a design approach which is aimed at collecting data and describing events in a systematic manner, the characteristics or facts about a given population (Nworgu, 2006). The design is justified for this study because the researcher tends to collect original and relevant data from the respondents (sample) and analyze them as they are without manipulation. The study fits into the design as it aims at examining the influence of teachers' preparation on junior secondary school students, performance in Physical Education in Abakaliki Education Zone. This study was conducted in Abakaliki Education Zone, which is one out of the three Education Zones in Ebonyi State. Abakaliki Education Zone is made up of four Local Government Areas: Abakaliki, Ebonyi, Izzi and Ohaukwu respectively. Abakaliki Education Zone is bound within the East by Cross River State, in the West by Ishielu Local Government, in the North by Benue State, while in the South by Ezza North Local Government Area. Ebonyi State is one of the states

created in October 1st 1996 which needs this type of research to establish the Influence of Teachers Preparation on Junior secondary school Students' Academic Performance in Physical Education in Abakaliki Education Zone, Ebonyi State with the aim of proffering solution on how to apply proactive approach in teacher preparation in Physical Education to meet the global standards. The Population of the study comprised all the Junior secondary schools Physical Education Teachers in Abakaliki Education Zone. There were two hundred and six (206) Physical Education Teachers in the seventy seven (77) schools in Abakaliki Education Zone. The breakdown has 104 male teachers and 102 female teachers (Universal Primary Education Board, 2020). There was no sampling because 206 Physical Education teachers was used for the study. The entire population was used as the number of Physical Education Teachers in the area was not too much. The instrument for data collection was structured questionnaire titled: Influence of Teachers Preparation on Junior secondary school Students' Academic Performance in Physical Education Questionnaire (ITPJSSSAPPEQ). The questionnaire had two parts: A and B. Part A contained the bio-data (information) of the respondents while Part B contained fifteen (15) items arranged in four clusters. Cluster A. solicited information on teachers mastery of content with 6 items and Cluster B solicited information on teachers classroom management which contain 9 items. The questionnaire items were structured on a four point rating scale of Strongly Agree = SA, Agree = A, Disagree = D, Strongly Disagree = SD with their numerical values assigned as 4, 3, 2 and 1 respectively. The questionnaire was face –validated to ensure the appropriateness of the items. Three experts, one from Measurement and Evaluation Unit of Science Education Department and two from the Department of Human Kinetics and Health Education, all from Ebonyi State University Abakaliki, validated the instrument. These experts critically examined the items on the drafted questionnaire to ascertain whether the instrument would measure what is expected to measured. Their suggestions, comments and amendments were reflected in the final construction of the questionnaire. The internal consistency of the instrument was computed using Cronbach Alpha. The overall reliability coefficient of the instrument was 0.923. The internal consistency of each subscale of the instrument was computed separately. This is because, according to Olisa (1999), if the correlation coefficient obtained in an instrument is up to 0.60 and above, the instrument should be considered good enough to be used for a

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study. Research questions 1-2 were answered on individual item basis using mean and standard deviation. In taking decision for the research questions, 2.50 was used as bench mark for decision taking. The 2.50 was derived by adding the nominal values of the rating scales and divided by the number of cases. Thus: 4+3+2+1 = 10 ÷ 4 = 2.50. Therefore, any item in the instrument with the mean score of 2.50 and above was regarded as the Teachers Preparation factors that influence students' academic performance in Physical Education and any item with the mean score below 2.50 was adjudged as the factor that did not influence students' academic performance in Physical Education. The t-test of difference between means of independent variables was utilized for testing the null hypotheses at 0.05 level of significance on individual item basis. Any null hypothesis with calculated t-value greater than the critical table value was rejected while the one with calculated t-value less than the critical (table) value was not reject.

Results

Research Question 1: What is the influence of teachers' mastery of content on secondary school students' academic performance in Physical Education in Abakaliki Education Zone of Ebonyi State?

Table 1: Description of the responses on influence of teachers' mastery of content on secondary school students' academic performance in Physica Education

S/N	ITEMS	N	$\overline{X}$	SD	Decision
1	Adequate mastery of subject matter by teacher improves students' academic performance in a joyful manner	206	3.41	0.62	Influenced
2	Poor teacher quality in mastery subject task brings about poor performance resulting to high rate of failure among secondary school students very easily	206	3.31	0.85	Influenced
3	Mastery of subject matter makes the teaching/learning process very effective	206	3.41	0.53	Influenced
4	Mastery of subject matter should be a criterion for teacher recruitment in order to improve students' academic performance	206	3.28	0.70	Influenced
5	Teacher mastery of subject contents influences students' performance in Physical Education positively	206	2.96	0.82	Influenced
6	Teacher mastery of subject matter in areas of specialization influence .students' performance in Physical Education positively	206	3.34	0.62	Influenced
	Grand Mean		**3.28**	**0.69**	**Influenced**

The result presented in Table 1 showed the mean ratings of respondents on influence of teachers' mastery of content on secondary school students' academic performance in Physical Education in Abakaliki Education Zone of Ebonyi State. Items 1,2,3,4,5 and 6 with mean scores of 3.41, 3.31, 3.41, 3.28, 2.96, 3.34 and standard deviation of 0.62, 0.85, 0.53,

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0.70, 0.82 and 0.62 respectively showed that teachers' mastery of content influence secondary school students' academic performance in Physica Education. This is because from the table all the items obtained a mean value that is above 2.50 which is the cut – off point. This implies that adequate mastery of subject matter by teacher improves students' academic performance in a joyful manner, poor teacher quality in mastery subject task brings about poor performance resulting to high rate of failure among secondary school students very easily, Mastery of subject matter makes the teaching/learning process very effective, mastery of subject matter should be a criterion for teacher recruitment in order to improve students' academic performance, Teacher mastery of subject contents influences students' performance in Physical Education positively and that teacher mastery of subject matter in areas of specialization influence students' performance in Physical Education positively. It was therefore agreed that teachers' mastery of content influenced secondary school students' academic performance in Physica Education.

Research Question 2: What is influence of teachers' effective classroom management on secondary school students' academic performance in Physical Education in Abakaliki education zone of Ebonyi State?

Table 2: Description of the responses on influence of teachers' effective classroom management on secondary school students' academic performance in Physica Education

S/N	ITEMS	N	$\overline{X}$	SD	Decision
7	Effective management of classroom influences students' academic performance in Physical Education positively	206	2.73	0.77	Influenced
8	Using counselling methods in teaching Physical Education involves students in examining and correcting their inappropriate behaviours enhances students' academic performance appropriately	206	3.35	0.75	Influenced
9	Teachers involving students in selecting punishment for disobeying classroom rules improve their classroom performance rewardingly	206	3.34	0.83	Influenced
10	Catching students in inappropriate behavior and punishing them improve academic performance of the students in Physical Education subjects very tremendously	206	3.47	0.54	Influenced
11	Using counselling methods in teaching Physical Education involves students in examining and correcting their inappropriate behavior enhance students' academic performance appropriately	206	3.43	0.49	Influenced
12	Ensuring that teachers have clearly stated rules and procedures with established consequences enhance students' academic performance	206	3.33	0.60	Influenced
13	Classroom routine monitoring by teachers improve students' academic performance very fast	206	3.00	0.77	Influenced

14	Keeping students engaged in classroom activities by teachers enhances students' performance	206	2.94	0.81	Influenced
15	Teachers' recognition of students' brilliant performance in the classroom encourages others to improved academic performance unknowingly	206	3.50	0.50	Influenced
	Grand Mean		**3.23**	**0.67**	**Influenced**

The result presented in Table 2 showed the mean ratings of respondents on the influence of teachers' effective classroom management on secondary school students' academic performance in Physical Education in Abakaliki education zone of Ebonyi State. The respondents show their choice of items statement thus: Items 7-15 with mean scores of 2.73, 3.35, 3.34, 3.47, 3.43, 3.33, 3.00, 2.94, 3.50 and standard deviation of 0.77, 0.75, 0.83, 0.54, 0.49, 0.60, 0.77, 0.81 and 0.50 respectively showed that teachers' effective classroom management influence secondary school students' academic performance in Physica Education. This is because from the table all the items obtained a mean value of 3.28 that is above 2.50 which is the cut – off point. This indicates that effective management of classroom influences students' academic performance in Physical Education positively, using counselling methods in teaching Physical Education involves students in examining and correcting their inappropriate behaviours enhances students' academic performance appropriately, teachers involving students in selecting punishment for disobeying classroom rules improve their classroom performance rewardingly, catching students in inappropriate behavior and punishing them improve academic performance of the students in Physical Education subjects very tremendously, using counselling methods in teaching Physical Education involves students in examining and correcting their inappropriate behavior enhance students' academic performance appropriately, ensuring that teachers have clearly stated rules and procedures with established consequences enhance students' academic performance and that teachers recognition of students' brilliant performance in the classroom encourages others to improved academic performance unknowingly. The responses shows that teachers' effective classroom management influenced secondary school students' academic performance in Physical Education in Abakaliki education zone of Ebonyi State.

Research Hypotheses

$H0_1$: There is no significant difference in mean ratings of female and male teachers on the influence of teachers' mastery of content on students' academic performance in Physical Education in Abakaliki

Education Zone. Summary of results were shown in Table 3.

Table 3: t-test of difference in the mean responses of female and male teachers on the influence of teachers' mastery of content on students' academic performance in Physica Education

Items	Category of respondents	N	Mean	SD	t-cal	Alpha	t-cv	Decision
1	Male	104	3.40	0.64	0.31	0.05	1.96	Not Sign.
	Female	102	3.43	0.60				
2	Male	104	3.34	0.84	0.52	0.05	1.96	Not Sign.
	Female	102	3.28	0.86				
3	Male	104	3.41	0.55	0.02	0.05	1.96	Not Sign.
	Female	102	3.41	0.51				
4	Male	104	3.28	0.69	0.04	0.05	1.96	Not Sign.
	Female	102	3.28	0.72				
5	Male	104	2.93	0.87	0.56	0.05	1.96	Not Sign.
	Female	102	3.00	0.78				
6	Male	104	3.36	0.62	0.47	0.05	1.96	Not Sign.
	Female	102	3.32	0.63				
	Average				**0.32**		**1.96**	**Not Sign.**

Summary of result presented in Table 3 indicates that There is no significant difference in mean ratings of female and male teachers on the influence of teachers' mastery of content on students' academic performance in Physical Education in Abakaliki Education Zone. This is because the t-calculated value is lower than the t-critical value, that is 0.32 as against 1.96. Therefore, the null hypothesis of no significant difference is upheld.

$H0_3$: There is no significant difference in mean ratings of female and male teachers on the teachers' classroom management influence students' academic performance in Physical Education in Abakaliki Education Zone. Summary of results were shown in Table 4.

Table 4: t-test of difference in the mean ratings of female and male teachers on the teachers' classroom management influence students' academic performance in Physica Education

Items	Category of respondents	N	Mean	SD	t-cal	Alpha	t-cv	Decision
7	Male	104	2.73	0.77	0.04	0.05	1.96	Not Sign.
	Female	102	2.73	0.78				
8	Male	104	3.38	0.74	0.57	0.05	1.96	Not Sign.
	Female	102	3.32	0.77				
9	Male	104	3.32	0.85	0.22	0.05	1.96	Not Sign.

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	Female	102	3.35	0.80				
10	Male	104	3.50	0.53	0.77	0.05	1.96	Not Sign.
	Female	102	3.44	0.55				
11	Male	104	3.42	0.49	0.40	0.05	1.96	Not Sign.
	Female	102	3.45	0.50				
12	Male	104	3.35	0.63	0.49	0.05	1.96	Not Sign.
	Female	102	3.31	0.57				
13	Male	104	2.98	0.78	0.45	0.05	1.96	Not Sign.
	Female	102	3.02	0.76				
14	Male	104	2.93	0.83	0.24	0.05	1.96	Not Sign.
	Female	102	2.96	0.79				
15	Male	104	3.48	0.50	0.83	0.05	1.96	Not Sign.
	Female	102	3.53	0.50				
	Average				**0.44**		**1.96**	Not Sign.

Summary of result presented in Table 4 indicates that there is no significant difference in mean ratings of female and male teachers on the teachers' classroom management influence students' academic performance in Physical Education in Abakaliki Education Zone. This is because the t-calculated value is lower than the t-critical value, that is 0.44 as against 1.96. Therefore, the null hypothesis of no significant difference is upheld.

Discussions

The analysis of research question 1 revealed that teachers' mastery of content influence students' academic performance in Physica Education. Result of the hypothesis showed that there no significant difference in mean ratings of female and male teachers on the influence of teachers' mastery of content on students' academic performance in Physical Education in Abakaliki Education Zone.

The finding is in agreement with the assertion of Rena (2018) who opined that knowledge of the subject matter aid the teacher to impart the learners with appropriate and relevant skills leading to the achievement of stated objectives. As highlighted above, teachers' level of knowledge of the subject matter has much influence on the process of achieving the lesson's objectives. However, teacher's competence in subject goes beyond his/her knowledge of subject matter. Teachers' achievement is related to the level of his pedagogical knowledge as different from his understanding of subject matter.

The analysis of research question 2 revealed that teachers' classroom management influence students' academic performance in Physica Education. Result of the hypothesis showed that there is no significant

difference in mean ratings of female and male teachers on the teachers' classroom management influence students' academic performance in Physical Education in Abakaliki Education Zone. The finding is in agreement with the assertion of Emmer and Stongh (2015), has stated that the ability of teachers to organize classrooms and manage the behaviour of their students is essential to achieving good educational outcomes. Classroom organization is the action taken to maintain a good learning situation conducive to successful instruction. Classroom management refers to all those decisions that teachers take to facilitate the learning process and to provide the students maximum opportunity for learning.

Conclusion

The following conclusion was drawn based on the findings which revealed that Teachers' mastery of content and Teachers' classroom management influences students' academic performance in Physical Education in Abakaliki Education Zone while the hypotheses revealed that there are no significant difference in mean rating of female and male teachers on the influence of teachers' mastery of content and teachers' classroom management on students' academic performance in Abakaliki Education Zone.

Recommendations

From the findings of the study and the conclusion drawn, the researcher proffered the following recommendations.

1. With regards to influence of teachers' mastery of content on students' academic performance in Physica Education, teachers' involvement in workshop training on knowledge acquiring in the areas of their subject matters
2. Based on the influence of teachers' classroom management on students' academic performance in Physica Education, government of Ebonyi State should provide the needed facilities for improving effective classroom management.

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