

## Teachers' Quality and Secondary school Students' Academic Performance in Islamic Studies in Ilorin, Nigeria

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**Abstract.** The development of any society is determined by the quality of its education and the quality of education is determined by the quality of teachers. Teachers' quality, however, can be regarded as one of the vital academic determinants that have profound relationship with students' academic performance in all levels of educational system in Nigeria. It is against this background that the study investigated the teachers' quality and secondary school students' academic performance in Islamic studies in Ilorin, Nigeria. 60 secondary schools were selected across the five Local Government Areas forming Ilorin Emirate, Kwara state. In all, 300 students were selected using simple random technique. Purposive sampling technique was employed in selecting 300 Islamic studies teachers for the study. Questionnaire was used to elicit information on teachers' quality from the respondents, while May/June West African Examination Council, 2013 Objective Test was adapted to test SSII students' academic performance in Islamic studies and a profoma for SSI

students' academic performance in Islamic studies was collected. The findings of the study revealed no significant relationship between teachers' teaching approach, subject mastery and secondary school students' academic performance in Islamic studies in Ilorin Emirate. However, significant relationship was recorded between teachers' educational qualification, years of teaching experience and academic performance of secondary school students in Islamic studies in Ilorin Emirate. Necessary recommendations were made based on the findings of the study.

**Keywords:** Teachers, Quality, Students, Academic, Performance

### 1. Introduction

Education has been viewed to mean different things all over the world. To some, education is the ability to read, write and reproduce. Some view it as an instructional package that makes individual becomes a productive member of his/her society.

However, Oladosu (2010) described education as a process by which knowledge, skills, attitudes, beliefs e.t.c of a society are transmitted from one generation to another through a well-defined method. This is done according to Jekayinfa and Kolawole (2010) to produce members that will imbibe society's religion, culture, social life and so on.

The development of any society is largely determined by the quality of its education and the quality of teachers in education industry can either make or mar the academic standard of students in all ramifications of educational endeavors. Therefore, quality of teacher is seen among measures that enrich the performance of the students in schools. Teachers' quality, however, can be regarded as one of the bedrocks that immeasurably influence the academic performance of the students across all levels of educational system in Nigeria. Teachers are seen as the second parents to students. Large number of students takes whatever piece of information and knowledge imparted to them by their teachers.

Uchefuna (2001) described a teacher as one who produces desired result in the course of his duty as a teacher. In the same vein, Okunloye (2004) described a teacher as someone who acquires systematic body of knowledge in specialized teacher training in educational institution such as teacher training colleges, colleges of education and universities for an effective and successful practice. Likewise, a teacher is described as an employee who uses his expertise to guide the learners to the content of curriculum. Aside that, he gives them assistance and feeds them back when necessary. He also motivates them and promotes positive change of behaviours (Ijaiya, 2012).

In the contemporary Nigeria however, the professional qualification of Islamic studies teacher is based on his exposure to rigorous professional exercises to possess specialized knowledge and skills. Like others in the same profession, he must have pursued his professional skills in one or more educational institutions to obtain one or more of the following certificates; Diploma in Arabic and Islamic studies; Nigeria Certificate in Education and Islamic studies (NCE); Bachelor of Arts in Education and Islamic studies (B.Ed/ Islamic studies) and Post Graduate Diploma in Education (PGDE) (Adebayo, 2007).

In addition, a teacher is expected to possess certain qualities such as; communication ability, emotional stability, teaching style, clear objective for lesson, effective discipline, good classroom management skills, knowledge of curriculum and standards, knowledge of subject matter and passion for students and teaching (Bangbade, 2006). An Islamic studies teacher is also expected to possess excellent characters.

Quality is the nucleus of what every individual is after in whatever he/she is seeking especially in education. According to Onocha (2002), quality is the degree of excellence which is relative with attribute and characteristics. Ijaiya (2012) defined quality as the degree or level of excellence in the standard or goodness of something being compared with others. She added that quality is the totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs.

The quality of a teacher determines the academic performance of students in all levels of knowledge. Similarly, the success of educational enterprise, particularly in

terms of good quality education, depends largely on regular supply of teachers in quantity and quality. The National Policy on Education of the Federal Republic of Nigeria (2004) asserted that no nation can achieve economic, social and technological progress and self-sufficiency without a good system of education to sustain its achievement. The training and production of the man-power required for attainment of national objectives is dependent on the quality and quantity of teachers (Jekayinfa, 2010).

The development of any society is largely determined by the quality of its teachers. It is required for a teacher to develop and update his/her knowledge through training institution, conferences and seminars. Many people believe in not only the qualification of a teacher but also his/her confidence to defend the certificate. On that note, many scholars had contributed to the importance of teaching profession. Linda (2000) noted that a well-qualified teacher needs to acquire recognized certificate (either an undergraduate major or master degree) that is pertinent to the subject he/she teaches. Teachers' experience is among the qualities that have strong relationship with academic performance of students. Teachers' years of teaching experience enhances academic performance of students that will eventually lead to actualization of educational aims and objectives. Experienced teachers do better in teaching than the less experienced ones. According to Murnane and Phillips (1981) and Klitgaard and Hall (1994), the teachers' level of teaching experience has been found to establish a positive relationship between the academic performances of their students.

Rosenholtz (1986) added that many studies have established that less-experienced teachers regardless of the years of teaching are ineffective in teaching. Lassa (2000) and

Guga (1998) asserted that education cannot be provided by just anybody. It requires a teacher who plans and delivers the lesson or instruction in such a way that objectives can be achieved. An uncertified teacher cannot prepare students for WASCE/GCE because it is unlikely that they could pass.

Teaching approach is an aspect that is very important to quality teaching as it complements knowledge of the subject matter. Teaching approach is described as a method, strategy or a combination of carefully designed classroom interactions that could be followed meticulously to teach a topic, a concept or an idea (Olorundare, 2010). Simplicio (2000) also suggested that, an effective teacher must be willing to change students' assignment tools and evaluation criteria.

Teacher's mastery of a subject matter is a resource and a great educational asset that influence academic performance of students. Adeogun in Olaleye (2011) noted that teachers are the primary indicator and determinant of the quality of education hence, professional and dedicated teachers are needed in schools. He further claimed that the relationship that exists between teachers' knowledge of what they teach and their ability to teach effectively and students' academic performance have been widely established. Therefore, teachers' quality and their effectiveness would be hampered if they are not familiar with the body of the knowledge that is taught.

However Olaleye's (2011) submission in corroborating the above view, declared that teachers are expected to thoroughly understand the contents of what they teach because teachers who master the material will pass the message clearer and provide better explanations than those with weaker backgrounds. Performance is generally

referred to as the ability of something or someone to accomplish the given task. In education, performance is described as students' ability to carry out successfully the academic tasks given to them by their teachers. According to Gbadura (2010), performance is a general term used in every field of life, whether in a school, at work or any other human endeavour. It is a phenomenon that is attributed to almost every action. He added that performance in every facet of life may be low or high depending on the conditions or factors underlying it.

## 2. Statement of the Problem

The problems of fluctuation/poor academic performance of students in secondary schools have attracted diverse argument from different stakeholders in education industry like parents, teachers, members of society and government at all levels owing to the fact that teachers, for what they have been employed for, received huge blame for the students' poor academic performance. According to Gods will (2012), a professionally skillful teacher is someone who has acquired systematic body of knowledge from a specialized teacher training institution. He knows what he teaches. He facilitates teaching for students and demonstrates exemplary leadership style in classroom, school and society.

In view of the above, various studies have been conducted on the relationship between teachers' quality and academic performance. Some of the study on teachers' quality and students' performance included that of Akinsolu (2010) who carried out research on teachers and students' academic performance in Osun state. Borisade (2011) worked on teachers' qualities and school factors as correlates of academic performance of secondary school students in

Ekiti State. investigated the teachers' characteristics as predictor of academic performance of students in secondary schools in Osun state. Akinfe, Olofinniyi and Fashiku (2012) investigated the teachers' quality as correlates of students' academic performance in Ondo state. Adeyemi (2008) carried out a research on teachers' teaching experience and students' learning outcomes in secondary schools in Ondo state. A careful look at the above studies would revealed that none of the previous studies mentioned had investigated the relationship between teachers' quality and students' academic performance in Islamic studies. Therefore, the focus of this study was to investigate the relationship between the Islamic studies teachers' quality and secondary school students' academic performance in Islamic studies in Ilorin Emirate.

## 3. Purpose of the study

The general purpose of this study was to investigate the relationship between the teachers' quality and secondary school students' academic performance in Islamic studies in Ilorin Emirate. Specifically, the study examined:

- The general level of secondary school students' academic performance in Islamic studies.
- The relationship between teachers' teaching approach and secondary school students' academic performance in Islamic studies.
- The relationship between teachers' subject mastery and secondary school students' academic performance in Islamic studies.
- The relationship between teachers' qualification and secondary school students' academic performance in Islamic studies.

- The relationship between teachers' teaching experience and secondary school students' academic performance in Islamic studies.

#### 4. Research Questions

In this study, the following questions were answered:

- What is the general level of academic performance of secondary school students in Islamic studies?
- Does teacher teaching approach relate to secondary school students' academic performance in Islamic studies?
- Does teachers' subject mastery relate to secondary school students' academic performance in Islamic studies?
- Does teachers' qualification relate to secondary school students' academic performance in Islamic studies?
- Does teachers' teaching experience relate to secondary school students' academic performance in Islamic studies?

#### 5. Research Hypotheses

The following hypotheses were formulated and tested in this study:

**H<sub>01</sub>.** Teachers' teaching approach does not significantly relate to secondary school students' academic performance in Islamic studies.

**H<sub>02</sub>.** Teachers' subject mastery does not significantly relate to secondary school students' academic performance in Islamic studies.

**H<sub>03</sub>** Teachers' qualification does not significantly relate to secondary school students' academic performance in Islamic studies.

**H<sub>04</sub>.** Teachers' teaching experience does not significantly relate to secondary school

students' academic performance in Islamic studies.

#### 6. Methodology

This study employed descriptive method of correlation type. The population for this study was all teachers of Islamic studies in public secondary schools in Kwara state. The target population was only teachers of Islamic studies in public secondary schools in Ilorin Emirate. Stratified random technique was used to select five (5) teachers of Islamic studies from sixty (60) selected schools from five Local Government Areas that formed Ilorin Emirate. Five (5) students were also randomly selected from the selected schools. The sample of the study comprised 600 participants; 300 teachers and 300 students.

The instruments for this study were an adapted questionnaire from Ishaq (2009) and students' academic performance examination questions in Islamic studies. The instrument was titled Islamic Studies Teachers' Quality Assessment Questionnaire (ISTQAQ) and students' performance test. The instrument was both face and content validated. In addition, the instruments were subjected to a test re-test and it was found to have reliability coefficient of 0.65 using the Pearson's Product Moment Correlation Coefficient Method (PPMC) at 0.05 level of significance. In analyzing the data, the Pearson's Product Moment Correlation Coefficient (PPMC) and One Way ANOVA were employed both at the alpha level of 0.05.

#### 7. Results

##### Answering Research Questions

Five research questions were raised in the course of this study. Research question one

was answered using percentage. All other research questions that have corresponding hypotheses were tested with inferential statistics.

**Research Question 1:**

*What is the general level of secondary school students' academic performance in Islamic studies in Ilorin Emirate?*

**Table 1: The general level of secondary school students' academic performance in Islamic studies in Ilorin Emirate**

A1	B2	B3	C4	C5	C6	D7	E8	F9
17	16	26	32	39	46	24	27	73
5.7%	5.3%	8.7%	10.7%	13.0%	15.3%	8.0%	9.0%	24.3%

Table 1 indicated out that out of 300 respondents 176(58.7%) respondents got at least c6 while 124(41.3%) failed.

**Testing Research Hypotheses**

**H<sub>01</sub>:** *Teachers' teaching approach does not relate to secondary school students' academic performance in Islamic studies*

**Table 2: Pearson r- Analysis Showing Relationship between Teachers' Teaching Approach and Secondary School Students' Academic Performance in Islamic Studies**

Variable	No	Mean	Standard Deviation	Df	Cal.r Value	Cri.r Value	Remark
Teachers' Teaching Approach	300	25.4384	4.3931	298	*0.453	0.113	H <sub>01</sub> accepted
Academic Performance	300	28.0800	4.9425				

Significant at 0.05 alpha level

Table 2 shows that the calculated r-value was 0.453 while the critical r-value was 0.113 with 298 degree of freedom and at alpha level of 0.05 significant. Since the calculated r-value was greater than the critical r-value, the operational hypothesis was accepted and the alternative hypothesis was rejected that: there is no significance relationship between teaching approach and secondary school students' academic performance in Islamic studies in Ilorin Emirate, Nigeria.

**H<sub>02</sub>** *Teachers' subject mastery does not relate to secondary school students' academic performance in Islamic studies*

**Table 3: Pearson r- Analysis Showing Relationship between Teachers' subject mastery and Secondary School Students' Academic Performance in Islamic Studies**

Variable	No	Mean	Standard Deviation	Df	Cal.r Value	Cri.r Value	Remark
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Teachers' Subject Mastery	300	26.0620	4.4783				
				298	*0.692	0.113	HO <sub>2</sub> accepted
Academic Performance	300	28.0800	4.9425				

Significant at 0.05 alpha level

Table 3 shows that calculated r-value was 0.692 while the critical r-value was 0.113 with 298 degree of freedom and at alpha level of 0.05 significant. Since the calculated r-value was greater than the critical r-value, the operational hypothesis was accepted and the alternative hypothesis was rejected that: there is no significant relationship between teachers' subject mastery and secondary school students' academic performance in Islamic studies in Ilorin Emirate, Nigeria.

**H<sub>03</sub>** *Teachers' educational qualification does not relate to secondary school students' academic performance in Islamic studies*

**Table 4: ANOVA Analysis Showing Relationship between Teachers' Educational Qualification and Secondary School Students' Academic Performance in Islamic Studies.**

	Sum of squares	Df	Mean Square	F	Sig.	Remark
Between Groups	4211.068	5	842.214			
With in Groups	3093.012	294	10.520	*80.055	0.000	HO <sub>3</sub>
<b>Total</b>	7304.080	299				Rejected

Significant at 0.05 alpha level

Table 4 shows that the Calculated F value was (80.055) with P-value of 0.000 computed at an alpha level of 0.05. Since the Calculated P-value was less than the alpha level of 0.05, the hypothesis was hereby rejected and the alternative hypothesis accepted that: there is a significant relationship between teachers' educational qualification and secondary school students' academic performance in Islamic studies in Ilorin Emirate, Nigeria.

In order to ascertain where the relationship lies, Scheffe post hoc test was carried out and the output was illustrated in Table 8:

**Table 5: Scheffe Post Hoc Test Showing relationship between Teachers' Educational Qualification and Secondary School Students' Academic Performance**

Teachers' Educational Qualification	N	Subset for alpha = 0.05		
		1	2	3
Diploma	19	22.8947		
NCE	101	24.6634		
B.A (Ed) Islamic Studies	27		27.4444	
B.A Islamic Studies	19		27.5789	
M.A Islamic Studies	48			33.4767
M.A (Ed) Islamic Studies	86			33.5239
<b>Sig.</b>	<b>0.439</b>	<b>0.670</b>	<b>0.835</b>	

Table 5 reveals that out of all items under educational qualification, M(Ed) and M.A Islamic studies are the most significant with the mean scores of (33.52) and (33.48) in subset 3. The next are B.A and B.A (Ed) Islamic studies with the mean scores of (27.58) and (27.44) in subset 2.

While NCE and Diploma Islamic studies are the least with mean scores of (24.66) and (22.89) in subset 1. This shows that Islamic studies teachers with M.A (Ed) and M.A are more qualified in teaching Islamic studies in secondary schools.

**H<sub>04</sub>** *Teachers’ teaching experience does not relate to secondary school students’ academic performance in Islamic studies*

**Table 6: ANOVA Analysis Showing Relationship between Teachers’ Teaching Experience and Secondary School Students’ Academic Performance in Islamic Studies.**

	Sum of squares	Df	Mean Square	F	Sig	Remark
Between Groups	649.758	2	824.897			
With in Groups	1651.068	297	5.559	* 58.442	0.000	HO <sub>4</sub>
Total	2300.826	299				Rejected

Significant at 0.05 alpha level

Table 6 shows that the Calculated F value was (58.44) with P-value of 0.000 computed at an alpha level of (0.05). Since the Calculated P-value was less than the alpha level of (0.05), the hypothesis was hereby rejected and

the alternative hypothesis accepted that: there is a significant relationship between teachers’ teaching experience and senior secondary school students’ academic performance in Islamic studies in Ilorin Emirate, Nigeria.

**Table 7: Scheffe Post Hoc Test Showing Relationship between Teachers’ Teaching Experience and Secondary School Students’ Academic Performance**

Teachers’ Teaching Experience	N		Subset for alpha = 0.05		
			1	2	3
1 to 10 years	102	22.9706			
21 years and above	87		27.4828		
11 to 20 years	111			33.2432	
<b>Sig.</b>		<b>1.000</b>	<b>1.000</b>	<b>1.000</b>	

Table 7 reveals that out of all items under teaching experience, Islamic studies teachers with 11- 20 years in teaching the subject are the most significant with the mean score of (33.24) in subset 3. It is followed by those that have been teaching Islamic studies for 21years and above and its mean score is (27.48) in subset 2, while Islamic studies teachers 1-10 years in teaching the subject are the least with mean score of (22.97) in subset 1. This shows that Islamic studies

teachers with 11-20 years are more experienced in teaching Islamic studies in secondary schools.

### 8. Discussion of Findings

The finding of this study revealed that no significant relationship existed between teachers’ teaching approach and secondary school students’ academic performance in Islamic studies in Ilorin Emirate. The mean

score of the teachers' teaching approach which was (25.44) with standard deviation of (4.39) and academic performances of students' mean score which was (28.08) with standard deviation of (4.94) had showcased that the mean score and standard deviation of teachers' teaching approach were less than that of the students' academic performance. This indicated that there was no significant relationship between teachers' teaching approach and students' academic performance in Islamic studies in Ilorin Emirate, Nigeria. This finding is not in line with the submission of Olorundare (2010) when he noted that teaching approach employed by teachers while teaching has positive relationship with academic performance of the students.

The finding of this study revealed that no significant relationship existed between teachers' subject mastery and secondary school students' academic performance in Islamic studies in Ilorin Emirate. The mean score of the teachers' subject mastery which was (26.06) with standard deviation of (4.48) and academic performances of students' mean score which was (28.08) with standard deviation of (4.94) had showcased that the mean score and standard deviation of teachers' subject mastery were less than that of the students' academic performance. This indicated no significant relationship between teachers' subject mastery and students' academic performance in Islamic studies in Ilorin Emirate, Nigeria. This finding is not similar to the findings of Olaleye (2011) who found that teachers' mastery of subject relate positively to academic performance of students.

The finding of this study revealed that a significant relationship existed between teachers' educational qualification and secondary school students' academic

performance in Islamic studies in Ilorin Emirate. This might be as a result of hierarchies of educational qualification that teachers possess which give them ability to inspire the students in effective manners. The finding of this study was in line with the findings of Abugu, Dike & Umeobika (2013) who found in their study that teachers' qualification has a great relationship with students' academic performance. They submitted that students learn more from teachers who hold Bachelor's or Master's degree in the subject they teach.

The finding of this study revealed that a significant relationship existed between teachers' teaching experience and secondary school students' academic performance in Islamic studies in Ilorin Emirate. It was also found in this study that teachers with 11-20 years of teaching experience are more effective. This might be as a result of activeness in such teachers by that period. In the other hand for those with 21 years and above teaching experience, it might be as a result of diminishing return set in during their administrative appointment that made them vacate class activities. The finding of this study is relevant to the findings of Adeyemi (2008) and Abdur-Rafiu (2009) that teachers' teaching experience has significant relationship with students' learning outcomes. Adeyemi (2008) added that schools that have more teachers with five years and above teaching experience achieved better than schools having more teachers with less than five years teaching experience.

## 9. Conclusions / Recommendations

Based on the research question answered and the hypotheses tested, the following conclusions are drawn:

- There was no significant relationship between teachers' teaching approach and secondary school students' academic performance in Islamic studies in Ilorin Emirate, Nigeria.
- There was no significant relationship between teachers' subject mastery and senior secondary school students' academic performance in Islamic studies in Ilorin Emirate, Nigeria.
- Islamic studies teachers with M.A (Ed) and M.A in Islamic studies are more qualified in teaching the subject in secondary schools favorably than the rest teachers with educational qualification bellow it.
- Secondary school teachers with more years of teaching experience produce students with high academic performance than their counterpart who have less experience in teaching.

In view of the findings of this study, the following recommendations were made:

- Qualified and experienced teachers of Islamic studies should be employed in the teaching profession and they should be provided with more incentives and better promotional prospects.
- Government and other educational policy makers should realize the importance of Islamic uplift which has to do with worship (Ibadah) and prevention of all sorts of vices such as cultism, hooliganism, drug abuse, and examination malpractice e.t.c therefore; Islamic studies should be involved in planning and review of the curriculum.
- Islamic studies teachers should be encouraged to improve on their methods of teaching by attending

refresher courses, workshops or seminars organized for such purpose. Those who have deficiencies in English or Arabic languages among the Islamic studies teachers should try as much as possible to remedy their deficiencies.

- Ministry of Education should prioritize the supervision of teachers in the public schools in order to detect the lapses existing in teaching and learning environment.
- Islamic studies teachers should encourage learning of the subject at all levels of educational system for moral development through their sacrifice to write relevant and suitable textbooks for the use of the students. They should also employ suitable teaching approach and improvise relevant teaching aids by themselves if not available rather than relying on the government solely.

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