

Inputs Quality: A Quality Assurance Process in Enhancing Effectiveness of Public Secondary Schools in Ilorin West Local Government Secondary Schools, Kwara State

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Abstract

It is one thing to have educational inputs available in the school system but it is another thing entirely to ensure that the inputs are qualitative. Hence, this study examined inputs quality: A quality assurance process in enhancing effectiveness of Ilorin West Local Government secondary schools, Kwara State. The study adopted a descriptive design of survey type. The population for the study comprised 1,541 teachers in the entire 33 public secondary schools in the Local Government Area. Random sampling technique was used to select 20 schools. Also, random sampling technique was used to select 308 teachers using Krejcie and Morgan (1970) table for determining sample size while purposive sampling technique was used to select principals and vice principals (academics) of the sampled schools. Inputs Quality Questionnaire (IQQ) and proforma were used to collect data for the study. The questionnaire was validated and found reliability coefficient of 0.76, using Cronbach's Alpha. The hypotheses generated in the study were tested using Pearson Product-Moment Correlation Statistic at .05 level of

significance. The study concluded that ensuring quality of the inputs such as teachers, students and physical facilities plays significant roles in enhancing effectiveness of Ilorin West Local Government secondary schools, Kwara State. Based on the findings and conclusion, it was recommended that, government should ensure adequate supply of quality teachers and physical facilities to schools and parents should give their children adequate academic support right from basic schools make to them function properly as inputs in secondary schools, to enhance actualization of effectiveness.

Keywords: Educational Inputs; Student Quality, Teacher Quality, Physical Facilities Quality and School Effectiveness

Introduction

Quality assurance is very important because it is a process through which effectiveness could be achieved in education system, irrespective of the level. As a way of maintaining quality assurance in public secondary schools in Nigeria, it is very pertinent to ensure that there is quality in the educational inputs provided. According to Oyekan (2012), the importance of educational inputs to the realisation of the school goals, irrespective of the level, cannot be over-emphasised. Basically, it can be said that inadequate quality of the inputs could be one of the factors responsible for inability of the secondary schools to effectively actualise their goals.

However, it is a pity that in recent time, the quality of inputs (teachers, students and physical facilities) in some public secondary schools in Ilorin West Local Government, Kwara State is not encouraging. In these schools, some existing physical facilities are not quality enough to facilitate effective teaching and learning which could enhance students' academic performance. There are no standard libraries in some schools for students to engage in personal studies while some of those that have lack current textbooks and other printed materials. Also, the laboratories in some of these schools are not adequate while some of the existing ones do not have adequate gadgets which students could interact with to facilitate effective learning.

According to Akomolafe and Adequa (2016), the quality of physical facilities in the school setting goes a long way to motivate students to learn. Physical facilities such as classrooms, library, laboratories, toilet facilities and sick bay, when they are in good condition, capable of motivating students towards learning thereby consequently results in better academic performance. Experience has shown that most of the physical facilities that are germane to effective learning or academic performance of students appear not to be sufficient in our public secondary schools today. Those available seem not to be of standard quality, some seem to lack maintenance, while some are in dilapidated conditions. This could also be responsible for school ineffectiveness. Teachers play significant role in ensuring effectiveness of schools. Today, there are some teachers in public secondary schools who do not possess the

required qualities. This is because they do not have adequate knowledge of the subject matter, pedagogical knowledge, classroom management and utilisation of suitable instructional resources to foster effective understanding of the lessons taught. This could be one of the factors responsible for ineffectiveness of secondary schools. Furthermore, the level of quality of some public secondary school students is not encouraging. Some of them did not have sound basic education required to face the academic rigour of secondary level of education. Some do not pay attention during lessons, spend their leisure time on films watching and chatting on social media, often fail to do their assignments and have poor zeal towards academically excellence.

The role played by students in contributing to poor academic performance in public secondary schools is not minute. Duze (2008) observed that one of the factors hindering effectiveness of public secondary schools in Nigeria is inadequate quality of the inputs. This includes declining competence and commitment of teachers, inadequate provision and poor state of some existing school facilities, outdated and largely irrelevant curricula, poor interest and seriousness on the part of students which lead to examination malpractices and inadequate funds available to school; effectively operate.

The findings of the study carried out by Marzona and Marzona (2003) showed that, the most important factor affecting students learning and academic performance is the teacher. Quality teachers appear to be effective in discharging their duties. If a teacher possesses the quality, students under that teacher's tutelage are likely to achieve adequate progress academically. Vegas (2007) observed that, some students are in schools but not ready for learning, this makes them engage in other activities while teachers are imparting knowledge to them, using all their leisure time for non-academic activities, not bothered to do their classwork and assignment and all ends in poor performance. Dada (2015) stated that the poor quality of physical facilities such as classrooms, libraries, laboratories and workshops could be responsible of ineffectiveness in these schools. Hence, this study focused on inputs quality: A quality assurance process in achieving effectiveness in Ilorin West Local Government secondary schools, Kwara State.

Statement of the Problem

Students' academic performance in May/June West African Senior School Certificate Examinations (WASSCE) since a decade ago has not been encouraging enough. According to West African Examination Council (2019), in 2010, 2011, 2012, 2013 and 2014; only 23.36%, 30.9%, 38.81%, 36.57% and 31.28% respectively had at least five credits including English language and Mathematics in May/June in West African Senior School Certificate Examinations (WASSCE). Also, in 2015, 2016, 2017, 2018 and 2019; only 38.68%, 52.97%, 26.01%, 49.98% and 17.13% respectively had at least five credits including English language and Mathematics.

Looking at the trends of students' academic performance in these examinations, one would observe that within ten years, it was only in 2016 that the percentage of students who had at least five credits including English language and Mathematics was clearly above average because that of 2018 was partially average. The scenarios presented above could be used as a justification to say that secondary schools in Nigeria have not been effective enough and this could be due to inadequate quality of the educational inputs such as physical facilities, teachers and students.

Akomolafe and Adesua (2016) carried out a study on the impact of physical facilities on students' level of motivation and academic performance in senior secondary schools in South West Nigeria. Eguonor (2018) investigated teacher quality and students' academic performance in Esan West Local Government of Edo State. Although, all these are germane to this study, none of them, however, focused on inputs quality: A quality assurance process in achieving effectiveness in Ilorin West Local Government secondary schools, Kwara State and this is gap which this sets out to fill.

Literature review

Quality assurance needs to be ensured in all the inputs into education system to facilitate actualization of the stated goals. According to Babalola (2004), quality assurance in education is a proactive means of ensuring quality of inputs, teaching-learning process, students' academic performance and school environment before things get out of hands. Materu (2007) explained quality assurance as a planned and systematic review process of an institution or program to determine whether or not acceptable standards of education, scholarship, and infrastructure are attained and maintained. Quality assurance therefore has to do with compliance with standards set in ensuring that schools achieve the objectives for which they are established. Quality assurance could also be seen as all the activities carried out to ensure that all the inputs into the education conform to the laid down rules to achieve the set objectives. Abari and Odunayo (2012) defined educational inputs as the materials, human, financial, or information resources used to actualise the school goals.

Ntawiha (2011) elucidated that educational inputs are divided into two, endogenous and exogenous. Endogenous inputs are those inputs that the school has control over. They include: teacher characteristics (their qualification, professional training, working experience, and teaching load), student/teacher ratio, class size, pupil/textbook ratio, and physical facilities. Exogenous inputs that are commonly referred to as non-school related variables. These are those inputs that the school does not have direct control over but affect much student achievement. Exogenous inputs for this study include: family background (parental education level, occupation, and the number of siblings among others) and students prior performance. Vegas (2007) believed that school effectiveness can be compromised

by lack or inadequate quality of educational inputs such as physical facilities, staff, students and instructional materials. In addition, Chiu and Khoo (2005) observed that educational inputs which include physical facilities, instructional resources, teaching and non-teaching staff, students and funds have proved to contribute significantly to school effectiveness. Ehindero and Ajibade (2000) stated that the quality of teachers in pedagogical knowledge, knowledge of subject matter and the likes determines how effective they perform their statutory job and how effective they perform their statutory job determines students' academic performance. The quality which a teacher has reflects his level of knowledge of subject matter, mastery and use of pedagogical knowledge in the classroom, classroom management, students' assessment, class control and the likes. The importance of availability of quality physical facilities to the actualization of the stated school goals cannot be over-emphasized.

Ajayi and Ayodele (2001) emphasized that the availability of these resources are quite important to achieving effectiveness in instructional delivery in the school system. They further buttressed the fact that non-availability of basic facilities such as classrooms, office accommodation, workshops, sporting facilities, laboratories, library et cetera which is being experienced in secondary schools is a perfect reflection of what obtains in the university system. According to Adebeye (2000), physical facilities are the essential materials that must be put in place and into consideration for the objectives of the school system to be accomplished. These essential resources include laboratories, classrooms, offices, library and the likes. He further stresses that availability of these facilities determines the quality of instruction and performance of students in the schools.

Mohammed (2002) opined that negative attitudes of some students towards learning could be responsible for school ineffectiveness. It is obvious that for any student to excel academically, it requires a hardworking and dedication to studies. Olajide (1998) believed that, not-too-encouraging attitude of students shows inadequacy in their quality and this has been an impediment to their good academic performance in the country. Aremu and Sokan (2003) found out in their study that, poor quality of students in terms of poor study habits, psychological adjustment problems, lack of interest in school programme, low retention, association with wrong peers, low achievement motivation and emotional problems could be responsible for school ineffectiveness in the area of academic performance. Botha (2010) explained school effectiveness as the extent to which a school actualises its objectives. It is also regarded as a distinct characteristic which x-rays how a school has been able to accomplish the stated goals. The fact that the concept of school effectiveness can, however, have various meanings has resulted to a global debate around the concept (Mortimore, 2000). According to Sun,

Creemers and De Jong (2007), studies of school effectiveness have dual interpretations: firstly, to identification of the factors that are features of effective schools, and secondly, to identification of differences between students' academic performance in these schools. The use of students' academic performance as the measure of school effectiveness has gained universal acceptance despite the fact that others measures could also be used to measure school effectiveness.

Crawford and Cartwright (2003) opined that an effective school is the one whose students academically progress further than might be expected. Adeyemi (2008) opined that performance is a measure of educational output. Academic performance can be viewed as the extent to which an individual learner acts or does a piece of work, how well or poor he/she does the job or the activities within a learning process. Benjamin and Moses (2007) explained that students' academic performance is a reflection of the level of success or failure which learners have made in a particular course of study. Education has many inputs (both human and non-human), the fact remains that one of the ways of measuring the output from educational system is through students' academic performance.

Purpose of the Study

The main purpose of this study is to examine the relationship between inputs quality and effectiveness of Ilorin West Local Government secondary schools, Kwara State. Specifically, the study wants to investigate the:

- i. relationship between teacher quality and effectiveness of Ilorin West Local Government secondary schools, Kwara State;
- ii. relationship between physical facilities quality and effectiveness of Ilorin West Local Government secondary schools, Kwara State; and
- iii. relationship between student quality and effectiveness of Ilorin West Local Government secondary schools, Kwara State;

Research Hypotheses

The following hypotheses will be formulated to guide the study:

Main Hypothesis:

Ho₁: There is no significant relationship between inputs quality and effectiveness of Ilorin West Local Government secondary schools, Kwara State.

Ho₂: There is no significant relationship teacher quality and effectiveness of Ilorin West Local Government secondary schools, Kwara State.

Ho₃: There is no significant relationship physical facilities quality and effectiveness of Ilorin West Local Government secondary schools, Kwara State.

Ho₄: There is no significant relationship student quality and effectiveness of Ilorin West Local Government secondary schools, Kwara State

Method

The study adopted a descriptive design of survey type. The population for this study comprised 1,541 teachers in the entire 33 public secondary schools in Ilorin West Local Government as at August, 2019. Random sampling technique was used to select 20 (60.6%) schools. Also, random sampling technique was used to select 308 teachers using Krejcie and Morgan (1970) table for determining sample size from a given population while purposive sampling technique was used to select principals and vice principals (academics) in the sampled schools to make a total of 348 respondents. The instrument tagged Inputs Quality Questionnaire (IQQ) was used to collect information on teacher, physical facilities and student qualities. Principals and vice principals (academics) assessed teacher quality while teachers assessed physical facilities and student qualities. Proforma captioned Students' Academic Performance Proforma (SAPP) was used to collect students' results in English language and General Mathematics in West African Senior School Certificate Examinations (2016 to 2018) from the school principals. The questionnaire was validated by experts in the Department of Educational Management, Faculty of Education, University of Ilorin, Ilorin, Nigeria. Cronbach's Alpha was used to ascertain the reliability of the instrument and it found reliability coefficient of 0.76. This adjudged that the instrument was reliable to be used for the study. The hypotheses generated in the study were tested using Pearson Product-Moment Correlation Statistic at .05 level of significance. Out of the 308 copies of questionnaire distributed, only 295 were retrieved and used for analysis.

Results

Ho₁: There is no significant relationship between inputs quality and school effectiveness in Ilorin West Local Government secondary schools, Kwara State

Table 1: Inputs Quality and School Effectiveness in Ilorin West Local Government secondary schools, Kwara State

Variable	N	Mean	SD	Cal. r-value	p-value	Decision
Inputs Quality	295	2.41	0.62			
				.437	.004	Ho Rejected
School Effectiveness	295	2.64	0.87			

Table 1 shows the calculated r-value (.437) while the p-value (.004) is less than the significance level (.05). Therefore, the main hypothesis (Ho) is rejected. This shows that there was a significant relationship between teacher quality and school effectiveness in Ilorin West Local Government secondary schools, Kwara State.

Ho₂: There is no significant relationship between teacher quality and school effectiveness in Ilorin West Local Government secondary schools, Kwara State

Table 2: Teacher Quality and School Effectiveness in Ilorin West Local Government secondary schools, Kwara State

Variable	N	Mean	SD	Cal. r-value	p-value	Decision
Teacher Quality	295	2.41	0.62			
				.418	.012	Ho ₁ Rejected
School Effectiveness	295	2.64	0.87			

Table 2 shows the calculated r-value (.418) while the p-value (.012) is less than the significance level (.05). Therefore, the operational hypothesis one (Ho₁) is rejected. This shows that there was a significant relationship between teacher quality and school effectiveness in Ilorin West Local Government secondary schools, Kwara State.

Ho₃: There is no significant relationship between physical facilities quality and school effectiveness in Ilorin West Local Government secondary schools, Kwara State

Table 3: Physical Facilities Quality and School Effectiveness in Ilorin West Local Government secondary schools, Kwara State

Variable	N	Mean	SD	Cal. r-value	p-value	Decision
Physical Facilities Quality	295	2.41	0.62			
				.386	.001	Ho ₂ Rejected
School Effectiveness	295	2.64	0.87			

Table 3 shows the calculated r-value (.386) while the p-value (.001) is less than the significance level (.05). Therefore, the operational hypothesis one (Ho₂) is rejected. This shows that there was a significant relationship between physical facilities quality and school effectiveness in Ilorin West Local Government secondary schools, Kwara State.

school effectiveness in Ilorin West Local Government secondary schools, Kwara State.

Ho₄: *There is no significant relationship between student quality and school effectiveness in Ilorin West Local Government secondary schools, Kwara State*

Table 4: Student Quality and School Effectiveness in Ilorin West Local Government secondary schools, Kwara State

Variable	N	Mean	SD	Cal. r-value	p-value	Decision
Student Quality	295	2.41	0.62			
				.402	.010	Ho ₃ Rejected
School Effectiveness	295	2.64	0.87			

Table 4 shows the calculated r-value (.402) while the p-value (.010) is less than the significance level (.05). Therefore, the operational hypothesis one(Ho₃) is rejected. This shows that there was a significant relationship between physical facilities quality and school effectiveness in Ilorin West Local Government secondary schools, Kwara State.

Results

The finding of the main hypothesis revealed that there was a significant relationship between inputs quality and school effectiveness in Ilorin West Local Government secondary schools, Kwara State. This implies that when the schools are supplied with quality teachers, students and physical facilities, it could help achieve effectiveness in terms of improved students' academic performance. Realization of effectiveness in an educational institution could depend on the extent to which it is supplied with quality educational inputs. When the inputs such as teachers, students, funds, instructional and physical facilities are qualitative, it could enhance smooth operation of teaching and learning activities and consequently lead to achievement of school effectiveness. This finding supports the view of Duze (2008) that, declining in the quality of teachers' competence and commitment, instructional and physical facilities, students' readiness to learn, parents' attitudes to their children's schooling could be responsible for the problem of ineffectiveness in many public secondary schools in Nigeria.

The finding of the hypothesis one showed that there was a significant relationship between teacher qualities and school effectiveness in Ilorin West Local Government secondary schools, Kwara State. This shows that, the extent to which

teachers in a school possess quality in discharging their statutory duties in the areas such as lesson note preparation, lesson presentation, students' assessment, improvisation and utilization of instructional materials, and classroom management among others, could determine the level of effectiveness in terms of students' academic performance. This finding is in tandem with the view of Hamzat (2012) that, teachers are important input to the school system because they are the mobilizers of other inputs. In a school, no matter the quality of other inputs, unless teachers also possess the necessary required quality to discharge their duties effectively, the school operations might not be smooth and this could lead to ineffectiveness.

The finding of the hypothesis two revealed that there was a significant relationship between student quality and school effectiveness in Ilorin West Local Government secondary schools, Kwara State. This signifies that, the qualities of students in terms of seriousness to study could determine school effectiveness. When students go to school at the right time, pay attention to teachers while teaching and learning process is ongoing, study their notes during leisure and do their assignments and classwork regularly, it could help achieve school effectiveness. This finding agrees with the view of Hamzat (2012) that, one of the factors responsible for school effectiveness in public secondary schools in Nigeria is poor students' quality. Some students in these schools possess poor qualities (lateness, absenteeism, poor attention during lessons, poor readiness to learn and failure to do assignments) thereby leading to school ineffectiveness (poor academic performance).

The finding of the hypothesis three showed that there was a significant relationship between physical facilities and school effectiveness in Ilorin West Local Government secondary schools, Kwara State. This means that the conditions of physical facilities such as classrooms, laboratories, libraries, workshops and the likes could determine the level of effectiveness of a school. When all these facilities are in good conditions, they could aid effective teaching and learning thereby enhancing students' academic performance and vice versa. This finding corroborates the finding of Paul (2017) that, there was a significant relationship between physical facilities quality and effectiveness of secondary schools in Ijumu Local Government, Kogi State. Many factors which could be responsible for ineffectiveness of public secondary schools in Kogi State; the roles played by poor quality of the physical facilities cannot be underrated.

Conclusion

Based on the findings of the study, it was concluded that, ensuring quality of the inputs such as teachers, students and physical facilities plays significant roles in enhancing effectiveness of Ilorin West Local Government secondary schools, Kwara State. Teachers' quality plays important role in enhancing school effectiveness.

Facilities quality could help to achieve school effectiveness. The quality of students is also a significant determinant of school effectiveness.

Recommendations

Based on the findings in the study, the following recommendations were made:

- i. Kwara State government should ensure adequate supply of quality teachers and physical facilities to schools and parents should give their children adequate academic support right from basic schools make them function properly as inputs in secondary schools, to enhance actualization of effectiveness;
- ii. Kwara State Teaching Service Commission to always carry out effective recruitment exercise to make sure that skilled and competent applicants who can help achieve effectiveness in schools are employed. Also, there is need for government to ensure adequate provision of capacity building programmes for teachers to help increase their knowledge, skills and techniques in order to aid school effectiveness;
- iii. The government should intensify its efforts in providing more quality physical facilities such as classrooms, laboratories and libraries to schools and the dilapidated ones should be renovated so that they be maximally utilized to actualize school effectiveness;
- iv. Parents/guardians should pay adequate attention to the academic progress of their children/wards to make sure that they sit more tightly to their studies and always exhibit positive attitudes to learning to assist the schools to realize effectiveness.

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