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**RELATIONSHIP BETWEEN TEACHER QUALITY AND STUDENT  
ACADEMIC PERFORMANCE IN SENIOR SECONDARY SCHOOLS IN BENIN  
MUNICIPALITY, EDO STATE**

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**Abstract**

*The study investigated the relationship between teacher qualities on student academic performance in Benin Municipality of Edo State, Nigeria. The correlation survey research design was adopted. The population comprised of the 47 public senior secondary schools in the municipality, while the sample was made up of 15 public senior secondary schools in Benin Municipality, which represented more than 20% of the population. Five secondary schools were selected from each of the three Local Government Areas that made up the municipality, using the stratified random sampling technique. The instrument were validated by the experts in educational management and in educational evaluation and counselling psychology, while test retest method was used to determine the reliability which gave  $r$  value of 0.69. Data was collected using "Teacher Quality Questionnaire (TQQ)" and "Student Academic Performance Checklist for Mathematics and English (SAPCME)". Three research questions were raised to guide the study, two were answered, while one was hypothesised. Collated data were analysed using percentage, mean, while the formulated hypothesis was tested using Pearson's Product Moment Correlation ( $r$ ) at 0.05 level of significance. The result of the hypothesis testing revealed a negative relationship between teacher quality and student academic performance in the Municipality. It was therefore recommended that though teacher quality seemed to be high, there is need to fathom a method of assisting weak students in these two important subjects.*

**Keywords:** Teacher quality, Student academic performance, Senior secondary schools, Edo State

**Introduction**

The growth of any nation is pivoted on sound education for its populace. This implies that education is a channel for implementing changes in the society in order to put together a well-developed nation. Education can be regarded as the “heartbeat’ of any nation. Therefore, a nation must cater for her educational system to keep it alive technologically, economically, politically, socially and to ensure quality products. The development of any nation depends on the conscious efforts of the government and other stakeholders to ensure that quality education is provided to meet the needs of the citizens. This demand for quality in education is not out of place considering the huge sum of money that goes into the system.

According to Nkom (2017), the issue of quality in the Nigerian system of education starts from basic education. 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 and should focus not only on excelling in examinations but on improving students’ cognitive, affective and psychomotor domain, to facilitate and support the work of teachers and students at all levels of education.

Education at the secondary school level is regarded as the foundation towards higher knowledge in tertiary institution. The importance of secondary education in an educational system cannot be overemphasized. Apart from serving as the link between primary and tertiary education, it provides opportunity for a child to acquire additional knowledge beyond that he or she receives at the primary school level. One major factor that spurs the acquisition of knowledge at the secondary level in Nigeria is that education at the primary school level is proving to be insufficient for a child to acquire permanent literacy, numeracy and communicative skills expected from him/her at the end of the training (Chinelo, 2011; Ige, 2011; Yusuf, 2009; Osho and Osho, 2000). The goals of Nigerian secondary education in specific terms are spelt out in the National Policy on Education as follows:

1. To provide all primary school-leavers with the opportunity for education of a higher level, irrespective of sex, religion, social status or ethnic background.

2. To offer diversified curriculum to cater for the differences in talents, opportunities and future roles.
3. To provide all primary school leavers with the opportunity for education of a higher level, irrespective of sex, religion, social status or ethnic background.
4. To offer diversified curriculum to cater for the differences in talents, opportunities and future roles.
5. To provide trained man-power in the applied science, technology and commerce at sub-professional grades.
6. To develop and promote Nigerian languages, arts and culture in the context of world cultural heritage.
7. To inspire students with desire for self-improvement and achievement of excellence.
8. To foster national unity with an emphasis on the communities that unites us in our diversity.
9. To raise a generation of people who think for themselves, respect the views and feelings of others, respect the dignity of labour, and appreciate those values specified under our national goals.
10. To provide technical knowledge and vocational skills necessary for agricultural, instruction, commercial and economic development (Federal Republic of Nigeria, 2013).

To achieve these goals, efforts should be mobilized in the direction of sustaining high benchmarks and models in schools. These benchmarks will be replicated in the academic performance of students which measures the success of any educational institution.

The poor academic performance of students in recent times is a major concern of public interest to policymakers, educational planners and administrators. The poor performance is reflected in the low performance of students in public examinations, in Mathematics and English, which are very essential in gaining admission to higher institutions. It is indeed alarming and may indicate a decline in quality education received by students. Low academic performance has been observed in assured subjects, especially in Mathematics and English Language among Secondary School students (Adesemowo, 2013). The poor academic performance at the secondary level of education could result from the teacher, school, home environment and so on. While

the students have their own portion of the blame, a substantial part of inadequacy may lie at the doorsteps of the nations' policymakers or leaders, who over the years seem to have treated the sector with levity. The poor performance of students in Nigeria is regrettably shameful as it reflects the state of the educational system of the nation as a whole. Records have shown that students' performance in senior secondary certificate examination (SSCE) is quite below average (Ikoh, 2007). Ogunsaju (2004) also opined that the academic standard has declined below societal expectations in all Nigerian educational institutions. Similarly, Adenipekun (2018) in his study found out that the performance of students in the West African Examinations Council (WAEC) for the Senior School Examinations in Nigerian secondary schools has not made remarkable progress over the years: 52.92% in (2016), 59.22% in (2017) and 49.98% in 2018. The low academic performance of students in Nigeria could be attributed to low quality of teachers (Oluremi, 2013). The teacher is a very important resource in any educational system. According to (Boyd, Landford, Loeb, Rockoff and Wyckoff, 2018) the most important educational resource is the teacher. Good buildings, good environment and equipment, special services and others can provide favourable learning, but the learning experiences must be directed by competent teachers (Oluremi, 2013). The success of any teaching and learning process which influences student's academic performance depend on how effective and efficient the teachers are (Simpson and Weiner 1989). Teachers influence is always felt in every aspect of the society. No nation ever rises above the quality of its teachers illustrates the pivotal position teacher occupies in the society (Okemakinde and Adewuyi, 2013). The task performance of teachers and schools is naturally determined by the academic performance of learners in the school. This is evaluated by the level of success students achieve in their external examinations for various subjects registered. Students are expected to achieve a minimum of five credit level passes, including English Language and Mathematics if they are to be adjudged as successful academically. This is because progress to enter tertiary level education will require that qualification, otherwise the candidate will have to try another time. Therefore, teachers need to be adequately motivated, monitored and supervised, acquire the necessary professional qualification to enhance

their job performance which invariably would improve the learners' performance leading to quality education delivery.

No doubt the services of the teacher is indispensable and important in achieving quality education, especially at the secondary education which is a very critical level of any educational system, because it is the bedrock on which higher education is built. As the foundation of whatever a child wants to become in life academically is laid here. Rao and Kumar (2004) opined that teacher quality is important because the effectiveness of every teacher is the life of every educational institution. Also agreeing with these findings, Looney (2011) explained that qualified teachers need to have several abilities, including having broad knowledge, developing good relationships, classroom management, verbal skills, teaching and collaborative skills at work. Teachers' quality thus, becomes important in order to maximize the quality of output and improve student academic performance expected to be derived through educational grooming in the secondary schools, as only the qualified teacher in a given discipline can be expected to deliver quality instruction to learners at school. Teachers' quality is derived from the levels of qualification, teaching experience, curriculum delivery and periodical capacity development that teachers are granted. The strive by school principals to build on teaching quality in their institutions is rooted on the expectation for continuous improvement in the teachers instructional tasks delivery. This underscores the value of teachers' quality in the service as the core factor for more focused attention of the government and school principals. A failure in this respect can result to undesirable consequences such as poor academic performance of learners, low capacity development of teachers and inadequate teaching and learning in secondary schools in the region. In view of the above, and in order to improve student academic performance, there is the need therefore to examine the quality of teachers in secondary schools. It is against this background that this study examines the relationship between teachers' quality and students' academic performance in public senior secondary schools in Benin Municipality.

### **Statement of Problem**

One of the purposes of education is acquisition of knowledge and skills, students' performance after graduation can be seen as a reflection of

their performance in school. This also borders on the quality of human and material resources which are available during their schooling. For many years, educators and researchers have debated on which school variables influence student academic performance. As policy-makers become more involved in school reform, greater attention is given to the role teacher quality plays in students' performance. Teachers are the backbone of an educational activity. The success and failure of any educational activities highly depends on their performance. The government has stated that no education system can rise above the quality of its teachers (FRN, 2013). A low quality teacher is referred to as incompetent. An incompetent teacher is a disgrace to the teaching profession. Such incompetence may be a matter of low intellectual capacity, inadequate training, and resistance to modern methods of teaching, or poor attitude about the teaching profession among others. Although several attempts have been made at improving teacher quality and teaching facilities, these efforts seem not to have been proportionately reflected in students overall performance. Ochuba (2009) reported that there has been a public outcry on the continual decline in the standards of education in Nigeria as indicated in the performance of student in public examination. The question then is could teachers quality predict students academic performance? This study therefore seeks to find out the relationship between teacher quality and student academic performance in public senior secondary schools in Benin Municipality.

### **Research Questions**

The following research questions were raised to guide this study.

1. What is the level of teacher quality in public senior secondary schools in Benin Municipality?
2. What is the level of academic performance of student in public senior secondary schools in Benin Municipality?
3. Is there relationship between teacher quality and students' academic performance in public senior secondary schools in Benin Municipality?

### Research Hypothesis

Research questions 1-2 were answered directly while questions 3 was hypothesized thus:

1. There is no significant relationship between teacher quality and student academic performance in public senior secondary schools in Benin Municipality.

### Purpose of the Study

The main purpose of this study is to investigate the relationship between teacher quality and student academic performance in public senior secondary schools in Benin Municipality of Edo State. The specific objectives of the study are:

1. determine the level of teacher quality in public senior secondary schools in Benin Municipality;
2. determine the level of Academic performance of students in public senior secondary schools in Benin Municipality; and
3. examine the relationship between teacher quality and student academic performance in public senior secondary schools in Benin Municipality.

### Methodology

Table 1: Distribution of Schools in Benin Municipality of Edo State.

Local Government Areas in Benin Municipality	Number of Schools in Each LGA	No Of Sampled Schools in Each L.G.A	No of Principals Sampled	No of Teachers Sampled
Egor	13	5	5	50
Oredo	14	5	5	50
Ikpoba Okha	40	25	5	50

This study adopted the correlational survey research design. The population of this study comprised all the 47 public senior secondary schools in Benin Municipality in Edo state. The Sample for the study consists of 15 public senior secondary schools drawn from the three (3) LGA in Benin Municipality, Edo State using the multistage sampling procedure. From each (3) LGA, five (5) public senior secondary schools were selected using stratified random sampling technique. From each secondary school, ten (10) teachers were selected using simple random sampling technique to take part in the study. A total of 15 principals



and 4461 students were used for the study. A self-designed questionnaire titled: "Teacher Quality Questionnaire (TQQ)" and "Student Academic Performance Checklist for Mathematics and English (SAPCME) were used to gather relevant data and response. The TQQ was validated by experts from the Faculty of Education, University of Benin. The questionnaire was subjected to a pilot test, using two public senior secondary schools in Benin Municipality of Edo State that were not included in the study. The data collected were analysed using Cronbach Alpha and the reliability was established at 0.87. At the end collected data were analyzed using frequency count, percentage and mean, to answer question 1 and 2 while the Pearson Moment Correlation Coefficient was employed to test the hypothesis at 0.05 level of significance.

## Results

### Section A: Demographic Data of the Respondents

**Table 2: Socio-Demographic Characteristics of the Respondents**

Demographic	Characteristics	Frequency	Percentage (%)
Sex of Principals	Male	8	53.3
	Female	7	46.7
	<b>Total</b>	<b>15</b>	<b>100.0</b>
Type of School	Mixed	9	60.0
	Boys only	3	20.0
	Girls only	3	20.0
	<b>Total</b>	<b>15</b>	<b>100.0</b>
Sex of Teachers	Male	51	34.0
	Female	99	66.0
	<b>Total</b>	<b>150</b>	<b>100.0</b>
Highest Level of Education	NCE	13	8.7
	HND	12	8.0
	B.Ed/B.Sc. Ed.	84	56.0
	B.A/B.Sc.	20	13.3
	Others	21	14.0
<b>Total</b>	<b>150</b>	<b>100.0</b>	
Years of Experience	0-5 years	54	36.0
	6 years and above	96	64.0
	<b>Total</b>	<b>150</b>	<b>100.0</b>

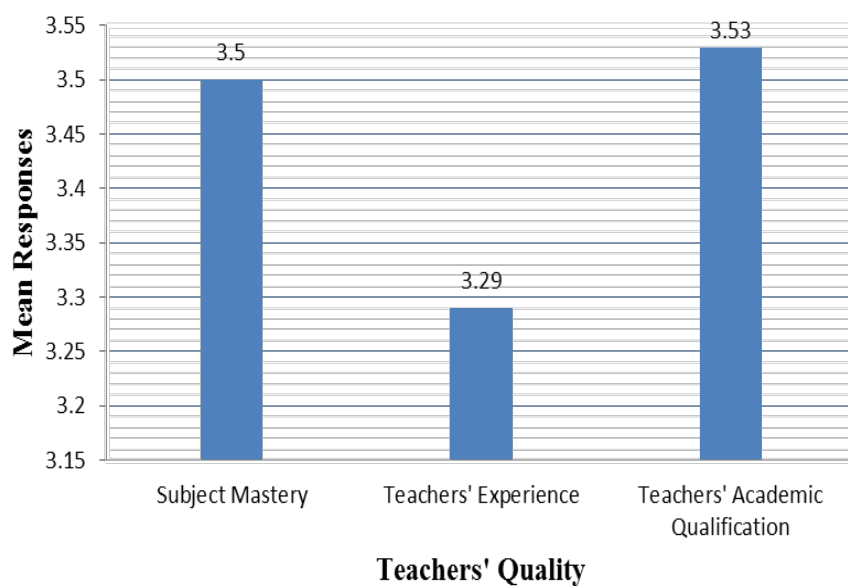
**Research Question 1****What is the level of teacher quality in public senior secondary schools in Benin Municipality?**

To answer research question 1, the total number of respondents (principals) which is also the raters' scores were analyzed and were used to determine the level of teachers' quality in the 15 sampled schools. The benchmark for grading the scores is as follows: 1.00 - 1.99 = Low; 2.00 – 2.99 = Moderate and 3.00 and above = High. The detail was presented in Table 2.

**Table 3: ;8Level of Teachers' Quality**

<b>Indices of Teachers' Quality</b>	<b>Raters' Score</b>	<b>Mean Average</b>	<b>Standard Deviation</b>	<b>Remarks</b>
Subject Mastery	2628	3.50	0.57	High
Teachers' Experience	2470	3.29	0.68	High
Teachers' Academic Qualification	2647	3.53	0.60	High
<b>Aggregate</b>	<b>7744</b>	<b>3.44</b>	<b>0.62</b>	<b>High</b>

The data in Table 2 shows the level of teachers' quality as rated by principals in public senior secondary schools in Benin Municipality. It shows that teachers' quality was high in the area of subject mastery (mean=3.50), teachers experience (mean=3.29) and teachers' academic qualification (mean=3.53). Therefore, with an aggregate mean score of 3.44, the level of teachers' quality in public secondary schools in Benin Municipality was high.



**Figure 1: Level of Teachers' Quality**

**Table 4: Mean and Standard Deviation Responses of Level of Teachers' Quality**

S/N	Items	Score	Mean	Std. Dev.
	<b>Subject Mastery:</b>			
1	Teachers have adequate knowledge of subject matter	542	3.61	0.565
2	Teachers make use of relevant instructional material in the classroom when they teach	483	3.22	0.612
3	Teachers ensures students understand lessons being taught	539	3.59	0.545
4	Teachers teach topics related to	531	3.54	0.587

	their subject matter			
5	Key concept in subject area are well explained to the students by the teachers	533	3.55	0.550
<b>A</b>	<b>Average</b>	<b>2628</b>	<b>3.50</b>	<b>0.572</b>
	<b>Teachers' Experience:</b>			
6	Teachers in my school are well experienced	537	3.58	0.534
7	Teachers utilize experience gathered while teaching the students	519	3.46	0.598
8	The longer teacher stay in my school the better they perform	414	2.76	0.857
9	Experienced teachers in my school have less difficulty in teaching	493	3.29	0.754
10	Well experienced teacher employ the best teaching method during service delivery.	507	3.38	0.672
<b>B</b>	<b>Average</b>	<b>2470</b>	<b>3.29</b>	<b>0.683</b>
	<b>Teachers' Academic Qualification:</b>			
11	Teachers in my school are academically qualified in the subject they teach	544	3.63	0.55

12	Efforts are being made by my teachers to improve their academic qualifications	511	3.41	0.625
13	Academically qualified teachers in my school have less difficulty in teaching	497	3.31	0.787
14	Majority of teachers in my school possess a degree in their subject area	559	3.73	0.504
15	Teachers apply knowledge acquired in teaching student	535	3.57	0.549
<b>C</b>	<b>Average</b>	<b>2646</b>	<b>3.53</b>	<b>0.603</b>
<b>Overall Teachers Quality(A+B+C)</b>			<b>3.44</b>	<b>0.619</b>

**Research Question 2: What is the level of academic performance of students in public secondary schools in Benin Municipality?**

To answer research question 2, the grade of students' results in West African Senior School Certificate (WASSCE) for the two (2) core subjects, that is Mathematics and English were collected from the 15 sampled schools for 2017/2019 and 2018/2019 academic sessions. The data were descriptively analysed using percentages and means. The mean benchmarks was set at 1 - 1.99 as low, 2 - 2.99 as moderate and 3 and above as high. Also, the WAEC standard of grading was used thus: A1, B2 and B3 are regarded as Distinctions, C4, C5 and C6 are regarded as Credit, D7 and E8 are regarded as Pass while F9 is regarded as Fail. Going by this WAEC grading system, it means that students who obtained distinctions and credits are those considered to have passed the examination while students whose results fall within the category of D7, E8 and F9 are those considered to have failed the examination.

The results collected from each sampled schools for each session from 2017/2018 and 2018/2019 academic years were collated and converted into nominal scale before their mean performances were calculated in segments. The analysis is shown in Table 5.

**Table 5: Level of Academic Performance of Students**

Number of Students	Performance						Overall Mean Performance
	Distinction	Credit	Total High Pass	Pass	Fail	Total Low Pass	
4461	1081 (24.23%)	2394 (53.67%)	<b>3475</b> <b>(77.90%)</b>	782 (17.53%)	204 (4.57%)	<b>986</b> <b>(22.10%)</b>	2.94

The data in table 5 shows the summary of level of academic performance of in public senior secondary schools in Benin Municipality. The analysis of data indicates that the 15 schools sampled had a total student population of 4461, out of which 1081 (24.23%) had Distinctions, 2394 (53.67%) had Credit, 782 (17.53%) had Pass and 204 (4.57%) failed. It also reveals that 3475 (77.90%) students had good performance, while 986 (22.10%) had poor performance in the municipality between 2017/2018-2018/2019 academic sessions. In summary, level of academic performance of students in public senior secondary schools in Benin Municipality was moderate with an aggregate mean of 2.94.

**Hypothesis 1: There is no significant relationship between teacher quality and student academic performance in public secondary schools in Benin Municipality**

To test the hypothesis on the relationship between teacher quality and student academic performance in public senior secondary schools in Benin Municipality, data of teachers' quality scores were computed based on sampled schools. The grades of students' result obtained from each sampled school were converted into an interval scale data where 4 was regarded as distinction, 3 was credit, 2 was passed and 1 failed. Then the mean scores obtained for teachers' quality and students' academic performance was computed and tested for the 15 sampled schools using Pearson "r" as shown in Table 6.

**Table 6: Pearson's Correlation Showing Relationship between Teacher Quality and Student Academic Performance**

Variables	N	Mean	Std. Dev	r-Cal	Alpha Value	Sig. (2-tailed)	Decision
Teachers' Quality	15	3.44	0.62	0.101	0.050	0.721	Ho <sub>1</sub> Retained
Students' Academic Performance	15	2.94	0.70				

P > 0.05

The data in Table 6 shows a P r value of 0.101 with a corresponding p-value of 0.721 at an alpha level of 0.05. The obtained r value shows a positive but very weak relationship between teachers' quality and students' academic performance. The p-value is greater than the alpha value of 0.05, thus the null hypothesis was retained. This implied that there was no significant relationship between teachers' quality and students' academic performance in public senior secondary schools in Benin Municipality.

#### Discussion of Findings

The first objective of this study was to determine the level of teacher's quality in public secondary schools in Benin municipality of Edo State. Finding revealed that the level of teachers quality in Benin municipality senior public secondary schools was high (mean = 3.44). The high level of teachers' quality could probably be that teachers with at least a degree in the area of study are being absorbed into the school system, the teachers could have sound knowledge of subject matter and most of the teachers are well experienced thereby ensuring quality control in the teaching-learning process. The result agreed with the findings of Rao and Kumar (2004) that teacher quality is important because the effectiveness of every teacher is the life of every educational institution. Also agreeing with the findings, Looney (2011) explained that qualified teachers need to have several abilities, including having broad knowledge, developing good relationships, classroom

management, verbal skills, teaching and collaborative skills at work. This implied that teachers need to develop themselves professionally, attend seminars, gather more knowledge in their field and upgrade their qualifications for the utmost benefit and improvement of teaching and learning process.

The finding on the level of students' academic performance in Benin Municipality senior secondary schools showed that academic performance was moderate with percentage pass of students with distinctions and credits at 77.90%. The finding also showed an equivalent student academic performance mean value of 2.37. The number of students who had distinctions and credits in the three local governments in Benin Municipality was fairly higher when compared to those who failed. The finding did not satisfy the yearnings and aspiration of Nigerians as rightly observed by Adesemowo (2013) that there was poor academic performance in school subjects, especially Mathematics and English Language among Secondary School students. It was also supported by Ogunsaju (2004), who stated that the academic standard was declining below societal expectations in all Nigerian educational institutions. This performance suggested a problem in Benin Municipality and the country in generally.

The findings on the relationship between teacher quality and student academic performance in public secondary schools revealed that there was no significant relationship between teacher quality and student academic performance in public senior secondary schools in Benin Municipality with P-value of 2.94. The result of the analysis agreed with the study conducted by Eguonour (2018) on teacher quality and student academic performance in secondary schools in Esan West Local Government of Edo State, Nigeria revealed a significant relationship between teacher quality and student academic performance. This is further supported by findings of Afolakemi and David (2007) which revealed that the higher the quality of teaching personnel, the better the academic performance of students. Conversely, a case of unsatisfactory student academic performance would continue to prevail where incompetent teachers are engaged to teach in the schools.



### Conclusion and Recommendations

The study investigated teacher quality as correlate of student's academic performance in Benin Municipality of Edo State. The study showed a positive but very weak relationship between teacher quality and student academic performance. It was concluded that public senior secondary schools teachers in Benin Municipality still have a lot to do in channeling the knowledge obtained as a result of experience, qualification and professional development into teaching to enhance student academic performance. It was recommended that though teacher quality seemed to be high, there is need to fathom a method of assisting weak students in these two important subjects.

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