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Teachers' Quality and Students' Academic Performance in Secondary Schools in Ondo North Senatorial District of Ondo State, Nigeria

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Abstract.

The education sector concern about the dwindling quality of secondary school education in Nigeria has persisted over the years. This state of affairs has seemingly been attributed to perceived inadequacies in teachers' quality based on the expectation that only well qualified teachers can produce learners of sound mind and academic ability to achieve the educational objectives. The present study therefore investigates the levels of teachers' qualifications, teaching experiences, staff capacity development and instructional task performance which impact on the students' academic achievement with the view to identifying possible solutions to poor academic performance in secondary schools in Ondo North Senatorial District of Ondo State, Nigeria. Descriptive research design of the survey type and *ex-post facto* research design were adopted. The sample comprised 30 principals and 600 teachers selected from 30 public secondary schools using the multi-stage, random sampling techniques. Data was collected using a Teachers' Quality Questionnaire (TQQ) and a Students' Academic Performance Proforma (SAPP). The Theoretical Framework of study was based on Deming's Theory of Total Quality Improvement Cycle towards the continuous improvement in organizational inputs and processes for achieving educational goals. The present study thus investigated five research questions and tested three hypotheses at 0.05 level of statistical significance. The research questions were analyzed using frequency count, percentage and mean score while the hypotheses were tested using the Pearson Product Moment Correlation (PPMC) at 0.05 level of significance. Results of the hypotheses testing revealed a strong, significant relationship between teachers' qualifications and students' academic performance ($r = 0.731$; $df = 611$; $p < 0.05$); a significant relationship existing between teachers' teaching experience and the students' academic performance ($r = 0.778$; $df = 611$; $p < 0.05$); and a significant relationship between teachers' capacity development and students' academic performance ($r = 0.921$; $df: 611$; $p > 0.05$). It was concluded that the teachers' qualifications and teaching experience are adequate while limited opportunities are available for teachers' capacity development and could have significant implications on students' academic performance. Based on the findings, it was recommended that teachers' capacity development should be improved and more instructional resources be provided to schools.

Keywords: Academic Achievement, Capacity Development, Instructional Task Performance, Teacher's Qualification, Teaching Experience.

1.1 Introduction

The development of any nation depends on the quality of its education and the conscious efforts of the government and other stakeholders to ensure that quality education is provided to meet the needs of the citizens. Thus, teachers' quality becomes important in order to maximize the quality of output expected to be derived from educational grooming in the secondary schools. Invariably, only the qualified teacher in a given discipline can be expected to deliver quality instruction to learners at school.

Teachers' quality derives 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.

School principals are often engrossed in administrative duties that could distract their concentration on their teachers' effective service delivery, and teachers' capacity development which demand organizing seminars and sponsoring teachers to attend workshops and conferences. The paucity of funds is often an explanation for such problems in the educational system.

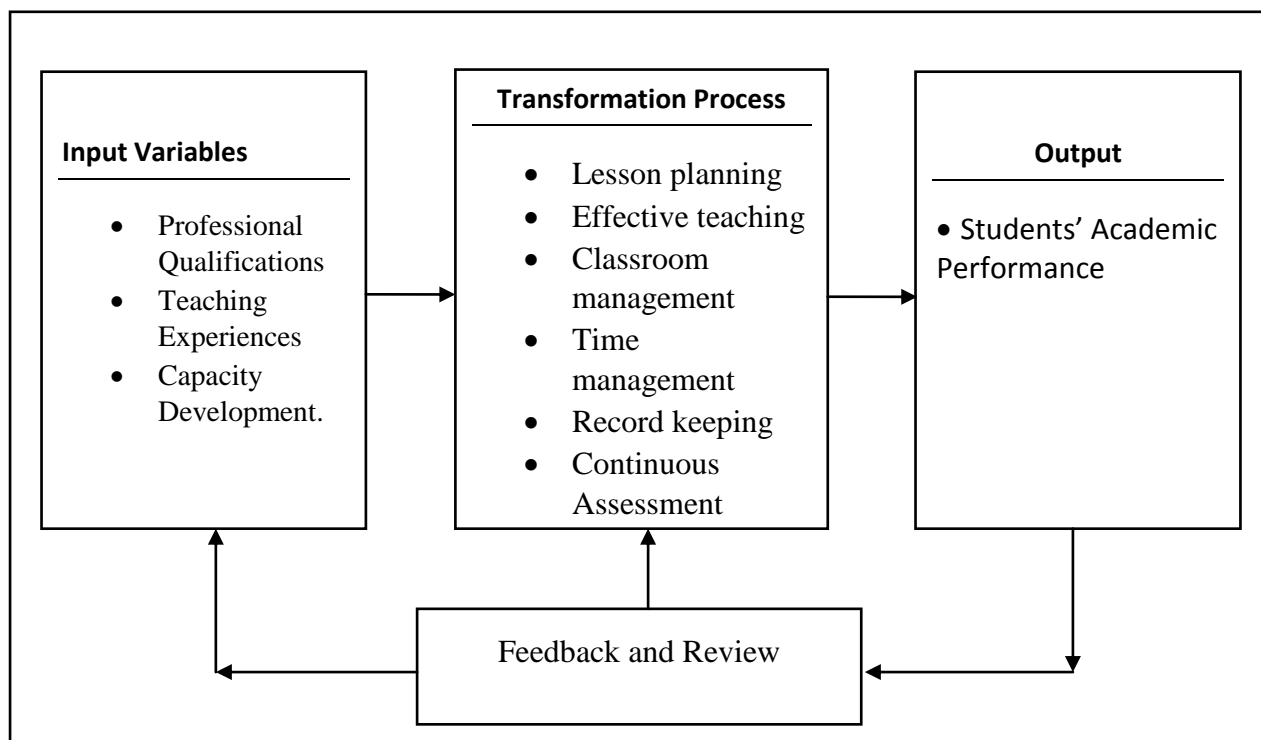
The task performance of teachers and schools is naturally determined by the academic performance of learners in the school. This is evaluated by the level of success students achieve in their external examinations for various subjects registered. Students are expected to achieve a minimum of five credit 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. The external examinations are taken under various examination bodies in Nigeria. These include the West African Senior School Certificate Examinations Council (for WASSCE), National Examination Council (NECO) and the National Board for Technical Education (NABTEB). The present study will conduct an analysis of students' academic performance from the West African Examinations Council (WAEC) for the Senior School Examinations conducted in schools between 2014 and 2018. A study shows that performance of students in this examination in Nigerian secondary schools has not made a remarkable progress over the years: 52.92% (2016), 59.22% (2017) and 49.98% in 2018 (Adenipekun, 2018).

The general experience in secondary schools in Ondo State has been any better. The academic performance of students obtaining five credits and above in subjects including English Language and Mathematics in the external examinations has reflected low percentages over several years. Available records have shown a cause for concern: 2015 (26.36%), 2016 (67.68%); 2017 (68.94%), 2018 (32.92%). The significant improvements recorded in 2016 (67.68%) and 2017 (68.94%) earlier reported (Ondo State Ministry of Education, 2018) has not been sustained. Rather, it declined to a poor result of 32.92% in 2018. This study therefore investigated the level of teachers' quality and related factors to determine their implications on the level of students' academic performance in secondary schools in Ondo North Senatorial District of Ondo State, Nigeria. The study will generate findings of immense benefit to the government, educational planners, school administrators and researchers in education. It is designed to create awareness and therefore form the basis for strategies to improve education in schools in the study area.

1.2 Theoretical Framework

The study is based on Deming's Theory of Total Quality Improvement Cycle which provides a useful framework for continuous improvement in the organizational inputs, processes, and institutional products. The Deming theory emphasizes an intensive, long-term effort directed at creating and maintaining high standards of product quality and service delivery to the parents and the larger society. In the context of this research, high quality education applies to students who obtained credit level passes in five (5) subjects including English Language and Mathematics in the senior school certificate examinations conducted by the West African Examinations Council.

The application of the Deming's theory is emphasized as it focuses on effective teachers' capacity development, instructional tasks performance and quality products that the secondary schools will turn out year in year out. The theory is depicted in a conceptual outlay shown below.



The theory emphasizes the teacher quality, teachers' academic qualification and capacity development in the teaching service. These factors are viewed as critical for expecting the product of school education to meet academic goals after schooling. On the whole it stresses that teacher effectiveness will arise from the input (teacher qualification and capacity development), the classroom transformation process (involving lesson preparation and management of the teaching-learning environment) and expectation of the output (reflected in students' learning outcome).

2.1 Teaching Quality and Teachers' Capacity Development

The quality of teaching hinges on teachers' quality, which encompasses both professional qualification and an up-to-date knowledge of the principles and practice of education. In the educational process, the factor is seen in possessing the competencies to teach effectively, support and produce the desired learning outcome for students. The ability of the teacher to understand what to teach, how to teach and measure students' educational achievements enhances the quality of classroom instruction in a way that parents get satisfactory output/products from the schools. Ayeni (2018a), suggested that Government should improve instructional inputs by providing adequate learning facilities and materials to stimulate teachers' instructional tasks performance in order to achieve the desired academic success of students in secondary schools.

Ogunbamerun's (2012) study of professional and technical competencies needed by teachers in secondary school education has emphasized the application of total quality management as the primary factor. It is indicated that teachers need improvement in instructional planning, learning environment interactions and evaluation skills. Jajua (2012) similarly posits that the proper use of instructional resources are best for attending to the learning needs of students in difficult subjects such as Chemistry or Physics. When the teacher can source for requisite materials and build such resources into the instruction process, the foundation is laid to enhance the students' acquisition of concepts and principles for in-depth learning. It is therefore expected that teachers should be empowered to develop up-to-date professional skills through in-service training, seminars and workshops that will enhance total commitment to effective teaching-learning process and foster improvement in students' academic performance.

Clearly, the interaction of serving teachers with other professionals in the service is a means to allow for cross-fertilization of ideas which would encourage innovative approaches in the teachers' instructional methods and classroom management.

More importantly, the development of new ideas and instructional approaches that arise in capacity development encounters would position the school principal and teachers to develop their competencies and encourage innovation in communication knowledge in schools (Obike, 2007; Oluwakemi, 2011). Similarly, Ezeugbor (2017) reports that school principals who provide opportunities for teachers to acquire professional competence through on-the-job training are a source of enhanced continuous improvement of students' performance in their schools. Clearly, the leadership skills of the principal are key to making teachers deliver properly.

2.2 Teachers' Instructional Task Performance and Students' Academic Performance

The instructional task performance by teachers is a measure of the extent to which teachers use best methods to produce the desired effect of achieving educational goals. It is a continuous process that takes into account the input, process and output phases of education (Ayeni, 2018b). The effectiveness of teachers in performing their instructional tasks is the beginning of laying the foundation for quality of education which supports students' academic performance in school. Ayeni (2018a) investigated teachers' professional ethics and instructional tasks performance as correlates of students' academic performance in secondary schools in Owo Local Government Area of Ondo State, Nigeria. The study revealed that a significant relationship exists between teachers' instructional tasks performance and students' academic performance.

The study conducted by Eguonour (2018) on teachers' quality and students' academic performance in secondary schools in Esan West Local Government of Edo State, Nigeria revealed a significant relationship between teachers' qualifications and students' 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 students' academic performance will continue to prevail where incompetent teachers are engaged to teach in the schools. The teachers' teaching competence is pivotal to having an effective teaching-learning environment focused on achievement of the institutional goal.

Quality teaching is what constitutes one of the major facets in educational production (Nwachukwu, 2011). It registers the school's effectiveness in providing meaningful education. This is because such a teaching is supported with the use of instructional resources that enhance students' learning, motivation and thereby lead to improvement in the overall academic performance. Berry (2010) stated that teachers who are well grounded in ICT facilities enhance students' access to information in building intellectual capacity for sound academic performance while the teachers' competence in analyzing, synthesizing and evaluating learning tasks fosters students' mastering of contents and improve academic performance.

3.1 Statement of the Problem

The dwindling level of students' academic performance prevailing in the Ondo North Senatorial District of Ondo State raises a growing concern of the education stakeholders in the State. This is because the low percentage of students who obtained five credit level passes and above in the senior secondary school external examinations denies the citizens of many opportunities for progress. It is worrisome because most of the students are denied tertiary education admission into choice fields because they lack the required credit level pass in both English Language and Mathematics.

A desirable learning situation is one that is devoid of a prevalent low academic performance of the students. The students will be provided instruction that is not characterized with failures attributed mainly to inadequacies in teachers' quality coupled with their limited professional experience and low capacity development opportunities provided for teachers. Where there is a prevalence of low qualification among the teaching force and limited teacher capacity building opportunities, there will be factors that impede the quality of instructional tasks delivery in schools and thereby cause low level of students' academic performance. This study therefore was carried out to investigate the level of teachers' quality and related factors in order to determine their relationship with students' academic performance in secondary schools in Ondo North Senatorial District of Ondo State. It is done with the view to unveiling possible ways to curb underperformance among the learners.

3.2 Research Questions

The following research questions were raised to guide the study:

1. What is the level of teachers' educational qualifications in secondary schools in Ondo North Senatorial District of Ondo State?
2. What is the level of teaching experience among teachers in secondary schools in Ondo North Senatorial District of Ondo State?
3. What level of capacity development is provided for teachers in the secondary schools?
4. What is the level of teachers' instructional tasks performance in secondary schools in Ondo North Senatorial district?
5. What is the level of academic performance exhibited by students in secondary schools in Ondo North Senatorial District of Ondo State?

3.3 Research Hypotheses

In order to generate meaningful insights on the identified problems, the study tested three null hypotheses as follows:

Ho1: There is no significant relationship between perceptions of teachers and school principals on the influence of the teachers' educational qualifications on students' academic achievement in secondary schools in Ondo North Senatorial District.

Ho2: There is no significant relationship between the perception of teachers and school principals on the teaching experience of teachers influencing students' academic performance in secondary schools in the study area.

Ho3: There is no significant relationship between the perceptions of teachers and school principals on the influence of the capacity development of teachers on academic performance of secondary school students in Ondo North Senatorial District.

3.4 Research Method

The study adopted the descriptive research design of survey and ex-post facto design. The sample comprised 600 teachers and 30 principals selected from 30 secondary schools obtained from using the multi-stage sampling procedure. From the existing six Local Government Areas (LGAs) in Ondo North Senatorial District, three LGAs were randomly selected to provide the respondents from the secondary schools. Samples were drawn from 30 of the secondary schools which also allowed for 30 school principals to participate. From these schools a total of 600 teachers was drawn. However, only 586 school teachers and 27 principals from 27 schools participated in providing responses.

A questionnaire titled Teachers' Quality Questionnaire (TQQ), and a Students' Academic Performance Proforma (SAPP) were used to collect data. The TQQ comprised two sections (A and B) to gather relevant data. Section 'A' sought for information on respondents' personal data of gender, educational qualifications, teaching experience and capacity development. Section B captured the variables of teachers' instructional tasks which included lesson planning, lesson delivery, instructional materials, continuous assessment, performance feedback, classroom management, instructional review, instructional records and staff capacity development factors. The research instruments involved a modified Likert Scale which was the 4-point Likert rating scale. This classified responses as Strongly Agree (4 points), Agree (3 points), Disagree (2 points) and Strongly Disagree (1 point).

The second research instrument, the SAPP, was ex post facto tool used to collect data on students' academic performance in past external senior secondary school examinations. Results of the West African Senior School Certificate Examinations (WASSCE) for three years obtained from the Ondo State Ministry of Education were used. The instrument was to show the level of students' academic achievement in various subjects they offered in the schools.

The research instruments were validated using face and content validity. The TQQ instrument was vetted by two experts in the Department of Educational Management and the Tests and Measurement Unit in Adekunle Ajasin University, Akungba-Akoko, Ondo State, Nigeria. This was to ensure that the questionnaire items adequately cover all the component variables of the research questions and hypotheses stated for the study. After the TQQ research instrument was pilot tested using a test-retest technique in two secondary schools outside the Local Government Areas selected for the study, the reliability coefficient was determined using Pearson Product Moment Correlation at 0.05 level of significance. This yielded a reliability coefficient of 0.85 for teachers' quality questionnaire and 0.97 for the performance proforma. Therefore, the instruments were generally regarded as reliable.

The research questions were answered using frequency counts, percentage and mean. The mean score values were rated as Low ($\bar{x} < 2.0$), Moderate $2.0 \leq \bar{x} \leq 3.5$ and High ($\bar{x} = > 3.5$). The students' academic performance was rated as High ($\bar{x} \geq 70\%$), Moderate ($50 \leq \bar{x} < 70\%$) while below 50% was considered as Low ($\bar{x} < 50\%$). In this study, teaching experience below four years was regarded as inexperienced while above four years was regarded as experienced. The hypotheses were tested using Pearson Product Moment Correlation at 0.05 level of significance.

4. Results

Results of the research questions were obtained from using descriptive statistical analysis of frequency counts, percentage, mean score and standard deviation. The research hypotheses were tested using inferential statistics of the Pearson Product Moment Correlation at 0.05 level of significance. The responses were recorded as Strongly Agreed and Agreed classified as Agreed, while Disagreed and Strongly Disagreed were classified as Disagreed in the statistical analysis.

The Research Question 1 stated: What is the level of teachers' educational qualifications in secondary schools in Ondo North Senatorial District of Ondo State?

This question was answered based on responses to the TQQ questionnaire. Table 1 gives the summary.

Table 1: Level of Teachers' Educational Qualifications

Highest Educational Qualification	F	%
N.C.E.	134	22.87
Bachelors Degree: B. Sc./B. A./B. Ed.	400	68.26
M. Ed./M. A./M. Sc.	47	8.02
Ph. D.	5	0.85

n = 586.

The data presented in Table 1 shows that the teachers have the requisite qualifications for teaching in the secondary schools. Majority of teachers in the schools (68.26%) hold the bachelors degree (B. Sc., B.A., or B.Ed.) which was followed by the Nigeria Certificate in Education (NCE: 22.87%). A good number of the teachers (8.87%) have postgraduate degrees (M.A., M.Sc., M. Ed. or Ph. D.). This distribution is pictorially presented (See Fig. 1).

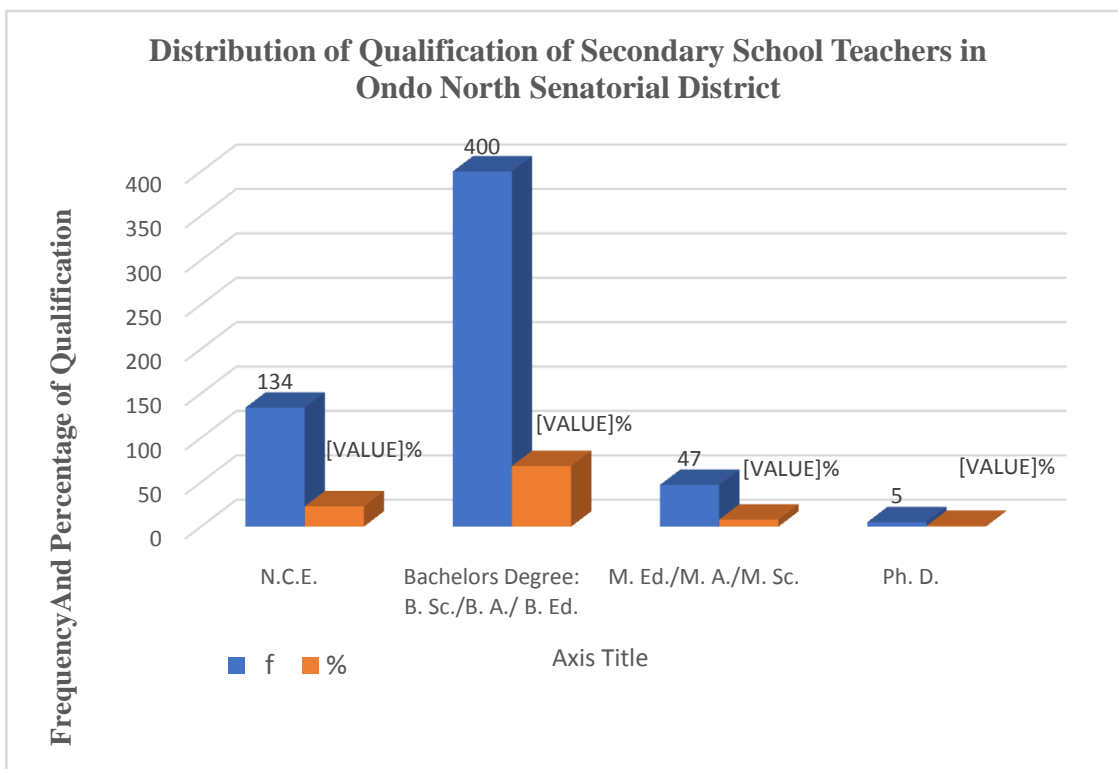


Fig. 1: Distribution of Teachers in Secondary Schools by Qualification

The Research Question 2 investigated the level of teachers’ teaching experience in secondary schools in Ondo North Senatorial District of Ondo State? The responses are summarized in Table 2.

Table 2: Level of Teachers’ Teaching Experience (n=586)

Experience	Frequency (f)	%
1 – 4 Years	65	11.09
5 – 8 Years	120	20.48
9 – 12 Years	177	30.20
13 – 16 Years	148	25.26
17 – 20 Years	39	6.66
Over 20 Years	37	6.31

n = 586.

The data presented in Table 2 shows that only a small number of the teachers are inexperienced (11.09%) because they do not have the minimum recognized teaching experience up to 5 years in teaching service. However, most of the teachers are experienced staff (88.91%) who have 5 years of teaching experience and above. This analysis is pictorially represented in Fig. 2.

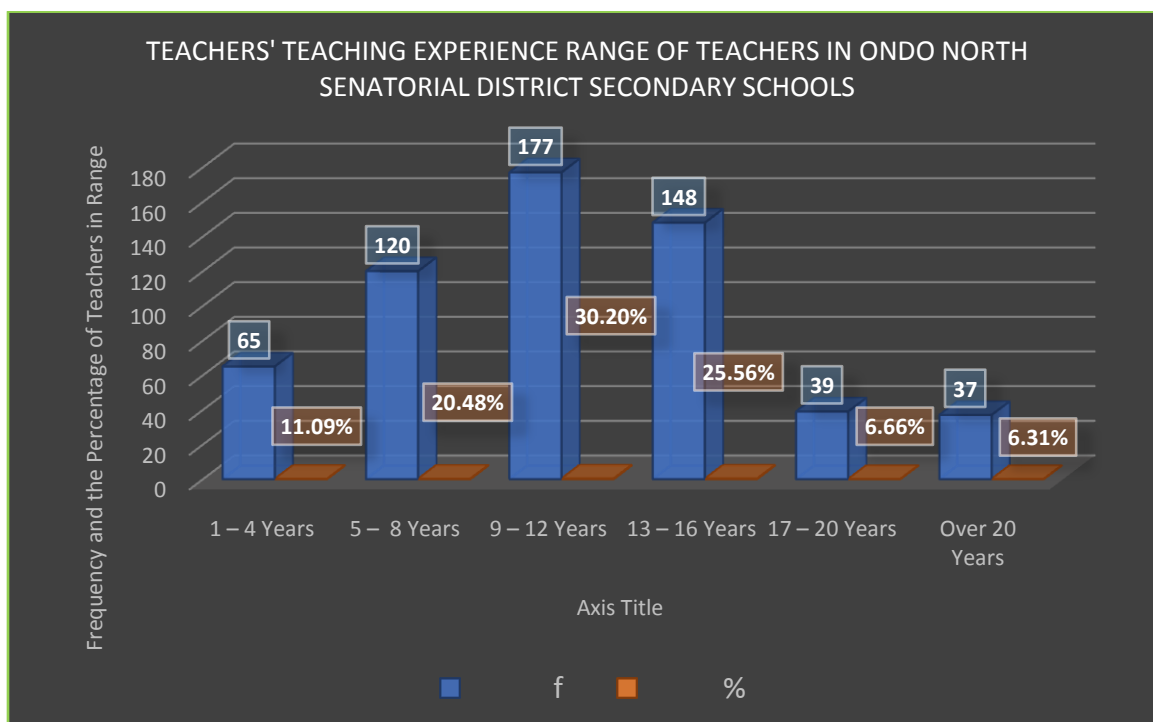


Fig. 2: Distribution of Range of Teaching Experience of Teachers in Ondo North Senatorial District, Ondo State

The foregoing analysis shows that only 11.09% of the teachers fall in the inexperienced category. Most of the teachers are well experienced, with majority having teaching experience of 9 years and over (68.73%).

The Research Question 3 was to determine the level of teachers’ capacity development in secondary schools in Ondo North Senatorial district. Results of the analyses are summarized in Table 3.

Table 3: Frequency and Percentage Responses on Secondary School Teachers' Capacity Development in Ondo North Senatorial District, Ondo State

Source	Response Rate								\bar{x}
	SA F	%	A F	%	D f	%	SD F	%	
1. I have been given opportunity of in-service training within the last 5 years.	104	17.75	122	20.82	120	20.48	240	40.96	2.15
2. I was given financial support by the government during in-service training.	39	6.66	148	25.26	136	23.21	263	44.88	1.94
3. I was exempted from teaching workload during in-service training.	74	12.63	165	28.16	86	14.68	261	44.53	2.09
4. I enjoyed regular payment of salary during in-service training.	77	13.14	170	29.01	112	19.11	227	38.74	2.17
5. I found in-service training more innovative and impactful on my teaching strategies/skills.	98	16.72	194	33.11	108	18.43	186	31.74	2.35
6. I found the in-service training stressful and time consuming.	33	5.63	93	15.87	153	26.11	307	52.39	1.75
Grand Mean Value	71	12.09	149	25.37	119	20.33	247	42.21	2.07

n = 586.

The data presented in table 3 showed that only a small proportion of teachers (38.5%) had opportunity of attending in-service training in the last five years while majority (61.5%) have not. This implies a low capacity development opportunity for the teachers. Also, 32% of the teachers admitted to have got financial support from the government during in-service training while majority (68%) did not.

The analysis also indicated that 40.8% of the respondents were exempted from teaching workload during in-service training while 59.2% disagreed to getting an exemption. Furthermore, 42.1% of the respondents agreed that teachers enjoy regular payment of salary during in-service training while 57.9% disagreed. Also, 49.8% of teachers found in-service training more innovative and impactful on their teaching skills while 50.2% disagreed. With only a small number admitting that the in-service training stressful and time consuming (21.5%), while a majority of the teachers (78.5%) disagreed with that. However, it was 37.5% of the respondents that agreed to have enjoyed capacity development while a majority of them (62.5%) disagreed to have enjoyed capacity development. The grand mean of 2.09 would imply that the teachers' capacity development in secondary schools in the Senatorial Zone has been moderate. This is vividly seen in the separate percentage of the responses extracted and presented in Table 4. This distribution further translated to a vivid pictorial (See Fig. 3). A pictorial view is presented in Fig. 3.

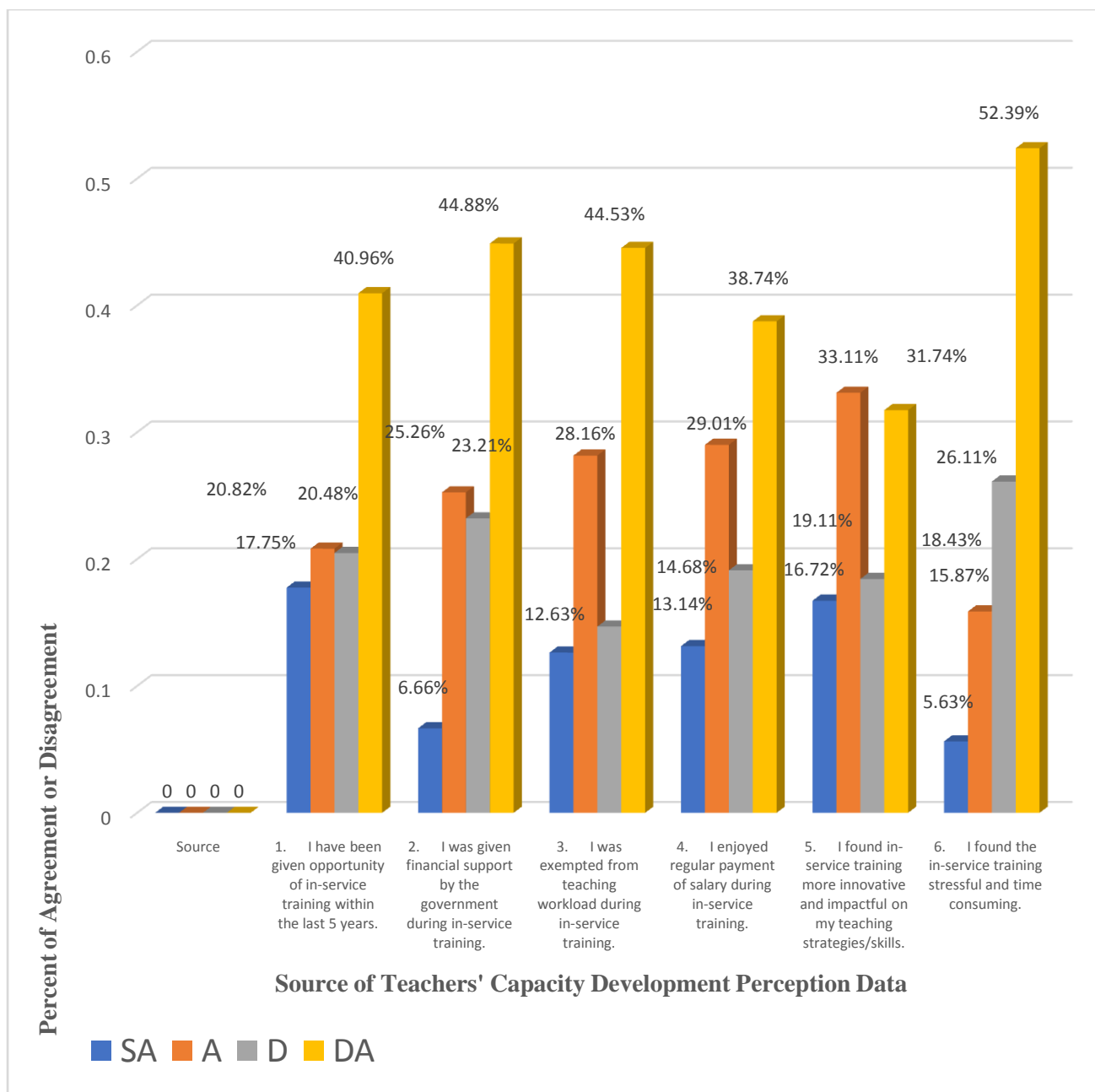


Fig. 3: Pictorial View of the Perception on Teacher Capacity Development in Ondo State.

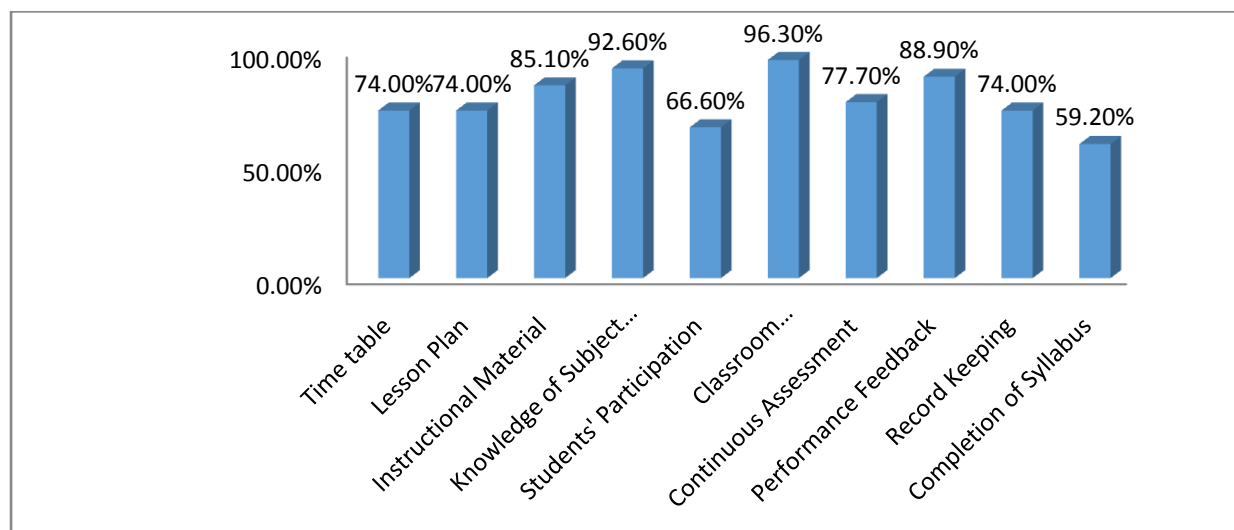
The Research Question 4 stated: What is the level of teachers’ instructional tasks performance in secondary schools in Ondo North Senatorial district?

Responses on this research question are descriptively analyzed and presented in Table 4. The analysis shows the respondents views on the influence of teachers’ instructional tasks performance on students’ academic performance in the study area (Table 4) with a pictorial view later given in Fig. 4.

Table 4: Perception of School Principals on Influence of Teachers' Instructional Tasks Performance on Students' Academic Performance in Secondary Schools in Ondo State

Source	Response Rate								\bar{x}
	SA f	%	A F	%	D f	%	SD F	%	
1. Teachers adhere strictly to the school time-table.	12	44.4	8	29.6	5	18.5	2	7.5	3.11
2. Teachers prepare lesson plan in line with the syllabus.	13	48.1	7	25.9	4	14.8	3	11.2	3.11
3. Teachers utilize instructional materials effectively during teaching-learning process.	11	40.7	12	44.4	4	14.8	0	0.0	3.25
4. Teachers demonstrate sound knowledge of the subject matter.	11	40.7	14	51.9	2	7.4	0	0.0	3.33
5. Teachers ensure adequate participation of students in learning activities.	8	29.6	10	37.0	6	22.2	3	11.2	2.85
6. Teachers are effective in classroom management.	5	18.5	21	77.8	1	3.7	0	0.0	3.14
7. Teachers conduct regular continuous assessment and mark tests/assignments promptly.	13	48.1	8	29.6	4	11.2	2	7.5	3.19
8. Teachers give performance feedback to students promptly.	6	22.2	18	66.7	3	11.2	0	0.0	3.11
9. Teachers' keep accurate and adequate records of instructional activities.	7	25.9	13	48.1	7	25.9	0	0.0	3.0
10. Teachers complete the syllabus in their subject within the stipulated time.	8	29.6	8	29.6	11	40.7	0	0.0	2.88
Grand Mean Value	94	34.78	119	44.06	47	17.04	10	3.74	3.10

The data presented in Table 4 indicated generally, teachers are on the path of reasonable achievement of the expected level of teachers' instructional tasks performance. A major part of responses lie above the 70% of expectations: e.g. Classroom Management (96.30%); Knowledge of Subject Matter (92.6%); Performance Feedback (88.90%) and so on. The grand mean of 3.10 would indicate that teachers maintain a reasonably high level of instructional tasks performance in secondary schools in Ondo North Senatorial District. The pictorial representation of this distribution gives a clear picture of the state of affairs (See Fig. 4).

**Fig. 4: Layout of the Perceived Level of Teachers' Instructional Tasks Performance**

The analysis in Fig. 4 indicated that the best achieved level of teachers' instructional tasks performance came from Classroom Management (96.30%); Knowledge of Subject Matter (92.6%); Performance Feedback delivery (88.90%); Instructional Materials Utilization (85.10%); Continuous Assessment of students (77.70%) and the following which had each 74.00%: Preparation of Lesson Plans (74%); Record Keeping and the teachers' Adherence to School Timetable (74%). Also considered very good in the teachers' Instructional Task Performance was the Students' Participation in the lesson (66.60%). The least important factor was perceived to be Completion of the Syllabus (59.20%). The analysis shows that all the task performance variables are considered important in making learners achieve optimal academic performance.

The Research Questions 5 investigated the level of students' academic performance in secondary schools in Ondo State. Responses to the research question are summarized in Table 5. The study focused on students' academic achievement in the last three years based on records of external examination results in the State Ministry of Education. The results were those of the West African Senior School Certificate Examinations (WASSCE) for 2015 to 2017.

Table 5: Students' Academic Performance from the Senior Secondary Certificate Examination (WASSCE) Results in Ondo State from 2014/2015 to 2016/2017

Academic Session	No. of Candidates Registered	Candidates with 5 Credits and above Including English and Mathematics		Candidates with 5 Credits and above either English or Mathematics		Candidates with 5 Credits and above without English and Mathematics		Candidates with Less Than 5 Credits	
		F	%	F	%	f	%	F	%
2014/2015	3308	1205	36.4	1167	35.3	612	18.5	324	9.8
2015/2016	4179	1612	38.6	1397	33.4	826	19.7	344	8.3
2016/2017	4540	1934	42.6	1629	35.9	666	14.7	311	6.9
Total	12,027	4751	39.5	4193	34.9	2104	17.5	979	8.1

Analysis in Table 5 shows that out of 12,027 students registered for WASSCE from 2014/2015 to 2016/2017, a total of 4,751 students (39.50%) had credit level passes in at least five subjects including English Language and Mathematics while 34.9% (n = 4,193) of the students had at least 5 credit level passes but did not include both English Language and Mathematics. Also, 17.5% (2,104) had 5 credits without a credit pass in English Language and Mathematics while 8.10% (979) of the students had less than five (5) credits. The low percentage of students with five credit passes including English and Mathematics reveals a poor level of students' academic performance in secondary schools in the Ondo North Senatorial District of Ondo State. This is an underperformance that gives reason for serious concern in the State. A student will not be given admission into tertiary education when English Language and Mathematics are not passed at credit level. Worse still, failure in the external examinations makes the students face greater risks as they may have nothing doing out of school.

Hypothesis Testing

H₀1: There is no significant relationship between perceptions of teachers and school principals on the influence of the teachers' educational qualifications on students' academic performance in secondary schools in Ondo North Senatorial District.

Responses from the returned questionnaires were analyzed to test this hypothesis. The weighted average of 586 teachers' responses was correlated against that of principals from the 27 secondary schools from which sample for the study were drawn. A summary of the correlation analysis is presented in Table 6.

Table 6: Summary of Correlation of Perception of Teachers and School Principals on the Influence of Teachers' Educational Qualifications on Students' Academic Performance

Source of Perception	N	Mean	SD	Df	r-cal	r-tab	Decision
Teachers	586	4.48	0.502				
				611	0.731	0.195	Significant
School Principals	27	15.25	4.734				

Significant; $p < 0.05$.

The results in Table 6 indicate that $r\text{-cal} = 0.731$ which is higher than the table value ($r\text{-tab} = 0.195$) both at 0.05 level of significance.

This implies that there is a significant relationship between teachers' perception and that of the principals' on teachers' educational qualification influencing students' academic performance ($r = 0.731$; $df = 611$; $p < 0.05$). Therefore the null hypothesis of no significant relationship was rejected as a significant relation is believed to exist.

The hypothesis, H_02 , stated that there is no significant relationship between the perception of teachers and school principals on the teaching experience of teachers influencing students' academic performance in secondary schools in the study area. The hypothesis was tested using the weighted average of responses from 586 teachers on teaching experience correlated against that of 27 school Principals from the secondary schools that provided samples for the study. The responses gave a perception of the respondents on the influence of teachers' teaching experience on the students' academic performance in their studies. The correlated analysis is presented in Table 7.

Table 7: Relationship of Perception of Teachers and School Principals on Teaching Experience Influencing Students' Academic Performance in Secondary Schools in Ondo State

Source	N	Mean	SD	Df	r-cal	r-tab	Decision
Teachers	586	4.46	.501				
School Principals	27	15.25	4.728	611	0.778	0.195	Significant

Significant; $p < 0.05$.

The analysis in Table 7 indicated that the calculated correlation value, $r\text{-cal} = 0.778$ is higher than the table value ($r\text{-tab} = 0.195$) both at 0.05 level of significance. This implies that there is a significant relationship of teachers' and principals' perceptions of teaching experience influencing students' academic performance in the schools. Thus the null hypothesis of no significant relationship is rejected as there is a significant relationship ($r = 0.778$; $df = 611$; $p < 0.05$).

The hypothesis (H_03) stated that there is no significant relationship between the perceptions of teachers and school principals on the influence of the capacity development of teachers on academic performance of secondary school students in Ondo North Senatorial District. It was tested using a correlation analysis of responses of the 586 teachers against those of 27 school principals from the secondary schools where samples were obtained for the study. The respondents indicated their perception of the influence of capacity development of teachers on the students' academic performance. The correlation analysis is summarized in Table 8.

Table 8: Relationship of Teachers' and School Principals' Perceptions on Influence of Teachers' Capacity Development on Students' Academic Performance in the Schools

Variables	N	Mean	SD	Df	r-cal	r-tab	Decision
Classroom Teachers	586	2.07	1.08				
School Principals	27	15.25	4.73	611	0.921	0.195	Significant

Significant; $p < 0.05$.

The result in Table 8 shows that the calculated correlation $r\text{-cal} = 0.921$, is higher than the table value, $r\text{-tab} = 0.195$, both at 0.05 level of significance. This implies that there is a significant relationship existing between perception of teachers and school principals that capacity development of teachers is a factor influencing the students' academic performance in the schools ($r = 0.921$; $df = 611$; $p < 0.05$).

5. Discussions

Analysis of this study reveals that teachers in the schools are professionally qualified as 77.1% possesses the Bachelors degree and above while only 22.9% have National Certificate in Education which is the minimum educational qualification required for the teaching profession in Nigeria. This would imply that well-qualified teachers are employed to teach in secondary schools in Ondo North Senatorial District of Ondo State.

That 89% of teachers in Ondo North Senatorial District have been in the teaching profession for a minimum of five years should suggest a reasonable high level of teaching experience in the service. One therefore would expect this high level of teachers' quality to make positive contributions towards teachers' instructional performance and students' learning. What may be lacking is a good opportunity of teachers' capacity development through in-service training and well organized workshops and seminars from time to time.

This study has shown that the level of teachers' instructional performance ranges between 59.2% and 96.3% which implies that most teachers' are effective in adherence to classroom instructional management process. This is demonstrated by the positive outcome toward lesson planning, use of instructional materials, knowledge of subject matter, stimulating students' participation, classroom management, continuous assessment of students, performance feedback delivery and record keeping. These are all necessary requirements for proper education of students (Oboegbulem, & Onwurah, 2011)

The analysis on the level of students' academic performance in secondary schools in Ondo North Senatorial District rather falls below expectation considering the high level of qualified teachers and teachers of good working experience. The performance of students in their external examinations is disappointing as they mostly fail to attain the required minimum of five credit passes including English Language and Mathematics for admission into universities education. What this means is that teachers and the schools need to employ new strategies to enable the students perform better.

The study has also shown the existence of a direct relationship between teachers' capacity development and students' academic performance in the schools ($r = 0.921$; $df = 611$; $p < 0.05$). It is thus to be expected that an attention to this factor could bring about better impact of the teachers' effectiveness in the schools. The low level of teachers' capacity development might have been some major cause for the inadequate coverage of the syllabus and making students not able to abide by innovative learning strategies in to cope with the curriculum. Nwachukwu (2011), for instance, found out that teachers' quality is affected by inadequate training and retraining in Nigerian secondary schools. A study by Ogunbamerun (2012) on the professional and technical competencies needed by teachers in secondary school in Ondo State, Nigeria, found out that teachers needed improvement in instructional planning, curriculum implementation and evaluation skills. This can emphasize that competency of serving teachers towards achieving the educational goals can only be enhanced where there are opportunities for self-development on these vital aspects of classroom instruction.

The study by Oluwakemi (2011) further adds to the need for teachers to acquire more knowledge through in-service training such as seminars, conferences and regular workshops during their service. The report expresses that such opportunities be best ways to improve the competencies of teachers and bring about greater achievement of success in students' academic performance.

The secondary schools in Ondo North Senatorial District will be doing better for their students if right steps are taken to ensure that the teachers' skills and work result in proper task performance as expected.

6.1 Conclusion

Teachers in the secondary schools studied have high level academic qualifications that should make them educate students to achieve a satisfactory academic performance in examinations. The teaching experiences of teachers in the service are found to be very satisfactory for proper task performance in the job. However, the low level of students' academic performance in examinations remains a serious challenge because the society expects better output from the schools. The unsatisfactory academic performance which could be attributed to the moderate capacity development of teachers, inadequate instructional materials for teachers are issues that invite urgent attention. The inadequate coverage of course syllabus is indeed another factor that can be explored by providing instructional resources on which the teachers are well grounded on their utilization from interaction with colleagues elsewhere.

6.2 Recommendations

Based on the findings of the study the following recommendations are made:

The very satisfactory number of qualified teachers in the service should be encouraged to further improve their service delivery in the schools. The Teaching Service Commission, school managers and professional bodies should collaborate to provide more opportunities for in-service training to improve capacity development through furthers studies and interactions with serving teachers in other institutions.

There should be provision of sufficient instructional resources to strengthen the capacity of teachers to provide meaningful and insightful instruction to learners in order to enhance students' output.

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