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Impact of Teachers' Attitudes on Students' Academic Performance in Public Secondary Schools in Ekiti State

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ABSTRACT

The study examined the impact of teachers' attitudes on students' academic performance in public secondary schools in Ekiti State to explore the attitudes among public secondary school teachers specifically, the relationship between teachers' attitude and the academic performance of students, and factors influencing teachers' attitudes towards teaching in public secondary schools in Oye Local Government Area (LGA). Descriptive survey research was employed to describe the responses from a sample of 393 respondents selected using a stratified sampling technique. A validated instrument with an overall reliability index of 0.87, titled "Teachers' Attitude and Students' Academic Performance Questionnaire" (TASAPQ), was used for data collection to be exposed to data analysis by mean and standard deviation using a benchmark of 2.50 for decision-making and chi-square test of independence to test the hypotheses at an alpha level of 0.05. The analysis revealed that teachers have both positive and negative attitudes towards teaching; they are passionate and patient in the classroom, enthusiastic about their subject areas, and supportive of their students. The analysis also showed that teachers' teaching attitudes were significantly related to academic success among students in public secondary schools in Oye LGA. It further disclosed that factors affecting teachers' attitudes are the state of their remuneration, level of support from school administration, availability of teaching resources, level of teacher training and professional development, job satisfaction, teacher burnout, stress, and workload. The study suggested, among other things, that school management should encourage teachers to demonstrate positive attitudes towards teaching.

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1. Introduction

Teachers play a vital role in shaping the academic experiences and outcomes of their students[1]. One crucial aspect of teaching that significantly impacts students' academic performance is the attitude of teachers[2]. A teacher's attitude can either inspire or motivate students to learn or create a hostile learning environment that hinders academic progress[3]. Research has consistently shown that teacher attitudes, including their expectations, beliefs, and emotions, can impact students' educational engagement, motivation, and ultimately, their academic performance in public secondary schools, where students are transitioning from adolescence to young adulthood; the influence of teachers can be particularly significant[4, 5].

The inclusion of teachers in the school's decision-making process, as well as teachers' autonomy and collaboration, were crucial components that affected teachers' attitudes towards their students[6]. While teacher autonomy has been linked to positive student outcomes, the relationship between teacher autonomy and collaboration has been described as an indispensable virtue[7]. Researchers have found that teachers with a collaborative attitude towards their colleagues and students tend to achieve better results in their students' performance[8, 9]. Therefore, teachers' autonomy and collaboration are critical factors that must be considered when studying the impact of teachers' attitudes on students' academic performance.

Studies on teachers' attitudes regarding their impact on students' academic performance regarding inclusive education have revealed significant differences between Nigeria and other African countries[10]. The researcher found that both countries valued inclusive education; however, the teachers' attitudes towards inclusion differed significantly. The study also found that teachers' attitudes impact inclusive education in both countries. However, the study aims to investigate the impact of teachers' attitudes on students' academic performance in public secondary schools, exploring the complex relationships between teachers' attitudes, teaching practice, and students' outcomes. By examining this critical aspect of teaching, this research seeks to contribute to the development of effective teaching strategies and improved academic outcomes for students in public secondary schools.

Literature evidence depicts that there are variations in teachers' attitudes, factors influencing these attitudes, and their relationships with students' academic performance across all levels of education in recent times. For instance, several scholars posit that teachers' positive attitudes toward teaching can improve students' learning[11, 12]. Olubukola and Ekperi et al. note that teachers' negative attitudes towards teaching can hinder students' learning in schools[13, 14].Araromi and Abdulmalik and Hakkı have endorsed the notion that teachers' enthusiasm for their subject areas and support for their students lead to successful outcomes[15, 16]. Aklilu posited that teachers who are passionate about education and patient with their students create a conducive learning environment that fosters students' academic performance[17]. The authors suggest that cultivating positive attitudes, such as passion, patience, enthusiasm, and support, among teachers can have a positive impact on student learning.

Some researchers have found a relationship between teachers' attitudes and students' academic performance in public secondary schools[13, 14, 18–20]. The publication indicates that a significant relationship exists between teachers' attitudes and the students' academic performance in public secondary schools. Several studies have shown that positive teacher-student relationships and effective teaching practices are often influenced by a teacher's attitude, which has a positive impact on student achievement. Conversely, a negative teacher attitude can affect students' motivation and learning. However, it remains to be seen whether such relationships exist between teachers' attitudes and students' academic performance in Oye LGA, Ekiti, Nigeria.

There are discourses by educational stakeholders that factors that influence teachers' attitudes towards teaching in public secondary schools include the state of teachers' remuneration[21–26], the level of support from school administration, The availability of teaching resources, the level

of teacher training and professional development, the level of job satisfaction, the level of teacher burnout, the level of stress experienced by teachers and the level of workload affects. According to Mbuthia [27], several interconnected factors influence teachers' attitudes towards teaching in public secondary schools, including remuneration, administrative support, resources, training, job satisfaction, burnout, stress, and workload. These factors can create a positive or negative feedback loop impacting teacher morale and effectiveness in Oye LGA, Ekiti State.

Literature evidence suggests ways to improve teachers' attitudes towards teaching and improve students' academic performance in public secondary schools. For instance, investigators have opined that continuous professional development can enhance teachers' knowledge, skills, and attitudes towards teaching, ultimately improving students' academic performance [28–32]. The scholars also found that pre-service teachers who received training in inclusive education had a positive attitude towards inclusive education. These researchers added that a positive school environment can enhance teachers' attitudes towards their work and improve the students' academic performance. The researcher added that a multifaceted approach is needed to improve teachers' attitudes towards teaching and enhance student academic performance in public secondary schools. These include fostering a favourable school climate, providing ongoing professional development, addressing teacher well-being, and creating a supportive environment for teachers and students.

It has been noted that teachers' attitudes towards their students are crucial in shaping students' academic performance in public secondary schools. Positive teacher attitudes towards inclusion practices, science education, autonomy, and collaboration can positively impact students' academic performance. Therefore, a detailed understanding of teachers' attitude constructs is imperative when studying the impact of teachers' attitudes on students' academic performance in public secondary schools. However, the basis for worrying in the study is the impact of teachers' attitudes on students' academic performance in public secondary schools in Oye LGA, Ekiti State, which is unknown.

There is a noticeable dearth of researches on the impact of teachers' attitudes on students' academic performance in public secondary schools with particular references to various teachers' attitudes towards teaching and their students, the relationship between teachers' attitudes and the students' academic performance, and the factors affecting teachers' attitudes towards teaching in Oye LGA, Ekiti Sate. Personal observation has shown that teachers' attitudes in this region have both positive and negative effects on students' academic performance. Observation has also demonstrated that students' disruptive and deviant attitudes reflect their teachers' behaviours; however, there is no tangible evidence, either in the literature or in the research results, to substantiate these claims. These information gaps prompt researchers to investigate the impact of teachers' attitudes on students' academic performance in public secondary schools within the Oye Local Government Area (LGA), Ekiti State.

2. Purpose of the Study

This research aims to investigate the impact of teachers' attitudes as a determinant of students' academic performance in public secondary schools in Oye LGA, Ekiti State. The Specific Objectives are

i. To identify the various attitudes of public secondary school teachers in Oye LGA towards teaching and their students.
ii. To examine the relationship between teachers' attitudes (positive and negative) and the academic performance of students in public secondary schools in Oye LGA.
iii. To investigate the factors that influence teachers' attitudes towards teaching in public secondary schools in Oye LGA.

3. Research Methods

3.1. Research Design

The descriptive survey research design was used for this study. This approach is chosen to systematically assess and measure students' attitudes and academic performance in public secondary schools in Oye LGA, Ekiti State. By using descriptive survey research, researchers can gather valuable insights into various phenomena, identify trends and patterns, and inform policy, practice, and further study [33].

3.2. Population of the Study

The population of this study consisted of 16 public secondary school students from the Oye LGA, Ekiti State, which has a total of 22,400 students. The study shows that 57% of the study participants, representing the majority, were female, while 43%constituted the male sample. The distribution of respondents by class shows that more than one-third of the study participants (45%), representing the majority, were SSS 2 students, closely followed by SSS 1 (29.8%), while 25.2% were SSS 3. The majority of respondents (55.7%) were aged 12–15 years, 34.4% were within the 16–20 years age range, 5.9% were under 12 years, while 2.5% and 0.6% were in the 20-25 years and 26 years and above age ranges, respectively. Public schools in the area were characterised by smaller school sizes and a greater sense of community, as well as challenges related to resources and teacher recruitment. They also experience geographical isolation, which impacts their access to resources and professional development opportunities. By using only students as the study's population, researchers can increase internal validity, external validity, and reliability while simplifying data analysis and increasing efficiency[34].

3.3. Sample and Sampling Procedure

Three hundred and ninety-three (393) students were selected through a stratified random sampling method. The method was applied to draw 21 respondents, each from 18 groups of public secondary schools, resulting in a sample size for the study. The stratified random sampling technique was used to ensure a thorough and unbiased representation of students across the selected secondary schools[35]. The stratification enables consideration of potential variations in student activities across the schools[36]. Subsequently, a proportionate number of students were randomly selected from each school, ensuring that the sample accurately mirrors the overall distribution of the student population in the Oye LGA of Ekiti State.

3.4. Research Instrument

The study relied on a self-structured questionnaire titled Teachers' Attitude and Students' Academic Performance Questionnaire (TASAPQ). TASAPQ was divided into two sections: A and B. Part A was used to collect demographic data from the study's respondents. At the same time, Part B comprises twenty-four (24) items, clustered into three (3) units, according to the research objectives. TASAPQ was a five-point Likert Scale with response modes: Strongly Disagree = 1, Somewhat Disagree = 2, Undecided (Neither Agree nor Disagree) = 3, Somewhat Agree = 4, and Strongly Agree = 5 points, with a benchmark of 3.00[37]. The instrument (TASAPQ) was a questionnaire used for data collection. By using a five-point Likert Scale, researchers can collect reliable and valid data, reduce social desirability bias, and enhance response rates, while facilitating comparison and generalisation[38].

3.5. Validity of the Research Instruments

The face and content validities of the TASAPQ were determined by two research experts from the Departments of Educational Management and Business Studies, and Measurement and Evaluation in the Faculty of Education at the Federal University Oye-Ekiti, Ekiti State, Nigeria, who validated it. These experts were presented with the title of the study, its aim and objectives, research questions, hypotheses, and a copy of the instrument for validation. The corrections made by these experts to the draft of the instrument were implemented before the instrument was administered to the respondents selected for the study. It is to ensure accuracy, reliability, and credibility, while enhancing generalisability, reducing measurement error, and facilitating comparison and replication[36].

3.6. Reliability

For the study, the test-retest method was used to calculate the reliability coefficient. A pilot study was conducted with a small group of twenty (20) secondary school students from Oye-Ekiti who were not part of the main study. Cronbach's Alpha correlation coefficient statistics were used to evaluate the respondents' responses, yielding an overall index of 0.93. Feedback from the pilot study participants was used to refine and improve the clarity, relevance, and effectiveness of the questionnaire. Conducting a reliability test was to ensure the validity and reliability of the instrument, refine the design and content, and identify potential issues before embarking on the final study.

3.7. Method of Data Collection

The researcher used the questionnaires to collect data on teachers' attitudes toward students' academic performance in public secondary schools in Oye LGA, Ekiti State. The researcher employed the services of three trained research assistants to collect data from participants over a period of two months. Instantaneous retrieval of questionnaires was adopted to prevent missing data. The use of these methods was intended to ensure the accuracy and reliability of the results obtained and to provide a solid foundation for analysing the collected data. The study offers insight into the attitudinal factors that influence the academic performance of teachers and students in Oye LGA of Ekiti State. Research ethic regarding the protocols and confidentiality of respondents was maintained.

3.8. Method of Data Analysis

The collected data were analysed using descriptive statistics, such as frequency tables and means, with a benchmark of 3.00 representing the general decision-making level on a five-point Likert Scale. Descriptive statistics provide a clear and concise summary of the data, allowing for straightforward interpretation of the results. The guided hypothesis was analysed using a chi-square test at a 0.05 level of significance, as the responses were dichotomous. By using Chi-square statistics, researchers can effectively analyse categorical data, identify significant relationships, and concisely communicate findings [39].

4. Results

Question 1: What are the attitudes among public secondary school teachers in Oye LGA towards teaching and their students?

Table 1 presents the attitudes among public secondary school teachers in Oye LGA towards teaching and their students. The results indicate that public secondary school teachers in Oye LGA exhibit a range of positive and negative attitudes towards education, including being passionate about teaching, patient with their students, enthusiastic about their subject areas, and supportive of their students.

Table 1. Commonly Held Attitudes Among Public Secondary School Teachers in Oye LGA Area Towards Teaching and Their Students.

S/N	Teachers' Attitudes	SD	D	N	A	SA	MEAN
1	Positive attitude towards teaching	3 (0.8)	5 (1.3)	4 (1.0)	108 (27.5)	273 (69.5)	4.64
2	Have a negative attitude towards teaching		15 (3.8)	21 (5.3)	222 (56.5)	15 (3.8)	4.21
3	Have a neutral attitude towards teaching	4 (1.0)	20 (5.1)	46 (11.7)	123 (31.2)	200 (50.9)	4.26
4	Passionate about teaching	8 (2.0)	25 (6.4)	24 (6.1)	202 (51.4)	134 (34.1)	4.09
5	They are patient with their students	8 (2.0)	85 (21.6)	31 (7.9)	128 (32.6)	141 (35.9)	3.79
6	They are enthusiastic about their subject areas	4 (1.0)	26 (6.6)	18 (4.6)	137 (34.9)	208 (52.9)	4.32
7	They are approachable by their students	4 (1.0)	34 (8.7)	80 (20.4)	131 (33.3)	144 (36.6)	3.96
8	They are supportive of their students	2 (0.5)	20 (5.1)	21 (5.3)	193 (49.1)	157 (39.9)	4.23

Criterion mean = 3.00 Figures in brackets represent the individual mean for each response.

Question 2: What is the relationship between teachers' attitudes (positive and negative) and students' academic performance in public secondary schools in Oye LGA?

Table 2 presents the relationship between teachers' attitudes and the students' academic performance in public secondary schools in Oye LGA. Using a criterion mean score of 2.50 for the rating scale, all items had a mean score above the cut-off point, indicating a significant relationship between teachers' attitudes and students' academic performance in public secondary schools in Oye LGA.

Table 2. Relationship between Teachers' Attitudes (Positive and Negative) and Academic Performance of Students in Public Secondary Schools in Oye LGA.

S/N	Relationships between Teachers' Attitudes (Positive and Negative) and Students'Academic Performance	SD	D	N	A	SA	MEAN
1	There is a relationship between a teacher's attitude towards teaching and the academic performance of students		29 (7.4)	80 (20.4)	149 (37.9)	135 (34.4)	3.99

Table 2. *Cont.*

S/N	Relationships between Teachers' Attitudes (Positive and Negative) and Students' Academic Performance	SD	D	N	A	SA	MEAN
2	A positive attitude towards teaching leads to better academic performance of students	18 (4.6)	74 (18.8)	21 (5.3)	122 (31.0)	158 (40.2)	3.83
3	A negative attitude towards teaching leads to poor academic performance of students	1 (0.3)	8 (2.0)	8 (2.0)	165 (42.0)	211 (53.7)	4.47
4	A teacher's attitude towards teaching affects the motivation of students to learn	12 (3.1)	8 (2.0)	15 (3.8)	158 (40.2)	200 (50.9)	4.34
5	A teacher's attitude towards teaching affects the engagement of students in the learning process		5 (1.3)	13 (3.3)	114 (29.0)	261 (66.4)	4.61
6	A teacher's attitude towards teaching affects the classroom environment	3 (0.8)	15 (3.8)	27 (66.9)	147 (37.4)	201 (51.1)	4.34
7	A teacher's attitude towards teaching affects the level of student-teacher interaction	7 (1.8)	19 (4.8)	86 (21.9)	165 (42.0)	116 (29.5)	3.93
8	A teacher's attitude towards teaching affects the level of student participation in class	2 (0.5)	28 (7.1)	23 (5.9)	204 (51.9)	136 (34.6)	4.13

Criterion mean = 3.00 Figures in brackets represent the individual mean for each response.

Question 3: What are the factors influencing teachers' attitudes towards teaching in public secondary schools in Oye LGA?

Table 3 presents the factors influencing teachers' attitudes towards teaching in public secondary schools in Oye LGA. Using a criterion mean score of 3.00 for the rating scale, all the items had a mean score below the cut-off point. The implication is that the state of teachers' remuneration, level of support from school administration, availability of teaching resources, level of teacher training and professional development, level of job satisfaction, level of teacher burnout, level of stress experienced by teachers and level of workload are the factors that influence teacher's attitude towards teaching in public secondary schools in Oye LGA.

Table 3. Factors That Influence Teachers' Attitude Towards Teaching in Public Secondary Schools in Oye LGA.

S/N	Factors Influencing Teachers' Attitudes Towards Teaching	SD	D	N	A	SA	MEAN
1	The state of teachers' remuneration affects their attitude towards teaching.	7 (1.8)	23 (5.9)	73 (18.6)	131 (33.3)	159 (40.5)	4.05
2	The level of support from school administration affects the attitude of teachers towards teaching.	6 (1.5)	21 (5.3)	33 (8.4)	187 (47.6)	146 (37.2)	4.13
3	The availability of teaching resources affects the attitude of teachers towards teaching.	6 (1.5)	20 (5.1)	82 (20.9)	140 (35.6)	145 (36.9)	4.01
4	The level of teacher training and professional development affects the attitude of teachers towards teaching.	8 (2.0)	26 (6.6)	85 (21.6)	134 (34.1)	140 (35.6)	3.95
5	The level of job satisfaction affects the attitude of teachers towards teaching.	2 (0.5)	9 (2.3)	9 (2.3)	95 (24.2)	278 (70.7)	4.62
6	The level of teacher burnout affects the attitude of teachers towards teaching.	0	20 (5.1)	19 (4.8)	201 (51.1)	153 (38.9)	4.24
7	The level of stress experienced by teachers affects their attitude towards teaching.	0	16 (4.1)	35 (8.9)	153 (38.9)	189 (48.1)	4.31

Table 3. *Cont.*

S/N	Factors Influencing Teachers' Attitudes Towards Teaching	SD	D	N	A	SA	MEAN
8	The level of workload affects the attitude of teachers towards teaching.	0	39 (9.9)	77 (19.6)	156 (39.7)	121 (30.8)	3.91

Criterion mean = 3.00 Figures in brackets represent the individual mean for each response.

5. Testing of Null Hypothesis

The null research hypothesis formulated in the study was tested using Chi-square statistics at a 0.05 level of significance.

Table 4 shows that the computed χ^2-values (92.160, 193.374, 521.440, 439.023, 434.593, 408.183, 223.883, and 388.539) are significant at the 0.05 level of significance for all items. The hypothesis is rejected. The implication is that teachers' attitudes towards teaching significantly influenced the academic success of the students in Oye LGA.

Table 4. Chi-Square (χ^2) Showing Relationship between the Attitudes (Positive and Negative) of Teachers Towards Teaching and the Academic Performance of Students.

S/N	Relationships between Teachers' Attitudes (Positive and Negative) and Students Academic Performance	SD	D	N	A	SA	df	χ^2/*p*-Value
1	There is a relationship between a teacher's attitude towards teaching and the academic performance of students		29 (7.4)	80 (20.4)	149 (37.9)	135 (34.4)	3	92.160 (0.000)
2	A positive attitude towards teaching leads to better academic performance of students	18 (4.6)	74 (18.8)	21 (5.3)	122 (31.0)	158 (40.2)	4	193.374 (0.000)
3	A negative attitude towards teaching leads to poor academic performance of students	1 (0.3)	8 (2.0)	8 (2.0)	165 (42.0)	211 (53.7)	4	521.440 (0.000)
4	A teacher's attitude towards teaching affects the motivation of students to learn	12 (3.1)	8 (2.0)	15 (3.8)	158 (40.2)	200 (50.9)	4	439.023 (0.000)
5	A teacher's attitude towards teaching affects the engagement of students in the learning process		5 (1.3)	13 (3.3)	114 (29.0)	261 (66.4)	3	434.593 (0.000)
6	A teacher's attitude towards teaching affects the classroom environment	3 (0.8)	15 (3.8)	27 (66.9)	147 (37.4)	201 (51.1)	4	408.183 (0.000)
7	A teacher's attitude towards teaching affects the level of student-teacher interaction	7 (1.8)	19 (4.8)	86 (21.9)	165 (42.0)	116 (29.5)	4	223.883 (0.000)
8	A teacher's attitude towards teaching affects the level of student participation in class	2 (0.5)	28 (7.1)	23 (5.9)	204 (51.9)	136 (34.6)	4	388.539 (0.000)

* $p < 0.05$ Figures in brackets represent the individual mean for each response.

6. Discussion

The investigation discovered that public post-primary school teachers in Oye LGA exhibited a range of positive and negative attitudes towards teaching, including being passionate about education, patient with their students, enthusiastic about their subject areas, and supportive of their students. The findings were consistent with Serapie et al.[40], who found a strong positive correlation between exams, test results, and factors such as interpersonal skills, goal setting, lesson preparation, and professional commitment, all of which contributed to improved student performance. The researcher concluded that early attendance and communication skills of teachers were also linked to positive educational

outcomes, with tests enhancing performance across subjects. With a p-value of less than 0.05, the study demonstrated that active class participation enhances effectiveness. Aklilu found that approximately half of the teachers exhibit negative attitudes, which are linked to societal attitudes and inadequate salaries[17]. Leonard et al. supported the notion that positive attitudes towards the teaching profession also significantly influence teaching effectiveness[32]. The finding was corroborated by Hakkı[16], who grouped positive teachers' behaviours and attitudes under three categories: effective communication and ethical attitude, professional competence and dedication, and individual support and trust. Students are more confident, motivated, and satisfied with their learning, and are more likely to trust their teachers when they exhibit these behaviours. Negative behaviour and attitudes were classified into discrimination and injustice, classroom management and communication problems, and occupational incompetence and irresponsibility. Negative behaviours and attitudes were also found to reduce students' motivation to learn, self-confidence, and respect for teachers, and impede their social development. Padauk substantiated that the majority of secondary school teachers possess a positive attitude towards the teaching profession[41].

Additionally, the study revealed that teachers with longer teaching experience tend to have a more positive attitude towards the teaching profession. Ekperi et al.argued that the attitude of a teacher was significantly and positively correlated with students' academic performance[14]. The government's negative attitude toward teachers, job dissatisfaction, low pay, late salaries, students' interest in learning, and the lack of teaching materials/instructional aids all influenced teachers' attitudes. The findings were apt considering the work of Tamukong[12], who found that a significant relationship exists between student attitudes and performance in Mathematics. Shittu and Oanite confirmed that teachers had negative attitudes towards teaching social studies in secondary schools[11].

The study reveals a significant relationship between teachers' attitudes and students' scholarly achievement in public secondary schools in Oye LGA. This finding aligns with the studies of Wahono and Chang[3], which posited that teachers' attitude, knowledge, and application (AKA) have a significant impact on the sustainable development of STEM education. Similarly, Desombre et al. found that French teachers' general attitude towards inclusion had an indirect effect on teacher efficacy[42], which had a direct impact on students' academic performance. Olubukola revealed a significant relationship between all the sub-variables of the independent variables and students' academic performance[13]. Ekperi et al.showed that the attitude of teachers was positively correlated and statistically significant with students‘ academic performance[14]. The researchers further demonstrated that poor governmental attitudes towards teachers, lack of job satisfaction, inadequate remuneration, late payment of salaries, student interest in learning, and a lack of teaching materials/instructional aids were found to influence teachers' attitudes. Bala and Aliyu asserted that there was a significant relationship between teachers‘ attitudes and the academic performance of social studies students in Niger State junior secondary schools[18]. Dauda et al. showed that there was a significant positive relationship between teachers‘ qualifications and students' academic performance in Public Senior Secondary Schools in Maiduguri Metropolis, Borno State, Nigeria[19]. Okodoko and Owobete found that the academic performance of secondary school pupils is affected by their instructors' attitudes[20]. According to the conclusion, students should not dismiss their professors' attitudes, as they may affect their academic achievement.

The research findings indicated a strong correlation between teachers' attitudes towards teaching and the academic attainment of students in public secondary schools in Oye LGA. The finding aligns with studies by previous works[43–45], which have found that teachers' attitudes can influence their behaviour towards students, which in turn affects students' academic performance. Similarly, Tortop suggests that teachers' attitudes toward science fairs can influence both their teaching methods and students' academic achievement[45].

The study indicated that the state of teachers' salaries, level of support from the school's administration, availability of teaching resources, level of teacher preparation, development, job satisfaction, teacher burnout, stress levels experienced by teachers, and workload were the factors that influence teachers' attitudes toward teaching in public secondary schools in Oye LGA. The findings are consistent with the views of previous works[28–30], who argue that continuous professional development can enhance teachers' knowledge, skills, and attitudes towards teaching, ultimately improving

students' academic performance. Similarly, Issaka found that pre-service teachers who received training in inclusive education had a positive attitude towards inclusive education [46]. Also, Ramadhan et al. found that a positive school environment can enhance teachers' attitudes towards their work and improve the students' academic performance [31].

7. Conclusions

The following conclusions were derived:

In Oye Local Government Area (LGA), public secondary school teachers display a range of attitudes towards teaching, encompassing both positive and negative perspectives, as well as passionate ones, and exhibit patience, enthusiasm, and support across various subject areas.

This observation aligns with the understanding that teachers' attitudes have a significant influence on student learning. A positive attitude, characterised by helpfulness, enthusiasm, and subject matter expertise, can enhance student learning, while negative attitudes can lead to disengagement and frustration. The specific attitudes observed in Oye LGA, including the positive, opposing, passionate, patient, enthusiastic, and supportive stances, likely contribute to the overall learning environment and student outcomes.

The presence of diverse attitudes, as noted in the prompt, highlights the complexity of the teaching profession and the individual factors that shape a teacher's approach to their work. For example, while some teachers may display a passionate commitment to their subject and students, others may exhibit negative attitudes due to various challenges or a lack of support. Ultimately, the interplay of these attitudes can have a substantial impact on the learning experience for students in Oye LGA.

The research suggests a significant relationship between teachers' attitudes and students' academic performance in public secondary schools. A positive attitude from teachers can lead to better student engagement, motivation, and ultimately, improved educational outcomes. Conversely, negative teacher attitudes may hinder student learning and achievement.

The state of teachers' remuneration, level of support from school administration, availability of teaching resources, level of teacher training and professional development, level of job satisfaction, level of teacher burnout, level of stress experienced by teachers, and level of workload were the factors affecting teachers' attitude towards teaching in public secondary schools in Oye LGA. The result indicates that continuous professional development can enhance teachers' knowledge, skills, and attitudes towards teaching, ultimately improving students' academic performance.

A significant relationship was found between teachers' attitudes towards teaching and the academic performance of students in public secondary schools in Oye LGA. The finding means teachers' attitudes do influence their behaviour towards students, which eventually affects students' academic performance.

The following recommendations are made based on the conclusions derived from the review:

1. School management should encourage teachers to demonstrate positive attitudes towards teaching, be passionate about their subject areas, be patient with their students, and be supportive of their students, while disregarding negative attitudes towards education in public secondary schools. The teachers positive attitudes can be encouraged by offering them professional development opportunities (workshops and training sessions, coaching and mentoring), recognition and rewards (teacher of the month/year awards), positive school culture (positive feedback, collaborative planning, wellness initiatives), autonomy and empowerment (teacher autonomy and decision making involvement), open communication (regular meeting and anonymous feedback mechanisms), and teacher support system which includes mentoring programmes and peer support group. By implementing these strategies, school management can foster a positive and supportive environment that encourages teachers to adopt a positive attitude in their teaching.
2. School principals should play a crucial role in fostering a positive and motivating environment for teachers, which in turn can significantly impact student academic performance. Principals can achieve this by implementing strategies that boost teacher morale, such as providing regular feedback, recognising achievements, and fostering a sense of community among teachers. When teachers feel valued and supported, they are more likely to be engaged and enthusiastic, which in turn creates a

more effective learning environment for students.

3. School administrators should play a crucial role in supporting teachers by addressing key areas, including remuneration, resources, training, and workload management. This comprehensive approach can significantly improve teacher well-being, reduce burnout, and ultimately enhance the quality of education.
4. School management should actively work to improve the connection between teacher attitudes and student academic performance in public secondary schools. Such effort involves addressing factors such as teacher motivation, professional development, and classroom management strategies to create a positive learning environment.

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Institutional Review Board Statement

The study was conducted in accordance with the Declaration of Helsinki, and approved by the Ethics Committee of the Federal University, Oye-Ekiti, Ekiti State, Nigeria.

Informed Consent Statement

Informed consent was obtained from all subjects involved in the study.

Data Availability Statement

The data that support the findings of this study are available from the corresponding author upon reasonable request. However, the extracted data from the analysis process are available in the supplementary material.

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Conflicts of Interest

The author declares no conflict of interest.

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