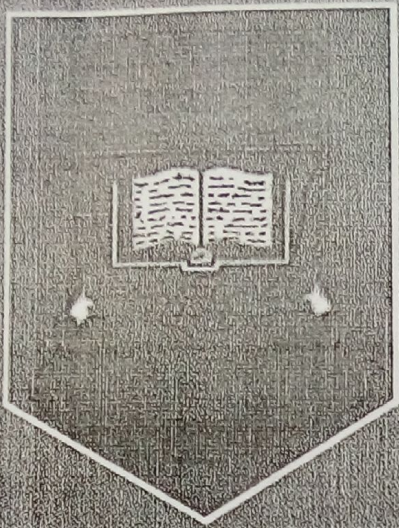




ISSN: 0795-6061

2

ILORIN JOURNAL OF HEALTH, PHYSICAL EDUCATION AND RECREATION (IJOHPER)

**VOLUME 8,
NO. 1 (2013)**

A Publication of
**Department of Health Promotion and
Environmental Health Education &
Department of Human Kinetics Education
UNIVERSITY OF ILORIN, ILORIN, NIGERIA.**

ILORIN JOURNAL OF HEALTH, PHYSICAL EDUCATION AND RECREATION (IJOHPER)

*A Publication of
Department of Health Promotion and Environmental
Health Education &
Department of Human Kinetics Education*

ISSN: 0795-6061

VOLUME 6, NO. 1 (2013)

EDITORIAL TEAM

Editorial Advisers

Prof. A.O. Moronkola

Prof. B.O. Ogundele

Prof. A.O. Onifade

Prof. M.L. Emiola

Editors - In - Chief

Dr. O. A. Onifade

Dr. Olufunmilola L. Dominic

Associate Editors

Prof. E.A. Ogunsakin

Prof. O.O. Obiyemi

Prof. A.A. Adesoye

Prof. A.E. Talabi

Managing Editor

Dr. O.O. Oyerinde

Members

Dr. R.A. Shehu

Dr. O.L. Olaitan

Dr. S.O. Oniyangi

Dr. O.T. Ibraheem

CONTENT

	<i>Page</i>
1. Supply of Teachers And Students' Academic Performance in Kwara State Public Secondary Schools, Nigeria. — <i>Dr. A.A Tijani</i>	1
2. Effectiveness of Television as a Medium of Instruction in Secondary Schools in Ilorin West Local Government Area, Kwara State. — <i>Daramola, Florence Olutunu</i>	18
3. Female Genital Mutilation/cutting (FGM/C) Practices: Issues and Challenges in the 21st Century. — <i>Okaka, Richard O</i>	28
4. Primary Health Care Providers' Knowledge of Occupational Blood Hazards Common to Health Care Personnel in Oyo East Local Government, Oyo State. — <i>Baba Dare, A., Oguntunji I.O., Ajadi, M.T., Ibrahim A., Abdullahi, J</i>	36
5. Educational Reforms and Supervision in Nigeria — <i>Abdulkareem, R.L. & Sheu, A.A</i>	50
6. The Roles of Diet and Exercise in the Control and Maintenance of Obesity and Overweight — <i>Adelusi, J.O., Oloyede, R.O., Akinmusere, A.K., Oluwadare, S.O</i>	58
7. Nutritional Needs of Athletes Participating in Competitive Sporting Events in Low Latitude Areas of Nigeria — <i>Osayande, E.I., Baba Dare A., Abdullahi Jimoh, Bibire, A.H</i>	71
8. Influence of Demographic Factors on Children Immunization Among Nupe People in Kwara State, Nigeria — <i>O.A. Onifade (PhD), I. Ologele, Tawakalitu K. Ijaodola</i> ...	80

9. Management Information Systems: A Panacea to Achieving Effectiveness in University Administration in Nigeria
— Ojo, O. J., Oyelabi, G.O. 90
10. The Relevance of Moral Education in Tackling Corruption for National Development
— Amali, I. O. O. (PhD), Yusuf, A. (PhD),
Bello, M. B. (PhD) 102
11. School Facilities and Safety of Pupils in Primary Schools in Osun State, Nigeria.
— Y. A. Fasasi (PhD), O.O. Oyerinde (PhD) 111
12. School Plant Organization and Students' Academic Performance in Akinyele Local Government Area Senior Secondary Schools, Oyo State
— Oyeniran, Saheed (PhD), Atolagbe, A.A. (PhD),
Bello O.T. 120
13. The Stress of Life: The Management Strategies in the Nigerian Situation
— Ojo, O.S. (PhD), Onifade, O. A. (PhD) 134
14. Teaching Practice: Duties of Student Teachers and Supervisors
— Dr. Yunus Adebunmi Fasasi 143
15. Tools and Materials for Public Health Education: My Position
— Prof. O.G. Oshodin 151
16. Influence of Socio-economic Status of Adults on Practice of Child-labour: Health Implication in Zaria Metropolis Kaduna State, Nigeria
— Badaki, O. L, Dominic, O. L, Oyerinde, O. O.,
Makama, B.A, Musa Ogidi 157
17. Road Safety Initiative in Nigeria: Implication For Traffic Management
— Joseph Afolayan Adegboyega, (PhD) 168

SUPPLY OF TEACHERS AND STUDENTS' ACADEMIC PERFORMANCE IN KWARA STATE PUBLIC SECONDARY SCHOOLS, NIGERIA.

DR. A.A TIJANI

Department of Educational Management, Faculty of Education, University of Ilorin, Nigeria. E-mail: tijania.abdulganiy@gmail.com

Abstract

This study investigated the influence of supply of teachers and students' academic performance in Kwara state owned senior secondary schools. Supply of teachers relate to the quantity of qualified teachers that are desired to take up teaching job at a particular time at a given wage rate.. The study was a descriptive survey research. The population for the study comprised 5,100 teachers in all the 235 public senior secondary schools in the state. Stratified random sampling technique was used to select 140 (60%) of the schools. Simple random sampling method was adopted to draw a sample of 2,500 (50%) of the teachers as respondents. Three researcher-designed instruments titled "Teacher Supply and Students' Academic Performance Questionnaire (TSSAPQ), 'Students Academic Performance' check list and Teacher-Supply check list were used to collect relevant data. The reliability co-efficient of .76 was obtained for TSSAPQ using test and re-test method. The research

questions raised were answered using percentages. Person product-moment correlation statistic was used to test all the hypotheses generated at 0.05 level of significance. The findings of this study indicated that: there were generally low levels of student's academic performance in WAEC/SSCE in the state owned secondary schools between 2004-2008. Also, schools were not evenly spread across the three senatorial districts. Moreover, there was a significant relationship between supply of teachers and student's academic performance in Kwara state public secondary schools. Based on findings, it was recommended that professional and specialized subject teachers should be engaged to teach each subject and qualified teachers should constantly be posted to schools based on the needs of each school.

Keywords: Supply of Teachers, Student's Academic Performance, Public Secondary Schools, Kwara State.

Introduction

Teachers are seen as the most important input in the school system in the same strength with material resources, the efforts of teachers guarantee the attainment of the school objectives. Teachers are the group of people that hold the key to the door of modernization. They are responsible for implementing the curriculum. Thus, they are the determinants of the survival of the nation's educational system. Ukeje (1992) observed that without inspiring and well informed teachers, we cannot hope for long, to meet successfully, the challenges of a changing world. This assertion affirms the laudable roles of teachers in any school system. Ukeje (1992) and Lassa (1997) further stressed that the next generation depends very much on today's teachers. It is upon their appropriate practices and functional efficiency that the success of the educational system depends. All these account for the reason that the Federal Government in the new National Policy on Education (2004) accords due recognition to the pivotal significance of teachers in its section 9 sub-section 57 that "no educational system can rise above the quality of its teachers".

However, our school system has been faced with various problems ranging from adequate teacher supply to meet up with an unprecedented explosion in pupil's enrolment, poor human resources development and utilization and inadequate funding. This situation which Ogunsaju (2000) described as calamitous is a major concern to scholars and researchers in education. Afolabi (2004) stated that every school administration is faced with the problems of organization, utilization of human and material resources at its disposal. He stressed further that management is faced with challenges of utilizing and marshalling the resources through cooperative efforts and by performing other management functions.

Teachers supply in Kwara State is therefore, the total number and category of teachers that are recruited and distributed to schools by the State Teaching Service Commission. Teacher supply cannot be discussed without involving teacher demand, because if there is no demand for the services of teachers, supply cannot be made.

Most schools in the State are alleged to be poorly staffed. Arosanyi (2007). complains that there is slow process of recruitment and selection of

teachers. There are also complaints that teachers whose subjects are not needed are often posted and supplied to schools. If we must appreciate the fact that a good educational system is important to the development of the country, it is imperative to equally realize the fact that the standard of schools cannot be effective if teachers are not properly and adequately supplied and utilized in our schools.

Teachers therefore occupy a paramount position in the school system. Student academic performance is affected by factors such as teacher's job performance, supervision, supply of teachers, availability of instructional materials, utilization of the teacher, principal leadership styles, school plants among others. The supply of teachers has not been given due attention as a viable determinant of student academic performance. Their quantity supplied and effectiveness in terms of their utilization could be compared with the quality of output in terms of student's academic achievement. It is against this background that this research work investigated the supply of teachers and students' academic performance in Kwara State public secondary schools.

LITERATURE REVIEW

Concept of teacher supply

The term supply is defined by Tijani (1996) as the quantity of that commodity the supplier wishes to bring to the market for sale at a given time and at a particular price. In his own view, Oyebode (2000) described supply as the amount of goods and service that is made available in the market at a given price. He differentiated supply from the stock of commodity or total production of the producer. According to him, supply is just part of the total stock that are taken to the market. The same concept is defined by Falodun (1997) as the total amount of goods that can be bought at a particular time. Abedi (1997) described supply as the quantity of a commodity, which a seller offers for sale (wishes to sell) at a given price in a period and in a particular place.

From the above, it could be noted that the concept of supply refers to those commodities, which the producer are willing, ready and able to offer for sale at a given period. It is also important to note that the amount of a commodity which a seller offers for sale varies from one period to another and it is determined by many factors such as change in price of the commodity, an improved technology, whether, change in cost of production and government policy.

Teachers as embodiment of labour force supply their service for the

production of economic goods and services (teaching) in the labour market Falodun (1997) saw labour market as an arrangement whereby the producer and the potential workers are brought into close contact with one another for the purpose of hiring and offering labour services for productive purposes. In economics, the interaction of demand and supply in the labour market influences the wage or salary level. When this is related to education, the labour market for teachers is the education system or school system

Afolabi (2005) described supply of teachers as the quantity of qualified teachers that are desired to take up teaching job at a particular time at a given wage rate. According to him, the higher the wage rate the employer of labour is willing to offer, the more will be the people that are willing to take up teaching appointments and higher is the retention rate of teachers. Ijaiya (1998) while examining the supply of teachers in Kwara state owned secondary schools noted that the current economic problem in the country has worsened the problem of teacher supply. Ajayi (2000) carried out a survey of supply of teachers for UBE scheme in Oyo state. He noted that the problem of teacher supply was not concerned with mere number but essentially with quantity of teachers necessary for effective utilization of the teachers. The study conducted by Andrew (2000) on public schools teacher supply and demand revealed that about one in twenty teachers leave the system each year; and this finding broadens policy matter options of teacher supply. Fadipe (2002) reiterated that the percentage increase in yearly enrolment of students is greater than the percentage increase in teacher supply in the educational sector. Judging from this study therefore, one can conclude that the supply of teachers in relation to student's enrolment in schools is highly inelastic.

Demand for teachers on the other hand refers to the amount of teachers that are willing, ready and able to take up the teaching appointment. Applying the law of demand, the higher the wage rate that teachers are willing to take in exchange for their service, the lower or smaller will be the demand for labour or teachers by the government. This opinion is also shared by Abedi (1997). Oyeboode (2006) Lawal (1982) and Falodun (1997).

Demand for teacher, as is the case with other factors of production is a derived demand. It is termed derived demand because, teachers like other factors are not demanded for their own sake but for what they produce which are students. Demand for teachers in all educational systems and in secondary schools in particular is always higher than the supply for them. Many teachers are needed in secondary schools to teach core subjects like Mathematics, English language, Introductory Technology and Sciences Subjects. The supply

of teachers in these areas is highly limited. This creates a shortage in the public secondary schools. (Afolabi, 2005).

Concept of Student Academic Performance

The concept of students' academic performance was described by Abdul (2002) as the student level of attainment in grade points average of courses offered in examinations. In his own view, Ipaye (2000) defined students' academic performance as an outcome of students' assessment through comprehensive, systematic, cumulative, diagnostic, progressive, formative and summative evaluation of what they have gone through in a school setting. Yoloye (2002) saw students' academic performance as the desirable changes and outcomes in students' behaviour after a period of teaching and learning in school in order to determine the effectiveness of teaching and learning activities as related to educational objectives. Going through the summation of these authors, the concept of students' academic performance could be summarized as an outcome of an effective assessment of cognition, affective and psychomotor domains of students after they have gone through series of learning activities.

Umoh (1998) defined the student's academic performance as the student's output after they have undergone learning processes under a controlled setting especially a school environment. Ijaiya, (1998) while commenting on students' academic performance referred to it as the standard which students should be able to know and able to do. Omole, (1998) saw it as the results obtained creditably or otherwise by students at both internal and external examinations.

The concept of students' academic performance by Adebayo (2003) is the totality of outcome, resulting from individual input mediated through structure and operation. Alabi (2000) viewed students' academic performance as a product of the college system. Odunwaye (1997) opined that students' academic performance is a measure of school output. From these authors, one can sum up students' academic performance as an outcome of evaluating the progress and achievement of students in a school system. This is a measure of students' academic ability in a school setting for a given period of time. Students' academic performance therefore describes how well or bad an individual student has done in his academic pursuit over a given period of time.

Statement of the Problems

The major problem confronting public secondary schools in Nigeria today

is principally poor student's academic performance in the final year external school examinations which is the major index for measuring school effectiveness. The concern for this general poor academic achievement among learners related to teachers' performance of their duties and which necessitated the recent Kwara State government educational reform.

The need to curb the problem of poor student's academic performance in the WAEC/SSC Examination brought about the pronouncement of the then Kwara State commissioner of education, Alhaji Bolaji Abdullahi that over 5,000 SSII students have to repeat the class in state public secondary schools in 2007/2008 academic session. Similarly, the senate of the federal legislative council of Nigeria had to invite both WAEC and NECO scribes in October 2010 to explain the reason(s) for the mass failure of students in both examinations.

Therefore, the fundamental questions that are central to this study are.

1. What is the actual supply of teachers from the state teaching service commission?
2. How are these teachers distributed?
3. To what extent does teacher supply affect student's academic performance?

Research Design

The research design for this study is descriptive. This is because it examined the existing relationship between the variables. It involved collection of a set of data from different groups of subjects with an attempt to determine the subsequent influences among them.

Research Instruments

The instruments that were used for this study were researcher self-designed. These were designed to elicit information from the principals, other teachers and the state teaching service commission.

Student's academic performance checklist (SAPC) was also designed to collect data on West African school certificate Examination (WASSCE) results on eight specific subjects. Furthermore, "Teacher Supply and Students' Academic Performance Questionnaire (TSSAPQ), was used to collect information from School principals. Also, Teacher Supply Checklist was used to collect data from Ministry of Education and the Kwara state teaching service commission.

Research Questions

In view of the variables in the study, the following research questions were raised and answered.

1. What is the trend of teachers supplied in the state-owned public secondary schools during the years under review (2004-2008) ?
2. What is the level of student's academic performance during the years under study?
3. What is the spread of the state-owned secondary schools in Kwara State?

Research Hypotheses

The following hypotheses were formulated and tested to guide this study.

Ho₁: There is no significant relationship between supply of teachers and student's academic performance in Kwara State-owned secondary schools

Ho₂: There is no significant relationship between the number of subjects taught by a teacher and student's academic performance in the state-owned secondary schools.

Ho₃: There is no significant relationship between demands for teachers in the school system and student's academic performance.

Sample and Sampling Technique

This research work covered all teachers and students in the entire 235 public secondary schools in Kwara State, spread all over the 16 local government areas.

The target populations of teachers are 5100 out of which 2,550 were sampled, representing 50% of the respondents.

This percentage (50%) of teachers was chosen from each of the three senatorial districts in the state. The selection of teachers in the sampled schools was based on simple random sampling technique. The sampled respondents comprised of 1230, 889 and 431 teachers from Kwara central, south and north senatorial districts respectively.

A total of 140 schools were used out of the 235 schools. This is made up of 39 schools from Kwara central, 80 schools from Kwara south and 21 schools from Kwara north. The total number of schools selected in all represents 60% of the entire schools, using stratified random sampling technique. These

percentages were chosen because they are considered appropriate for the study of this type.

The spread of sampled respondents and schools from the target population are illustrated in Table 1.

Table 1: Study population and sample in Kwara central public secondary schools.

Senatorial Districts	No of Teachers	No sampled	%	No of Schools	No Sampled	%
Kwara Central	2,460	1230	50	64	39	60
Kwara South	1,778	889	50	133	80	60
Kwara North	862	431	50	39	21	60
Total	5,100	2550	50	236	140	60

Sources:- Teaching service commission, Ilorin (2008).

The researcher also used the results of the students in WASSCE/SSCE examinations for the consecutive 5 years periods of 2004-2008.

Method of Data Analysis

This study focused on the relationship between supply of teachers and students' academic performance in Kwara state owned public secondary schools. The hypotheses of this research were tested, using Pearson product moment correlation statistics at 0.05 level of significance. The research questions raised were answered using percentage and tables. The students' academic performance was determined through WAEC, SSCE results in English language, Mathematics, Biology, Chemistry, Economics, Literature in English, History and IRK/CRK for five consecutive years. (2004-2008)

Results and Discussion

What is the trend of teachers' supplied in the state-owned public secondary schools during the years under review?

Table 2: Index of pattern of growth of teachers supplied to public secondary schools between 2004-2008, using 2004/05 as base year

Year	No of schools	No of teachers supplied	Index of Growth (%)
			100
2004/2005	235	5,244	119.3
2005/2006	235	6,255	120.0
2006/2007	235	6,302	135.9
2007/2008	235	7,125	110.7
2008/2009	235	5,804	

Source Kwara State Teaching Service Commission, (2007).

Table 2 shows an increase in the number of teachers supplied to the state-owned public secondary schools between the years 2004 and 2007 and a decrease in 2008/2009 period. There is a fluctuation in the percentage increase for the four years and 10.7-percentage decrease in the 2008/2009 academic year. In the year 2005 for example, the amount of teachers supplied increased from 5244 to 6255 representing 19.3 percent increase. Similarly, the number supplied increased at a decreasing rate from 6255 to 6302 in the year 2006, representing 20.2 percent increase. The rise in the quantities supplied to 7125 in 2007 could be attributed to two main reasons. The re-introduction of the Voluntary Rural Teaching Scheme on one hand and the recruitment of teachers for Universal Basic Education (UBE) on the other hand. This brought about a percentage increase in the teachers supplied to 135.9. The fall in the number of teachers in 2008 may be attributed to the withdrawal of services by teachers on the grounds of age and length of services. It may also be attributed to the re-absorption of some teachers into the teaching service after completion of their Voluntary Rural Service Scheme (Teaching Service Commission, 2009).

Research Question 2

What is the level of students' academic performance during the years under review?

Table 3: Level of students' academic performance in WAEC/SSCE during the year under review

Year	No of students present	Number passed	Success rate	Number failed	Failure rate %
2004	90,120	26,135	29	63,985	71
2005	112,678	34,930	31	77,748	69
2006	116,591	47,802	41	68,781	59
2007	94,572	30,263	32	64,309	68
2008	92,026	25,767	28	66,259	72

Source: Researcher's Fieldwork Experience.

Table 3 indicates low level of students' academic performance in the West Africa Senior School Certificate Examination (SSCE) within periods of 2004-2008 in Kwara State public secondary schools. The students categorized under pass mark are those whose grades in WAEC/SSCE are between A1- E8 in five mentioned subjects. This implies that fewer students have five credits including Mathematics and English Language who could have been said to have met University admission requirement.

The highest success rate of 41% was recorded in the year 2006 while the lowest rate of 28% occurred in the year 2008. This inversely implies that the year 2006 witnessed the lowest level of failure while the year 2008 has the lowest pass level during the years under review (2004-2008). Similarly out of 90,120 students that sat for senior certificate examination in 2004, only 26,135 obtained pass mark of A1-E8 representing 29% while 63,985 candidates had F9 representing 71% of the total students in that year.

The overall analysis of the five years suggests that more than average number of students perform poorly in WAEC/SSCE Examination between 2004 and 2008. This low level of performance may not be unconnected with inadequate supply of teachers among other determinants of students' academic performance in Kwara state public secondary schools in the years under review.

Research Question 3

What is the spread of the Kwara State owned secondary schools?

Table 4: Spread of senior public secondary schools and students' population in the three senatorial districts of Kwara State.

KWARA SOUTH			KWARA NORTH			KWARA CENTRAL		
LGA	No of schools	Students Population	LGA	No of schools	Students Population	LGA	No of schools	Students Population
Ekiti	11	2,677	Baruten	05	4,179	Asa	12	5,917
Ifelodun	34	9,550	Edu	11	8,400	Ilorin East	21	18,415
Irepodun	37	12,096	Kaima	02	2,305	Ilorin South	14	17,835
Isin	10	2,460	Moro	12	7,171	Ilorin West	17	26,655
Offa	13	9,708	Pategi	08	4,224			
Oke-Ero	11	2,876						
Oyun	17	7,114						
Total	133	46,481	Total	38	26,279	Total	64	68,819

Source: Kwara State Teaching Service Commission, (2007).

Operational Hypotheses

There are three operational hypotheses set to guide this study and all were tested using Pearson Product Moment correlation coefficient statistics at 0.05 level of significance.

H₁: There is no significant relationship between supply of teachers and students' academic performance in the state public secondary schools.

Table 5: Correlation analysis of supply of teachers and students' academic performance

Variable	N	X	SD	DF	Calculated r-value	Critical r-value
Decision						
Supply of Teacher	990	28.4273	3.4612			H_0
		989	3880		195	Rejected
Student Academic Performance	990	51.248	6.9571			

Table 5 shows that the calculated r-value of .3880 is greater than the critical r-value of .195 for 989 degrees of freedom and at .05 level of significance. This indicates that the null-hypothesis which states that there is no significant relationship between supply of teachers and students' academic performance in Kwara state-owned secondary schools is rejected. It can then be concluded that there is a significant and positive relationship between supply of teachers and students' academic performance in Kwara state secondary schools. It can therefore be highlighted from this result that the number of teachers supplied to schools by the state government is a predictor of academic achievement of students in public secondary schools in Kwara state. As more qualified teachers are recruited and posted to each of the schools in the state according to the demand of each school, the more the ease of teaching and learning and hence improved students' academic performance. This is in line with position of Tomori (2003) which stated that the quality of the teaching staff is the most important determinant of the educational standards. This submission is also in line with the findings of Aronsayin (2007), that stressed that qualified teachers present facts, ideas, skills and techniques to students and indeed develop the students' academic performance. The summary of this finding is that inadequate supply of teachers leads to poor academic performance in the final year SSCE, WAEC results of students in public secondary schools.

H_2 : There is no significant relationship between number of subjects taught by teachers and students' academic performance in Kwara state public secondary schools.

Table 6: Relationship between the number of subjects taught by a teacher and students' academic performance

Variable	N	X	SD	DF	Calculated r-value	Critical r-value
Decision						
Number of Subject Taught	990	28.4364	4.1278			H_c
		989	1579		195	Accepted
Student Academic Performance	990	51.248	9.8274			

Table 6 indicates that the calculated r-value of .1597 is less than the critical r-value of .195 for 989 degrees of freedom and at .05 levels of significance. The implication of this is that the null hypothesis which states that there is no significant relationship between the number of subjects taught by a teacher and students academic performance in Kwara state-owned secondary schools is accepted. The calculated r-value (.1597) gives an indication that a relationship cannot be drawn between the two variables.

This goes to show how the number of subjects allocated to a teacher was not a predictor of academic performance of students. The number and quality of teachers posted to a school, no doubt determines the output of the entire system. The politicization and inability of the state teaching service commission to follow the demand of the school criterion for recruitment and posting of teachers impact negatively on the output of the school system. Though special consideration must be paid to teacher's area specialization in the allocation of subject taught, this study does not hold a relationship in the number of subject taught by a teacher and students academic performance in secondary schools in Kwara state.

H3: There is no significant relationship between demand for teachers and student's academic performance

Table 7: Demand for teachers by the school system and students' academic performance.

Variable	N	X	SD	DF	Calculated r-value	Critical r-value
Decision						H_0
Demand for Teacher	990	28.4364	4.1278			
		989	5810		195	Rejected
Student Academic Performance	990	51.248	6.9571			

Table 7 reveals that the calculated r-value (5810) is greater than the critical r-value (.195) for 989 degrees of freedom and at .05 level of significance. This shows that the null hypothesis which states that there is no significant relationship between demand for teachers and students academic performance in public secondary schools in Kwara state is rejected. This result indicates that the number of teachers demanded for by the school administration has a relationship with academic achievement of students in Kwara state secondary schools.

This probably implies that as more qualified and specialized teachers required and posted to handle the school subjects, the proficiency of such teachers also improves and such that the students' academic performance will be enhanced.

The poor student's academic performance in Kwara state secondary schools in the year under study may therefore be attributed to disequilibrium between the supply of teachers on the part of the state teaching service commission and the demand for teachers from the school administrators. This tallies with the assertion of Oyedele (1989) which attributed the problem of implementing the 6-3-3-4 system of education to the inadequate supply of technical teachers in relation to the demand for them.

Summary of Findings

The summary of the findings therefore are as follow

1. There were generally low level of students Academic Performance in

2. Professional and specialized subject teachers should be supplied to teach each subject in order to improve on students' academic performance.
3. Teaching service commission should give consideration to demand for the teachers on the part of school administrators and the need of the community in the supply and distribution of teachers.

References

- Abdul, Z.O. (2002). Searching for excellence in teacher education in Nigeria Colleges of Education. *Ilorin journal of arts and social science* (1), AAA 3 (1), 256-262
- Abedi, J.O. (1997). *Economics for colleges. Automatic in excellence performance.* Lagos: Global Publishers. Indicate pages
- Adebayo, A.O. (2003). *Effective management of teachers in secondary schools.* Ilorin. Unpublished PGDE project Ondo State University. Ado Ekiti. Indicate pages
- Afolabi, S.O. (2004). *Influence of resources utilization on organizational effectiveness in Kwara State owned tertiary institutions.* Unpublished Ph.D. thesis. University of Ilorin.
- Afolabi, S.O. (2005). *Economics of education: Integration publication.* Indicate pages.
- Alabi, O.S. (2000). *Quality control and funding of tertiary institutions in Kwara State. College of Education, Oro, as a case study. A paper presented at 1st National Conference School of Education. May 1st -3rd (2000).*
- Andrew, J.O. (2000). *Teachers supply and demand surprises from primary research. Educational Policy and Analysis Achievers. Review tris reference*
- Arosanyin, O.T. (2007). *Supply and utilization of primary schools teachers in Ilorin South LGA. Unpublished M.Ed. thesis: University of Ilorin.*
- Falodun, A.B. (1997). *Round-up economics: A complete guide.* Lagos: Longman publisher. Indicate pages
- Fadipe, A. A. (2002). *Management of Nigeria education, project and School plant maintenance. Ondo NIEPA. Indicate pages*
- Federal Republic of Nigeria (2004). *National Policy on Education.* Abuja. NERDC.
- Ijaiya, N. Y. S. (1998). *An investigation into problems of teachers management in Kwara State Secondary Schools.* In A. A. Olagboye & A. Fadipe (Eds). *Managements of Nigeria education, project and school plants maintenance:*

Ondo: NIEPA. Indicate pages

Ipaiye, B. (2000). Education in Nigeria Today, lessons from the past perspective for the future. Inaugural lecture of Faculty of Education, University of Ilorin. December, 19th.

Lassa, P. N. (1997). Interview. New Nigeria, Newspaper. Kaduna: New Nigeria Publication. May 4th (1).

Lawal, A. A. (1992). Development and management of educational system in Africa. In N. A Nwagwu (Ed.), Training and utilization of educational planners and administrators in Africa. Owerri: NAEAP. Indicate pages

Oduwaiye R. O. (1997). Influence of role conflict on administrative effectiveness in Nigeria Universities. Unpublished Ph.D thesis. University of Ilorin.

Ogunsaju, S. (2000). Human resources development and productivity. A lead paper delivered at the conference of the Nigerian Association of Education Administration and Planning: University of Ilorin.

Omole, D. K. (1998). Comparative study of students' academic performance of regular and sandwich programmes in Biology at Kwara State College of Education. Ilorin Journal of science Education (IJOSE) 1 (2). Indicate pages

Oyebode, K. (2000). Economics for senior secondary schools. Ibadan: Dokun Publishing House. Indicate pages

Tijani A. A. (1996). Grassroots work on economics, Ilorin. Adebayo Press. Indicate pages

Umoh, S. H. (1998). Continuous assessment procedure in schools. In I.I. Indicate pages

Yoloye, E. A. (2002). Continuous assessment: A simple guide for teaches. London: Curtd Publications. Indicate pages