

TEACHERS' VARIABLES AS PREDICTORS OF JUNIOR SECONDARY SCHOOL STUDENTS' ACADEMIC PERFORMANCE IN OSUN WEST, NIGERIA

Jamiu Abdur-Rafiu^{1*}, Yunus Aliyu²,
Wahab Ishola Yusuf³

^{1,2}Department of Arts Education, Faculty of Education,
University of Ilorin, Ilorin, Nigeria

³Young Tajudeen School, Ilawo, Osun State, Nigeria

*Corresponding Author Email: abdurrafiu.j@unilorin.edu.ng

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Abstrak

Penelitian ini meneliti variabel guru sebagai prediktor prestasi akademik siswa sekolah menengah pertama di Distrik Osun Barat, Nigeria. Populasi sasaran terdiri dari guru dan siswa Studi Islam di sekolah menengah pertama di sepuluh (10) wilayah pemerintah daerah di Distrik Senator Osun Barat. Purposive sampling diadopsi dalam memilih 125 guru Studi Islam di semua 132 SMP negeri di kabupaten tersebut, dan teknik pengambilan sampel acak sederhana diadopsi dalam memilih 20 siswa Studi Islam dari masing-masing dari 10 Wilayah Pemerintah Daerah, dengan total 325 responden terlibat dalam penelitian ini. Kuesioner digunakan untuk mengumpulkan informasi yang relevan dari responden. Data dianalisis menggunakan analisis Persentase, Mean Range, Standar Deviasi, dan Regresi. Studi ini menemukan bahwa faktor-faktor seperti kepercayaan diri guru, minat pada mata pelajaran, kualifikasi, dan pengalaman semuanya secara signifikan memprediksi kinerja siswa. Disimpulkan dari temuan penelitian bahwa variabel guru secara positif meningkatkan pemahaman siswa tentang Studi Islam dan memprediksi kinerja mereka. Sejalan dengan temuan penelitian, direkomendasikan bahwa guru harus didukung melalui insentif dan pengembangan profesional. Para guru harus memiliki perubahan sikap terhadap pengajaran Studi Islam sehingga pencapaian pendidikan dasar universal tidak akan terbalang. Guru yang tidak memiliki kualifikasi mengajar yang diperlukan atau non-profesional di antara guru Studi Islam harus berusaha untuk mengejar kualifikasi profesional. Guru subjek harus meningkatkan keterampilan pedagogis mereka melalui seminar, studi lanjut Pascasarjana, dan lokakarya.

Kata Kunci: Akademik, Studi Islam, Prestasi, Prediktor, Variabel Guru.

Abstract

This study examined the teachers' variables as predictors of junior secondary school students' academic performance in Osun West Senatorial District, Nigeria. The target population comprised Islamic Studies teachers and students in junior secondary schools across the ten (10) local government areas in Osun West Senatorial District. Purposive sampling was adopted in selecting 125 Islamic Studies teachers in all the 132 public junior schools in the district and a simple random sampling technique was adopted in selecting 20 Islamic Studies students from each of the 10 Local Government Areas, therefore, 325 respondents were engaged in the study. The questionnaire was employed to collect relevant information from the respondents. Data were analyzed using Percentage, Mean Range, Standard Deviation, and Regression analysis. The study found that factors like teacher confidence, interest in the subject, qualifications, and experience all significantly predicted student performance. It was concluded from the findings of the study that teachers' variables positively improved students' understanding of Islamic Studies and predicted their performance. In line with the findings of the study, it was recommended that teachers should be supported through incentives and professional development. The teachers should have a change of attitude towards the teaching of Islamic Studies so that the achievement of universal basic education will not be hindered, those without required teaching qualifications or non-professionals among the Islamic Studies teachers should strive to pursue professional qualifications. Teachers of the subject should improve their pedagogical skills through seminars, Post Graduate Diploma Courses in Education, and workshops.

Keywords: *Academic, Islamic Studies, Performance, Predictors, Teachers' Variables.*

A. INTRODUCTION

“Teacher” in professional usage is a person trained, recognized, and employed to facilitate learning in and outside classroom situations to achieve predetermined goal(s). Since the evolution of human society, a teacher remains the single most important element that determines the future of the society he/she belongs to. The teacher serves as the engine that moves society out of illiteracy, crime, poverty, disease, backwardness, and stagnation (Aubrey, 1999). Teachers in the world, are known to be the major instrument for character molding, intellectual development, and nation building. They are also seen as facilitators of human development.

Adeniyi (2002) affirmed that the term “teacher” is often used to refer to anybody who imparts information or knowledge or merely instructs another. A teacher is a person who cultivates knowledge, wisdom, and information in a pupil, which brings a permanent change in behaviors. Therefore, the people responsible for delivering knowledge, and accomplishing the stated goals and objectives must possess some qualities

that will enable them, to achieve the stated aims, not just to an individual but to the society at large.

A teacher plays a central role in the education of students. However, to facilitate learning, teachers have to display some sense of responsibility and must possess some qualities of leadership that are essential for motivating students. This calls for teachers to create a friendly environment that is free of coercion in the institution. They must teach through cooperation, facilitation, love, and a caring attitude and not by dictatorship, domination and unnecessary being harsh. They must try to raise student's self-esteem. A good teacher creates trust, confidence, interest, enthusiasm, and hope and does not instill fear, frustration, and disappointment. A good teacher is someone always willing to learn something new so that he can expand his knowledge to teach effectively and also assist his students to learn for a better future achievement.

Adeniyi (2002), opined that the quality of the education system depends on teacher's quality. This view is in line with the National Policy on Education (NPE) (2004) which says that no education system can rise above the quality of its teachers. He attributed the success of an educational system to the teacher. He argues that teachers' quality is an important input required for high output. Ferguson (1999), is of the view that the quality of teachers in our schools has for decades been a source of concern to all well-meaning Nigerians.

Teachers' variables such as qualifications, attitude, interest, self-efficacy, and teaching experience on the performance of junior secondary school Islamic Studies students as a variable of importance. Teachers' qualifications is of great importance in the teaching and learning process. No material or teaching strategy can replace the teachers' position and qualification. Teacher's qualifications and competency have a significant impact on students' academic achievement. The teacher is always regarded as a model when he teaches correctly, the students would be good, but this would not be so until the teacher has a very good and sound knowledge of his subject matter.

Teacher's qualification is one of the most significant variables that affect students' performance in Islamic Studies. Poor performance of students comes partly as a result of lack of competent and experienced

teachers, this indicates that there is the need for investigation to find out what caused the incompetence, inexperience and the lack of qualified teachers in our school. The National Policy on Education, (2004), specified that the Nigeria Certificate in Education (NCE) shall be the minimum teaching qualification. Others include B. Ed, B.A.Ed., M.A (E.d) Ph. D, and other relevant teaching qualifications.

Morgan (2005) and Hayes (2000) lamented that the qualification of a teacher is a crucial factor in promoting effective learning in schools. He added that a teacher's quality should include mastery of subject matter and that good teachers do not pretend to know it all, but must be willing to learn from pupils, monitor and evaluate children's progress, show personal qualities of composure, flexibility in responding to pupils' needs, develop critical thinking abilities and so on. Also, another teacher's variable is attitude. Attitude is concerned with an individual's way of thinking, acting, and behaving. Attitudes are formed as a result of some kind of learning experience. They could be learned simply by following the examples or opinions of parents, teachers, or friends. Furthermore, Olagbaju (2020) investigated the correlation between teachers' subject mastery, questioning techniques, and students' English grammar performance in Gambia. He employed a descriptive survey method and 300 students and 10 teachers were engaged in this study while data was analyzed using Pearson Correlation and Multiple Regression. The findings showed that teachers' subject mastery and questioning behavior significantly predicted students' grammar achievement.

Bandura (1971) in Muhammad and Saeed (2018) demonstrated that behavior is acquired by watching another (model, teacher, parent, mentor, and friend.) perform the behaviors. When the attitude of a teacher is good, it plays a vital role in the teaching and learning situation, the learner draws from his teacher's manner and disposition to form his attitude, which may likely affect his learning outcomes. The behavior of the teacher is a model; as soon as he acts in a way the learner observes and tries to imitate it. Teachers are habitual, role models whose behaviors are easily copied by students. What a teacher likes or dislikes, or appreciates could have a significant effect on his students' learning. Unfortunately, many teachers

hardly ever realize the effect of their behavior negatively or positively on learning.

Furthermore, interest is also one of the teachers' variables that influence the performance of the students in Islamic Studies. Suleiman, (2009) opined that teachers' interest in the teaching of Islamic Studies could be described as their feeling of wanting to teach the subject and learn more about it. Adediji (2008), said interest refers to a complex mental state involving the beliefs, feelings values, and dispositions of the subject teacher. Dwyer and Villagas (1993) see teachers' interest as one of the most important variables in the learning process, personal and professional attributes that have been identified as representative of teachers include the ability to show interest in teaching and enthusiasm for learning, a pride of one's appearance, skill adapting to change, accepting responsibility for actions both inside and outside the classroom, the desire to take a cooperative approach towards parent and school personnel, punctuality and regularity in attending, and ability to establish a genuine rapport with students. Schiefele et al. (2013) developed a new measure to assess different aspects of teacher interest (subject matter, teaching methods, and overall education). The findings showed that all three dimensions of teacher interest were linked to positive outcomes.

In addition, Schiefele and Schaffner (2015) examined a broader range of teacher motivations, including didactic interest (enjoyment of teaching methods), educational interest (enjoyment of the subject), self-efficacy (confidence in teaching abilities), and mastery goals (focus on helping students learn). The sample included 110 teacher-class pairs (1731 students). Teacher didactic interest and self-efficacy were evaluated alongside student reports of instructional practices. The study found that teachers' didactic interest and self-efficacy predicted teacher-reported instructional practices. Student-reported instruction was significantly linked to teachers' educational interests and mastery goals. Student motivation correlated with student reports of instructional practices, with mastery-oriented practices strongly contributing to student motivation. Teacher educational interest predicted mastery-oriented practices and had a direct relationship with student motivation. Also, Frommelt et al. (2023) investigated the impact of two facets of Mathematics teachers' motivation

(educational interest, and relational goals) on student-reported instructional quality and student interest in Mathematics. The sample included 50 Mathematics teachers and 959 students from 30 secondary schools, with data collected at three points: the beginning of ninth grade (Time 1), the beginning of tenth grade (Time 2), and the middle of tenth grade (Time 3). Teacher motivation was assessed through self-reports and student reports, while other variables were student-reported. Multilevel structural equation analyses were used. The findings showed that a teacher's reported educational interest early in the school year (Time 1) has a positive impact on student-reported instructional practices (cognitive activation and relevance support) later in the year (Time 2). This, in turn, indirectly contributes to increased student interest in math by the middle of the year (Time 3). The study concluded that teacher motivation facets uniquely affect instructional practices and student outcomes, emphasizing the importance of educational interest in promoting instructional quality and student interest in Mathematics.

Ojo (2018) investigated the relationship between teachers' professional attitudes and students' academic performance in secondary schools in Ilorin Metropolis, Kwara State. He employed a survey research design with a questionnaire titled "Teachers' Professional Attitudes Questionnaire (TPAQ) and Students' Academic Performance Proforma (SAPP). Data were analyzed using Pearson product-moment correlation at a 0.05 significance level. The findings revealed that a significant positive correlation exists between all aspects of teachers' professional attitudes (verbal communication, classroom management, and pedagogical approaches) and student academic performance. Ekperi et al. (2019) examined the correlation between teachers' attitudes and students' academic performance in geography. A descriptive survey design was adopted with a sample of 400 selected from a population of 968 using the Taro Yamane sample size formula. The data was analyzed data using Average Mean Score and Multiple Regression Analysis. The researchers found a positive and significant correlation exists between teacher attitudes and student academic performance. Several factors influence teacher attitudes, including government support for teachers (salary, job satisfaction), student interest in learning, and availability of teaching materials

Teacher self-efficacy, on the other hand, is a powerful predictor of how and whether a teacher will act. Self-efficacy is the belief that one is capable of exercising personal control over one's behavior, thinking, and emotions. Effective teachers believe that they can make a difference in children's lives, and they teach in ways that demonstrate this belief. What teachers believe about their capability is a strong predictor of teacher effectiveness. People who hold strong self-efficacy beliefs tend to be more satisfied with their job, demonstrate more commitment, and have lower absenteeism. Teachers who have high self-efficacy tend to: persist in failure situations; take more risks with the curriculum; use new teaching approaches; make better gains in children's achievement; and have more motivated students (Tella, 2008).

Shahzad and Naureen (2017) investigated the influence of teacher self-efficacy on secondary school students' academic achievement. Their study involved 60 teachers and 100 students from Chiltan Town in Quetta city. Data was collected via a teacher self-efficacy questionnaire and a student achievement test and the data was analysed using Pearson Correlation and Multiple Regression. Their findings showed a positive relationship between teacher self-efficacy and students' academic achievement. In addition, Demerdash (2020) studied the correlation between self-efficacy and academic achievement, and the predictive ability of self-efficacy. The findings of his study revealed the existence of a strong positive correlation between self-efficacy and academic performance, with self-efficacy explaining 57.1% of achievement variance. Similarly, a study by Alibakhshi et al. (2020) revealed that high self-efficacy in teachers influences their instructional methods, student motivation, and ultimately, student achievement. In the same vein, Okoye (2023) concentrated on reviewing the literature on teaching efficacy as a predictor of teaching effectiveness in Nigeria. His methodology was a comprehensive literature review. He was able to establish in his study that there is a positive link between teachers' self-efficacy and effectiveness.

Also, teachers' teaching experience is of great importance in the teaching and learning process. It exerts a great influence on the academic achievement of students. No material can replace the teachers' position, and

experience. The number of years the teacher has spent in teaching service is very crucial to the knowledge the teacher has in the teaching profession. (Ezegbe, 2005). Adeyemi (2008) posited in their findings that students taught by teachers with more years of teaching experience performed better, exhibited greater knowledge of language skills, possessed better classroom management/control, and showed reinforcement of better techniques than those taught by less experienced teachers. Qualified and experienced teachers can turn an uninteresting and abstract topic into an interesting and lively lesson. The longer a teacher has been teaching a concept, the more he or she discovers or gains more experience. This was also corroborated by the findings of Okoye and Tanimowo (2022) that teachers' experience and motivation significantly predicted students' achievement in Mathematics.

Efforts at improving the quality of the teachers as a means of ensuring students' achievement is a universal concern for all stakeholders in education. The issue of teachers' quality and its effects on students' performance in Islamic Studies is an important issue that needs quick intervention. It appears that some of the Islamic Studies teachers are not competent and their attitudes toward teaching the subject are not encouraging which may influence the academic performance of the students. However, it is not clear if all the perceived problems were a result of teachers' self-efficacy, qualification, attitude, interest, and experience toward teaching the subject affecting students' academic performance. Studies such as Adeniyi (2002) and Ikeotuonye (2006) were conducted in an attempt to examine Teachers' quality, quantity, qualifications, and Experience as factors predicting the performance of students in Nigeria secondary schools. Also, the focus of Ajewole and Agboola (2023) was on the influence of teachers' variables on students' performance in Basic Sciences. The descriptive survey design was adopted. 20 teachers and 200 students participated as respondents while data was analyzed using Pearson Correlation. The findings established that teachers' educational background in science and years of experience significantly correlate with students' performance in Basic Sciences.

To the best knowledge of the researcher, no study has been carried out on teachers' variables as a predictor of junior secondary school Islamic

Studies students' academic performance in Osun West Senatorial District, Nigeria.

The main purpose of this study examine the teachers' variables as a predictor (interest, attitude, self-efficacy qualification, and teaching experience) on the academic performance of Islamic Studies students in junior secondary schools in Osun West Senatorial District, Nigeria.

Specifically, this study finds out if:

1. Teachers' self-efficacy can predict Junior secondary school students' academic performance in Islamic Studies;
2. Teachers' interest can predict Junior secondary school students' academic performance in Islamic Studies;
3. Teachers' attitudes can predict Junior secondary school students' academic performance in Islamic Studies;
4. Teachers' qualifications can predict Junior secondary school students' academic performance in Islamic Studies; and
5. Teachers' teaching experience can predict Junior secondary school students' academic performance in Islamic Studies

The following research questions were answered in this study:

1. To what extent can teachers' variables predict junior secondary school students' academic performance in Islamic Studies?
2. Would teachers' self-efficacy predict junior secondary school students' academic performance in Islamic Studies?
3. Would teachers' interest predict junior secondary school students' academic performance in Islamic Studies?
4. Would teachers' attitudes predict junior secondary school students' academic performance in Islamic Studies?
5. Would teachers' qualifications predict junior secondary school students' academic performance in Islamic Studies?
6. Would teacher's teaching experience predict junior secondary school students' academic performance in Islamic Studies?

The following null hypotheses were tested in this study:

- H₀₁:** Teachers' self-efficacy would not significantly predict junior secondary school Islamic Studies students' academic performance
- H₀₂:** Teachers' interest would not significantly predict junior secondary school Islamic Studies students' academic performance
- H₀₃:** Teachers' attitudes would not significantly predict junior secondary school Islamic Studies students' academic performance
- H₀₄:** Teachers' qualifications would not significantly predict junior secondary school Islamic Studies students' academic performance
- H₀₅:** Teachers' teaching experience would not significantly predict junior secondary school Islamic Studies students' academic performance.

B. RESEARCH METHOD

This study adopted the ex post facto research design. This design was adopted since the researcher will not manipulate the data but will rather use them as they appear. Therefore, this design type was considered appropriate because it compared to see whether some independent variable (teachers' variables such as self-efficacy, interest, attitudes, qualifications, and experience) has caused a change in a dependent variable (Students' academic performance).

The population of this study consisted of all teachers and students in public junior secondary schools in Osun West Senatorial District, Osun State. The target population of this study consisted of Islamic Studies teachers and students in each of the 10 Local Government Areas in the District. A simple random sampling technique was adopted to select the respondents. The instruments for data collection were the researcher-designed 30-item questionnaire titled "Teachers' Variables as Predictors of Junior Secondary School Islamic Studies Students' Academic Performance in Osun West Senatorial District Questionnaire" (TVPJSSISSAPOWSDQ) and the Islamic Studies Performance Test (ISPT) results from the students

The questionnaire was divided into two sections, A and B. Section A contains the demographic information of the respondents, while section B contains items that answered the research questions and tested the hypotheses generated in the study. There are 4 response options and respondents are instructed to tick one of the responses based on how it appears to them. The face and content of the instrument are validated. The reliability of the instrument was obtained by administering the test on 40 randomly selected respondents that are not part of the main sample using the test re-test technique within an interval of two weeks. A reliability Cronbach alpha coefficient of 0.71 was obtained. Demographic characteristics of the respondents and research were described, using the percentage, while research question one was answered using means and standard deviations while research questions two to five which have corresponding hypotheses were tested using regression statistics all at 0.05 level of significance.

C. RESULT AND DISCUSSION

The analyses were guided by the research questions and hypotheses formulated for the study. Only research question number 1 was answered. Other research questions (2-6) have corresponding hypotheses and as such, their answers were pinned on the tested corresponding hypotheses.

Research Question One: To what extent can teachers’ variables predict junior secondary school students’ academic performance in Islamic Studies?

Table 1: The extent of prediction of teachers’ variables on academic performance of Islamic Studies students

S/N	Items	Score Range	Frequency	Percentage
1	Very High	21 – 24	20	16%
2	High	16 – 20	70	56%
3	Weak	11 – 15	30	24%
4	Very Weak	6 – 10	05	4%
	Total Average		125	100%

Source: Fieldwork 2023

Table 1 shows that out of 125 teachers sampled, 20 (16 %) of them submitted that the extent of teachers' variables were very high, 70 (56%) of the sampled teachers affirmed that the extent of teachers' variables were high, 30 (24%) indicated that the extent of teachers' variables were weak while 05 (4%) attested that the extent of teachers' variables were very weak. Thus, the majority of the participants submitted that the extent of prediction of teachers' variables on the academic performance of junior secondary school Islamic Studies students are high.

Hypotheses Testing

The null hypotheses formulated for the study were tested and reported as follows.

Ho₁: *Teachers' self-efficacy would not significantly predict Islamic Studies Students' academic performance*

Table 2: Summary of Regression Analysis for Hypothesis One

Model		Sum of Squares	Df	Mean Square	Fcal	Fcrit	Decision
1	Regression	196.054	1	97.527	145.937	3.087	*
	Residual	371.232	124	.668			
	Total	567.286	125				

*=significant at .05 alpha level and df (1, 124)

Table 2 shows the significant test using a regression for the prediction between Teacher Self-efficacy and Students' academic performance. The result shows that the calculated f value is 145.94 and the critical f value at .05 alpha level is 3.087. Since the Fcal is greater than the Fcrit, the null hypothesis is rejected. Thus, Teachers' self-efficacy significantly predicts the academic performance of Islamic Studies students. This finding tallies with the findings of Shahzad and Naureen (2017), Demerdash (2020), Alibakhshi et al. (2020), and Okoye (2023) which respectively affirmed the existence of a strong positive correlation between teachers' self-efficacy and students' academic performance.

Ho₂: *Teachers' interest would not significantly predict Islamic Studies students' academic performance*

Table 3: Summary of Regression Analysis for Hypothesis Two

Model		Sum of Squares	Df	Mean Square	Fcal	Fcrit	Decision
1	Regression	4.538	1	4.538	4.500	3.087	*
	Residual	562.747	124	1.009			
	Total	567.286	125				

*=significant at .05 alpha level and df (1, 124)

Table 3 shows the significant test using regression for the prediction of Teachers’ interest and Islamic Studies students’ academic performance. The result shows that the calculated f value is 145.94 and the critical f value at .05 alpha level is 3.087. Since the Fcal is greater than the Fcrit, the null hypothesis is rejected. Thus, teachers’ interest significantly predicted academic performance of Islamic Studies students. This finding is in agreement with the previous findings of Schiefele et al. (2013), Jadama (2014), Schiefele and Schaffner (2015) and Frommelt et al. (2023) which had also revealed the importance of teachers’ interest in promoting positive learning environments and students’ academic achievement. Teachers’ interest also promotes learning outcomes, particularly among the students. Teachers who are intrinsically motivated by the subject matter and enjoy teaching methods are more likely to create engaging classrooms that foster students’ interest and achievement.

H₀₃: Teachers’ attitudes would not significantly predict Islamic Studies students’ academic performance

Table 4: Summary of Regression Analysis for Hypothesis Three

Model		Sum of Squares	Df	Mean Square	Fcal	Fcrit	Decision
1	Regression	247.074	1	97.527	140.934	3.087	*
	Residual	320.212	124	.668			
	Total	567.286	125				

*=significant at .05 alpha level and df (1, 124)

Table 4 shows the significant test using regression for the prediction of Teachers’ attitudes and Islamic Studies students’ academic performance. The result shows that the calculated f value is 140.93 and the critical f value at .05 alpha level is 3.087. Since the Fcal is greater than the Fcrit, the hypothesis is rejected. Thus, Teachers’ attitude significantly predicted

academic performance of Islamic Studies students. This finding could be corroborated with the findings of Ojo (2018) and Ekperi et al. (2019) which had previously established that there was significant relationship between teacher attitudes and student academic performance in secondary schools.

H₀₄: Teachers' qualification would not significantly predict Islamic Studies students' academic performance

Table 5: Summary of Regression Analysis for Hypothesis Four

Model		Sum of Squares	Df	Mean Square	Fcal	Fcrit	Decision
1	Regression	24.140	1	24.140	24.800	3.087	*
	Residual	543.146	124	.973			
	Total	567.286	125				

*=significant at .05 alpha level and df (1, 124)

Table 5 shows the significant test using regression for the prediction of Teachers' qualifications and Islamic Studies students' academic performance. The result shows that the calculated f value is 24.8 and the critical f value at .05 alpha level is 3.087. Since the fcal is greater than the fcrit, the hypothesis is rejected. Thus, Teachers' qualifications significantly predicted the academic performance of Islamic Studies students. This finding corresponds to the submissions of Hayes (2000), Morgan (2005), Federal Republic of Nigeria (2014), and Olagbaju (2020) which posited that the qualification of teachers plays a significant influence on the academic performance of students and that teacher's qualifications is a significant predictor of students' effective learning and academic achievement.

H₀₅: Teachers' teaching experience would not significantly predict Islamic Studies students' academic performance

Table 6: Summary of Regression Analysis for Hypothesis Five

Model		Sum of Squares	Df	Mean Square	Fcal	Fcrit	Decision
1	Regression	193.790	1	193.790	289.521	3.087	*
	Residual	373.496	124	.669			
	Total	567.286	125				

*=significant at .05 alpha level and df (1, 124)

Table 6 shows the significant test using regression for the prediction of Teachers' teaching experience and Islamic Studies students' academic performance. The result shows that the calculated f value is 289.5 and the critical f value at .05 alpha level is 3.087. Since the f_{cal} is greater than the f_{crit} , the hypothesis is rejected. Thus, Teachers' teaching experience significantly predicted the academic performance of Islamic Studies students. This finding is similar to the findings of Owolabi and Adebayo (2012) and Ajewole & Agboola (2023) which showed that experience counts in the efficiency of the teachers. The teachers with long years of teaching experience were able to impact more on the students than teachers with short years of teaching experience.

D. CONCLUSIONS

The study concluded that various teacher-related factors significantly predict the academic performance of junior secondary school Islamic Studies students in the Osun West Senatorial District. Specifically, teachers' self-efficacy, interest, attitude, qualifications, and teaching experience were all significant predictors of student academic performance. Based on these findings, the following recommendations are suggested:

1. **Boost teacher self-efficacy:** Government-supported programs can empower teachers and strengthen their confidence in their abilities to effectively teach Islamic Studies.
2. **Motivate Islamic Studies teachers:** Incentives and competitive allowances can attract and retain qualified teachers, fostering a strong and motivated Islamic Studies faculty.
3. **Promote positive attitudes:** Encouraging a positive and engaging approach to teaching Islamic Studies can benefit both teachers and students.
4. **Ensure teacher qualifications:** Educational authorities should prioritize hiring qualified and certified Islamic Studies teachers to deliver high-quality instruction.

By implementing these recommendations, schools and educational institutions can create a supportive environment where both teachers and

students can thrive in Islamic Studies education. This, in turn, contributes to achieving the goals of Universal Basic Education (UBE).

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