

Teachers' Quality and Students' Academic Performance in Osun State Public Senior Secondary Schools, Nigeria

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ABSTRACT

Effective and efficient quality of teachers improves the level of students' academic performance. This study investigated teachers' quality and students' academic performance in Osun State Public Senior Secondary Schools, Nigeria. The objectives of this study were to establish the relationship between teachers' academic qualifications; teachers' years of teaching experience; teachers' professional qualifications and teachers' exposure to in-service training and students' academic performance in Osun State Public Senior Secondary Schools. The study adopted a descriptive survey of correlational type. Three hundred respondents were used for the study. Teachers' Quality Questionnaire" (TQQ) and Students' Academic Performance Proforma (SAPP) were used for data collection. Five research questions were raised and answered to guide the study's conduct using descriptive statistics of frequency and percentages. Five research hypotheses were formulated and tested using inferential Pearson Product-Moment correlation statistics at a 0.05 significance level. Findings showed that teachers' quality has a positive and significant relationship with students' academic performance in Osun State Public Secondary Schools, Nigeria. Based on the findings, it was recommended among others that; school management should ensure that teachers yet to register as professionals should be encouraged to do so. This will enable teachers to register with the Teacher Registration Council of Nigeria (TRCN) and be identified as qualified teachers also endeavours to motivate teachers to attend educational conferences to improve their teaching skills to be effective and efficient.

Keywords: Teachers' Quality, Students' Academic Performance



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INTRODUCTION

Secondary education is crucial for the development of future leaders and is directly influenced by the learning and nurturing experiences during these years. The quality of secondary school education significantly impacts the quality of adult life. Secondary schools are complex, elaborate mini-societies with internal organizational structures that directly impact the lives of individuals and groups within them (Emunemu et al., 2014). They are also inherent cultural entities with artifacts, rituals, and rites of passage that influence the way inhabitants negotiate their existence within these institutions. The success of these negotiations significantly affects participants' long-term success within these institutions. Overall, sound secondary education is essential for the well-being and success of future leaders. In Nigeria, public discussions often revolve around educational standards, particularly following the annual release of West African Senior School Certificate Examination results. The public is concerned about the system's poor results, questioning whether teachers are the key factor in determining school effectiveness. Osarenren-Osaghae and Irabor (2015) on the National Policy of Education state that no education system can rise above the quality of teachers in the system and Bashar and Yasin (2020) echo this view, stating that the decline in education quality cannot be ignored, given its significant role in societal transformation and development.

The quality, adequacy, and competency of teachers in their pedagogical practices and mastery of the curriculum and subject content are crucial for students' success (Jacob et al., 2020). Iheonunekwu et al. (2014) and Duruji et al. (2015) advocate for the establishment of Private Public Partnerships and School Based Management Committees to manage secondary education and promote school effectiveness. Both scholars emphasize the importance of improving the quality of the teaching force in schools as a key factor in boosting student achievement. The

government should prioritize raising educational standards, as it requires qualified and competent teachers to plan and deliver lessons effectively. Uncertified teachers cannot prepare students for WASCE/GCE, and Faremi (2021) emphasized the government's responsibility to retain experienced and veteran teachers to enhance the system through their valuable experience. Adeyemi et al. (2012) posit that Nigeria's educational system's declining standards can be attributed to cultural, religious, social, technological, and economic factors. The standard refers to the level of excellence required for a specific purpose, while this study focuses on the role of teachers in influencing the quality of teaching and learning. Secondary education issues cannot be solely addressed by teachers, but teaching remains a dominant aspect of modern life. In the era of globalization, there is a growing recognition of the importance of professionally qualified teachers in instructional processes. Nigeria has been on the wrong side of international secondary school reform movements due to its failure to actively participate. The goal of reform is to balance institutional self-sufficiency with public accountability. However, Nigeria cannot afford to be on the wrong side of these efforts, as they are crucial for improving education quality in the 21st century. This study examines the inadequate funding provided to secondary schools in Nigeria, which is inadequate for providing furniture, textbooks, professional courses, classrooms, and modern equipment.

The success of the teaching-learning process relies on the quality of teachers and the collective responsibility of teachers, parents, and school principals. However, the standard of education is falling due to poor performance of secondary school students in public examinations like WAEC, NECO, and JAMB. Despite numerous research attempts, no significant results have been achieved, highlighting the need for improved teaching and learning methods. Studies have shown

that teacher factors and school environments significantly impact students' academic performance (Ewetan & Ewetan, 2015). Researchers such as Nmadu (2014), Olayiwola (2020), and Salami (2014) have equally supported the fact that certain teacher, school, and home factors play a part in predicting the academic achievement of students for improvement. Factors such as cultism, examination malpractice, and drug and sex abuse contribute to the high rate of maladjusted behaviors among students. This study aims to determine if there is a relationship between teachers' quality and students' academic performance in Osun State Public Senior Secondary Schools, Nigeria, by examining the impact of these factors on students' academic achievement.

Purpose of the Study

The main purpose of this study was to investigate the relationship between teachers' quality and students' academic performance in Osun State Public Senior Secondary Schools, Nigeria. Specifically, the purposes were to

1. establish the relationship between teachers' academic qualifications and students' academic performance in Osun State Public Senior Secondary Schools
2. find out the influence of teachers' years of teaching experience on students' academic performance in Osun State Public Senior Secondary Schools
3. examine the influence of teachers' professional qualifications on students' academic performance in Osun State Public Senior Secondary Schools
4. Investigate teachers' exposure to in-service training and students' academic performance in Osun State Public Senior Secondary Schools.

Research Questions

The following research questions were raised to guide the conduct of the study.

1. Does teachers' quality influence students' academic performance in Osun State Public Senior Secondary Schools?
2. What is the status of teacher supply in terms of academic qualifications in Osun State Public Senior Secondary Schools?
3. What is the influence of the teaching experience of teachers on students' academic performance in Osun State Public Senior Secondary Schools?
4. What is the level of teachers' professional qualification in Osun State Public Senior Secondary Schools?
5. Does exposure to in-service training improve teachers' quality in Osun State Public Senior Secondary Schools?

Research Hypotheses

Ho1: There is no significant relationship between teachers' quality and students' academic performance in Osun State Public Senior Secondary Schools.

Ho2: There is no significant relationship between teachers' academic qualifications and students' academic performance in Osun State Public Senior Secondary Schools.

Ho3: There is no significant relationship between teachers' years of teaching experience and student's academic performance in Osun State secondary schools

Ho4: There is no significant relationship between teachers' exposure to in-service training and students' academic performance in Osun State Public Senior Secondary Schools.

Ho5: There is no significant relationship between teachers' professional qualifications and students' academic performance in Osun State Public Senior Secondary Schools.

Conceptual Review

Concept of Teachers' Quality

Quality, derived from the Latin word *qualis*, is a slippery concept with a wide range of meanings and connotations. It is difficult to

define and has been defined with different perspectives and orientations based on the person, measures applied, and the context. There is no consensus definition, but they all deal with the product or services produced by the product or service. From the perspective of consumers or users, the product or service-based definition is more useful, while from the perspective of the organization providing goods or services, the process perspective is more useful. Process quality refers to the quality of teacher-pupil interaction in the teaching-learning process. Factors affecting academic achievement include the number of teachers, teacher-pupil ratio, teacher qualifications, and personal characteristics of the individual teacher. Teachers bring their academic qualifications, pedagogical training, content training, aptitude, and years of service/experience to facilitate the learning process. The quality of education is directly related to the extent to which teachers effectively use inputs to improve the teaching and learning process.

Campbell (2014) defines teachers' quality as the impact of classroom factors on students' performance. They also consider teachers' efficacy as the power to realize socially valued objectives agreed upon for their work, especially in enabling students to learn. Four issues arise from this definition: contexts and conditions for learning, students, content of learning objectives, and values underlying learning and effectiveness. The concept of teacher quality can be broader, considering teachers' effectiveness with some students, subjects, and professional work. Campbell and Ronfeldt (2018) recognize this differentiation but conclude that a distinctive characteristic of a teacher is "the power to teach," which involves adjusting pedagogical principles based on individual needs or contexts.

Academic performance is a crucial aspect of success in educational institutions, as it measures how well a student meets the standards set by the institution. It is a measure of a student's knowledge and skills developed

in the school, often measured by test scores. Academic performance is often determined by individual scores about a given standard or the performance of other students in class tests or examinations. However, poor academic performance has become a trend in most examinations, especially those conducted by the West African Examination Council (WAEC). Over the years, the results of various examinations conducted by these bodies have not brought much joy to parents and students due to the poor performance recorded across the board. Therefore, academic performance is a relatively defined criterion for students' success or failure in educational institutions (York et al., 2019). Observers believe that poor student performance is not always due to lack of knowledge or unqualified teachers, but rather students struggle with studying and prefer distractions like music and the internet. Academic performance involves three key aspects: studying and remembering facts, effective study, thinking about facts, and verbal communication. Moore (2012) states that students' performance varies based on their scores, with high-achieving students being activated to enhance their intellect and foster better academic performance. Students who prioritize education are more likely to excel in their studies.

Teachers' Qualification and Students' Academic Performance

Espinoza et al. (2018) define a well-qualified teacher as one who is fully certified and holds the equivalent of a major in the field being taught. However, formal qualification is only a measure of a teacher's knowledge and competence in teaching. Teachers' qualifications can be traditional or alternative, with traditional certification involving an undergraduate degree or post-graduate program in education. Alternative certifications involve coursework in pedagogy and subject areas without a degree in education. Short-term activities like mentoring, peer evaluations, and workshops can also improve teaching. Graduates with

first-degree content often enter teaching if they cannot find another job immediately, but they often choose not to enroll in one-year post-graduate professional training, lacking a basic foundation for teaching. Blömeke and Olsen (2019) found that teacher qualification significantly influences students' assessment achievement, accounting for 40-60% of the variance. Anderson and Stillman (2013) found that urban students performed better than rural ones, suggesting the availability of qualified teachers. Mabonga (2010) found a significant correlation between teacher qualification and student performance, attributed to excellent instruction and other inputs.

Teachers' Teaching Experience and Students' Academic Performance

Teacher teaching experience has a significant effect on student performance in secondary schools and at higher levels. Experienced teachers have a richer background of experience to draw from and can contribute insight and ideas to the course of teaching and learning, are open to correction, and are less dictatorial in the classroom. Experienced teachers lead to higher student achievement due to mastery of content and classroom management skills, enabling them to effectively address various classroom issues (Dean & Hubbell, 2012). Furthermore, experienced teachers are better equipped to tailor their teaching methods to students with diverse abilities, knowledge, and backgrounds (Oleson & Hora, 2014).

Teachers' Professional Qualification and Students' Academic Performance

Experienced teachers differ from novice teachers in their knowledge, skills, and beliefs, leading to a difference in their professional development needs. Most research on teacher learning focuses on pre-service training, but lifelong professional learning is crucial for teachers in all fields. To achieve this, experienced teachers should be provided with meaningful professional development. Hofmann (2022) identified three actions that lead to expertise development and long-term career

satisfaction: shifting roles, engaging in classroom-level experimentation, and participating in activities that challenge their knowledge and stretch their skills. Experienced teachers with high professional qualifications may learn more about a topic, replace traditional materials or activities, or push themselves to the edge of their competence, where improvement occurs. Therefore, ensuring that experienced teachers receive meaningful professional development is central to their professional growth.

METHOD

The study utilized a descriptive survey of the correlational type to explore the correlation between teachers' quality and students' academic performance. The study aimed to investigate the relationship between teachers' quality and students' academic performance in 585 public secondary schools in 30 Local Government Areas (LGAS) in Osun State, Nigeria. A stratified random sampling technique was used to select 20 out of the 30 LGAS, including eight from Osun Central, seven from Osun East, and five from Osun West. Three hundred respondents, including 14 teachers and one school administrator, were selected using a simple random sampling technique. Data was collected using the Teachers' Quality Questionnaire (TQQ) and Students' Academic Performance Proforma (SAPP), with a reliability coefficient of 0.75. The data was analyzed using the SPSS package, and the research questions were answered using descriptive statistics of frequency and percentages. The hypotheses were tested using inferential statistics of Pearson product-moment correlation statistics at a 0.05 level of significance.

RESULTS AND DISCUSSION

Research Question 1: Does teachers' quality influence students' academic performance in Osun State Public Senior Secondary Schools?

Table 1. Teachers’ Quality and Students’ Academic Performance

Responses	Frequency	Percentage
Yes	255	85.0
No	45	15.0
Total	300	100.0

Table 1 indicates the analysis of the responses given by the respondents to research question one. Two hundred and fifty-five of the total respondents representing 85% agreed that teachers’ quality influences students’ academic performance while 45 of the total respondents representing 15% disagreed. This implies that teachers’ quality influences students’ academic performance in Osun State Public Senior Secondary Schools.

Research Question 2: What is the status of teacher supply in terms of academic qualifications in Osun State Public Senior Secondary Schools?

Table 2. Teachers’ Academic Qualifications

Responses	Frequency	Percentage
NCE	25	8.3
B.A	47	15.7
BSc	12	4.0
B.Ed	187	62.3
MSc	8	2.7
M.Ed	18	6.0
PhD	3	1
Total	300	100.0

Table 2 shows the academic qualifications of the respondents. One hundred and eighty-seven of the total respondents representing 62.3% were B.ED holders, 47 of the total respondents representing 15.7% were BA holders, 25 of the total respondents representing 8.3 % were NCE holders, 18 representing 6% were ME.D holders, 12 representing 4% were BSc holders, 8 representing 2.7% were MSc holders and 3 representing 1% were PhD holders.

Research Question 3: What is the teaching experience of teachers in Osun State Public Senior Secondary Schools?

Table 3. Teachers’ Teaching Experience

Teaching Experience	Frequency	Percentage
0-5years	22	7.3
6-10years	218	72.7

11yrs & Above	60	20.0
Total	300	100.0

Table 3 indicates the analysis of the responses given by the respondents to research question 3. Two hundred and eighteen of the total respondents representing 72.7% had between 6-10 years of teaching experience, 60 of the total respondents representing 20 % had between 11 years & above while 22 representing 7.3 % had between 0-5 years of teaching experience.

Research Question 4: What is the level of teachers’ professional qualification in Osun State Public Senior Secondary Schools?

Table 4. Level of Teachers’ Professional Qualifications

Responses	Frequency	Percentage
Moderate	145	48.3
Low	80	26.7
High	75	25.0
Total	300	100.0

Table 4 shows the analysis of the responses given by the respondents to research question 4. One hundred and forty-five of the total respondents representing 48.3% agreed that the level of teachers’ professional qualification was moderate, 80 of the total respondents representing 26.7 % agreed that it was low while the remaining 75 representing 25% agreed that it was high.

Research Question 5: Does exposure to in-service training improve teachers’ quality in Osun State Public Senior Secondary Schools?

Table 5. Exposure to in-service training and Teachers’ Quality

Responses	Frequency	Percentage
Yes	280	93.3
No	20	6.7
Total	300	100.0

Table 5 indicates the analysis of the responses given by the respondents to research question 5. Two hundred and eighty of the total respondents representing 93.3% agreed that exposure to in-service training improves teachers’ quality while the remaining 20 of the total respondents representing 6.7% disagreed with the research question. This implies that exposure to in-service training improves

teachers' quality in Osun State Public Senior Secondary Schools.

Ho1: There is no significant relationship between teachers' quality and students' academic performance in Osun State Public Senior Secondary Schools.

Table 6. *Teachers Quality and Student Academic Performance*

Variable	N	Me	SD	Df	Cal . R- val ue	Cri. R- val ue	Decisi on
Teachers Quality	300	12.19	2.63	298	.418	.195	Ho1 Reject ed
Student Academic Performance	300	25.78	2.45				

Table 6 shows that the calculated r-value of .418 is greater than the critical r-value of .195 at a .05 level of significance for 298 degrees of freedom. Thus, the null hypothesis which states that there is no significant relationship between teachers' quality and students' academic performance was rejected. Since there was a significant positive moderate relationship between teachers' quality and students' academic performance. This implies that teachers' quality has a significant relationship with students' academic performance in Osun State Public Senior Secondary Schools. This finding is in line with Ayuba (2018) who stated that improving the quality of the teaching force in schools is seen as the key to raising students' achievement. This implies that student's academic performance is based on the quality of teachers. Ogunyinka et al. (2015) agree with the findings that education cannot be provided by just anybody, it requires a qualified and competent teacher who plans and delivers the lessons or instruction in such a way that objectives can be achieved. Campbell (2014) opined that teachers' quality has an impact (e.g. teaching methods, teacher expectations, teacher academic qualification, classroom organization, and use of classroom resources) on students' academic

performance.

Ho2: There is no significant relationship between teachers' academic qualifications and students' academic performance in Osun State Public Senior Secondary Schools.

Table 7. *Teachers' Academic Qualification and Students' Academic Performance*

Variables	N	Me	SD	Df	Cal . R- val ue	Cri. R- val ue	Decisi on
Teachers Academic Qualification	300	11.22	2.32	298	.312	.195	Ho2 Reject ed
Student Academic Performance	300	25.78	2.45				

As shown in Table 7, the calculated r-value of .312 is greater than the critical r-value of .195 at a .05 level of significance for 298 degrees of freedom. The null hypothesis which states that there is no significant relationship between teachers' academic qualifications and students' academic performance was rejected. Therefore, a significant relationship exists between teachers' academic qualifications and students' academic performance. This means that teachers' academic qualifications determine students' academic performance in Osun State Public Senior Secondary Schools. Atia (2021) supported the findings that, teacher factors affect the academic performance of students in terms of the number of teachers on post, teacher-pupil ratio, teacher qualifications, and the personal characteristics of the individual teacher. Blömeke and Olsen (2019) agreed with the findings that; teacher academic qualification accounted for approximately 40 to 60 percent of the variance in average students' achievement in assessment in the classroom. Mabonga (2010) concluded with the finding that; a significant correlation existed between teacher academic qualification and students' performance. The good performance was attributed to excellent

instructions given by qualified teachers in addition to other inputs.

Ho2: There is no significant relationship between teachers' academic qualifications and students' academic performance in Osun State Public Senior Secondary Schools.

Table 7. *Teachers' Academic Qualification and Students' Academic Performance*

Variables	N	Mean	SD	Df	Cal. R-value	Cri. R-value	Decision
Teachers Academic Qualification	30	11.22	2.32	29	.312	.195	Ho2 Rejected
Student Academic Performance	30	25.78	9.45				

As shown in Table 7, the calculated r-value of .312 is greater than the critical r-value of .195 at a .05 level of significance for 298 degrees of freedom. The null hypothesis which states that there is no significant relationship between teachers' academic qualifications and students' academic performance was rejected. Therefore, a significant relationship exists between teachers' academic qualifications and students' academic performance. This means that teachers' academic qualifications determine students' academic performance in Osun State Public Senior Secondary Schools. Atia (2021) supported the findings that, teacher factors affect the academic performance of students in terms of the number of teachers on the post, teacher-pupil ratio, teacher qualifications, and the personal characteristics of the individual teacher. Blömeke and Olsen (2019) agreed with the findings that; teacher academic qualification accounted for approximately 40 to 60 percent of the variance in average students' achievement in assessment in the classroom. Mabonga (2010) concluded with the finding that; a significant correlation existed between teacher academic qualification and students' performance. The

good performance was attributed to excellent instructions given by qualified teachers in addition to other inputs.

Ho3: There is no significant relationship between teachers' years of teaching experience and students' academic performance in Osun State Public Senior Secondary Schools.

Table 8. *Teachers' Years of Teaching Experience and Students' Academic Performance*

Variable	N	Mean	SD	Df	Cal. R-value	Cri. R-value	Decision
Teachers' Years of Teaching Experience	30	10.99	2.29	29	.301	.195	Ho3 Rejected
Student Academic Performance	30	25.78	9.45				

Table 8 shows that the calculated r-value of .301 is greater than the critical r-value of .195 at .05 level of significance for 298 degrees of freedom, the null hypothesis which states that there is no significant relationship between teachers' years of teaching experience and students' academic performance was rejected. This means that there is a significant relationship between teachers' years of teaching experience and student's academic performance in Osun State Public Senior Secondary Schools. That is, teachers' years of teaching experience have a positive effect on the academic performance of students. Faremi (2021) suggests that the government should retain experienced teachers to improve the system and enhance students' academic performance. Okeke and Iwara (2020) found that experienced teachers' students achieved higher levels due to their mastery of content and classroom management skills. Kini and Podolsky (2016) found that teaching experience significantly positively impacted elementary student achievement in teachers' first seven years of teaching. Therefore, retaining veteran and experienced teachers is

crucial for improving education.

Ho4: There is no significant relationship between teachers ‘exposure to in-service training and students’ academic performance in Osun State Public Senior Secondary Schools.

Table 9. *Teachers’ in - service Exposure and Students’ Academic Performance*

Variables	N	Mean	SD	Ca	Critical R-value	Decision
Teachers’ in-service Exposure	300	10.59	2.25	.218	.195	Ho4 Rejected
Students’ Academic Performance	300	25.78	9.45			

As shown in Table 9, the calculated r-value of .218 is greater than the critical r-value of .195 at a .05 level of significance for 298 degrees of freedom. Thus, the null hypothesis which states that there is no significant relationship between teachers ‘exposure to in-service training and students’ academic performance was rejected. Therefore, there is a significant relationship between teachers’ exposure to in-service training and students’ academic performance in Osun State Public Senior Secondary Schools. This implies that teachers who were exposed to in-service training had a significant relationship with students’ academic performance. This finding is in line with Tzivinikou (2015) who emphasized that teachers involved in in-service training were more effective in classrooms as compared to teachers who had not undergone training. This implies that continuous teachers’ in-service training would improve students’ academic performance. Myalla (2014) agrees with the findings that. Strengthening pre-service and in-service training of teacher training programs would help novice teachers to enhance students’ academic performance.

Ho5: There is no significant relationship

between teachers’ professional qualifications and students’ academic performance in Osun State Public Senior Secondary Schools.

Table 10. *Teachers’ Professional Qualifications and Students’ Academic Performance*

Variable	N	Mean	SD	Ca	Critical R-value	Decision
Teachers’ Professional Qualifications	300	10.98	2.33	.202	.195	Ho5 Rejected
Students’ Academic Performance	300	25.78	9.45			

As shown in Table 10, the calculated r-value of .202 is greater than the critical r-value of .195 at .05 level of significance for 298 degrees of freedom, the null hypothesis which states that there is no significant relationship between teachers’ professional qualifications and students’ academic performance was rejected. As a result of this, a significant relationship exists between teachers’ professional qualifications and students’ academic performance in Osun State Public Senior Secondary Schools. That is, teachers’ professional qualifications have a positive impact on the academic performance of students. This finding is in line with Shiri et al. (2023) that continuing in the process of professional education and training, and retraining of teachers finally reaches the status of demonstrating competence in the quality of teachers. Michael (2020) asserted that involvement in professional development and assuming new roles could result in more enthusiasm and commitment among teachers. Ali et al (2018) support the findings that effective professional development for teachers includes mentoring and coaching, reflection, and opportunities to apply theory and research to practice to improve students’ academic achievement in schools.

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CONCLUSION

The study reveals that teachers' quality significantly impacts students' academic performance in Osun State Public Senior Secondary Schools, Nigeria. This is due to the importance of teachers' academic qualifications, teaching experience, professional qualifications, and in-service training in improving educational standards and students' performance. Teachers' quality is considered the most crucial factor in improving learning achievement, with some scholars arguing that it is more strongly related to academic achievement than factors like reduced class size, funding, or increased teacher salaries. To enhance teachers' quality and improve students' academic performance, school management should encourage teachers yet to register as professionals. This will enable them to register with the Teacher Registration Council of Nigeria (TRCN) and attend educational conferences to improve their teaching skills. The government should intensify efforts in monitoring learning achievement and provide adequate facilities for schools to encourage teachers' quality, effectiveness, and efficiency. School management should organize refresher courses, workshops, and seminars to equip teachers with modern teaching skills, contributing to improved education quality at all levels. Teacher training institutions should revisit their preparation programs to ensure the production of quality teachers and functional education for all students. Incentives such as adequate salaries, good working conditions, and fringe benefits should be provided to motivate teachers to improve. Teachers should not stagnate but strive to upgrade their skills continuously to make them more competent in the delivery of educational services as curriculum implementers in Osun State Public Senior Secondary Schools.

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