

TEACHER TRAINING PROGRAMME AND PRIMARY SCHOOL TEACHER
EFFECTIVENESS IN SUBJECT MASTERY COMPETENCE
IN SOUTHWESTERN NIGERIA
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Abstract

The study investigated the influence of teacher training programme on primary school teacher effectiveness in subject mastery competence in Southwestern Nigeria. The study specifically examined the levels of teacher effectiveness in subject mastery competence. The influence of teacher training programme indices such as appropriate training strategies (ATS), training content (TC), favourable school climate (FSC) and lecturers/facilitators competence (LC) on teacher effectiveness (TE) in subject mastery competences were specifically investigated. The study raised a major research question and formulated one hypothesis. The study adopted descriptive survey research design. The study population covered all teachers in the public primary schools in Southwestern Nigeria. A sample of 610 participants was selected using multistage sampling procedures. A validated instruments titled Teacher Training Programme Rating Scale (TTPRS) which is four-five Point Likert Scale. The reliability co-efficient of the questionnaire was 0.78. The descriptive statistics of frequency count with mean and standard deviation together with linear regression were used to analyse data collected. The hypotheses were tested at 0.05 level of significance. The results revealed a weighted average mean of 3.14 which showed that most of the teachers sampled were effective in the subject mastery during teaching-learning process. While The ATS, TC FSC and LC jointly predicted TE ($R=0.785$, $F_{(4;596)}=236.777$; $\text{Adj } R^2=0.614$) and accounted for 61.4% of its variance. LFC ($\beta = 0.396$), FSC ($\beta = 0.241$), TC ($\beta = 0.154$) and encourage teachers to embark on higher degree.

Keywords: Teacher Training Programme, Teacher effectiveness, Subject Mastery

Introduction

Teachers perform nation building roles through effective implementation of curriculum in schools. Teachers therefore need to be effective in their roles especially with regards to meeting the challenges of national development. Teaching effectiveness can be simply defined as what it is that teachers know and do (Barry, 2010). It also refers to a set of behaviours incorporated into daily professional practices that make teachers effective. For these to happen, teacher needs to deeply understand subject matter, student differences, effective classroom instructional strategies, knowing individual pupils, planning and assessment of student understanding and proficiency as well as learning outcomes proper. Also, include collaborate with colleagues, teacher's ability to reflect, and continue ongoing professional development (Barry, 2010).

The long term effects of poor quality subject mastery competency of teacher in primary schools are better imagined than experienced. It is a well-known fact that no nation's educational system can rise above the teachers' quality (FRN, 2004). A country where there are poor quality teachers will perpetually remain undeveloped and hence suffers the consequences of underdevelopment. In a similar development, Olalere (2005) asserted that teacher's qualification, largely determines his competence, capability and ability to teach effectively. He also added that the teacher professional competence is sharpened by teaching skills, the mastery of the curriculum contents, dynamic globalization of the subject matter, favourable school climate and competent lecturers/facilitators. Effective teaching by a resourceful and visionary teacher, relating learning tasks to the existing learners' capacity and interests to nurture productive citizenry.

Competence in subject mastery is an indicator of teacher effectiveness. Competence in subject mastery involves a deep and well-integrated disciplinary knowledge, pedagogical content knowledge, knowledge of subject developments and the ability to help pupils to associate concepts and principles to their everyday experiences (Egbo, 2011). Subject mastery enables the teacher to apply his/her knowledge of the subject to help learners in different levels to understand core concepts and their applications (Egbo, 2011). Therefore, poor mastery of the subject matter on the part of the teacher will lead to ineffectiveness in the process of teaching. Teacher's subject mastery is reflected through the way he/she introduces the lesson and proceeds in delivering the lesson. Teacher's subject mastery facilitates accomplishment of the objectives of any level of education, particularly, in the primary school. This is because competence in subject mastery assures the realisation of the set objectives (Jakku-Sihvonen, Tissari & Uusiautti, 2007). If teachers do not master the subject matter, there is a possibility that some concepts or topics in the curriculum that the teacher considers difficult could be avoided or left untaught. This would eventually affect students' quality.

In recent times, basic education has been the major concern of the Federal Government of Nigeria, all the stakeholders in education as well as the international community. This is because graduates from this level of education perform below expectations especially in the areas of communication skill and moral virtue (Adunola, 2011). There have been complaints on a regular basis by international organizations, government, parents and guardians as well as other stakeholders concerning the levels of mass illiteracy, school dropout rates and moral decadence among children of primary school age in the country (Akintayo & Jaiyeoba, 2022). The identified problems have largely been traced to teachers' ineffectiveness in the teaching-learning process. The problems have been found to have a chain effect on the rising school dropout rates (Odeleye & Oshin, 2011). These dropouts become prone to social vices such as pick-pocketing, theft, smoking of Indian hemp, cultism, kidnapping, and suicide bombing. These bother on teacher effectiveness in basic schools due to the assumption that, effective school is a function of teacher effectiveness (Akintayo & Jaiyeoba 2022).

In a bid to reduce teachers' ineffectiveness in the primary school level of education, the Federal Government of Nigeria through the Nigeria Certificate in Education initiative as an intervention to improve and maintain standard and efficiency in the administration of basic education in the country (Chukwu, 2010). The teacher training programme is meant to enhance primary school teachers' ability in areas such as subject mastery competencies, lesson plan, instructional method, and the use of instructional materials, classroom management, and teachers' motivational strategies among others (Akintayo & Jaiyeoba 2022).

Against this backdrop, primary school teachers would naturally come under close scrutiny in order to arrest this worrisome situation. In the first instance, teachers are custodians of knowledge and they implement the curriculum at classroom level. It is logical to argue that effectiveness in teaching is a *sine qua non* to an effective school system. By implication, if primary school teachers are effective in the discharge of their duties, there will be a decrease in school dropout rates and school completion and success rates will be high. Therefore, it is very important to examine the different measures of teacher effectiveness.

Literature has identified subject mastery competencies as the skills that are central to teacher effectiveness. Therefore, it is important for teachers to acquire these skills to perform effectively. It is also expected that through Nigeria Certificate in Education (NCE) and Bachelor degree in Education (B.Ed) programme, in-service training of basic school teachers the skill would have been acquired. This would in turn enhance teacher effectiveness. Silverman (2009) noted that there is little consistency in literature on the stability of teacher effectiveness over time. On the other hand, Duze (2012), Odeleye, Okunola & Akinola, Thomas, (2013) Odeleye and Oshin (2011), Akintayo & Jaiyeoba (2022) (Akinwumi & Ayo-Ayinde

2023) submitted that effectiveness may increase or decline over time. However, research has shown that rather than experiencing an increase in teachers' effectiveness in the teaching-learning process, it appears that the reverse is the case. However, in spite of these teacher training programmes undergone at NCE or University and in-services training organised for teachers, teacher effectiveness appears not to have improved significantly.

There are different opinions on the factors that are responsible for teacher effectiveness. Many researchers have worked on variables such as capacity building programme and pupils' academic performance, administrative effectiveness, school effectiveness and teachers' advancement. However, there is a dearth of literature on Teacher Training Programme and teacher effectiveness subject mastery competence. Hence, the study was set out to examine whether Teacher Training programme has had an influence or improved teacher effectiveness. It is against this established fact that the study sought to investigate the influence of teacher training programme on teacher effectiveness in subject mastery in teaching-learning process in Southwestern Nigeria.

Research Question

The following research question guided the study.

What is the level of teacher effectiveness in the subject mastery in the teaching-learning process in Southwestern Nigeria?

Hypotheses

The following hypotheses were formulated and tested:

- H₀₁ Teacher training programmes have no significant influence on teacher effectiveness in subject mastery competences in the teaching-learning process in Southwestern Nigeria.
- H₀₂ Teacher training programmes indices such as appropriate resource strategies, training content, favourable school climate and lecturers/facilitators competence have no significant joint influence on teacher effectiveness in subject mastery competences in teaching-learning process in Southwestern Nigeria.
- H₃₃ Teacher training programmes indices such as appropriate teaching strategies, training content, favourable school climate and lecturers/facilitators competence have no relative contribution to teacher effectiveness in subject mastery competences in teaching-learning process in Southwestern Nigeria.

Methodology

This study adopted the descriptive survey research design. This was considered relevant for the study because it provides the strategy for describing the variables with regards to the existing conditions in the schools without manipulating any of the variables. The study population covered all teachers in the public primary

schools in Southwestern Nigeria. This zone consists of Ekiti, Lagos, Ogun, Ondo, Osun and Oyo states. The zone has public primary schools with 86, 249 teachers. The total number of public primary schools sampled in this study was seventy (60) and six hundred (600) teachers. Multistage sampling procedure were adopted to select the sample for the study. One research instrument was used for data collection. This are a 4 -5 points likert scale tagged: Teacher Training Programme Scale (TTPS). The data collected from the pilot study was analysed using Cronbach Alpha statistics which give 0.78 reliability coefficient. The data collected were analysed using appropriate statistical tools. Descriptive statistics of frequency count with mean and standard deviation was used to analyse the demographic data and research questions. Regression was used for hypotheses one to three. The hypotheses were tested at 0.05 level of significance. The decision level (DL): 0.5-1.4 poor, 1.5-2.4 fair, 2.5-3.4 averagely good, 3.5-4.4 good and 4.5-5 Excellent

Note: Rating Scale: poor =1, fair =2, averagely good = 3, good 4 and excellent =5

However, Rating Scale: poor =1, fair =2, good = 3 and excellent = 4

Therefore:

Average DL = 1+2+3+4 = 10

Average Dl =10/4= 2.5

Average Dl = 2.5

Having gotten the average, the decision level (DL) for each scale is:

Poor = 0.5-1.4

Fair = 1.5-2.4

Good = 2.5-3.4 and

Excellent = 3.5-4.0

Gender		
Sex	Frequency	Percentage
Male	260	43.4
Female	340	56.7
Total	600	100
Qualification		
Qualification	Frequency	Percentage
NCE	156	26.0
B.Ed	444	74.0
Total	600	100

Table 1 reveals that 340 (56.7%) of the teachers were female while 260 (43.3%) were male. The educational qualifications of the teachers were as follows, 156 (26.0%) had NCE while 444 (74.0%) had B.Ed.

Research Question

What is the level of teacher's effectiveness in the subject mastery in the teaching-learning process in Southwestern Nigeria?

Table 2: Level of Teacher's Effectiveness in the Subject Mastery in the Teaching-Learning Process in Southwestern Nigeria

Subject Mastery							
	Poor	Fair	Ave. Good	Good	Excellent	Mean	StD
The teacher helps the learners to focus on content of the lesson.	66 (11.0)	56 (9.3)	205 (34.2)	135 (22.5)	137 (22.9)	3.37	1.241
Introduction incorporated previous knowledge/skills/every day experience and linked them to the new topic.	24 (4.0)	87 (14.5)	165 (27.5)	203 (33.8)	121 (20.2)	3.52	1.089
Introduction was clear on what the teacher wanted the pupils to learn.	31 (5.2)	69 (11.6)	168 (28.1)	213 (35.7)	116 (19.4)	3.53	1.087
Introduction was stimulating enough to arouse the interest and curiosity of the pupils	21 (3.5)	95 (15.8)	153 (25.5)	199 (33.2)	132 (22.0)	3.54	1.103
Related to learners' previous experience	40 (6.7)	66 (11.0)	175 (29.2)	190 (31.7)	129 (21.5)	3.50	1.141
Geared to level of learners.	21 (3.5)	86 (14.3)	165 (27.5)	217 (36.2)	111 (18.5)	3.52	1.057
Use of a variety of teaching techniques	23 (3.8)	86 (14.3)	180 (30.0)	210 (35.0)	101 (16.8)	3.47	1.051
Teacher mastered the content of the subject.	23 (3.8)	55 (9.2)	165 (27.5)	200 (33.3)	157 (26.2)	3.69	1.074
Lesson procedure encouraged pupils to express their prior experiences and explain their ideas related to the content.	35 (5.8)	59 (9.8)	186 (31.0)	232 (38.7)	88 (14.7)	3.46	1.044
Lesson encouraged pupils to give own hypotheses/prediction and helped to discuss how they differed from those held by others.	16 (2.7)	65 (10.8)	215 (35.8)	191 (31.8)	113 (18.8)	3.53	1.002

Subject Mastery							
	Poor	Fair	Ave. Good	Good	Excellent	Mean	StD
Lesson encouraged pupils to give their own observations/ results in the activity and to discuss how they differed from those of others.	23 (3.8)	79 (13.2)	205 (34.2)	204 (34.0)	89 (14.8)	3.43	1.018
Lesson facilitated growth of process skills such as observing, measuring, classification, calculation, etc.	19 (3.2)	58 (9.7)	201 (36.2)	213 (35.7)	105 (17.5)	3.55	0.991
The teacher dealt with pupils' questions, misconceptions and reinforced learning at each step.	31 (5.2)	73 (12.2)	188 (31.3)	168 (28.0)	140 (23.3)	2.52	1.128
The lesson encouraged active participation of pupils in the main teaching steps	9 (1.5)	83 (13.8)	156 (26.0)	209 (34.8)	143 (23.8)	3.66	1.035
N = 600; Weighted Mean = 3.45							

Table 2 reveals the responses of the respondents to level of teacher's effectiveness in the subject mastery in the teaching-learning process in Southwestern Nigeria. Table indicates the average weighted mean of 3.45 out of the 4.00 maximum obtainable score, which is higher than the standard mean of 2.50. This implies that the level of effectiveness in the subject mastery competencies in the teaching-learning process is very high. Table 2 reveals that out of the 14 sub-themes used to measure teacher effectiveness in subject mastery competence, all the sub-themes contributed to teacher effectiveness. Because all the 14 sub-themes have mean values higher than the average mean value of 2.50. This implies that teachers in primary school are performing excellently in mastering the subject matter.

Hypotheses

H₀₁ Teacher training programmes have no significant influence on teacher

effectiveness in subject mastery competences in the teaching-learning process in Southwestern Nigeria.

Table 3: Teacher Training Programmes Influence on Teacher's Effectiveness in Subject Mastery Competences

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
I	.775 ^a	.600	.599	7.595		
a. Predictors: (Constant), SumIV TTP						
ANOVA ^a						
Model		Sum of Square	Df	Mean Square	F	Sig.
I	Regression	51210.089	1	51210.089	887.871	.000 ^b
	Residual	34145.002	599	57.677		
	Total	95355.091	600			
a. Dependent Variable: Subject mastery						
b. Predictors: (Constant), Tec Tra. Prg						

A simple linear regression analysis was computed to determine the influence Teacher Training Programmes on teacher effectiveness in subject mastery competences in the teaching-learning process in Southwestern Nigeria. The result reveals a *R Square* of 0.600. The *R Square* is the coefficient of determination that states the proportion of the variance of teacher effectiveness in subject mastery that could be explained by variation in teacher training programme. Thus, 60.0% of the variation in teacher effectiveness (subject mastery) was influenced by differences in teacher training programme being attended. It implies that the training has serious positive effect on the teachers in the area of subject mastery because the 60.0% variation in teacher effectiveness is caused by the teacher training programme (NCE, B.ED, capacity building, workshop and seminars). Furthermore, the ANOVA summary reveals a p-value of 0.000. This implies that the teacher training programmes influence on teacher effectiveness in subject mastery competence was significant [$F_{(1,599)}=887.871, p<0.05$]. Thus, the hypothesis was rejected.

H₀₂ Teacher training programmes indices such as appropriate teaching strategies, training content, favourable school climate and lecturers/facilitators competence have no significant joint influence on teacher effectiveness in subject mastery competences in teaching-learning process in Southwestern Nigeria.

Table 4: Joint Contribution Teacher Training Programmes Indices such as Appropriate Teaching Strategies, Training Content, Favourable School Climate and Lecturers/Facilitators Competence have no Significant Joint Influence on Teacher Effectiveness in Subject Mastery Competences in Teaching-Learning Process in Southwestern Nigeria

Model	Sum of Squares	Df	Mean Square	F	Sig.	Rank
Regression	52626.812	4	13156.703	236.777	0.000	Sig.
Residual	32728.279	596	55.566			
Total	85355.091	600				
R = 0.785 R Square = 0.617 Adjusted R Square = 0.614 Std. Error of the Estimate = 7.454						

Table 4 presents analysis of hypothesis two on joint contribution of teacher training programme indices (appropriate teaching strategies, training content, favourable school climate and lecturers/facilitators competence) on teacher effectiveness in subject mastery competences in teaching-learning process in Southwestern Nigeria. The result shows that there was significant joint contribution of teacher training programme indicators to teacher effectiveness in subject mastery competences in Southwestern Nigeria ($R = 0.785$; $R^2 = 0.617$; $F = 336.777$). This shows that all the variables of teacher training programmes (content of the programme, favourableness of school climate, appropriateness of teaching pedagogy and lecturers/facilitators competence) accounted for 61.4% of the variance in teacher training programme in primary school teacher subject mastery competence in Southwestern Nigeria. The remaining 38.6% might be captured by other exogenous variables that were not included in the study. Based on this, the joint contribution is shown to be significant ($F_{(4,596)} = 336.777$; $P < 0.05$), therefore the hypothesis is rejected. This implied that teacher training programme indices (content of the programme, favourableness of school climate, appropriateness of teaching pedagogy and lecturers/facilitators competence) have joint contribution to primary school teacher subject mastery competence in teaching-learning process in Southwestern Nigeria.

H₀₃ Teacher training programmes indices such as appropriate teaching strategies training content, favourable school climate have no relative contribution to teacher effectiveness in subject mastery competences in teaching-learning process in Southwestern Nigeria.

Table 5: Relative Contributions of Teacher Training Programmes Indices such as Appropriate Teaching Strategies, Training Content, Favourable School Climate on Teacher Effectiveness in Subject Mastery Competences in Teaching-Learning Process in Southwestern Nigeria

Dependent Variable	Independent Variables	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta Contributions		
Teacher Effectiveness in Subject Mastery Competences	(Constant)	-1.491	1.700		-.877	.381
	Training Content	.481	.123	.154	3.920	.000
	Favourable School Climate	.711	.107	.241	6.636	.000
	Appropriate Teaching Strategies	.517	.126	.143	4.113	.000
	Lecturers/ Facilitators Competence	1.424	.136	.396	10.446	.000

Table 5 reveals relative contributions of appropriate teaching strategies, training content, favourable school climate, expressed as beta weights: training content, ($\beta = 0.154$, $P < 0.05$), favourableness of school climate ($\beta = 0.241$, $P < 0.05$), appropriate teaching strategies, ($\beta = 0.143$, $P < 0.05$), lecturers/facilitators competence ($\beta = 0.396$, $P < 0.05$). Result from the table shows that all the indicators of the independent variables in the model (content of the programme, favourable school climate, appropriate teaching strategies and lecturers/facilitators competence) contribute significantly to subject mastery competence of teachers in primary schools in Southwestern Nigeria. The table further revealed that lecturers/facilitators competence contributed highest to the dependent variable, next to it is training content, appropriate teaching strategies and favourable school climate. They all have positive contributions to subject mastery competence of primary school teachers in teaching-learning process in Southwestern Nigeria.

Discussion of Findings

The research question revealed that weighted average mean was 3.45 (table 1) which shows that most of the teachers sampled were effective in the subject mastery during teaching-learning process. From this result, the level to which training programmes was related to teacher effectiveness in subject mastery competence was high. The teacher training programmes have high influence on teacher effectiveness.

In the test of hypothesis, a significant influence of teacher training

programmes on teacher effectiveness in subject mastery competence was revealed.

The result showed that teachers who attended teacher training programme (NCE, B.ED, Workshop, and Seminar) were very effective teaching learning process. Which means that teacher training programmes are had great influence on the effectiveness of teacher in subject mastery competence. This finding was in-line with Thomas (2013) study on effects of teacher preparation on students' academic achievements in SS2 practical Biology. He submitted that the educational qualification of teachers aided their classroom effectiveness and performance.

From hypothesis 2, there was significant joint contribution of teacher training programme indices such as content of the programme, favourableness of school climate, appropriateness of teaching pedagogy and lecturers/facilitators competence to teacher effectiveness in subject mastery competences in Southwestern Nigeria. This finding corroborates Fakeye (2012) who carried out a study on the extent of qualification of teachers and subject mastery as predictors of students' achievement in English Language among senior secondary students in Ibarapa Division of Oyo state. The study was submitted that teacher's teaching qualification and subject matter mastery could predict academic achievement of students in English Language. There is a significant joint contribution of teachers' qualification and teachers' subject mastery variables to student's achievement in English Language.

Similarly, the study also found out that all the indicators of the independent variables in the model (content of the programme, favourableness of school climate, appropriateness of teaching pedagogy and lecturers/facilitators competence) relatively contribute significantly to subject mastery competence of teachers in primary schools in Southwestern Nigeria.

This finding also was in line with Fakeye (2012) that there is a significant relative contribution of teachers' knowledge of subject matter on mastery to students' academic achievement in English Language. That is, there is a significant relative contribution of teaching qualification of teachers to academic achievement of students in English language

Conclusion

With the interest to investigate the influence of teacher training programmes on primary school teacher effectiveness in subject mastery in teaching-learning process in Southwestern Nigeria, it was noted that teacher training programmes contributed to teacher effectiveness in subject mastery. This implied that teachers who are well trained at NCE, University, seminar, capacity building to mention but a few will maximally contribute to the effectiveness in subject mastery. The study also concluded that the effectiveness of teachers in teaching-learning process depends on the additional skills acquired during training to become a teacher or in-service training. This in-service training is important because in the course of the study, a number of the teachers were found not to have attended more than one training programme apart from the initial training at NCE or University.

Recommendations

Based on the findings of this study, the following were recommended for improved primary education:

- i. Teachers who passed through Colleges of Education or University should be employed at primary schools level;
- ii. Teachers with lower qualification should be encouraged to go for higher qualifications such as B.Ed or M.Ed;
- iii. Government should put in more effort in organising more capacity building programme, seminar and workshop for primary school teachers, and
- iv. Teachers are also enjoined to always appropriate the skills acquired at any level of training programme.

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