INSTITUTIONAL AND PARENTAL FACTORS AS PREDICTORS OFQUALITY OF EDUCATION IN PUBLIC SECONDARY SCHOOLS IN OYOSTATE,NIGERIA

Adedoyin Adeola

BOLANLEMATRICNo.:14030

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CERTIFICATION

I certify that this work was carried out by Mrs A. A. Bolanle in the Department ofEducationalManagement, UniversityofIbadan,Nigeria.

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Supervisor

A. O.Ayeni

B.Ed (Ife)., M.Ed., Ph.D (University of Ibadan)Professor,DepartmentofEducationalManagement, UniversityofIbadan, Nigeria

DEDICATION

ThisthesisisdedicatedtoGodAlmightywhoismyeverpresenthelperatalltimes,andtomy parentsChiefAdedokunAbrahamandlate Chief (Mrs)MarianOlaninhunOnifade,andall Onifades and Bolanles bothhomeand abroad.

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ABSTRACT

Qualityof Education (QoE), which can be measured through learningoutcomes,is essentialtolifelonglearningandcanbeinfluencedbymanyfactorswithinandoutside theclassroom.Thesefactorsincludeavailabilityofbasicschoolsuppliesandnatureof astudent'shomeenvironment.However,reportshaveshownthatQoEinmanypublic secondary schoolsin Oyo State ispoor. Previousstudiesconcentrated more on interventionsthanonInstitutionalFactors(IFs)andParentalFactors(PFs).Thisstudy, therefore, wascarried to examine IFs(Teachers' Adequacy -TA, Teachers' Remuneration-TR, Teachers' Capacity Building Programmes-TCBP, Infrastructural Facilities-IFandInstructionalMaterials-IMs)andPFs(ParentalOccupation-POand ParentalIncome-PI)aspredictorsofQoE(studentsacademicperformanceinEnglish LanguageandMathematicsbeingtwocompulsorysubjectsinsecondaryschools)in publicsecondaryschoolsin Oyo State,Nigeria.

Ludwig von Bertalanffy's SystemsTheory underpinned, while correlational design wasadopted.EighteenLocalGovernmentAreas(LGAs)wererandomlyselectedfrom the existing33LGAs.Onehundredand seventy-threepublicsecondaryschoolsin the selectedLGAswereenumerated,whileanintactclassofSeniorSecondary11students intheselectedschoolsparticipatedinthestudy.Atotalof173EnglishLanguageand Mathematicsteacherswerepurposivelyselectedbasedontheirteachingexperience. The instrumentsused were English Language (r=0.81), Mathematics(r=0.75) achievement tests;TA(r = 0.86), TR (r = 0.74), TCBP(r=0.83), IF(r=0.75), IMs (r=0.86), PO(r=0.83) and PI(r=0.73) scales.Data were analysed using descriptive statistics,PearsonproductmomentcorrelationandMultipleregressionat0.05levelof significance.

Majority (69.2%) of the teacherswere female, while 59.1% of the studentswere female.TheQoE(12.4%)waslowbasedonstudents'averageperformanceinEnglish language and Mathematics.The TA($\bar{x}$=2.33), TR ($\bar{x}$=2.18), TCBP($\bar{x}$=1.35), IF ($\bar{x}$=2.14),IMs($\bar{x}$=1.67)werelowagainstthethresholdof2.50.Thereweresignificant positiverelationshipsbetweenTA(r=0.11),TR(r=0.43),TCBP(r=0.21),IF(r=0.51), PO(r=0.06)andstudents'achievementinEnglishLanguage.TheTA(r=0.31),TR (r=0.50),TCBP(r=0.43),IF(r=0.48),PO(r=0.30)hadsignificantrelationshipswith students'achievementinMathematics.TherewasajointcontributionoftheIFsand PFsonstudents'achievementinEnglishLanguage($F_{(7,1770)}$=6.70;AdjustedR^2=0.01), accountingfor1.0%ofitsvariance.TherewerealsoajointcontributionofIFsandPFs on students' achievement in Mathematics($F_{(7,1770)}$= 6.40; Adjusted R^2=0.62) accountingfor62.0%ofitsvariance.TheTA(β=0.04),TR(β=0.13),IF(β=0.06)and PO(β=0.06)hadsignificantrelativecontributionstostudents'achievementinEnglish Language,whileTCBP, IMsandPIdidnot.TheTA(β=0.21),TR(β=0.23),TCBP (β=0.10), IF (β=0.13) and PO(β=0.08) had significant relative contributionsto students' achievement in Mathematics,whileIMsand PIdid not.

Teacher adequacy, teacher remuneration, teacher capacity building programmes, infrastructuralfacilitiesandparentaloccupationinfluencequalityof educationin public secondary schoolsin Oyo State, Nigeria. These factorsshould be taken cognisanceof to improvequalityofeducation.

Keywords: Teachercapacitybuildingprogramme,Secondaryschoolsinfrastructure, Public schoolsin OyoState

Wordcount:486

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CHAPTER ONEINTRODUCTION

1.1 BackgroundtotheStudy

Thetaskofnation-buildingstartswithprovisionofqualityeducationprogrammesthat wouldserveastoolsfornationalgrowthanddevelopment. Qualityofeducationisa globalissuethatengagestheattentionofscholarsbecausequalityconnotesadegreeof academic excellence. Quality asexcellence ishigh scoresor gradesof studentsin examinations. Quality of education, which could be measured through learning outcomes,isessentialtolifelonglearning,andcanbeinfluencedbymanyfactorsboth insideandoutsidetheclassroom.Thesefactorsincludeavailabilityof basicschool suppliesandnatureofastudent'shomeenvironment.Thequalityofeducationthat young people receive will determine the quality of human capital in the societies. Investinginthesocietyrequiresinvestinginqualityeducationforall,UnitedNations Educational, Scientificand Cultural Organization (UNESCO,2020).

Attaining quality of education, particularly in public secondary schools, remainsa majorchallengetopolicymakers,educationalmanagers,teachers,parents,guardians, students,andtheentirepopulace.Thisisnoticeableinreactionstotheperformances ofstudentsinschool-basedandexternalexaminationsinpublicsecondaryschools. Thequalityof educationin Oyo Statehasoften been criticised foritsfailureto deliver resultsaccording to the expectationsand aspirationsof the society. The persistent failure ofstudentsin externalexaminationshasgiven riseto continuousdeliberations amongstakeholderssuchasteachers,parents,educationalmanagers,andstakeholders onissuesrelatingtoacademicexcellence.Thisistopreventfurtherdeteriorationinthe qualityofeducationasitrelatestopublicsecondaryschoolsinthestate.Theperceived declineinthequalityofeducationmightbearesultofinadequateinputalongsidefaulty processesat thislevel ofthe educational system.

Thequalityand quantityof resourcesdevoted to theeducational system determinethe qualityofanyeducationalsystem.Itseemsthatmostpublicschoolsatthesecondary school

level in Oyo State are characterised by shortage of qualified teachers,

inadequate infrastructural facilities,studentspopulation explosion, deteriorating facilities,poorfundingandpoorworkingconditions.Raji(2019);IsukuandToheeb (2019)submittedthattheshortageofallthesehumanandmaterialresourcesislikely to producepoor educational output with attendanteffect on the qualityofeducation.

Secondaryeducationisthebaseandbridgeonwhichotherlevelsofeducationseems tobuildupon,therefore,itservesasthefoundationfor humancapitaldevelopmentin a nation (Atanda, 2021). Secondary education should be given priority by the stakeholdersinordertoproducestudentswhocancompetefavourably inthesociety. However,ofalltheproblemsfacingsecondaryeducationinOyoState,noneismore agonisingandpervasiveaspoorquality.Pupilsinsecondaryschoolsseemnottobe gettingqualityeducationthatcanpreparethemforfurtherschoolingandtheworldof work.Babalola,Akpa,AyeniandAdedeji(2007)affirmedthatpoorqualityofeducation isvividly shownthroughtheinabilityofquiteanumberofsecondaryschoolstudents toreadandwriteeffectively,whichisreflectedinthestudents'poorperformancesin external examinationssuch asSenior School Certificate Examination (SSCE) and West African Senior School CertificateExamination (Ogundele, 2015).

Asaresultof thenoticeablepoor performancebypublicsecondaryschoolstudentsin OyoState, thestategovernment declaredastateof emergencyin theeducation sector inNovember2011.Thesituationremainedthesameinthatbothpersonnelandmaterial resourceintheeducation sectorsufferedstagnancyuntilthegovernmentsawtheneed to recruit more teaching staff in some subjectswhere the laxity waspronounced. However, despite a slight improvement in students' performance in external examinationsfromyear2011-2020,thepercentageofstudentswhofailedremainsa subject of concern. There istherefore the need for more urgent attention in all the subjectstaught in schoolsasshown in Table1.1.

Table1:1ThePositionofOyoStatebyWASSCE RankingFrom2011-2020

Year	PositionofState	Percentageofstudents whopassedwith5 Creditsincluding EnglishLanguageand Mathematics	Percentageof studentswho failed
2011	34	16.97	83.03
2012	23	21.35	78.65
2013	24	21.79	78.21
2014	24	19.19	80.81
2015	27	21.61	78.39
2016	26	22.12	77.88
2017	26	54.19	45.81
2018	26	49.98	50.02
2019	26	39.35	60.65
2020	11	37.87	62.13

Source:YearlyreportsfromWestAfricanSeniorSecondarySchoolCertificate Examination(WASSCE).(WAEC,2011-2020).

Table 1.1 showsthe percentage of candidateswho have creditsin five subjects including EnglishLanguageandMathematicsoveraperiodof10years(2011-2020). ThiswasalsoreflectedbetweenZ011and2019inthepositionsofOyoStateamong thethirty-sixstatesofthefederationinWASSCEranking.Itcouldbededucedfrom Table1.1thatthepercentageofstudentswhoobtainedlessthanfivecreditsinsubjects includingEnglish LanguageandMathematicsrangedbetween45.81%and83.03%of thetotal10yearsreviewed.Evenin2017when54.19%wasachieved,OyoStatewas stillranked26 thposition.Additionally,in2020,Oyo Statewasinthe11 th position. Still,itrecorded62.13%failure.Thisimpliesthattheabysmalperformanceofstudents inWASSCEinOyoStateshowsthatthestateisexperiencingadeclineinthequality ofsecondaryeducation.

The consequence of the perceived decline in the quality of education at secondary schoollevelmaycontributetoalowadmissionrateofstudentsintopost-secondary educational institutions.This isevident from the performance of studentsthat participatedintheUnifiedTertiaryMatriculation Examination(UTME)conductedby JointMatriculationBoard(JAMB)overaperiodoffour yearswhichshowedadecline inthenumberofstudentsthatscoredtwohundredmarksandabove. Thepercentage ofthosewhopassedUTMEin2016was35.76percent,2017was27percent,2018was 25.09percentandin2019,itwas24percent,(JAMB,2019)OyoStateisnotexempted forit isa general assessment.

Furthermore,therehavebeengeneralcomplaintsfromstakeholdersintheeducation sectorthatthecertificatesobtainedafterthecompletion ofsecondaryschooleducation seem not to be treasured locallyand globally. Most secondaryschool productsare referred to ashalf-baked whichseemsto bean outcomeof apoor qualityof secondary education. This showstheir inability to be productive in their immediate society therebyresultingtoalargepopulationofunemployed youths.Aduwa(2021)evaluated thequalityofsecondaryeducationandaffirmedthatthegraduatesofpublicsecondary schoolscannot conveniently live in society or proceed to tertiary institutionsfor further studiesin the coursesof their choice without their parents' assistance or alterationoftheirresults.ThiswascorroboratedbyOkekeandEmunemu(2016)who affirmedthatpublicsecondaryschoolgraduatesdonothavetherequiredskillstoeither

fit into the type of jobsthat are available or they cannot create jobsto boost the economyofanystateinNigeria.

Educationisthemajor tool to achievethe overall developmentofacountry,then the systematsecondaryschoollevelshouldbeexcellentlymanagedinordertoachievethe goalsandpurposesoftheNationalPolicyonEducation(NPE,2013).Theplaceofa goodqualityofeducationcannotbeover-emphasisedbecauseitprovidesalllearners the ability required to become economically productive and to improve a viable livelihoodthatenhancesindividualwell-beinginthecontextofeducation(Mwange, 2015). Qualityofeducationcouldbemeasuredindifferentwaysasestablishedinliterature through excellence in academic performance, fitnessof purpose, efficiency, effectiveness,input level, processlevel, and output level (Modi,2013; Odunsin and Akinwunmi,2014).

Quality asexcellence refersto high scoresor marksof studentsin examinations. Performanceisthedegreeofstudents'masteryorattainmentofoutcomesconsidered tobesatisfactory.Fitnessforpurposeindicatestherequirementsandneedsoflearners andotherstakeholdersinthefieldwhicharetobemetsatisfactorily.Efficiencyasa measureconnotestheextentofinpututilisedtoattaineducationalgoals.Effectiveness isthedegreetowhichthegoalsofaneducationalsystemareattained.Qualityofinput, processand output levelsimpliesthe adequacyof humanand non-humanresourcesin order to achieve excellence. By implication, academic performance isone of the indicesformeasuringthequalityofeducationinaschooloraneducationalinstitution. Therefore, thisstudymeasured the qualityof education at the output level through students' performanceinstandardised tests.

Performanceisimportantbecausethelevelofachievementthatstudentsattainfrom the secondary education level hasextensive implicationson their personal and professionallives.Thismighthaveaninfluenceonastudent'scareerchoices,personal income,levelofsuccessanddegreeofparticipationinthesociety.Adedeji,Adelua and Oladejo (2011) asserted that academic performance isa criterion for judging educational standardsand quality. Again, the school statuscentreson the overall

academic performance of studentswhich could be a determinant for parentsand guardiansin thechoiceof schoolsfortheir children and wards.

Poor academic performance isadjudged byexaminersand some other educational stakeholdersasfallingbelowtheprojectedstandard.Ithasbeenestablishedthatpublic secondaryschoolstudentsexperienceacademicproblemsthatmanifestintheformof poor academic performance which isevidence of deterioration in the quality of education(Odunsi,Abiodun-Oyebanjiand Akinwumi,2014).Thissuggeststhatpoor qualityofeducationmayresultinfrustrationforboththeparentsandstudentsandalso lead to a shortage of manpower in all spheresof the economy. Redundancy and dependencyonthepartoftheyouthsare hugechallengestoindividualsandsociety at large.

Severalfactors(studentsrelated,schoolculturepractices,funding)amongothershave beenidentifiedandstudiedbyscholars(Gomez,2022;Aijehi,2018).However,thereare othergermanefactorsthatareyettobeinvestigatedtoenhancethequalityofeducation, these are institutional and parental factors.Institutional factorsare school- based attributesthatseemtobeinadequateinpublicsecondaryschoolsinthestate.These includefunding,teachers'adequacy,teachers'remuneration,instructionalmaterials, infrastructuralfacilities,teachercapacitybuildingprogrammes,(IsukuandToheeb, 2019). However, in thisstudy, institutional factorswill be limited to teachers' adequacy, teachers' remuneration, teachers' capacity building programmes, availabilityof instructionalmaterials,and infrastructural facilities.Parentalfactors refertoallthosesurroundinginfluenceswhichaffectthe growthanddevelopmentofa child. The following are parental factors:parental occupation, income, parental educational qualification and familysize (Caasi and Pentang, 2022). In thisstudy, parentalfactorswill be limited to parental occupation and parental income.

Teacher adequacy isa core element in achieving acceptable quality of education. Teachersarethemajorinputrequiredforqualitativeeducationatalllevelsofeducation, butthereisaseriousissueatthesecondaryschoollevelbecauseitseemsthatteachers arenotenoughinthisleveloftheeducationalsectorinOyoState.Fortheperiodof fiveyears(2015-2020)OyoStateGovernmentdidnotrecruitadequateandqualified teachersto replace hundredsof retirees,deceased, and those that have left the professionforgreenerpasturesTeachingServiceCommission(TESCOM,2020).Poor

performance of studentsacademically seemsto be one of the negative effectsof inadequateteachingmanpowerinpublicsecondaryschoolsinthestate.Studentsneed consistentqualityteachingbecauseifthisisnotattained,theretendtobeproblems such asindiscipline, truancy, cultismand lowacademic performance in public secondaryschools.Thus,withtheperceiveddearthofteachers,thequalityofeducation in secondaryschoolscould be affected negatively.

DuetoperceivedshortageofteachersinpublicsecondaryschoolsinOyoState,Oyo StateHouse ofAssemblyonJuly24,2018,proposedarecruitmentexerciseto fill vacanciesincoresubjectsatbothprimaryandsecondarylevelsasevidentfromthe dataobtainedfromTESCOM(2020).Thedatashowedthattheaggregatenumberof studentsthatstudyEnglishLanguageandMathematicsinpublicsecondaryschoolsin thestateisthreehundredandsixty-twothousandfourhundredandsix(362,406).The availableEnglish LanguageandMathematicsteachersareonethousand fourhundred and sixty-nine (1,469) and one thousand four hundred and forty-four (1,444) respectively(TESCOM,2020).

BasedonNationalPolicyonEducation'srecommendationofteacher-studentratio, theshortfallofteachersforEnglishLanguageisseventhousandsixhundredandnine (7609)whileforMathematicsitisseventhousandsixhundredandsixteen(7,616). This meansa total of over fifteen thousand teachersare required for the two compulsorysubjectsexcludingothersubjects.Thisgap in teacher-studentratiowhich ishigherthanthenormseemstomilitateagainstteaching-learningefficiencyinthe schools.Thus,shortageofteachersinpublicsecondaryschoolsinthestateisafactor that must be addressed through the recruitment of quality teachers.Although, five thousand(5,000)teacherswererecruitedinyear2021acrossallsubjects,thedeficit wasonlyabridgedbutnot totallyresolved.The resultof suchrecruitmenton students' performancewould beexpected to beseen in thenext fewyears.

National Policyon Education (2013) provides that the ratio of teacher to students shouldbe1:40atthesecondaryschoollevel.Thisappearsnottobethecaseinmany government-ownedsecondaryschoolsinOyoState.Rather,fromobservation,classes arecombinedandtheratioofteachertostudentsrisestobetween1:60and1:100in denselypopulatedareas.Schoolsdemarcatehallsasclassroomforstudentsinorderto

accommodatethemergedtime-tabledrawnforthefewteachersthatareavailableto teach.Itappearsthatthereisanexplosioninstudents'populationwhencomparedto the teachingforceasconfirmed byOkekeand Emunemu (2016).

StudiessuchasAtanda(2021)andJosiah(2017)affirmedthatteacher–studentratio determinesthequalityofeducationbecauseitaffectsthemethodologytobeadoptedin the classroom settings.Overcrowded classroomsseem to have become permanent featuresofpublic secondaryschoolsinthestate andthisappearstoaffecttheway studentslearn.Also,overcrowdedclassroomsarelikelytocreatephysiologicaland sociologicalproblemsthatmayobstructphysical,social,emotionalandintellectual developmentofstudentsthatcouldinturnmakeitdifficultforteacherstohelpdevelop students' hidden potentialsand capabilities.Overcrowded classroomslead to poor classcontrolandtheinabilityoflearnerstoassimilatewhateveristaught. Itaffectsthe low-attained studentsand thismakesmajorityofthemloseinterest in theirstudies.In a bid to addressthe imbalance, the state government hasbeen deploying National Youth Service Corps membersasad-hoc teaching staff either trained or not as educationiststoteachinsecondaryschools.However,thisnegatesthe professional standardintheteachingprofession(TeacherRegistrationCouncilofNigeria,2013; AmakaandNor,2014).Allthesecouldresultinadeclineinthequalityofsecondary education in public schools.

Closelyrelatedtoteacheradequacyasaninstitutionalfactorispoorremunerationof teachers,whichislikelytoresulttoadeclineinthequalityofeducationatsecondary schoollevelinthestate.Itappearsthatteachers'monthlyremunerationisverypoor, andunattractiveanddoesnotseemtosustainthemespeciallyinthecurrenteconomic situation which necessitatesfrequent increase in the cost of living. For instance, a publicsecondaryschoolteacherinOyoStateearns$1.25perhourwhichisabout₦458, asgradelevel13officer,whichisatthemanagementlevel(TESCOM,2020)despitea reviewof thesalarystructuresomeyearsback.

Explicitly,thepresentsalaryscaleof OyoStateGovernmentwasreviewedlastwhen thepetroleumpumppricewassixty-fiveNaira(₦65).Currently,petrolsellsforabout fivehundred Naira(₦500) and abovewhich isabout 669.2%increment whileteachers stillreceivethesamesalary.Thecurrentmicroandmacropriceindicatorssuggestthat

teachers'welfarehasdeclinedconsequentlyleadingtopooroutputandpoorqualityin education. Poor remuneration package cannot motivate professionalsto have job satisfactionand remainonthejobonfulltime.Though,thecurrentgovernmenthas triedtoreadjustthesalaryscaleofteachersandcivilservants,thenewstructurehas beenerodedbytaxprocessesandunpredictableincreaseincostoflivinginthestate. Bamigboye,EdeandAdeyemi(2016)inastudyobservedthatteachersarenotwell motivatedbecauseoftheirpoorsalarypackages,allowances,andpoorstateofservice.

The condition of service of teachersseemsincomparable to that of their contemporariesin other neighbouring statesin Southwestern Nigeria. The total emolumentsofpublicschoolteachersin Ogun and LagosStatesshowawidedisparity astheyearn morethan their counterpartsin Oyo State. This isevident fromTable1.4.

Table1.2

TeachingStaffSalaryTableforThreeStates(Oyo,Ogunand Lagos)

Gradelevel	OyoState	Ogun State	LagosState
8^1	54,351.41	56,659.03	70,759.17
9^1	63,166.62	69,507.34	82,693.33
10^1	72,139.00	78,407.57	96,636.56
12^1	82,979.00	93,919.26	108,912.48
13^1	92,506.63	107,761.65	121,267.12
14^1	104,505.00	126,050.47	133.678.92

Sources:TeachingServiceCommission(TESCOM),2020)(Oyo,OgunandLagos States)

Asaresultofpoorremuneration,manyteachersmaynotbeabletomeettheirdaily needsandthismayleadtolackofexpectedcommitmentandlossofconcentrationon thejob,inducinglowjoboutput.Also,teachers'promotionsandfinancialbenefitshad beenstoppedformanyyearsinOyoStateuntil2019whenelectionswereapproaching. Accumulatedpromotionletterswerereleasedin2019withoutcommensuratefinancial benefitswhichalsocontributed to demoralisingtheteachersand consequentlyleading tolowjoboutput.Alltheseappeartohaveastronginfluenceonqualityofeducation in Oyo State.

Anotherkeyfactorthatcouldhinderexcellenceineducationatsecondaryschoollevel inOyoStateispoorteachercapacitybuildingprogrammesthatmayenhanceeffective teachingskills,knowledgeandaptitude. Teachercapacitytrainingprogrammesarenot organisedregularlyforpublicsecondaryschoolteachersinOyoStateasobservedby IsukuandToheeb(2019).Fewofthegovernmentorganisedworkshops,conferences and seminarsfor professional development aremisguided and not adequatelydirected at teachers.More often than not, senior personnel are delegated to attend these workshopsandseminarswhereastheyarenotthesubjectteachersintheclassroom. Thisimpliesthatmanysecondaryschoolteachersmaynotbeexposedtomodernways andtrendsinteachingwhichcan improvetheircompetencyintheteaching-learning process.An effective teacher capacity building training can affect the quality of educationbecausetheexcellenceofeducationdependsonthequalityofteachersthat teach students.

Infrastructural facilitiesare crucial factorsthat could militate against quality of educationat secondaryschool level in OyoState.Empiricalevidenceandsynthesisof literaturesuchasMuhammed(2021)andAtanda(2021),revealedthatsecondarylevel ofeducationhasremainedvulnerableduetomeagreinfrastructuralfacilities.Itisquite unfortunatethatsomeclassesendimmediatelythereisrainfallbecauseofdilapidated buildingsthat are used asclassroomsin some public schools.Likewise, science studentsarelikelytolearnpracticalaspectsofthesubjectstheoretically,becausethere are no modern science laboratoriesavailable and the old onesare not upgraded. Infrastructuralfacilitiesthatcouldmakestudentsstaycomfortablewithintheschool premisesappear inadequate. In effect, studentshibernate in nearby bushesand communitiesaround the schoolsresulting in gang formation and anti-social behaviours,which could contribute to decline in quality of education. Raji (2019)

establishedthatpoorqualityenvironmentisnotfavourableforproperteachingand learning.Thefollowingresearchersamongothers,JaiyeobaandAtanda(2011)and Atanda(2021) reportedthatthelevelofinfrastructuralfacilitiesinaschooldetermines thequalityofeducation.Itwasexplainedfurtherthatwithoutadequateinfrastructures, qualityteachingand learningcannot takeplace.

Moreover,cogentinstructionalmaterialsseeminadequatetherefore,contributingto poorqualityofsecondaryeducationingovernment-ownedsecondaryschoolsinOyo State.Fewteachersdoimprovisebutmanyarelikelynottodothatbecauseasmany gadgetsnecessaryforteachingcannotbeimprovised,whereastheyarenotavailablein public secondary schools. Abdu-Raheem (2016) reported further that lessonswere taken in a lecture way due to non-availability of instructional materialsat the secondary school level. This may lead to inadequate comprehension of learning content,asituationwhichcontributestothedeclineinthequalityofeducationavailable atpost-primarylevel.Moreso,ithasbeenestablishedinliteraturethatstudentswho interacted with instructional resourcesduring classroom activitiesperformed better thanthosewhowereimpartedwithoutinstructionalmaterials.Thestudentsthatwere taughtwithouttheuseofteachingaidsmaynotlikelybeinterestedintheclassroom processbecauseitwouldbeabstractandmightnotappealtotheirfivesenseswhich instructionalmaterialswouldhaveachieved.Allthesemayhaveundesirableeffects on educational outcomesin Oyo State.

Parentalfactorsseemtocontributetothepoorqualityofsecondaryeducationinpublic schoolsinOyoState. Amadi(2020)regardedparentaloccupationasaparentalfactor when a student from lowsocio-economic statusisnot likely to perform well academically.Itwasexplainedfurtherthatlowparentaloccupationalstatusmayhave anadverseeffectonthequality ofeducationachievedbythechildren,duetoparents' inabilitytoprovidenecessaryresourcesfortheirchildreneducationandalsolittleor noinvolvementofparentsintheirchildrenacademicactivities.Itappearsthatthisis thelevelinwhichmajorityofstudentsinpublicpost-primaryschoolsinthestateare placed.Ithasbeennoticedthatquiteanumberofthestudentsattendschoolonempty stomachs, wear shabby uniforms,and are affected by parental inability to provide sufficient educational materials.This isbecause parents' occupationsseem to determine the level of their investment in education aswell astheir purchasing

capability. This factor indeed may affect students' academic performance and consequentlythequalityof education availabletothe students.

Parentalincomeisanotherindicatorofparentalfactorwhichappearstodeterminethe qualityofeducationatthesecondarylevelanditisafactorthatcannotbeoverstressed. Lowincomeparentsarefacedwithfinancialpressureamongotherswhichcaneasily havenegativeconsequencesonchildrencognitivedevelopment.Thismayaffectthe attitudeof thestudentstowardstheir academicwork andtheir learning habits;thereby leadingtoanegativeimpactontheirperformances(Ogunsola,2019).Thisimpliesthat poorparentalupkeepwithseriousdenialofthesocialandeconomicneedsofachild couldresultinabysmalacademicperformanceofthechild.Moreso,childrenthatlack basicnecessitiesoflifemighthaveatoughtimeacquiringthecapacitiesthatcould assistthemtosucceed,andchildrenwhoseparentscannotprovidefortheirbasicneeds areat comparativeadisadvantage.

IthasbeenshownfromvariousstudiessuchasGilman(2019)andPant(2020)that parental income influencesthe outcome of children, pupilsor wardsfrom low economicstatus,becausetheymaynothaveaccesstoqualitativeeducation.Thisis becausetheyarenotlikelytohavefundstoobtaintherequirededucationalmaterials, and alsopayforextra lessons. Moreover, some studentsseem to engage in menial vocationsinordertosupporttheirparentstomeetdomesticneedstherebyleavinga littletimefortheiracademicwork.Parentswithlowincomemayalsoneedtoworkfor manyhoursinordertoaccomplishthenecessitiesoftheirchildren.Theconsequence isthat it may rob them of quality time with their children to monitor the children academic pursuits.Allthese seem to contribute to deterioration in the quality of education in public secondary schoolsin Oyo State. The foregoing background providesarationaljustificationforthecurrentstudywhichlookedattheholisticeffect ofinstitutionalandparentalfactorsaspredictorsofthequalityofeducationinpublic secondaryschoolsinOyoState,Nigeria,becausetheyseemtocontributegreatlytothe declineinqualityofeducationinthestate.Thisisthegapwhichotherresearchersseem not to havetakencognisanceof.

1.2 Statementofthe Problem

Poorqualityofeducationhasremainedamajorchallengeinpublicsecondaryschools inOyoState.Thisisasaresultofthecontinuouspoorperformanceofstudentsinboth internal and external examinationssuch asSenior Secondary School Certificate Examinationsconducted by the West African Examination Council (WAEC). The resultsofthestudentsreviewedforadecaderevealedthattherehasbeenadeclinein thequalityofsecondaryeducationinpublicsecondary schoolsinthestate.Similarly, OyoStatepositionamongotherstatesinWAEC rankingisworrisomedespitethefact thattheymovedfrom26thpositionin2019to11thpositionin2020,whichisonlyin position not in performance.

Thepooracademicperformanceofstudentsinexternal examinationsuchasWASSCE could lead to unwarranted wastagesand thiscan debar students' entry to higher institutionsforstudiesintheirpreferredcoursesatthetertiarylevel.Theconsequence spillsovertothelabourmarketwhenthestudentsfailtogetemploymentduetolack ofrequiredandrequisiteskills.Theimplicationisaseemingriseincrimeratelike cybercrime, drug abuse, political thuggery, unemployment, increased level of dependencyandfinancialburdenontheirparentsandsocietyatlarge.Highrateof failureamongsecondaryschoolstudentsmakesthesocietyvulnerabletoinsecurity. This hasdriven a lot of researchersto examine issuesrelating to poor quality of education in the state. After critical analysesof related literature on quality of education, many scholarshave concentrated on effectsof funding, school cultural practicesandstudents'relatedfactorswhilefewhavebasedtheirstudiesonpredictors ofqualityofeducationinlinewithinstitutionalandparentalfactorsindependently. However,nonehasinvestigatedthepredictivenatureofthetwoindependentvariables on the dependent variable.

Therefore,thereisamissinggapintheextenttowhichinstitutionalandparentalfactors can predict secondary education quality. Consequently, thisstudy investigated holisticallythecombinedeffectofinstitutionalandparentalfactorsaspredictorsof quality of education in public secondary schoolsin Oyo State, Nigeria. This was imperativebecauseresearch isscarcein thisareaand also,thisfocusismeant to open upinterventionthatwouldresuscitateeducationqualityinpublicsecondaryschoolsin Oyo State.

1.3 Purposeof theStudy

Themainpurposeofthisstudywastoinvestigateinstitutionalandparentalfactorsas predictorsofqualityofeducationinpublicsecondaryschoolsinOyoState,Nigeria.

Specifically, thestudy

(i) examinedthelevelofqualityofeducationinpublicsecondaryschoolsinOyo State, Nigeria,

(ii) investigated the statusof institutional factors(teachers' adequacy, teachers' remunerationandteachers'capacitybuilding,infrastructuralandinstructional facilities)in publicsecondaryschoolsin Oyo State, Nigeria,

(iii) examined the statusof parental factors(parental occupation and parental income) ofstudentsin publicsecondaryschoolsin Oyo State,Nigeria,

(iv) investigatedthe extentofinstitutionalfactors(teachers' adequacy,teachers' remunerationandteachers'capacitybuilding,infrastructuralandinstructional facilities)inpredictingqualityof educationinpublicsecondaryschoolsinOyo State, Nigeria,

(v) examinedtherelationshipbetweenparentalfactors(parentaloccupation and parental income) aspredictorsof quality of education in public secondary schoolsin OyoState, Nigeria,

(vi) investigated the composite contribution of institutional and parental factors (teachers' adequacy, teachers' remuneration, teachers' capacity building, infrastructuralfacilitiesandinstructionalmaterials)parentalfactors(parental occupation and parental income) on quality of education (measured by educational output of students)in public secondary schoolsin Oyo State, Nigeria,

(vii) investigated the relative contributionsof institutional and parental factors (teachers'adequacy,remuneration,teachers'capacitybuilding,infrastructural facilitiesandinstructionalmaterials),parentalfactors(parentaloccupationand parentalincome)onqualityofeducation(measuredbyeducationaloutputof students)in publicsecondaryschool in Oyo State,Nigeria.

1.4 ResearchQuestions

Thefollowing research questionswereraisedandanswered:

1a. Whatisthelevelofqualityofeducationinpublicsecondaryschoolsin Oyo State, Nigeriain termsofstudentsachievement inEnglishLanguage?

1b. Whatisthelevelofqualityofeducationinpublicsecondaryschoolsin Oyo State, Nigeriain termsofMathematics?

2a. What isthe statusof teacher adequacy in public secondary schoolsin Oyo State, Nigeria?

2b. Whatisthestatusofteacherremunerationinpublicsecondaryschoolsin Oyo State, Nigeria?

2c. Whatisthestatusofteachercapacitybuildinginpublicsecondaryschoolsin Oyo State, Nigeria?

2di. Whatisthestatusofschoolfacilitiesinpublicsecondaryschoolsin Oyo State, Nigeria?

2dii. What isthe statusof sanitary facilitiesin public secondary schoolsin Oyo State, Nigeria?

2diii. Whatisthestatusoflibraryresourcesinpublicsecondaryschoolsin OyoState, Nigeria?

2div. Whatisthestatusofsportfacilitiesinpublicsecondaryschoolsin OyoState, Nigeria?

2e. Whatisthestatusofinstructionalmaterialsinpublicsecondaryschoolsin Oyo State, Nigeria?

3. Whatisthelevelofparentalfactor(income)amongpublicsecondaryschool studentsin OyoState, Nigeria?

4. Whatisthelevelofparentalfactor(occupation)amongpublicsecondaryschool studentsin OyoState, Nigeria?

1.5 Hypotheses

H_{01a}: Teacheradequacywillnotsignificantlypredictperformanceofstudentsin EnglishLanguagein publicsecondaryschoolsin Oyo State, Nigeria.

H_{01b}: Teacheradequacywillnotsignificantlypredictperformanceofstudentsin Mathematicsin publicsecondaryschoolsin OyoState, Nigeria.

H_{02a}: Remuneration will not significantly predict performance of studentsin EnglishLanguagein publicsecondaryschoolsinOyo State, Nigeria.

H_{02b}: Remuneration will not significantly predict performance of studentsin Mathematicsin publicsecondaryschoolsin OyoState, Nigeria.

H_{03a}: Teacher Capacity Building will not significantly predict performance of studentsin English Language in public secondary schoolsin Oyo State, Nigeria.

H_{03b}: Teacher Capacity Building will not significantly predict performance of studentsin Mathematicsin publicsecondaryschoolsin Oyo State, Nigeria.

H_{04a}: Infrastructuralfacilitieswillnotsignificantlypredictperformanceofstudents in EnglishLanguagein publicsecondaryschoolsin Oyo State,Nigeria.

H_{04b}: Infrastructuralfacilitieswillnotsignificantlypredictperformanceofstudents in Mathematicsin publicsecondaryschoolsin Oyo State, Nigeria.

H_{05a}: Instructionalmaterialswillnotsignificantlypredictperformanceofstudents in EnglishLanguagein publicsecondaryschoolsin Oyo State,Nigeria.

H_{05b}: Instructionalmaterialswillnotsignificantlypredictperformanceofstudents in Mathematicsin publicsecondaryschoolsin Oyo State, Nigeria.

H_{06a}: Parentaloccupationwillnotsignificantlypredictperformanceofstudentsin EnglishLanguagein publicsecondaryschoolsinOyo State, Nigeria.

H_{06b}: Parentaloccupationwillnotsignificantlypredictperformanceofstudentsin Mathematicsin publicsecondaryschoolsin OyoState, Nigeria.

H_{07a}: Parental income will not significantly predict performance of studentsin EnglishLanguagein publicsecondaryschoolsinOyo State, Nigeria.

H_{07b}: Parental income will not significantly predict performance of studentsin Mathematicsin publicsecondaryschoolsin OyoState, Nigeria.

H_{08a}: Institutional factors(teacher'sadequacy, remunerationofteachers,teacher capacitybuilding,infrastructuralfacilities,andinstructionalmaterials)and parental factors(occupation of parentsand income of parents)will not significantly have joint contribution on academic achievement in English Languageamongpublicsecondaryschool studentsin Oyo State.

H_{08b}: Institutional factors(teachers' adequacy, remunerationofteachers,teacher capacitybuilding,infrastructuralfacilities,andinstructionalmaterials)and parental factors(occupation of parentsand income of parents)will not

significantly have joint contribution on academic achievementsin Mathematicsamongpublicsecondaryschool studentsin Oyo State.

H_{09a}: Institutionalfactors(teachers'adequacy,remunerationofteachers,teachers' capacitybuilding,infrastructuralfacilitiesandinstructionalmaterials)will not significantly have relative contribution to academic achievement in EnglishLanguageamongpublicsecondaryschool studentsin OyoState.

H_{09b}: Institutionalfactors(teachers'adequacy,remunerationofteachers,teachers' capacitybuilding,infrastructuralfacilitiesandinstructionalmaterials)will not significantly have relative contribution to academic achievement in Mathematicsamongpublicsecondaryschool studentsin Oyo State.

H_{010a}Parental factors(occupation of parentsand income of parents)will not significantlyhaverelativecontributiontoacademicachievementinEnglish Languageamongpublicsecondaryschool studentsin Oyo State.

H_{010b}Parental factors(occupation of parentsand income of parents)will not significantly have relative contribution to academic achievement in Mathematicsamongpublicsecondaryschool studentsin Oyo State.

1.6 SignificanceoftheStudy

Thefindingsofthisstudywouldbebeneficialtostudents,teachers,government,policy plannersand the society at large in the sense that it would contribute to providing empiricalinformationinidentifyingandexplaininginstitutionalandparentalvariables aspredictor of qualityofsecondaryeducation.

The findingsofthestudywouldguidethestudentsontheneedtomakeuseoflimited resourcesattheirdisposalandexploreallopportunitiesavailablebothatschooland homeinordertobeabletoattainhighereducationalgoals.Theresultwouldbeofgreat benefittoteachersbecauseitenlightenthemontheimportanceofteachers'capacity development programme asa major instrument for qualitative delivery of subject-matteratthesecondaryschoolslevel.Additionally,itwouldbeusefulforteachersto structuretheirapproachandinstructionalfacilitiestotakecareofthedifferentparental background of pupils.

Thisstudywouldbeofbenefittothepolicymakerstoseethepatternsofstudents' performance in external examinationsand the factorsresponsible for such performance. Moreso,it would be of tremendousbenefit to the government asit providesthenecessaryinformationthatisnecessarytodiversifytheeconomyinorder to fund education effectively. The resultof thisstudy would assist educational managersto utilise the scarce educational resourcesat their disposal and devise measuresthat could improvestudents' performance.

TheMinistryofEducationwouldalsofindresultofthestudyusefulinaddressingthe shortageofqualifiedteachersinpublicsecondaryschoolsinthestate.Thefindings wouldenlightentheMinistryof Educationontheeffectsofadequate remuneration packageandpromptpaymentofsalaryforeducationofficers.Inaddition,thestudy would encourage the Ministry to organise variousteachers' capacity building development programmesin order to develop teachers' competency for quality education.Similarly,educationaladministratorswouldbenefitfromthisstudyasit would help educational administratorsto come up with good policiesand equal distributionofbothhumanandnon-humanresourcestoschoolsinthestateinorderto achievequalitysecondaryeducation.

Similarly,thisstudywouldenlightenparentsandguardiansontheneedtodiversify their economy in order to provide adequate fundsto make available educational resourcesfor their children and wards.The findings, it would make the home environmentmoreconduciveforthechildrentostudyandlearn.Thestudywould helpsocietyingeneraltoworkcollectivelybycontributingitsquotatowardsensuring qualityeducationinpublicsecondaryschools.Itwould alsoenlightenedthegeneral public the need to understand that their investment in secondary education can transform to quality education. In addition, it hasadded the existing body of knowledgeonpredictorsofqualityofeducationofsecondaryschoolstudentsandfilled thegapinresearch whichcouldpromptotherresearcherstodorelatedstudiesinother statesor levelsof education.

1.7 Scopeofthe Study

The studyinvestigated institutional and parental factorsaspredictorsof qualityof educationinpublicsecondaryschoolsinOyoState,Nigeria.Theconceptualscopeof thestudyincluded:institutionalfactors(teachers'adequacy,teachers'remuneration,

teachers' capacity building programmes, infrastructural facilities,instructional materials),parentalfactors(parentaloccupationandparentalincome)andqualityof education.Thegeographicalscopeofthestudycoveredpublicsecondaryschoolsin OyoState,Nigeria.Theparticipantscopecomprisesteachersandstudentsofpublic secondaryschoolsin theselected schools.

1.8:Operational DefinitionofTerms

Thefollowingtermswereoperationallydefined asused in thestudy.

QualityofEducation: Thisreferstoeducationalsystemthatprovideshighlevelof knowledge,capabilitiesandskillswhicharebasicconditionsforactivecitizenship, employmentandsocialcohesion.Forthepurposeofthisstudy,qualityofeducation meansacademicexcellenceandwasmeasuredatoutputlevel,whichiseducational output of students(students' performance) in the standardised test that was administered andgradedin EnglishLanguageandMathematics.

Institutional Factors: These are the conditionswhich influence the activitiesof educational institutions.In thisstudy, thisrefersto both human and non-human resourcesused byschoolsin orderto achievequalityeducation. Theseweremeasured through teachers' adequacy, teachers' remuneration, teachers' capacity building, infrastructural facilitiesand instructional materials.

Teacher Adequacy: Thisisthe number of teaching force that government could sustaininaneducationalsectorataparticularperiod.Forthisstudy,itistheaggregate numberofqualifiedteachersavailableintheschoolsetting.Itwasmeasuredthrough teacher-student ratio orwork load and numberof teachers.

Remuneration: It isthe pay or other compensation provided in exchange for an employee's services.In thiscontext, it isthe total benefitsaccruable to a teaching service officer. It wasmeasured through salary, allowances,bonus, promotion and conditionsofservice.

TeacherCapacityDevelopment: Thisistheprocessbywhichseparateindividuals, groups,establishments,institutionsand societiesimprove their ability to perform functions,solvedifficultiesandattaingoals.Inthisstudy,itistheactoftrainingand retraining teachersonthejobtopolishtheirorientationtowardsqualitativeeducation. Thiswasmeasuredthroughin-servicetrainings,workshops,seminarsandconferences.

InfrastructuralFacilities: Thesearebasicstructuresandfacilitiesthatarenecessary foranorganisationtorunadequatelyandsmoothly.Basedonthisstudy,itrefersto

thephysicalfacilitiesintheschoolsettingssuchasstructuralfacilitieslikebuildings, furniture,libraryandlaboratories.Theseweremeasuredthroughbuildings,sanitary facilities,libraryresourcesand someotherparameters.

Instructional Materials: These are equipment and resourcesused for effective teachingandlearningprocess.Forthisstudy,itreferstoinstructionalaidswhichare used for quality delivery in the classroom. Thiswasmeasured with availability of audio, visual, chartsandaudio-visual materials.

Parental Factors: Parental factorsrefer to parental educational qualification, occupation,incomeand anyotherresourcesusedforthegrowthanddevelopmentofa child.Inthisstudy,parentalfactorsrefertotheoccupationandfinancialstatusofthe family.Thiswasmeasuredbyparentalincome,parentaloccupationandprovisionof educational materialsforthe children orwards.

Parental Occupation: This can be referred to asthe main work undertaken by parent/guardian.Basedonthisstudy,itreferstojobs/workparentsareengagedinto earn a living. This wasmeasured through government work, self-employment and professional work.

Parental Income: This can be referred to asthe basic resource that the household dependson for aliving.For thisstudy, it isthefinancialcapabilityof the parents.This wasmeasured through different levelsofincome.

CHAPTER TWOLITERATURERE VIEW

2.1 ConceptualReview

Thischapterfocusesonthereviewofrelevantliteratureandtheoreticalframeworkinrelationto thevariables ofthestudyand discussedunderthefollowingsub-headings,

2.1 ConceptualReview

2.1.1 TheConcept of Qualityof Education in SecondarySchools

2.1.2 InstitutionalFactors

2.1.2.1 Teacher'sAdequacy

2.1.2.2 Teacher'sRemuneration

2.1.2.3 Teacher'sCapacityBuilding

2.1.2.4 InfrastructuralFacilities

2.1.2.5 InstructionalMaterials

2.1.3 ParentalFactors

2.1.3.1 ParentalOccupation

2.1.3.2 ParentalIncome

2.2 EmpiricalReview

2.2.1. StudiesonInstitutionalFactorsandQualityofEducation

2.2.1.1 Teachers'AdequacyandQualityofEducationinPublicSecondarySchools

2.2.1.2 RemunerationofTeachersandQualityofEducationinPublicSecondarySchools

2.2.1.3 Teachers' Capacity Building and Quality of Education in PublicSecondarySchools

2.2.1.4 InfrastructuralFacilitiesandQualityofEducationinPublicSecondarySchools

2.2.1.5 InstructionalMaterialsandQualityofEducationinPublicSecondarySchools

2.2.2 StudiesonParentalFactorsandQualityofEducation

2.2.2.1 ParentalOccupationandQualityofEducationinPublicSecondarySchools

2.2.2.2 ParentalIncome and QualityofEducation inPublicSecondarySchools

2.3 TheoreticalFramework

SystemTheory

2.4 ConceptualModel

2. 5 **AppraisalofLiterature**

2.1.1 QualityofEducation

"Quality,isdefinedassuitabilitytopurposeinrelationtotheusers'andcustomers' needs.Also,itisreferredtoasameansbywhichaproductconformstostandards, specificationsorrequirements(Babalola,Adedeji,AkpanandAyeni2007).Quality canalsobedescribedasaperceptual,conditional,andsomewhatsubjectiveattribute and may be understood differently by different people (Ekankumo and Kemebaradikumo,2014).Forinstance,aproducermightlookatitfromtheangleof conformity of a product or degree to which the producer or service wasproduced accurately whileaconsumermayaccessqualityfromthepointofspecificationofthe qualityoftheproductorservice.Thepersonnelmaymeasurequalityintermsofthe degree that a product isreliable, maintainable or sustainable (Ekankumo and Kemebaradikumo 2014).Sattar(2013)stated thatqualityof education isviewed asthe application ofresourcesavailabletoeducation.

According to Njoku (2016), quality of education isthe one that offerspeople the opportunity that will enable them to explore the world and influence it for their existence and establishment. UNESCO(1998) defined quality of education asa multidimensional concept which should embrace all rolesand activitiessuch as teaching and academic programmes,research and scholarship, staffing, students, building,facilities,andequipment.Also,qualityofeducationinsecondaryschoolscan be said to be the capacity of the institution to meet certain conditionsconcerning academic matters,teacher-student ratio, staff development, educational output, structural facilities,funding and adequate library facilities(Ofojebe, Nwogbo and Anachuna,2015).Qualityofeducationplaysmajorrolesintheachievementofnational development goalsasaffirmed by Bamiro and Adedeji (2010). Also,the qualityof educationisthebasisforthedevelopmentofindividualflexibility,adaptabilityand continuouslearningfor thedevelopment of society.

Ofojebe,NwogboandAnachuna(2015)declaredthatthequalityofeducationcanbe measuredbythedegreetowhichthetrainingreceivedfromaninstitutionassiststhe recipienttoreasonclearly,individualistically,andrationallytosolverelevantsocietal difficultiesinanygivenenvironment.Also,Gitonga(2012)affirmedthatqualityof educationcanbemeasuredbothatinputandoutputlevel.Moreso,students'results, whethergoodorbad,arepointerstoperformance,according to(Ravitch,1995)which areconsidered asindexesof output or qualityofeducation.

Also,accordingtoOjedokunandAladejana(2012),theresultofendofschools'courses orprogrammeassessmentsisoftenusedtodeterminethequalityofsucheducational system.Thus,thedutyoftheevaluationisbequeathedtotheorganisedexamination bodiessuchasNationalExaminationCouncil(NECO)andWestAfricaExamination Council.Qualityofeducationcanbemeasuredintermsofinputssuchasstrategies, funding,physicalrequirement,staffing,curriculum,fundingforstaffgrowth,resources (physicalandmaterial)madeavailabletoachievetheeducationalaimsandobjectives and to facilitatesthe processof attaining the educational set goals(Ojedokun and Aladejana2012).

Odunsi,Abiodun-Oyebanji and Akinwumi (2014) established that academic performance isa major index for measuring the quality of education within an institutionoflearning.Furthermore,Roser,NagdyandOrtiz-Ospine(2018)statedthat qualityofeducationcan bemeasuredbyyearsof schoolingandoutcomeofschooling. Nwanna(2000)describedqualityofeducationasthescaleofinputintheformof fund, equipment,facilities,teachers,andpupils,andtotheinstitutionaloutputsinformof their productsbeingacceptable, required, advantageous,resourceful, and functional from thepoint of viewof thegovernment, society,privateagenciesand stakeholders.

Odhiambo(2008)opinedthatqualityofeducationcanbemeasuredbyinputssuchas curriculum content, instructional materialsand equipment in schools,student to teacher ratio, quality assurance, quality of teacher and management functions. Chepkonga(2017)assertedthattheprovisionofqualityeducationisoneofthegoals identified in the newUnited NationsSustainable Development Goals(SDGs).He spoke further that to achieve quality education, the learning environment isan important variable, and thisincludesavailabilityof facilitiesand resources. Qualityofeducationhasbeenconsideredasafoundationofeconomicdevelopment andsocialtransformation.Bayat,LouwandRena(2014)positedthatthequalityof educationanditsdevelopmenthavebeenregardedasindispensablefortheteaching andlearningprocess.Thequalityofeducationthatyoungpeoplereceivewilldetermine thequalityofthehumancapitalinsociety.Investinginthesocietyrequiresinvesting inqualityeducationforall(ArinseandMathew,2014).Qualityofeducation,according toAdikwu(2014),isdefinedintermsofeffectiveness,valueformoneyandmeeting the needsofeducational consumers.

While Olaniyan and Okemakinde (2010) viewed quality of education from four different perspectiveswhich include teachers' perspective, students' perspectives, Head-teachers'perspective,andparents'perceptive,Amachukwu(2011)affirmedthat quality of education involvesfive dimensionsof quality which are asfollows:the learners,theenvironments,contents,processes,andoutcomes,foundedontherights of the whole child and all children for survival, protection, development, and participation. In the same vein, UNESCO's quality of education framework isa fourfoldprincipleorlearningwhicharestatedas:Learningtoknow,learningtodo, learningto livetogether,andLearningto develop skills.

Adams(1993)andBarretti,Chala-Duggan,Lowe,NikelandUkpo(2006)developed fivecomponentsofqualityofeducationwhichareeffectiveness,efficiency,equity, relevance, andsustainability."Effectivenessconnotesthedegreeto which thegoalsof an education system are being attained (Barretti, *et al*., 2006). Considering the effectivenessofqualityofeducationinabroadersense,itwillinvolveconcernsfor personal achievement at the level of the individual and issuessuch associal interrelation,involvementandhumanrightswithrespecttonationsandstates,(Chitty, 2002).Efficiencyestablishestheinputsthatisrequiredtomeetthoseoutputs.These inputsmaybequantifiedinmonetaryornon-monetarytermsbutwhicheverisused, efficiencyrepresentstheproportionofoutputstoinputs.Thatis,efficiencymeasures theextenttowhichinputscanbebestusedtoattainoureducationalgoalsasanelement ofqualityofeducationgenerally,thisarisesfromapositionthattakesa'qualityof education' asahumanright (Sayed, 1997).

Relevanceistheconnectionbetweeneducationandequalitydevelopmentandthevital questionofthepurposesofeducation(Barretti,*etal*,2006).Thesescholarsexplained sustainability further asthe quality of education which arisesin the context of the requirement to institute and sustain the conditionsfor each and every individual, regardlessof sex, ethnicity, race, culture or regional location, to realise valued outcomes.Recommendedaimforqualityofeducationisgivenasdevelopinghuman capacity not only for employability but for broader lifelong learning aswell asfor adaptiveandmanaginglivelihoodtacticsinafastmovingandcomplexworld.Some scholarsalsobelievethatthequalityofeducationisequaltotheacademicperformances ofstudents(Benyou, 2014).

Mbayuau(2012)supportedthedefinitionofqualityasinput,process,andoutputwhere theinputisfoundtobetheteachers,buildings,andmaterialsmeasuredinconnection withrelevance,efficiencyandimpactoruse.Similarly,theseresearchersallagreed thatqualitycanbemeasuredviainput-process-Output,[Adams,1993;Santos,2007; Adikwu, 2014; Sayed 1997]. Quality of school-level inputsimpactsthe quality of processesand outcomesof the education system posited by (Mythili, 2017). Odunsi,Abiodun-OyebanjiandAkinwumi,(2014);Benyou,(2014)positedthatquality canbemeasuredatoutputlevelwhichisperformanceofthestudentsandthisstudy wasbased on it.

The importance of qualityof education includesimprovement of the qualityof the employeesbyincreasingthelevelsofitsskillsandefficiency.Qualityofeducation allowsnationsto have accessto unlimited information. Hence, the acceptance and adaptation of the leading technology to specific environment are enabled. Also,it empowerspeopletoexpressfullytheirpotentialabilities.Byandlarge,theover-all outcomeof qualityof education isa gradual increasein output and efficiency(Gbenu, 2012).

2.1.2 InstitutionalFactors

Institutionalfactorsrefertobothpersonelandmaterialresourcesusedbyschoolsto produce quality outputs(Adeyemi and Adeyemi 2014). Funding isgermane in the educationsectoraspositedbyAyeniand Babalola(2009)therefore,the amountof resourcesacountryorstateinvestsineducationpredictsthequalityandquantityof education of the state or the country. Secondary education requiresa significant amountofinstitutionalfactorsinordertobeabletoachieveagoodlevelinqualityof education (Nyaga, 2016). Human and material resourcesplay a crucial role in enhancinghighlevelofproductivity atsecondaryschools'levelbecausetheextentto whichaschoolattainsthestatedobjectivesisdirectlyproportionatetotheresources allocatedtotheschoolasestablishedintheliterature.Learningcanoccuranywhere, but the quality output required by educational system can only materialise in institutionswithqualityinstitutionalresources.Itincludesfunding,teacher'sadequacy andremuneration,teacher'scapacitybuildingprogrammes,infrastructuralfacilities and instructional materials,and supportservicejust to mention afew.

Osuji(2011)opined that governmentdealswith control andinfluenceselementsof decision making, allocation of resources,re-allocation of income and wealth, provisionsof social amenitiesaswell asprovision of quality education. Hespoke furtherthatgovernmentinterferesintheproperrunning ofeducationalprogrammesin areaslikefunding,staffpersonnel,provisionofbasicinfrastructuresandequipment which constitute institutional factors.More so,policiesare formulated by the government which determines the state of an educational sector at all levelsof education. The interference of the government could be positive and negative as established in the literature. It ispositive when government providesadequate resourcesbothhumanandnon-humanwhilenegativewhengovernmentisbiasedby expressingdiscriminationintheallocationofbothhumanandnon-humanresourcesto the educational sector.

Institutionsarelikefirmsinanyeconomywhichcanberegardedasproducers.They accept input from itsenvironment (pupils)combined with government resources, processitandlaterdischargeitasoutputtotheenvironment(Akinsolu2011;Chris, 2018).AmaoandGbadamosi(2015)describedschoolasasocialinstitutionwherebya setofindividualscometogethertoshareeducationalexperienceswhichwillresultto either positive or negative influence on the learner. Osuji(2011) affirmed that education received in the institution makesthe communityand thisdeterminesthe worthofacountrywhichhingeonthequalityofitseducationalsystemandthemanner in which thegovernmentcontrols theeducation sector.

Also,school requiresadequate fundsin running of itsprogrammes.Modi (2013) reported that institutional factorsplay a significant role in achieving quality of educationmostespeciallystudents'outcomeorperformances.Theinputsconsistof students,teachers,supervisors,teachingandlearningresources,andfinance.Theinput canbemeasuredinmonetaryandnon-monetaryterms.UNESCO(2004)identifiesfive majorareasthatneedinterventionforteachers'qualityinordertoachievethegoals ascribedtoaqualityofeducationinaschoolsetting.Odeh*etal*..(2015)statedthata school's setting hastremendousinfluence in the quality of teaching that students receive.Itinfersthatschoolsthatdonotprovideadequatelearningfacilitiescoupled with favourable atmosphere for teaching and learning will not be able to achieve positivequalityofeducation.Ugwulashi(2017)positedthatgoodeducationalfacilities

within a safe school environment facilitate quality teaching. More so,Atanda and Jaiyeoba(2011)supportedthatinordertoachievegoodqualityofeducationwithina school setting, thereshould be adequateinstructional materialsforqualityinstruction and effective supervision. Also,Owoeye and Yara (2015) confirmed that learning alwaysoccursthrough one's interaction withone's school setting.

According to National Policy on Education (NPE,2004 and 2013) post-primary education isestablished to train studentsfor tertiary education and to provide manpowerforthedevelopmentofthenation.ThisisalsoexpatiatedinAmao(2017) andOsuji,(2015).AmaoandGbadamosi(2015)averredthatinstitutionalfactorsare potentforqualitativeeducationatsecondaryschoollevel.Ugwulashi(2017)andTety (2016) stated that several institutional factorsthat can lead to qualityof education through teaching and learning include: the provision of adequate books,video, educational technology software and hardware, classsize, sitting position and arrangement, deskand chairs,chalkboardsand cabinet to keep apparatus.Asiyai (2012)statedthatagoodschoolqualityandstandardofinstitutedependlargelyonthe provision,adequacy,utilisationandmanagementofeducationalfacilities.Allthese willresultintoqualityofeducation atsecondaryschoollevel.Aboveall,thefeatureof an institution determinesthe quality of itsoutput. Adesehinwa and Aremu (2010) asserted that the environment in which learnersacquire knowledge should be reinforcing and learners'friendly.

2.1.2.1 TeacherAdequacy

Achieving quality of education at public secondary school level makesit the responsibilityofthegovernmenttorecruitqualifiedteachers,whohavetobedeployed properlyto schools.Education system needsqualified teachersat all levelsin orderto ensurestudentslearnasmuchaspossible(UNESCO,2012).Instructorsorteachers serve ascatalystsfor the academic, socioeconomic, political, technical, cultural advancement and development of any society (Amasuomo, 2017). The scholar explainedfurtherthatteachersarethemajormediumthroughwhichstudentslearn. Furthermore,Amaewhule(2019)establishedthatteachersmakeschoolsimportantand functionalenvironmentsthroughtheireffortstoimprovethequalityrequired.Moreso, theyusetheirprofessionalapproach andenergyincombinationwithteachingskillsin generatingqualitylearning.Thescholarexplainedfurtherthatthemostvitalresources

inaschoolorganisationareconnectedwiththequalityandquantityoftheteaching staff, which can alsobe referred to asstock of staff. The aim of recruitment in an educationalsystemistodevelopandsustainadequatehumanresourcesuponwhich theeducationalorganisationcandependwhenadditionalworkersarerequired(Ijov, Humen, Austin and Akinyemi, 2016).

Itisimportanttoemployadequatenumberofhighlyqualifiedandeffectiveteachers intotheprofession,and purposefullydeploythemthroughoutastate(Mulkeen,2010). Hespokefurtherthatindeterminingthenumberofteachersrequiredinschools,itis based on estimated demand for schooling, population, grossenrolment rate, and averagestudentteacherratio.Theforecastsforsecondaryschoolsarelessconsistent becauseitdependsonthespecialisationofteachersandspecificrequirementsofthe education system. According to Chapman, Dejaeghere and Leu (2007) there are obstaclesasregardsstaffing of teacherswhich includesa high rate of demand for education,whichhascreatedlackofteachers,policiesinplace,lowteachersalaries, whichserveasadiscouragementtoqualifiedpersonnelandlowstatusof the teaching profession.

The employment of teachersisusually carried out by the Teaching Service CommissionofOyoState(TESCOM).Theteacherswouldbedeployedlatertovarious schoolsin the state. It isimportant that skilled and qualified teachersare evenly distributed acrossthe schoolsto ensurethat all studentshave competent teachers. AkyeampongandBennell(2007)positedthathigherintellectualabilitiesofteachers produce studentswith high academic performance. In addition, teacher content, knowledge,pedagogicalskills,highersalaries,andlowerstudent-teacherratioassist in recruitment and retainingqualified teachersin theeducational system.

2.1.2.2 TeacherRemuneration

Remuneration isthe pay or compensation in form of salaries,wages,allowances, motivation and benefitsaccrued to an employee from the employersasa resultof commitmentandservicerenderedtotheorganisationbytheemployee(Ojeleye,2017). Itispertinenttonotethatanyorganisationthatwantstoachieveitssetgoals,increases themorale,effective,efficiency,productivityandperformanceofitsemployeemust imbibetheconceptofeffectiveremunerationinitsoperation(Akande,2014;Egwu,

2015). Remuneration playsa major role in providing the value needed to keep the employeesgoal-directedperformanceontrack.Remunerationhasvariouslevelsuch assalary, annual bonusand longand short-term performanceand incentive(Frydman and Jenter, 2010).

Theissueofsalarieshasbeenthebiggestmotivationalissueforteachers(Egwu,2015). Themonthlytakehomeofeachcategoriesofteachersunderconsiderationis'after- tax' deduction. (TESCOM, 2018). Teachers' salaryis negotiated between the state government and the leadership of the labour union. Teachers' remuneration isan importantfactorwhichhaseffectonstudents'performancebecauseitavariablethat cancapturemanyotheraspectssuchasjobsatisfaction,motivation,desirabilityof profession,continuationofteachingcareer(Arain,Jafri,RamzanandAli,2012).Good remunerationtogetherwithgoodworkingconditionshasstabilisingeffectonlabour which mayberequired.

Atiya, and Palwasha (2015) described motivation asthe procedure and meansof boostingand encouragingaworkerto perform to the highest level of his/herability.It spurspersonneltoaction,anditconsistoftangiblethingssuchasbonuspaymentor promotion,whichcouldresultintoincreaseinsalary,therebyleadingtotheattainment ofpersonalintangibleattitudeofrespect,achievement,authorityandothers(Egwu, 2015).Itcanalsorangefromregularpaymentsofteachers'salaries,wages,allowances and other entitlements,to fundingthe right teachersforrecruitment, initial teacher education, professional development of teachers,teachers' earningsand teachers' deploymentandconditionsofservice.Amaoand Gbadamosi(2015)madeknownthat learning cannot take place without quality teachers.Remuneration remainsan essentialtoolinencouragingemployeessuchasteacherstodriveforeffectiveand qualityperformance.

2.1.2.3 TeacherCapacityBuilding

The concept of capacity building cannot be left out when discussing quality of educationinsecondaryschools,becausethegovernmentisexpectedtoprovidefunds fortrainingandre-trainingofteachers.Sinceteachersarethepillarsofeducational system,thereistheneedforcontinuousevaluationandsuccessiveimprovementof teachers' training programmessothat a nation can build a robust and effective

educationalsystem(Uchendu,2015).Othoo(2014)definedcapacitybuildingasthe investment and allocation of human, physical, and material resources,particularly when interveningvariableshave failed within a given institution or social context. Capacitybuildingisalsoapplicabletoachievingagoodqualityofeducation,(Osuji, 2014).

Teachercapacitybuildingcanbereferredtoasteacherdevelopmentprogrammes.It can be expressed asthe systematic procedure whereby teachersare subject to intellectual activitieswhich are purposely designed to improve, and update their knowledge with a viewto translating such knowledge to their classroom activities whichhaveaprogressiveimpactontheirstudents(Uchendu,2015).Itcanalsobeseen asacontinuousprogrammeaimedatupdatingtheknowledgeandtheskillsofteachers intheirareaofspecialisation(AdebayoandSagaya,2016).Teachercapacitybuilding isthe act in which teachersare allowed to go through the processof training and retrainingbyattending conferences,workshops,seminarsforthepurposeofmaking themtobemoreconfident,competentandeffectiveintheschoolsystem(Ayeni,2011; Jepketer,KomboandKyalo2015).Governmentastheproviderofwhatmakesfora goodqualityofeducation,andotherstakeholders,shouldnotneglectcapacitybuilding asit promotesthe teachingprofession (Ayeni,2020).

Ayeni(2011)statedthattheimportanceoftrainingandre-trainingofteachersisthatit enhancestheir competence and their capacityfor improvement in the teachingand learningprocesses.Basedontheimportanceofteachercapacitybuildingprogrammes to the education sector, Adebayo and Sagaya (2016) reported that Singapore has compelledalltheteachersinthecountrytoalwayssubjectthemselvestoatleast300 hoursofre-trainingeveryyear.Thisisneedfulduetochangesthatareoccurringon regularbasisineducationsectorsoastokeeptheteachersabreastoftrendsandissues within the profession and sector. Thecapacitybuildingofteachersdependslargelyon the kind of teachersthatare employed basedon theirentryqualificationsand thiswill determine the required training and retraining for growthand development of the educational system(Peter, 2011).

Teachers'capacitybuildingdevelopment could bemeasuredusingworkshops,pre-servicetrainings,andin-servicetrainingsorganisedandattendedbyteachers.Udoka (2010) opined that quality teaching dependson the quality of teachersin termsof

training, commitment, attitude, sincerity, and academic standing. Some institution responsiblefororganisingcapacitybuildingprogrammesforteachersinNigeriaare National TeachersInstitute (NTI), National Commission for Collegesof education (NCCE)whiletheprofessionalbodiesincludeNationalUnionofTeachers(NUT) and Teachers'RegistrationCouncilofNigeria(TRCN)(Chukwu,2009).Alltheliterature cited above corroborate the viewthat teachers' capacity building serve as developmentalprogrammeforteachersanditenhancestheirproductivityinthedrive forimproved qualityofeducation.

2.1.2.4 InfrastructuralFacilities

Thebuildingfitsthecurriculumisanoldsaying, andtrulythephysicalstructurecould limitthelearningexperienceofstudents.Thefacilitiesinschoolsareofflexiblenature, whichcaneasilyaccommodatechangeinlearningpatternsandmethods,(Khanand Igbal 2012). Asiyai (2012) affirmed that school facilitiesplay an important role in determining qualityofeducationdeliverybecauseitisamajorfactorthattheteachers needtoconsiderwhendecidingaparticularlearningmethod.Okongo,Ngao,Rop,and Nyongesa(2015)positedthattherearеexplicitrelationshipsbetweenphysicalfeatures ofschoolbuildingandeducationaloutcomes.AccordingtoMusyoka(2013),thegoal of school infrastructure in school education isto increase school attendance of students,improvestaffmotivation,andincreaseacademicachievementsofstudents. Raji (2019) stated that a school building which isadequately equipped with good learning environment isthe basic ingredient for good quality of education. Ilomo (2016) confirmed that a good school setting coupled with adequate infrastructural facilitieshave significant positive effect on teachers' incentivesand students' performance, aswell asattendancein schoolandteacherretention.

Fehintola(2017)confirmedthattheavailabilityofinfrastructuresongrounddetermine thechoiceofschoolsbytheparentsfortheirchildren.Also,AbariandOdunayo(2012) opinedthatteachersandinfrastructuralfacilitiesare indispensableinputsrequiredfor achievingagoodqualityofeducation.Furthermore,Omae,Siocha,OnderiandBenard (2017)assertedthatinfrastructuresplayedverysignificantroleinachievingsuccessful qualityofeducation.Theydiscussedfurtherthatinfrastructuralfacilitiesformavery importantcomponentinensuringqualityofeducation.Gbenu(2012)positedthatfor educationtobeofqualityandtoberelevanttothesociety,adequateinfrastructure needsto bein place.

NepalandMaharjan(2015)positedthateducationalenterpriseismadeeffectivedue totheavailabilityofinfrastructuralfacilities.Also,schoolsthatarewellequippedwith infrastructuralfacilitiesarelikely tohavebettereducationaloutcomethanonethatis deprived of these facilities(Zainuddin, and Subri, 2017). There can never be any effective teaching without adequate provision and use of infrastructural facilities. Odeh *et al*., (2105) and Fehintola (2017) identified physical facilitiesasthe major factorfacilitatingthequalityofeducationintheschoolsystem.Qualityofeducation hingesoninfrastructuralfacilitiesthatarethevitaldeterminantsofstudents'academic achievements,(Sulemanand Hussain, 2014; Olufemiand Olayinka,2017).

2.1.2.5 InstructionalAids/Materials

Instructional materialsare teaching materialsranging from the simple improvised devicestohighlycomplexandsophisticatedtechnologiesparticularlydesignedtohelp teacherstocopewithspecificteachingrequirementsandsituations,(Nnabuike,2017). Accordingto Lyimoe*tal*.,(2017),instructional materialscan alsobe referredtoas teaching aidsor instructional auxiliaries.Uzuegbu, Mbadiwe and Anulobi (2013) referred to instructional materialsasanydevice used to assist the instructor in the preparationofalesson,teachingofthelessonandfacilitationofstudents'learningof the subject matter. Tety (2016) affirmed that instructional facilitiesserve as apparatusesfor teaching if effectively chosen and timely used for transmitting knowledge acrossto the learnersin a bid to make the teaching more effective and interestingtherebycapturingtheattentionofpupils/students.Hespokefurtherthatthe availability, adequacy, and relevancy of instructional resourceslead to qualitative teachingand learningprocess.

Furthermore,Abdul-Raheem(2016)assertedthatinstructionalfacilitiesmakelearning more exciting, actual, realistic and interesting. This alsoenablesthe teachersand studentstobekeenlyinvolvedduringclassroomsessions.OluwagbohunmiandAbdul-Raheem (2015) agreed that instructional resourcesare the used by teachersto aid explanationsandmakelearningofsubjectmatterclearertolearnersduringteaching learningprocess.Tolorunleke(2013)affirmedthatinstructionalfacilitiesarematerials whichare usedtodisseminateinstructionstothelearnersfor thepurposeofattracting their sensesof seeing, touching, feeling and hearing sothat preferred behavioural changesare accomplished.

Nwosu,Chukwudi and Ehud (2017) opined that the application of instructional materialsmakesa subject matter simpler and easier for both the teachersand the students'outcome.Italsoimprovesastudent'sinterestandacademicperformancein classactivities.It wasalsoestablished that there isa strong positive significant relationship between instructional facilitiesand quality of education. Instructional materialsusedduringtheteachingandlearningperiodaidqualitydelivery.Akorede (2015)reportedthattheextentofteachingandlearningshowsstudentslearnby1% throughsenseoftaste,1%throughthesenseoftouch,3.5%throughthesenseofsmell, 11%through thesenseof hearing,and 84%through thesenseofsight.

UmaruandIbrahim(2011)explainedfurtherthatinstructionalmaterialsprovidethe sensual understanding needed by the learnersfor an effective and meaningful behaviouralchange.Heassertedthatinstructionalmaterialsare meanttoimprovethe qualityofeducationforeffectiveacademicperformance.Olumorin,Yusuf,Ajidagba and Jekayinfa (2010) submitted that instructional resourcesaid teachersto teach suitablyandthelearnerstolearneffortlesslywithoutanyproblem.They stressedthat instructionalmaterialshavedirectcontactwithallsenseorgans.Kochhar(2012)made known that instructionalfacilitiesareverysubstantial learningand teachingtools.He suggested the needsfor teachersto find required materialsfor instruction to complementwhattextbooksprovideinordertowidenconceptsandstimulatelearners' interestsin thesubject.

AccordingtoAbolade(2009),theadvantagesofinstructionalfacilitiesarethattheyare inexpensivetoproduceandareeffectiveinteachingalargenumberofstudentsata time,aswellasencouraginglearnerstoconcentrateandarousetheirinterest.Kimeu, Tanui and Ronoh, (2015) affirmed that instructional materialsare very important factorsthat aid in theimplementation of thecurriculum. Theresearchersspokefurther that it helpsin the realisation of the educational goalsand alsoprovidesdirection duringtheteachingandlearningprocessinordertoachievethequalityofeducation. ThisisinlinewithaChineseproverbthatsays"what Ihear Iforget, whatIsee,I remember, what I do, I understand". Teachers' utilisation of relevant equipment, instructionalmaterials,andtoolsinteachingfacilitateslearningandleadstoqualityof education(Umanadi, 2013).

Nwosu,ChukwudiandEhud(2017)categorisedinstructionalfacilitiesintodurable andnon-durable,audio-visual,printedandnon-printedmaterials,andprojectedand non-projectedmaterials.Thedurableinstructionalmaterialsarethosethatareusedfor alongperiod oftime such astelevision, and computer, whilethe non-durableonesare thatwhichcanbeusedforashortperiodoftimesuchascharts,maps,andpictures (Adekola,2010).Theaudio-visualincludestelevision,video-cassettes,amongothers. The printed and non-printed instructional materialsinclude books,journals, magazines, pictures,maps,graphs, posters,video-cassettes,recordsand microfilm.

Lastly,theprojectedinstructionalmaterialsrequiretheuseofelectricitybeforeitcan be utilised. These include toolssuch asstrips, and computers,while non-projected includepictures,chartsandsomanyothersNwosu,ChukwudiandEhud(2017.Okobia (2012) asserted that instructional facilitiesaugment, supplement, and complement teachers'effectivenessintheclassroom,therebyleadingtoqualityofeducation.He explained further that instructional facilitiesmake teaching more productive and scientific-based.Teachingandlearningbecomemoreindividualisticandachievement of educational objectivesare easier and faster through the use of instructional materials.

2.1.3 ParentalFactors

Householdisaprincipalplatforminwhichlearningnotonlybeginsbutisnurtured, encouragedandestablishedandlatertransformedtotheperformanceofthestudents. Parentalfactorsareallimmediatestimuliwhichaffectsthegrowthanddevelopmentof achild.Parentalfactorcouldbemeasuredasstatedintheliteraturethroughparental education, parental occupation, parental income, household size and parenting teachingstyle (Ogunsola, OsuolaleandOjo,2014).Thehouseholdisbasedonthe demandside,whichconsistsofdecisionsregardingthecostandbenefitsofenrolling theirchildren/wardsinschoolswhilethesupplyofeducationisfromthegovernment astheproducerandregulatorofqualityofeducation(Osuji,2015).Thegovernment makesprovisionforqualityinfrastructures,tuitionandfeesjusttomentionafew.The interactionofthesesupplyanddemandfactorsleadstotheeducationthatchildren receive(outcome)intheschools(LukeandBanerjee,2013).Furthermore,Akeeand Copeland (2010) affirmed that household condition and characteristicsplay a significant part in determining the outcome of children. Adesehmiwaand Aremu

(2010) asserted that good parenting, and quality institutionswith adequate support fromthegovernmentwillenhancethequalityofeducationatpostprimaryschoollevel.

2.1.3.1 ParentalOccupation

Parental occupationrefersto themainwork undertaken bytheparentsorguardiansof students.Also,it meansthe activitiesthat parentsengage in to earn their living. Parentaloccupationisdirectlyproportionaltowhatparentsearn,anditdeterminesthe level of their investmentsin education because it would be based on purchasing capacity. Also,it can determine the level of parental participation in the academic activitiesof theirchildren. Walter(2018)positedthat parental level of occupation has positiveinfluenceonstudents'academicperformancewhichservesasameasureof qualityofeducationin thisstudy.

Ayanleye (2015) asserted that parentsof different occupational classesoften have differentwaysofrespondingtotheirchildren'sneeds.Itwasexplainedfurtherthatthe inabilityof parentswith lowoccupational level to provide adequatelearningresources athomefortheirchildrenresultstopoorperformanceofthestudents.Whilethose studentsfromfamilieswithmiddleclassparentaloccupationperformedbetterbecause their parentsoptimised their resourcesin order to achieve a quality of education. Threlfall,Seayand Kohl (2013) affirmedthat the householdhaspowerfulinfluenceas aprimaryagentofsocialisationandthisdeterminesthequalityofeducationachildcan beexposed to with the school environment.

Marbuah(2016)explainedthatparents'priorityisprovidingtheirchildrenwiththe basic necessitiesof life which isfood, clothing, and shelter. Education becomes secondarywherethereisaconstraintintermsofparents'income,andotherlimited resources.Hence,parents'occupationsinfluencetheirdecisionsininvestingonthe education of their children. Adeniyi (2015) revealed that parental occupation, educationallevelofthe parentsandincomearethemajordeterminantsofchildren academicperformances.Egunsola(2014)reportedthattheguardianorparentsareto beresponsiblefortheprovisionofqualityhomeenvironmentthatwillfacilitatethe learning of their wardsand children. Parental educational background, occupation, economicstatus,andhouseholdsizearemajorparentalfactorsthatseemtoinfluence students'academicperformanceintermsofoutput(Marbuah,2016;Egunsola2014).

The householdenvironmentofchildren/wardsincludesallthehumanandnon-human resourcespresent in thehomewhich determine achild's education and living.

2.1.3.2 ParentalIncome

Parentalincomecanbereferredtoastheproceedstheparentsearnfromtheoccupation theyareengagedin.Also,itcanbereferredtoasthewages,salaries,profits,andany flowofearningsreceived(Joseph,2016). Josephexplainedfurtherthatincomecanbe viewedintwoways,relativeandabsolute.Absoluteincomeistherelationshipthat existswhenthereisincreaseinincome,soalsoconsumptionwillincrease,butnotat the same rate. Relative income statesthat family or individual savingsand consumptionarebasedonthefamilyorindividualincomeinrelationstoothers.The parentalincomemaylikelydeterminethechildren'sacademicperformancebecause their disposable income may likely determine the type of school, and educational materialsthatwouldbeprovidedandthekindofknowledgetobeimpartedontheir children.

Parentalincomeseemstodeterminethequalityofeducationachildreceives(Adeniyi 2015).It hasbeen established byGilman (2019) that household incomecan indirectly affect children'slearning through purchaseofeducational inputs for theirwards.Also, Egunsola (2014) affirmed that parental economic statusdeterminesthe quality of educationreceivedbytheirwards.Ithasbeenestablishedthatdenialofchildrenof social and economic needscoupled with poor parental care yield poor academic performanceofthechildren.Inotherwords,higherincomefamilyearnerswouldbe abletoprovideadequateeducationalresourcesthatcanhelpinfacilitatinglearningin school subjectsaccurately.

Severalliteraturesaffirmedthatchildrenorpupilsfromknowledgeableandhighsocio-economicstatusarelikelytoperformbetterthanstudentsfromloweroruneducated parents'backgrounds(Suliaman*etal*2014;Adeniyi2015).Thisissobecausestudents fromwealthyfamilieshavetheopportunityofhavingallthatisrequiredforstudyat home,whilethosefromlowincomeneedtodedicatemorehourstomenialjobsand fewperiodstoschoolworkinordertomeettheirbasicneedswhichlaterresultinto poorperformanceordisengagementfromschooling(Akinsanya*etal*2018).Moreover, it hasbeen observed that even changesin income have stronger influence with

academic performance of children from loweconomic background compared to children from higheconomic background.

2.2 EmpiricalReview

2.2.1. StudiesonInstitutionalFactorsand QualityofEducation

2.2.1.1 Teacher'sAdequacyand QualityofEducation

Thesuccessoftheeducationalsystemisdeterminebytheavailabilityandadequacyof teachers.Teachersconstitutethecorefactorsintheeducationsystemaswellastheir importance in achieving qualityof education hasbeen widelyestablished bymany scholarssuchas(Javed,2015andNnamdi,2017).Ithasalsobeenrecordedthatchildren future and the development of the state and nation hinge on the quality of the educational system, skills,competency in addition with dedication of itsteachers (JonyoandJonyo,2017).Also,thefollowingstudiescorroboratethefindingsthatthere isa positive relationship between teacher's adequacy and quality of education achieved in an educational sector.

Musyoka,ChelotiandMaithya(2018)investigatedinfluenceofteacheradequacyon students'performanceingovernmentownedsecondaryschools.Descriptiveresearch design wasadopted. One objective, one research hypothesiswaspostulated for the study.ThestudywasanchoredonEducationproductiontheory.Thepopulationofthe studywasthirtyheadteachersandtwohundredandseventyheadsofdepartmentsin thirty government owned secondary schoolsin Kathiani subCounty. Multi stage samplingprocedurewasused.Thequantitativedatawasanalysed usingfrequency, percentages,meansinaddition withstandarddeviation.Thestatistical resultwasr =.544,$p<0.05$whichmeansthatteacheradequacyandacademicperformancehad significantaswellaspositiverelationship. It wasrecommendedthatteachers'service commissionshould recruitandpostenoughteacherstoKathianisubcoutrytoensure adequate teacher–student ratio in order to achieve qualitative teaching and learing process.

InthestudyofAmasuomo(2017)investigationwasmadeintoadequacyofteachersin secondary schoolsin rural area to prepare studentsfor senior secondary school certificate examination in BayelsaState. It wasaffirmed that the rural secondary schoolslacked adequatequalifiedteacherstopreparethemfortheSSCE.Theshortage of teacherscreated ascenario whereteacherswereunableto finish the subject content

inthesyllabusbeforethestudentcommencesexamination.Thusaffectingthedelivery ofqualitativeeducationatthislevelandresultedintopoorperformanceinexternal examinationsbythestudents.Thisdeprivedthe studentstheopportunityof getting admission to higher institutionsof learning of their choice and alsoaffectstheir employability.Itwasthenstatedthatgovernmentshouldemploymoreteachersand redistributethemequallytosecondaryschoolsinthestateinordertoachievequality ofeducation.

Moreover,SubairandTalabi(2015)conductedstudyonreasonsandeffectsofteacher shortagesinNigeriaschool.Descriptivesurveydesignwasemployedforthestudy. Two objectives,tworesearch questionswere raised. It wasfound that there was shortageofteachersinthestatewhichwasasaresultofmeagresalaries,poorworking conditionandteachersretiringfromservice.Itwasfurtherrevealedthattheoutcome waspooracademicperformanceofstudents,whichculminatedintopoorqualityof education.Inthestudy67%oftherespondentsagreedthatthepoorqualityofeducation experienced in thecountrywasasaresultof shortageof teachers.

Furthermore,Akungu(2014)examinedtheeffectofteachingandlearningresourceson students'performanceinKenyacertificatesecondaryeducationinfreedaysecondary schoolinEmbakasidistrict,Kenya.Fourresearchquestionswereraisedtoguidethe study. Descriptiveresearchdesign wasemployed, andthedatawasanalysed using frequencytables,mean,percentages,piechartsandbargraphs.Itwasrevealedthat therewasshortageofteachersthuscausinghindrancetotheachievementofquality education because 93% of the teacher were having above 25 periodsper week. Recommendationsweremadetothegovernmenttoallocatemorefundstorecruitmore teachersinto education sector in orderto achievequalityofeducation in thecountry.

Similarly,NwoguandEsobhawan(2014)affirmedthatqualityofteachersdetermines qualityofeducationinaneducationalsector.Thiswasestablishedfromthestudyon teacherqualityandquantitysuggestionsfortheoperationofuniversalbasiceducation in Nigeria. Descriptive survey research design wasemployed for the study. Three research questions,while one null hypotheseswaspostulated. Stratified sampling techniquewasemployedforthestudy.Mean,standarddeviation,rankorderstatistic wereusedtoanalysedthedatawhileZ-teststatisticswasemployedtotestthenull

hypotheses.Theresultshowedthatteachercompetencyandquantityissignificantto ascertainmentof qualityofeducation.

Modi(2013)alsoinvestigatedfactorsaffectingeducationalqualityinbothpublicand privatesecondaryschoolsin central equatorial statein South Sudan.It wasfound that therewasshortageoftrainedinstructorsinthestateanditwasamajorfactorthatis deterringqualityofeducationinthestate.Therecommendationtothegovernmentwas toestablishteacher'strainingcollegesinorder toteachvarioussubjectstoprevent scarcityof teachersand to achievequalitativeeducation at secondaryschool level.

In the study of Adeyemi (2011) shortagesand surplusesof teacher's in senior secondaryschoolsinOndoState,Nigeria,itwasestablishedthattherewasshortageof teachersintheurbanareaandsurplusesintheruralareaofthestateanditaffectsthe delivery of qualitative education in the state most especially in the urban area. Thereforeitwasrecommendedthatteachersshouldberedistributedinthestateinorder to achievequalityeducation.

Akinsolu(2011)examinedthenumberoftrainedteachersaswellasitsassociationto students'academic performance in government owned secondary schoolsin Osun State. Descriptive survey research design wasemployed for the study. Research questionsand research hypotheseswere postulated for the study. The data was analysed using ANOVAand spearman rank correlation coefficient to test the hypotheses.Theresultwasr=0.883greaterthanthetablevalue0.44andalsothe calculated Fratio wasgreaterthan the critical F.value3.25, calculated F.ratio >2.84 criticalvalueat0.05levelofsignificance.Itwasestablishedthatnumberofqualified teachersaresignificantlyrelatedtoqualityofeducationattainedatsecondaryschool level assessed bythe performanceofstudents.

Onthecontrary,AgharuwheandUgborugbo2009studiedeffectofteachers'classroom efficiency on student academic performance in Delta State. Descriptive survey researchdesignwasemployedandfourresearchhypotheseswerepostulated.Thedata wasanalysed using simple regression, T-test and Analysisof Variance. The result revealedthatthedifferenceobservedinstudents'performancewerestatisticallynot significant with teachers' adequacy. It wasestablished that teachers' effect and

adequacywerenottheonlycontributingfactorstostudents'successbutthatitincludes students' abilityand otherschoolenvironmentalfactors.

In other word in line with the finding of previousstudies,teachersadequacy significantly influence quality of education, Amaewhule (2019) established that adequacy of teachersdetermine the academic performance of pupilsin public secondary schools.The researcher examined the effect of adequacy of biology instructorsand instructional resourceson student academic performance in public secondaryschoolsinPort-Harcourt.Descriptivesurveyresearchdesignwasemployed forthestudy.Threeresearchquestionsandhypotheseswerepostulated.T-testand Analysisofvariancewerethestatisticaltoolsemployed.Itwasfoundthatadequacy ofteachersintheschoolspredictstheacademicattainmentofthestudents.Therefore it wasrecommended thatgovernment should recruit moreteachersin orderto achieve qualitativeeducationatsecondaryschoollevels.Thestudyrelateswiththiscurrent studybecausetwoofthevariablesdiscussedwaspart oftheindicatorsof institutional factorsin the current study, but thereareotherindicatorsthat werenot examined, also parental factorswerenotinvestigatedalongsidewiththevariables.Thisisthegapthis current studyanticipatesto bridge, in orderto achievequalityofeducation.

2.2.1.2 StudiesofTeacher'sRemunerationand QualityofEducation

Qualityof education achieved do not depend on teachers' knowledge and teaching skillsalonebuttherareothercontributoryfactorsthatdeterminesqualityofeducation asstated by (Aran,Jafri, and Ramzan, 2014). Based on several findings,teacher remuneration significantly affect both extrinsic and intrinsic motivating factors, studentsinterpersonal relationshipsaswell ascommitment to work (Amalu, 2013, Onyali, 2016). These researchersconcluded that poor remuneration of teachers consequentlycontributetodwindlingeducationalquality.Thefollowingresearchers alsocorroborateto thesefindings.

Celestin2022investigatedimpactofteacherswelfareonqualityofeducationinEast Africacommunity.Descriptiveresearchdesignwasemployedforthestudy.Thestudy anchoredonEquitytheory.Theresultrevealedstatisticalresultof$R^2$0.981451which indicatedthatteacherremunerationhadapositivesignificantrelationshipwithquality ofeducation.

Moreover,Matumla,2022carriedoutstudydeterminethecontributionofteacher's monetaryincentivesonsecondaryschoolsstudentsacademicperformanceinIringa municipality.Thestudyadoptedmixedapproach.Descriptiveandinferentialstatistics wereusedtoanalyzethedataobtainedfromqualitatively.Also,contentanalyzewas usedtoanalysethedataobtainedqualitatively.Theresultrevealedthatthereispositive relationshipbetweenteachersincentivesandstudentacademicperformance,which impliesthat teacherincentivesignificantlyinfluencequalityof education.

Furthermore,Erturk(2022)investigatedtheeffectofteacherqualityofworklifeonjob satisfactionandturnoverintensions.Descriptivesurveyresearchdesignwasemployed forthestudy. Threeresearch questionswereraised and answered. Theresult revealed thatjobsatisfactionisapredictionofqualityofeducationwiththestatisticalresultof (f=86.03; $p < 0.01$)

Inthesamevein,Igoche,OguguaandTakor(2022)investigatedinfluenceofteacher motivationonstudentsperformanceinMathematicsinsecondaryschoolsinOkpokwu Benuestate.Threeresearchquestionswereraisedandanswered.Descriptivesurvey researchdesignwasadoptedforthestudy.Simplerandomsamplingtechniqueswas employed forthe study. Descriptive statisticsoffrequencyand mean wereusedto answertheresearchquestionstheresultrevealedthatthereissignificantrelationship between motivation of teachersand studentsacademic performance with the statistical resultofclustermean 3.05.

Moreover,Mukomana2021carriedoutaresearchonimpactofteacherremuneration ontheprovisionofqualityeducationinsecondaryschools.Threeresearchquestions wereraisedandconsidered.Descriptiveresearchdesignwasusedforthestudy.Need-basedtheories,reinforcementtheory,expectancytheoryandequitytheorywerethe theoriesusedtoanchorthestudy.Thematicanalysiswasusedtoanalysethedata.The study established that teacher remuneration significantly influence quality of education.Thereforeitwasrecommendedthatteachersshouldbehighly remunerated and to be paid onregular basissoasto be abletoachievequalityeducation.

Also,Olujuwon,Omiyale,PhilipandAkintan2021investigatedimpact ofworking environmentonsecondaryschoolteachersinLagosstate.Tworesearchquestionswere raisedandanswered,whiletwohypotheseswerepostulatedandtested.Descriptive surveyresearchdesignwasadoptedforthestudy.Purposivesamplingtechniqueswas

usedinselectingtherespondents.Thedatacollectedwereanalyzedusingchi-square statisticaltools.Thestudyrevealedthatthereisasignificant relationshipbetween teachersremuneration and qualityofeducation.

Zikanga;AnumakaandTamale,2021carriedoutastudyonremunerationandjob performanceofteachersinaidedsecondaryschoolsinUganda.Thestudyemployed cross-sectionalresearchdesign.ThestudyanchoredonHerzbergTwofactorstheory. The study revealed that remuneration had a positive relationship with student academicperformancewhich invariablydeterminesqualityof education.

Mustaph, Ibi, Gwaryand Adamu. 2020 examined teacher's condition of service as correlate to teachersproductivity in Maiduguri secondary schools.Five objectives were stated and five null hypotheseswere tested. The study adopted correlational researchdesign.Pearsonproductmomentcorrelationwasusedtoanalyzethedata.The resultrevealedthatcorrelationcoefficient(r)obtainedwas.134withp-valueof0.023 at0.05levelofsignificancewhichmeansthatthereissignificantrelationshipbetween fringe benefitsand teacher productivity which invariably influencesquality of education at secondaryschool level.

Inthevein,Adelekan2020investigateimpactofteachers'incentivesonperformance ofphysicalandhealtheducationinOgunstate.Descriptivesurveyresearchdesignwas employedforthestudy.Threeresearchhypotheseswerepostulatedandtestedinthe study.The datawasanalyzedusingone-wayANOVA.The resultshowedthatthereis significantrelationshipbetweenteachers'incentivesandteachersperformancewith statistical resultof ($r = 0.146$ at $p < 0.05$). Therefore it wasrecommended that all stakeholdersin education should improve teachers' welfare packages condition of servicesandotherbenefitssoastobeabletoachievequalityofeducationatevery level of education.

Ibok, 2020 examined the effect of teacher motivation on students' performance in BiologyinCalabarCrossRiver,Nigeria.Three researchquestionsaswellasthree researchhypotheseswereformulatedandtested.Surveyresearchdesignwasemployed forthestudy.Pearsonproductmomentcorrelationwasusedtoanalyzethedata.The resultshowedthatthereisarelationshipbetweenregularpromotions,regularpayment ofteachersalaryandstudents'academicperformance.Itwasconcludedthatteacher

remuneration hasa positive significant relationship with studentsacademic performance.

InthestudyconductedbyBawallaandNafiu(2018),onrewardsystem andpublic secondaryschoolteachersperformanceinOgunState.Itwascarriedouttoinvestigate the challengesfacingpublicsecondaryschool teachersin thestate. Descriptivesurvey research design wasused in carryingout thestudy.Two objectiveswerestated forthe study.Thestudywaspurelyqualitative,thereforethematicanalysiswasemployed.It wasfoundthatteacherswerenotsatisfiedwiththeirpayandarenotmotivated.These affected their level ofcommitment therebyleadingtopoor qualityof education.

Furthermore,Igbogi(2018)studiedteachers'welfareandcommitmentasdeterminants ofproductivityinBayelsastate,Nigeriawiththesubmissionthat90.6%oftheteachers respondedthatgoodfinancialbenefitsintermsofregularsalary,incrementinsalaryas atwhenduecanhavepositiveimpactonqualityofeducationatsecondaryschoollevel. Descriptivesurveyresearchdesignwasadopted.Researchquestionswereraisedand hypothesiswasformulatedtoguidethework.Thedatawasanalysedusingfrequency andsimplepercentages,Pearsonproductmomentcorrelation.Thestudywaslimited toonlyonevariableininstitutionalfactors,othervariableswerenotresearchintothis isthegap thispresent studyintendsto fill.

Moreso, Ezeuduji, Tengeh and Iwu(2018) carried out studieson understanding teachers'jobsatisfactionascontributingfactortoqualityeducation.Itwasestablished thatteachers'remunerationorsalary,developmentopportunitiesandresponsibilities attachedtoworkaremainvariablesthatcontributetoteachers'jobsatisfactionwhich invariablyledtoattainmentofpostprimaryeducationalgoals.Inthecourseofcarrying out the study, three research questionswere raised to guide the study. Descriptive analysismeanandstandarddeviationwereusedforthestudyaswellasSpearman's correlationtest.Allthefactorsexaminedweresignificantlycorrelatedwithp-values <0.001. Itwasnotedthatpaymentofteachersalariesasatwhenduehadawayof stimulatingtheteachers,whilenon-paymentofsalariesdampenteacheractivities.It wasfurther explained that, in the absence of physiological, social, security, self-actualization and self-esteem needsthere could be lowjob performance of the teachers.It wasdeduced that the studywaslimited to one variable of institutional factorswhileparentalfactorswerenot investigated.

Inanotherstudy,theeffectofworkingconditiononteachers'attritioninsecondary schoolsintheSouthWestregionofCameroon.Marinette(2018)evaluatedrelationship between salaries,working conditionsand teacher attrition. Crosssectional survey researchdesignwasadopted.Bothqualitativeandquantitativeapproacheswereused incarryingoutthestudy.Thedatacollectedwereanalysedthroughstatisticaltools; percentages,meanscores,standarddeviationandPearsonproductmomentcorrelation coefficient.ThePearsoncorrelationcoefficientr=-0.223whichshowedthatthereis aninversesignificantrelationshipbetweenteachers'salariesandtheirattrition.Itwas revealed that lowsalary, poor workingenvironment, lack of job satisfaction led to teacherattritionwhichresultedintoshortageofteachersintheschool.Thisdefinitely affectsqualityof education atsecondaryschool levelin Cameroon.Thestudywas limitedtoonefactorofinstitution,otherfactorswerenotstudied.Likewiseparental factorswerenot investigated. This isthe gap thiscurrent studyintendsto investigate.

Akande(2014)investigatedwhethertherelationshipbetweentheconditionofservice and teacher's job performance could have any significant influence on teacher's efficiencyinpublicsecondaryschoolsinKogistate.Fiveobjectiveswereraisedand five propositionswere postulated to guide the study. Descriptive survey research design wasemployed. The study employed simple random sampling technique in selectingtherespondents.Pearsonproductmomentcorrelationcalculatedcorrelation indexvaluewas.773andwashigherthanthecriticalvalueof.195,whilethecalculated levelofsignificantpvalueof0.1islessor equal to0.1leveloftolerance. Therefore,it wasestablished that thereissignificant association between teacherperformanceand regular payment of salary. The study alsoestablished that timelypromotion, other fringebenefits,increaseteachers'productivitywhichcanleadtoqualityofeducation butitwasalsoaffirmedthatstaffretirementbenefitsisnotsignificantlyrelatedwith teachers'performance.

In another study Falemara (2013) used descriptive survey research design to investigate teachers' remuneration and itseffectson education quality in Nigeria. Three local government areaswere used asthe population of the study. Research questionswereraisedalongsidewithhypotheses.Pearsonproductmomentcorrelation coefficientstatisticalmethodwasemployedtoanalysethedata.Thefindingrevealed thatteacherremunerationstatisticallydeterminesqualityofteachinginNigeriawith statistical resultof r=0.487. This showed that highly motivated, well-trained and

professionallyreinforcedteachersareindispensableforan effectiveeducation system in Nigeria.

Also,Gitonga(2012),arguedthatremunerationrelatewiththeworkenvironmentcan cause job satisfaction likewisedissatisfaction. It wasdeduced from the study that teachersinthedistrictfeltthatremunerationpackageincludingsalaries,allowances andpensionarenotcompetitivecomparedtotheotherprofessions,eventothelevel of work load in secondary school in Kenya. The study revealed that salary isa significantfactorformotivationofteachers.Theregressioncoefficient(R)was0.59 or59.6%whichshowedthatthereisastrongrelationshipbetweenremunerationand studentsperformanceintheschool.Itwasrecommendedthatteacherremuneration shouldbepaidregularly,promptly,andsurprisepackagesshouldbegiventoteachers in orderto achievequalityeducation.

Abubakar(2011)observedthatinNigeria,jobsatisfactiongenerategreaterdedication toteaching.Thiswasconfirmedfromthestudyoninfluenceofteachers'conditionof serviceinpupils'academicperformanceinheltheducation.Thestudyisasurvey research, three research hypotheseswere postulated to guide the study. It was established that teaching serviceisdevoid ofjobsatisfaction, theargument wasbased on poor remuneration and lack of fridge benefitsin teaching professions. Recommendation based on the findingswasthat government needsto put in place betterremuneration packagein placesoastoserveasmotivation to theteachers.

Many researchesreviewed upheld that teacher remuneration isa great index of institutional factorsthat determinesteachers' productivity which resulted into qualitativeeducation.ThoughEaton1984disagreedwhenexplainedthatasatisfied worker isnot necessary a hard worker. That isthe reasonwhy other indicatorsof institutionalfactorswereresearchedintowhichisthelacunathisstudyanticipatesto fill.

2.2.1.3 TeachersCapacityBuildingandQualityofEducation

Thereisnosystemsystemofeducationthatcanrisebeyondthequalityofitsinstructors (NationPolicyonEducation,2013).Thereisneedtoalwaysupdatetheknowledgeof theteachers.Ithasbeenestablishedoveryearsthatlearningisanuninterruptedprocess fromcradletograve.Itisexpectedthatteachercapacitybuildingprogrammeshould be an in-built and integral part of school system if qualitative education isto be

achieved. The following researcherscarried out empirical studiesin support of it. Based on severalsubmissionsthat teachercapacitybuildingprogrammeissignificant toqualityeducation,Tsafe(2014)researchoninfluenceofMDGscapacitybuilding seminar on teachers' performance in teaching mathematic in Zamfara state. It was establishedthatbasedontheteacherdevelopmenttrainingthatteacherswereexposed to,itincreasestheireffectivenesstherebyleadingtobetterperformanceofthestudent. Thestudyrecommendedthatteachersshouldbeengagedinregulartraininginorder to attain qualitativeeducation system.

Also,Mutunga,KasivuandCheloti(2022)carriedoutastudyonacademiccapacity buildingforteachersasdeterminantsofstaffperformanceinpublicsecondaryschools inKenya.Thestudyadopteddescriptivesurveyresearchdesign,stratifiedaswellas simplerandomsamplingtechniqueswereemployedforthestudy.StatisticalPackage forSocialSciences(SPSS)wasusedtoanalyzethedata.Therewascorrelationbetween theteachercapacitybuildingforteachersandstudentsperformance(r=0.687,p= 0.001). Alsostatistically, the p value (0.001) waslessthan 0.05 significant level) implied that there issignificant relationship between teacher capacity building programme and teacher performance in achieving quality of education. It was concludedthatteachercapacitybuildingprogrammesobepartofMinistryofeducation policysoasto beabletoachievequalityof educationsecondaryschool level.

Mugarura, SsempalaandNauchuha(2022)carriedoutaninvestigationontherole of inserviceteachertrainingasatoolforthestudent'sperformanceinselectedpublic secondaryschoolinKisoroDistrict.Mixedmethodresearchdesignwasemployedfor thestudy.Thatisbothquantitativeandqualitativemethodswereusedinthecollection of data. It wasfound that in-service training had positive influence on students performancewithstatisticalresultof(r=328atp=00<0.01).Theresultalsorevealed that involvement of teachersin professional development increasesthe morale of teachersthereforeresulted into qualitydeliveryofinstruction.

Obiekweand Obiekwe (2021) carried out an investigation on impact of teachers training on student academic performance of secondary school studentsin Port-Harcourt. Survey research design wasadopted for the study. Purposive sampling techniqueswasemployedforthestudy.ThedatawasanalysedusingPearsonProduct MomentCorrelationtotestthehypothesespostulated.Thestudyshowedthatthereis

asignificantrelationshipbetweentrainingandstudentsacademicperformance.Itwas recommendedthatteachershouldbesubjectedtoregularworkshopandconferencefor qualityeducation delivery.

Furthermore,Yangambi(2021)carriedoutaninvestigationonteacherprofessional development and student achievement in a developing country. Anon probability sampling technique knownasconvenience sampling wasadopted for the sampling techniques.Theresultrevealedthatteachercapacitybuildingprogrammeinfluences studentsperformance. It wasrecommendedthatgovernmentshouldengageteacherin regularworkshop seminar in orderto beableto achievequalityofeducation.

Ollor(2021)examinedteacher'sparticipationinworkshopandseminarprogrammes for quality instructional delivery in secondary schoolsin River state. Descriptive survey research wasemployed for the study. Disproportionate random sampling techniqueswasadopted in the study because the strata of the population were dispersedlydistributed.Questionnairewastheinstrumentusedinthecollectionofdata forthestudy.Thedatawasanalysedusingmeanstatisticsadz-teststatisticsat0.05 levelofsignificance.Theresultrevealedthatthereishighsignificanceinfluenceof professionaltrainingofteachersandstudentsacademicperformancewiththemean value of 2.92 by teachers.It wastherefore concluded that teacher participation in professional development programme influencesquality of education delivered at secondaryschool level.

Ayeni(2020)carriedoutaninvestigationonlevelofteachers'capacitybuildingand productivityinsecondaryschoolsinOndostate.Tworesearchquestionswereraised andansweredwhileonehypothesiswaspostulatedandtested.Descriptiveresearch design wasadopted for the study. The research questionswere analysed using frequency count and percentage while the hypothesiswasanalysed using Pearson productmomentcorrelationat0.05levelofsignificance.Thefindingindicatedthat there isa statistical relationship between teacher capacity building and teacher productivitywiththestatisticalresult(r-cal=0.606,$p<0.05$).Itwasrecommendedthat the state government should employ adequate teacher and ensure regular capacity training for teachersin orderto beableto achievequalityeducation.

InthesameveinAnulika(2020)examinedin-servicetrainingascorrelatesofteachers' jobperformanceinpublicsecondaryschoolsinEnugu.Threeresearchobjectiveswere

stated and three hypothesiswere tested at 0.05 level of significance. The study employedcorrelationalresearchdesign.Theresultshowedthatthereisasignificant relationship between teacher capacitybuilding and teacher job performance which invariably influenced the quality of education at secondary school level. It was recommendedthatstakeholdersineducationshouldrevitalizetheschoolsystemof regularconferences,workshop seminarsfor both the existingand the newlyappointed teachers.

Also,Ikram, Hameed and Imran (2020) conducted an investigation on effect of teacherstraining andstudentsacademicperformance.Onehypothesiswaspostulated and tested. Descriptive surveydesign wasemployed forthe study. Correlation and regression analysiswere used to analyse the data. The resultrevealed that teacher training hasasignificanteffectofstudentsacademicperformance,withthestatistical value.Itwasrecommendedthatregulartrainingshouldbecarriedoutinordertobe ableto achievequalityof education.

In addition, Rimmer and Floyd (2020) examined contribution of conferencesto teacher's professionalism. Three research questionswere raised for the study. Qualitativeapproachwasemployedtocarryoutthestudy.Thedatawasanalysedusing contentanalysis.Theresultrevealedthatthereispositiverelationshipbetweenteacher development programmeand deliveryof adequateteachingand learningquality.

AliandHamza(2018).Impactofteachers'trainingonstudents'learningaltitudeand organizational performance, three research objectiveswere stated, three research questionsraised and answered, three hypotheseswere postulated and tested in the study. Quantitative research design wasemployed for the study simple random techniqueswasusedforthestudy.Descriptiveandcorrelationanalyticaltechniquesin SPSS22wasusedtoanalysethedata.Theresultrevealedthatthereisastatistical relationshipbetweenteachertrainingandstudents'performance,withthestatistical resultof(r=0.963;p=0.000). Itimpliesthatteachercapacitybuildingprogramme haveinfluenceon qualityofeducation.

Also,Ekeh(2017)explainsthesignificanceofteachercapacitybuildingprogramme on quality of education by carrying out a study on teaching staff supervision and capacitybuildingforqualitysecondaryeducationdeliveryinRiversStateofNigeria. Two research questionswere raised and answered, while 2 hypotheseswere

formulatedandtestedinthestudy.Descriptivesurveyresearchdesignwasadoptedfor thestudy. Thefindingsof thestudyshowedthat teachercapacitybuilding programme enhancequalityofeducation.

Furthermore, dueto theimportanceof teachercapacitybuildingprogramme, Jepketer, KomboandKyalo(2015)carriedoutastudyonnexusbetweenteacherdevelopment programmeandstudents'performanceinpublicsecondaryschoolsinNandicountry, Kenya.Descriptivesurveyresearchdesignwasemployedandstratifiedandsimple randomsamplingtechniqueswereadoptedforthestudy.Oneobjective wasstated, while research problem wasraised. The study shown that to improve teachers performancein-servicetrainingcoursesarerequired.It wasalsoestablished that there isa significant association between teacher capacity building programme and students' academic performance. It aswell enhancesteachers' professionalismand makesthem betterin theircareer.

Theconclusionofthestudysupportstheexistingliteraturethatqualityofeducation dependson up-to-date teaching skills,methodology and knowledge acquired by teachersthrough continuousin-service training and education, which educators appliedataparticulartimeresultingtoachievementofqualitativeeducation.Itwas recommended that teacher capacity building development programme should be strengthenedinordertoimproveteacherprofessionalgrowthandtorealizequality students'outcomeacademically.Itwasalsosuggestedthatteachersshouldbeinvolved indevelopmentexerciseprogrammeinordertobeconversantwiththenewideaand innovation in education.

Antidotestoqualityeducationchallenges,capacitybuildingprogrammerequirement isneededforthesecondaryschoolteachersindiversewaysandcapacities.Thiswas the submission of Uchendu (2015) on teacher capacity building in CrossRiver. Descriptive survey research design wasadopted for the study. Simple random techniquewasemployedand the datawasanalysed usingt-test. Thet-valuewas1.972 at0.05levelofsignificance.Itwasrevealedthatsecondaryschoolteachersinthestate rarelyengagedincapacitybuildingprogrammeregularlyandthishasanegativeimpact onqualitativedelivery.Thereforeitwassuggestedthatschooladministratorsshould organise capacity building programmessuch asin-service training, workshop, conferenceandseminarsforteachers.Alsoteachersshouldbemotivatedtoachieve

quality ofeducation.Thestudywaslimitedtoonly onefactorofinstitutionalfactors; teacher capacitybuilding, otherssuch asremuneration, teacher adequacywere not considered.

In the same vein Addah (2015) carried out a study on instructor professional developmentkeystobasicschoolsinGhana.Descriptivesurveywasemployed,data wereanalysedusingdescriptivestatisticsandPearsonproductmomentcorrelation. Theresultrevealed a strong positive correlation between professional training and effectiveteachingwhichisstatistically(r=.787,<0.01).Thestudyrevealedthatin-servicetrainingofferedtoteachersimproveteachingandlearningprocess.Thisimplies thatcapacitybuildingprogrammewasbeneficialandrelevantinthedeliveryofquality instructions. There are other several authors that are in agreement with thisstudy (Udofia and Ikpe 2012, Ayeni, 2011). This study waslimited to only institutional factor,parentalfactorswerenotresearchinto.Thisisoneofthegapthatthecurrent studyintendsto fill.

AlsoAdebayoandSagaya(2016)investigatedteachercapacitybuildingandstudents' academicachievement amongpublicsecondaryschoolsin Kwarastate. Thestudyisa surveyresearch that adopted purposive sampling technique for the selection of the respondents,whilefiveresearchhypotheseswerepostulated.Thedatawasanalysed usingPearsonmomentcorrelation.Theresultshowedrcal(0.640)whichisgreater thanrtable(0.347).Theresearchersconcludedthattherewasapositiverelationship between teachers' capacity building and students' academic performance. The researchersfurther recommended that teachersneed to be occasionallyassessed in ordertodetectwherethereisneedfortrainingandre-trainingofteachers.Also,that teachersneedsimprove their skillson classroom management and teaching methodology. ButontheotherhandAsikhia (2010)studiedstudentsandteachers discernment of reasonsfor poor academic performance in Ogun state secondary schools.It wasestablished that students' academic performance isnot totally determinedbythe trainingthatteachershad acquiredthrough variousdevelopment programmesbutitissubjecttostudents'self-motivationalfactorssuchasself-efficacy, concentrationandacademicability.Thisfindingisnotcongruentwithotherprevious findings.

However,HervieandWinful(2018)conductedastudytoexamineenhancementof teachers' performance through training and development of teachers.Descriptive surveyresearchdesignwasemployedinthecourseofcaringoutthestudy.Simple randomsamplingtechniquewasusedtoselecttherespondent.Thestudyreportedthat duetolackoffrequentin-servicetrainingamong otherfactorsithasresultedintopoor performanceofteachers.Therefore,therecommendationwasthatteachersshouldbe driven and engaged in periodic trainingprogrammeto enhancequalitativedelivery.

2.2.1.4.InfrastructuralFacilitiesandQualitiesofEducation

Infrastructuralfacilityistheoneofthemaintoolsforadequateteachingandlearning intheschoolsettings.Itmajorcomponentrequiredinachievingqualitativeinstruction inaneducationalsystem.Goodacademicperformanceofthestudentscanbeachieved whereinfrastructuresarewellstrategicallyarrangedintermsoflocation,structures andfacilitiesassistinteachingandlearningprocess,(OnuorahandNwankwo,2022; Adeyemi and Oduwole 2022). The following researcherscarried out studieson infrastructural facilitiesand quality of education. The empirical finding were as follows:

MgimbaandMwila(2022)conductedastudyoninfrastructurechallengesinfluencing academicperformanceinruralpublicsecondaryschoolsinIringaDistrictTanzania. Mixedapproachandconvergentparallelresearchwasemployedforthestudy.Random andpurposivesamplingtechniqueswasadoptedfortheselectionoftherespondents. The quantitative data wasanalyzed using descriptive statisticsSPSS21, while the qualitative data wasanalysed using thematic analysis.The resultshowed that infrastructural facilitieshad a significant relationship with students' academic performance.Itwasconcluded that infrastructureisveryessential to thedevelopment and provision of qualityof education.

Inthesamevein,OnuorahandNwankwo(2022)examinedperceivedimpactofschool plantonstudentsacademicperformanceinsecondaryschoolindescriptiveresearch designwasadoptedfor thestudy.Threeresearchquestionswereraisedandanswered inthestudy.Thedatawasanalyzedusingmean.Theclustermeanof3.44obtained indicated school plantshavesignificant relationship with qualityof education.

Also,AdeyemiandOduwole(2022)carriedoutastudyoninfrastructuralfacilitiesand teacher indiceson academic achievement in social studiesamongjunior secondary

schoolsinOyostate.Descriptivesurveyresearchdesignwasemployedforthestudy. Multi-stage procedure wasused in selecting the respondents.The result showed a statistical significant relationship between infrastructural facilitiesand students academicperformanceof(F=78.655;p<0.05).Thisimpliedthatadequateprovision of infrastructural facilitiesand utilization can influence achievement of quality of education in post primaryschool.

InthestudyconductedbyOnyebuenyi,OnovoandEwe2022onimpactofphysical facilitiesonstudentsacademicperformanceinseniorsecondaryschoolsin Abiastate. Thestudyemployeddescriptivesurveyresearchdesign.Tworesearchquestionsand twonull hypotheseswere used to guide the study. The research questionswere analysedusingmeanadstandarddeviation,whilethehypotheseswereanalysedusing t-teststatisticsat0.05levelofsignificance.Thefindingsshowedastatisticalgrand meanvalueof3.31.Itwasconcludedthatphysicalfacilitieshaveagreatimpacton studentsacademicperformance.

AkponiandRaji2022investigatedinfluenceofschoolfacilities,provisionstudent's academicperformanceinseniorsecondaryschoolsinPort-Harcourt.Thestudywas guidedwith threeobjectives,research questionsand hypotheses.Thestudyemployed descriptive survey. The resultrevealed that calculated 2 value (2-cal) of 2.52 and criticalvalue1.96wasobtained.Thisimpliedthatschoolfacilitiesinfluencesstudents academicperformance.

Inanotherstudy,Muhammad,(2021)examinedrelevanceofschoolplantavailability andfunctionalityonstudent'sacademicperformanceinseniorsecondaryschoolsin Katsinastate.Thestudyadoptedexploratorysurveydesign.Tworesearchquestions and twohypotheseswere used to guide the study. The study employed Pearson correlationtoanalyzethedata.Theresultrevealedthatschoolplantsavailabilityand functionality influence significantly student's academic performance at secondary school level with the statistical resultr-cal = .664, p = 0.003. This impliesthat infrastructural facilitiescontributed significantly to quality of education. It was recommendedthatstakeholdersshouldprovideadequateinfrastructureto schoolsoas to be ableto achievequalityof education.

Inthesamevein,Sam-Kalagbor,2021investigationwasmadeoninfluenceofphysical facilitieson students' academic performance in public secondary schoolsin River

state.Thestudywasguidedwiththreeresearchquestionsandhypotheses.Descriptive surveyresearchdesignwasadoptedforthestudy.Thedatawasanalysedusing2-test statisticaltoolsat0.05levelofsignificancewasusedtothehypotheses.Theresult revealedthatthet-calculatedvalueof0.18t.criticalvalueof1.96.Thisimpliedthat thereisapositiverelationshipbetweenstudentacademicperformanceandstructural facilities.

Also,Bathsheba,Jumba,Damark,WajimandAkwayamai2020investigatedinfluence of the availability of laboratory facilitieson academic performance of studentsin BiologyinseniorsecondaryschoolofJalingolocalgovernmentareaofTarabastate. Thestudyemployeddescriptivesurveyresearchdesign.Thestudywasguidedwith twospecificobjectivesandtworesearchquestions.Theresultrevealthatavailability of laboratoryandadequateutilization influencestudentsacademicperformance.

Moreover,IgbaraandOkeke(2020)studiedtheinfluenceoflaboratoryandboarding facilitiesand studentsacademic performance in public secondaryschool in Rivers state.Thestudywasguidedbytworesearchquestionsandtwohypotheses.Ex-post factodesign wasthe employed forthestudy.Pearsonproduct-moment correlationwas usedtoanswerthetworesearchquestions.Thehypotheseswastestedwith2-ratioat 0.05 level of significance. The findingsshowed a positive relationship between laboratory facilitiesand students' academic performance. This impliesthat school facilitiesinfluencesqualityof education.

In the study of Raji (2019) on physical environment factorsand the quality of instructioninIbadanruralsecondaryschoolsinOyoState,Nigeria,thecontributionof physicalenvironmentfactorstowardachievingqualityinstructionwasinvestigated. Thestudyemployedmixedresearchdesignandmulti-stagesamplingprocedurewas adoptedintheselectionofonehundredandfifteen(115)teachersfromtwenty(20) schoolswithminimumoften(10)teachersoutofthefortyseven(47)postprimary schoolsin the six local government areasin Ibadan. Qualitative data were content analysed,whiledescriptivestatisticsandmultipleregressionwereusedinanalysing thequantitativedataat0.05levelofsignificance.Theresultofthefindingrevealed that physical factor (R = 0.621) jointly contributed to the quality of instruction in Ibadanruralsecondaryschools.Itaccountedfor29.2%ofthevariationinthequality ofinstruction(R_2=.292,F(14,921)=4.133,P<0.05).Thisimpliesthatinfrastructural

facilityisamajorfactorthatpredictthekindofeducationalqualitystudentscanbe exposed to.

Furthermore,Jimoh,AkinlosotuandOjo-Maliki(2017)conductedastudyonimpact ofinfrastructuresonstudents'academicperformanceinsecondaryschoolsinIle-Oluji Okeigbo Local Government Area of Ondo State. The study adopted Ex-post facto design, twohypotheseswere postulated and the data were analysed using of co-variance(ANCOVA)in testingthehypothesesat0.05levelofsignificance. Result showedthatavailabilityandsufficiencyofinfrastructuralfacilitieshavesignificant influenceonstudents'academicperformanceinEconomic(F_{cal}=140.776;342.606; 24.932,<0.01).Thefindingsupportedthepoolofresearchersthatinfrastructurehasa major influenceon education qualityprovidedatsecondarylevel.Basedon the result, recommendationwasmadetothegovernmenttoprovideadequateinfrastructuresto schoolsandinformingtheprincipalsonthesignificanceofinfrastructureinschoolso asto achieveeducational goal that isqualityofeducation.

Moreso,Kalagbor(2016)studiedfactorspredictingacademicperformanceofstudents in government owned and non-governmental secondary schoolsin River states, Nigeria.Thestudyemployeddescriptivesurveydesignthatadoptedsimplerandom samplingtechniquesintheselectionoftherespondents.Theresearcheraffirmedthat due to insufficient infrastructureon ground, amongother factorsexamined, quality educationcouldnotbeachievedinbothgovernmentownedandnon-governmental secondaryschoolsinthestate.Itwasexplainedfurtherthatqualityeducationtoagreat extentisdependentonthescaleoffacilitiesinuse.Basedonthisresult,itwassuggested bytheresearcherthatgovernmentshouldgiveadequateprioritytoeducationsector, most especiallythe publicschoolsin orderto achievequalityofeducation..

InanotherstudycarriedoutbyAkomolafeandAdesua(2016)oneffectofstructural amenitiesonacademicperformanceofstudentsinseniorsecondaryschool.Ex-post factoresearch designwasemployed for thestudy.Thestudyrevealed thatavailability and effective utilization of infrastructure significantlyenhance students' academic performancewithther-tab(0.381)at0.05levelofsignificancelesserthanr-cal(0.655). Recommendation wasmadeto thegovernment asamatterof emergencyto apportion moreresourcestosecondaryeducation,sothatstudentswillhaveaccesstofacilitative environment forqualitativeteaching and learning process.

Moreover, Ilomo (2016) conducted a research on the accessibility of teaching and learningresourcesandtheireffectonacademicperformanceofsecondaryschoolsin Muheza District. The resultshowed that dearth of infrastructural facilitiessuch as building, teaching space, laboratories,librariesaffect delivering education of high qualityinthecountry.Thestudyrevealedfurtherthatinadequatefundreleasedintothe sectorcausedinavailabilityofinfrastructuresforqualitativeinstruction.Thereby,it wassuggested to thegovernment to provide sufficient infrastructureto school in order to providequalityeducation forthe citizenry.

Furthermore, Anyaogu (2015) studied handling of critical challenging issues threatening Nigeria secondaryschools,a case studyof Imo State, pointed out that inadequateinfrastructure, funding, learningmaterialswerepart ofthemajor problems causingdeteriorationinqualityofeducationinthestate.Inconclusion,thegovernment wasadvice toprovidefundtosecondaryeducationsufficientlyinordertoachievethe statedgoal.

AlsoBabatunde and Olanrewaju (2014) studied parental participation and school infrastructuralconveniencesasdeterminantsofsecondaryschoolsstudentslearning attainmentinItesiwajulocalgovernmentofOyostate.Thestudyemployeddescriptive researchdesign.Pearsonproductmomentcorrelation(PPMC)andmultipleregression wereadoptedfortheanalysisofthedata.Itwasestablishedthattherewerepositive relationship among school infrastructural facilitiesand parental involvement and students'academicattainment($r=.771;p<0.05$)and($r=.873;P<0.05$)respectively. Alsowhen thedeterminant factorswerepulled together, thevariableshavesignificant effect on student's academic achievement R (adjusted) = .971 and R^2(adjusted) = .966.Intermofdegreeofcontribution,infrastructuralfacilitiesmadethemostsignificant contribution (Beta = .217; t= .908$P < 0.05$). It wasestablished that infrastructural facilitiesconstituteatactical factor in functioning of theschool.

Inthesamevein,Oladunni,OladipoandVaughan(2014)explainedthesignificanceof infrastructural facilitieson quality of education, by carrying out study on infrastructuralconditioninpublicsecondaryschoolsinOgunState,Nigeria.Thestudy affirmedthatinfrastructuresthatwereavailableintheschoolswerebelowstandard and thishad led to poorperformanceof thestudents,which invariablyhad led topoor qualityofeducationin thestate.

Duruji,AzuhandOviasogie(2014)intheirstudyevaluatedtheinfrastructuralfacilities such asteaching space, libraries,practical workshops, laboratories,playgrounds, amenities,sanitationinpublicsecondaryschoolsinOtaOgunState.Itwasdetected thatthecombinationeffectofdeterioratingsituationsofbuilding,pressureofteaching facilitiesand learning environment deficienciesmar the quality of teaching and learningprocess.Thisinvariablyledtopoorperformanceofstudentsbothininternal andexternalexamination.Thereforeitwasrecommendedthatinfrastructuressuchas modernlaboratories,functionallibrariescomfortableandconduciveclassroomshould beprovided soasto achievequalitativeeducation at secondaryschool level.

Also,Akungu(2014)studiedeffectofteachingandlearningmaterialsonstudents' performance in Kenya Certificate of Secondary Education emphasized the significanceofphysicalfacilities.Thestudyemployeddescriptivesurveydesign.Four researchquestionswereraisedandsimplerandomsamplingtechniquewasusedto select the respondents.Statistical Package for Social Sciences(SPSS) wasused in analysing the data. The researcher noticed that some physical facilitieslike classrooms,workshopsplayground existed but were not adequately equipped for qualitativeteachingandlearning.Thisishavingnegativeeffectonstudent'soutcome. Physicalfacilitiesinschoolswhichwereeitherinadequateorcompletelyhinderingthe achievement of quality education should be supplied by the government wasthe recommendation madeto the government.

Bua(2013)investigatedimpactofschoolsettingintheadministrationofsecondary schoolseducationinmetropolisofBenuestateofNigeria.Thestudyemployedsurvey research.Tworesearchquestionsandhypotheseswerepostulatedtoguidethestudy. Frequencycounts,percentage,meanaswellasstandard wereusedtoanswerresearch question while chi-square (x^2) test of goodness of fit was used for analysis. The resultaffirmedthatinfrastructurehasapositiveinfluenceonqualityofeducationprovidedat secondarylevel.Recommendationwasmadetoeducationalstakeholderstoprovide adequateandfavourableschool environment soasto achievequalityeducation.

Onthecontrary,Sampson(2011)establishedthatonlydeterminationfromstudents irrespective of provision of adequate educational resourcescan make students accomplishedqualityeducation.Therebyaffirmedthatonlyimprovementonstudent studyhabitwasdirectlyproportionatetoacademicperformance.Howeverbasedon

severalfindingsandsubmissionbyresearchers,infrastructuralfacilitiesinschoolshad aconsiderableinfluenceon qualityofeducation(AbubakarandBichi 2015).

2.2.1.5InstructionalMaterialsandQualityofEducation

Theplaceofinstructionalresourcesintheachievementofqualityeducationcannotbe undermined.Thereareseveraladvantagesinemployinginstructionalresourcesinthe course of teaching and learning process,such asexposing learnersto fundamental experience that enrich aswell assupplementing the teacher verbal explanations, thereby making teaching easier for the teachersand learning more exciting to the learners(Suarez and Casinillo, 2020, Lyimo 2017). Instructional materialshas established in literature simplify, vitalize, emphasize instructions,supplement and enhancelearningintheactoftransmittingidea,knowledge,skillsandattitude(Obi andObi,2019;OrduandAmadi,2019).Alsothedegreeofinstructionalfacilitiesmake instruction more useful, give teaching a more precise, make teaching and learning personal, make instruction more powerful and instantaneous,and lastly make achievement of objectiveseasier. The following studieswere alsoin support that instructional material isofgreat importancetowardsachievingof qualityeducation.

Gomez (2022) corroborate that quality of education dependson the condition of instructional facilities. This wasbased on the investigation carried out on level of condition and extent of adequacyof resourcesinsecondaryschoolsTaguig cityon the nationalachievementtestperformance.Threeresearchquestionswereraisedtoguide thestudy.Descriptivemethodwasadoptedforthestudy.Itwasestablishedthatthe performanceofstudentsonthenationalachievementtestissignificantlydependent onthelevelofconditionofinstructionalfacilities.Itwasconcludedthatqualityof education dependson thecondition of instructional facilities.

Similarly, Asogwa, Isiwuand Ugwoke (2021) studied the effectsof instructional materialson student's academic achievement in fishery in senior secondary schools.Thepopulationofthestudywas5726whilethesamplesizeforthestudywas 161 senior secondary school II studentsoffering Fishery. Studentsin Nsukka Education Zone. Three research questionswere raised and answered in the study, whilethreeresearchhypotheseswereformulatedandtested.Thestudyadoptedquasi-comparativeexperimentalresearchbasedon2x 2non randomizedpretest-posttest

non-equivalent control, non-factorial design. The study revealed that instructional materialshave an increasing effect on student's academic achievement. It was recommended that adequate instructional materialsshould be provided in order to achievequalityof education.

Inthe samevein, Suarezand Casinillo, (2020)carried outan investigatedon effect of strategicinterventionmaterialsonacademicperformanceofsciencestudents.Two researchquestionsandtwohypothesesweretestedinthestudy.Pretest-posttestquasi-experimentaldesignwasemployedforthestudy.Theresultrevealedthattheuserof strategic intervention materialsiseffective in termsof improving students' performance. Therefore, it wasrecommended that government should provide adequate instructional materialsfor schoolsasto be able to achieve quality of education.

Inanotherstudy ObiandObi(2019)investigatedtheeffectofinstructionalmaterials onacademicachievementofChemistrystudentsinCrossRiverstate,Nigeria.Two hypothesesweretestedinthestudy.Thestudyemployedquasi-experimentaldesign. Descriptivestatisticsand analysisof covariance(ANCOA) wasat an alphalevel 0.05 wasused in testing the hypotheses.The resultof the studyindicated that students taughtwithinstructionalmaterialshadhighermeanscore27.67thanstudentstaught without instructional materialswith mean score of 14.83. it wasconcluded that instructional materialshave a statistical significant effect on student achievement which isbeingused asmeasureof qualityof education.

Also,OrduandAmadi,(2019)studiedtheutilizationofinstructionalmaterialsand studentsacademic performance in junior public secondary schools.The study was guidedbyfiveresearchquestionsaswellasthreehypotheses.Correlationalresearch design wasadopted for the study. The data collected were analyzed using mean statisticsinansweringresearchquestionswhilethehypothesesweretestedusingthe PearsonProductMomentCorrelationstatisticsat0.05levelofsignificance.Thestudy revealed that application of instructional materialsrelate to studentsacademic performance.Thisimpliedthatinstructionalmaterialsignificantlyinfluencequalityof education.Thereforeitwasrecommendedthatgovernmentshouldprovideadequate instructional materialsat secondaryschool levelsoasto achievequalityof education.

InthestudyconductedbyOkhakhu (2018),oninstructionalmaterialsaspredictorsof students'academicoutcomeinpostprimaryschoollevelofeducationinIkoroduLocal Government,Lagosstate,Nigeria.Thefindingsshowedthatinstructionalmaterials demonstrateasignificantroleinimprovingstudents'academicperformance.Therefore itwasrecommendedthateducationalauthoritiesandstaff shouldalwaysmakeuseof instructionalmaterialsinteachingandlearningprocessinordertoachievequalitative secondaryeducation in theeducation sector.

Alabere(2017)examinedtheimportanceofinstructionalmaterialsinteachingEnglish asasecondlanguageamongsecondaryschoolstudents.Tworesearchquestionsaswell astwohypotheseswere answered andtestedrespectivelyin thestudy. Descriptive surveyresearchdesignwasadoptedinthestudy.Analysisofcovariance(ANCOVA) wasusedtotestthehypothesespostulatedforthestudyat0.05levelofsignificance. Analysisofcovariance(ANCOVA)wasusedto test thehypothesespostulated for the study0.05levelofsignificance.The findingsofthestudyrevealedthattheF-valueof 72.282 isobtained with a p-value of 0.000 computed at 0.05 alpha level, which indicated that there isa statistically significant difference in the performance of studentstaughtwithvisualinstructionalmaterialsandthosetaughtwithouttheuseof instructionalmaterials.Itwasrecommendedthatgovernmentshouldprovideadequate instructionalmaterialforqualityteachingandlearningprocessatsecondaryschools levelsin ordertoachievequalityofeducation.

In another study Akpan, Okoli and Okpara (2017) established that instructional materialshadasignificanteffectonqualityofeducation.Thiswasrevealedfromthe study conducted on effect of instructional materialson academic performance of secondaryschoolstudentsin Ikwuano local governmentin AbiaState. Descriptive research design wasemployed. Three research questionswere raised while simple randomsamplingtechniquewasused.Meanandsimplepercentageswereusedinthe analysesofthedata.Themeanscoreobtainedwere62.4,64.5and69.2forstudents taught with instructional materialsin three subjectswhich were; English language, MathematicsandSocialstudies.Itimpliesthatstudentstaughtwithoutinstructional materialsperformed lesser than those imparted with instructional materials. Recommendationswere made to teachersto alwaysundertake constant training to updatethemselvesontheapplicationofmoderninstructionalmaterialforappropriate utilizationin theclassroom soasto achievehigh qualityof education.

Inthesamevein,Lyimo,TooandEtich(2017)investigationwasmadeonopinionof teachersonaccessibilityphysicalfacilitiesandinstructionalmaterialsinsecondary schoolsof Anisha district Tanzania. Descriptive survey design wasemployed and simple random and purposive techniqueswasused. Statistical toolswere used to analysisthe data, the mean score of 2.1447 and standard deviation .92974 was obtained.Itimpliesthattherewereseriousscarcityofinstructionalmaterialsinthe schoolsunder investigation, which affect the quality of education offered to the citizenry.Recommendationwasmadetothepolicymakersinthecountrytoprovide structuralandinstructionalfacilitiestotheschoolsinthecountryinordertoachieve qualitativeeducation.

In thesameveinOgaga, Igiri andEgbodo 2016 conductedaresearch oneffectsof instructionalmaterialsonteachingandlearningprocessinsecondaryschoolsinBenue state. The research wasguided with four purposes,four research questionsand hypotheses.Surveydesignwasadoptedforthestudy.Thesamplesizeofthestudywas 100. Teachersand studentswere the respondentsin the study. The main analysis techniquesemployed forthestudyischi-square which wasusedto test thehypotheses and simple percentage wasused to answer the research questions.The findings revealedthattheapplicationofinstructionalmaterialsduringteachingandlearning processhasastatisticalsignificantrelationship.Thechi-squareobtainedwashigher thanthecriticalof0.05levelofsignificance.Thechi-squareof13.4wasobtainedwhich isgreater than the critical value of 7.82 with 3 degree of freedom at 0.05 level of significance. It wasconcluded that instructional materialsand their usage have profound influenceon student academicperformancewhich isa measureof qualityof education.

Moreover, Nwoke and Nwaneri. 2016 investigated the effect of improvised instructional materialson senior secondary schoolsachievementsand retention in Mathematics.Thestudyadoptedquasi-experimentaltypeadoptingthepre-testpost-testnon-equivalentcontroldesign.AchievementtestinMathematicswasconducted withreliabilitycoefficientof0.84wasestablished.Thedatageneratedwasanalysed usingANCOVAandt-teststatisticaltoolstestedat0.05levelofsignificance.The findingsrevealedthat,fcalculatedvalue126-548isgreaterthanthetablevalue3.84 also,p=0.000islessthanα=0.05($p<0.05$).Itwasconcludedthatinstructional

materialshassignificantrelationshipwithstudentsachievementwhichisameasureof qualityofeducation.

Awolaju2016corroboratedthatinstructionaldevicessignificantlyinfluencesstudents' academicperformancesinBiologyinpostprimaryschoolsinOsunState.Descriptive surveydesignwasemployed.Researchquestionsandhypotheseswereformulated.It wasobservedfromthe studythatstudentsimpartedwithoutinstructionalmaterials performed lesserthan thosetaught with instructional materials.

Abdu-Raheem.B.(2016)the study wascarried out to investigate effect of instructional materialson academic achievement of secondary school studentsin Social Studiesin Ekiti state.Fourhypotheseswerepostulated and testedat 0.05 level ofsignificance.ANOVAandANCOVAstatisticaltoolswereusedtoanalysethedata collected. The study adopted quasi-experimental pre-test, post-test, control group design.Thestudyconcludedthatstudentswhoweretaughtwithinstructionalmaterials performed better than those taught without instructional materials.It wastherefore recommendedthatparents,schoolsandgovernmentshouldmakeavailableimportant and necessary instructional materialsto teacher soasto enhance teaching and consequentlyimprovequalityofeducation at secondaryschool level.

Moreover,Tety(2016)conductedaninvestigationonroleofinstructionalresourcesin academicsuccessincommunityschoolsinRamboDistrict.Thepurposeoftheresearch wastostudyadequacyandutilizationofqualityinstructionalmaterialsinclassroom anditsignificanttostudents'academicperformance.Crosssectionalsurveydesign wasemployedforthestudy.Thetotalpopulationofthestudywasthirty-eightsecondary schools.Therespondentswereselectedadoptingsimplerandomtechniquesfromthe five(5)schoolsselectedandtherespondentswereinstructors officers,headofschools, teachersand students.Questionnaire and key informant interviewwere the two instrumentsusedforthestudy.Thedatawereanalysedusingdescriptivestatisticsof frequency,percentageandstatisticalpackageforsocialscience.Itwasreportedthat 83percentoftherespondentsagreedthatinstructionalmaterialsinfluencestudents' academic achievement. It wasrevealed that schoolswith appropriate instructional materialsperformed better than those lacking instructional materials. Recommendation wasmade to the government to secure appropriate instructional materialsfor qualityeducation.

Also,Ogbu (2015) found that instructional materialssignificantly influences instruction in the school settings.This wasrevealed in the study carried out on influenceofdearthofinstructionalresourcesandfacilitiesinteachingandlearning electrical electronicstechnology. The study emphasized that when instructional materialswereused,studentacademicperformancesimproved.Thiswasbecauseit increasesthe interest of the students,aid the retention rate and thereby leading to achievement of learningobjectivesthat ishigh qualityofeducation.

Furthermore, Effiong, Ojiand Igiri (2015) observed that there isa progressive achievementinstudentsimpartedbyhighlyqualifiedteachersandspecificallythose thatweretaughtwiththeuseofinstructionalmaterialsduringclassroomactivities. Thiswasestablishedinthestudyoneffectofinstructionalaidsinteachingandlearning ofBiologyinsecondaryschoolsinCrossRiver.Descriptivesurveyresearchdesign wasemployed.Simplerandomsamplingtechniqueswasusedtoselecttherespondents. Based on the findings,it wasrecommended that instructional materialsshould be mandatoryduringteachingand learningperiodsin the state.

Moreso,Akinloye,AduandAdu(2015)investigatedstudents'academicperformance of publicand non-publicsecondaryschoolsinLagosState, Nigeria.Itwasdiscovered thattheperformanceofnon-publicschoolstudentswerecommendablethanthepublic schoolstudentsandthiswasconnectedtoadequateuseofinstructionalresourcesused in the course of teaching and learning in private schools.Adequate instructional materialscanbeobtainedanddistributedtothepublicschoolsinthestatewasthe recommendationmadetotheeducationalstakeholderstoastoachieveeducational quality.

Moreover, Adalikwu (2013) investigated effect of teaching aidson academic achievement ofseniorsecondaryschoolschemistrystudentsin CrossRiverstate. The researcherestablishedthatgoodperformanceofpupilsmightbeascribedtoadequacy ofinstructionalaidsinschool.Thestudydirectlyassociatedtheroleofinstructional resourceswithstudents'academicperformanceinsecondaryschools.Itwassuggested that,schoolsmustbewell-equippedwithrelevantandadequatetextbooksandother teachingand learningresources.

Umaru(2011)conductedastudyonavailabilityofinstructionalresources,itsadequacy andrelevancyonstudents'academicperformanceinAgriculturalScience.Thestudy

employeddescriptivesurveydesign.Fournullpropositionswerepostulatedtoguide thestudy.Simplerandomsamplingtechniquewasusedinselectingtherespondents. Chi-square statistical toolswasemployed in analysing the data. It wasfound that instructional materialssignificantly influenced students' academic outcome. Therefore it wassuggested that teachersshould improvise instructional materials wherenecessaryin orderto achievequalitydeliveryduringeducational process.

In the studyof Atanda and Jaiyeoba (2011) school qualityfeaturesand secondary schoolstudentsattainmentinMathematicsinSouthwesternandNorth-centralNigeria. Descriptivesurveyresearchdesignwasadopted.Threepropositionswerepostulated to guide the study. The data were analysed using mean, standard deviation and multiple regressions.It wasfound that out of nine variablesunder study, onlytwo indicatorscontributed mostly to student's success in Mathematics,they were instructionalmaterialandconveniences.Theinstructionalmaterialwiththevalue(β =0.134,t=2.470;P<0.05).Groundedontheseoutcome,recommendationweremade tothegovernmentandstakeholdersoneducationtoprovideadequateandeffective instructional materialsfor schoolsforadequate teachinglearningquality.

OnthecontraryYussufandAmali(2014)studiedteacher'sinstructiveskillsanduse ofinstructionalresourcesasassociatewithstudents'academicperformanceinSocial Studies.Itwasfoundthatteacher'spedagogicalskillspositivelycorrelatewithstudent performancewhilethereisnorelationshipbetweentheuseofinstructionalresources andstudent'sperformance.Thismightbeso,sincethestudywaslimitedtoonesubject.

Inlinewithpreviousfindingsinstructionalmaterialsignificantlyinfluenceacademic performance of student thiswasaffirmed by(Olayinka , 2017, Atimi, Ehinola and Alasa, 2017). Therefore based on all these submission both globally and locally, instructionalmaterialsisagreatfacilitiesthatinfluencetheachievementofquality educationatsecondaryschoollevel.Alltheliteraturereviewedabovewererelatedto thepresentstudybecausetheyallinvestigatedinstructionalmaterialsagainststudent academic performance, which the current study used asmeasure of quality of education. From the literature reviewed, it wasobserved that all the studieswere limitedtoinstitutionalindicatorsalone,parental factorswerenotresearchinto.Thisis the gap thiscurrentstudyintendsto bridge.

2.2.2 StudiesonParentalFactorsandQualityofEducation

2.2.2.1 ParentalOccupationand QualityofEducation

Socialeconomicstatusoffamilycanbereferredtoastheposition offamilyinthe social class.This could be determined through parental educational backgroung, incomeandoccupation.Parentaloccupationcanbereferredtoastheactivitiesparent engaged with to earn their living. It determinesthe level of parental investment in education.Occupationalstatusisthedegreeofsocialpositionbydefiningjobfeatures, decision-making skill, control andpsychologicaldemand onthejob(Akujieze, 2003). Stanley,EzenwaguandBenignus(2020);Amadi(2020)affirmedthatfamilymonetary resourcesismostly related with parentsoccupation and it influenceslearning opportunity both at household level and in school. It wasaffirmed that parental occupation hasa positive association with student's academic performance. The followingresearcheralsoaffirmedthatparentaloccupationhadsignificantinfluence on qualityofeducationbased on theirempirical findings.

InthestudyofOwuor,SimatwaandNdolo(2022)investigatedinfluenceofparental occupationonstudentacademicperformanceinpublicsecondaryschoolsinKenya. Research objectiveswere stated to guide the study. Descriptive survey and correlationalresearchdesignwereemployedforthestudy.Thestudyadoptedmulti-stagesamplingtechniquesintheselectionoftherespondents.Thefindingsrecordeda statistical resultmean rating of 3.55. It wasconcluded that parental occupation influencesstudentsacademicperformance.

Inthesamevein,Onyeneka(2021)carriedoutastudyonrelationshipbetweenparental socio-economicstatusandacademicperformanceforseniorsecondaryschoolinPort Harcourt. Correlational research design wasadopted for the study. The research questionsraised were analysed usingcorrelational design. The resultrevealed that there isa significant relationship between parental occupation and academic performance of student which implied that parental occupation determined achievement of qualityof education.

Also,Darko-Asumadu and Sika-Bright(2021) carried out a study on parental involvementandpupilsacademicperformanceintheCapeCoastMetropolis,Ghana. Thestudywasguidedwithfourobjectivesandfourresearchquestionswereraisedand answered. Descriptive survey wasemployed for the study. Walberg's theory of

educational productivity asa lenswasused to anchor the study. The resultof the findingswas2.36 asthe average mean score. The study concluded that parental occupation hasapositiveinfluenceon studentsacademicperformance.

Stanley,EzenwaguandBenignus(2020)conductedinvestigationoninfluenceofhome environmentalfactorsonacademicperformanceofsecondaryschoolstudentsinImo state. The home environmental factorsinclude parent occupation, family size, and parentallevelofeducation.Theresultindicatedthatparent'soccupationinfluencesthe quality of education achieved by their children. This wasestablished from the statistical analysisresult generated from the study. The Z-calculated score of 2.31 which wasgreater than Z-table score 1.96 wasobtained. It wasrecommended that parentsshould makehomeenvironmentto be morefriendlyand providea stimulating environment fortheir children or wardsforadequatestudy.

Inthesamevein,Amadi(2020)carriedoutastudyonparentalfactorsandstudents academicperformanceinseniorsecondaryschoolsinRiversstate.Researchquestions and hypotheseswere tested to guide the study. Correlation survey design was employedforthestudy.Questionnairewasusedtocollectthedataforthestudy.Mean ratingandstandarddeviationwereusedtoanalysetheresearchquestionraised.The nullhypothesesweretestedusing2-teststatisticsat0.05levelofsignificance. The resultshowedstatisticalvalueofthegrandmean2.59andstandarddeviation0.84.It wasconcluded that parental occupation had a significant influence on quality of education.

Also,UfuomaandAromiwura(2020)examinedinfluenceofparentalsocio-economic statusonstudents'academicachievementinseniorsecondaryschoolsinAbuja.The studyemployedex-post-factoresearchdesign.Threeresearchquestionswereraised and answered, while 4 (four) hypotheseswere postulated and tested in the study. Researchquestionswereanswereusingmeanaswellasstandarddeviation,while thehypothesesweretestedusingchi-squareat0.05levelofsignificance.Thestatistical value wasx^2= 124.217,df = 12 and p = .0000. Then, it revealed statisticallythat parental occupation hasa positive significant relationship with studentsacademic performance.Thisimpliedthatparentaloccupationsignificantlyinfluencestudents' academicperformance.

InanotherstudyOkoyeandOgbu,(2020)carriedoutastudyoneffectsofparents occupation and educational background on studentsacademic performance in secondaryschoolsinAnambrastate.Thestudywasguidedbythreeresearchquestions. Thestudyemployeddescriptivesurveymulti-stagesamplingprocedurewasusedto selecttherespondents.Percentagesandmeanscorewereusedtoanalysethedata.The resultrevealed that parental occupation hasa positive significant on student's academic performance. It wasrecommended that parentsshould diversify their economy in order to be able to provide adequate fundsfor their children/wards schoolingforeducationof high quality

Moreover,Egbo,AgboandEgbo2020investigatedtheinfluenceofsocio-economic statusofparentsontheacademicperformanceofsecondaryschoolstudentsinEnugu State.Thestudyemployeddescriptivesurveyresearchdesign.Thestudywasguided with four (4) research question, four hypotheseswere tested. The statistical result grandmeanwas3.27.Thisimpliedthatparentaloccupationcaninfluencequalityof education.

NdumandUdoye(2020)conductedastudyonparents'socio-economicbackground andperformanceofBusinessStudiesstudentsinsecondaryschoolsinCalabar,Cross River State. The study employed ex-post facto research design. Two research questionsandtwohypotheseswerepostulatedandtested.Stratifiedrandomsampling techniqueswasusedtoselecttherespondents'Pearsonproductmomentcorrelation analysisat 0.05 level of significance. The result revealed that parental occupation influencesacademicperformanceofsecondaryschoolinCrossRiver.Thestatistical resultwasr=0.70.Itwasconcludedthatparentaloccupationcaninfluencequality of education.

Also,Atolagbe,OparindeandUmaru2019,carriedoutaninvestigationonparents occupational background and studentsacademic performance in public secondary schoolsinOsogbo,Osunstate.Thestudywasguidedwithsevenresearchquestions andtwohypotheseswereformulatedandtested.Descriptivesurveyresearchdesign wasadoptedforthestudy.Proportionatetosizesamplingtechniqueswasusedtoselect therespondents.ThedatawasanalyzedusingPearson'sproductmomentcorrelation co-efficient.Thefindingsshowedther-valueof0.280andcriticalvalue0.116at0.05

level of significance. This impliesthat parental occupation hasa significant relationship with qualityof education.

Eshetu (2018) alsoestablished that parental occupation significantly influence the quality of education. Thiswasrevealed in the study carried out on parental socio-economicstatusasdeterminantfactoronacademicperformanceofstudentsinregional examination: case of Dessie town, Ethopia. The resultof the analysisshowed that studentsfromhomeswhoseparentsaregainfullyemployedscoredstatistically better (M=58.48,Sd=12.490thanthosefromhomeswhoseparentswerenotemployed.The argumentwasbasedonthefactthatthoseparentthatareengagedhaveresourceto financetheeducationalrequirementsoftheirchildrenorwardadequatelybothathome and in theschool. Thereforethe conclusion drawn from theanalysiswasthat parental occupation hasapositivesignificant influenceon qualityof education received bythe student.

Walter(2018)corroboratedwiththepreviousstudiesthatparentaloccupationhada significance impact on student academic performance. This wasestablished in an investigationoneffectofparentalprofessionandeducationallevelofftheparentson students'academicperformanceinpublicdaysecondaryschools.Causal-comparative researchdesignwasadoptedandtworesearchquestionswereraisedtoguidethestudy. Therespondentswereselectedusingsimplerandomsamplingtechnique.Descriptive andinferentialstatisticswereusedtoanalysethedata.Theresultshowedthatparental occupationsignificantlyinfluencedstudents'academicperformance.Thisimpliedthat parentalearningsisdirectlyrelatedtoparentaloccupationaswellasinfluencingthe parents'abilityin providingeducational materials,both at homeand in theschool.

Odoh,Ugwuanyi,Odigbo and Chukwani (2017) conducted astudyon influenceof parentaloccupationand levelofeducationonacademicperformanceofaccounting students.Descriptive survey research design wasused in carrying out the study. Questionnaire wasused in the collection of data from the respondentsand the statisticaltoolsusedfortheanalysisofthedatawerechi-square(x^2)andt-test.The resultshowedcalculatedchi-squareof15.72higherthanthetablevalueof5.99of2 degreeof freedomatsignificancelevelof0.05.Thissignifiesthatparentaloccupation significantly influence student academic performance positively, which serve asa measureof qualityeducation.

Ovansa(2017)affirmedthatparentaloccupationhasapositivecorrelationwithquality of education. This wasestablished from the study carried out on effect of socio economicstatusonacademicperformanceofseniorsecondaryschoolstudentsinKogi State.Thestatisticalanalysisresultshowedthatthevalueofcalculatedchi-squarewas 60.80andthecriticalvaluewas28.87atdegreeoffreedom(df)18at0.05levelof significance. Therefore it wasconcluded that the occupation of parentshasa great influence on the quality of education achieved by the students.It wasthen recommended that parentsshould engaged in quality job soasto possessenough resourcesto financetheeducation of theirchildren.

Aye,Idris,AkanemeandOkolo(2016)carriedoutaninvestigationoninfluenceof parentseducationalsupportofsecondaryschoolstudents.Fiveresearchquestionsand four null hypotheseswere postulated to guide the study. Multi-stage sampling procedurewasusedforthestudy,thestatisticaltoolsusedforthestudywaschi-square. Thevalueofchi-squarewas60.75.Thisvalueofthesame chi-squarewassignificantat 0.30, but not significant at 0.05. This impliesthat 0.05 is< 0.309, that is(p=0.30,0.05<0.30). The conclusion derived from the analysiswasthat parental occupation have influence on the educational support to the student academic performance.

UsainiandAbubakar(2015)investigatedeffectofparents'occupationonstudents' academic performance of secondaryschool. Surveyresearch design wasemployed, while research questionswere raised for the study. The data wasanalysed using statisticalpackageforsocialscience(SPSS)version20.TheresultobtainedwereR. 250, $r^2$0.63, Adjusted R squared 0.60, observed 377. The resultfrom regression analysisshowsnexusbetweentheparentalprofessionandeducationalperformance. Alsotheresultoftestofsignificancewitht=-5.002,withDF=375andp-values(0.00 <0.05).Theimplicationoftheresultisthatparentsfromofficialoccupationhadbetter capacity and certainty of assisting studentsat home than those from informal occupation.Alsoparentsfromformalprofessionprovideslearningmaterialsfortheir childreninordertoachieveadequateteachingandlearningprocess,becausetheyhave stableandconstantincome.Itwasrecommendedthatparentshouldassistandsupport their children byproviding qualitative educational materialsboth at school and at home.

Moreover, Adeniyi (2015) emphasized that parental occupation isone of the socio economicvariablesthatsignificantlyinfluencequalityofeducationatpostprimary school level. Thiswasestablished from thestudyconducted, socio-economicposition andschoolsettingonstudents'performanceinaccountinginKwaraandOsunstate, Nigeria.Theindiceswereusedindevelopingresearchquestionsandalsohypotheses were postulated. The respondentswere randomlysampled and data were analysed usingmean,standarddeviationandt-testandAnalysisofvariance(ANOVA).The t-criticalvalue1.96waslessthant.calculated15.219andthep-value0.000islessthan 0.05levelofsignificance.Thisinfersthatparentaloccupationhadagreatinfluenceon pupils'academicperformancewhichisthemeasureforqualityeducation.Thefindings werebasedontheargumentthatparentwhowereengagedwithoneoccupationorthe otherwillreceivedincomefromtheirjobinordertofinancetheschoolingoftheir children/ward.Thebasiceducationalmaterialsrequiredbytheirchildrenbothathome and school in orderto receivehigh qualityofeducation

In line with previousstudiesAdegoke and Osokoya (2015) submitted that parent's socio-economic background hasa significant relationship with the academic performance of the students.This wasestablished in the study carried out by the researcherstitled socio-economic background and accessto internet ascorrelate of students' academic performance in Agricultural science at secondary school level. Descriptiveresearchdesignwasusedincarryingoutthestudy,fiveresearchquestions wereraisedto guidethe studyanddescriptivestatisticswasadoptedinthe analysisof the data collected. It wasrevealed that accessibility of the studentsto quality educationalmaterialsincreasedtheirperformance,thiswasestablishedfromtheresult obtainedwithapositivecorrelationcoefficientr=.515,p<0.01.Itwasexplained furtherthatthetypeofoccupationtheparentsengagedwithinfluencetheacademic performanceofthechildrenbecausetherewillalwaysbeadequateprovisionofquality educationalmaterial,abilityoftheparentsinhiring lessonteacherforextraclasses andprovisionofconduciveenvironmentathomewhencombinedtogetherwillresult into achievement of qualitativeeducation.

Allso,Chopra2015investigatedparentaloccupationandacademicachievementof highschoolstudentsinIndia.Thestudyadopteddescriptivesurveyresearchdesign, therespondentswererandomlyselectedtotallingatonethousandthreehundredand fiftynine(1359)highschoolstudentswiththeagerangefourteentoseventeenyears

of age (14-17) from Lucknow district. The data collected were analysed by using AnalysisofVariance.Thedifferencesinmeanachievementscoresobtainedfromthe student was(F= 32.50). This impliesthat there ispositive relationship between parental occupation and students' academic performance, which isa measurefor qualityeducation

Al-mataika(2014)agreedthatparentaloccupationismoderatelysignificanttostudent academicperformance,whichisthemeasureofqualityofeducation.Thiswasbased onthefindingsgeneratedfromstudycarriedoutbytheresearchertitledinfluenceof parentalsocioeconomicstatusandparentsinvolvementstrategiesinJordanianchild schooling.Purposivesamplingtechniquewasusedtoselecttherespondentsandthe qualitative data collected wasanalysed using statistical package of social science (SPSS).Thestatisticalresultwasr=0.23,p=0.01.Thisimpliesthatparentswithhigher occupationalstatuswerefoundtobemoreinvolvedinassistingtheirchildrenandalso involveintheirhomeworkwhichassistthemtoovercomedifficultybeingfacedby theirchildrenacademically,therebyassistingintheachievementofqualityeducation. Itwasexplainedfurtherthattheoccupationoftheparentsdeterminethelevoftheir resourcescommitment and parental involvement in the achievement of quality education of theirchildren or wards.

However,therewascontradictioninstudyconductedbyEbong,2015itwasreported that parental occupationdoesnot haveeffect on studentsachievement inPhysics,this wasrevealed from the resultobtained from the study and wasconcluded that the performance of student in Physicswasnot influenced by family structure, parents occupation and educationallevelofparents.This mightbeasaresultoftheuseofone subject's,whichcannotbegeneralizedforothersubjects.AkinsanyaandAjayi(2016), Egunsola (2010) and Adesehinwa (2010) all submitted to the fact that parental occupationhadsignificantrelationshipwithstudents'academicperformance,which could determinequalityof education thatcould beachieved.

2.2.2.2 ParentalIncomeandQualityofEducation

Parentalincomeistheproceedstheparentsearnfromtheoccupationtheyengagedin. The parental income may likely determine their children academic performance becausetheirdisposableincomemaylikelyinfluencethetypeofschool,educational resourcesthatwillbeprovidedandthequalityofeducationthatthechildrenwillbe

exposedto(Balachandran,Sohaib,ImanandBemnot,2023).Severalstudieshavebeen conductedthathaveestablishedtheeffectsofparentalincomeonstudents'academic performance.

Gilman(2019)agreedthatparentalincomesignificantlyrelatestoqualityofeducation. Thiswasexpatiatedfurtherthatparentalincomedeterminesthelevelofexposureof studentstoeducationalresourcesandrecreationalfacilitieswhichassistedthestudent to gain and retain whatever they learnt. In addition parentsthat are economically buoyanttendtoassociateeducationalmaterialswiththeirchildren/wardsacademic performance.Thistendstoenablethemachievequalitativeeducation. Thisstudyis relevant to the current research because it examined parental income against the academicperformanceofstudents,whichisbeingusedasthemeasureforqualityof education,butitwaslimitedtoonesubjectandonlyinvolveprivateschool.Thiscurrent studyintendstofillthegapbyinvestigatingparentalincomewithothervariableson publicsecondaryschoolof largerpopulation forgeneralisation purpose.

In the study of Balachandran, Sohaib, Iman and Bemnot (2023) investigation was made the impact of lowsocio economic background of a child's educational achievement. The study employed descriptive surveyresearch design. Focusgroup discussion,in-depthinterviewwereusedinthecollectionofthedata.Therespondents forthestudywereparentsandchildren.Questionswereraisedandansweredinthe study.SPSSandMsExcelwereusedtoanalysethedata.Theresultrevealedthat80% of the parentswere incapacitated financiallyin providingeducational resourcesfor theirchildren,therebyleadingtopoorperformanceofthechildrenacademically.The studyconcludedthatpoorfinancialabilitiesoftheparentsleadstopoorperformance of the studentsacademically. The study recommended that government and non-governmentalorganisationshouldmakeeducationfreetobeaffordableforcitizensof age7-18yearswhichistheageoftherespondentsinthestudy.Therefore,itcanbe inferredthatparentalincomeisamajorfactorthatdeterminesqualityofeducationa child can beexposed to.

In the same vein, Iwaloye, Bongani and Chinaza (2022) examined impact of the householdpovertytraponsecondaryschools.Thestudyemployedquantitativeand qualitative methodologiesfor collecting the data. The data wasanalysed using percentagesand frequency. The resultrevealed that 80% eighty percent of the respondentsagreed that parental income significantly influence studentsacademic

performance. It wasthen recommended that government should provide financial support,uniform,feedingschemeandbursaryawardforthestudentssoastobeableto haveaccessto qualityeducation.

Also,Shaibu,Momoh,AkojiandAmaha,(2022)carriedoutaninvestigationonthe influenceofparentalbackgroundintheacademicperformanceofsecondaryschool students.Tworesearchquestionswereraisedandanswered.Thestudyemployedex post facto research design. The resultrevealed that parental income significantly influencequalityof education.It wasrecommended that government should boost the economyofthestatesoastoimprovethesocio-economicstatusofthecitizenryfor adequate system ofeducation.

Ali,MusaandZakar,(2021)conductedastudyonsocioeconomicstatusandacademic performanceofstudentsofgovernmentdayJuniorSecondarySchoolGashaka,Yobe State.Thestudywasguidedbytwoobjectives.Researchquestionswereraisedand answered.Thestudyemployeddescriptiveresearchdesign,andthedatawereanalysed usingfrequencycountsandpercentage.Thestudyrevealedthatparentalincomehas animpactonacademicperformanceincomehasanimpactofacademicperformance ofthestudentwithpercentagesumof62%.Thisimpliesthattheparentalincomecould influencequalityof education.

Pant (2020) corroborated that parental income had a significant influence on the academicachievementofstudents.Thiswasrevealedfromthestudyconductedon parental socio-economic statuson academic achievement in Nepal. The study employedqualitativeresearchdesign.Therespondentsforthestudywereteachers, studentsandparents.Interview,Observationaswellasstudentsrecordswereusedto collect thedata.Thestatisticalresultwasr–valueof0.99,df=198,criticalr=0.139. Then,itwasestablished thatparentalincomeisaninfluentialfactorintheacademic achievement ofstudents.

Ndum and Udoye (2020) investigated parent's socio economic background and performanceofbusinessstudiesstudentsinsecondaryschoolsinCalabar,CrossRiver State.Twoobjectiveswerestatedinthestudy.Researchquestionsandhypotheses were answered and tested in the study. The study adopted ex-post facto research design.ThedatawasanalysedusingPearsonproductmomentcorrelationanalysisat 0.05 level of significance. The finding showed a statistical relationship between

parentalincomeandstudentsacademicperformancewithstatisticalresultr-valueof 0.99. Thereby it wasconcluded that parental income isa major factor that can determinequalityofeducation.

Ogunsola, 2019 investigated influence of parental income position on student's academicperformanceinpublicseniorsecondaryschoolsinAbuja.Researchto guide questionsandhypothesiswerepostulatedforthestudy.Descriptivesurveyresearch design wasadopted for the study, using mean, frequency, standard deviation, percentages,Pearsonproduct-momentcorrelation.Thefindingsshowedthattherewas asignificantinfluenceofparentalincomeonstudent'sacademicperformanceinpublic secondaryschools.Thestatisticalresultwasr=0.40,alsothep-value0.00islessthan 0.05levelofsignificance. Itwasconcludedthat parentalincomecanpredictqualityof education.

Moreso,Rabgay(2018)conductedaresearchonfactorsdeterminingpupilacademic performanceinhighersecondaryschoolinBhutan.Thefindingsrevealedamongother variablesthat income of the parentsispositively significant to students' academic performance, which determinethe qualityof educationachieved bythestudents.

Inthesamevein,Korir,MisigoandNgeno(2017)studiedeffectofparentalrevenue andlearningmaterialsonpupils'academicperformance.Casualcomparativedesign wasemployed. Two research questionswere raised and multi-stage sampling techniqueswasemployedintheselectionofrespondents.Datawereanalysedusing descriptivestatisticsandinferentialstatistic.TheresultusingANOVAwereF(3,206) =3.370significantat0.019<p=0.05.Thisindicatesthatparentalincomehadsignificant influenceonstudents'academicoutcome.Thisinfersthattheeffectofparentalincome onstudents'academicperformancewereduetolackoflearningresourcesaswellas othereducationalmaterialsatthechildren'sdisposalbothatschoolandathome.This hasled to poor qualityofeducation achieved at thislevel of education, sinceacademic performancehasbeencitedbymanyresearchersasthemeasureofschooleffectiveness byschooladministratorsand educationist.

Similartothis,Ovansa(2017)carriedoutstudyoneffectofsocioeconomicstatuson student academic performance.Three research questionswere raised to guide the study. The study asserted that parental income majorly influenced the academic performanceofthestudents.Itwasalsorevealedthatincomeisthedeterminantof

familywealth,whichinfluencesqualityofeducationachievedbythepupils.Therefore, therecommendationwasthatparentshouldplaytheirownquotabyprovidingadequate educationalmaterialsfortheirchildrensoastobeabletoachieveeducationofhigh quality.

LinandLv(2017)carriedoutasurveyinordertoexaminetheeffectsoffamilyincome onacademicachievementofchildren.Logisticregressionanalysismodelswereused toanalysisthedataobtained.Theresultshowedthatfamilyincomehasasignificant influenceonchildreneducationlevel.Itwasalsoemphasisedthatincreaseinfamily incomecanimprovetheeducationallevelandachievementofqualitativeeducation. ThereforerecommendationwasmadetotheChinesegovernmenttoreformtheareaof education of the countrysoasto beableto achieveeduation ofgood quality.

Joseph(2016)investigatedtherelationshipamongparents'educationallevel,income academic adjustment and performance of post primary school studentsin Kaduna metropolis,Nigeria. Expose-facto research design wasemployed for the study. Researchquestionswereraisedandthevariableswerehypothesizedandmulti-stage samplingprocedureswereemployed.Twohundredandeightystudentswerechosenas the respondentsout of the total population of one thousand one hundred and eight students.Standarddeviationwasusedtoanalysetheresearchquestionsraisedwhile Pearson product moment correlation statisticswasused to test the hypothesesto determinetherelationship.Thestatisticalresultwerer=.5550,p=0.012.Thisimplies that parental income among other variableshad positive relationship with pupils' academic output. The study established relationship between parental income and pupils' academic performance. It wasconcluded that quality education could be achievedwhenparentsprovidequalityeducationalresourcesbothathome-basedand in school for their children. Recommendation wasmade to the parentsto offer supportivehomesettingfortheirchildrenlearningandencouragesthemtoachieve qualityoutcome.

Moreso, Abdulraheem (2015) established that family income positively associated withtheacademicoutcomeofthestudents.Itwasaffirmedfromthestudyconducted on parents' socio economic statusaspredictorsof post primary school students' academicperformanceinEkitiState,Nigeria.Thestudyemployeddescriptivesurvey researchdesignthatadoptedsimplerandomsamplingtechnique.Researchhypotheses

werepostulatedandregressionstatisticaltoolswasusedtoanalysethedatagenerated. The resultshowedthatparentalearningshassignificantimpactonstudents'academic performancewithstatisticalresultoft=17.188,p<0.05,23.6%(R_2=0.236).Thisimplies thatstudentsfromhighincomehomewereexposedtoexperiencesandactionsthat favour cognitive development that assisted in the achievement education of good quality.

Baliyan,RaoandBaliyan(2012)conductedstudyoneffectofparentaleducationand parental income on performance of post primary school studentsin Mathematics. Surveyresearchdesignwasadopted.Researchquestionswereraisedandhypotheses werepostulatedforthestudy.Analysisofvariancewasusedtoanalysethedata.The resultwasF(=13.40)exceedscriticalvalueF_0(=.000)p-valuewaslessthanα=0.05. The outcome of the analysisshowed that parental income significantly influence performance of students.This suggeststhat parent with high income have enough money in providing, the required educational materialsfor their children and also providenecessarysupport to arousethe interest ofthe students.Parentswereenjoined tostrategicallyincreasetheirlevelofeducationandearningssoastoprovidequality education fortheirchildren.

Mogaka(2012)investigatedinfluenceofparents'socio-economicpositiononstudent academic performance in Kissi country, it wasrevealed that the level of earnings, parent background and number of familymember were vital contributing factor to students'academicperformance.Itwasestablishedthatwards/childrenfromfamilies withmanychildrenanduneducatedparentsperformedpoorlywhencomparedwith childrenfromwell-endowedfamilybecausetheirparenthavefinancialcapabilityof financingthe education of theirchildren .

Onthecontrary,Ogweno,KatchuriandObadara(2014)contradictedthesereports,it wasrevealedthatthereisnonexusbetweenfamilyincomesonstudents'academic performance.Thenonconformitymaybeduetotheuseofonesubject Agricultural scienceinpredictingstudents'entireacademicperformance.Aboveallthereareother several studiesthathaveestablished that parentalincomehassignificant influenceon qualityofeducationsuchas(Kapinga,2014,Odumbe,EnoseandAyodo,2015).The study reviewed above isrelated to the current study because parental income was studiedagainstacademicperformancewhichisthemeasureforthequalityofeducation inthisstudy.Itwasobservedthatonlyparentalfactorwasresearchedintowhilethe

institutionalfactorswerenotinvestigated.Thisisthegapthecurrentstudyintendsto fill in otherto contributeto thebodyof knowledge.

2.3 TheoreticalFramework

This study isanchored on the system theory. The theory waspropounded by the Biophysicist called LudwigVon Bertalanffy in the 1940's. A system isa set of interrelated part that worksasa whole to accomplish a corporate goal. It isan interdisciplinarytheoryabout the natureof complex system in societyand science. Also,itisastructurebywhichonecanexamineordescribeanygroupofitemsthat worktogethertoyieldresult.Themajorpurposeofsystemtheoryistodevelopunifying principlesbytheincorporationofvariousnatural,socialandscience.Itconcentrations on the organisationand relation between the partsthat join them into awhole.

Systemtheoryrestsontheassumptionthatateamismorethanone-to-onerelationships betweenvariablesandmorethanthesumofitsmembers.Itprovidesthatthereare interactionandfeedbackbetweenmanycontributingfactors.Itisstructuredinaway that outputsare functionsof variousgroupsprocesswhich in turn influenced by numerousinputvariables.Theschoolsettingscanbereferredtoasasystemasstated by(Adewale,2014,Babalola,*etal*.,2007).Schoolasasystemfunctionsbyacquiring inputsfromtheexternalenvironment,transformingtheminsomewayanddischarging outputbacktotheenvironment.Studentsareadmittedintosecondaryschoolsfromthe societyand transformedasoutputsback to thesociety.

According to Draft (2008), system theory of organisation consist of five elements; input, process,output feedback and the environment. The input are the human, materials,financial or information resourcesthat are used to produce goodsand services.InthesecondaryschoolsystemaccordingtoLunenburg(2010),thehuman inputsinclude both the teaching, and non-teachingstaff, while the materialsinputs includesall the infrastructural and instructional facilities,which constitute the institutionalfactors.Moreso,parentaloccupationandparentalincomearetheparental factors,which determinesthe level of inputsprovided for thestudentsfromhome.

Bothinstitutionalfactorsandparentalindicatorsaretheindependentvariablesofthis study.Allthesearetobeprovidedforteachingandlearningprocess.Theoutputis beingachievedfromthetransformationofinputwhiletheoutputistheproductsor services.In the school settings,the output element include students' academic

performancein public examination, employabilityskills,longlifeskillsand qualityof education (Babalola, Adedejiand Ewart 2007, Odiase, 2018).

Relevanceof theTheory totheStudy

Theapplicationofthistheorytoeducationisrelevanttothisstudy,becauseitfosters educationalmattersaswellasthewayitinfluencesqualityofthestudentsproducedas output.Moreso,italsoshowsthattheinstitutional,andparentalfactorswhenputin placeasthe inputsmaypredict thequalityofeducationat post primaryschool level.It alsoexplainsthat,qualityinputinsecondaryeducationwillresultintoavalueadding activities.Itservesaseyeopenertotheparentsthattheyneedtocontributeimmensely to theeducation of theirchildren.

Themajorlimitationthathasbeenestablishedagainstinput-process-outputmodelis theassumption thatgroupfunctionalityisfixedandfollowsalinearprogressionfrom input-throughoutput.Aboveallithelpsinrelatingthetwomajorindependentvariables with thedependent variable.

Themodelinfigure2.1explainstheschoolsystem,howeducationalinputareturned intooutputthroughtransformationprocess.Theinputaretheinstitutionalandparental factors.The institutional factorsindices(Teacher adequacy, teacher remuneration, teachercapacitybuilding,infrastructuralfacilitiesandinstructionalmaterialwhilethe parental factor indices(parental occupation and parental income) are the inputsfor qualityeducation.Duringtransformation,thestudentisconvertedtooutputthrough teachingand learningprocess.

Themodelshowshowadequacyofqualifiedteacher,regularpaymentofteachersalary, organizationofteachercapacitybuildingprogramme,instructionalmaterialaswellas adequateinfrastructuralfacilitieswithparentalsupportwillserveasqualityinputto yield intended outcome which isquality of education. The model holdsthat both institutional and parental factorsmutually act together in predicting quality of education. The input-output model isused to analyse the predictive ability of the independentvariablestothedependentvariable.Italsoshowstherelationshipbetween the variablesof the study aswell asthe direction of the variablesof the study. Furthermore, it helpsthe researcher to organise the element of the variable (independentanddependent)ofthestudy.Thisstudyregardedinput/outputprocess model asinstruction techniqueswhich represent the interdependenciesbetween different education variablesof production.

2.4 Conceptual ModelIndependentVariables

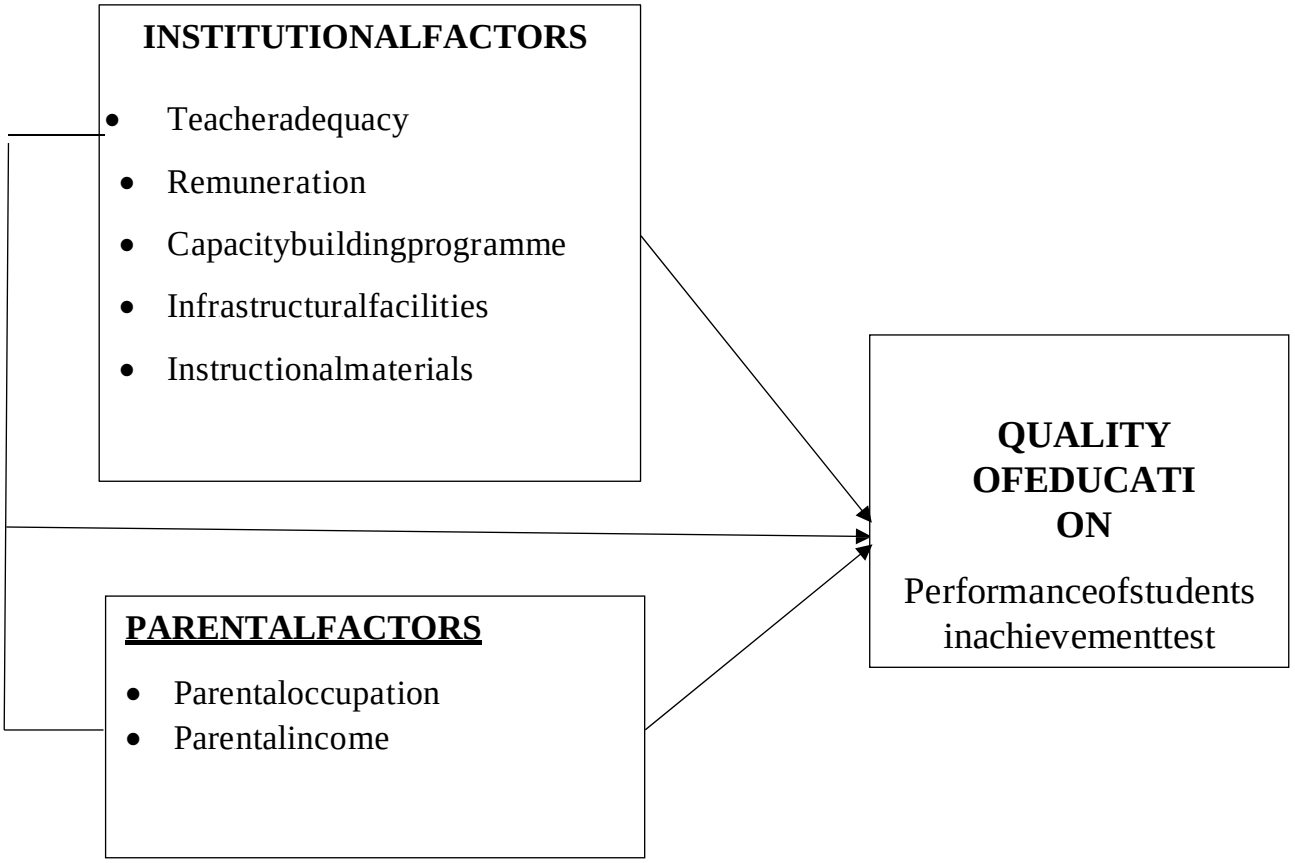

Figure2.1:ConceptualModelShowingInstitutionalandParentalfactorsasPredictorsofQuality ofSecondary Education.

Source:Researcher(2019)

2.5 Applicationof theModel

This isthe conceptual model showing institutional factorsand parental factorsas predictorsofqualityofeducation.Themodelshowstheinfluenceoftheindependent variablesonthedependentvariable.Thefollowingvariablesformedthebasisofthis study asthe independent variables,institutional and parental factors, while the dependent variable isquality of education. The secondary education isseen to be functioningintheframeworkofthenationalpolicyonsecondaryeducation,whichset up standard against which the graduatesfrom secondary schoolsare expected to measureup to.The model indicatesthat provision ofadequateteachers,remuneration and availability of professional development programmesfor teachersby the governmentpredictthequalityofdelivery.Adequacyofqualifiedteacherswillleadto qualityteachingandlearning.Also,teachersthatarebeingpaidonregularbasiswill bemotivatedinperformingtheirdutiesaccurately.Theteachersthatareinvolvedin regulartrainingandre-trainingwillbemoreversatileandhavegoodmasteryofthe subject matter therebydeliveringqualityeducation. Themodel alsoshowsthat the institutionalfactorssuchasphysicalinfrastructuralfacilitiesifavailablehavemajor effect on the students' emotional state. Studentsthat are taught in a conducive environmentwillbeingoodstateofmindandreadytolearn,likewisetheteacherswill beableto deliver education of high quality..

The model further showed that adequate implementation of curriculum and the instructional materialsavailable for the delivery have influence on the quality of educationatthislevel.Awell-plannedcurriculumcoupledwithadequateapplication ofinstructionalmaterialswillinfluencethequalityofteachingandlearningprocess. Studentstaughtwithadequateinstructionalmaterialseasilyrecallandperformbetter than thosetaught without instructional asestablished in theliterature. This model also showsthat the parental factorswhich are parental occupation and parental income predict the level of provision of adequate educational material and conducive environmentforqualitativestudyofthechildren.Whenallthesevariablesaretaken careofurgently andpropergovernmentpolicyisonground,quality ofeducationwill beachievedinpublicsecondaryschoolsinthestateandthecountryasawhole.This makesthe model to besuitableforthisstudy.

2.6 AppraisalofLiterature

Theliterature reviewed in thisstudycoveredawiderangeof conceptsconcerningthis study.Itrepresentsthepositionofliteratureastothepresentstateofstudiesonthe influence of institutional factors(teacher adequacy, teacher remuneration, teacher capacity building, infrastructural facilitiesand instructional material) and parental factors(parentaloccupationandparentalincome)indicatorsandqualityofeducation in public secondary schools.The literature revealed some distinct propositions, hypotheses,theoreticalconcepts,methodologiesandconclusions.Itpointsoutsome inferencesforthepurposeofthisstudywhichnecessitatesfurtherappraisalandcritical analysis.

From the literature reviewed most of the studies(Amaewhule (2019);Igbogi (2018);Hervie and Winful (2018);Akinlotu and Ojo-malik (2017); Amao (2017) carriedoutoninstitutionalfactorswerecombinedwithstudentsacademicperformance withdifferentfindingsandmethodologies.Thestudiesrevealedthatthesamplesize weretoosmalltogeneralisethefindings.Alsotheindicesusedinthesestudieswere mainly institutional factorssuch as(teachers' adequacy, teachers' remuneration, teachers'capacitybuilding,infrastructuralfacilitiesaswellasinstructionalmaterials) onstudentsperformance.Parentalfactorssuchas(parentaloccupationandparental income) werenot considered alongsidewith institutional factorsand therebyresulting intodearthofliteratureontheholisticcombinationofthesetwovariablesasagainst dependent variable quality of education. This current study intendsto investigate institutional, parental factorsand quality of education with a larger sample size, holistically, thisisthe gap the current studiesintendsto fill.

Several studiessuch asRobgay (2018); Musyoka et.al (2018); Joseph (2016); Abdulraheem(2015)conductedonindicatorsofparentalfactors(parentaloccupation and parental income) were outside the conceptual scope of thisstudy and did not directly linked with quality of education. Moreso,these indicatorswere studied independently,thatisinstitutionalfactorswerenotconsideredalongsidewithparental factorsandqualityofeducation.Thusthiscurrentstudyintendstoaddressthegapby consideringtheseindiceswith qualityofeducation. Also,relativecontribution ofboth institutionalandparentalfactorstoqualityofsecondaryeducationinOyoStatewill beascertained.

Furthermorefromthereviewedliteraturesuchas Walter(2018);Joseph(2016);Koriri, MisigoandNgeno(2017)adopteddifferentresearchdesignsuchasexpose-factoand causal-comparativetostudyparentalfactorsandstudentsacademicperformancewith differentfindingsarea.Whereas,studiessuchasOwuor,SimatwaandNdolo(2022); Onyeneka(2021);Amadi(2020)adoptedthesamecorrelationalresearchdesignused inthiscurrentstudy,thisserveassimilaritybetweenthecurrentstudyandtheliterature reviewed.

Also,theliteraturereviewedsuch asAdegokeandOsokoya(2015),Ogweno,Katchuri andObadara(2014)revealedthatonlyonesubjectwasusedinthestudiesandmoreso thesubjectusedwasnotthecompulsorysubjects;EnglishlanguageandMathematics thiscould affect thegeneralisation of the findings.

Basedontheliteratureappraisedoninstitutionalfactors(teacheradequacy,teacher remuneration, teacher capacity building, infrastructural facilitiesand instructional materials) parentalfactors(parental occupation and parental income)wereparamount totheirdiscussiononindividualbasis.Butthereisdearthofstudiesoninstitutional, parentalfactorsastheyaffectqualityofeducationholistically.Knowingfullywellthat compositionofthesevariablesmaygivebetterexplanationontheircontributionsto qualityofeducation.Theseinfluencedtheresearchertochoosethescopeofthisstudy soasto be able to contribute to the existing knowledge. This study, therefore investigatedinstitutionalandparentalfactorsaspredictorsofqualityofeducationin publicsecondaryschoolsin Oyo State,Nigeria.

CHAPTER THREEMETHOD OLOGY

Thischapterdiscussestheproceduresthatwereusedincarryingoutthestudy.These procedurescoveredthedesign,variablesinthestudy,population,sampleandsampling techniques,research instruments,validity and reliability of the instruments, administration of theinstrumentsand method ofdataanalysis.

3.1 ResearchDesign

Thestudyadopted correlational surveydesign. Surveyresearch enablesonlyasample population to be studied after then generalisation could be made. Thisstudy is interested in qualityof education (dependent variable) usinginstitutionaland parental factors(independentvariables).Moreso,thestudy attemptedtoexplorethedegreeof availability,accessibilityand usageof theindependent variablesin thestudy.

3.2 Populationof theStudy

Thepopulationofthestudyconsistedof3,940teachersand65,319 seniorsecondary schoolIIstudentsof publicsecondaryschoolsinOyoState,Nigeria,(Departmentof Planning,ResearchandStatistics,OyoStateMinistryofeducationIbadan,2020).Oyo Stateisdividedintothree senatorialdistrictsnamelyOyoCentral,OyoNorthandOyo South.OyoCentralhas11localgovernmentareas,OyoNorthhas13 localgovernment areasandOyoSouthhasninelocalgovernmentareas.Table3.1showsthedetailsof thepopulation.

Table3.1:SummaryoftheTeachersandSeniorSecondarySchoolIIStudentsinPublicSecondary Schools in Oyo State. 2020

S/N	Senatorial District	Names of localgovt	Numberofschools perlocalgovt area	Numberofteachersperlocalgovt area	NumberofSSIIstudentperlocal government (enrolment)		
					Male	Female	Total
1	OyoCentral	Afijio	17	60	1059	1077	2136
		Akinyele	36	142	1699	1767	3466
		Atiba	15	59	773	870	1643
		Egbeda	30	142	1843	1965	3808
		Lagelu	26	98	1504	1790	3294
		OgoOluwa	13	63	392	424	816
		Oluyole	29	74	1608	1863	3471
		OnaAra	33	81	1735	1925	3660
		Oyo East	11	60	530	500	1030
		Oyo West	11	70	516	520	1036
		Surulere	23	82	533	469	1002
	Subtotal	**11**	**244**	**913**	**12192**	**13170**	**25362**
2	**OyoNorth**	Atisbo	12	54	407	415	822
		Irepodun	6	30	327	311	638
		Iseyin	23	88	1331	1339	2670
		Itesiwaju	11	52	263	275	538
		Iwajowa	9	73	313	299	612
		Kajola	16	67	633	715	1348
		Ogbomosho North	15	88	1088	1065	2153
		Ogbomosho South	16	59	797	854	1651
		Olorunsogo	4	38	300	248	548
		Orelope	8	39	356	286	642
		Orire	18	32	392	424	816
		SakiEast	11	71	257	287	544
		Saki West	22	53	1368	2802	2870
	Subtotal	**13**	**171**	**844**	**7832**	**8020**	**15852**

3	**OyoSouth**	Ibadan North	42	237	2500	2464	4964
		Ibadan North/East	35	221	1979	1621	3600
		Ibadan North/ West	13	78	898	915	1813
		Ibadan South/East	36	223	2325	2701	5026
		Ibadan South /West	30	156	2001	2070	4071
		Ibarapa Central	10	54	453	501	954
		IbarapaNorth	8	50	268	288	556
		IbarapaEast	11	56	427	512	939
		Ido	25	63	1125	1057	2182
	Subtotal	**9**	**210**	**1138**	**12928**	**11177**	**24105**
Total		**33**	**625**	**2913**	**32000**	**33319**	**65319**

Source: Department of Planning, ResearchandStatistics,Ministry ofEducationIbadan, 2020

3.3 SampleandSamplingTechniques

Samplesusedforthisstudy173teachersand1877seniorsecondaryschoolIIstudents totalling2050respondentsfrom173publicsecondaryschoolsinOyoState,Nigeria. Thesampleof thisstudywasselected usingmulti-stagesamplingprocedure.

Stage1: Oyo Statehasthirty-threeLocal Government Areas.

Stage2: Eighteen LocalGovernmentAreas(LGAs)wererandomlyselectedfromthe existingthirty-three LGAs.

Stage3.Onehundredandseventy-threepublicsecondaryschoolsintheselectedLGAs wereenumerated.

Stage 4. Atotalof173EnglishLanguageandmathematicsteacherswerepurposively selectedbasedontheirteachingexperienceandqualifications.Onethousand eight hundred andseventy-sevenstudentswererandomlyselectedacrossthe173schools.Thesenior secondaryschoolstwowerepurposivelysampledforthisstudy,becausethearmofthe schoolisbeingconsideredtobemorestableinschool,experiencedandadequatefor thisstudy.Seniorsecondaryschoolthreebeingaterminalclasswere busywiththeir preparationfortheexternalexaminationswhileseniorsecondaryschoolonearejust at the preliminarystage.

Table3.2:SummaryofSamplesand SamplingTechniques

S/N	Senatorial	Sampled LGA	No ofschool sin thesam pledLG A	Schoolsen umerateint hesampled LGA	No ofteacher randomly selectedin thesampl ed LGA	No of SSSII studentsin thesample dLGA	No ofstudents randomly selected inthesam pled
1	OyoCe ntral	Afijio	17	9	10	768	61
		Akinyele	36	18	13	2071	166
		Egbeda	30	15	12	2218	177
		Lagelu	26	13	12	2056	165
		Oyo East	11	6	10	1359	109
		Oyo West	11	6	8	810	65
2	OyoNorth	Atisbo	12	6	4	360	29
		Iseyin	23	12	8	1647	132
		Ogbomoso North	15	7	8	1080	86
		Ogbomoso South	16	8	10	907	73
		Orelope	8	4	5	151	12
		Saki East	11	5	5	450	36
		Saki West	22	11	8	1314	105
3	Oyo South	Ibadan North	42	21	21	3027	242
		Ibadan SouthEast	36	18	18	3764	301
		Ibarapa Central	10	5	8	564	45
		Ibarapa North	8	4	5	367	29
		Ibarapa East	11	5	8	547	44
			344	173	173	23457	1877

3.4 ResearchInstruments

Awell-structuredself-designedquestionnairewasusedincollectingdataforthestudy from both the teachersand the students.Also,student achievement test wasalso preparedforseniorsecondaryschoolIIstudents.Theteacher'squestionnairewastitled "TeachersPerceptiononInstitutionalfactorsaspredictorsofQualityofeducationin publicsecondaryschoolsinOyoStatescale"(TPIQSS).Thestudent'squestionnaire wasalsodevelopedbytheresearcherforseniorsecondaryschoolIIstudentsforthe collectionofdata.Thetittleofthestudents'questionnairewas,"students'perception onparentalfactorsaspredictorsofsecondaryeducationqualityinpublicschoolsin OyoStatescale(SPHQS).Also,student'sachievementtestwasalsogeneratedfrom thecurrentcurriculumforseniorsecondaryschoolIItoobtainstudent'sperformance asmeasureofqualityof education.Thetittleofthestudents'achievementtestwas studentsachievementtestinEnglishlanguageandMathematicsforpubicsecondary schoolIIstudentsin OyoState(SATEM).

3.4.1 Teachers Perception on Institutional Factors as Predictors of Quality ofEducationin PublicSecondary Schoolsin OyoStateScale(TPIQSS)

Thisisself-developedinstrumentbytheresearcher.Thisinstrumentwasusedtoget responsefromtheteachersinpublicsecondaryschoolsinOyoState.Thequestionnaire wasdividedintotwosections.SectionAcontainsdemographicdataofrespondents suchasNameofschool, Gender,Highestqualification,TeachingexperienceandArm of school taught.

Section B consisted of institutional factorsbroken down into the variousfactors identifiedinthestudy.Teacher'sadequacy,comprisedtenitemswhichwereusedto elicitinformationonadequacyofteachersinpublicsecondaryschoolsinOyostate. FourpointsLikertScaleofverylargeextent=4,largeextent=3,lowextent=2and verylow extent = 1 wereused astheratingscale.

Secondly, teachersremuneration consisted of ten items,it wasdesigned to elicit information on howteachers' remuneration influence the teacher performance in publicsecondaryschoolsin Oyo State.FourpointsLikert Scale ofstronglyagree=4, agree=3,disagree=2,andstronglydisagree=1.Teachercapacitybuildingaspectwas usedtoelicitinformationoneffectivenessofteachercapacitybuildingprogramme.It comprisedtenitems.FourpointsLikertScaleofverylargeextent=4,largeextent= 3,lowextent=2andverylowextent=1wereused.Whiletheinfrastructuralfacilities

part wasused to provide information on availability aswell asutilization of infrastructuralfacilitiesinpublicsecondaryschoolsinOyoState.Itconsistedoften items,subdivided into four subheadingswhich are structural facilitiesin school, sanitaryfacilities,libraryresourcesandsportfacilities.FourpointsLikertScaleof availableandinuse=4,availablenotingoodconditionforuse=3,availablenotin use=2,notavailable=1wereusedforthefirstsubheadings,whiletheremaining three subheadings,four pointsLikert Scale of highly available = 4, moderately available=3,Sparinglyavailable=2,notavailable=1wereused.Theinstructional facilitiespartprovidedinformationonavailabilityaswellasutilizationofinstructional materialsinthe publicsecondaryschools.Itconsisted of tenitems.FourpointsLikert Scaleofhighlyavailable=4,moderatelyavailable =3,Sparinglyavailable=2,not available=1 wereused.

3.4.2 StudentsPerceptiononParentalFactorsasPredictorsofSecondaryEducationQuality in Public SchoolsinOyoStateScale (SPHQS)

Thisinstrumentisoftwosections,sectionAisfordemographicdataofthestudents, whichareNameofSchool,Class,GenderandAge.SectionBistoelicitinformation onparentaloccupationandparentalincomeindependently.Theparentaloccupationis of3categorieswhichweregovernmentwork,self-employedandprofessionalwork wasdesignedtoelicitinformationontheoccupationofparentsofpublicsecondary school studentsin Oyo state, Nigeria. While parental income aspect of the questionnairewasusedto provide informationonthe level ofincomeof their parents, FourpointsLikertScaleofveryhigh=4,high=3,low=2andverylow=1wereused

3.4.3 Students Achievement Test in English Language and Mathematics for PubicSecondarySchool IIStudents inOyoState(SATEM)

Student achievement test (SAT) prepared by the researcher based on the current schemeofworkforseniorsecondaryschooltwo.Theachievementtestswerecarried out on English Language and Mathematics,each subject had 30 multiple choice questions.Thiswasgiventothestudentsinordertoobtaintheirperformanceinthe twocoresubjects.

3.5 Validityof theInstruments

Face,contentandconstructvalidityoftheinstrumentswereensured.Theinstrument wasdeveloped bytheresearcher,whileit wasvetted and scrutinized bythesupervisor and other lecturersin the Department of educational Management, University of Ibadan.ScholarsinthefieldofMeasurementandEvaluationandsomeexpertsinthe fieldofEconomicsalsoaddedtheirinputs,commentsandcorrectionswhichwereduly effected in thefinal draft ofthe instrument.

3.6 Reliabilityof theInstrument

Afieldtestwasconductedtoestablishthereliabilityoftheinstrument.TheCronbach alpha test of reliability wasused to determine the internal consistency of the instruments.The instrument for the teacher was named 'TeachersPerception on InstitutionalFactorsasPredictorsofSecondaryEducationQualityinPublicSchools inOyoStateScale (TPIQSS)"andforstudentsitwastitled'StudentsPerceptionon ParentalFactorsasPredictorsofSecondaryEducationQualityinPublicSchoolsin OyoStateScale(SPHQS)'alsoStudentsAchievementTestinEnglishLanguageand MathematicsForPubic SecondarySchool IIStudentsinOyoState(SATEM).The instrumentwereadministeredinArmyBarracksGrammarSchoolLetmuckBarracks EleyeleandBaptistSecondarySchoolSakiwheretwentyteachersandtwentystudents wererandomlyselected.The schoolswerenotincludedinthestudysampledandwas assumed to have similar characteristicswith the selected schoolsin the state. The CronbachalphareliabilitycoefficientofTeachersperceptiononinstitutionalfactorsas predictorsofsecondaryeducationqualityinpublicschoolsinOyoStatescalewere; Teacheradequacyr=0.86,Teacherremunerationr=0.74,Teachercapacitybuilding programmer=0.83,Infrastructuralfacilitiesr=0.75(Schoolfacilitiesr=0.75,Sanitary facilitiesr=0.74, library=0.76, Sport facilitiesr=0.75) and Instructional materials r=0.86.Studentsperceptiononparentalfactorsaspredictorsofsecondaryeducation qualityinpublicschoolsinOyoStatescale(SPHQS)weresubdividedintoparental occupation=0.83andparentalincomer=0.73. Also,reliabilitycoefficientofr=0.81 forstudentsachievementtestwasestablished.Thisshowedthattheinstrumentswere reliableand wereused to retrievenecessaryinformation forthisstudy.

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3.7 AdministrationoftheInstruments

AletterofintroductionwasobtainedfromtheDepartmentwhichwaspresentedtothe Principalsoftheselectedschools,wherethestudywascarriedout.Thiswasconsidered necessarytogaintheirsupportandapprovalfortheexercise.Afterthiswassought,the researchertogetherwiththefourtrainedresearchassistantswerepresentedtoteachers andstudentsinonehundredandseventy-threeschools.Onehundredandseventy–threeTPIQSSwasadministeredandwereretrievedandfoundusefulforthestudy. While one thousand eight hundred and seventy-seven SPHQSalong with the standardisedtestwereadministeredandOnethousandsevenhundredandseventy-sevenrepresenting95%wereretrievedandfoundusefulforthestudythroughdata cleaning.Withtheaidoftheseresearchassistants,theinstrumentswereadministered and the retrieval took placeassoonasit wascompleted.

3.8 Methodof DataAnalysis

Data obtained were analysed using descriptive statisticsand inferential statistics respectively. The demographic variablesof the respondentswere analysed using descriptivestatisticsoffrequency,researchquestionsraisedwereanalysedwiththe useoffrequencycountdistributionofmeanscore,percentagesandhypotheseswere analysedwithPearsonProductMomentCorrelationandMultipleregressionat0.05 level ofsignificance.

CHAPTER FOURRESULTSANDDISCUSSION

Thischapterpresentsthefindingsanddiscussionofthestudy.Thestudyinvestigated institutional and parental factorsaspredictorsof quality of education in public secondaryschoolsin OyoState, Nigeria. Datawerecollected, analysedand presented intables.Thedemographicdatainformationoftherespondentswereanalysedusing frequencycount and percentages.

4.1 Demographic Information of the Respondents

Table 4.1: Gender Distribution of the Respondents

Group	Male		Female		Total
	Freq.	%	Freq.	%	
Teachers	54	30.8	119	69.2	**173**
Students	727	40.9	1050	59.1	**1777**

Thegenderoftherespondentsispresentedintable4.1itshowsthatoutof173teachers sampledforthestudy,54ofthemgivenas30.8%weremalewhile119(69.2%)were female.Also,thetablerevealedthatoutof1777studentssampledforthestudy,727 givenas40.9%weremale,while1050ofthem,givenas59.1%werefemale.This impliedthatfemalerespondentsweremorethanmalefrombothsides(teachersand students).

Table4.2:AgeDistributionof theStudents

Age(Years)	Frequency	Percentage
12 – 13	2	0.1%
14 – 18	1440	81.0%
19 and Above	335	18.9%
Total	**1777**	**100%**

Agegroup ofthestudentssampled for thestudyispresentedin table4.2, itshowsthat 2studentsgivenas0.1%indicatedtheywerebetweenages12and13;1440ofthe studentsgiven as81.0% indicated they were between 14 and 18 yearswhile 335 studentsgiven as18.9%indicatedtheywere 19 yearsabove. Thisimpliedthatthe larger percentage of the studentsrespondentswere between 14 and 18 years.The studentsused asrespondentsarewithin the age range.

Table 4.3:Teaching Experience of the Teachers in public secondary schools inOyoState

TeachingExperience(Years)	Frequency	Percentage(%)
1 – 5	0	0.0
6 – 10	10	5.7
11 – 15	10	5.7
16 – 20	20	11.5
21 – 25	23	13.3
26 – 30	37	21.4
31 – 35	73	42.2
Total	**173**	**100**

Table4.3presentstheteachingexperienceofthesampledteachers,itwasrevealed fromthetablethatnoneoftherespondentshadbetween1and5 yearsofteaching experience,8teachersrepresentedby4.7%hadbetween6and10yearsofteaching experience,12respondents(6.9%)statedtheyhadbetween11and15yearsofteaching experience.Also,itwasrevealedfromthetablethat20respondentsrepresentedby (11.5%)hadbetween16and20yearsofteachingexperience,23ofthem(13.3%)had between21and25yearsofteachingexperience,37respondentsrepresentedby21.4% hadbetween26and30yearsofteachingexperiencewhile73respondentsrepresented by(42.2%)hadbetween31and35yearsofteachingexperience.Thismeansthathigher percentageofteachersinpublicsecondaryschoolsinOyoStateareonhighgradelevel, the teacherson thislevel are been saddled with other administrative work which influencestheir productivity.

Table4.4:AgeDistribution of theTeachers

Age(Years)	Frequency	Percentage(%)
20-30	12	6.9
31-40	23	13.3
41-50	50	28.9
51-60	82	47.4
Noageindication	6	3.5
Total	**173**	**100**

Agegroup of the respondents,it revealed that 12 respondentsgiven as6.9% were betweentheagesof20and30 years;23respondentsgivenas13.3%werebetweenthe agesof 31– 40years;50 respondentsgiven as28.9%werebetweenagesof 41 and 50 years.Also82respondentsgivenas47.4%indicatedbetweenagegroup51and60 years.Itwasrevealedfromthetablethat6oftherespondentsgivenas3.5%didnot indicate their age group. This meansthat the age range of most teachersin public secondaryschoolsinOyoStatefallswithin50–60years,whichtendstobeagetowards retirement.

Table4.5:EducationalQualificationof theTeachers

Qualification	Frequency	Percentage(%)
NCE	25	14.4
B.Ed.	64	37
B.A.	20	12
B.A(Ed).	14	8.1
HND	6	3.4
B.Sc.	8	4.6
B.Sc.(Ed)	11	6.3
M.Sc.	8	4.6
M.Ed.	8	4.6
PGDE	9	5
Ph.D.	–	0.0
Total	**173**	**100**

Thedistributionofthesampledteachersbyeducationalqualificationispresentedon table4.5,itwasrevealedthatoutof173teacherssampledforthestudy,25respondents givenas14.4%statedtheywereNCEholders;64(37%)statedtheywereB.Ed.holders; 20teachersrepresentedby12%wereB.A.holders;14teachersgivenas8.1%were B.A(Ed).Holders.Therewere6teachersgivenas3.4%whowereHNDholders;8 respondentsgivenas4.6%statedtheywereB.Sc.holders;11respondents(6.3%)were B.Sc.(Ed)holders;M.Sc.holdersweregivenas8representedby4.6%.Also,8teachers givenas4.6%statedtheywereM.Ed.degreeholderswhile9ofthesampledteachers givenas5%werePGDEholders.Thetablerevealednoneofthesampledrespondents werePh.D.holder.

4.2 AnswertoResearchQuestions

RQ1a: Whatisthelevelofqualityofeducationinpublicsecondaryschoolsin Oyo Statein termsof studentsachievement in EnglishLanguage?

Table4.6a: LevelofQualityofEducationinPublicSecondarySchoolsinOyoStatein TermsofStudentsAchievementin EnglishLanguage

Schools	English Lang.Perf. (%)	Schools	English Lang.Perf. (%)	Schools	English Lang.Perf. (%)	Schools	English Lang.Perf. (%)
1	18.52	45	16.33	88	12.77	131	14.07
2	12.78	46	12.25	89	10.17	132	14.05
3	13.65	47	14.35	90	10.38	133	13.01
4	14.43	48	21.84	91	12.86	134	12.91
5	12.22	49	12.77	92	12.52	135	10.82
6	13.17	50	16.88	93	11.77	136	10.78
7	17.92	51	16.22	94	10.66	137	13.67
8	18.44	52	15.43	95	14.11	138	14.55
9	14.83	53	18.74	96	15.85	139	14.89
10	17.88	54	16.11	97	13.23	140	14.22
11	21.92	55	12.13	98	12.41	141	13.16
12	15.59	56	17.15	99	13.59	142	11.34
13	10.19	57	14.46	100	11.18	143	11.34
14	16.53	58	11.43	101	11.02	144	15.18
15	15.17	59	12.68	102	12.83	145	12.00
16	18.25	60	17.77	103	10.73	146	13.33
17	11.42	61	10.23	104	11.38	147	11.84
18	13.63	62	11.38	105	10.11	148	16.22
19	13.14	63	15.83	106	11.37	149	14.36
20	12.22	64	13.83	107	12.34	150	12.15
21	14.87	65	15.12	108	14.63	151	12.16
22	17.28	66	17.66	109	12.81	152	13.14
23	19.34	67	12.89	110	11.61	153	11.19
24	16.33	68	12.32	111	12.78	154	13.31
25	18.37	69	15.63	112	10.77	155	12.34
26	14.18	70	12.45	113	10.78	156	14.12
27	16.35	71	12.39	114	11.50	157	15.14
28	14.88	72	13.14	115	12.93	158	13.89
29	12.10	73	14.88	116	14.52	159	14.15
30	10.28	74	13.14	117	11.37	160	13.22
31	18.88	75	12.18	118	11.75	161	12.85
32	15.43	76	14.55	119	11.27	162	13.32
33	12.97	77	12.73	120	13.45	163	14.14
34	17.65	78	12.49	121	12.34	164	14.37
35	12.13	79	11.38	122	12.19	165	12.82
36	19.37	80	13.17	123	11.15	166	14.89
37	13.14	81	17.10	124	13.53	167	13.44
38	15.15	82	13.07	125	11.67	168	13.32
39	10.93	83	13.09	126	14.54	169	11.98
40	12.48	84	11.88	127	11.58	170	13.77
41	17.63	95	11.73	128	11.10	171	14.57
42	14.18	86	12.11	129	10.09	172	12.38
43	12.11	87	13.12	130	14.08	173	15.24
44	15.44	**StudentAverageachievementinEnglishLanguage=13.68%**					

Answertoresearchquestion1aispresentedintable4.6a,itrevealedthelevelofquality ofeducationinpublicsecondaryschoolsinOyoStateintermsofstudentsachievement in English Language. The student average achievement in English language was 13.68%,thisshowsthatthelevelofqualityofeducationinpublicsecondaryschoolsin Oyo Statein termsof studentsachievement in EnglishLanguageislow.

RQ1b:Whatisthelevelofqualityofeducationinpublicsecondaryschoolsin Oyo Statein termsofMathematics?

Table4.6b:

LevelofQualityofEducationinPublicSecondarySchoolsinOyoStatein Terms ofMathematics

Schools	Mathematics Perf. (%)	Schools	Mathematics Perf. (%)	Schools	Mathematics Perf. (%)	Schools	Mathematics Perf. (%)
1	16.31	45	11.44	88	11.88	131	11.13
2	11.83	46	10.79	89	9.18	132	13.78
3	9.12	47	12.36	90	10.16	133	10.36
4	10.34	48	12.10	91	11.13	134	10.33
5	10.11	49	13.14	92	10.34	135	06.47
6	11.86	50	12.32	93	11.19	136	09.47
7	10.17	51	11.44	94	9.32	137	10.59
8	12.78	52	11.33	95	11.67	138	12.58
9	10.77	53	10.88	96	12.85	139	10.78
10	12.44	54	10.21	97	13.12	140	10.44
11	11.78	55	10.14	98	11.44	141	12.38
12	10.88	56	11.32	99	13.00	142	10.58
13	08.20	57	10.52	100	10.66	143	11.09
14	12.22	58	10.34	101	07.89	144	10.15
15	11.34	59	8.11	102	10.32	145	10.37
16	12.34	60	11.14	103	10.83	146	12.79
17	10.19	61	09.11	104	10.33	147	12.34
18	11.12	62	10.77	105	10.10	148	10.19
19	10.13	63	10.33	106	11.01	149	10.19
20	10.19	64	11.83	107	10.17	150	11.24
21	10.19	65	12.46	108	10.66	151	10.29
22	12.19	66	14.33	109	10.11	152	10.44
23	9.51	67	10.98	110	11.34	153	10.39
24	12.14	68	11.42	111	10.87	154	12.99
25	15.48	69	12.24	112	9.55	155	12.15
26	13.14	70	12.19	113	8.39	156	12.52
27	12.22	71	10.99	114	11.49	157	14.31
28	12.67	72	10.17	115	10.88	158	13.10
29	14.33	73	11.66	116	13.46	159	12.00
30	12.10	74	10.19	117	10.44	160	13.01
31	11.14	75	10.22	118	10.56	161	11.35
32	8.12	76	11.83	119	10.66	162	12.35
33	11.13	77	10.00	120	9.33	163	10.32
34	12.07	78	11.40	121	10.02	164	14.17
35	10.54	79	10.75	122	11.16	165	12.33
36	11.12	80	11.48	123	10.83	166	14.44
37	10.19	81	13.11	124	10.24	167	12.87
38	12.59	82	11.37	125	10.11	168	11.89
39	7.12	83	11.83	126	10.16	169	10.37
40	7.78	84	10.33	127	11.26	170	10.33
41	10.16	95	11.13	128	9.28	171	11.49
42	11.19	86	10.14	129	10.08	172	09.18
43	9.13	87	11.14	130	13.34	173	10.19
44	10.88	**StudentAverageperformanceinMathematics=11.07%**					

Answer to research question 1b ispresented in table 4.6b, it revealed the level of qualityof education in public secondaryschoolsin Oyo State in termsof students achievementinMathematics.Thestudentaverageachievementin Mathematicswas 11.07%,thisshowsthatthelevelofqualityofeducationinpublicsecondaryschoolsin Oyo Statein termsof studentsachievement in Mathematicsislow.

RQ2a: What isthestatusofteacheradequacyin publicsecondaryschoolsin Oyo State?

Table4.7:StatusofTeacherAdequacyin PublicSecondarySchoolsinOyoState

Items	VeryLarge Extent	Large Extent	LowExtent	Very Low Extent	Mean	Std. Dev
Governmentgivespriorityto qualified teachersduringrecruitmentprocess	18 10.4%	20 11.6%	82 47.3%	53 30.7%	1.89	0.650
Myschoolissufficientlysuppliedwith qualifiedteachers	7 4.0%	10 5.8%	27 15.6%	129 74.6%	1.39	0.773
Thestategovernmentoftenpostnational youthservicecorpsmemberseithertrainedas educationistornottoteachinmyschool	150 86.8%	19 10.9%	4 2.3%	– 0.0%	3.91	0.301
Thereisnomismatchofdisciplinewiththe subjecttaughtbyteachersinmyschool.	2 1.2%	26 15.0%	8 4.6%	137 79.2%	1.37	0.566
Thereisnoshortageofteachersinmyschool becausethestategovernmentrecruitsfrom timetotime.	2 1.2%	7 4.2%	1 0.5%	163 94.1%	1.21	0.384
Student-teacherratioisnormal(35-40)	4 2.3%	3 1.7%	31 18.2%	135 77.8%	1.28	0.613
Student-teacherratioisabnormal(45-60)	146 84.4%	16 9.3%	6 3.4%	5 2.9%	3.74	0.700
Workloadtaughtbyteachersiswithinthe stipulatedrangethatcanfacilitategood qualityofeducationwithinthestate.	– 0.0%	– 0.0%	15 8.7%	158 91.3%	1.08	0.712
Whenteachersarebeingtransferredfrommy school,wedonotoftengetimmediate replacement	95 54.9%	78 45.1%	– 0.0%	– 0.0%	3.55	0.498
Lowqualityofeducationatsecondarylevelis duetorecruitmentofteachersthathaveno teachingbackground(unprofessional)	158 91.3%	10 5.7%	3 1.8%	2 0.2%	3.88	0.451
N = 1777; Weighted Mean = 2.33TestNorm =2.5						

Statusofteacheradequacyinpublicsecondaryschoolsin OyoStateispresentedin table4.7, the respondentsagreed with thefollowingstatements:Thestategovernment oftenpostnationalyouthservicecorpsmemberseithertrainedaseducationistornot toteachinmyschool(mean=3.91);Student-teacherratioisabnormal(45-60);(mean = 3.74); When teachersarebeingtransferred from myschool, wedo not often get immediatereplacement(mean=3.55);Lowquality ofeducationatsecondarylevelis due to recruitment of teachersthat have no teaching background (unprofessional) (mean=3.88).Ontheotherhandtherespondentsdidnotagreewiththefollowing statements:Governmentgivespriority toqualifiedteachersduringrecruitmentprocess (mean = 1.89); My school issufficientlysupplied with qualified teachers(mean = 1.39);Thereisnomismatchofdisciplinewiththesubjecttaughtbyteachersinmy school(mean=1.37);Thereisnoshortageofteachersinmyschoolbecausethestate governmentrecruitsfromtimeto time(mean=1.21);Student-teacherratioisnormal (35-40) (mean =1.28); Workload taught byteachersiswithin the stipulated rangethat can facilitategood qualityofeducation within theOyoState(mean =1.08).

Theweighted mean of thetableisgiven as2.33, which impliesaggregateresponsesof thetableshowsthatteachersadequacyinpublicsecondaryschoolsinOyoStateisin lowextent.

RQ2b:Whatisthestatusofteacherremunerationinpublicsecondaryschools inOyo State?

Table4.8:TeacherRemunerationinPublicSecondarySchoolsinOyoState

Items	SA	A	D	SD	Mean	Std. Dev
Thesalarypaidtoteachersiscommensuratewiththeir work load(s)	1 0.6%	2 1.2%	18 10.4%	152 87.8%	1.15	0.440
Thegovernmentusesfairmethodandproceduresfor teacherspromotion	– 0.0%	– 0.0%	120 69.4%	53 30.6%	1.70	0.460
Myannual salaryissustainable	– 0.0%	– 0.0%	30 17.4%	143 82.6%	1.17	0.379
Promotion isnot delayed in the state	– 0.0%	– 0.0%	45 26.0%	128 74.0%	1.26	0.439
The teacher current pension scheme in place for teachersoffersgoodexpectation uponretirement	– 0.0%	3.3 1.9%	43 24.8%	127 73.3%	1.29	0492
Payment of allowancesto teachersinfluence their commitment to work	124 71.7 %	8 4.7%	19 10.9%	22 12.7%	3.37	0.312
Adequatesalarystructurewillattractmorequalified andcompetentteacherstoteachinsecondaryschools	163 94.2 %	10 5.6%	– 0.0%	– 0.0%	3.94	0.231
Salary structure that providesincrease in salary incentivesavailabletoteachersatdifferentpointin theircareerwill havepositiveoutcome	162 93.8 %	11 6.2%	– 0.0%	– 0.0%	3.94	0.241
Favourable working condition will increase the appeal and desirabilityof teachingprofession fornew entrantsand existingstaff	162 93.8 %	11 6.2%	– 0.0%	– 0.0%	3.94	0.241
N = 1777; Weighted Mean = 2.18TestNorm= 2.5						

Table4.8 presentsteacherremuneration in publicsecondaryschoolsin OyoState, the respondentsagreedwiththefollowingstatements:Paymentofallowancestoteachers influencetheircommitmenttowork(mean=3.37);Adequatesalarystructureattract morequalifiedandcompetentteacherstoteachinsecondaryschools(mean=3.94); Salary structure that provides increase in salary incentivesavailable to teachersat differentpointintheircareerwillhavepositiveoutcome(mean=3.94);Favourable working condition will increase the appeal and influence desirability for teaching profession for newentrantsand existingstaff (mean=3.94).

Ontheotherhand,therespondentsdidnotagreewiththefollowing:Thesalarypaidto teachersiscommensuratewiththeirworkload(s)(mean=1.15);Thegovernmentuses fairmethodandproceduresforteacherspromotion(mean=1.70);Myannualsalaryis sustainable(mean=1.17);Theteachercurrentpensionschemeinplaceforteachers offersgood expectationupon retirement (mean =1.29);

The weightedmeanofthetableisgivenas2.18,whichmean aggregateresponsesof thetableshowsthatteacherremunerationinpublicsecondaryschoolsinOyoStateis fair.

RQ2c: Whatisthestatusofteachercapacitybuildinginpublicsecondaryschoolsin Oyo State?

Table4.9:TeacherCapacityBuildingProgramme inPublicSecondarySchoolsinOyo State

Items	VeryLargeExtent	Large Extent	LowExtent	VeryLowExtent	Mean	Std. Dev
Myschool administrator(s)organizesseminars to help improveteachers' development	3 1.6%	– 0.0%	107 61.7%	63. 36.6%	1.67	0.566
Myschooladministrator(s)organizescapacity workshop for teachers'development	– 0.0%	2 1.2%	21 12.2%	150 86.6%	1.15	0.387
My school administrator(s) organizes in-servicetrainingfor teachers'development	– 0.0%	– 0.0%	37 21.2%	136 78.6%	1.21	0.409
The capacityworkshop training organized by myschooladministrator(s)isawasteoftime on the part of teachers.	– 0.0%	– 0.0%	88 50.8%	85 49.2%	1.51	0.500
The seminarsorganized to improve teachers' developmentisnotnecessaryandcompulsory forthe profession	– 0.0%	– 0.0%	38 21.9%	135 78.1%	1.22	0.414
Thein-servicetrainingorganizedbymyschool administratorhasnoeffectonteacherson-the-job development	– 0.0%	3 1.7%	17 10.0%	153 88.3%	1.12	0.366
Teacherswho are employed are properly oriented toensuretheir betterperformance	– 0.0%	– 0.0%	104 60.4%	69 39.6%	1.60	0.489
Refresher coursesare regularlyorganized for teachers'development	– 0.0%	3 1.7%	18 10.6%	152 87.7%	1.13	0.372
Training development programmes are designed fornewlyemployed teachers.	– 0.0%	6 3.5%	36 20.8%	131 75.7%	1.28	0.528
Teachersare expose to the three domainsto ensure(theyareregularlyup to) standard	4 2.3%	3 1.7%	87 50.3%	79 45.7%	1.61	0.641
N = 1777; Weighted Mean = 1.35TestNorm= 2.5						

Teachercapacitybuildingprogrammeattendanceinpublicsecondaryschoolsin Oyo Stateispresentedintable4.9.Theresponsesemergedfromtherespondents:Myschool administrator(s)organizesseminarstohelpimproveteachers'development(mean= 1.67); My school administrator(s)organizescapacity workshop for teachers' development(mean=1.15);Myschooladministrator(s)organizesin-servicetraining forteachers'development(mean=1.21);Thecapacityworkshoptrainingorganized bymyschool administrator(s)isawasteoftime on thepart ofteachers(mean =1.51); The seminarsorganized to improve teachers' development isnot necessary and compulsoryfortheprofession (mean=1.22); Thein-servicetrainingorganized bymy schooladministratorhasnoeffectonteacherson-the-jobdevelopment(mean=1.12); Teacherswhoareemployedareproperlyorientedtoensuretheirbetterperformance (mean=1.60);Refreshercoursesareregularlyorganizedforteachers'development (mean=1.13);Trainingdevelopmentprogrammesaredesignedfornewlyemployed teachers(mean=1.28); Teachersareexposedtothethreedomainstoensure standard (mean=1.61).

The weighted mean of the table isgiven as1.35, which impliesthat the aggregate responsesofthetableshowsthatcapacitybuildingprogrammeforteachersinpublic secondaryschoolsin OyoStateisin lowextent.

RQ2di:Whatisthestatusofschoolfacilitiesinpublicsecondaryschools in OyoState?

Table4.10:Statusof SchoolFacilitiesinPublicSecondarySchoolsinOyo State

Items	Available andinUse	Available NotinUse	AvailableNot in GoodConditionfor Use	NotAvailable	Mean	Std. Dev
Appropriatespace	11 6.4%	138 79.8%	16 9.2%	8 4.6%	2.87	0.576
Adequateschoolbuildings	6 3.4%	154 89.0%	9 5.2%	4 2.6%	2.93	0.427
Adequatenumberofclassroom	6 3.4%	155 89.8%	5 2.8%	7 4.0%	2.92	0.470
Adequatenumberofdesksfor studentsuse	5 2.8%	97 56.0%	5 2.8%	66 38.4%	2.24	0.906
Adequatenumberofchairsfor studentsuse	3 1.7%	96 55.4%	6 3.4%	68 39.5%	2.20	0.993
Availability of standard staffroomsforteachersuse	6 3.4%	145 84.0%	7 4.0%	15 8.6%	2.82	0.624
Availability of standard laboratory	3 1.7%	76 44.0%	7 4.0%	87 50.3%	1.97	0.819
Availabilityofelectricity	– 0.0%	12 6.9%	– 0.0%	161 93.1%	1.14	0.508
AvailabilityofICTfacilities	– 0.0%	9 5.2%	2 1.2%	162 93.6%	1.12	0.463
Availabilityofschoolhall	– 0.0%	7 4.0%	10 5.8%	156 90.2%	1.14	0.459
N=1777;WeightedMean= 2.14 TestNorm= 2.5						

StatusofschoolfacilitiesinpublicsecondaryschoolsinOyoStateispresentedintable 4.10.Thefollowingemergedastheresponsesoftherespondents Appropriatespace (mean = 2.87); Adequate school buildings(mean = 2.93); Adequate number of classroom(mean=2.92);Adequatenumberofdesksforstudentsuse(mean=2.24); Adequatenumberofchairsforstudentsuse(mean=2.20);Availabilityofstandard staffroomsforteachersuse(mean=2.82);Availabilityofstandardlaboratory(mean =1.97);Availabilityofelectricity(mean=1.14);AvailabilityofICTfacilities(mean =1.12); Availabilityof school hall (mean =1.14).

Theweightedmeanofthetableis2.14,whichindicatesthattheaggregateresponsesof thetableshowsthatfacilitiesinpublicsecondaryschoolsinOyoStateareavailable but not in good condition foruse.

RQ2dii:Whatisthestatusofsanitaryfacilitiesinpublicsecondaryschoolsin Oyo State?

Table4.11:SanitaryFacilitiesinPublicSecondarySchoolsinOyoState

Items	HighlyAvailable	Moderately Available	Sparingly Available	NotAvailable	Mean	Std. Dev
Adequate ratio of pupils toilet (male &female)	– 0.0%	4 2.4%	47 27.0%	122 70.6%	1.32	0.514
Adequate ratio of staff toilet (male &female)	– 0.0%	20 11.6%	63 36.4%	90 52.0%	1.60	0.687
Availability of portable water	– 0.0%	– 0.0%	30 17.6%	143 82.4%	1.18	0.381
Availability of washing hand basin	– 0.0%	2 1.2%	72 41.6%	99 57.2%	1.44	0.516
Availability of soap for cleaning	– 0.0%	– 0.0%	63 36.4%	110 63.6%	1.36	0.481
Availability of cutlasses and hoesfor clearingof the environment	– 0.0%	2 1.2%	78 45.0%	93 53.8%	1.47	0.519
Availability of vacuum cleaner	– 0.0%	– 0.0%	25 14.6%	148 85.4%	1.15	0.353
Meansof wastedisposal	– 0.0%	14 8.1%	109 63.%	50 28.9%	1.75	0.607
Availability of equipped First Aid Box	– 0.0%	– 0.0%	19 11.3%	154 88.7%	1.11	0.316
Availability of trained health personnel	– 0.0%	– 0.0%	7 4.2%	166 95.8%	1.04	0.201
N = 1777; Weighted Mean = 1.34TestNorm= 2.5						

Statusofsanitaryfacilitiesinpublicsecondaryschoolsin OyoStateispresentedin table4.11,Thefollowingemerged astheresponsesoftherespondents:Adequateratio ofpupilstoilet(male&female)(mean=1.32);Adequateratioofstafftoilet(male& female)(mean=1.60);Availabilityofportablewater(mean=1.18);Availabilityof washinghandbasin(mean=1.44);Availabilityofsoapforcleaning(mean=1.36); Availability of cutlassesand hoesfor clearing of the environment (mean = 1.47); Availabilityofvacuumcleaner(mean=1.15);Meansofwastedisposal(mean=1.75); AvailabilityofequippedFirstAidBox(mean=1.11);Availabilityoftrainedhealth personnel (mean=1.04).

Theweightedmeanofthetableis1.34,whichimpliesthattheaggregateresponsesof thetableshowsthatsanitaryfacilitiesinpublicsecondaryschoolsinOyoStatearenot available.

RQ2diii:Whatisthestatusoflibraryresourcesinpublicsecondaryschools in Oyo State?

Table4.12:LibraryResourcesin PublicSecondarySchoolsinOyoState

Items	HighlyAvailable	Moderately Available	Sparingly Available	NotAvailable	Mean	Std. Dev
Appropriatespace	– 0.0%	21 12.3%	127 73.5%	25 14.2%	1.98	0.515
Availability of school library	– 0.0%	– 0.0%	42 24.3%	131 75.7%	1.24	0.429
Availabilityofcurrenttext books	– 0.0%	– 0.0%	28 16.2%	145 83.8%	1.16	0.366
Availability of library desks	– 0.0%	– 0.0%	9 5.2%	164 94.8%	1.05	0.223
Availability of library chairs	– 0.0%	10 0.6%	9 5.2%	164 94.8%	1.06	0258
Professional librarian	– 0.0%	– 0.0%	2 1.1%	171 98.9%	1.01	0.103
AtlasandMaps	– 0.0%	– 0.0%	50 28.7%	123 71.3%	1.29	0.452
Charts,Albumand Films	– 0.0%	– 0.0%	10 6.1%	163 94.2%	1.06	0.239
Borrowingservices	– 0.0%	1 0.1%	2 1.1%	171 98.8%	1.02	0.170
Availabilityof e-library	– 0.0%	1 0.1%	1 1.1.%	171 98.8%	1.02	0.238
N = 1777; Weighted Mean = 1.19TestNorm= 2.5						

Table4.12presentsstatusoflibraryresourcesinpublicsecondaryschoolsinOyoState. Thefollowingemergedastheresponsesoftherespondents:Appropriatespace(mean =1.98);Availabilityofschoollibrary(mean=1.24);Availabilityofcurrenttextbooks (mean = 1.16); Availability of library desks(mean = 1.05); Availability of library chairs(mean=1.06);Professionallibrarian(mean=1.01);AtlasandMaps(mean= 1.29);Charts,Album andFilms(mean=1.06); Borrowing services(mean=1.02); Availabilityof e-library(mean=1.02).

Theweightedmeanofthetableis1.19,whichimpliesthattheaggregateresponsesof the tableshowsthatlibraryresourcesin publicsecondaryschoolsin OyoStatearenot available.

RQ2div:Whatisthestatusofsportfacilitiesinpublicsecondaryschoolsin OyoState?

Table4.13:SportFacilitiesin PublicSecondarySchoolsinOyoState

Items	HighlyAvailable	Moderately Available	Sparingly Available	NotAvailable	Mean	Std. Dev
StandardFootballfieldisavailableinmyschool	– 0.0%	1 0.6%	– 0.0%	172 99.4%	1.01	0.150
Standardbasketballpitchisavailableinmyschool	– 0.0%	– 0.0%	2 1.2%	171 98.8%	1.01	0.111
Standardvolleyballpitchisavailableinmyschool	– 0.0%	– 0.0%	1 0.6%	172 99.4%	1.01	0.075
Standardhockeypitchisavailableinmyschool	– 0.0%	1 0.6%	1 0.6%	171 98.8%	1.02	0.170
Standardbadmintonfieldisavailableinmyschool	1 0.6%	– 0.0%	– 0.0%	172 99.4%	1.02	0224
Availabilityofstandardrunningtrack	– 0.0%	1 0.6%	1 0.6%	171 98.8%	1.02	0.170
Standard table tennis court	– 0.0%	– 0.0%	1 0.6%	172 99.4%	1.01	0.075
Javelin, shot-put equipmentareavailable inmyschool	1 0.6%	– 0.0%	1 0.6%	171 98.8%	1.02	0.238
Myschoolhasaqualified physical and health educationteacher	– 0.0%	1 0.6%	– 0.0%	172 99.4%	1.01	0.150
Sport activities are includedinmyschool timetable	1 0.6%	1 0.6%	1 0.6%	170 98.2%	1.04	0.284
N=1777;WeightedMean= 1.02 TestNorm= 2.5						

Table4.13presentsthestatusofsportfacilitiesinpublicsecondaryschoolsinOyo Statewiththefollowingemergedastheresponsesoftheteachers:StandardFootball field isavailablein myschool (mean=1.01);Standard basketball pitchisavailablein myschool(mean=1.01);Standardvolleyballpitchisavailableinmyschool(mean= 1.01); Standard hockey pitch isavailable in my school (mean = 1.02); Standard badminton field isavailable in my school (mean = 1.02); Availability of standard runningtrack(mean=1.02);Standardtabletenniscourt(mean=1.01);Javelin,shot-putequipmentareavailableinmyschool(mean=1.02);Myschoolhasaqualified physicalandhealtheducationteacher(mean=1.01);Sportactivitiesareincludedin myschool timetable(mean =1.04).

Theweightedmeanofthetableis1.02,whichimpliesthattheaggregateresponsesof thetableshowsthatsportingfacilitiesinpublicsecondaryschoolsinOyoStatearenot available.

RQ2e: Whatisthestatusofinstructionalmaterialsinpublicsecondaryschools inOyo State?

Table4.14: InstructionalMaterialsinPublicSecondarySchoolsinOyoState

Items	HighlyAvailable	Moderately Available	Sparingly Available	NotAvailable	Mean	Std. Dev
Charts,Pictures,Models	5 3.1%	66 38.2%	45 26.0%	57 32.8%	2.12	0.905
Current textbooks	1 0.6%	116 67.1%	5 2.7%	51 29.6%	2.39	0.918
E-learningclassroom	– 0.0%	5 3.1%	– 0.0%	168 97.2%	1.06	0.331
Four figuretable	– 0.0%	92 53.2%	28 16.1%	53 30.7%	2.23	0.888
Internet access and connectivity	– 0.0%	3 1.6%	– 0.0%	170 98.4%	1.03	0253
Mathematical sets	– 0.0%	77 44.5%	16 9.3%	80 46.2%	1.98	0.953
Multimedia devices (white board, smart board)	– 0.0%	3 1.7%	7 4.1%	163 94.2%	1.05	0.268
Seriesof past questions and answersin different subjects	– 0.0%	124 71.7%	2 1.2%	47 27.1%	2.45	0.888
Work books	– 0.0%	20 11.5%	9 5.2%	144 83.3%	1.28	0.659
Video and storage devices	– 0.0%	5 2.8%	2 1.2%	166 96%	1.06	0.334
N= 1777;Weighted Mean= 1.67 TestNorm= 2.5						

StatusofinstructionalmaterialsinpublicsecondaryschoolsinOyo Stateispresented inTable4.14,thefollowingemerged astheresponsesoftheteachers:Charts,Pictures, Models(mean=2.12);Currenttextbooks(mean=2.39);E-learningclassroom(mean =1.06);Fourfiguretable(mean =2.23); Internetaccessand connectivity(mean = 1.03); Mathematical sets(mean = 1.98); Multimedia devices(white board, smart board)(mean=1.05);Seriesofpastquestionsandanswersindifferentsubjects(mean =2.45); Work books(mean =1.28); Video and storagedevices(mean=1.06).

Theweightedmeanofthetableis1.67,whichimpliesthattheaggregateresponsesof theTableshowsthatinstructionalmaterialsinpublicsecondaryschoolsinOyoState areavailable.

RQ3:What isthelevel of parental factor(income)amongpublicsecondaryschool studentsin Oyo State?

Table4.15a:LevelofParentalIncomeofPublicSecondarySchoolsStudentsinOyo State

Category	ParentalIncomeLevel				Total
	A	B	C	D	
Father	135(7.6%)	209 (11.8%)	991(55.8%)	442 (24.9%)	1777
Mother	49(2.8%)	155(8.7)	889(50.0%)	684 (38.5%)	1777

***Key**: A=VeryHigh;B=High;C =Low; D=VeryLow*

Table4.15b:LevelofParentalOccupationofPublicSecondarySchoolsStudentsin OyoState

Category				Total
	Government Work	Self Employed	Professional Work	
Father	483(27.2%)	874(49.2%)	420(23.6%)	1777
Mother	267(15.0%)	1005(56.6%)	505(28.4%)	1777

Answertoresearchquestion3onthestatusofparentalincomeofpublicsecondary schoolstudentsinOyoStateispresentedintables4.16aand4.16b,thetablesrevealed theparentalfactorslevelofpublicsecondaryschoolstudentsbasedonparentalincome andoccupation.Table4.16arevealedthat7.6%ofthestudentsstatedtheirfathers' incomelevelisveryhigh,11.8%ofthestudentsindicatedtheirfathers'incomelevel ishigh,55.8%statedtheirfathers'incomelevelislowwhile24.9%indicatedtheir fathers'incomelevelisverylow.Furthermore,thetablealsorevealedtheincomelevel ofthestudents'mother,itwasrevealedthat2.8%ofthestudentsstatedthattheincome leveloftheirmotherisveryhigh,8.7%indicated thattheirmothers'incomelevelwas high, 50.0%indicated lowasthe income level of their mother while 38.5% of the studentsindicated verylowasthe incomelevel of their parents.

Table4.16brevealedthelevelofparentaloccupationofthepublicsecondaryschool studentsinOyoState,itwasrevealedthat27.2%and15.0%ofthestudentsindicated that their fathersand motherswere government workersrespectively, 49.2% and 56.6%ofthestudentsstatedthattheirfathersandmotherswereself-employedwhile 23.6%and28.4%ofthe studentsstatedthattheir fathersand mothersare professional workers.

4.3 TestingofHypotheses

H_{01a}: Teacher adequacy will not significantly predict performance of studentsin EnglishLanguagein publicsecondaryschoolsinOyo State, Nigeria.

Table4.16a:PPMCShowingPredictionofTeacherAdequacyonPerformanceofStudentsinEnglishlanguageinPublicSecondarySchoolsinOyoState

Variable	N	Mean	Std.Dev.	r	Pvalue	Remarks
TeacherAdequacy	173	13.50	2.62	0.112	0.017	Significant
Student Performance in EnglishLanguage	1777	30.35	4.67			

Table4.16apresentsresultofpredictionofteacheradequacyonstudents'achievement in EnglishLanguageamongpublicsecondaryschool studentsin Oyo State. Theresult showsasignificantrelationshipbetweenteacheradequacyandstudents'achievement inEnglishLanguage(r=0.112;P<0.05),thehypothesisisthereforerejectedat0.05 levelofsignificance.Theimplicationofthisisthatteacheradequacyhassignificant relationshipwithstudents'achievementinEnglishLanguage.Meanvalueofteacher adequacywas13.50andmeanvalueofstudentperformanceinEnglish Languagewas 30.35, while the standard deviation valuesof the twovariablesare 2.62 and 4.67 respectively.

H_{01b}: Teacheradequacywillnotsignificantlypredictperformanceofstudents in Mathematicsin publicsecondaryschoolsin Oyo State, Nigeria

Table 4.16b: PPMC Showing Prediction of Teacher Adequacy on PerformanceofStudentsinMathematicsinPublicSecondarySchoolsin OyoState

Variable	N	Mean	Std.Dev.	r	Pvalue	Remarks
TeacherAdequacy	173	13.50	2.62	0.312	0.000	Significant
Student Performance in Mathematics	1777	28.43	3.93			

Table 4.16b presentsthe resultof prediction of teacher adequacy on students' achievementinMathematicsamongpublicsecondaryschoolstudentsinOyoState. Theresultshowsasignificantrelationshipbetweenteacheradequacyandstudents' achievement in Mathematics($r = 0.312$; $P<0.05$), thehypothesisisthereforerejected at 0.05 level of significance. The implication of thisisthat teacher adequacy has significantrelationshipwithstudents'achievementinMathematics.Meanvalueof teacheradequacywas13.50andmeanvalueofstudentperformanceinMathematics was28.43,whilethestandarddeviationvaluesofthetwovariablesare2.62and3.93 respectively.

H_{02a}: Remunerationwillnotsignificantlypredictperformanceofstudentsin EnglishLanguagein publicsecondaryschoolsinOyo State, Nigeria

Table 4.17a:PPMC Showing Prediction of Remuneration on Performance ofStudents in En0 glish Language in Public Secondary Schools in OyoState

Variable	N	Mean	Std.Dev.	r	Pvalue	Remarks
Remuneration	173	17.12	3.81	0.431	0.009	Significant
Student Performance in EnglishLanguage	1777	30.35	4.67			

Table4.17apresentsresult of prediction ofremuneration on students'achievement in EnglishLanguageamongpublicsecondaryschoolstudentsinOyoState.Theresult showsasignificantrelationshipbetweenremunerationandstudents'achievementin EnglishLanguage(r=0.431;P<0.05),thehypothesisisthereforerejectedat0.05 level of significance. The implication of thisisthat remuneration hassignificant relationship with students' achievement in English Language. Mean value of remunerationwas17.12 andmeanvalueofstudentperformanceinEnglish Language was30.35,whilethestandarddeviationvaluesofthetwovariablesare3.81and4.67 respectively.

H_{02b}: Remunerationwill not significantlypredict performanceofstudentsin Mathematicsin publicsecondaryschoolsin OyoState, Nigeria

Table4.17b:PPMCShowingPredictionof Remuneration onPerformanceofStudentsinMathematicsin**PublicSecondarySchoolsin Oyo State**

Variable	N	Mean	Std.Dev.	r	Pvalue	Remarks
Remuneration	173	16.82	3.11	0.501	0.004	Significant
Student Performance in Mathematics	1777	28.43	3.93			

Table4.17bpresentstheresultofpredictionofremunerationonstudents'achievement in Mathematicsamong public secondary school studentsin Oyo State. The result showsasignificantrelationshipbetweenremunerationandstudents'achievementin Mathematics(r =0.501;P<0.05),thehypothesisisthereforerejectedat0.05levelof significance.Theimplicationofthisisthatremunerationhassignificantrelationship withstudents'achievementinMathematics.Meanvalueofremunerationwas16.82 andmeanvalueofstudentperformanceinMathematicswas28.43,whilethestandard deviation valuesof thetwovariablesare3.11 and 3.93 respectively.

H_{03a}: Teachercapacitybuildingwill not significantlypredict performanceof studentsin EnglishLanguagein publicsecondaryschoolsin Oyo State, Nigeria

Table 4.18a:PPMC Showing Prediction of Teacher Capacity Building onPerformance of Students in English Language in Public SecondarySchoolsinOyoState

Variable	N	Mean	Std.Dev.	r	Pvalue	Remarks
TeacherCapacityBuilding	173	12.12	2.01	0.210	0.002	Significant
Student Performance in EnglishLanguage	1777	30.35	4.67			

Table 4.18a presentsresultof prediction of teacher capacity building on students' achievement in English Language among public secondaryschool studentsin Oyo State.Theresultshowsasignificantrelationshipbetweenteachercapacitybuilding andstudents'achievementinEnglishLanguage(r=0.210;P<0.05),thehypothesis isthereforerejectedat0.05levelofsignificance.Theimplicationofthisisthatteacher capacitybuildinghassignificantrelationshipwithstudents'achievementinEnglish Language. Mean value of teacher capacity building was12.12 and mean value of student performance in English Language was30.35, while the standard deviation valuesof thetwovariablesare2.01and 4.67 respectively.

H_{03b}: TeacherCapacityBuildingwill not significantlypredict performanceof studentsin Mathematicsin publicsecondaryschoolsin Oyo State, Nigeria

Table

4.18b:PPMCShowingPredictionofTeacherCapacityBuildingonPerformanceofStudentsinMathematicsin**PublicSecondarySchoolsin OyoState**

Variable	N	Mean	Std.Dev.	r	Pvalue	Remarks
TeacherCapacityBuilding	173	15.02	3.87	0.433	0.000	Significant
Student Performance in Mathematics	1777	28.43	3.93			

Table4.18bpresentstheresultofpredictionofteachercapacitybuildingonstudents' achievementinMathematicsamongpublicsecondaryschoolstudentsinOyoState. The resultshowsa significant relationship between teacher capacity building and students'achievementinMathematics(r=0.312;P<0.05),thehypothesisistherefore rejectedat0.05levelofsignificance.Theimplicationofthisisthatteachercapacity building hassignificant relationship with students' achievement in Mathematics. Mean value of teacher capacity building was15.02 and mean value of student performanceinMathematicswas28.43,whilethestandarddeviationvaluesofthetwo variablesare3.87and 3.93 respectively.

H_{04a}:Infrastructural facilitieswill not significantlypredict performanceofstudents in EnglishLanguagepublicsecondaryschoolsinOyoState, Nigeria

Table 4.19a:PPMC Showing Prediction of Infrastructural Facilities onPerformance of Students in English Language in Public SecondarySchoolsinOyoState

Variable	N	Mean	Std.Dev.	r	Pvalue	Remarks
Infrastructural Facilities	173	23.12	3.98	0.519	0.007	Significant
Student Performance in EnglishLanguage	1777	30.35	4.67			

Table 4.19a presentsresultof prediction of infrastructural facilitieson students' achievement in English Language among public secondaryschool studentsin Oyo State.Theresultshowsasignificantrelationshipbetweeninfrastructuralfacilitiesand students'achievementinEnglishLanguage(r=0.112;P<0.05),thehypothesisis therefore rejected at 0.05 level of significance. The implication of thisisthat infrastructural facilitieshassignificant relationship with students' achievement in EnglishLanguage.Meanvalueofinfrastructuralfacilitieswas23.12andmeanvalue ofstudentperformanceinEnglishLanguagewas30.35,whilethestandarddeviation valuesof thetwovariablesare3.98and 4.67 respectively.

H_{04b}: Infrastructural facilitieswill not significantlypredict performanceofstudents in Mathematicsin publicsecondaryschoolsin Oyo State, Nigeria

Table 4.19b: PPMC Showing Prediction of Infrastructural Facilities onPerformance of Students in Mathematics in **Public SecondarySchoolsinOyoState**

Variable	N	Mean	Std.Dev.	r	Pvalue	Remarks
Infrastructural Facilities	173	19.76	1.98	0.487	0.000	Significant
Student Performance in Mathematics	1777	28.43	3.93			

Table4.19bpresentstheresultofpredictionofinfrastructuralfacilitiesonstudents' achievementinMathematicsamongpublicsecondaryschoolstudentsinOyoState. The resultshowsa significant relationship between infrastructural facilitiesand students'achievementinMathematics(r=0.487;P<0.05),thehypothesisistherefore rejected at 0.05 level of significance. The implication of thisisthat infrastructural facilitieshassignificant relationship with students' achievement in Mathematics. Mean value of infrastructural facilitieswas19.76 and mean value of student performanceinMathematicswas28.43,whilethestandarddeviationvaluesofthetwo variablesare1.98and 3.93 respectively.

H_{05a}: Instructionalmaterialswill not significantlypredict performanceofstudents in EnglishLanguagein publicsecondaryschoolsin Oyo State,Nigeria

Table 4.20a:PPMC Showing Prediction of Instructional Materials onPerformance of Students in English Language in Public SecondarySchoolsinOyoState

Variable	N	Mean	Std.Dev.	r	Pvalue	Remarks
Instructional Materials	173	11.01	2.11	0.102	0.421	Not Significant
Student Performance in EnglishLanguage	1777	30.35	4.67			

Table 4.20a presentsresultof prediction of instructional materialson students' achievement in English Language among public secondaryschool studentsin Oyo State.Theresultshowsthatthereisnosignificantrelationshipbetweeninstructional materialsandstudents'achievementinEnglishLanguage(r=0.102;P>0.05),the hypothesisisthereforeacceptedat0.05levelofsignificance.Theimplicationofthisis thatinstructionalmaterialshasnosignificantrelationshipwithstudents' achievement inEnglishLanguage.Meanvalueofinstructionalmaterialswas11.01andmeanvalue ofstudentperformanceinEnglishLanguagewas30.35,whilethestandarddeviation valuesof thetwovariablesare2.11and 4.67 respectively.

H_{05b}: Instructionalmaterialswill not significantlypredict performanceofstudents in Mathematicsin publicsecondaryschoolsin Oyo State, Nigeria

Table

4.20b:PPMCShowingPredictionofInstructionalMaterialsonPerformanceofStudentsinMathematicsin**PublicSecondarySchoolsin OyoState**

Variable	N	Mean	Std.Dev.	r	Pvalue	Remarks
Instructional Materials	173	10.15	2.99	0.295	0.712	Not Significant
Student Performance in Mathematics	1777	28.43	3.93			

Table4.20bpresentstheresultofpredictionofinstructionalmaterialsonstudents' achievementinMathematicsamongpublicsecondaryschoolstudentsinOyoState. The resultshowsthat there isno significant relationship between instructional materialsand students' achievement in Mathematics(r = 0.295; P> 0.05), the hypothesisisthereforeacceptedat0.05levelofsignificance.Theimplicationofthisis thatinstructionalmaterialshasnosignificantrelationshipwithstudents' achievement inMathematics.Meanvalueofinstructionalmaterialswas10.15andmeanvalueof studentperformanceinMathematicswas28.43,whilethestandarddeviationvalues of thetwovariablesare2.99and 3.93 respectively.

H_{06a}: Parental occupation willnot significantlypredict performanceofstudentsin EnglishLanguagein publicsecondaryschoolsinOyoState, Nigeria

Table 4.21a:PPMC Showing Prediction of Parental Occupation on Performanceof Students in English Language in Public Secondary Schools in OyoState

Variable	N	Mean	Std.Dev.	r	Pvalue	Remarks
Parental Occupation	1777	28.22	3.01	0.610	0.003	Significant
Student Performance in EnglishLanguage	1777	30.35	4.67			

Table 4.22a presentsresultof prediction of parental occupation on students' achievement in English Language among public secondaryschool studentsin Oyo State. The resultshowsa significant relationship between parental occupation and students'achievementinEnglishLanguage(r=0.610;P<0.05),thehypothesisis thereforerejectedat0.05levelofsignificance.Theimplicationofthisisthatparental occupation hassignificant relationship with students' achievement in English Language.Meanvalueofparentaloccupationwas28.22andmeanvalueofstudent performanceinEnglishLanguagewas30.35,whilethestandarddeviationvaluesof the twovariablesare3.01and 4.67 respectively.

H_{06b}: Parental occupation willnot significantlypredict performanceofstudentsin Mathematicsin publicsecondaryschoolsin OyoState, Nigeria

Table4.21b:PPMCShowingPredictionofParentalOccupationonPerformanceofStudentsinMathematicsin**PublicSecondarySchoolsin OyoState**

Variable	N	Mean	Std.Dev.	r	Pvalue	Remarks
Parental Occupation	1777	17.11	2.18	0.301	0.008	Significant
Student Performance in Mathematics	1777	28.43	3.93			

Table 4.21b presentsthe resultof prediction of parental occupation on students' achievementinMathematicsamongpublicsecondaryschoolstudentsinOyoState. Theresultshowsasignificant relationship between parental occupationand students' achievement in Mathematics($r = 0.301$; $P<0.05$), thehypothesisisthereforerejected at0.05levelofsignificance.Theimplicationofthisisthatparentaloccupationhas significantrelationshipwithstudents'achievementinMathematics.Meanvalueof parentaloccupationwas17.11andmeanvalueofstudentperformanceinMathematics was28.43,whilethestandarddeviationvaluesofthetwovariablesare2.18and3.93 respectively.

H_{07a}: Parental incomewill not significantlypredict performanceofstudentsin EnglishLanguagein publicsecondaryschoolsinOyoState, Nigeria

Table 4.22a:PPMC Showing Prediction of Parental Income on Performance ofStudents in English Language in Public Secondary Schools in OyoState

Variable	N	Mean	Std.Dev.	r	Pvalue	Remarks
ParentalIncome	1777	26.61	2.99	0.412	0.632	Not Significant
Student Performance in EnglishLanguage	1777	30.35	4.67			

Table4.22apresentsresultofpredictionofparentalincomeonstudents'achievement in EnglishLanguageamongpublicsecondaryschool studentsin Oyo State. Theresult showsthatthereisnosignificantrelationshipbetweenparentalincomeandstudents' achievementinEnglishLanguage(r=0.412;P>0.05),thehypothesisistherefore acceptedat0.05levelofsignificance.Theimplicationofthisisthatparentalincome hasnosignificantrelationshipwithstudents'achievementinEnglishLanguage.Mean valueofparentalincomewas26.61andmeanvalueofstudentperformanceinEnglish Languagewas30.35, whilethestandarddeviationvaluesofthetwovariablesare2.99 and 4.67 respectively.

H_{07b}: Parental incomewill not significantlypredict performanceofstudentsin Mathematicsin publicsecondaryschoolsin OyoState, Nigeria

Table4.22b:PPMCShowingPredictionofParentalIncomeonPerformanceofStudents inMathematicsin**PublicSecondarySchoolsin Oyo State**

Variable	N	Mean	Std.Dev.	r	Pvalue	Remarks
ParentalIncome	1777	19.85	3.11	0.291	0.712	Not Significant
Student Performance in Mathematics	1777	28.43	3.93			

Table 4.22b presentsthe resultof prediction of parental income on students' achievementinMathematicsamongpublicsecondaryschoolstudentsinOyoState. Theresultshowsthat thereisno significant relationship between parentalincomeand students'achievementinMathematics(r=0.291;P>0.05),thehypothesisistherefore acceptedat0.05levelofsignificance.Theimplicationofthisisthatparentalincome hasno significant relationship with students' achievement in Mathematics.Mean value of parental income was19.85 and mean value of student performance in Mathematicswas28.43,whilethestandarddeviationvaluesofthetwovariablesare 3.11 and 3.93 respectively.

H_{08a}: Institutional factors(teacher's adequacy, remuneration of teachers,teacher capacity building, infrastructural facilities,and instructional materials)and parental factors(occupation of parentsand income of parents)will not significantly have joint contribution on academic achievement in English Languageamongpublicsecondaryschool studentsin Oyo State.

Table 4.23a: Joint Contribution of Institutional Factors and Parental Factors onAcademicAchievementinEnglishLanguageamongPublicSecondarySchool StudentsinOyo State, Nigeria

Model	SumofSquares	Df	MeanSquare	F	Sig.	Remark
Regression	2756.181	7	1378.090			
Residual	364682.283	1770	205.571	6.704	0.001	Sig.
Total	367438.464	1777				
R =0.087 R Square=0.008 Adjusted R Square=0.006 Std, Errorof theEstimate=14.338						

Hypothesis8awasformulatedonthejointcontributionofinstitutionalandparental factorson quality of education in termsof English Language in public secondary schoolsinOyoStateandtheresultwaspresentedinTable4.24a.Thefindingshowed asignificantjointinfluenceofinstitutionalandparentalfactorsonqualityofeducation (R=0.087;P<0.05).Thecoefficientofdetermination(AdjustedRSquare=0.006) showsthat 6.0% of the total variationsin quality of education in termsof English Languagein publicsecondaryschoolsin OyoStateisaccountedfor changein thetwo independent variables.Thelinearcombinationofthe predictor variableswasfoundto havesignificantinfluenceonqualityofeducationintermsofEnglishLanguageinOyo State($F_{(7,1769)}$=6.704;P<0.05).Therefore,thehypothesiswasrejectedat0.05level of significance, thisimpliesthat both institutional and parental factorshave joint significantinfluenceonqualityofeducationintermsofEnglishLanguageinpublic secondaryschoolsin OyoState.

H_{08b}: Institutional factors(teacher's adequacy, remuneration of teachers,teacher capacity building, infrastructural facilities,and instructional materials)and parental factors(occupation of parentsand income of parents)will not significantlyhavejointcontributiononacademicachievementinMathematics amongpublic secondaryschool studentsin Oyo State.

Table 4.23b: Joint Contribution of Institutional Factors and Parental Factors onAcademic Achievement in Mathematics among Public SecondarySchoolStudentsin OyoState, Nigeria

Model	SumofSquares	Df	MeanSquare	F	Sig.	Remark
Regression	2182.262	7	1424.112			
Residual	326137.132	1770	253.412	6.401	0.005	Sig.
Total	328319.394	1777				
R =0.792 R Square=0.628 Adjusted R Square=0.624 Std. Errorof theEstimate=3.36744						

Hypothesis8bwasformulatedonthejointcontributionofinstitutionalandparental factorsonqualityofeducationintermsofMathematicsinpublicsecondaryschoolsin OyoStateandtheresultwaspresentedinTable4.24b.Thefindingshowedasignificant joint influenceof institutional and parental factorson qualityof education($R = 0.792$; $P<0.05$).Thecoefficientofdetermination(AdjustedRSquare=0.628)showsthat 62.4%of thetotal variationsin qualityofeducationin termsofMathematicsin public secondary schoolsin Oyo State isaccounted for change in the twoindependent variables.The linear combination of the predictor variableswasfound to have significantinfluenceonqualityofeducationintermsofMathematicsOyoState($F_{(7, 1770)} = 6.401$; $P< 0.05$). Therefore, the hypothesiswasrejected at 0.05 level of significance, thisimpliesthat both institutional and parental factorshave joint significant influence on quality of education in termsof Mathematicsin public secondaryschoolsin OyoState.

H_{09a}: Institutionalfactors(teachers'adequacy,remunerationofteachers,teachers' capacitybuilding,infrastructuralfacilitiesaswellasinstructionalmaterials) willnotsignificantlyhaverelativecontributiontoacademicachievementin EnglishLanguageamongpublicsecondaryschool studentsin OyoState

Table

4.24a:RegressionTableShowingRelativeContributionofTeachers'Adequacy,RemunerationofTeachers,Teachers'CapacityBuilding,Infrastructural Facilities and Instructional Materials to AcademicAchievement in English Language among Public Secondary SchoolStudentsin OyoState

Dependent Variable	IndependentVariable	Unstandardized Coefficient		Stand.Coefficient	t	Sig.
		B	Std. Error	BetaContribution		
Academic Achievement in English Language	(Constant)	28.352	8.425		3.365	0.001
	TeacherAdequacy	0.124	0.198	0.049	0.626	0.031
	TeacherRemuneration	0.289	0.217	0.137	1.333	0.008
	TeacherCapacityBuilding	0.274	0.153	0.016	1.793	0.183
	Infrastructural Facilities	0.122	0.058	0.061	2.113	0.035
	Instructional Materials	0.062	0.115	0.035	0.536	0.592

Table4.24apresentstheresultofhypothesis9awhichwasformulatedtofindoutthe relative contribution of institutional factors(teachers' adequacy, remuneration of teachers,teachers'capacitybuilding,infrastructuralfacilitiesaswellasinstructional materials)toqualityofeducationintermsofEnglishLanguageinpublicsecondary schoolsinOyoState.Thetablerevealedrelativeinfluenceofeachofthefiveindices of institutional factorson the dependent variable (quality of education in termsof EnglishLanguage)expressed asbeta weights,viz: teachers' adequacy, (β=0.049, P < 0.05);remunerationofteachers,(β=0.137,P<0.05);teachers'capacitybuilding,(β =0.016,P>0.05)infrastructuralfacilities,(β=0.061,P<0.05),instructionalmaterials (β =0.035, P >0.05).

Resultsonthetableshowsthatwhileteacheradequacy,teacherremunerationsand infrastructuralfacilitieshavesignificantcontributiontoqualityofeducationinterms of English Language in public secondary schools,teacher capacity building and instructionalmaterialshavenosignificantcontributiontoqualityofeducationinterms ofEnglishLanguageinpublicsecondaryschoolsin Oyo State.

Thetablefurtherrevealedthatteacherremunerationhasthehighestcontributionto qualityofeducationintermsofEnglishLanguageinpublicsecondaryschoolsinOyo State(β=0.137),infrastructuralfacilities(β=0.061),teacheradequacy(β=0.049), then, instructional materials (β = 0.035). Teacher capacity building hasthe least contributiontoqualityofeducationintermsofEnglishLanguageinpublicsecondary schoolsin Oyo State(β=0.016).

H_{09a}: Institutionalfactors(teachers'adequacy,remunerationofteachers,teachers' capacitybuilding,infrastructuralfacilitiesandinstructionalmaterials)willnot significantly have relative contribution to academic achievement in Mathematicamongpublicsecondaryschool studentsin Oyo State

Table 4.24b:Regression Table Showing Relative Contribution of Teachers'Adequacy, Remuneration of Teachers, Teachers' CapacityBuilding, Infrastructural Facilities and Instructional Materials toAcademic Achievement in Mathematics among Public SecondarySchoolStudents in OyoState

Dependent Variable	IndependentVariable	Unstandardized Coefficient		Stand.Coefficient	t	Sig.
		B	Std. Error	BetaContribution		
	(Constant)	1.293	0.847		1.522	0.129
Academic	TeacherAdequacy	1.224	0.059	0.213	3.776	0.000
Achievement in	TeacherRemuneration	0.061	0.045	0.238	1.350	0.003
Mathematics	TeacherCapacityBuilding	0.508	0.060	0.102	8.506	0.000
	Infrastructural Facilities	0.432	0.072	0.137	6.015	0.000
	Instructional Materials	0.289	0.217	0.054	0.333	0.231

Table4.24bpresentstheresultofhypothesis9bwhichwasformulatedtofindoutthe relative contribution of institutional factors(teachers' adequacy, remuneration of teachers,teachers' capacity building, infrastructural facilitiesand instructional materials)toqualityofeducationintermsofMathematicsinpublicsecondaryschools in Oyo State. The table revealed relative influence of each of the five indicesof institutional factorson the dependent variable (quality of education in termsof Mathematics)expressedasbetaweights,viz:teachers'adequacy,(β=0.213,P<0.05); remunerationofteachers,(β=0.238,P<0.05);teachers'capacitybuilding,(β=0.102, P>0.05)infrastructuralfacilities,(β=0.137,P<0.05),instructionalmaterials(β= 0.054, P>0.05).

Resultson the table showed that while teacher adequacy, teacher remunerations, infrastructural facilitiesaswell asteacher capacity building have significant contribution to quality of education in termsof Mathematicsin public secondary schools,instructionalmaterialshasnosignificantcontributiontoqualityofeducation in termsofMathematicsin publicsecondaryschoolsin Oyo State.

Thetablefurtherrevealedthatteacherremunerationhasthehighestcontributionto qualityofeducationintermsofMathematicsinpublicsecondaryschoolsinOyoState (β=0.238),teacheradequacy(β=0.213),infrastructuralfacilities(β=0.137),and then, teacher capacity building. Instructional materials (β = 0.102) has the least contribution to quality of education in termsof Mathematicsin public secondary schoolsin Oyo State(β=0.054).

H_{010a}Parental factors(occupation of parentsand income of parents)will not significantlyhaverelativecontributiontoacademicachievementinEnglishLanguage amongpublicsecondaryschool studentsin Oyo State

Table 4.25a: Regression Table Showing Relative Contribution of Parental occupation and Parental Income on Academic Achievement in English Language among Public Secondary School Students in Oyo State

Dependent Variable	Independent Variable	Unstandardized Coefficient		Stand. Coefficient	t	Sig.
		B	Std. Error	Beta Contribution		
Academic Achievement in English Language	(Constant)	2.377	0.132		18.031	0.000
	Parental Occupation	0.127	0.049	0.065	2.573	0.010
	Parental Income	0.024	0.027	0.022	0.871	0.384

Analysisof hypothesis10a ispresented on table 4.25a, it revealed the relative contributionofparentalfactors(parentaloccupationandparentalincome)toqualityof educationintermsofEnglish LanguageinpublicsecondaryschoolsinOyoState.The relativecontributionofparentaloccupationandparentalincometoqualityofeducation intermsofEnglish LanguageinpublicsecondaryschoolsinOyoStateisexpressedas betaweights,viz:occupationofparents(β=0.065,P<0.05) and incomeofparents(β =0.022,P>0.05).Resultsonthetableshowsthatparentaloccupationhassignificant contributiontoqualityofeducationintermsofEnglishLanguageinpublicsecondary schoolswhileparentalincomehasnosignificantcontributiontoqualityofeducationin termsof English Language in public secondary schools,Oyo State. It wasfurther revealed that between the indicesof parental factors,parental occupation hasthe highest contribution to quality of education in termsof English Language public secondaryschools(β=0.065)whileparentalincomehastheleastcontributiontothe dependent variable (quality of education in termsof English Language) in public secondaryschools,OyoState.

H_{010b}Parental factors(occupation of parentsand income of parents)will not significantly have relative contribution to academic achievement in Mathematicsamongpublicsecondaryschool studentsin Oyo State

Table 4.25b: Regression Table Showing Relative Contribution of Parental occupation and Parental Income on Academic Achievement in Mathematics among Public Secondary School Students in Oyo State

Dependent Variable	Independent Variable	Unstandardized Coefficient		Stand. Coefficient	t	Sig.
		B	Std. Error	Beta Contribution		
Academic Achievement in Mathematics	(Constant)	2.209	0.214		21.121	0.000
	Parental Occupation	0.219	0.069	0.082	3.185	0.004
	Parental Income	0.039	0.082	0.041	0.642	0.412

Analysisof hypothesis10b ispresented on table 4.25b, it revealed the relative contributionofparentalfactors(parentaloccupationandparentalincome)toqualityof education in termsof Mathematicsin public secondary schoolsin Oyo State. The relativecontributionofparentaloccupationandparentalincometoqualityofeducation in termsofMathematicsin publicsecondaryschoolsin Oyo Stateisexpressed asbeta weights,viz:occupationofparents(β=0.082,P<0.05)andincomeofparents(β= 0.041,P>0.05).Resultsonthetableshowsthatparentaloccupationhassignificant contribution to quality of education in termsof Mathematicsin public secondary schoolswhileparentalincomehasnosignificantcontributiontoqualityofeducationin termsofMathematicsinpublicsecondaryschools,OyoState.Itwasfurtherrevealed that between the indicesof parental factors,parental occupation hasthe highest contribution to qualityofeducation in termsof Mathematicspublicsecondaryschools (β=0.082)whileparentalincomehastheleastcontributiontothedependentvariable (qualityofeducationintermsofMathematics)inpublicsecondaryschools,OyoState.

4.4 Discussionof the Findings

Levelof QualityofEducationinPublicSecondarySchoolsinOyoState

The findingsof thisresearch based on the achievement test conducted in English languageandMathematicswhicharecoresubjectsforassessmentatsecondaryschool levelrevealedthatthequalityofeducationinOyoStatewasverypoor.Theresultagrees withthepositionsofOgundele(2015),andMathew(2016)whosestudiessubmitted thatduetothedeteriorationinthequalityofeducationinsecondaryschools,students regularlyperform below expectationsin both internal and external examinations, a situation which hasbecome a source of concern to stakeholders. This hasfurther contributedtotheinabilityofsecondaryschoolgraduatestopossessrequiredskills expectedofthem,(OkekeandEmunemu,2016). Also,Babalola,Adedeji,Akpanand Ayeni(2007)establishedthattheinabilityofsecondaryschoolstudentstoreadand writeisanindicationofadeclineinthequalityofeducation.Also,thisdeclineisasa resultofthe inadequacyofqualifiedteachers,poorteachers' remuneration,lackof teachers' capacity development programmes,lack of infrastructural facilities, inadequate captivating instructional materialsaswell asother parental factorsas established in thisstudy.

Institutional Factors in Public Secondary Schools in Oyo StateTeacherAdequacy

Thestudyestablishedthatthereisadearthofqualifiedteachersinpublicsecondary schoolsinOyoState.ThestudyalignedwithAmasuomo(2017)whosestudyreported that there were shortage of qualified teachers in government owned secondary schools.Theshortagewasasaresultofthenon-recruitmentofteacherstoreplacethosethat haveretiredorlefttheteachingserviceasreportedfromthesurvey.Itwasevidentfrom thissurveythatinabidtobridgetheshortagegap,thegovernmentmakesrecourseto theNationalYouthServiceCorps(NYSC)whosemembersaredeployedonregular basiseither trained aseducationistsor not to teach in public secondary schools. However, the problem of shortage of qualified teachersin public schoolshas consistentlyled to a mismatch of thedisciplines thusaffectingthe qualitativedelivery ofknowledge. Thishasseriouseffectonthequalityofeducationasitresultstothe decline in the qualityof education at thislevel. This finding isin consonance with SubairandTalabi(2015), Nnamdi (2017),and Musyoka,Cheloti andMaithya(2018).

Theseresearchersestablishedthatteachersarethemaininputthatdeterminethequality of education at anylevel of education.

Akinsolu (2011), Adeyemi (2011), and Modi (2013) investigated factorsthat can determinequalityofeducationbothlocally andinternationally,itwasdiscoveredthat the shortage of teachersin secondary schoolslead to a decline in the quality of education. The inadequacy of teachersin schoolshasresulted to studentswoeful performanceinbothinternalandexternalexaminations.Studieshaveshownthatthe poor performance of studentswasasa resultof the inability of the fewavailable teacherstofinishthesubjectcontentsinthesyllabusbeforethestudentsembarkon writingtheirexaminations.Itwasthenconcludedthatthedeclineinqualityofeducation experiencedatsecondaryschoollevelswasduetotheshortageofqualifiedteachers (Akungu,2014;NwoguandEsobhawan,2014;Amasuomo,2017;Amaewhule,2019). This studythrough itsfindingsisin agreement with allthe previousstudies.

TeacherRemuneration

Teacherremunerationwasfoundtobefairinpublicsecondaryschoolsin OyoState. It wasfoundtobefairbecausesecondaryschool teachersinOyo Statearepaidtheir monthly salariesonaregularbasisbythestategovernmentasconfirmedinthestudy. However,basedontheresponsesoftherespondents,majorityoftheteachersarenot satisfiedwiththecurrentsalarystructure.Thepresentmicroandmacropriceindicators suggested that teachers' welfare has deteriorated, therefore, leading to poor output, andlow quality of education. Remuneration keep teachers goal-directed performance ontrack, therefore, to be able to achieve qualitative education, teacher remuneration mustbetakenintocognisance.ThisfindingisinlinewithMukomana,(2021),Igoche,Ogugua andTakor(2022),Ojeleye(2017),BawallaandNafiu(2018) postulationsthatteachers thatarenotsatisfiedwiththeirpayarenotmotivatedandthisaffectstheirlevelof commitment therebyleadingto poor qualityofeducation. Adelekan(2020) expatiated furtherthatremunerationisagreatdeterminantoftheretentionofqualifiedteachers intheeducationalsector.Thisshowsthattheshortageofteachersexperiencedatthe secondaryschoollevelinOyoStateisasaresultpoorteacherremunerationwhichhas led to declinein qualityof education amongotherfactors.

Teacher Capacity Building Programme in Public Secondary Schools in Oyo State. Thestudyshowedthatpublicsecondaryschoolteachersarenotregularlyexposedto teacher capacity building programmesand thishasa negative effect on the deteriorationofthequalityofeducationinthestateasestablishedinthisstudy.The resultisin line with established literature such asSsempala and Nauchuha (2022), Obiekwe(2021), Yangambi (2021), which asserted that lack of frequent in-service trainingsamongotherfactorsresulted into poor performanceof teachers.

Also,Uchendu (2015), and Hervie and Winful (2018) affirmed that the quality of educationdependsonup-to-dateteachingskills,methodology,andknowledgeacquired by teachersthrough continuousteacher development training programmes.The importance of these types of programmescannot be overemphasised as they helpteachersto keep abreastof current situationsin their fields.Studiesare conducted regularlybringingaboutnewideasandknowledgewhichmayrenderexistingknowledge obsolete or inadequate. Thus, workshops, seminars, and conferences providetheplatformsforthetraining,retraining,andupdatingteacherswithcurrent ideasand knowledge to suitthe dynamicsof the society, and enhance their job performance.Therefore,inaccessibilityoftheteacherstocontinuousdevelopmentand capacitytraininghindersqualitativeteachingandlearningprocesswhichisparamount to thequalityofeducation asestablished bythisstudy.

InfrastructuralFacilities

Theresultshowedthatfacilitiesareavailablebutnotingoodconditionsforusein publicsecondaryschoolsinOyoState.Generally,itcanbeinferredthatinfrastructural facilitiesareinadequateinpublicsecondaryschoolsinthestate,andthisisanother reasonforadeclineinthequalityofeducation.Thepositionofthisstudyisinlinewith thatof AdeyemiandOduwole(2022), AkponiandRaji(2022),Raji(2019), andMuhammad (2021) who submitted that for enhanced quality of education of significance to the society, adequate infrastructuresneed to be in place. Igbara and Okeke (2020), Sam-Kalagbor (2021), Onderi and Siocha (2017) asserted that infrastructuresplayedverysignificant roleinachievingqualityofeducation.Kalagbor (2016) established that with inadequate infrastructural facilitiesin school settings, quality of education cannot be achieved. This study aligned with the findingsof previousresearchersin asserting that the poor state of infrastructural facilitiesin

public secondary schoolsin Oyo State hindered the studentsfrom having an environment conduciveto learningwhich hasadverseeffect on their academicwork. Also,thestudyrevealedthatlibraryresourceswerenotavailableintheschools,thatis, therewasnofunctionallibrariesinmanyofthesesecondaryschools,thisisaserious issue.Itmeansthatboththeteachersandthestudentsarelimitedtothetextbooksor materialspossessed by individuals,sothere isno room for wider consultations. Definitely,teachingandlearningprocesseswouldsufferlimitations,hence,achieving qualityofeducationisfarfromreality.Thisstudyreportedthatsportfacilitieswerenot available in public secondary schoolsin the state. The implication of thisisthat education at secondary level deny studentsfrom being exposed to extra-curricular activitiesapartfromacademicwork.Studentsaredeprived of the opportunitytoshow caseanddeveloptheirtalentsinsportactivitiesatearlystagewhichifidentifiedcould beasourceoflivelihood.Thismakestheeducationreceivedatthislevelincomplete. Thus,unavailabilityofinfrastructuralfacilitiesaffectsdeliveryofqualityofeducation at secondary school level. Theseobservationsalign with the findingsof previous researchers such as Bathsheba, Damark, Wajim and Akwayamai (2020), Mgimba andMwila(2022), and Onuorah and Nwankwo (2022).

InstructionalMaterials

Instructionalmaterialswerefoundtobeavailableinpublicsecondaryschoolsin Oyo State.TheOyoStateGovernmentembarkedonthefreedistributionoftextbookstothe studentswhich contributedtomakethematerialsavailable. It isworthyofnotethatthe studyfoundinstructionalmaterialsavailablebutconsideringthestatisticalvalue,it showed that the availability did not determine itsadequacy and relevancy. It was observed during the conduct of the study that some studentsshared the text books providedbythegovernmentbecauseitwasnotenough,andeventheteachersdidnot have personal copiesof the text booksduring classroom activitiesthereby posing hindranceto the deliveryof teachingwhich isa keyto qualityofeducation.

Inordertoachievequalityofeducation,theinstructionalmaterialsneededshouldbe adequatelysuppliedfortheuseofboththeteachersandstudents,andtheyshouldbe wellexaminedforrelevanceinallclasses.Thestudyisinsupportofpreviousstudies byGomez,(2022),OrduandAmadi(2019),SuarezandCasinillo(2020)thatschools mustbewell-equippedwithrelevantandadequatetextbooksandotherteachingand learningresourcesinordertoachievequalityeducation.Itwasexplainedfurtherthat

schoolswithadequateandappropriateinstructionalmaterialsperformedbetterthan those lacking instructional materials,(Tety, 2016; Awolaju, 2016; Amao, 2017; Okhakhu, 2018). Therefore, the availabilityof instructional materialsisnot enough to achieve quality of education rather appropriatenesscoupled with availabilityisthe major determinant of the effectivenessof any instructional material in achieving qualityofeducation. Generally,thelevelofinstitutionalfactorsin OyoStatehasbeen found to be fair though not adequateforthe achievement of qualityof educationin the state.

Levelsof ParentalFactorsin PublicSecondarySchoolsinOyoState

From the statistical report, it hasbeen established that majorityof the studentsin publicsecondaryschoolsinOyoStatebelongtoparentswhoarelowincomeearners. Therefore,thelevelofparentalfactorsamongpublicsecondaryschoolstudentsinOyo Stateislow.Thiscouldbeasaresultofpoorsocioeconomicconditionofthenation, whichhasputmanyparentsintofinancialhardshipsuchaspoverty,unemployment,andlackof resourcestoprovideadequateeducationalmaterialsfortheirchildren. Hence, achievingquality ofeducationisnotaneasytask,becauseithasbeenaffirmedthatit isdifficultforstudentsfromlowsocioeconomicbackgroundtohaveaccesstogood quality of education (Onyeneka, 2021; Owuor, Simatwa, and Ndolo 2020; Stanley,EzenwaguandBenignus,2020;UfuomaandAromiwura2020;Atolagbe,Oparindea ndUmaru,2019).Thefactisthattheparentsinthiscategoryarelimitedin contributingtheirquotatothe governmenteffortstoachievequalityof education.This isbecausetheincomeattheirdisposalmightnotbesufficienttoacquirealleducational materialsfortheirchildren,both athomeand intheschool, inorderto achievequality ofeducation.Also,ahigherpercentageoftheparentswereself-employed,duetothe nature oftheirjobs,mostparenttendtospendmore hoursontheirjobinordertoearn moreforalivingattheexpenseofsupportingtheirwardsontheiracademicpursuit. This will hinderthe achievement of qualityeducation.

InstitutionalFactorsand QualityofEducation

The result of the study reported a significant relationship between institutional factorsandqualityofeducation.The studyalignedwiththeexistingliteratures(Asiyai,2012; Modi, 2013; Amao and Gbadamosi, 2015; Piya, 2015). Modi (2013) reported that institutional factorsplay significant role in achieving quality of education most especially by students' outcome or performances.Piya (2015) asserted that

institutional factorsare potent for qualitative education at secondary school level. Ugwulashi (2017) expatiated further that good educational inputssuch asteachers, infrastructuralfacilities,andeducationalmaterialswithinasafeschoolenvironment facilitate qualityteaching and learning, hence leading to achievement of qualityof education.Thisisbecauseinstitutionalfactorsplayacrucialroleinenhancinghigh levelofproductivityatsecondaryschools'levelbecausetheextenttowhichaschool attainsthestatedobjectivesisdirectlyproportionatetotheresourcesallocatedtothe school asestablished in theliterature.

ParentalFactorsandQualityofEducation

Thestudyfoundsignificantcontribution ofparental factorstoqualityofeducation.Thepositiveresultindicatedthat parental factorscontributed to theachievement ofquality ofeducation.Theresultisinlinewithpreviousstudies(Egunsola,2014;Adeniyi2015; Marbush,2016;Joseph,2016;Walter,2018;Gilman,2019;EzenwaguandBenignus, 2020).Thisisbecauseparentalfactorshavepowerfulinfluenceasaprimaryagentof socialisation and thisdeterminesthe qualityofeducationachild can beexposed to. Moreover,Joseph(2016)emphasisedthatparentaloccupation,educationallevel,and incomearethemajordeterminantsoftheir childrenacademicperformances.Thisisso becausethe occupation of theparent isdirectlyproportional to the incomelevel of the family,therefore,studentsfromaffluentfamilieshavetheopportunityofhavingall that isrequired to study at home and in school, while those from lowincome householdsneedtodedicatemorehourstomenialjobsinordertomeettheirneeds.To complement these findingsKorir, Misigo and Ngeno (2017) and Robgay (2015) affirmed that studentsfrom influential homeshaveaccessto qualititative education as wellasadequateeducationalmaterialswhichassistintheachievementofqualityof education. Therefore,thisstudyalignswiththepoolofexistingstudiesthatparental factorscontributegreatly toqualityofeducation,thus,parentalfactorscanpredictthe qualityofeducationat secondarylevel.

JointContributionofInstitutional,ParentalFactorsandQualityofEducation Theresult ofthestudyrevealedthatinstitutionalandparentalfactorscontributedsignificantlytoqualityo feducation.Thefindingsisinagreementwiththesubmissionsof Adesehmiwaand Aremu(2010),Celestin(2022),Obiekweand Obiekwe (2021),AkponiandRaji(2022),Asogwa,IsiwuandUgwoke(2021),andEgbo,AgboandEgb

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(2020) that adequate parenting, and excellent institution with quality support from thegovernment will enhance quality of education at post primary school level. Igbara andOkeke (2020), and Muhammad (2021) among other researchers affirmed that qualityschoolenvironmentandsupportfromhomewillbringaboutcombinedeffect ofqualityof education. It implies that if the students are adequately equipped from home withrelevant educational resources coupled with sufficient resources both human and non-human within the school setting, then the achievement of quality of education will notbeaproblem asestablished in this study.

Relative Contribution of Teacher Adequacy, Remuneration of Teacher, TeacherCapacityBuilding,InfrastructuralFacilities,andInstructionalMaterialstoQualityofEducationinPublicSecondary Schools in Oyo State.

The study stated that teacher adequacy, teacher remuneration, infrastructural facilitiescontributed positively to quality of education. The resultisin consonance with the existing literature by Sagaya (2016), Jimoh, Akinlosotu and Ojo-Maliki (2017), Ezeuduji,TengehandIwu(2018),Okhakhu(2018),Marinette(2018),andRaji(2019). Thesestudiesassertedthatteacheradequacy,teacherremuneration,andinfrastructural facilitiescan predict quality of education. However, teacher capacity building and instructionalfacilitieshavelittleornocontributiontoqualityofeducation.Thiscould be as a result of secondary school teachers non-exposure to regular in-service trainings,and workshops to up-date their knowledge and skills. More so, instructional materialsfoundinthecourseofthe studyshowedthatitisnotadequateforteachingandlearningprocess. This implied that adequacy of human and non-human resources is paramountto the achievement of quality education. Therefore, it should be noted by all stakeholdersintheeducationsectorthatallthesevariablesshouldbegivenspecial attention and be put in place in the right proportion in order to achieve quality educationinpublicsecondaryschoolsinOyoState.Whileteachercapacitybuilding and instructional facilitiesshould be improved upon to contribute significantly to qualityofeducation.

Prediction of Teacher Adequacy on Performance of Students in English language Adequacyofteacherasanindexofinstitutionalfactorcontributegreatlytoqualityof education asestablished in thisstudy. Amaewhule (2019), and Amasuomo (2017) asserted that teachersmakethe school important and functional through their effort to

improvethequalityrequired.Thefollowingstudiesalsocorroboratethefindingsofthis

studythatthereisapositiverelationshipbetweenteacher'sadequacyandqualityof educationachievedinaneducationalsector(OthooandOlel,2014;JonyoandJonyo, 2017;Musyokaet.al(2018).Thisimpliedthatteachersaremajorinputsthatcontrolandcoordi nateotherresourcesintheeducationsystemtoachievequalitative education.

PredictionofTeacherAdequacyonPerformanceofStudentsinMathematics

The result indicated that teacher adequacy contributed massively to the performance ofstudents which is a measure of quality of education. Teachers are the principal driversin teaching and learning process, several studiesemphasised that the shortage of qualified teachersalwaysresulted into poor academicperformanceofstudentsboth in internalandexternalexaminations,whichculminatedintopoorqualityofeducation (Adeyemi 2011; Nwogu and Esobhawan 2014; Subair and Talabi, 2015, and Amasuomo, 2017).

ContraryopinionwasraisedbyAgharuwheandUgborugbo(2009)thatteachers'effect and adequacy were not the only contributing factorsto students' success but that students'abilityandotherschoolenvironmentalfactorswereinclusive.However,it hasbeenestablishedinthisstudythatteacheradequacyhassignificantinfluenceon qualityofeducation.Thequalityandquantityofteachersinthesystemofeducation determinesthe qualityofeducation asstated in thisstudy.

PredictionofTeacherRemunerationonPerformanceofStudentsinEnglishLanguage

Remunerationisoneoftheindicesusedtomeasureinstitutionalfactorsandfoundto beofsignificancetoqualityofeducationinpublicsecondaryschoolsinOyoState. Satisfactorysalarystructurewhichprovidesanincreaseinsalaryincentivesavailable toteachersatdifferentpointsintheircareerwillhaveapositiveoutcome. Adequate salary structure would attract more qualified and competent teachersto teach in secondaryschools,thefavourableworkingconditionwouldincreasetheappealand desirabilityoftheteachingprofessionfornewentrantsandexistingstaff.Allthese observationsareinconsonancewithpreviousstudiessuchas(Celetin,2022;Mukomana,2021 ,Igoche,OguguaandTakor2022). Thus,teacherremuneration has the highestcontributingvaluein predictingthequalityofeducation.

Prediction of Teacher Remuneration on Performance of Students in Mathematics Teacher remuneration wasfound to have the highest contribution to the qualityof educationinthisstudy.Thesefindingsareinagreementwithpreviousstudiessuchas (Mukomana,2021;Adelekan,2020andMatumla2022).Teacherremunerationhas beenobservedtohaveagreatinfluenceonthecommitmentofteacherstowardwork which definitelydeterminestheir performance, and invariablyqualityof education. Theresultaffirmedthefindingsof Akande(2014)thatregularsalary,timelypromotion, andotherfringebenefits,increaseteachers'productivitywhichcanleadtoqualityof education. This alsowasthe position of Igbogi (2018) that good financial reimbursementsintermsofregularsalary,andincrementinsalarywhenduehavea positiveimpactonthequalityofeducationatthesecondaryschoollevel.Likewise, Subairand Talabi(2015),Marinette(2018), and Ezeuduji,Tengeh, and Iwu(2018) established that non-payment or irregularity in teacher salary aswell asother remunerationfactorsalwaysleadtotheshortageofteachersinschoolsanddampen teachers'activitieswhichdefinitelyaffectstheattainmentofgoodqualityofeducation. Onthecontrary, Eaton, Anderson, and Smith(1984)posited that asatisfiedworkerin termsofremunerationandotherfringebenefitsisnotahardworker.Aboveall,inline withtheexistingliterature,teacherremunerationhasapositiveimpactonthedelivery ofqualityofeducationanditwasthemostcontributoryfactortoqualityeducationas established in thisstudy.

Prediction of Teacher Capacity Building on Performance of Students in EnglishLanguage

Teachers' capacity building programmescould predict performance of studentsin publicsecondaryschoolsinOyoStateasobservedinthestudy.Theresultofthisstudy wasinconsonancewiththepreviousstudiessuchas(Ollor,2021;Yangambi,2021;andAnulik a, 2020). Exposing teachers to current in-service training, workshops, and otherdevelopmental training would enhance qualitative delivery. Also, the involvement ofteachers in professional development programmes increases the morale of teacherstherebybringingaboutself-esteemwhichwouldtranslateintoachievementofqualityofeducation

PredictionofTeacherCapacityBuildingonPerformanceofStudentsinMathematics

The findingsof thisstudy revealed that teacher capacity building hassignificant relationship with students' performance in Mathematics.There are several authors that established that capacity-building programmes predict the quality of education (Ayeni, 2020; Obiekwe and Obiekwe, 2021).The researchersexplained further that exposingteacherstoevolvingprogrammesdevelopsandreinforcesteacherskills,abilities,and processesinachievingqualityofeducation. However,acontraryposture istakenbyAsikhia(2010)whostudiedstudents'andteachers'discernmentofreasons forpooracademicperformanceinOgunStatesecondaryschools.Thescholarobserved that students' academic performance isnot totally determined by the training that teachershadacquiredthroughvariousdevelopmentprogrammesbutitissubjectto students'self-motivationalhabitssuchasself-efficacy,concentration,andacademic ability. Asregardsthisstudy,ithasbeenestablishedthatteachercapacitybuildingis significantlyrelated to thequalityof educationin Oyo State.

Prediction of Infrastructural Facilities on Performance of Students in EnglishLanguage

InfrastructuralfacilitiespredictachievementofstudentsinEnglishLanguageinpublic secondaryschoolsinOyoStateasfoundbythestudy.Thereisapositiverelationship between infrastructural facilitiesand quality of education in termsof students achievement in English language. This finding supportsthe viewof the following researchers,(OnuorahandNwanko,2022;AdeyemiandOduwole,2022;Onyebuenyi, Onovo and Ewe, 2022 and Muhammad, 2021). Theseschoolarsall affirmed that infrastructuralfacilitiesmustbeavailableandadequateintheschoolsettinginorder to achieve quality education. Maimba and Mwila (2022) studied infrastructural challengesinfluencing academic performance in rural public secondary schoolsin Tanzania, and the findingsemphasised the significance of physical facilities.The researcher observed that a lack of physical facilitieshad a negative effect on the achievement ofagood qualityofeducation in Oyo State.

PredictionofInfrastructuralFacilitiesonPerformanceofStudentsinMathematicsInfr astructuralfacilitiesisnexttoteacherremunerationwhichcontributedthehighest ininstitutionalfactorstothequalityofeducation.Thepositiverelationshipimpliesthat theavailabilityandadequacyofinfrastructuralfacilitiesinpublicsecondaryschools

inthestatewouldyieldpositivequalityofeducationinOyoState.Thisisbecausea conduciveenvironmentbringsaboutcomfortand increasesperformanceonthepartof theteachersandthe students.Thisfindingisinlinewith Raji (2019)positionthat infrastructuralfacilitiesisthemajorfactorthatpredictsthekindofqualityofeducation that studentscan beexposed to.

ThiswasalsothepositionofSam-Kalagbor(2021)whoestablishedthatduetopoor infrastructural facilities, secondaryschool studentshave been performingwoefully both in internal and external examinationsin RiversState, Nigeria. This meanswhere infrastructuralfacilitiesarepoor,studentswouldnotbeinterestedinstudying,thus, leading to inconvienient and ineffective teaching-learning. It impliesthat infrastructural facilitiesare germane to the quality of education, therefore, infrastructural facilitiesisa predictor of the quality of education in Oyo State as established in thisstudy.

However, Sampson (2011) had a contrary opinion that only determination from studentsirrespectiveoftheprovisionofadequateinfrastructuralfacilitiescanmake studentsaccomplishqualityof education. Onthe otherhand,itisnoteworthythatthere are several studies that established the predictive strength of infrastructural facilities onquality of education such as (Mgimba and Mwila, 2022; Raji, 2019; Sam-Kalagbor,2021; Akomolafe and Adesua, 2016). It was also established that students' exposure tosportingactivitiesprovidescompletesystemofeducationtothestudentswhichsummedupt o be qualityofeducation.

PredictionofInstructionalFacilitiesonPerformanceofStudentsinEnglishLanguage

Therewasnosignificantrelationshipbetweeninstructionalfacilitiesandthequalityof educationintheareaofstudy.Thiswasbecausetheteachingaidsavailablewerenot adequateandsufficientforusebothbytheteachersandthestudents.Therefore,the governmentandparentsneedtoriseuptotheirresponsibilityinordertoachievequalityofeduca tion in public secondaryschools in OyoState.

Prediction of Instructional Facilities on Performance of Students in Mathematics Instructionalfacilitieswerefoundnottobeofsignificancetoqualityofeducatio nbasedontheachievementofstudentsinMathematics.Thiswasbecausetheteachingaidsavai lablewereinsufficient and appropriateforusein theclassroom.

ThefindingofthisstudyisinlinewithYussufandAmali(2014)observations.The researchersstudiedteachers'pedagogicalskillsandtheuseofinstructionalresources asadeterminantofstudents'academicperformanceinSocialStudies.Itwasfound that teachers' pedagogical skillspositively correlated with students' performance while there wasno relationship between the use of instructional resourcesand students'performance.Contrarytothisfinding, (Gomez,2022;AbdulkadriandGafai, 2021;Asogwa,IsiwuandUgwoke,2021)affirmedthatinstructionalfacilitiesfacilitate the achievement of qualityof education.

PredictionofParentalOccupationonPerformanceofStudentsinEnglishLanguageinPublic Secondary Schoolsin OyoState

Itwasalsorevealedthatparentaloccupationcouldpredictsqualityofeducationthan parental income. This wasbecausethe parental occupation determinesthe socio economic class of the parents, which is a function of the level of parents' investment ineducation.Parentswhoaregainfullyemployedwillbeabletoprovideadequateeducationalresourcesfortheirchildrenorwards,atschoolandhomewhichwillleadtoachievementofqualityofeducation. Thefindingsareinlinewithexistingliterature, (Amadi,2020;UfuomaandAromiwuraandOwu,SimatwaandNdolo2022).Thiswas because parental occupation determines the socio economic class of the parents whichinfluences the level of support or investment of the parents in the child's education.Whereas,Ebong(2015)negatedthisfindingbasedonthestudywhichrevealedthat parental occupation did not haveeffect on qualityofeducation.

Prediction of Parental Income on Performance of Students in English LanguageandMathematicsinPublicSecondarySchoolsinOyo State

Parental income was found not to have contributed to the achievement of quality ofeducation in Oyo State. This could be as a result of free education put in place by thestate government, which has made the parents not to perform up to expectation inproviding adequatesupportfor qualityofeducation.The resultisinalignmentwiththe findingsofOgweno,Katchuri,andObadara(2014)whichestablishedthatthereisno nexusbetween family income and quality of education., However, Balachandran, Sohaib,Iman, Bemnet,andOnyeneke(2021);Ali,MusaandZakar(2021),Pant(2020) andGilman(2019)assertedthatparentalincomehasasignificantinfluenceonquality ofeducation.

Joint Contribution of Institutional Factors and Parental Factors on AcademicAchievement in English Language among Public Secondary School Students inOyoState, Nigeria

The result revealed that institutional and parental factors mutually have significantcontribution to achievement of quality of education. Therefore, the government and theparentsshouldriseuptotheirresponsibilitiesintheprovisionofadequateresourcesbothat home and in school so as to achieve quality of education at secondary school level inOyoState.

Joint Contribution of Institutional Factors and Parental Factors on AcademicAchievement in Mathematics among Public Secondary School Students in OyoState,Nigeria

The findingsof thisstudy showed that there wasa joint significant influence of institutional and parental factorson quality of education. This suggested that both institutional and parental factorspredict quality of education This implied that statistical resultfor prediction of the twoindependent variables,institutional, and parental factorsindicated that the twoindependent variablesare determinantsof qualityeducation.

Relative Contribution of Teachers Adequacy, Teachers Remuneration, TeachersCapacityBuilding,InfrastructuralFacilitiesandInstructionalMaterialstoAcademicAchievement inEnglishLanguage amongPublic Secondary SchoolStudentsin OyoState

It wasalsorevealed thatteacher remuneration had the highest significantcontribution toqualityofeducation.Thiscouldbebecauseremunerationhasvariouslevelssuchas annualbonus,short-longtermloan,incentives,andsalarywhichserveasmotivationforteachers. The finding of the study is in corroboration with (Olujuwon, Omiyale, PhilipandAkintan2021,Erturk,2022,GwaryandAdamu,2020).Thisservesasaneyeopenert o the stakeholders in the education sector that teacher remuneration is a predictor ofqualityofeducation.

Relative Contribution of Teachers Adequacy, Teachers Remuneration, TeachersCapacityBuilding,InfrastructuralFacilitiesandInstructionalMaterialstoAcademic Achievement in Mathematics among Public Secondary School Studentsin Oyo State

Amongtheinstitutionalfactors,instructionalmaterialswasfoundnottohavecontributed to the achievement of quality of education in the state. This might be as

aresultofinadequacyofteachingaidsasrevealedfromtheresponsesoftherespondents.

TheresultnegatestheexistingliteraturebyAyeni(2020),Adelekan(2020),Matumla (2022)AdeyemiandOduwole(2022),Onyebuenyi,OnovoandEwe(2022),andRaji (2019).Thesestudiesassertedthatteacherremuneration,infrastructuralfacilities,and teacher adequacy have relative significant contribution to quality of education. However, teacher capacity building programme had partial contribution while instructionalfacilitieshavenosignificantrelativecontributiontoqualityofeducation. Therefore,itshouldbenotedbyallstakeholdersinthesystem,thatallthesevariables shouldbegivenspecial attentionandbeputinplaceinthe rightproportioninorderto achieve quality education in public secondary schoolsin Oyo State. Also,teacher capacitybuildingprogrammesand instructional facilitiesshould be improved upon to contributesignificantlyto qualityofeducation.

Relative Contribution of Parental occupation and Parental Income on AcademicAchievement in English Language among Public Secondary School Students inOyoState

The result revealed that parental factors contributed to quality of education at publicsecondaryschoolsinthestate.Theimplicationoftheresultisthatthereisasignificant relative contribution of parental occupation to quality of education, while parental incomehadnosignificantcontributiontoqualityofeducation.Theresultisinlinewith previousstudies, (Amadi, 2020; Benignus, 2020 and Gilman, 2019; Ezenwagu). Parentalfactorshavepowerfulinfluenceasacrucialmeansofsocialisationandthis determinesthe qualityofeducation achild can beexposed to asaffirmed in literature. Moreover, Onyeneke (2023) emphasised that parental occupation, and level of educationarethemajordeteminantsof childrenacademicperformances.Thisisso becausetheoccupationoftheparentisdirectlyproportionaltothesocio-ecnomicclass ofthefamily,therefore,studentsfromaffluentfamilieshavetheopportunityofhaving allthatisrequiredtostudyathome,andinschool,whilethosefromloweconomic backgroundneedtodedicatemorehourstomenialjobsinordertomeettheirneeds. Tocomplementthesefindings,Korir,MisigoandNgeno(2017),andRobgay(2015) affirmed that studentsfrom influential homeshave accessto adequate educational materialswhichassistintheachievementofqualityofeducation. Therefore,thisstudy alignedwiththepoolofexistingstudiesthatparentalfactorshave significantinfluence onqualityofeducation,thus,parentalfactorscanpredictthequalityofeducationatthe secondarylevel.

CHAPTERFIVE

SUMMARY,CONCLUSIONANDRECOMMENDATIONS

Thischapterpresentssummaryofthefindings,conclusion,theimplicationofthestudy, recommendations,contributiontoknowledge,limitationsaswellassuggestionsfor furtherstudies.

5.1 Summary

Summarily,thefindingsofthestudyrevealedthatthelevelofqualityofeducationin publicsecondaryschoolsinOyoStateisverylowbasedontheaverageperformance ofstudentsinEnglishLanguageandMathematics.Thisimpliesthatthereisdeclinein qualityofeducationin publicsecondaryschoolsin Oyo State.

Findingsof the study alsoshown that teacherswere not adequate at post primary schoolsinOyoState.Thisimpliedthatshortageofteachersisa great challengeto education at secondary school level in the state and hasseriously affected the secondaryeducationsector,therebyleadingtodeclineinqualityofeducationatthis level. Whereasadequacy of teacher wasfound to have had positive significant influenceon qualityof education.

Fromthefindings,teacherremunerationwasfoundtobefair.Likewise,itwasfound tobesignificanttoqualityofeducationinthestate.Moreso,teacherremunerationhas thehighestcontributiontoqualityofeducationamongtheinstitutionalfactors.This impliesthat the better the teacher remuneration the better the state of quality of education.

Teacher capacitybuilding programme wasfound not to have contributed totallyto qualityofeducation.Thissuggeststhatteachercapacityprogramme inthestateisnot allthateffective.Therebyitwasfoundinthestudytohavehadpartialcontributionto qualityofeducationamongtheinstitutionalfactorsinpublicsecondaryschoolsinOyo State.

Findingsofthestudydiscoveredthatstructuralfacilitieswereavailablebutnotingood conditionforuse.Thisimpliesthattheeducationalenvironmentisnotconducivefor

learninginthestate.Whereas,structuralfacilitieswerefoundtohaveasignificant influenceon qualityof education.

Amongstthefindingsofthestudysanitaryfacilitywasfoundnottobeavailablein public secondary schoolsin the state, whereasthe study discovered a significant relationshipbetweensanitaryfacilityandqualityofeducation. Libraryresourceswere foundnottobeavailableinpublicsecondaryschoolsinthestateasreportedinthe study.Despitethefactthatlibrarywasfoundtobesignificanttoqualityofeducation .Thisimpliesthatthereisnoroomforfurtherconsultationforbothteachersandstudent apart from available booksat their disposal. The study alsorevealed that sporting facilitywasnotavailableinpublicsecondaryschoolsinOyoStateeventhoughthe sportingfacilitywasfoundtohavepositiveinfluenceoneducationalqualityinOyo State.

Instructionalmaterialswerefoundtobeavailable.Inspiteofitsavailability,itwas foundnottobesignificant.Theresultimpliedthattherewasnosignificantcontribution ofinstructionalfacilitiesonqualityofeducationinpublicsecondaryschoolsinOyo State, Nigeria.

Fromthefindings,parentaloccupationinpublicsecondaryschoolsinOyoStatewas foundtobeoflowsocio-economicclassinthesociety.Whereas,itwasdiscovered fromthestudythatparentaloccupationhadasignificantrelationshipwithqualityof education.Parentalincomewasalsofoundtobeverylow.Thoughparentalincomewas foundnottobesignificantlyrelatedtoqualityofeducationinpublicsecondaryschools in Oyo State.

The findingsaffirmed that institutional factorssignificantly influence quality of educationinpublicsecondaryschoolsinOyoState,likewiseparentalfactorwerealso found to besignificantlyrelated to qualityof education in Publicsecondaryschoolsin Oyo State independently. Finally, the twoindependent variables(institutional and parental factors)have joint significant influence on quality of education in public secondary schoolsin Oyo State. Therefore, it can be stated that institutional and parental factor canpredictqualityof education inpublicsecondaryschoolsinOyo State.

5.2 Conclusion

Findingsfromthestudyestablishedthatthequalityofeducationinpublicsecondary schoolsin Oyo State isfaced with problem of institutional factorssuch asteacher adequacy,teacherremuneration,teachercapacitybuildingprogramme,infrastructural facilitiesand instructional material. Similarly, parental factorssuch asparental occupationwereidentifiedasmajorproblemsmilitatingagainstqualityofeducation inpublicsecondaryschoolsinOyoState.Theseinadequaciescouldaccountforthe declineinqualityofeducationbeingexperiencedatsecondaryschoolslevelinOyo State. Teacher remuneration wasfound to have had the highest positive contribution to qualityofeducationatpostprimaryschoollevelinthestateamongtheinstitutional factors.Itcanbeconcludedthatifteachersareremuneratedproperlyitwillleadto achievement of quality of education at public secondaryschool level, which isthe desireofevery stakeholdersineducationsector.Instructionalmaterialswasfoundto havetheleastcontributionamongtheinstitutionalfactors.Parentaloccupationisalso a strong factor that contributed to the achievement of qualitative education at secondaryschoollevelinthestate,whileparentalincomewasconcludedtohavehad little orno contribution to qualityofeducationat secondarylevel.

5.3 Implicationof theStudy

This study discovered that there wasa decline in quality of education in public secondaryschoolsinOyoStatewhichwasasaresultofdeficiencyininstitutionaland parentalfactors.Thefindingsimpliedthatthereisagapbasedonthecombinationof thetwofactorswhichhadledtothepoorperformanceofthestudentsovertheyears. Statistically, significant correlation wasfound between institutional factorsand qualityofeducation.Thissuggeststhatifthegovernmentdidnotprovideadequate institutionalindicatorsforsecondaryeducation, itwouldaffectthe achievementof qualitativeeducationatsecondaryschool level of education.

A.notherimportant findingfrom thisstudywasthat at household level, parentsshould notleavetheresponsibilityoffinancingeducationoftheirchildrentothegovernment. It wasestablished that parentsshould provide a home environment conducive for learning and adequate educational resourcesboth at home and in school for their

children, in orderto achievequalityeducation atsecondaryschool level,otherwise,it will hinderthe achievement of qualitativeeducation.

5.4 Limitationsof theStudy

1. Covid19pandemicreallydisrupted timeframeofthestudy.
2. Itwasabitdifficulttopersuadesomeparticipantstogiveresponsestotheitemsintheque stionnaire.
3 Ministryofficials wereunwillingto provide data relatingto numberofstudents,teachers,and salaryscale

5.5 Recommendations

The findingsof the study established that institutional and parental factorshad significantinfluenceonqualityofeducationinpublicschoolsinOyoState,Nigeria.

Therefore, based on thesefindings,thefollowingrecommendationsweremade:

i) Governmentshouldrecruitqualifiedteachersonregularbasisinordertoavoid shortageofteachers,andevendistributionacrossthestate,therebymaintaining standard teacher-studentratio for qualitydeliveryof instruction.

ii) Also,teachingservicecommissionshouldreplaceteachersontimewhenbeing transferredinordertoaddresstheproblemofteachers'inadequacybasedonthe recommendation of therespondents.

iii) Teachers' package should be more attractive in order to attract and retain qualified teachersin thesystem.

iv) State ministry of education, teaching service commission, zonal and local inspectorsofeducationshouldonregularbasisorganiseseminars,workshops, in-service training, soasto keep teachersabreast of trendsin their area of specialisation for qualitative delivery in the classroom. This will lead to achievement of qualityof education.

v) The government and all educational stakeholdersshould join handsin providing an environment conducive for adequate teaching and learning processsoasto achievequalityofeducation.

vi) Adequateinfrastructuralfacilitiesshouldbeprovidedbythestategovernment andtheeducationalstakeholdersfor thestudentsinordertoachievequalityof education.

vii) Availabilityandusabilityofinstructionalmaterialsshouldbemandatoryin publicsecondaryschoolsin thestate, soasto achievequalityeducation.

viii) Governmentshould addresstheissueof povertytobridgethegapbetweenthe rich and the poor byprovidingqualityeducationto thecitizenry

ix) Government should also improve on the socio-economic welfare of her citizenry asthiswill go a long way in raising the standard of living of its populacewhichwilltoalargeextentinfluencetheincomelevelofparentswho will earn morein orderto support thewelfareof their children in schools.

x) At household level, parentsand guardiansshould provide environments conducivefor theirchildrenorwardsathomeaswellaseducationalmaterials foruse at school and home.

xi) Parentsorguardiansshouldsupportandbeinvolvedintheacademicpursuitof theirchildrensoastoserveasencouragementforthechildren/wardsinorder to achievequalityof education.

5.6 Contributionof theStudytoKnowledge

Thestudyhasbeenabletoprovideempiricalknowledgeonfunctional relationship betweeninstitutionalandparentalfactorsaspredictorsofqualityofeducationinpublic secondary schoolsin Oyo State Nigeria, which could serve asuseful guide in qualitativeeducationatsecondaryschool levels.

This study combined variousfactorsthat existing studieshad not established (compositestudy)inrealisationofqualityofeducationinpublicsecondaryschools.

Institutional factors(teachers'adequacy, teachers' remuneration, teachers' capacity building,infrastructuralfacilitiesaswellasinstructionalmaterials)parentalfactors (parentalincomeandparentaloccupation)wereidentifiedasveryessentialandshould notbeunderratedindeterminingqualityeducationinpublicsecondaryschoolsinOyo State, Nigeria.

The conceptual model designed for the study isan additional contribution of the researcher to the fieldsof knowledge such aseducational management, teacher education and instituteof education andguidanceand counselling.

Thefindingsequallyprovidedameetingpointwhichservesaschecksandbalancesfor educationalstakeholders,government,teachers,parents,studentsinthedirectionof attainment of qualityeducation.

5.7 SuggestionsforFurther Studies

Basedonthefindingsofthestudythefollowingsuggestionsweremadeforfurther studies.Thisstudydidnotlayclaimtohaveexhaustedallthefactorsassociatedwith institutional and parental factorsaspredictorsof quality of education in public secondaryschoolinOyoState,Nigeria.Therefore,theresultsofthisstudyisopenfor furtherstudiesin therelated areas.

i. Furtherstudiesonqualityofeducationcouldbecarriedouttoincludeother independentvariablesasideinstitutionalandparentalfactorsorincludeother elementsof institutional and parental factors.

ii. Thisstudycouldbereplicatedinotherlevelsofeducationorother Geo-political zonesin thecountry.

iii. Furtherresearchcouldfocusonprivatesecondaryschoolstudentssincethis present studyislimited to publicsecondaryschool studentsin Oyostate.

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APPENDIXUNIVER

SITY OF

IBADANFACULTYOFEDUC

ATION

DEPARTMENT OF EDUCATIONAL

MANAGEMENTTEACHERSPERCEPTIONONINSTITUTIONA

LFACTORSAS

PREDICTORS OF SECONDARY EDUCATION QUALITY IN

PUBLICSECONDARYSCHOOLS INOYOSTATESCALE (TPIQSS).

DearSir/Ma,

Thisstudywishestoinvestigateinstitutionalandhouseholdfactorsaspredictorsof qualityofeducationinpublicsecondaryschoolsinOyoState,Nigeria.Pleasehelpto completeeachitemonthisquestionnairebytickingtherelevantspacesthatcorrespond toyourresponseastheyexistinyourschoolinthelasttwosessions.Notethatthe informationyouprovideisforresearchpurpose(s)onlyandwillbetreatedwithutmost confidentiality. Therefore, pleasebeastruthfulaspossible.

Thankyou.

AdedoyinA.Bolanle.

SECTION

ARESPONDENT'SBIO-

DATA

(1) NameofSchool……..

(2) Gender: Male( )Female( )

(3) HighestQualification:NCE( );B.Ed( );B.A( );B.A{Ed}( );HND( );B.Sc();B.Sc{Ed} ();M.Sc(); M. Ed (); PGDE(); Ph.D ().

(4) TeachingExperience: 01-05 ( ); 06-10yrs( ); 11-15yrs( )16 -20yrs( );21-25yrs ( );26-30yrs ( );31-35yrs ()

(5) Arm(s)of School taught:SS1 ( ); SS2 ( ); SS3( )

SECTIONB

INSTITUTIONALFACTORS

TeachersAdequacy

Instruction: Kindlystatethe extent to whichyouagreewith thefollowingstatements**.**

S/N	Item	Verylarge Extent	Large Extent	Low Extent	Verylow Extent
1	Government gives priority to qualified teachers duringrecruitment process				
2	My school issufficiently supplied with qualified teachers				
3	The state government often post national youth service corps memberseither trained as educationist or not to teach in my school				
4	Manyof the teachersin the school havemismatchofdisciplinewiththe subject theyteach				
5	Thereisshortageofteachersinmy schoolbecausethestategovernment hasnot recruited foralongtime				
6	Student-teacherratioisnormal(35-40)				
7	Student-teacher ratio isabnormal (45-60)				
8	Oneof the reasonswhy quality of education islowisbecause theworkload taught by teachersistoo much				

9	Whenteachersare beingtransferred from myschool, wedonot oftenget immediatereplacement				
10	Lowquality of education at secondarylevelisduetorecruitment of teachersthat have no teaching background(unprofessional)				

TeacherRemuneration

Instruction:Kindlystatetheextenttowhichyouagreewiththefollowingstatements asSA=StronglyAgree;A=Agree; D=Disagree;SD=StronglyDisagree

S/N	Item	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Thesalarypaid to teachersiscommensurate with their work load (s)				
2	The government usesfair method and proceduresforteacherspromotion				
3	Myannual salaryissustainable				
4	Promotion isnot delayed in thestate				
5	Theteachercurrentpensionschemeinplace for teachersoffersgood expectation upon retirement				
6	Paymentofallowancestoteachersinfluence their commitment to work				
7	Adequate salary structure attract more qualified and competentteachersto teach in secondaryschools				
8	Salary structure that provides increase in salary incentivesavailable to teachersat different point in their career will have positiveoutcome				
10	Favourableworkingconditionwillincrease the appeal and attraction of teaching profession for newentrantsand existing staff				

TeacherCapacityBuildingProgramme

Instruction:Kindlystatetheextenttowhich youagreewiththefollowingstatements. Showyour level ofagreement bytickingtheappropriatebox.

S/N	Item	Very Large Extent	Large Extent	LowExtent	Very lowExtent
1.	My school administrator(s) organises seminars to help improve teachers'development				
2.	My school administrator(s) organises capacity workshop for teachers'development				
3.	My school administrator(s)organisesin-servicetrainingforteachers'development				
4.	Thecapacityworkshoptrainingorganised bymyschooladministrator(s)isawasteof time on thepart ofteachers				
5.	The seminars organised to improveteachersdevelopmentisnotn ecessaryand compulsoryforthe profession				
6.	The in-service training organised by my school administrator hasno effect on teacherson -the-job development				
7.	Teacherswho are employed are properly oriented to ensure their better performance				
8	Refreshercoursesareregularlyorganised forteachersdevelopment				
9	Training development programmesare designed fornewlyemployed teachers				
10	Teachersareexposedtothethreedomains to ensurestandard				

InfrastructuralFacilities

(i) FacilitiesinSchool

Instruction:Kindlystatetheextenttowhichthefollowingfacilitiesareavailablein your school

S/N	Item	Available and in use	Available notingoodcondition foruse	Available Not inuse	Not Available
1	Space				
2	School buildings				
3	Classrooms				

4	Desksforstudentsuse				
5	Chairsforstudentsuse				
6	Staff Roomsfor teachers use				
7	Laboratory (i) Chemistry				
	(ii)Physics				
	(iii)Biology				
8	Electricity				
9	ICTfacilities				
10	School hall				

(ii) SanitaryFacilities

Instruction:Kindlystatetheextenttowhichthefollowingfacilitiesareavailablein your school

S/N	Item	Highly Available	Moderately Available	Available	Not Available
1	Pupilstoilet (male &female)				
2	Stafftoilet (male&female)				
3	Availabilityof portablewater				
4	Washinghand basin				
5	Soap forcleaning				
6	Cutlasses and hoes for clearingof theenvironment				
7	Vacuum cleaner				
8	Wastedisposal				
9	First Aid Box				
10	Health personnel				

(iii) LibraryResources

Instruction:Kindlystatetheextenttowhichthefollowingfacilitiesareavailablein your school

S/N	Item	Highly Available	Moderately Available	Available	Not Available
1	Space				
2	School library				
3	Current text books				
4	Librarydesks				
5	Librarychairs				

6	Professional librarian				
7	Atlasand maps				
8	Charts,Albumsand films				
9	Borrowingservice				
10	E-library				

(iv) SportFacilities

Instruction:Kindlystatetheextenttowhichthefollowingfacilitiesareavailablein your school

S/N	Item	Highly Available	Moderately Available	Available	Not Available
1	StandardFootballfieldisavailablein myschool				
2	StandardBasketball pitchisavailable in myschool				
3	StandardVolleyball pitchisavailable in myschool				
4	StandardHockeypitchisavailablein myschool				
5	StandardBadmintonfieldisavailable in myschool				
6	Availabilityofstandardrunningtrack				
7	Standard Tabletenniscourt				
8	Javelin, Shot-put equipment are availablein myschool				
9	Myschoolhasaqualifiedphysicaland health education teacher				
10	Sport activitiesare included in my school timetable				

InstructionalMaterials

Instruction: Kindlyindicatethe availabilityand adequacyof thefollowing items

S/N	Item	Available And Adequate	Available Not Adequate	Available And Utilized	Available Not Utilized	Not Available
1	Charts, pictures, models					
2	Current textbooks					
3	E-learning classrooms					
4	Four figuretables					
5	Internet accessand connectivity					
6	Mathematical sets					
7	Multimediadevices (whiteboard,smartboard)					
8	Seriesof pastquestions and answersindifferent subjects.					
9	Work books					
10	Video and storage device					

UNIVERSITY OF IBADANFACULTYOFEDUCATION

DEPARTMENTOFEDUCATIONALMANAGEMENTSTUDENTSPERCEPTIONONPARENTALFACTORSASPREDICTORSOFSECONDARYEDUCATIONQUALITYINPUBLICSECONDARYSCHOOLSINOYO STATE SCALE (SPHQSS)

DearStudent,

This study investigatesinstitutional and household factorsaspredictorsof qualityofeducationinpublicsecondaryschoolsinOyoState,Nigeria.Pleasehelpto completeeachitemonthisquestionnairebytickingtherelevantspacesthatcorrespond toyourresponseastheyexistinyourschoolinthelasttwosessions.Notethatthe informationyouprovideisforresearchpurposeonlyandwillbetreatedwithutmost confidentiality. Thereforepleasebeastruthfulaspossible.

Thankyou.

AdedoyinA.Bolanle

SECTION ARESPONDENT'SBIO-DATA

Name ofSchool

Gender: Male( )Female( )

Class: SS2 ()

SECTION BPARENTALFACTORS

ParentalIncome

1. Canyourateyourfather's monthly income?{A}Verylowincomelessthan #10,000( ){B}Lowincomebetween#11,000-#50,000( ){C}Highincome between #51,000-#10000 ( ) {D}VeryHigh incomeabove#101,000 ( )
2. Canyourateyourmother's monthlyincome? {A}Verylowincomelessthan

#10,000( ){B}Lowincomebetween#11,000-#50,000( ){C}Highincomebetween #51,000-#10000 ( ) {D}VeryHigh incomeabove#101,000 ( ).

3Kindlytickthe appropriateprofessionwhichyourparentsengageinamongthefollowing:

A	B	C
Government work	Self employment	Professional work

4. Mother's Occupation; insert (X) inappropriatebox:

A	**B**	**C**
Government work	Self employment	Professional work

UNIVERSITY OF

IBADANFACULTYOFEDU

CATION

DEPARTMENTOFEDUCATIONALMANAGEMENT

StudentAchievementTest(SeniorSecondarySchoolIIStudents)

DearStudent,

Thisstudyinvestigatesinstitutionalandhouseholdfactorsaspredictorsofqualityof educationinpublicsecondaryschoolsinOyoState,Nigeria.Pleasehelpinsolvingthe MathematicsandEnglishLanguagequestionsbelowbytickingtherelevantspaces thatcorrespondtoyouranswer.Notethattheinformationyouprovideisforresearch purposeonlyand will betreatedwith utmost confidentiality.

Thankyou

AdedoyinA.Bolanle

SECTION
ARESPONDENT'SBIO-
DATA

Gender: Male( )Female ( )

Age: 12-13yrs( ) 14-18yrs( )19yrsand Above( )

SECTIONB

MATHEMATICS

Instruction: Answerthequestionsbelowto thebest ofyour ability.

1. Aregularpolygon has9sides.What isthesizeof oneof itsexteriorangles?

1. 20^0 ☐ B.40^0 ☐ C.140^0 ☐ D 30^0 ☐ E.45^0 ☐

2. Which ofthe followingisequal to $^{72}/_{125}$?

1.$\frac{2^3X3^2}{5^3}$ ☐ B. $\frac{2^4X}{3_{5^3}}$ ☐ C.$\frac{2^3X3^2}{5^5}$ ☐ D. $\frac{2^4X}{4_{5^5}}$ ☐ E.$\frac{2^4X\ 3^2}{5^5}$ ☐

3. Express302.10495, correct to fivesignificant figures

   A.302.10 ☐ B. 302.11 ☐

   C. 302.105 ☐ D.302.1049 ☐ E. 302.12 ☐

4.S implify: $16^{5/4}$ X2 $^{-3}$X3 ^{0}

A.0 ☐ B.2 ☐ C. 4 ☐ D. 10 ☐ E. 20 ☐

5. What isthenumberwhoselogarithm to basetwois3.4771?

   A.3.0 ☐ B. 0.3 ☐ C. 0.03 ☐ D. 0.003 ☐ E. 0.0003 ☐

6. The sum of the interior angles of a regular polygon is 1800^0.How many sides has thepolygon A.16 ☐ B.12 ☐ C. 10 ☐ D.8 ☐ E. 14 ☐

7. The angle subtended at the centre by a chord of a circle radius 6cm is 120^0. Find thelength of thechord. A.3cm ☐ B. 6cm ☐ C. 42cm ☐ D.33cm ☐

   E.63cm ☐

8. Acuboidofbase12.5cmby20cmholdsexactly1litreofwater.Whatistheheightof the cuboid?(1 litre=$1000cm^3$).

   A.2cm ☐ B. 4cm ☐ C. 5cm ☐ D.8cm ☐ E.10cm ☐

9. Calculateandapproximateto2significantfigures,thelengthofthearcofacircleof radius3.5cm whichsubtendsan angleof750 atthecentreofthe circle.(Taken$\pi=^{22}/_7$).

   A2.3cm ☐ B. 4.6cm C.16cm ☐ D. 110cm ☐ E. 2.7cm

10 Express0.035 in Standard form.

   A. 3.5 $x10^{-3}$ ☐ B.3.5X10^{-2} ☐ C.3.5 X 10^1 ☐ D. 3.5 X10^2 ☐

   E.3.5 X10^3 ☐

11. Expresscorrect to **three**significant figures0.003597 (a) 0.359 ☐

    (b)0.004 ☐ (c)0.00360 ☐ (d)0.00359 ☐

12. Evaluate:$(0.064)^{-\frac{1}{3}}$ (a) $\frac{5}{2}$ ☐ (b) $\frac{2}{5}$ ☐ (c) $-\frac{2}{5}$ ☐ (d) $-\frac{5}{2}$ ☐

13. Solve: $\frac{y+1}{2} - \frac{2y+1}{3} = 4$ (a)y=19 ☐ (b)y=-19 ☐ (c)y=-29 ☐ (d)y =29 ☐

14. Simplify,correcttothree significantfigures$(27.63)^2 - (12.37)^2$(a)614612 ☐ (b) ☐ (c)611 ☐ (d)610 ☐

15. If7 +y=4(mod 8), findthe**least**valueofy, 10≤y≤30. (a) 11 (c)19 ☐ (b)13 ☐ ☐ (d)21

16. Evaluate: $\frac{\log 39 - \log 28}{\log_3 9}$ (a) $-\frac{1}{3}$ ☐ (b) $\frac{1}{2}$ ☐ (c) $\frac{1}{3}$ ☐ (d) $-\frac{1}{2}$ ☐

17. If$23y = 1111_{two}$find thevalueofy(a) 47 ☐ (b) 5 ☐ (c) 6 (d)☐

18. -If6,Pand14areconsecutivetermsinanArithmeticProgression(A.P.),find the valueof P.(a) 9 ☐ (b)10 ☐ (c) 6 ☐ (d)8 ☐

19. Evaluate: $2\sqrt{28} - 3\sqrt{50} + \sqrt{72}$ (a) $4\sqrt{7} - 21\sqrt{2}$ ☐ (b)$4\sqrt{7} - 11\sqrt{2}$ ☐ (c)$4\sqrt{7} - 9\sqrt{2}$ ☐ (d)$4\sqrt{7} + \sqrt{2}$ ☐

20. Ifm:n=2:1,evaluate$\frac{3m^2 - 2n^2}{m^2 + mn}$ (a) $\frac{4}{3}$ ☐ (b) $\frac{5}{3}$ ☐ (c) $\frac{3}{4}$ (d)☐ $\frac{3}{5}$ ☐

21. Hvariesdirectlyaspand inverselyasthe squareofy.IfH=1, p=8andy=2, fin d Hin termsof pandy(a) H=$\frac{p}{4y^2}$ ☐ (b) H=$\frac{2p}{y^2}$ ☐ (c) H=$\frac{p}{2y^2}$ (d) H= $\frac{p}{y^2}$ ☐

22. Solve$4x^2 - 16x + 15 = 0$(a) x=1½orx= - 2½ ☐ (b)x=1½orx=2 ☐ (c)x=-1½ orx=-1½ ☐ (d) x=-1 ½orx=-2 ½ ☐

23. Evaluate$\frac{0.42 \div 2.5}{0.5 \times 2.05}$,leavingtheanswerinstandardform(a)1.639×10^2 ☐ (b) 1.639×10^1 ☐ (c)1.639×10^{-1} ☐ (d)1.639×10^{-2} ☐

24. Simplify: $\log_{10}6 - 3\log_{10}3 + \frac{2}{3}\log_{10}27$ (a) $3\log_{10}2$ ☐ (b)$\log_{10}2$ ☐ (c) $\log_{10}3$ ☐ (d)$2\log_{10}3$ ☐

25. Bala sold an article for N6,900.00 and made a profit of 15%. Calculate his percentageprofit it hehad sold it forN6,600.00 (a) 5% ☐ (b)10% ☐ (c)12% ☐ (d)13% ☐

26. If3p=4q7 ☐ 9p =8q –12, find the valueof pq.(a) 12 ☐ (b) 7 ☐ (c) - ☐ (d)– 12

27. If$(0.25)^{y}$=32, find the valueofy(a)y=$-\frac{5}{2}$ ☐ (b) y=-$\frac{3}{2}$ ☐ (c) y=$\frac{3}{2}$ ☐ (d)y= $\frac{5}{2}$ ☐

28. Thereare8boysand4girlsinalift.Whatistheprobabilitythatthefirstperson who stepsoutoftheliftwillbea boy?(a)$\frac{3}{4}$ ☐ (b) $\frac{1}{3}$ ☐ (c) $\frac{2}{3}$ ☐ (d) $\frac{1}{4}$ ☐

29. Whichofthesevalueswouldyoumake$\frac{3p-1}{p^2-p}$ undefined?(a)1 ☐ (b) $\frac{1}{3}$ ☐ (c) -$\frac{1}{3}$ ☐ (d) –1 ☐

30. Thetotalsurface areaof asolidcylinderis165cm^2.If thebase diameteris7cm, calculateitsheight. [Takeπ= $\frac{22}{7}$](a)7.5cm ☐ (b) 4.5cm ☐ (c) 4.0cm ☐ (d)2.0cm ☐

ENGLISHLANGUAGE

Fromthewordsorgroupofwordsletter edAtoD,choosethewordorgroupofwords that ***bestcompletes****each of thefollowingsentences*

1. Sheatethefood_____(a)greed ☐ (b) greedily ☐ (c) more greedily ☐ (d) most greedier ☐
2. Thecaris____ ☐ (b) dirtiest ☐ (c) _____ ☐ thanthetruck(a)dirtydirtier (d)most dirty
3. Underlinethe noun phrasein thefollowingsentence“Thecouragetofailis veryeasy” (a) to fail ☐ (b)isveryeasy ☐ (c) the courage ☐ (d) the courageto fail ☐
4. Underlinetheadverbialclause“Isawhimwhenhewascoming”(a)Isaw (b) sawhim ☐ (c) he wascoming ☐ (d)when hewascoming ☐
5. Asan idiom, “unchartedwaters”means(a) newwaterways ☐ (b) abadsituation ☐ (c)anewly discoveredriver ☐ (d)asituationyou haveneverexperiencedbefore ☐
6. “To taketherap”means(a) to accept therap ☐ (b) to collect the rap ☐ (c) to accept the blame ☐ (d)Not to accept the blame ☐
7. Whichofthefollowingisthecorrectorderofadjectives(a)awoodenSpanish bowl lovelylargeantique ☐ (b) a antique round black lovelywooden bowl ☐ (c)alovelylargeantiqueroundblack ☐ (d)alovelyantiquelargeblack wooden bowl
8. Whichofthefollowingiscorrect?(a)mysisteradoptedabulldogbeautiful white ☐ (b)mysisteradopted adogbull white beautiful ☐ (c) mysisteradoptedabull white beautiful dog ☐ (d) my sister adopted abeautiful whitebull dog ☐
9. Her beauty enslaved many YOUNGmen (a) did hisbeauty enslave many youngmen? ☐ (b)did heruglinessenslavemanyyoungmen? ☐ (c) did herbeautyenslavefewyoungmen ☐ (d) did her beauty enslave manyold men? ☐
10. Choosethe correct spelling: (a) expatiate ☐ (b)expantiate ☐ ☐ (c)espantiate ☐ (d)expansiate

11. Investigationsrevealedthattheseniorstudents_thejuniorstothrow stonesatthePrincipal'scar(a)infuriated ☐ (b)integrated ☐ (c)instigated ☐ (d) instituted ☐

12. The Supreme Court _____the ruling of the lower court (a) null ☐ (b)abused ☐ (c)proclaim ☐ (d)cancelled ☐

13. Theboard has_____thefilmbecauseit containssomenudescenes.(a) edited ☐ (b) censored ☐ (c) examined ☐ (d) isolated ☐

14. Manyyounggraduateshave _____to the West in search of greener pastures(a)hurried ☐ (b)emigrated ☐ (c) absconded ☐ (d)flown ☐

15. Thecommitteelethergobecausetheyconsideredherexplanation _____.(a)permissible ☐ (b)clear ☐ (c) plausible ☐ (d)necessary

16. Thecompanyhaspaid dividendsto its_____. (a) buyers ☐ (b)wholesalers ☐ (c)shareholders ☐ (d)consumers

17. Withinoneyear,thatcountryhas_____itscurrencyfivetimes.(a)reduced ☐ (b) devalued ☐ evamped ☐ defaced ☐

18. Themanwasarrestedbecausehe___intherepaymentoftheloan. (a)paused ☐ (b)delayed ☐ (c) deferred ☐ (d)defaulted ☐

19. Manymembersofpoliticalparties_____toopposingpartiesjustbefore elections(a) depart ☐ (b)change ☐ (c) deflect ☐ (d) go ☐

20. The boy must have _____the disease from the school (a) received ☐ (b) taken ☐ (c) contacted ☐ (d)carried ☐

21. You havenoexcuse_____late. (a) in being ☐ (b)to being ☐ (c) been ☐ (d)forbeing ☐

22. Myphoneissuperior _____yours.(a) to ☐ (b)than ☐ (c) from ☐ (d) over ☐

23. Youwillsurely helpmewithmywork,_____?(a)canyou ☐ (b) won'tyou ☐ (c) wouldyou ☐ (d) you won't ☐

24. Thetradertried tocash in _____the customer's ignorance. (a) by ☐ (b) at ☐ (c)on ☐ (d)of ☐

25. Shehates_____waiting. (a) to havebeen kept ☐ (b) having beenkept ☐ (c)beingkept ☐ (d)to be keeping ☐

26. Hetook hisshare andgavethem _____. (a)their ☐ (b)there's ☐

(c) there ☐ (d)theirs ☐

27. Itisadvisabletomindyourownbusinessandnot (a)somebody'selse ☐ (b)somebodyelse's ☐ (c) somebody'selse's ☐ (d) somebodyelse ☐

28. Mike wasvery glad _____that he had won the lottery (a) to hear ☐ (b)forhearing ☐ (c)at hearing ☐ (d)on hearing ☐

29. MrKwesi bought _____. (a) a cupboardattractivenew ☐ (b)attractiveanewcupboard ☐ (c) anewattractivecupboard (d)anattractivenewcupboard ☐

30. Don't let Jack bully you:stand up _____him (a)for ☐ (b)against ☐ (c)above ☐ (d)to ☐

UNIVERSITY OF IBADAN

FACULTY OF EDUCATION

DEPARTMENT OF EDUCATIONAL MANAGEMENT

STUDENTS PERCEPTION ON HOUSEHOLD FACTORS AS PREDICTORS OF SECONDARY EDUCATION QUALITY IN PUBLIC SECONDARY SCHOOLS IN OYO STATE SCALE (SPHQSS)

Dear Student,

This study investigates institutional and household factors as predictors of quality of education in public secondary schools in Oyo State, Nigeria. Please help to complete each item on this questionnaire by ticking the relevant spaces that correspond to your response as they exist in your school in the last two sessions. Note that the information you provide is for research purpose only and will be treated with utmost confidentiality. Therefore please be as truthful as possible.

Thank you.

Adedoyin A. Bolanle

SECTION A
RESPONDENT'S BIO-DATA

Name of School
Gender: Male ( ) Female ( )
Class: SS2 ( )

SECTION B
HOUSEHOLD FACTORS

Parental Income

1. Can you give a rough estimate of your father's income range per month? {A} Less than ₦10, 000.00 ( ) {B} Between ₦11,000.00 and ₦50,000.00 ( ) {C} Between ₦51.000.00 and ₦100,000.00( ) {D} above ₦101,000.00 ( )
2. Can you give a rough estimate of your mother's income range per month? {A} Less than ₦10,000.00 ( ) {B} Between ₦11,000.00 and ₦50,000.00 ( ) {C} Between N51,000.00 and ₦100,000.00 ( ) {D} Above ₦101,000.00 ( )
3. Father's Occupation: insert (X) in appropriate box:

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TEACHERS PERCEPTION ON INSTITUTIONAL FACTORS AS PREDICTORS OF SECONDARY EDUCATION QUALITY IN PUBLIC SECONDARY SCHOOLS IN OYO STATE SCALE (TPIQSS).

Dear Sir/Ma,

This study wishes to investigate institutional and household factors as predictors of quality of education in public secondary schools in Oyo State, Nigeria. Please help to complete each item on this questionnaire by ticking the relevant spaces that correspond to your response as they exist in your school in the last two sessions. Note that the information you provide is for research purpose(s) only and will be treated with utmost confidentiality. Therefore, please be as truthful as possible.

Thank you.

AdedoyinA. Bolanle.

SECTION A

RESPONDENT'S BIO-DATA

(1) Name of School.....

(2) Gender: Male ( ) Female ( )

(3) Highest Qualification: NCE ( ); B.Ed ( ); B.A ( ); B.A{Ed} ( ); HND ( ); B.Sc ( ); B.Sc{Ed} ( );M.Sc ( ); M. Ed ( ); PGDE ( ); Ph.D ( ).

(4) Teaching Experience: 01-05 ( ); 06-10yrs ( ); 11-15yrs ( ) 16 - 20yrs ( ); 21-25yrs ( ); 26-30yrs ( ); 31-35yrs ( )

(5) Arm(s) of School taught: SS1 ( ); SS2 ( ); SS3 ( )

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Student Achievement Test (Senior Secondary School II Students)

Dear Student,

This study investigates institutional and household factors as predictors of quality of education in public secondary schools in Oyo State, Nigeria. Please help in solving the Mathematics and English Language questions below by ticking the relevant spaces that correspond to your answer. Note that the information you provide is for research purpose only and will be treated with utmost confidentiality.

Thank you

Adedoyin A. Bolanle

SECTION A

RESPONDENT'S BIO-DATA

Gender: Male ( ) Female ( )

Age: 12-13yrs ( ) 14-18yrs ( ) 19yrs and Above ( )

11/10/22