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ASSESSING THE IMPACT OF ACCOUNT FINANCIAL ACCOUNT  
TEACHERS WITH TEACHING QUALIFICATION ON STUDENTS'  
PERFORMANCE AT SENIOR SECONDARY SCHOOLS

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## TRACT

*empirical study assessed the impact which the teachers of account/financial account with  
ing qualifications have on their students in Winna. Using Simple Statistical Test for dif-  
ers, it was generally concluded that account/financial account teachers in Winna, Nigeria  
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their students outside the class room environment that may impede on the student's  
acter and moral impact*

**ords** Account/financial account, Teacher-student relationship, Lesson, Trained Teacher,  
actor

## INTRODUCTION

generally accepted that a teacher is the major facilitator of all educational activities which  
place either within the institution or outside the institution. A teacher is the person around  
n all the activities and curriculum resolve. Teaching profession has great importance in  
society. The reason is that a teacher is not only the facilitator of educational curricular and  
ricular activities, but he/she also helps to educate people who become history makers for a

ipart education, a teacher plays pivotal role towards the students' learning. A teacher is a  
ber of the society. He lives and works in the society. In view of his special responsibilities  
ies, he is expected to rise above the average member of the society. Qualification of teacher  
an important role in teaching but professional education or training is more important in

teaching, because a trained teacher can teach better than an un-trained teacher. Generally, it is claimed that a trained teacher knows how to teach effectively.

It is a common fact, if a trained teacher teaches the students; the performance of the students is good because in the process of education the teacher is considered the most crucial element. There is a direct relationship between the qualification of teacher and the performance of the students besides other factors.

Effective teaching is necessary for effective learning. Different educationists explained about effective teaching in their own way. According to Perrot(1982), "Effective teaching is a mode that produces inquiring, considering and seeking out at the correct or incorrect results and ability in teaching. It is just like plugging in the field for the seed of good crop. Mode of effective teaching is a function of a large number of variables e.g. standards of teaching, what you like to teach, what do you want your students to learn, how much time is available and is the frame of teaching".

Smith (1969); discussed the following four areas of knowledge for effective teaching: command of theoretical knowledge about learning and human behavior. Display of attitude that foster learning and genuine human relationship. Command of knowledge in the subject matter. Control of technical skill of teaching that facilitate student's learning.

Essential components of good teaching, Mills (1977) as quoted by Ali (1989) described seven stages of good teaching as objectives, preparation, presentation, reception, assimilation, assessment and feedback.

### 1.1. Statement of the Problem

The learning environment of a student has a lot to do with the relationship the student has with his teacher, whether or not the relationship encourages student learning. Again, how the teacher delivers lesson goes a long way to tell whether or not the students will have a clear understanding of the subject. The researchers would want to know how trained teachers of Account/financial account in Minna are doing in these two areas.

### 1.2. Aim and Objectives of the Study

This study is aimed at assessing the level of impact that the Account/financial account teachers with teaching qualification have on their students in Minna. This study is based upon the following objectives:

- i. To assess the impact in terms of teacher-student relationship.
- ii. To assess the impact in terms of students' understanding of the teacher's lessons.

### 1.3. Research Questions

Do Account/financial account teachers with teaching qualification have a good rapport with their students?

Do Students understand clearly the teaching by their Account/financial account teachers with teaching qualification?

#### 1.4. Hypotheses

##### Hypothesis A

- $H_0$ : There is no significant relationship between teaching qualification of account/financial account teachers and their interaction with their students
- $H_1$ : There is a significant relationship between teaching qualification of account/financial account teachers and their interaction with their students

##### Hypothesis B

- $H_0$ : There is no significant relationship between teaching qualification of account/financial account teachers and their performance in the subject
- $H_1$ : There is a significant relationship between teaching qualification of account/financial account teachers and their performance in the subject.

#### 1.5. Scope and Limitation of the Study

This study covers the secondary schools in Minna that offer Account/financial account subjects and exclude teachers without teaching qualification in Minna. The yardsticks for measurement include teacher-student relationship and student understands of the lesson.

The fewer nature of Account/Financial Account classes (in Minna) did not allow us to get a large n (number of respondents), thus forcing our n to be 201. Time and resources did not allow us to take a wider coverage in data gathering.

#### 1.6. Definition of Operational Terms

- i. **Account/financial account:** The process of recording, classifying, selecting, measuring, interpreting and communicating financial data of an organization to enable users make decision. It incorporates measurement and reporting of profit and loss (Longe O.A. and Kazeem R.A, 2006).
- ii. **Teacher-student relationship:** The teacher knowing his students as individuals and a class; and having a good rapport with his students.
- iii. **Lesson:** A thing or topic or subject to be learnt
- iv. **Trained Teacher:** A teacher with teaching qualification such as NCE or PGDE holder.
- v. **Instructor:** A person or trainer who instructs students in a class or school environment

## 2.0 LITERATURE REVIEW

### 2.1 Suggested Plan for the Measurement of Teaching Efficiency

According to Walter and John (2012), the practical need for the measurement of teaching efficiency. Many superintendents and principals face the practical problem of securing a numerical rating of the efficiency of their teachers for the purpose of determining reemployment,

promotions and increases in salary. Although none of the three methods for measuring teaching efficiency which have been considered in the preceding pages is satisfactory, it seems wise to suggest a plan to meet this practical need. The following procedure represents merely the opinion of the writers and is recognized as being imperfect. It is included in this circular because of several requests which have come to the Director of the Bureau of Educational Research for advice in regard to the rating of teachers.

Measurement of teaching efficiency should be based upon achievements of pupils. A teacher's academic and professional training, experience, intelligence, personal or social qualities, interest in teaching, and other traits are merely means to an end, namely, the engendering of achievements in school children. Thus the measure of a teacher's efficiency should be based upon the achievements which he engenders. In arriving at a measure of the efficiency of an operator of a machine only the output is considered. No attention is given to training and experience, interest in work, or other traits. The operator who obtains the greatest output is considered as the most efficient and the one whose production is low as inefficient. In the same way that teacher should be considered most efficient who engenders in his pupils the greatest growth in achievement and that teacher as least efficient who engenders the least growth. It should be noted that all the elements of growth must be measured; ideals, interests and attitudes must be considered as well as skills and knowledge. Since we are limited in the measurement of school achievements and in their evaluation in terms of social worth, it is necessary that other factors be recognized in a practical plan for the measurement of teaching efficiency. In the plan proposed four such qualities are included:

- i. personal and professional qualities,
- ii. general intelligence,
- iii. experience,
- iv. academic and professional training.

As indicated above these traits are merely a means to an end but they sustain a fairly high positive correlation with the achievements of pupils. Teaching experience and academic and professional training are more important in selecting teachers for employment than in measuring their efficiency after employment. They are included in this plan of rating because they permit of objective measurement. It should be noted that they are given relatively less weight than either of the other divisions of the plan

## 2.2. Achievements of Pupils

In measuring the achievements of pupils standardized tests should be used in so far as they are available and the Achievement Quotient (A. Q.) calculated. However, it will be necessary to supplement such measurement by means of written examinations and by teachers' estimates in the case of such outcomes as interest of pupils in school work, technique of study and ideals. There should be a distinct effort to secure a composite measure of all the outcomes of instruction of the teacher whose efficiency is being measured. In judging the measures of achievement it is necessary to measure the quality of the pupil material with which the teacher is working. The achievement quotient is a useful device for doing this when standardized tests are used. In the

case of measurement by means of written examinations and estimates of achievement, one should attempt to approximate the achievement quotient.

### 2.3. Personal and Professional Traits of the Teacher

The teacher is to be rated by means of a man-to-man comparison scale for each of the following four groups of traits:

- (a) interest in school work, particularly classroom instruction,
- (b) skill in the mechanics of managing a class,
- (c) quality of growth and keeping up-to-date,
- (d) personal and social qualities.

### 2.4. Case Study of English Language

According to Kemi Adeola (n.d), for several reasons, primary education being the foundation could be said to be an important stage for all learners. This is more so when one considers the value Nigeria places on the primary education. The National Policy on Education stated that they objectives of primary education include:

- (a) the inculcation of permanent literacy and numeracy, and the ability to communicate
- (b) the laying of a sound basis for scientific and reflective thinking;
- (c) citizenship education as a basis for effective participation in, and contribution to the life of the society;
- (d) character and moral training and the development of sound attitudes;
- (e) Developing in the child the ability to adapt to his or her changing environment;
- (f) Giving the child opportunities for developing manipulative skills to function effectively in the society within the limits of their capacity;
- (g) providing basic tools for further educational advancement, including preparation for trades and crafts of the locality. Appropriate curricular activities at this level include the development of literacy and numeracy, the study of science, social norms and values first of the local community and of the country as a whole. The foundation for sound education should be laid through civics and social studies; health and physical education, moral and religious education, the teaching of local crafts, domestic science and agriculture. Until the last decade of the twentieth century, primary school teachers in Nigeria were produced by Teacher Training Colleges. Nigeria's National Policy of Education in Section 9, sub-section 61 (National Teachers Institute Kaduna (n.d)), makes reference to standards in teacher education as an ultimate expectation. It is expected that only candidates whose minimum qualification is WASC or its equivalent will be admitted into the teacher training colleges, and that the NCE will ultimately become the basic qualification for entry into the teaching profession.

Lassa (1998) as stated in Kemi Adeola (n.d), observed that the Nigerian Certificate in Education (NCE) is a sub-degree but highly qualitative professional diploma in teacher education, obtained after a three-year full-time programme in Colleges of Education. It is therefore a higher quality and specialized teacher's certificate than the Teachers' Grade Two certificate that it is expected to replace. The establishment of the National Commission for Colleges of Education (NCCE) in 1989 as a supervisory body for teacher education in Nigeria saw the beginning of consistent and deliberate thrust towards actualizing the policy on the NCE qualification becoming the minimum certificate for entry into the teaching profession in Nigeria (Uzodinma, 2003 in Kemi Adeola, n.d). Consequently, as the number of Grade Two Teachers' Colleges fell from 285 in 1976 to 153 in 1989 and less than 120 in 1991, the number of Colleges of Education increased from 44 in 1983 to 61 in 1993. Similarly, the enrolment in Colleges of Education rose from 24,710 in 1980/81 to 86,830 in 1990/91 (UNESCO, 1998). In addition to the expansion of full-time programmes for the production of primary and junior secondary school teachers who will be holders of the NCE, several part-time programmes have been started whether in Colleges of Education as sandwich courses, or by distance learning organized by the National Teachers Institute (NTI) aimed at transforming serving Grade Two teachers into NCE holders. Indeed, between 1990 and 1996, the National Teachers' Institute was able up-grade 24,817 serving Grade II teachers to the NCE level.

The National Primary Education Commission personnel audit in 1996 showed that only about 39% of all teachers in primary schools in Nigeria possess the NCE and higher qualification. However, it projected that with about 31,563 Grade II teachers enrolled in 1997 in the Distance Learning NCE programme and another 25,596 enrolled in the sandwich programmes of the various Colleges of Education, it is expected that by the year 1998, the proportion of qualified teachers holding the NCE and above, who are serving in our primary school sector would be somewhere around 78% of those in service. Lassa (1998) concluded that in spite of this promising enhancement of teacher quality in Nigeria, there are indications of a faulty implementation of the policy thrust towards the replacement of the Teachers Grade 11 Certificate with the NCE as the basic qualification.

The Summit on Population in Developing Countries held at New Delhi, India in December 1993 re-iterated the relevance of qualitative teacher production to the quest for improved basic education for all. According to the Federal Ministry of Education report (FEM & YD, 1994 in Kemi Adeola, n.d), it was discovered that nearly all issues, whether related to goals, learning achievement, organization of programmes or performance of the education system are related to the role of teachers. These include their behavior, performance, remuneration, incentives, skills and how they are used by the system. Therefore, teacher production should be based on a sound philosophy, and on such rationale that should guarantee the acquisition of necessary knowledge components and professional skills which will enable pre-service teachers educate the pupils (Harris, 1992 in Kemi Adeola, n.d). This expectation is very critical, not only to the quality of teacher education, but equally to the very survival of the various disciplines in the curriculum of education. According to Lassa (1998) as stated in Kemi Adeola (n.d), the philosophy for teacher production in Nigeria is anchored on five objectives of teacher education as enshrined in the National Policy on Education. These are to:

- Produce highly motivated conscientious and efficient classroom teachers for all levels of our educational system:
- (i) Produce highly motivated conscientious and efficient classroom teachers for all levels of our educational system:
  - (ii) Encourage further the spirit of enquiry and creativity in teachers;
  - (iii) Help teachers to fit into the social life of the community and society at large and to enhance their commitment to national objectives:
  - (iv) Provide teachers with intellectual and professional background adequate for their assignment and to make them adaptable to any changing situation not only in the life of their country but in the wider world:
  - (v) Enhance teachers' commitment to the teaching profession Lassa (1998) in Kemi Adeola (n.d), stressed that these national objective could be reduced into three major attributes to be achieved in the making of an effective teacher. These are the:
    - i. possession of a body of knowledge and understanding;
    - ii. possession of professional skills and techniques;
    - iii. possession of positive personal qualities.

These three attributes are interrelated and possessing one is more often than not enhanced by the possession of the others. Teachers are the pivot for the implementation of any education policy. For language teachers to be effective, they should be adequate in numbers, well-motivated, qualified and competent, both professionally and academically in the skills of language learning and teaching and have opportunities for various forms of relevant in-service training (Emenanjo, 1996 in Kemi Adeola, n.d). In Nigeria, there is the perennial problem of teachers without the right mix, as pointed out above, for all school subjects. The task of developing Nigeria into a modern independent nation with national and international obligations has made the language problem crucial issue.

Adekunle (1976) and Olagoke (1979) in Kemi Adeola (n.d), observed that the diversity and multiplicity of mutually unintelligible languages in a single country have made it impossible or rather difficult to establish an effective and efficient network of communication throughout the country. Three of the indigenous languages of Nigeria-Hausa, Igbo and Yoruba, are usually referred to as the country's main languages. In spite of the wide spread use of indigenous Nigerian languages, none has yet emerged as the country's dominant language. This is because there is no single language that is spoken and understood by an overwhelming majority of Nigerians. English language therefore fills a huge communication gap. English language helps to facilitate contact between Nigerians of diverse language backgrounds. It is also the official language of the country that the educated elites use in official matters and in exchanging views during formal public and private occasions. Speaking of English fluently is seen in the present day Nigeria as a yardstick for enlightenment. Individuals who are unable to express themselves correctly are seen as illiterates even though they might be educated fellows in other areas of life. This has made so many people to desire to improve their educational level (Oladunjoye, 2003 in Kemi Adeola, n.d). Nigerians believe that English language is better taught in the private primary schools than the public schools. This could therefore explain the desire of many parents, including the illiterates, to send their children to private schools, just to ensure that they can speak English



fluently. Research reveals that the influence of teachers is the single most important factor in determining students' achievement, even more than socio-economic status, which for years was deemed as having the highest correlation with academic success (Coleman, 1966 in Kemi Adeola, n.d). Poor students' performance in English language in such public examinations as SSCE, GCE, and UME raises questions about teacher quality and the effectiveness of teachers. For years, states relied on certification to ensure teacher preparation and quality, despite the lack of compelling evidence justifying the selection of the certification requirements. Research indicated also that teachers who major in the subject-area taught have a more positive impact on students' achievement than teachers majoring in an out-of- field discipline, including those in education (Goidhaber & Brewer, 1999 in Kemi Adeola, n.d).

According to Izumi and Evers (2002) as stated in Kemi Adeola (n.d), school reform is a topic on many people's minds today as a thing of necessity in our system. Unlike many policy areas, the vast majority of people have strongly held opinions, mostly arising from their own personal experiences in school. As a result, much of policy making involves walking a line between research findings and popular views. These popular views frequently are not the best guides for decision-making. This discussion begins with some evidence about the importance of teacher quality and moves to ideas about how the quality of teachers can be improved. Central to all of the discussion is the relationship between incentive and accountability. The current study is therefore, interested in evaluation of NTI Grade II and NCE Primary Education Graduates' performance in teaching English Language to primary school pupils.

### 3.0. METHODOLOGY

#### 3.1. Data Collection

Tables 1 to 10 under the appendixes show tally and frequency tables of data that were collected in January 2013

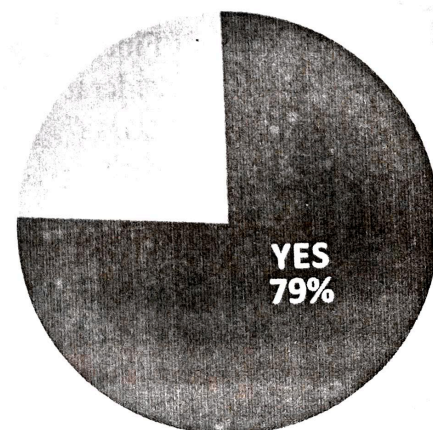
#### 3.2. Data Analysis and Discussion of results

Our analysis and discussion of results is based on the two hypotheses in section 6.0

Note that questions 1 and 2 of the questionnaire (see appendix III) address hypothesis A, while questions 4-6 of the questionnaire address hypothesis B.

#### 4.0. Data Analysis and Discussion of Hypothesis A

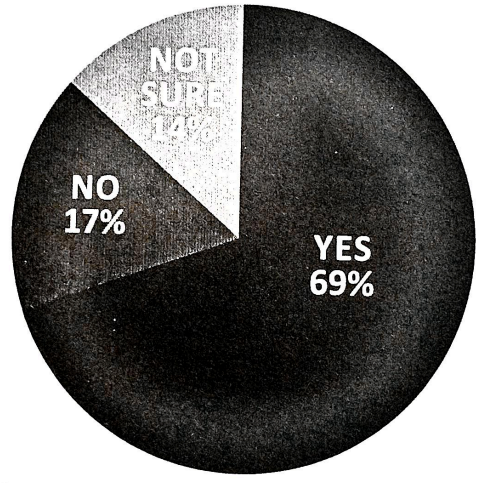
Fig 1: Pie Chart for question 2: Do you know the name of your Account/Financial Account Teacher?



**Discussion**

It can be seen from Fig 1 that 76% of the overall respondents said yes to the question of knowing their Account/Financial Account teachers' names. Only 24% of the students do not know their teachers' name (Fig 1 is obtained from Table 6 that can be seen under appendix II). Though we have a good percentage of students who know their teachers' names, this might not so much tell of the rapport between the teachers and students. A good student who is serious with learning should usually know the name of his/her teacher whether or not he/she is good. However, we cannot completely rule out the possibility of bad rapport between the teachers and the 24% of the students who do not know their teachers name. But, again, the 24% which accounts for the percentage of students who do not know their teachers' name is indicative of the negligence attitude of some students. What could be responsible for this can probably be another research focus since it does not concern us in this study.

**Fig 2: Pie Chart for question 3:  
Does your Account/Financial Account Teacher know your name?**



**Discussion**

Fig 2 is a Pie chart which explains in percentages the question 3 of our questionnaire as to whether the Account/Financial Account teachers know the names of their students. 14% of the students under consideration are not sure, 17% said 'No' and 69% agree that their teachers know them by their names (Fig 2 is obtained from Table 7 that can be seen in appendix II). Here, we can begin to deduce the level of interest the teachers have in their students and their attempts to build inter-personal relationship with their students. For students or even subordinates generally, it matters much when they are known by their teachers or masters. It takes the relationship away from general to personal. This encourages learning. The students are conscious of the fact that they are known by their teachers

Fig 3 above  
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**Fig 3: How is his/her relationship with you in the class?**

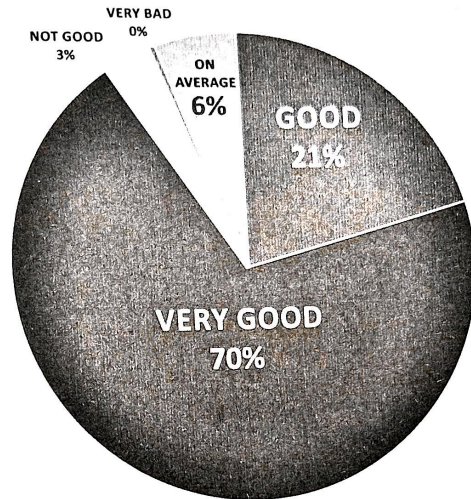
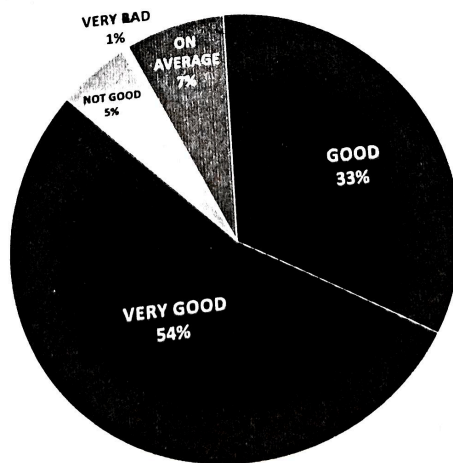


Fig 3 above shows a pie chart with percentages that address question 4 in the questionnaire: How is the relationship of your Account/Financial Account teacher while in the class? 70% of the students said it is very good, 21% said it is just good, 6% said it is on the average and 3% said it is not good (Fig 3 is obtained from Table 8 under appendix). This question was meant to confirm what ever perception we might have had in the responses in question 2. Recall that 69% (which is almost 70% for very good here) acknowledged that their teachers know them by name and thus, we perceived a good rapport between Account/Financial account teachers and students in Minna. Now 70% of the students have directly acknowledged the good rapport that it is very good, and 21%, good.

We assume that the 6% of the students who said the relationship their account/financial account teachers have with them in the class in on the average have taken a neutral position. But even if we join them with the 3% that said not good, we will just end up with 9%. This 9% cannot over rule the 91% (70%+21%). It is worthwhile to note that 0% of the students said the relationship their account/financial account teachers have with them in the class is very bad.

**Fig 4: How is his/her relationship with you outside the class**



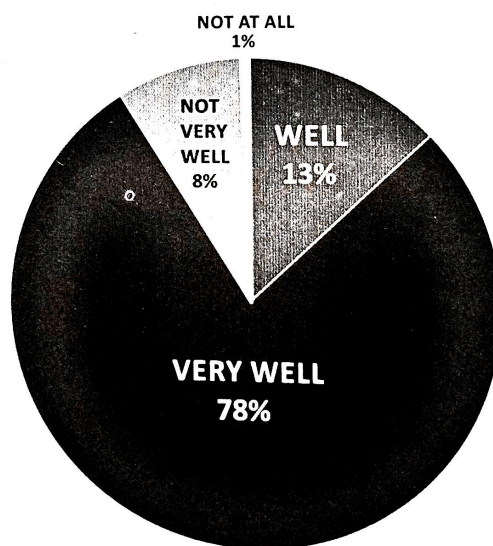
### Discussion

In Fig 4, we have the percentages of students responding to question 5 of the questionnaire: How is the relationship of the account/financial account teacher with them outside the class? 54% of the students said it is very good, 33% said it is good, 7% said it is on the average, 5% said it is not good and 1% said it is very bad (Fig 4 is obtained from Table 9 under appendix).

Here we notice a decrease in the level of relationship from 91% while in class to 87% (54%+33%) while outside the class. In fact the percentage for very good dropped from 70 to 54. This is indicative of account/financial account teachers encouraging students learning while in class more than while outside the class. This is not supposed to be so. It is supposed to be even more, since the relationship outside the class will help the students beyond their academics to tell on their characters and attitudes. This will serve as a platform for inculcating moral behaviors in the students. Probably this is a general phenomenon with all our teachers that is making our students today not to have good morals in the society. Maybe the decreased concern for relating with them outside the class environment is sending some kind of messages to them that it is only the class environment that matters.

Notice in the analysis that 5% of the students said it is not good and 1% said it is very bad. It can be explained that, this 6% (5%+1%) of the students are calling for improvement in the level of relationship their account/financial account teachers have with them outside the class environment.

**Fig 3.5: How do you understand his/her teaching?**



### Discussion

From Fig 5 above (obtained from Table 1), the question – How do students understand the teaching of their account/financial account teachers was addressed. 78% of the students under consideration said very well, 13% said well, while 8% said not very well and 1% said not at all.

One may not be completely wrong to say that it is the 1% of the students that is not influenced outside the class environment that does not understand the teaching at all in the class. However, we must appreciate their students understanding their teaching.

#### 4.1. Summary

This study was aimed at assessing the level of impact that the Account/financial account teachers with teaching qualification have on their students in Minna. The study was based upon two objectives such as to assess the impact in terms of teacher-student relationship and students' understanding of the teacher's lessons.

One believes that a teacher who develops interpersonal relationship with his/her students will have more impact (in terms of knowledge delivery and moral influence) than one who does not. A good relationship a teacher develops with his students can go a long way to helping/encouraging the students in understanding the lessons taught by that teacher. Again, it will serve as a platform for inculcating moral behaviors in the students.

A questionnaire was designed as instrument for data collection and a convenient sample of two hundred and one (201) students from thirteen (13) classes in six (6) secondary schools in Minna responded in answering the questions.

From the analysis of results, it was generally seen that 74% of the students under consideration know the names of their account/financial account teachers. 69% of the students acknowledged that their account/financial account teachers know them by names. 70% of the students said that the relationship their account/financial account teachers have with them in the class room is very good. 54% of the students said that the relationship their account/financial account teachers have with them outside the class room is very good. 78% acknowledged that they do understand their account/financial account teachers teachings very well.

It was however noted that there is a decrease in the level of relationship which the account/financial account teachers have with their students from 70% while in class to 54% while outside the class. It was worthwhile to note that 0% of the students said the relationship their account/financial account teachers have with them in the class is very bad while 1% asserted that the relationship their account/financial account teachers have with them outside the class room environment very bad.

#### 5.0. CONCLUSIONS

From the analysis of the results of this study, we conclude from hypothesis A that, there is a significant relationship between teaching qualification of account/financial account teachers and their interaction with their students. The study findings showed that this relationship is positive and beneficial to students since the teachers have a good rapport with their students.

From hypothesis B, the study led to the conclusion that there is significant relationship between teaching qualification of account/financial account teachers and their performance in the subject. Here also, the relationship is beneficial to the students since the students do very well understand their teachings.

Concerning the decreased level of relationship which the account/financial account teachers have with their students from 70% while in class to 54% while outside the class, it is observed

that, this is indicative of the teachers encouraging students learning while in class more than while outside the class. This is not supposed to be so. It is supposed to be even more, since the relationship outside the class will help the students beyond their academics to tell on their characters and attitudes. This will serve as a platform for inculcating moral behaviors in the students. Probably this is a general phenomenon with all our teachers that is making our students today not to have good morals in the society. Maybe the decreased concern for relating with them outside the class environment by their teachers is sending some kind of messages to them that it is only the class environment that matters.

Generally, we conclude that account/financial account teachers in Minna, Nigeria have very good impact (70% impact) on their students although there is a decreased relationship with their students outside the class room environment that may impede on the student's character and moral impact.

### 5.1. Recommendations

Based on the results of this empirical study, we recommend the following:

- i. Teachers of account/financial account in Minna (and probably all teachers of other subjects in Nigeria) should take the relationship with their students outside the class environment as equally important as that in the class room. This will not only encourage the academics of the students, but will also impact their characters and moral conducts in the society.
- ii. To the researchers, an empirical study could be carried out to ascertain reasons for students not knowing their teachers' names

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