

**AVAILABILITY OF TEACHERS AND STUDENT ACADEMIC  
PERFORMANCE IN JUNIOR SECONDARY SCHOOLS IN OREDO  
LOCAL AREA OF EDO STATE**

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BENIN CITY**

**JULY, 2021.**

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF  
EDUCATIONAL MANAGEMENT, FACULTY OF EDUCATION,  
UNIVERSITY OF BENIN, BENIN CITY**

**IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE  
AWARD OF THE DEGREE OF BACHELOR OF SCIENCE IN  
ECONOMICS EDUCATION B.SC(Ed)**

**JULY, 2021.**

## CERTIFICATION

This is to certify that this project was carried in the Department of Educational Management, Faculty of Education, University of Benin, Benin City as adequate in scope and quality for the partial fulfilment for the award of B.Sc (Ed) degree in Economics and Statistics

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Dr (Mrs) F.E Iwerebor  
(Project Supervisor)

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Date

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Rev Sr. Dr. P Ekejiuba  
(Project Coordinator)

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PROF. E.O.S Iyamu  
(Dean, Faculty of Education)

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Date

## **DEDICATION**

This project is dedicated to God Almighty who has done all things well.



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The Researcher's sincere gratitude to her project supervisor Dr (Mrs) F.E Iwerebor for her expertise contribution, direction and support towards ensuring that the research procedures were adequately followed, for taking keen interest in reading through and making corrections as at when due .

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### **ABSTRACT**

The study examined The Availability of teachers' and students' academic Performance in junior secondary schools in Oredo Local Government Area of Edo State. To guide this study six(6) research questions were raised and two (2) hypothesis were formulated.

The population of the study consist of the thirteen (13) public secondary school students' in Oredo Local Government Area of Edo State with a total of three hundred and thirty nine (339) teachers. The sample of the study was 68 teachers from (2) public junior secondary schools in the Local Government. The research instrument used to collect data for the study was a checklist. The validity of instrument was ascertained by the researcher's supervisor and the check list was analyzed using simple percentage, and chi- Square statistics.

The findings revealed that qualifications of teachers in Junior secondary schools is above NCE qualification which showed that majority of teachers in the junior public secondary schools are qualified. Also this study revealed that majority of the students in the junior Secondary schools in Oredo local government area have pass in both mathematics and English language this indicated that the level of academic performance in the junior Secondary schools in Oredo local government area is high. Based on these findings, the researcher recommends that principals should ensure that

potentials of the teachers are well harnessed and utilized to reflect the true picture of their quality in the academic performance of students, Students must also ensure they continue to be hard working to improve on their performance in the school in order to secure a bright future for themselves.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background of the Study**

The strength of any educational system largely depends on the teachers, it is the teacher who helps to transform an individual into a person of imagination, wisdom, human love and enlightenment, and institutions into lamppost of posterity and the country into a learning society. There is a need to focus on teachers' adequacy and competency in respect to their pedagogical practices and strategies and mastery of the curriculum and subject content (FGN 2006) .The national policy on Education 2013 has rightly remarked that one of the goals of teacher education is to help teacher fit into the social life of the community and the society at large and enhance their committments to national goals. It is in this context that today a teacher occupies a unique and significant place in any society. It is observed that, with the expansion of schools over the years in terms of number of secondary school, universities, and colleges and the students' strength, its quality and standards have fallen.

This issue of availability of teachers has engaged the attention of educationists and various committees and commissions have suggest measures for improving the quality of education. The Rad- Hakrishnan commission in 1991, Kothari commission in 1984, 1990, the National Commission of teachers in higher education, the policy on Education 1990 and the review committee of the NPE 2013, expressed their concern over the deterioration of the standards of education and recommended several steps for bringing about improvement in the quality of education at every stage among all the factors responsible for the deteriorating standards of Education. The “teacher” has been identified as one of the key factor of the deteriorating Student academic performance. The availability of teachers which includes his adequacy, qualifications, and the quantity of the learners to the teacher affects the quality of education. Teachers are evaluated according to what they are able to accomplish (Nigeria educational consult).

In Nigeria, public discussions frequently focus on educational standards. The public unhappiness becomes more prominent following the annual release of the West African Senior School Certificate Examination results ( WAEC, 2019) including the annual release of the junior secondary

school certificate examinations results. Student outcomes do not match the government and parental expectations alongside investments. All stakeholders are concerned about why the system is turning out graduates with poor results, their research gave some reasons in which lack of adequate classroom, that is overcrowded classrooms and also shortage of relevant and qualified educators are some of the causes of students poor performance (excerpt from an educational article on the perception of stakeholders on causes of student poor performance). The most important factor is the effectiveness of schools and in the quality of a child's education are competent to teach effectively. The National Policy of Education states, "No Education system can rise above the quality of teachers in the system" (FGN, 2006). If the availability of teachers as in the adequacy of teachers, the student:Teacher ratio, and the qualifications of teachers is seen as the reason of students poor performance, then the educational aims and objectives with respect to the teachers availability needs be put in place.

## **Statement of the Problem**

It has been observed by educationists and researchers that the educational performance of students is dwindling as the years roll by, almost every centres of JSSCE exams malpractice is being done in order to assist students to pass the exams with good grades which is not a good record to the educational system. The teachers are blamed for these miscreant acts because it is believed that if the students had been taught the contents they (the students) are supposed to learn, the students performance will be gratified without non- ethical conducts during examinations.

Also, Increase in student's enrolment which has increased the class size has probably led to increase in Students: teacher ratio. This inadequacy of teachers has perhaps resulted to student's poor academic performance. The over flooding of the educational sector with teachers that are not qualified with education degree is likely to have resulted to students poor academic performance in secondary schools. It is against this back drop that the study investigated the availability of teachers and students academic performance in Oredo local government area.

## **Research Questions**

The following research questions were raised in the course of the study. Research question 1-4 were answered and questions 4 to 5 were hypothesized

1. What is the students: teacher ratio of junior secondary schools in Oredo local Government Area?
2. Do teacher meet the recommended students: teacher ratio in Junior secondary schools in Oredo local Government Area?
3. What is the level of students' academic performance in secondary schools in Oredo Local Government Area?
4. What is the quality of secondary school teachers in Oredo Local Government Area?
5. Is there a relationship between students: teacher ratio and students' academic performance in secondary schools in Oredo Local Government Area?

6. Is there a relationship between teachers qualifications and students academic performance in secondary schools in Oredo Local Government Area?

## **Hypothesis**

The following hypothesis were tested at 0.05 level of significance

1. There is no significant relationship between student: teacher ratio and students' academic performance of Junior secondary schools in Oredo local Government Area
2. There is no significant relationship between teachers qualifications and student academic performance in junior secondary schools in Oredo local Government Area.

## **Purpose of the Study**

The purpose of this study was to find out the availability of teachers and students academic performance in junior secondary schools in Oredo Local Government Area.

1. To find out the student: Teacher ratio of Junior Secondary schools in Oredo Local Government Area.
2. To find out if teachers meet recommended student: Teacher ratio in junior secondary schools in Oredo Local Government Area
3. To find out the level of students' academic performance in secondary schools in Oredo Local Government Area.
4. To find out the quality of secondary school teachers in Oredo Local Government Area.
5. To find out if there is a relationship between student: teacher ratio and student academic performance in secondary schools in Oredo
6. To find out if there is a relationship between Teacher qualifications and students' academic performance in secondary schools in Oredo Local Government Area.

### **Significance of the Study**

It is desired that the findings of this research would be used as an educational document, to help in curbing the poor performance of students

in junior Secondary schools in Oredo Local Government by way of checkmating the availability of teachers. The findings would also be of great effects to the student and the society at large.

The findings of this study could contribute to existing literature by extending the stock of knowledge on the influence of teacher quality on students' performance in the secondary schools in YSLGA, Ogun State. Recommendations from the present study might positively assist teachers and school managers to re-examine the educational services that are available to them and identify the services which could promote quality teaching and learning. The research might further provide some useful reference materials for prospective researchers who could be probably interested in performing similar studies elsewhere.

### **Scope and Delimitation of the Study**

This study investigated the availability of teachers and students academic performance in junior secondary schools in Oredo local Government area, using the students: teacher ratio, teachers qualifications and Jss 3 results. The study was delimited to Jss 3 junior public secondary

school students in Oredo local Government area for 2018/2019 Academic session.

### **Definition of Terms**

**Academic Performance:** JSS 3 examination results in mathematics and English language were used to assess students' academic performance. Students performance of 50% and above is regarded as passed while 50% and below is regarded as failed

**Students: Teacher Ratio:** is the number of students to a teacher. In the study it is 1:40 as prescribed in the national Policy on Education.

**Teacher Qualifications:** Teacher qualifications according to the study refers to academic and professional qualifications that enables a person to become a registered teacher at all levels of education. This has to do with teachers having NCE and Bsc(Ed) degrees with TRCN. In this study, teachers with B.Sc Ed above having 50% and above were regarded as having high quality while teachers with NCE and having below 50% were regarded as having low quality

**Availability of teachers:** This has to do with the quality and quantity of teachers which are determined by students: teacher ratio and teacher qualifications respectively.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter deals with the review of relevant literature on this study. It is discussed under the following subheadings,

- Concept of Availability of Teachers

Quality of Teachers

Quantity of Teachers

- Quality of Teachers and students performance
- Quantity of Teachers and students performance
- Concept of Academic Performance

#### **Concept of Availability of Teachers**

The success of any organization is a resultant effect of quantity and quality of its working force. Of the human resources required for the production function of the school system, teachers are the most vital. This is because they play great facilitative role in the teaching – learning process. The quality of any educational systems depends on the quality of teachers. Teachers play crucial role in the educational attainment of students because they are ultimately responsible for translating into actions the

principles based on practice during interaction with the students. The Nigeria Union of Teachers NUT (1994) defined a teacher “ as a person who has the registrable professional qualification which enables him to be appointed to teach at any appropriate level of recognized education in any nation and who is of sound mind and is mentally alert”. The teacher is a person who interacts with students for the purpose of effecting a change in them. It has been proved that teachers have an important influence on students’ academic achievement. Teachers are highly essential for successful operation of the educational system and important tools for the educational development. Teachers at all levels of education play the decisive role in pivoting the growth and the direction of education. It is an acceptable fact that teacher is the most important factor in the school system and highly instrumental to the success of any educational programme embarked upon by any government. This is because apart from being at the implementation level of any educational policy, the realization of these programmes also depends greatly on teacher’s dedication and commitment to their work (Adeniji, 2009). The teacher is the pivot of the education process. The teacher is the key in the entire education programme and s/he can make or

mar the best educational programme in the world. Education therefore is what teachers make of it. Thus, competent, devoted and professionally qualified teachers are essential foundation for a good education system. In other words, the attainment of national objectives for the adequate preparation of students for their examinations and achievement of educational objectives depend largely on teachers.

Omorogieva (2016) described teachers as the key factors in formal education. He describe teachers as key input of highly skilled labour resource which combined with the educational plant and its allied services, produces the educated or at least schooled individuals. Teachers are expected to have sound knowledge of their subject areas and to be able to select appropriate and adequate facts for planning of lesson notes, effective delivery of lessons, proper monitoring and evaluation of students performance, providing regular feedback on students' performance, improvisation of instructional materials, adequate keeping of records and appropriate discipline of students. Teachers are crucial components of any educational system, and no educational system can actively function without

the teacher, they give meaning to any system of education. What the teachers does in the classroom to structure and organize a learning environment is the most important factor that will increase students' academic achievement. According to Adeyemi and Akpotu (2009), in spite of the advancement in science and technology, the teacher is not yet displaced in the classroom nor has his important role diminished. Teachers seem to have profound influence in the social – cultural development of their society, since they influence many values directly or indirectly to their students. No wonder the National Policy on Education, (2013), identified teachers' quality and dedication as significant predictors of quality of education.

### *Quality of Teachers*

The concept of quality in the educational system is contemporarily getting a reasonable attention in the human affairs. Parents, guardians and the entire society have been campaigning for quality education (Nwogbo, 2007). The quest and necessity for quality in education is not indifferent regarding the huge sum of cash channeled into the system. Thus, it is pertinent to note that those who manage schools should be accountable to

the stakeholders. The quality of the products of education is an integral of such accountability. Availability of teachers from the concept of this work implies the adequacy, quantity and quality of teachers in junior secondary schools.

Ideal Group Incorporated (2021) defines quality of education as an education that is well designed to provide the recipient with an all-round development of skills and potential to achieve success in their future endeavors in a society”. World Bank (2017) opined concerning quality: “Quality in education is difficult to define and measure. An adequate definition must include student outcomes. Most educators would also include in the definition the nature of the educational experience that help to produce that outcome - the learning environment”. According to World Bank (2017), quality cannot be seen as a fixed concept. Quality and standards are in fact relative matters - relative to the particular time and place and to particular learners and their circumstances. Quality therefore is a concept that takes on different meanings at different situations; however, it is essential for effective teaching and learning for meeting educational goals

Adebemule, (2011) stated that for school system like the secondary schools, teachers are the real asset and taskforce to implement the curriculum for the attainment of goals. Therefore having the right quality and quantity in school, becomes imperative for good performance of the students. This was Okebukola (2010) identified teacher's quality, availability and dedication as significant predictors of quality education. Adeyemi (2007) findings indicated that, the demand for teachers in primary and junior secondary schools in Ondo state did not match the supply from higher institution. Despite the fact that number of teachers supplied from the institution was greater than the number demanded.

Teaching Experience is another criterion used often to measure teacher quality. Teaching experience refers to all activities undertaken by the teacher in his pre and post teacher training; it also includes participation in professional development activities geared toward equipping the teacher for better service delivery (Ado 2018). The importance of experienced teachers in school has been highlighted by many researchers (Ado 2018). Researchers have also given different opinions about teaching experience and students knowing out comes in schools (Akomolafe, 2001). Their

arguments centered in the fact that experience improves teaching skills while pupils learn better at the hands of teachers who have taught them continuously over a period of years. In investigating possible differences in teaching strategies scholar (Ado, 2018) grouped teachers into three levels of teaching experience (3-6:7-10 and more than 10 years). His findings revealed that experienced teachers perception of their teaching objectives was significantly more subject oriented than that of first year teaching. Hence effective teaching could be measured by the level of a teacher's subject-matter competence

Berliger (2016) is of the view that experience accumulated over the years is the most crucial necessary condition for expertise. Many studies have shown a relationship between teachers' effectiveness and their years of experience, but not always a significant one. Rose (2016) found that inexperienced teachers (those with less than 3 years of experience) are not effective than more senior teachers but the benefit of experience appear to level off after about five years. Also professional development activities can be conducted by many different organizations, in school and out of school, on the job or during sabbatical leave. On these occasions, practicing teachers

update their content knowledge and teaching skills so they can meet the requirements of new curricula, consider new research findings on teaching and learning, and adapt to changes in the needs of the student population, and so on. Criticism has been levelled against the episodic nature of these activities and concern expressed that very little is known about what these activities really comprise and involve. In the literature on the relationship between teachers' participation in professional development activities and student outcomes are mixed. Some studies on in-service professional development have found no relationship to student achievement in mathematics and reading.

According to Augrist (2004) opined that teachers with long experience on the job are bound to be more knowledgeable in their specialized areas including their teaching subjects and education principles and theories. In the work of Wong's (2013) the analysis indicated that teachers teaching experience matter more for reading than mathematics. Student achievement increases with teacher experience but the linkage is weak and largely reflects poor outcome for teachers during their first year or two in the classroom. Akinfe, Obofinniyi and Fashiku (2012) in their

findings revealed that teachers experience contribute maximally to student academic performance. The findings revealed that teachers with cognate teaching experience turn out students with relatively higher academic achievement. In a similar vein, Oyewole (2017) argued that the experience of teachers who are employed to teaching have a relationship with their teaching abilities, hence, the performance of teacher who are highly experienced could be higher than those with lower experience on the job which definitely affect the performance of the student. Wenglinsky (2018) found a positive correlation between professional development activities aimed at the needs of special education students, and students' higher-order skills and laboratory skills in science. More recently, Harris and Sass (2017) identified what they call the "lagged effect of professional development," that is, the larger effect of teachers' professional development on student outcomes not becoming apparent until three years after the teachers had completed their courses. The interpretation of the positive effect of participation in teacher professional development activities is not clear cut, as this variable is confounded with other teacher attributes, that is, teachers

who participate in these activities are also likely to be more motivated and, usually, more specialized in the subjects they teach.

Oladokun, Adebajo & Charles-Owaba (2018) stated that education imparted through quality instruction is not only for good grades alone but also for the acquisition of the right values, skills and competences to make an individual a useful member of the society. For education to achieve this objective, it must be of high quality which should not only consist of passing examinations (which is usually the first priority) but also include the acquisition of skills (in the cognitive, affective and psychomotor domains) through improved schools' ability to facilitate and support the work of teachers and students. The school can only achieve this lofty objective through the use of the services of qualified teachers who have all it takes to give quality instruction through interaction with students in the teaching-learning situation. Muhammad, Rashida, Riffat and Fayyaz (2018) who found out that there was no much difference in the quality of teachers of schools with higher academic achievement and that of the schools with lower academic achievement. However, Daso (2013) in a study had found

out that there was a significant relationship between teachers' method of teaching, teachers' attitude and students' achievement in mathematics.

### *Quantity of Teacher*

The quality of the teaching force in schools is seen as the key to raising student achievement. Thus, raising educational standards should be the government's number one priority. Similarly, Lassa (2000) and Guga (1998) claimed that education cannot be provided by just anybody, it requires a teacher who plans and delivers the lessons or instruction in such a way that objectives can be achieved. For instance, just as an uncertified teacher cannot prepare students for WASCE/GCE because it is unlikely that they could pass, so it is when there are qualified teacher but in short supply.

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Amoo (1992) reported that there were wide gaps between the demand and supply of qualified teachers in Osun state. Shortage of qualified teachers as revealed by the findings of his study was expressed as 44% in the 1978/80 sessions, 56% in the 1980/81 sessions and 51% in the 1981/82 session. He recommended that the state government ensure the funding of the State Colleges of Education so that they could train well-qualified teachers and address the problem of teacher shortage. Aghenta (2006) and Mohammed (2008) stated that there is "gross inadequacy of qualified teachers in our schools", with regards to poor economic trends in the nation today most

teachers are expressing job dissatisfaction and therefore looking for other means to complement the job in order to survive the harsh economic climate.

Ogonor in her inaugural lecture (2017) stated that while the ministry of education stated that the teacher-pupil ratio for pre-primary, primary and secondary education should be 1:20, 35 and 40 pupils to a teacher respectively, UNICEF (Nigerian/2000) claimed that it is not rare to see cases of 100 pupils per teacher or students sitting under trees in schools in Nigeria. On his part Ogunshola (2008) argued that shortage of lack of qualified or skilled teachers in public and private schools seems to be one of the factors hindering the realization of educational objectives at all levels. While Usman (2003) posited that shortage of qualified teachers is responsible for the poor academic achievement observable among students. On the manpower situation the education sub-sector, Adewole (1998) observed that qualified teachers are in short supply. Decrying the death of qualified teachers resulting in poor students' academic performance Adesina (2012) attributed most low academic performance of students to poor staffing of schools leading to classes without teachers and high percentage of under qualified teachers.

Ijaiya (1998) investigated the problems of teacher staffing in Kwara State secondary schools and found that there is an acute shortage of teachers in Kwara State secondary schools thus contributing to massive failures as well as poor quality teaching. In a study of relationship among school size, resource utilization and school effectiveness in Ilorin Local Government Areas, In the same way, Akpofure and N'dipu, (2000), reported the need for schools to maintain a manageable carrying capacity in utilization of classrooms, libraries and laboratories for effective teaching and learning. To them, this will pave the way for quality assurance in schools. Ogonor in her inaugural lecture (2017) stated that while the ministry of education stated that the teacher-pupil ratio for pre-primary, primary and secondary education should be 1:20, 35 and 40 pupils to a teacher respectively, UNICEF (Nigerian/2000) claimed that it is not rare to see cases of 100 pupils per teacher or students sitting under trees in schools in Nigeria. Nwokedi (1993) remarked that the poor performance of student in mathematics was the result of poor knowledge in the subject which brought about the inadequacy of specialized teachers teaching mathematics in schools

## **Students: Teacher Ratio and Students Performance**

Student–teacher ratio is the number of students who attend a school or university divided by the number of teachers in the institution. There is a growing concern among secondary school teachers and other stakeholders of the Nigerian educational system with respect to the number of student per class the teacher is asked to take in this present dispensation. Teacher-student ratio is the number of students who attends a school divided by the number of teachers in the school. For instance, a teacher student ratio of 1:10 indicates that, there are 10 students for every one teacher.

Nwangwu (2007) revealed that currently there are only 590,655 catering for the learning needs of 24.77 million children in primary school giving a ratio of 1:42. He further stated that statistics shows that 40,000 teachers were desperately need to meet the teaching requirement of the school system. Higher student’s ratio signifies an over stretched teaching staff which implies inadequate number of teachers and this result in poor teaching process which ultimately leads to poor performance. Akinyele & Ajani, (2014) posited that students over population have negative effect on the tone of the school, which in turn dampens the morale of teachers and

students. Ogonor (2017) in her inaugural lecture titled “square peg in a round hole: Redressing the anomalies in Educational Administration in Nigerian”, noted that the Ministry of Education states that the teacher-pupil ratio for pre-primary, primary and secondary education should be 1:20, 35 and 40 pupils to a teacher respectively. UNICEF (Nigeria 2005) claimed that it is not rare to see cases of 100 pupils per teacher or students sitting under trees in Nigeria schools. According to Jude (2007) small class size is better in terms of student academic achievement (performance) and the way large classes are taught. In the same vein Fabunmi, Brai-abu and Adeniji (2007) stated that schools with high teacher pupil ratio records poor performance while better academic performance is associated with schools with small size and lower teacher-pupil ratio. Tobi, Akintoro and Osunlana (2013) revealed that there is a significant relationship between teacher student ratio and students’ academic performance in mathematics in JSSCE examination in Ibadan municipal.

Corroborating this view Ajani and Akinyele (2014) said that there is a significant correlation between teacher-student ratio and academic achievement (performance). Okorie (2005) argue that the size of the school

affect the quality of teaching and learning that takes places. He maintained that high teacher-pupil ratio pose some teaching challenges such as delayed feedback provided for the students, no high quality individual attention, which result to inefficiency and poor quality of students, less assignment which encourages shallow learning etc. The academic performance of pupils or students depends on the effectiveness of instruction produce by teachers. This they said can only take place in a conducive classroom with a manageable size (Ajudeonu & Asiyal, 2010). Similarly, Nelson (2019) analyzed the STAR project experiment and found that smaller class size positively affected the standardized test scores. With the passage of time, this effect increased. However, this effect was larger for the beneficiaries of the free lunch program and the minority students. Similarly, Method schools team (2016) from their research, concluded that the benefits of small classes remained significant for at least five years after the students enter regular classrooms. However, students in smaller classes desired to participate more time in addition to spending more time on schoolwork. Juliana Asodike (2015) in their article puts it that large class size is an inevitable feature of the developing countries. Furthermore, Mathew Lynch (2019) concluded

that the students became occupied in the small class size, both academically and socially.

### **Concept of Academic Performance**

Academic performance basically connotes a student's attainment in a learning situation. Everyone wants to excel in one way or the other and this could be directed towards academic, occupation and social achievement. The academic performance of a student may be high, average, good, poor or low. According to Omorogieva (2016), academic performance means the level of degree of statement; a student may perform poorly or excellently according to his ability, potential and interest. Academic performance is the outcome of education, the extent to which a student, teacher, or institution has achieved their educational goals. Castellanos (2010) considered academic performance as the situation in which the subject/student does or does not attain the expected achievement according to his or her ability resulting in an altered personality which affect all other aspect of life. In view of Santrock in Omorogieva (2016), academic achievement refers to what the student have learned or what skills the student has learned and is usually measured

through assessments like standardized tests, performance assessments and portfolio assessments.

The term academic performance has been described as the scholastic standing of a student at a given moment. It refers to how a student is able to demonstrate his/her intellectual abilities. This scholastic standing could be explained as the grades obtained in a subject or groups of subjects taken (Owoyemi, 2014). Academic performance therefore is largely identified by a range of statistical indicators. Stan (2004), supported this argument and reported that performance is the level of attainment of a person in an examination, that is, how an individual is able to demonstrate his/her abilities in an examination. Performance has been regarded as a measure of educational output (Adeyemi, 2006) This fact buttress Obemeata's (2004) argument that the performance of students in public examinations in many Nigerian schools has been poor as a result of shortage of teachers, inadequate funding of schools and broad secondary school curriculum. Ukponu (2017) outline many factors that cause poor academic performance. This includes difficulty of the task, student's ability, student's home background/environment, teacher quality, teaching method and relevance of

the subject to the future aspiration of the students. Academic performance in a process essential to the achievement of personal goals and individual aspirations.

According to Emakpor (2017) academic achievement (performance) is the extent to which a student or pupil has achieved their short or long term educational goals. He went further to say that academic achievement is commonly measured through examinations or continuous assessment. It represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in an instructional environment, precisely school, college and university.

Academic achievement of students especially at the secondary school level is not only a pointer to the effectiveness or otherwise of schools but a major determinant of the future of youths in particular and the nation in general. Academic achievement of learners has attracted attention of scholars, parents, policy makers and planners. Academic performance in school is evaluated in a number of ways. For regular grading student students demonstrate their knowledge by taking written and oral tests, performing presentations, submission of homework and participating in class

activities and discussion. Teachers evaluate in the form of assignment, test and examination to describe how well a student has done. Poor academic achievement is a performance that is adjudged by the examiner and some significant others as falling below an expected standard

Alkhutaba (2013) puts it that students 'academic performance in Nigeria secondary schools especially in public secondary schools has been a source of concern to all and sundry. There has been a general apprehension about the fallen standard of education in Nigerian educational system. This unfortunate trend has become a source of concern considering the great importance of education to national development.

### **Quality of Teachers and Student Academic Performance:**

The issue of quality in the educational system has been receiving a great deal of attention in the society in recent times. Stakeholders of education especially parents as well as the entire society are now clamoring for quality in the education system which may be as a result of the perceived poor quality products turned out from the institutions on yearly basis. The demand for quality in education is not out of place considering the huge sum of money that goes into the system.

Modupeola and Eraigbai (2019) investigated the relationship between teachers' quality, and students' academic achievement in Yewa South Local Government Area (YSLGA) of Ogun State. The correlation between Teachers Quality and Students Academic performance was positively strong. Also, the regression analysis showed significant relationship between Teachers Quality and Students Academic performance. This finding showed that teachers' quality especially years of teaching experience strongly influenced students' academic achievement. Furthermore, Adedoyin (2011) in another related study found that teachers' training had significant relationship on students' academic performance in Mathematics. In another related study, Jacob and Lefgren (2018) found out that marginal increases in in-service training have no statistically or academically significant effect on either Reading or Mathematics achievement, suggesting that modest investments in staff development may not be sufficient to increase the achievement of school children in high poverty schools. Jacob and Lefgren (2018) examined how differences in teacher quality affected students' achievement in a midsized school district. It was found that teacher quality is a sine qua none to students' academic

performance in schools. It has been rumored among a large number of people that teachers in public secondary schools are more academically qualified than teachers in the private schools. Also Ferguson (2011) asserted that students learn more from teachers with strong academic skills. According to these researchers, teachers' assignments depend on their qualification of the subject(s) being taught. Middle and high school students learn more from teachers who hold Bachelor's or Master's degrees in the subjects they teach and from experienced teachers than they do from less experienced ones (Darling- Hammond, 2000). In a study on human resource and organizational achievement, Egungun (1992) found that the unqualified teachers' proportion affects the quality of learning delivery in the sampled schools.

### **Quality of Teachers and Students Academic Performance**

There is no gain saying the fact that teachers are the centre of crisis in the educational system of many developing countries, Nigeria inclusive. Education is a mass production and labour intensive enterprise and as the number increases, so does the need for more teachers arise (Ibadin, 2010).

Adima (2014) emphasized that the quality of any educational system depends on the quality of its teachers. The National Policy on Education (FRN 2013) in aligning with the above assertion stated that no education system can rise above the quality of its teachers. Adeniji (2004) revealed that teachers' qualification has a noted relationship with students' achievements. Ugbe (2000) in his study on performance in chemistry revealed that there is a significant difference between the performance of students taught by a qualified teacher and students taught by an unqualified teacher in chemistry. For instance, Koledoye (2011) in his study observed that English language teachers that have a Master's degree in English language or/and literature with teaching qualification perform better than their counterparts. Similarly, Darling Hammod (2007) in a review of research over the past 30 years, which summarized hundreds of studies, concluded that adequately qualified and certified teachers are better rated and more successful with students than teachers without adequate qualification. He explained that such teachers without adequate qualification have difficulties meeting the needs of students.

According to Darling-Hammond (2012), variables recognized to be indicative of teachers' competence which have been examined for their relationship to student learning include measures of academic ability, years of education, years of teaching experience, measures of subject matter and teaching knowledge, certification status, and teaching behaviours in the classroom. However, the results of these studies have been mixed; with some trends emerging in recent years. The Subject matter knowledge is one variable that could be related to teacher effectiveness

Keith Heggart (2016) has shown strong correlation between the subject matter knowledge of the teacher and the learning outcomes. A study of middle school mathematics teachers, matched by years of experience and school setting, found that students of fully certified mathematics teachers experienced significantly larger gains in achievements than those taught by teachers not certified in mathematics (Hawk, Coble, & Swanson, 2019). According to (Ekandayo & Kolawole, 2013), teachers' competence and adequacy is a panacea for attainment of educational goals and objectives. This is in line with NPE (2006) which stated that no educational system can rise above the quality of its teachers. The quality and effectiveness of every

education system anywhere in the world is dependent on the competences, effectiveness, efficiency and devotion of the teaching force

### **Summary of Literature Review**

This chapter deals with the teacher who is regarded as the focal point of this work, the teacher's qualifications his competence, how well he can input his pedagogical skills into enhancing the students' performance. It also look into the students: teacher ratio which is perceived to be a factor that limits the performances of students, in junior secondary schools. Reviewed works in this study has proved that the ratio of teacher to students could affect students' performance, and also the qualifications of teacher could also be a hindrance to quality performance of students. Scholars have asserted their different views on the implications of teacher's competence and the class size how it hampers educational performance but haven't come to a conclusion on it.

## **CHAPTER THREE**

### **METHODOLOGY**

In this chapter, the descriptions of the procedures that will be followed in the conduct of this study are presented. These procedures are explained below in the following sub-headings.

- Research Design
- Population of the Study
- Sample and Sampling Technique
- Research Instrument
- Validation of Instrument
- Reliability of Instrument
- Method of Data Collection
- Method of Data Analysis.

#### **Research Design**

The researcher will employ the use of Survey design in the study. The survey design is an appropriate method.

#### **Population of Study**

The population of this study consist of the thirteen (13) public secondary schools in Oredo Local Government Area of Edo State with a total of three hundred and thirty nine (339) teachers

## **Sample and Sampling Procedure**

The sample size consist of two public secondary schools and 68 teachers representing 20% of the population which were randomly selected.

## **Research Instrument**

Two instruments were used to collect data for the study. The first will be a structured questionnaire and the other a checklist. The questionnaire was divided into two sections, A and B. Section A was used to collect Demographic data of the respondents while the section B contains items that used to elicit responses from the respondents based the research questions raised for the study. The questionnaire was modified on a four linker's scale of measurement:

- Strongly Agreed (SA);
- Agreed (A);
- Disagreed(D); and
- Strongly Disagreed (SD).

## **Validity of the Instrument**

In order to establish the validity of the instrument, the researcher presented the instrument (questionnaire) to the project supervisor for screening before administering the instrument on the respondents.

## **Reliability of the Instrument**

To determine the reliability of the instrument, it was administered to five (5) respondents from the randomly selected school who were be part of the study. After two weeks, the same instrument was administered to the same respondents. The two set of result gathered were analyzed and a reliability coefficient.

## **Method of Data Collection**

The researcher personally administered the questionnaire to the selected schools. The researcher first explained to the respondents in each school the purpose of the study and how to respond to the items on the questionnaire. The questionnaire were administered and collected on the spot by the researcher.

## **Method of Data Analysis**

Data obtained from the questionnaire administered were tabulated according to the research questions and analyzed using percentage and chi square.

## CHAPTER FOUR

### PRESENTATION OF RESULT AND DISCUSSION OF FINDINGS

This chapter present the analysis of data collected, interpretations and discussion of result.

**Research Question One:** What is student: Teacher ratio of Junior Secondary schools in Oredo Local Government Area?

**TABLE 1**

<b>SCHOOLS</b>	<b>STUDENTS ENROLLMENT</b>	<b>NUMBER OF TEACHERS</b>	<b>ACTUAL STUDENT: TEACHER RATIO</b>
A	530	32	1:17
B	564	36	1:16

The table shows the students: teacher ratio for school A and B is 1:17 and 1:16 respectively, which indicates that in every class, there is one teacher to seventeen students in school A, while in school B there is one teacher to sixteen students in each class in junior Secondary schools in Oredo Local Government Area Edo State.

**Research Question Two: Do teacher meet the recommended students: teacher ratio in junior secondary schools in Oredo local Government Area**

**Table 2**

<b>Schools</b>	<b>Students Enrollment</b>	<b>Number of Teachers</b>	<b>Actual Student: Teacher Ratio</b>	<b>Approved Student: Teacher Ratio</b>
A	460	32	1:14	1:40
B	634	36	1:18	1:40

Table Two shows the actual student: teacher ratio for junior secondary school in Oredo Local Government Area of Edo State and the approved student: teacher ratio. In the first school, the student's enrollment was 460 students with 32 teachers which gave a ratio of 1:14 while in the second school, the student's enrollment was 634 and teachers 36 teachers which gave a ration of 1:18. From the answer in research question one, it can be said that teachers meet the recommended teacher ratio since it is below 1:40 which is the benchmark for secondary schools.

**Research Question Three:** What is the level of students’ academic performance in secondary schools in Oredo Local Government Area?

**Table 2: Level of Academic Achievement of Secondary School Students**

Schools	Mathematics			English Language		
	No. of Pass	No. of Fail	% Pass	No. of Pass	No. of Fail	% Pass
<b>A</b>	84	15	84	130	7	130
<b>B</b>	93	7	93	148	15	148

From table 2 above shows that out of the students who wrote BECE, for SCHOOL A in mathematics had a 94% pass while in English language had 130% pass. in school B, for mathematics 93% had pass, while in English language 148% had pass. This shows that the level of student academic performance is high in public junior secondary schools in oredo local government area.

**Research Question 4: 4. What is the quality of secondary school teachers in Oredo Local Government Area?**

**Table 4: Quality of Secondary School Teachers in Oredho Local Government Area**

S/N	Teacher Quality	Frequency	Percentage	Remark
1	BSc and Above	46	67.6	High
2	NCE and below	22	32.4	low
4	Total	68	100%	

Table 3 shows the percentage analysis of the level of teacher quality in secondary schools in Oredo Local Government Area Out of the 68 teachers sampled, 46 (67.6%) had BSc and above, while 22 (32.4 %) had NCE and below. It can be concluded that the level of teacher quality in secondary schools in Oredo Local Government Area was high

## Test of Hypotheses

**Hypotheses One: There is no significant relationship between students' teacher ratio and students' academic performance of Junior secondary schools in Oredo local Government Area**

Table 4: Chi-square analysis of student teacher ratio and Academic Performance of Junior secondary schools in Oredo local Government Area

Qualification	Performance			$\chi^2$	<i>pvalue</i>
	Pass	Fail	Total		
Student teacher ratio	1:40	44	17	2.611	.035
	Above				
	1:40	24	07		
	Below				
	Total	68	24		

In Table 4, the Chi-square value of 2.611 and a p- value of .035. Since the p- value is less than the alpha value ( $p < 0.05$ ). It therefore means that the null hypotheses is rejected. This indicate that there is a significant relationship between student teacher ratio and Academic Performance of students in public junior secondary schools in Oredo Local Government area.

**Hypothesis Two: There is no significant relationship between teachers qualifications and student academic performance in junior secondary schools in Oredo local Government Area.**

Table 3: Chi-square analysis of Qualification and Academic Performance

Qualification	Performance			$\chi^2$	<i>pvalue</i>
	Pass	Fail	Total		
Qualified	46	17	61	2.611	.035
Unqualified	22	07	25		
Total	46	22	68		

In Table, the Chi-square value of 2.611 and a p- value of .035. Since the p- value is less than the alpha value ( $p < 0.05$ ). It therefore means that the hypotheses is rejected. This indicate that there is a significant relationship between Qualification and Academic Performance of public secondary schools in Oredo Local Government area.

**Discussion of Finding**

The findings from research question one revealed mist teachers in qualification of teachers in public junior secondary schools in Oredo Local

Government Area have above NCE qualification. . This goes to show that majority of teachers in public secondary schools are qualified. This is in agreement with Okoye (2008) who asserted that a professional university degree teacher is expected to have a BSc. in education in their areas of specialization, and Nigerian Certificate of Education (N.C.E.). More so Research question two revealed that the level of academic performance of students in public secondary schools in Oredo Local Government Area was shown. It was revealed that majority of the students passed with five credits including Mathematics and English. This goes to show that the level of academic performance of students in public secondary schools in Oredo Local Government Area is high. However, this finding is at variance with Owoeye (2010) who stated that all is not well with the system as a result of the poor performance of students recorded in public examinations in the recent years.

From hypothesis one, the p- value is less than the alpha value ( $p < 0.05$ ). It therefore means that the null hypotheses is rejected. This indicate that there is a significant relationship between student teacher ratio and Academic Performance of students in public junior secondary schools in Oredo Local

Government area. This is in line with Ogonor (2017) in her inaugural lecture titled “square peg in a round hole: Redressing the anomalies in Educational Administration in Nigerian”, noted that the Ministry of Education states that the teacher-pupil ratio for pre-primary, primary and secondary education should be 1:20, 35 and 40 pupils to a teacher respectively. UNICEF (Nigeria 2005) but however claimed that it is not rare to see cases of 100 pupils per teacher or students sitting under trees in Nigeria schools.

From hypothesis two, the p- value was less than the alpha value ( $p < 0.05$ ) which means that the null hypotheses is rejected. This indicate that there is a significant relationship between Qualification and Academic Performance of public secondary schools in Oredo Local Government area. This finding agrees with Unanma (2013) who noted that there is a positive relationship between teacher’s qualification and academic performance of secondary students in it also in line with Owolabi and Adebayo (2012) who opined that students taught by teachers with higher qualifications performed better than those taught by teachers with lower qualifications.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **Summary**

This study examined the purpose of this study was to find out the availability of teachers and students academic performance in junior secondary schools in Oredo Local Government Area. Specifically, this research sought to find out

1. The student: Teacher ratio of Junior Secondary schools in Oredo Local Government Area
2. If teachers meet recommended student: Teacher ratio in junior secondary schools in Oredo Local Government Area
3. To find out the level of students' academic performance in junior secondary schools in Oredo Local Government Area
4. To find out the quality of secondary school teachers in junior secondary schools in Oredo Local Government Area

5. To find out if there is a relationship between student: teacher ratio and student academic performance in junior secondary schools in Oredo Local Government Area
6. To find out if there is a relationship between Teacher qualifications and students' academic performance in junior secondary schools in Oredo Local Government Area.

The researcher used a checklist (teacher quality questionnaire and students' academic performance checklist) to get data from the respondents. The data collected were tabulated and analyzed. From the analysis, the following were the major findings of the study:

- The student teacher ratio of 1:16 was obtained indicating that it was good since it is below the benchmark of 1:40
- The level of students' academic performance is high in public junior secondary schools in Oredo Local Government Area
- The level of teacher quality in junior secondary schools in Oredo Local Government Area was good as most of the teacher has above NCE

- There is a significant relationship between student teacher ratio and Academic Performance of students in public junior secondary schools in Oredo Local Government area.
- There is a significant relationship between Qualification and Academic Performance of public secondary schools in Oredo Local Government area.

## **Conclusion**

Teachers are an important figure and authority at all levels of the educational system. They are important instruments in education. However, whether Nigeria will escape from the vicious circle of poverty and achieve its dream of vision 20 –20 or not is a function of the quality of its education. The quality and effectiveness of every education system anywhere in the world is dependent on the quality of the teaching force. Therefore, the availability and quality of teachers at the junior secondary school level of education plays significant role in the achievement of the educational objectives

## **Recommendations**

The following recommendations were given based on the findings from the study:

1. Principals should ensure that the potentials of the teachers are well harnessed and utilized to reflect the true picture of their quality in the academic performance of students.
2. Teachers have to wake up to their responsibilities and be dedicated to their duty in the classroom because poor performance of students will always be attributed to their failure in their assigned task.
3. Students must ensure they continue to be hard working to improve on their performance in the school in order to secure a bright future for themselves.
4. Government through the inspectorate division must routinely visit schools to ensure that teachers are doing their primary assignment.
5. Government should endeavour to employ or recruit teachers with the right credentials so as to put square pegs in square holes and round pegs in round holes which invariably enhance academic achievement of students.

Department of Educational  
Management  
Faculty of Education  
University of Benin  
Benin City  
26<sup>th</sup> April, 2021

Dear Respondents

**LETTER OF INTRODUCTION**

The Researcher is a students in the Department of Educational Management, Faculty of Education, University of Benin carrying out a study on “Availability of Teachers and Students Academic Performance in Junior Secondary schools in Oredo Local Government Area. Please provide the necessary information.

Your sincere opinion would be appreciated, treated with confidentiality and used for academic purpose only.

Thank you for your anticipated cooperation

Yours faithfully,

---

**EACHERS QUALITY QUESTIONNAIRE (TQQ)  
TO BE COMPLETED BY TEACHERS**

**Section A**

**Instructions:** Please read the questions carefully and tick (√) in the appropriate column.

Name of School: .....

Gender: Male ( ) Female ( )

Years of Experience as a Teacher: Less than five years ( ) five years and above ( )

**SECTION B:**

**Instructions:** Please read carefully and tick (√) in the appropriate column.

Teachers Highest Qualification

**National Certificate in Education NCE** ( )

**National Diploma ND** ( )

**Higher National Diploma HND** ( )

**Bachelor of Science BSc** ( )

**Bachelor of Science Education BSc. Ed** ( )

**Master in Science MSc** ( )

**Master of Science Education MSc. Ed** ( )

**Master of Educational MEd** ( )

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