
TERTIARY EDUCATION PROGRAMMES AS A CATALYST FOR SOCIAL AND ECONOMIC DEVELOPMENT IN NIGERIA

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Abstract

Education is a critical element of human development, and it is very essential to the growth and development of any country. Tertiary education is the backbone of any society and it is the quality of higher education that determines the quality of human resources for social, economic and political development of a country and one of the main drivers of the evolution of society. The study investigated into the relationship between quality life experience of teacher and the student's excellent performance in the academic world. Descriptive survey design was used and the target population was the teachers in secondary school in Oyo State which were randomly selected for the conduct of the study. Stratified sampling technique was used to get information about participants. The sample size was 500 where the questionnaire was the instrument used in collecting data. Pearson Product Moment Correlation, ANOVA, mean percentage and standard deviation were used to analyze the data. The result of the findings showed that though the quality life experience of teachers was high in terms of their excellent performance in the academic world, this does not really reflect in the performance of the student.

Keywords: Quality, Life, Experience, Teachers, Students, Excellent, Performance, Secondary, School

Introduction

Teacher quality is an issue that matters in all areas of education sectors. In a real sense, it is the most important school related factor that influences student excellent performance. Moreover, teacher compensation represents a significant public investment in 2002 alone, the United States invested & 192 billion in teacher pay and benefits. Give the size of this investment, there is remarkably little research to guide such critical decisions as whom to hire, retain and promote (Jennifer, 2003). This examines the impact of teacher characteristics on teachers effectiveness in order to draw conclusions about the extent to which these characteristics are. Education is the compilation and product of many and varied resources. Among these, teachers stand out as a key to realizing the high standards that are increasingly emphasized in schools and school systems across the country. Despite general agreement about the importance of high quality teachers, researchers, practitioners, policy makers and the public have been unable to reach a consensus about what specific qualities and characteristics make a good teacher. Even more concerning is the array of policy statements regarding teacher preparation that have been set forth in the face of volumes of inconclusive and inconsistent evidence about what teacher attributes really contributes to desired educational outcomes (Jennifer, 2003). The intense interest in teacher quality is motivated by several compelling factors. One factor relates to the high proportion of educational emolument devoted to teacher compensation. The single largest category of educational spending should be devoted to the purchase of teacher time. A substantial portion of the 1999-2000 national investment in public education, which totaled over &360 billion was used to employ almost 2.9 million teachers to educate more than 46 million public elementary and secondary students (National center for education statistics, 2000). Guthrie and Rothstein (1998) assert that teacher salaries account for at least 50% of typical school district expenditures. Further, in their analysis of spending in the New York City public school system, Speakman, (1996) found that over 41% of the total expenditures in the district were devoted to the salaries and benefits of instructional teachers. An additional 6% was spent on other instructional personnel such as substitutes and paraprofessionals. This high level of investment mirrors the general sentiment among policy makers, researchers and general public that teachers are perhaps the most valuable resource allocated to student education. A number of researchers have argued that teacher quality is a powerful predictor of student performance. In her analysis of teacher preparation and student achievement across states, Darlin-Hammoud (2000) reports that “measures of teacher preparation and certificate are by far the strongest correlates of student achievement in reading and mathematics, both before and after controlling for students poverty and language status”. She contends that measures of teacher quality life experience are more strongly related to students achievement than other kinds of educational investments such as reduced class size, overall spending on education, and teacher salaries. In addition, Fenster (2014) maintains that a teacher who is highly effective improves both students’ academic learning in the short-term and long term quality of life.

Teachers qualify life experience play vital roles in ensuring quality education delivery. They are best known for the role of educating students in their care. Beyond that, they serve many other roles in the classroom. Teachers set tone of their classrooms, build warm environment, mentor and nurture students, become role models, listen and look for signs of trouble. All these demands quality life experience of teacher (Fraster & Walberg, 2005). Teaching quality, as perceived by the student, is quite closely linked to student engagement measures and the relationships work mainly is expected directions (Xuehui, Emily & Tanja, 2008).

There is no doubt that effective teaching and learning cannot occur without congenial classroom environment. Teacher maintain positive and effective learning environment through well prepared and varied lessons, which cater for the range of students abilities and interests. It also involves, setting of realistic and challenging academic standards of student performance. Teachers are required to show commitment to teacher professional development through interest and attendance at appropriate in-service courses, commitment to a programme of professional study. There are certain indices which can be used in measuring the quality of teacher. This is based on a large number of quality measures such as, teacher experience, certification status, academic ability as well as stability at school.

Statement of the problem

The highest performing education systems are those that combine equity with quality. This gives all children opportunities to have a good quality education and help them to succeed in their schooling. Educational failure places high costs on society. Children's life chances are strongly influenced by the quality of their education. Schools aim at providing children with knowledge, skills and interpersonal competences required for their development, adult life and contributions to economy and society. School offers learning experiences that a child may not obtain at home, particularly if he or she is living in a disadvantages environment (Heckman, 2008; Heckman, 2011). Nsanzabiga (2013), Mporananayo (2015) and others have researched on factors affecting students performance, little has been said about teacher quality in relation to students performance. Teaching is a career that provides challenges, excitement, personal reward and chance to encourage and support others to achieve their goals Johnson, Kahle and Fargo (2007). However, there have been series of problems attaching to the academic performance of students in Nigeria that is below expectation. Most of the students cannot read fluently and speak good English. They have poor handwriting and perform poorly in Basic Education Certificate Examination (BECE). Ochuba (2008) also reported that there has been a public outcry on the continual decline in the standards of education in Nigeria as indicated in public examinations and performance of education in Nigeria as indicated in public examinations and performance of education outputs that are inadequate for employment. By investigating the knowledge underlying effective teaching and learning, it is pertinent to ask if the qualities of teachers' really have what it takes to be positively impact knowledge on their students' academic performance but if not, what can be the causes of this? This study therefore sought to determine the relationship between the quality life experience of teachers and academic performance of students in the academic world.

Objectives of the Study

The general objective of the study was to determine the relationship between quality life experiences of teachers in secondary schools in Oyo State, Nigeria. The specifics objectives are:

1. Find out the teachers with long life teaching experience
2. Determine the staff training development opportunities available to teachers in the state
3. Find out what is the academic performance of students in WAEC form 2017.

Research Questions

The following research questions guided the study on quality of life experience of teachers to students' excellent performance in public secondary schools in Oyo state:

- How does teachers' quality life experience affect the performance of public secondary schools students Oyo State?
- Is there any developmental programme available for teachers to improve academic performance of student in senior secondary school?
- What is the academic performance of students in WAEC in 2017?

Hypotheses

The hypotheses stated below guided the study:

H₀₁: There is no significant relationship between teachers' quality of life experience and students performance in public senior secondary school.

H₀₂: There is no significant relationship between availability of developmental programs for teachers and academic performance of students in WAEC examination.

H₀₃: There is no significant relationship between teachers' pedagogical skills and students' academic performance of students in secondary schools.

REVIEW OF RELATED LITERATURE

Theoretical Framework

Teachers have many experiences in life which include their quality of life, stress and mental health.

With regard to their quality of life, a study among teachers indicated that they related quality of life with their personal and professional satisfaction. Moreover, it is mentioned in the study that perception of quality of life is not about just having a good salary, stable relationships, owned or rented house but also needs in their workplace, satisfaction and peace in the family environment, accessibility, physical health, resilience, financial peace of mind and security (Hunger, 2016). Quality of life is a meaningful achievement and enjoyment in everyday life (Anjum & Swathi, 2017). It is a subjective concept because the interpretation of each depends on his or her personal perspective (Mortz, 2016). Quality life experience is also the ability to identify, assess and control the emotions of oneself, of others and of groups (Akomolafe & Grace, 2011). Quality of life also became imperative issue to achieve the goals of the organization in every sector and also affects the social responsibility. This is because, it can improve the family or individual work life (Ishak, 2018). Quality life experience plays a vital role in teacher's behavior and it important for the success of their carrier. Teachers are considered as the main pillar in the educational system (Hans, Mubeen & Rabani, 2013).

Teacher Quality Experience and Students Academic Achievement

Teachers need quality experience in order to be able to discharge his teaching duties as expected. He needs subject content knowledge, professional knowledge and practical experience in order to deliver effectively and efficiently.

It is believed that licensed teachers should be able to implement and approved curriculum. In order to implement an approved curriculum effectively and efficiently. In Germany, the government places emphasis on content mastery. During the first stage of teacher preparation, education studies and school placement take a maximum of 30% of the allocated time while the remaining time is left for content mastery (center on international education Benchmarking, 2015).

Teaching is not only delivery of curriculum contents but, a teacher must have certain quality experience to be able to handle different situation and different students. It should be brought to notice that evaluation of teachers' performance has become both a political and professional issues in most of the countries of the world. This can be seen in the policies of "no child left behind" act 2002 in the United States of America (Bennet, 2014).

Teaching Experience

Experience they say it is the best teacher. This is a critical factor upon which the teacher quality can be measured. Teachers who leave the profession only a few years of teaching compared to those who choose to remain in the profession will not be able to show or demonstrate his ability and capability.

If some teachers who are very effective tend to leave the teaching service because of certain conditions, it is therefore believed that numbers of the effects of teaching experience using a cross-sectional analysis would likely project the return to experience, and show a negative relationship between teaching experience and students academic performance (Papay and Kraft, 2015).

Teachers as Specialists

Teaching is believed to be a knowledge-rich job or profession with teaching being in the fore-front as mentor and specialist. As a professional in the field, teacher is expected to process and evaluate new skills and relevant knowledge in order to engage in the real professional practices as well as updating the knowledge to meet new teaching demands. Talking of the knowledge underlying effective teaching and learning, one is studying how to improve teacher quality. Teacher quality is an important factor in determining students' achievement in the course of their study (Odumosu, Olesame & Areelu, 2018).

METHODOLOGY

Research Design

The study used survey research design to conduct the study. Survey design is aimed at describing the characteristics of a population by examining samples of the group (Zoltan, 2007).

Population and Sampling Procedure

The study population for this research work was Senior secondary school teachers in secondary schools in Oyo State. The teachers were selected because they directly involved in the teaching-learning process. This believed that, they would be able to provide reliable and accurate information for the conduct of the study. Simple random sampling was used in selecting schools in the state, this sampling method gave each school the opportunity to be selected. The section of state Education office was contacted for the list of schools and teachers. Stratified sampling method was used to select the participants. This was grouped into II strata based on the geographical zones.

Instrumentation

The instrument used to collect data was questionnaire. Questionnaire is used to get information about the people's feelings, attitudes, experience, beliefs and perception of people or an individual. Amedahe (2007) stated that questionnaire is a very concise, replanted

set of questions designed to yield specific information to meet a particular need for research information about a unique topic.

Data Collection

The questionnaires were personally administered to the participants in their respective schools. The participants were allowed some time to attend to the questionnaire and it was collected immediately so as to minimize the lost. The rate of return was higher.

Data Analysis Plan

Percentages and frequency distribution were used to analyse participants bio data and teacher qualities experience standard deviation and means were also used to analyse data on qualities of teachers in Oyo State Secondary Schools. Pearson Moment Correlaton Coefficient was used to determine the relationship between teachers qualities experience and student academic performance and teachers' qualification. Analysis of variance was used to compare the performance of the students in their various schools while the level of significance is 0.05.

RESULTS AND DISCUSSIONS

Research Question 1: How does teachers' quality experience affect the performance of public secondary schools students in Oyo State? The responses of the participants based on their qualifications are presented in the table 1.

Table 1: Professional qualifications of secondary school teachers in Oyo State

Professional Qualification	Frequency	Percentage
M.Ed	16	8.0
B.Ed	50	25.0
NCE	134	67.0
Total	200	100.0

From Table 1, it was observed that 67.0% of the participants hold Nigeria Certificate in Education. 25.0% of the participants hold Bachelor Degree in Education while the remaining 8.0% of the participants hold Masters Degree as their academic qualification. In Nigeria, the minimum professional teaching qualification is Nigeria Certificate in Education (NCE). It is therefore agree upon that the teachers qualification will definitely would affect positively performance of the students.

Table 2: Teacher's Qualification

Statement	M	Sd
Higher qualification is required to be able to teach at secondary school.	3.2	1.15
Teacher qualification do not matter when it comes to performance of teachers in the classroom	3.8	1.14
Teachers with M.Ed and B.Ed performs better at secondary school thereby improves students' performance.	3.4	1.16
The non-professional teachers should not be allowed to teach at secondary school	4.9	0.17

Scale = 1 Agree, 2. Strongly Agree, 3. Disagree, 4. Strongly Disagree, Strongly Agree.

Table 2, presents the participants views on teacher qualification. The views were measured on a four point Likert Scale ranging from "Strongly Agree" to "Strongly Disagree".

The results in Table 2 show that participants agreed on all the items relating to teacher qualification. However, there were variations on the statement that higher qualification is required to teach in the secondary school ($M = 3.2$, $SD = 1.15$), teacher qualification do not matter when it comes to performance of teacher in the classroom ($M = 3.8$, $SD = 1.14$), Teachers with M.Ed and B.Ed performs better at secondary school thereby improves students' performance ($M=3.4$, $SD = 1.16$) and the non-professional teachers should not be allowed to teach at secondary school thereby improves students' performance ($M=3.4$, $SD=1.16$) and the non-professional teachers should not be allowed to teach at secondary school ($M = 4.9$, $SD = 0.17$). It could therefore be concluded that the participants perceived teachers' qualifications to be very important factor in achieving higher academic work and in the teaching and learning process. It is also seen that professional training is important to teaching because, trained teachers have the skills and technique to teach more efficiently than the untrained ones (Holtzman, 2005).

In a study conducted by Buddin and Zamarow (2009) made comparison between teacher license test results and teacher performance in terms of students test scores which it was found that no relationship between students achievement and teachers' test scores.

Table 3: Teachers' Pedagogical skills

Item	M	SD
Teachers use inquiry method most times to teach their lessons	3.1	0.87
Students learn better when teaching aids are used to teach	4.7	0.78
Usage of collaborative methods to teach improves students performances	4.3	0.57
Team teaching method is the best way to improve students performance in secondary school	4.5	0.81
Using of mother tongue and English Language makes students to learn better.	3.2	1.01
Students active involvement in the teaching/learning process improves their performance	3.3	0.95
Effective communication from teacher to students enhances effective learning	4.8	0.89
Teachers should employ reflective method to teach students in secondary school	3.2	2.99
Regular preparation of note of lesson is effective for teaching	4.8	0.89
Everyday preparation of note of lesson is very tedious	4.9	0.89
Weekly preparation of not of lesson is easier and better for teaching	3.1	1.05
Class control is recommended for effective teaching and learning in secondary school	3.1	1.08
Checking students note for proper record updating of information helps students to perform academically	3.1	1.05
Grouping method for assignment helps in effective teaching and learning	4.7	0.79
Field trip is only method that enhances teaching and learning process	1.8	6.56
There is no need to prepare note of lesson for secondary school students	1.2	1.02

Scale = (Agree, Strongly Agree, Disagree, Strongly Disagree)

The participants' views on teachers' pedagogical skills were measured on a four point Likert Scale ranging from "Agree" to "Strongly Agree" while the responses are shown in the above table.

The participants agreed on all the items using different teaching methods except the use of field trip method. The participants strongly opposed that field-trip method. The participants strongly opposed that field trip method is the best in teaching the secondary school student (M = 1.8, SD = 6.56). In order responses, it affirmed that using different methods is very good for achieving high academic performance.

The participants agreed that students learn better when teaching aids are used (M=4.7, SD = 0.78). It is also agreed on that regular preparation of note of lesson is effective for teaching (M=4.8, SD=0.89) everyday preparation of note of lesson is very tedious (M=4.9;

SD=0.89) and weekly preparation of note of lesson is easier and better for teaching (M=3.1; SD=1.05). Meanwhile, there it was strongly opposed that there was no need for teachers to prepare note of lesson for secondary school students (M=3.1, SD=1.05). The participants agreed that the use of note of lesson is very important in the teaching and learning process. Therefore, it is mandatory for teachers to prepare a comprehensive note of lesson for an effective teaching learning process.

Table 4: Teachers' quality life experience

Items	M	SD
Teachers with long life teaching experience teachers better than a teacher with short time or no experience	3.5	1.29
Teacher teaching a particular subject for many years brings about professionalism and improves teachers' effectiveness.	3.1	1.12
Students perform better when an experienced teacher teaches them	4.8	0.54

[Scale= 1=Agree, 2=Strongly Agree, 3=Disagree, 4=Strongly Disagree]

Table 4 presents participants responses on teachers' teaching quality life experience in relation to students' academic performance. The responses were also measured on a four point Likert Scale ranging from "Agree" to "Strongly Agree".

The results in table 4 show that participants strongly agreed that students perform better when an experienced teacher teaches them (M=4.8, SD=0.54). It was also agree on that teachers with long life teaching experience teachers better than teacher with short time or no experience (M =3.5, SD=1.29). Variations were noticed in their performances. The responses show that teachers' teaching experience is very crucial in promoting high academic performance. Owolabi (2007), Abraham and Morrison (2006) and Darling Hammoud (2000) agreed that teachers' years of long experience is a drive to students' academic performance. In a contrary opinion, Zhang (2008) stated that years of teaching experience in science did not directly influence student science achievement.

Research Question 2: is there any developmental programme available for teachers in order to improve academic performance of students in senior secondary school?

The teachers in Senior Secondary Schools have access to both internal and external advantages for the development of staff members. The internal staff development is available to the teachers and in-service training (52%), workshops (34.6%) and mentoring (15.4%). Mentoring process is engaged by the Head of Department in various schools to equip newly trained teachers with required pedagogical skills for effective teaching and learning. Apart from this, there are still opportunities for staff to develop themselves externally through sandwich programmes (38.4%), distance learning programmes (48.9%) and workshops (16.7%). It is believed that staff access to staff development will give them the opportunities to equip and upgrade the knowledge which they have gotten in their respective areas of specialization which is very essential for promoting an effective and efficient teaching and learning as well as improving academic performance of the students while in school.

Studies have shown that there is no clear out results on the effect of teacher's participation in the professional development activities on student outcomes. Also some

studies on in-service professional development found out that there is no effect of students' performance (Angrist & Lavy, 2001, Jacob & Lefgren, 2004).

Research Question 3: What is the academic performance of the West African Examination Council (WAEC) school candidates 2017, Ranked Performance of States by Local Government Areas?

Local Government	Total number of students sat for Exam			Minimum of 5 credits including English & Math			
	Male	Female	Total Sat	Male	Female	Total	Percentage
Afijio	161	212	373	97	117	214	57.37
Akinyele	1,965	2,063	4,028	1,141	1,181	2,322	57.65
Atiba	500	878	1,378	298	404	702	50.94
Atisbo	221	226	447	83	87	164	36.69
Egbeda	221	226	447	83	87	164	36.69
Ibadan North	1,912	2,243	4,155	1,047	1,078	2,125	51.14
Ibadan North-East	1,010	927	1,937	473	465	938	48.43
Ibadan North-West	379	507	886	169	183	352	39.73
Ibadan South-East	1,091	1,400	2,491	456	488	944	37.90
Ibadan South-West	1,918	2,273	4,191	1,326	1,504	2,830	67.53
Ibarapa Central	148	191	339	59	72	131	38.64
Ibarapa East	215	257	466	105	142	247	53.00
Ibarapa North	243	227	470	79	85	164	34.89
Ido	1,603	1,786	3,389	1,016	1,140	2,156	63.62
Irepo	294	256	550	183	181	364	66.18
Iseyin	1,002	1,115	2,117	702	730	1,432	67.64
Itesiwaju	198	159	357	43	32	75	21.01

Iwajowa	302	369	671	26	43	69	10.28
Kajola	443	473	916	208	258	466	50.87
Lagelu	1,225	1,468	2,693	760	854	1,614	59.93
Ogbomoso North	906	918	1,824	434	362	796	43.64
Ogbomoso South	574	671	1,245	171	177	348	27.95
Ogo-Oluwa	243	253	496	88	116	204	41.13
Olorunsogo	96	149	245	42	82	124	50.61
Oluyole	1,495	1,705	3,200	796	913	1,709	53.41
Ona-Ara	1,142	1462	2,604	719	867	1,586	60.91
Orelope	421	402	823	245	237	482	58.57
Ori-Ire	483	414	897	261	209	470	52.40
Oyo East	560	628	1,188	289	265	554	46.63
Oyo West	617	759	1,376	393	487	880	63.95
Saki East	201	199	400	113	136	249	62.25
Saki West	1,074	1,171	2,245	677	736	1,413	62.94
Surulere	375	374	749	100	118	218	29.11
Total	25,148	28,702	53,850	13,884	15,290	29,174	54.18

Source: West African School Certificate

The Table presents Senior School students academic performance in the WASC in the year 2017.

From the results presented in table 5, it was gathered that almost half of the local government scored less than 50.0%. Though, some local Government in the state performed excellently well in the examination, generally the student performance was below or barely average. It is believed that since almost all the schools in the state have quality professional teachers, the students should have performed better than that. The indication is that other factors such as proper monitoring and supervision, motivation for teachers, good provision of learning materials as well as students' seriousness must not be taken with levity.

HYPOTHESIS 1: There is no significant relationship between teachers' quality life experience and students' academic performance in public senior secondary school. It was

observed that the relationship between the teachers' quality life experience and student academic performance was not statistically significant. This means that the students' performance had no connection with their teachers' quality life experience is not a major factor that determines the performance of the students. This is in line with a study conducted by **Murnane and Philip (1981)** as well as **Klitagaard and Hall (1981)** which reported that many have shown a relationship between teachers' effectiveness but not always a significant one.

HYPOTHESIS 2: There is no relationship between staff training development programme and students' academic performance in public senior secondary school.

The relationship between staff training development programme and students' academic performance was not significant. This reveals that the students' performance had no connection with the staff training programme. This was supported by Eduwen and Tayo (2016) which opined that the importance of in-service training of teachers cannot be overstressed but not in all situations. Furthermore, **Okolo (2013)** asserted that education is the key to human capital development and the system must be subjected to reforms and repositioning as state education system do not transform society.

HYPOTHESIS 3: There is no relationship between teachers' pedagogical skills and students' academic performance in secondary school. The pedagogical skill of teacher includes all the required cognitive knowledge for creating an effective teaching and learning environment. It includes the distinction between declarative ("knowing that") and procedural knowledge ("knowing how") from cognitive psychology as a theoretical basis (Shulman, 1987). However, the relationship between teachers' pedagogical skills and students' performance in 2017 WAEC examination results was not significant. This implies that the performance in 2017 WAEC examination have nothing to do with the pedagogical skills of the teachers.

Conclusion

The teachers' quality life experience in the academic field cannot be quantified and neglected. There are quality teachers with the required professional qualifications that are needed from who teaches in Senior Secondary schools in Oyo State. The teachers' access to staff development training and workshops, in-service training as well as mentoring are the internal staff development programmes and opportunities available for teachers of Secondary School in Oyo State. Consequently, there was no relationship between the quality life experience of teachers and the academic performance of students. Teacher's pedagogical skills contributed positively but low with the students' academic performance in WAEC.

Recommendations

The following recommendations were made to study.

That teachers should try as much as possible to improve their quality life experience through the regular internal and external training especially the in-service training in such a way that will not affect academic programmes. The evidence of such training should be used as part of promotion criteria to another grade level so as to encourage other teachers to improve their knowledge.

The supervisors in the department of education should take it as their responsibility to monitor the teachers on the field so that they take the work serious and be diligent to improve the academic standard in the state.

Government should take full responsibilities of paying the emoluments and other arrears owing the teachers so as to encourage them to perform better.

There should also be provision for serene environment and quality physical infrastructure as well as other learning materials. This will entice the students to stay in the school and motivate teachers to work effectively and efficiently well.

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