
THE EFFICACY OF TEACHER'S QUALIFICATION AND TEACHING EXPERIENCE IN ACADEMIC ACHIEVEMENT OF CHEMISTRY STUDENTS

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ABSTRACT

This study looks at how well chemistry students in the Awka South Local Government Area, Anambra state, perform academically about the credentials and teaching experience of their teachers. Using a descriptive survey research approach, the study provided answers to four research questions. 384 teachers, 32 of whom are chemistry instructors, work in the 19 public secondary schools in the Awka South Local Government Area and make up the study's population. All 32 of the 19 schools' chemistry instructors are included in the sample. A structured questionnaire named "Efficacy of Teacher Qualifications and Teaching Experience on the Academic Performance of Chemistry Students" (ETQTEAPCS) was used to gather the data. Its reliability coefficient was 0.70 and it was validated by two experts from Nnamdi Azikiwe University Awka's Department of Chemistry Education. The mean, frequency counts, and percentage were used to examine the data. The findings indicate that the majority of teachers possess a moderate level of education, mostly a Nigeria Certificate in Education (NCE), along with over ten years of classroom experience. The teachers also believe that their training and experience benefit students' academic performance, and they stress the value of ongoing professional development. The research offers several suggestions for improving chemistry instruction at the conclusion, along with some implications for educational policy, teacher professional development, and curricular alignment. The study identifies many shortcomings, including the geographic reach and the reliance on self-reported data, and makes some recommendations for further investigation.

KEYWORDS

Efficacy, Teachers, Teaching, Qualification, Experience, Academic, Performance, Chemistry, Students.

INTRODUCTION

Teachers are vital characters in the educational system. They are likewise extremely critical variables in the academic achievement of the students, they are models to the students, and how they see life will go far to influencing and affecting the student's life and their scholarly life and accomplishments. Salau, (2020) characterizes capability subsequently, individual quality, or kind of involvement that makes you reasonable for a specific work. As a teacher, being qualified is about the degree, representative, testaments, and proficient titles to be qualified for the post of instructing. A certified teacher is urgent in any schooling system to that end it is critical to guarantee that each instructor is scholastically and expertly steady. Teacher's capabilities might have serious ramifications on student's academic achievement of students. There is an extremely cozy connection between the instructor's capability and the student's presentation. Teachers' capabilities could consequently mean every one of the abilities an instructor expects to show successfully such abilities which incorporate correspondence, persistence, inventiveness, certainty, association, compromise, excitement, or more all devotion (Asikhia,2020). Some could have every one of the endorsements that qualifies them for a showing position yet without devotion to educating, they cannot affect or impact the student's academic achievement emphatically or successfully. Also, somebody without appropriate information on the instructional method or somebody who did not have many years in preparation without finishing the necessary years doesn't have a teacher's capabilities, accordingly, capability is one of the basic variables for instructing students. Nwosu and Samuel (2022) consider training to be the activity or cycle of showing somebody, particularly in a school, school, or college, a field of review that arrangements with the strategy and issues of educating or the demonstration of teaching or being taught.

Teaching experience, on the other hand, relates to the years of practical classroom experience that teachers have accrued (Asogwa & Ezugwu,2019). Teaching experience can be measured by various indicators, such as the length of service, the number of classes taught, the diversity of students, and the feedback received. Teaching experience reflects the skills and confidence of teachers in their teaching practice, which can affect their instructional strategies and student motivation (Chisikwa & Indoshi,2020). A teacher who is drilled and qualified knows that the basic of a teacher's duty is to lay the foundation for lifelong learning and the student's development, especially in their academic life. Teacher's qualifications are more than just holding a certificate from any institution. Teacher's qualifications and their influence on student academic achievement play a major role in Nigerian schools. It should be noted, that the nature of training in any nation is to a great extent reliant upon the capabilities of teachers. It is seen that quite possibly the main figure in the showing system is the capability of the teachers. The viewpoint was that the instructor's capabilities can go a long method for achieving students' higher scholarly

accomplishment. Asikhia (2020) states that a certified teacher can be characterized as one who holds a showing declaration or is potentially authorized by the state, possesses essentially a four-year college education from a four-year establishment and is very capable in his/her area of specialization.

Umar (2019) saw that the size of the impacts of instructor experience differs depending upon the teacher's degree of training and the branch of knowledge. Salau (2020) sees that teacher's capabilities are a fundamental factor that gives students individual satisfaction better interactive abilities and more assorted business open doors. Nnoli (2022) believes that the country put significance on the nature of its instructors, and the schooling they get is predicated by the highly friendly interest society is making in training. Instructor pre-imperative capabilities necessity subsequently, should be offered need consideration. A teacher's capability status is the proportions of capacity, information and abilities of instructors, for example, test scores, and certificate targets establishing the groundwork for long-lasting learning and human improvement by offering more subject expertise situated guidance. At senior secondary, students can choose between chemistry or art-inclined education.

Chemistry Education aims to develop students' conceptual understanding, practical skills, and scientific attitudes through various learning activities and experiences. Chemistry is a complex and challenging subject, requiring students to master abstract concepts, apply mathematical skills, and conduct experiments. However, the quality and effectiveness of chemistry education depend on various factors, such as the curriculum, the instructional materials, the assessment methods, and the learning environment (Nnoli, 2023). What is then required to be a capable chemistry teacher? An able chemistry teacher is an individual who is expertly qualified and prepared to show chemistry, has the fundamental characteristics or abilities and shows sufficient abilities in the instructing system. Different capabilities expected of instructors incorporate information on the topic, teaching method, expertise teaching method, ability processes, cleverness, conduct inspiration and assessment. A certified and experienced chemistry instructor goes to gatherings, studios and courses, has decent classroom control, powerful open abilities, satisfactory information regarding the matter, uses an assortment of showing techniques, or procedures and shows energy for educating (Njelita, 2018). Likewise, a professional chemistry teacher is supposed to have specific skills both expert and individual experience. Proficient abilities are both scholarly and instructive. Scholarly capabilities are the teacher's information regarding his matter. Academic capability is the craft of showing the subject, noticing such standards as educating from known to obscure, cement to digest and from easy to complex (Kraft, Blazar and Hogan, 2018). Effective teaching can be ascertained through the student's learning outcome/academic performance.

Academic performance in chemistry is influenced by various factors, such as student characteristics, teacher characteristics, and environmental characteristics. Among them, it has been discovered that teaching experience and instructor credentials significantly affect chemistry student success (Bamidele and Adekola, 2018). Academic performance is often assessed by exams or ongoing evaluations, however, opinions on the most effective methods of evaluation and the most crucial elements are divided. Thus, the study examines how instructors' backgrounds and experiences affect secondary school students' academic achievement in chemistry.

A chemistry teacher's outcome in the classroom relies particularly upon his readiness for the guidance cycle. It has been seen that some current chemistry teachers in optional schools are not expertly qualified (Chikendu, Obikezie and Abumchukwu, 2021). A large number of these chemistry instructors are obviously, not schooling graduates. It is to be noticed that the instructor is the primary guide to learning, his strategies, styles and procedures being extra guides. Where a teacher is lacking in a specific subject, the propensity is to do the areas of lack while the student will undoubtedly endure. Some students excel in the subject, while others struggle to grasp fundamental concepts, resulting in disparities in academic performance (Pajares, 2020). This discrepancy in performance may be influenced by several factors, with teacher qualifications and teaching experience being among the potential determinants. One may wonder if teachers' experience can hinder students' learning outcomes. Or, could it be that the teachers' qualifications can determine the academic performance of students in chemistry? Hinged on this, it becomes pertinent to determine the efficacy of teachers' qualifications and teaching experience on chemistry students' academic performance in Awka South Local Government Area.

This study focuses on the efficacy of teacher qualifications and teaching experience on the academic performance of chemistry students in Awka South Local Government Area (LGA), Anambra state. It aims to collect data from chemistry teachers within this specific geographical area. The research will consider various aspects of teacher qualifications and teaching experience, as well as student performance in chemistry, within this defined scope.

LITERATURE REVIEW

The association between teacher quality and student performance remains a popular subject of research as well as a subject of discussion. A survey of many empirical studies has revealed that teacher quality as defined by qualifications and experience positively correlates with students' performance. These attainments consist of formal learning, credentialing and professional training coupled with a teaching career which enables teachers to apply and possess required pedagogical content knowledge as well as the practical proficiencies necessary in the promotion of learning (Ahyani et al,

2024; Ani et al, 2015). Teacher qualities pertain to academic certification, professional training, course work, and experience that help educators develop relevant skills in the teaching profession. Another previous study shows the need to adopt qualified teachers about student performance and productivity. Tabe (2023) has pointed out that certification matters when it comes to teaching because of the relationship between teacher qualification and student achievement in teaching disciplines that necessitate content knowledge specialties, including math and science. The qualified personnel who are highly knowledgeable in their specialized field are best placed to help students understand hard content and methods to use to cover them. The author also states that students who learn from teachers who have higher education qualifications or who have specialized in certain areas exhibit higher levels of performance in standard tests compared to learning from others.

From this research, it is evident that the shortage of qualified certified teachers in Nigeria especially those posted to public schools has a downside on the performances of the students. Leino et al, (2022) point toward the Canopy that all the above-discussed challenges are prominently observed in the rural regions of Kenya where the majority of the public secondary schools lack quality teachers, which in turn leads to poor performance of the students. If teachers are to independently engage their learners in the creation of technology-enhanced learning activities, this challenge is made worse by the absence of ongoing professional development for teachers in such areas. Therefore, quality remains an essential tenet that determines the nature of teachers whose performance directly impacts the learning achievement of learners. Teacher experience is also an important component performing a key role in teachers' evaluation and students' accomplishments (Tabroni et al, 2022). For teaching experience is considered to go hand in hand with the growth of teaching efficacy, classroom control and enhanced appreciation of student learning profile. Expectedly, experienced teachers are better equipped to handle diverse students and attend to the individual academic needs of the students.

Scant studies show that teachers with more teaching experience on average achieve better academic results from their students. In a longitudinal study, the author Qingyan et al, (2023) discovered the fact that teacher experience enhances student performance and outcomes, especially in the initial years of teacher practice. The findings revealed that teachers with 3 years of teaching experience and above performed with higher student outcomes than inexperienced teachers. This improvement is due to the experience gained in terms of implementing teaching strategies and managing classes. Thirdly, teaching experience helps a teacher to be versatile when it comes to the educational setting and the different learning settings namely, schools, and colleges among others. Elacqua et al, (2021) further pointed out that experienced teachers know the strengths and weaknesses of students, and can change teaching methods according

to students' characteristics. This makes it possible that for students who have been taught by experienced teachers, there is an improvement in performance as the teacher can maintain proximity to the students, and hence deliver customized instructions.

Teacher qualifications and experience are perhaps the most important determinants that must be put together to produce ultimate student performance. According to research, both predictors alone predict student performance though the combination of high qualifications and experience is most beneficial. Asikhia (2020) noted that the performance of students in standard tests was higher if they were taught by teachers who possessed an advanced degree and teachers with more than five years of teaching experience. More so, these findings are rather pertinent to the existing realities of the Nigerian context. According to Nwosu et al, (2022), it is for this reason that closing the education achievement gap in Nigeria requires not only the upgrading of teachers' qualifications but also the retention of qualified teachers in classrooms. If education agencies can provide both qualification requirements and experience teachings for teachers, then the population will be given the kind of education that will uplift them more especially in the less privileged areas of the globe.

RESEARCH OBJECTIVES

1. Qualifications of chemistry teachers in Awka South LGA.
2. Teaching experience of chemistry teachers in Awka South LGA.
3. Efficacies of teachers' capabilities on academic performance of chemistry students in Awka South L.G.A.
4. Efficacies of teachers experience on students' academic achievement in Awka South L.G.

RESEARCH QUESTIONS

1. What are the qualifications of chemistry teachers in Awka South L.G.A?
2. What is the teaching experience of chemistry teachers in Awka South L.G.A?
3. What are the efficacies of teachers' qualifications towards the students' academic performance in Chemistry in Awka South L.G.A?
4. What are the efficacies of teachers' experience on students' academic performance in Chemistry in Awka South L.G.A?

RESEARCH METHODOLOGY

The study employed a descriptive survey research design. The research was conducted in Awka South Local Government Area, located within the heart of Anambra State, Nigeria. The population involved 384 chemistry teachers from the 19 public secondary schools in Awka South Local Government. The study used a purposive sampling technique to select the sample. The sample consisted of all 32 chemistry teachers. The instrument adopted for data collection was a structured questionnaire. The

questionnaire, titled “Efficacy of Teacher Qualifications and Teaching Experience on the Academic Performance of Chemistry Students” (ETQTEAPCS) aimed to capture the perspectives of respondents regarding the efficacy of teacher qualifications and experience of teachers on students’ performance in the subject. The questions were carefully crafted to gather insights into how these factors influence the overall learning experience in chemistry within Awka South LGA educational setting. The researcher personally administered the questionnaires to the selected sample of chemistry teachers in the listed public schools after obtaining permission from the school authorities.

The researcher collected the questionnaires on the same day of administration to ensure no information was lost. The questionnaire was then subjected to face and content validity by two experts from the Department of Chemistry Education in Nnamdi Azikiwe University Awka. Based on their assessments and suggestions, corrections were made. The reliability test of the instrument was established using the Cronbach Alpha technique, and a value of 0.70 was obtained. Data was analyzed using mean, frequency counts, and percentages. The mean scores above 2.5 indicate that respondents perceived teachers’ experience and qualifications as significant in influencing the student’s academic performance in chemistry. High levels of qualifications and experience are indicated by 30% and above.

DATA ANALYSIS AND RESULTS

Table 1: Frequency and Percentage Distribution of Respondents on Qualifications of Chemistry Teachers

S/N	Qualifications	Frequency	Percentage
1	Post Graduate Certificate in Education (PGDE)	2	6.2%
2	Professional Diploma in Education (PDE)	4	12.5%
3	Bachelor’s Degree in Education (B. ED)	8	25.0%
4	Higher National Diploma in Education (HND)	8	25.0%
5	Nigeria Certificate in Education (NCE)	10	31.3%
Total		32	100.0%

The results in Table One indicate that the most common qualification among the respondents was the Nigeria Certificate in Education (NCE), with 10 respondents (31.3%). The least common qualification was Post Graduate Certificate in Education (PGDE), with only 2 respondents (6.2%) This suggests a moderate level of academic qualification among chemistry teachers in Awka South LGA.

Table 2: Frequency and Percentage Distribution of Respondents’ Teaching Experience of Chemistry Teachers.

S/N	Teaching Experience	Frequency	Percentage
1	Less than 5 years	6	18.8%
2	5 to 10 years	12	37.5%
3	More than 10 years	14	43.8%
Total		32	100.0%

The data in Table 2 reveal that the majority of respondents had more than 10 years of teaching experience, with 14 respondents (43.8%). The minority of respondents had less than 5 years of teaching experience, with 6 respondents (18.8%). This indicates a high level of teaching experience among chemistry teachers in Awka South LGA.

Table 3: Frequency, Mean, and Remark of Respondents' Perception of the Efficacy of Teachers' Qualifications on Students' Academic Performance.

S/N	Items	SD	D	A	SA	Total	Mean	Remark
1	The poor qualifications of teachers are major problems for students understanding of chemistry concepts.	2	4	16	10	32	3.06	Agree
2	Teachers' academic qualifications influence the students' academic performance.	1	3	18	10	32	3.16	Agree
3	A teacher who is well-trained and in command of his/her subject matter will be able to identify the weaknesses and strengths of his/her learners.	0	2	20	10	32	3.25	Agree
4	Excellent mastery of one's subject as a teacher is dependent on one's academic qualification.	1	5	17	9	32	3.06	Agree
5	Teachers' academic qualifications are determinants of their quality and effectiveness.	1	4	19	8	32	3.06	Agree

The results in Table three illustrate that the majority of respondents agreed or strongly agreed with the positive and negative efficacies of teachers' qualifications towards the student's academic achievement in chemistry, with mean scores ranging from 3.06 to 3.25. This indicates a strong perception of the importance of teachers' qualifications on students' academic performance among chemistry teachers in Awka South LGA.

Table 4: Frequency, Mean, and Remark of Respondents' Perception of Efficacies of Teachers' Experience Influence on Students' Academic Achievement.

S/N	Items	SD	D	A	SA	Total	Mean	Remark
1	Teachers with 5 years of experience or less do better in disseminating knowledge to their students.	9	19	3	1	32	2.35	Disagree
2	Teachers with more than 5 years of teaching experience have better knowledge and ability for students' control and class management.	0	2	21	9	32	3.22	Agree
3	Students taught by more experienced teachers perform academically better.	1	4	18	9	32	3.09	Agree
4	More years of teaching experience led to improved classroom management.	0	3	20	9	32	3.19	Agree
5	Teachers with little experience in the said subject would not perform at the same level as more experienced teachers.	2	5	17	8	32	3.00	Agree

The results in Table four illustrate that the majority of respondents generally agreed or strongly agreed with the various ways that teachers' experience can influence the student's academic achievement in chemistry. On the other hand, a more modest extent differs or emphatically couldn't help contradicting the things. The mean scores above 2.5 show that respondents saw teachers' insight as huge in impacting the academic performance in chemistry.

DISCUSSION

The investigation discovered that chemistry teachers in Awka South LGA had a moderate level of academic qualification, with the majority of them holding the Nigeria Certificate in Education (NCE). This infers that the teachers had a shifted degree of subject information and instructive abilities, which could influence their strategies and results. These discoveries are predictable to those of Bello and Bichi (2018), who found that teacher qualifications influenced students' performance in chemistry and biology, respectively. The investigation similarly found that the greater part of chemistry teachers in the study area had more than 10 years of teaching experience, which exhibits that they had gathered a lot of valuable capacities in their teaching practice. These revelations are related to the findings by Nwosu and Samuel (2022) who found that teaching experience influenced students' performance in chemistry.

The study uncovered that the teachers had a positive perspective on the effect of their capacities on students' insightful achievement in science. These disclosures are like those of Akinola and Olatoye (2018), who found that teacher capacity had a positive relationship with students' accomplishment in science. The study in like manner showed that the teachers had a positive impression of the effect of their experience on students' academic achievement in chemistry. The teachers expressed the conviction that having something like five years of involvement improved their presentation in spreading information and dealing with the study hall. These discoveries are practically identical to those of Barroughs, (2019) and Umar (2019), who tracked down that teacher attributes, including experience, influenced students' performance in various subjects.

All in all, this study dug into the impact of teacher qualifications and teaching experience on the academic performance of chemistry students in Awka South Local Government Area, Anambra state. The discoveries feature a moderate degree of scholarly capability among chemistry teachers, with the Nigeria Certificate in Education (NCE) being the most prevalent. Additionally, most instructors have significant experience, fundamentally surpassing 10 years. The positive view of respondents towards the effect of the impact of teacher qualifications on students' academic achievement highlights the meaning of thoroughly prepared teachers with a solid order of their topic. Besides, the acknowledgment of the significance of teacher experience, especially in the classroom the board and information spread, builds up the worth of useful aptitude in improving education adequacy.

RECOMMENDATIONS

1. Training specialists ought to sort out ordinary expert improvement programs for chemistry instructors. These projects ought to zero in on refreshing subject information, consolidating creative teaching strategies, and upgrading classroom-the-board abilities.
2. Laying out mentorship programs for less experienced teachers can give them significant bits of knowledge and direction. Experienced teachers can share their pragmatic information, adding to the expert development of their partners.
3. Organizations ought to carry out persistent observing and assessment frameworks to survey the continuous advancement of instructors. This cycle guarantees that instructors keep an exclusive requirement of capability and experience throughout their professions.
4. Training specialists ought to guarantee that chemistry teachers have the base capabilities expected for successful instructing, like a four-year certification or higher in schooling or a connected field. They ought to likewise give motivating forces and backing to holding qualified teachers and lessening instructor turnover.
5. Instructors ought to lead normal appraisals and give useful input to students on their

scholastic execution. This can assist instructors with recognizing students' assets and shortcomings and designing their guidance in like manner. It can likewise assist students with observing their learning and working on their inspiration.

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