

## TEACHER'S QUALIFICATION AND SCHOOL FACILITIES AS DETERMINANTS OF ACADEMIC PERFORMANCE OF STUDENTS WITH SPECIAL NEEDS IN OYO STATE

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### **Abstract**

Education is a fundamental tool for societal progress, and for students with special needs, qualified teachers and appropriate school facilities are crucial in achieving optimal academic outcomes. This study examined the influence of teacher qualifications and school facilities on the academic performance of students with special needs in Oyo State, Nigeria. Two research hypotheses were tested in the study. Descriptive research design was adopted for the study. The population consisted of 2,815 students from five secondary schools that mainstreamed students with special needs in Oyo State, with a sample of 373 students purposively selected from these schools. Data were collected using a self-designed questionnaire, tagged "Teacher's Qualification and School Facilities as Determinants of Academic Performance Questionnaire" (TQPFSAPQ). The instrument was subjected to face and content validity by the experts in the fields of special education as well as measurement and evaluation. Test re-test reliability method was used to establish the reliability of 0.85. Inferential statistics of regression analysis was used to test the hypotheses at 0.05 alpha level of significance. The findings revealed that both teacher qualifications and school facilities significantly affect the academic performance of students with special needs. These results underline the importance of well-trained teachers and adequate school infrastructure in fostering a supportive learning environment for students with special needs. The study recommends enhanced teacher training, improved learning materials, inclusive school environments, and increased resource personnel to support students with special needs in secondary schools.

**Keywords:** Teacher's Qualifications, School Facilities, Academic Performance, Special Needs, Students

### **Introduction**

Educationists agree that education is the bedrock of civilization and the catalyst to freedom from oppression, deprivation and humiliation. It is an important instrument for individual and societal development. In fact, (Ahmed et al., 2019) described education as the "mother" of all developments. It is not only for developing skilled human resources for industries but also a means of accelerating the political and social awareness of the citizens. It is regarded as a critical sector whose performance directly affects the quality and magnitude of national development (Ahmed et al., 2019).

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A qualified teacher is a teacher who has earned credentials from an authoritative source, such as the government, a higher education institution or a private source. It is accepted in general that promoting teacher quality is a key element in improving education (Eze, Ali, Jungert & Hesser, 2018). Casian, Mugo and Claire (2021) it is a well established fact that teacher quality factors like academic qualifications, professional training, and experience correlate strongly with positive student outcomes. The importance of provision of adequate school facilities to teaching and learning cannot be over-emphasized. School facilities have been observed as a potential factor to quantitative education. The dictum that “teaching is inseparable from learning but learning is not separable from teaching” is that teachers do the teaching to make the students learn but the students can learn without the teachers. According to Akande (2016), learning can occur through one’s interaction with one’s environment. Environment here refers to facilities that are available to facilitate students learning outcome. It includes books, audio-visual, software and hardware of educational technology also, size of classroom, sitting position and arrangement, availability of tables, chairs, chalkboards, shelves on which instruments for practical are arranged. According to Nneji (2017), facilities constitute a strategic factor in organizational functioning. This is so because they determine to a very large extent the smooth functioning of any social organization or system including education. He further stated that their availability, adequacy and relevance influence efficiency and high productivity. In his words, Farombi (2018) opined that the wealth of a nation or society could determine the quality of education in that land; emphasizing that a society that is wealthy will establish good schools with quality teachers, learning infrastructures with which such students may learn with ease thus bringing about good academic achievement. Writing on the role of facilities in teaching, Nneji (2017) submitted that no effective science education programme can exist without equipment for teaching. This is because the facilities enable the learner to develop problem-solving skills and scientific attitudes. In their contribution, Nwagwu NA and Ogechi (2017) reiterated that when the facilities are provided to meet relative needs of a school system, students will not only have access to the reference materials mentioned by <https://journals.unizik.edu.ng/jtese>

the teacher but individual students will also learn at their own paces. The net effect of this is increased overall academic performance of the entire students.

Hence, facility means the system which supports the operation of an organisation or an institution to carry its daily activities and to promote growth and development in such organisation or institution. School facility refers to the entire environment of the school or an organisation; it refers to both the physical and material resources available to the students and teachers in the school to facilitate their learning and teaching process. Students' academic performance is the outcome of learning, the extent to which a student has achieved his/her educational goals or how well a student meets standards set out by government and educational institutions. Oga-Baldwin and Fraser (2019) sees academic performance as the ability to study effectively and show how facts fit together and form larger patterns of knowledge. And being able to think for oneself in relation to facts as well as being able to communicate the knowledge verbally or down on paper. To him students' academic performance is how well a student is able to recall facts learnt by either verbally or written down on paper. One can therefore conclude that students' academic performance is the process of how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers.

However, an extensive review of the literature indicates a recent decline in academic performance among students in Nigeria, particularly those with special needs. In the light of this, the issue of poor academic performance in public secondary schools has reached the point where effective use of relevant strategies ought to be explored and employed, hence, the need for this study.

### **Statement of the Problem**

One of the problems militating against the achievement of "Education For All" (EFA) is the inability of students with special needs to receive instruction through the conventional means. A student without special educational needs receives classroom instruction through the organ of sight (eye) or organ of hearing (ear) or both. However, for some categories of students with special needs, the appropriate channels through which instructions could be meaningfully perceived are in some ways defective. Solving

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these problems requires the use of special facilities to be handled by specially trained and qualified individuals. It has also been observed that improper teacher's qualification have negative influence on students' academic performance which may not allow the students to really benefit from the teaching learning process. In this study, therefore, academic performance among students with special needs will be assessed with particular attention on teaching methodology, academic qualification of teachers in secondary schools for students with special needs as well as availability and utilization of relevant school facilities in teaching students with special needs in public secondary schools for students with special needs in Oyo State.

### **Objectives of the Study**

The main objective of the study was to examine influence of teacher's qualification and school facilities as determinants of academic performance of students with special needs in Oyo State. In specific terms, the study aimed to:

- i. determine the influence of teacher's qualification on academic performance of secondary school students with special needs in Oyo State.
- ii. examine the extent of relationship between school facilities and academic performance of secondary school students with special needs in Oyo State.

### **Hypotheses**

**Ho<sub>1</sub>:** There is no significant association between teacher's qualification and academic performance of secondary school students with special needs in Oyo State.

**Ho<sub>2</sub>:** There is no significant relationship between school facilities and academic performance of secondary school students with special needs in Oyo State.

### **Review of Related Literature**

#### **Concept of Teacher's Qualification**

A qualified teacher is a teacher who has earned credentials from an authoritative source, such as the government, a higher education institution or a private source. A qualified teacher can be defined as one who holds a teaching certificate and or licensed by the state, owns at least a bachelor's degree from a four-year institution and well qualified in his or her area of specialization (Okeke CI & Dlamini, 2019). Oloruntegbe et al. (2019) refer

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to teacher qualification in two ways: traditional and alternative qualification routes. Traditional certificate is when an individual completes an undergraduate degree or post-graduate programme in education. Alternative route of certification are based on course work in pedagogy and subject area without a degree in education.

It is accepted in general that promoting teacher quality is a key element in improving education (Uche & Affiah, 2020). A highly qualified teacher knows what to teach, how to teach, and has a full understanding of the subject matter being taught. A great teacher has effective discipline, skills and can promote positive behaviours and change in the classroom. A great teacher has good classroom management skills and can ensure good student behavior, effective study and work habits, and an overall sense of respect in the classroom. Quality teacher is said to be the most important factor influencing learner outcomes. The teacher has been recognised as indispensable human resources and indeed, the single most important element in the school system, more important than the quality of equipment and materials and the level of financing. Teachers are very important. On that account, the education law in Nigeria provides that, “no person shall teach in any school unless his name has been placed on the register of teachers”. As of now, one is legally recognized or qualifies to be a teacher if his name is in the register of the Teacher Registration Council of Nigeria and he ceases to be teacher once his name is deleted from the register (Teacher Registration Council, 2024). Likewise, Ugoani (2019) argue that the single most important factor affecting student achievement is teachers, and the effects of teachers on student achievement are both additive and cumulative. Further, they contend that lower achieving students are the most likely to benefit from increases in teacher effectiveness.

### **Influence of Teacher’s Qualification on Students’ Academic Performance**

According to Harris and Sass (2011), it is accepted in general that promoting teacher quality is a key element in improving education. In like manner, researchers, including Oyetunde, Adelabu and Adelabu (2018) have found and emphasized that the quality education system depended on the quantity, quality and devotion of its teaching workforce. Nneji (2017) found that “measures of teacher preparation and certification are <https://journals.unizik.edu.ng/jtese>

by far the strongest correlates of student achievement in reading and mathematics, both before and after controlling for student poverty and language status”. Darling-Hammond contends that measures of teacher quality are more strongly related to student achievement than other kinds of educational investments such as reduced class size, overall spending on education, and teacher salaries. In contrast to the approach used by Darling-Hammond, which equates teacher quality with specific qualifications, Rivkin, Hanushek and Kain (1998) identify teacher quality in terms of student performance outcomes. Their research identifies teacher quality as the most important school-related factor influencing student achievement. They conclude from their analysis of 400,000 students in 3,000 schools that, while school quality is an important determinant of student achievement, the most important predictor is teacher quality. In comparison, class size, teacher education, and teacher experience play a small role.

Obanya (1982) and Ajayi (1999) have found that quality education system depended on the quantity, quality and devotion of its teaching workforce. A study by Casian, Mugo and Claire (2021) in Nigeria found that lack of qualified teachers led to consistent poor achievement or performance of students. Huang & Moon (2009) documents that teacher qualification accounted for approximately 40 to 60 percent of the variance in average of students’ achievement in assessment. Vartanian (2019) found that there was significant correlation between teacher’s qualification and students’ achievement. The good performance and achievement was attributed to excellent instructions given by qualified teachers in addition to other input.

### **Concept of School Facilities**

School facilities have been observed as a potent factor to quantitative education. The importance to teaching and learning of the provision of adequate instructional school facilities for education cannot be over-emphasized. The dictum that “teaching is inseparable from learning but learning is not separable from teaching” is that teachers do the teaching to make the students learn but the students can learn without the teachers. According to Akande (2016), learning can occur through one’s interaction with one’s environment. Environment here refers to facilities that are available to facilitate students

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learning outcome. It includes books, audio-visual, software and hardware of educational technology so also size of classroom, sitting position and arrangement, availability of tables, chairs, chalkboards, shelves on which instruments for practical are arranged.

According to Oni (2012), facilities constitute a strategic factor in organizational functioning. This is so because they determine to a very large extent the smooth functioning of any social organization or system including education. He further stated that their availability, adequacy and relevance influence efficiency and high productivity. In his words, Farombi (2018) opined that the wealth of a nation or society could determine the quality of education in that land; emphasizing that a society that is wealthy will establish good schools with quality teachers, learning infrastructures that with such students may learn with ease thus bringing about good academic achievement. Writing on the role of facilities in teaching, Balogun (2012) submitted that no effective science education programme can exist without equipment for teaching. This is because the facilities enable the learner to develop problem-solving skills and scientific attitudes. In their contribution, Ajayi and Nneji (2017) reiterated that when the facilities are provided to meet relative needs of a school system, students will not only have access to the reference materials mentioned by the teacher but individual students will also learn at their own paces. The net effect of this is increased overall academic performance of the entire students. In his study on resource concentration, utilization and management as correlates in students learning outcome of English language in Rivers state, Farombi (2018) found that the classroom learning environment in some schools was poor. He cited examples of schools without chalkboard, absence of ceiling, some roofing sheets not in place, windows and doors removed among others, a situation which the researcher regarded as hazardous to healthy living of the learners.

Commenting on why high academic attainment is not in vogue in some secondary schools in Rivers State, Adesina (2017) identified poor and inadequate physical facilities, obsolete teaching techniques like overcrowded classrooms among others. Throwing more light on the school facilities and moral guiding provision, Fabunmi (2017) asserted that school facilities when provided will aid teaching learning programme and consequently

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improve academic achievement of students while the models guiding their provision to schools could take any form as rational bureaucratic and or political model. Whichever model is adopted, according to him there is always a common feature of differing allocation of facilities to schools. In his words, Ojoawo (2016), however noted that certain schools are favored in the allocation of facilities at the expense of others. What is even more alarming is the correlation, which these observers claim to exist between quality of facilities and academic performance. Lamenting on the glowing inadequacies of school facilities in our educational industry, Akinkugbe (2014) opined that everywhere you look, the primary, secondary and even in the tertiary there is abundant evidence of crippling inertia, criminal neglect and a pervasive decay in values and standard. Other scholars (Wilcockson 2014, Lawal 2015, Ajayi 2016, and Suleiman 2016) have variously identified the significance of facilities in teaching learning spheres. We can say that absence or poor (and or deteriorating) quality of educational facilities can affect academic performance.

### **Relationship between School Facilities and Students' Academic Performance**

Mayberry (2019) affirmed that evidence for associations among various aspects of the school environment and children's achievement scores. However, controversy remains over whether these associations reflect true casual relationships between school environment and achievement. Parents who send their children to schools with characteristics associated with high achievement may themselves be more supportive or intelligent (Smith, 2017). The increasing school enrolment and students' interests in learning from the best kind of environment as generated more research interest in order to put into use by private individuals mission, communities or government proprietors and environment that will be stimulating and will enhance academic achievement of the students in Biology.

Booth and Okely, (2015) look at school environment as the physical environment (facilities and equipment), social policy (e.g. time allocated for physical and health education sport) and school practices regulating PE and sport, banners to participation and strategies to promote participation). This definition encapsulates components of the <https://journals.unizik.edu.ng/jtese>

health promoting school model (NHMRC, 2011) and also how school staff tends to contextualized health, particularly physical activities. Nwangwu, (2016) gave the characteristics of school environment to include school buildings, classrooms, furniture's, playgrounds, sporting facilities, laboratories, libraries and equipment which aids the teachers in effective delivering of lesson. According to the state of Uche C and Affiah (2019) school environment includes the physical and aesthetic surrounding and the psychological climate and culture of the school concept of academic achievement.

### **Influence of Availability of School Facilities on Students' Academic Performance**

School facilities play a vital role in the actualization of educational goals and objectives by satisfying the physical and emotional needs of the staffs and students of the school. Henceforth, school facilities can be briefly regarded to as the items which make teaching and learning possible in a school. In other words, school facilities can be referred to as the human and physical resources that are needed or used in the school in order to aid learning and teaching. By human resources we mean the personnel are employed in the school to ensure learning. Alabi, (2015). They include the principal, the headmasters, the teachers and administrative staff etc. the human resources can also be seen as the greatest and most useful facilities a school can ever have, the reason being that no matter how a school is physically facilitated if there are no human resources in it, there can be no learning, invariably there will be no school, while physical resources can be seen as those materials which can give help support or comfort to the school organization country or an individual for example, the building, the library, chairs textbooks, classroom, chalkboard, sporting fields environment etc. Additionally, according to Knezevich (2015) he emphasized that the physical needs are met through provision of safe structure, adequate sanitary facilities, be balanced visual environment, appropriate thermal environment, and sufficient shelter space for his work and play. His emotional needs are met by creating pleasant surroundings, a friendly atmosphere and an inspiring environment.



in Oyo State. The analysis reveals a coefficient of 0.649 with a standard error of 0.180. The obtained t-value of 3.602 has a corresponding p-value of 0.002, which is less than the 0.05 level of significance. Since the p-value is less than 0.05, the null hypothesis is rejected. This implies that there is a statistically significant relationship between teacher's qualification and academic performance.

**Ho<sub>2</sub>:** There is no significant relationship between school facilities and academic performance of secondary school students with special needs in Oyo State.

**Table 2: Regression Analysis showing the relationship between school facilities and academic performance**

Predictor	Coefficient (β)	Std. Error	t-Statistic	p-value	R <sup>2</sup>	Decision
School facilities	0.959	0.071	13.467	0.0002	0.892	Reject Ho <sub>2</sub>
Constant	3.900	6.896	0.566	0.577		

Source: Fieldwork 2025 Significant at p<0.05

Table 2 presents the regression analysis showing the relationship between school facilities and academic performance of secondary school students with special needs in Oyo State. The analysis reveals a coefficient of 0.959 with a standard error of 0.071. The obtained t-value of 13.467 has a corresponding p-value of <0.001, which is less than the 0.05 level of significance. Since the p-value is less than 0.05, the null hypothesis is rejected. This implies that there is a statistically significant relationship between school facilities and academic performance.

### **Discussion of Findings**

From the result in hypothesis 1, it was revealed that there was a statistically significant relationship between teacher's qualification and academic performance of secondary school students with special needs in Oyo State. This implies that teacher qualifications play a crucial role in shaping students' academic achievements. Well-qualified teachers tend to have better pedagogical skills and instructional strategies that enhance student learning outcomes. This finding aligns with the work of Oyetunde, Adelabu and Adelabu (2018), who emphasized that teacher qualifications significantly impact student performance. Similarly, Ali, Jungert, Oloruntegbe, Adelabu, Oluwatayo,

Oyetunde and Adelabu (2019) highlighted that students taught by well-qualified teachers tend to perform better academically compared to those taught by less-qualified teachers. Table 2 showed that there was a statistically significant relationship between school facilities and academic performance of secondary school students with special needs in Oyo State. This suggests that adequate school infrastructure contributes to an improved learning environment, ultimately enhancing students' academic success. This is consistent with the findings of Uche C and Affiah (2019), who asserted that the quality of school facilities plays a crucial role in determining students' academic performance. Furthermore, Alabi, (2015) explained that well-equipped schools provide a conducive learning atmosphere, which positively impacts students' concentration, motivation, and overall academic success.

### **Conclusion**

Based on the responses from the study, it is evident that the qualifications of teachers and the availability of specialized facilities play a crucial role in the academic performance of students, particularly those with special needs. Teachers' qualifications, especially in special education, were found to significantly enhance students' understanding and academic progress. Regular training for teachers in handling students with special needs also proved to be beneficial in ensuring that students receive the support they need to succeed.

The school environment was noted to have a significant impact on students' learning experiences, with accessible classrooms and supportive resource personnel being essential elements for effective education. Moreover, modern technology, such as assistive devices and computers, was highlighted as an important tool in enhancing students' academic performance. However, there were concerns regarding the lack of sufficient facilities and personnel, which negatively affected the learning experience for some students. In conclusion, for students with special needs to perform optimally, there is needs to be a continuous focus on improving teacher qualifications, providing adequate special education resources, and ensuring a supportive and accessible school environment.

## **Recommendations**

Based on the findings, the following recommendations were made:

1. Schools should ensure that teachers are equipped with the necessary skills to effectively teach students with special needs.
2. Schools should make use of modern technologies that can support students with special needs in their academic pursuits.
3. Schools facilities should be accessible to students with various types of disabilities.
4. Provision of adequate personnel that are well trained to assist students with special needs.

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