



***Teachers' Perceptions of Factors Contributing Student Performance at Secondary Schools in Benadir Region, Somalia***

***Dr. Ali Dahir Mohamed Omar***

**Vice-President for Academic Affairs, Lecturer of Educational Psychology at Mogadishu University**

**Email:** calidahir@mu.edu.so /calidahir@gmail.com

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**Abstract**

The study is a descriptive research design to explore the factors that contribute to the Student Performance at Secondary Schools in Benadir Region, Somalia according to the perception of the teachers. 107 teachers from Mogadishu Secondary schools were randomly selected. The author used SPSS for data analysis. According to the findings, sequentially, the Teacher is the most important factor that contributes to a student's performance followed by Parents, School Environment, and Student. Furthermore, all hypotheses of the study were not statistically significant supported. Based on gender, age, or other factors. Finally, the study recommends the factors that may enhance education at secondary schools.

**Key Words:** Teacher's Perception, Academic Performance, Mogadishu Secondary Schools.

## **1. Introduction**

The study on issues connected to secondary students' academic performance became the topic of significant interest among educators. The student academic performance is an important in having high graduates who will contribute as great leaders and manpower for the country, and thus be essential for its economic and social progress (Ali et.al, 2009). Academic achievement or performance refers to an individual's attainment or acquired competency in a certain skill or body of knowledge (Kaur,2017).

### **Factors Affecting Academic Performance of the Students**

Despite research on the factors affecting student performance, these factors differ from other areas. Several studies have found that a variety of factors influence students' academic achievement, including student and teacher attitudes, study habits, instructor qualifications, and teaching ability.

According to Mart, E. (2003), Academic success is influenced by intellectual level, personality, motivation, abilities, interests, study habits, self-esteem, and the teacher-student relationship.

### **Teacher**

Teachers are fully accountable for translating policy into action, and concepts based on practice during student-teacher interaction as well as

they play a significant role in educational achievement. According to Wamai (1991), one of the most important elements that influence student academic progress is the educational qualification of teachers. Furthermore, if the teacher is ineffective, the students who are under his or her teaching will not make adequate academic progress. Teachers have an impact on students' performance. Competent teachers appear to be effective with students of all ages of achievement, regardless of the individual differences in their classrooms. Teachers, according to Tope and Ometere (2012), are the single most important factor influencing student achievement. The capacity of a teacher to create an interesting learning environment is enhanced by his or her competency.

### **Parents**

Various home factors may have an impact on the student's academic performance. Students' academic performance is highly dependent on parental involvement in their academic pursuits in order to obtain a higher level of quality in academic achievement (Barnard, 2004).

Furthermore, Anythony Abaidoo (2015) discovered a positive relationship between parent education level and gender and academic accomplishment. Parents who are educated can create an environment that is conducive to their children's academic performance (Marzano, 2003).

Another element that influences student performance is the social economic factor, because academic performance is negatively correlated with parents' low socioeconomic status, as it prevents the individual from having access to teaching materials and resources (Lopez, O. S. 1995).

### **School Environment**

The availability of teaching and learning materials, adequate physical facilities, the teacher-student ratio in the classroom, and the school's location all have a significant impact on students' academic performance. Educational achievements in schools are linked to the use and appropriateness of teaching and learning resources in a variety of ways, low educational attainment is caused by poor utilization, underutilization, and unprepared teachers (Johan,2004). Kissau (2006) found that students in both urban and country settings performed similarly. This result is in agreement with Obioma's findings (1989).

### **Student**

Another factor that determines academic achievement is the characteristics of students as well as their attitudes toward learning. Learners' attitude influences their learning performance due to their beliefs and perceptions of the subject matter. Students' characteristics that affect their academic performance come into internal and social elements. Internal elements that influence students' academic success include interest in a subject's substance, internal pleasure, and aspiration (Maric & Sakac,2014).

Student's abilities, willingness to learn, actions done, and problem-solving solutions are all determined by their attitude towards to the subject. It influences the level of commitment, interest, and personal effort required to achieve (Garden & Smith,2001).

The education system in Somalia after the collapse of central government 1991 up to 2021 was dominated by the private sector and the

role of the ministry of education was limited, however, when the period of transition government ended in 2017, the ministry of education come to control and reform the education system in terms of curricula, education policy, and examination system. This led to curriculum unification and holding the central exam for the general secondary certificate. Benadir region where Mogadishu city, Somali capital located in a large city in Somalia in terms of population and education institutions both public and private sector. For the academic year 2020/2021, the most failed students in the exam of the general secondary certificate were from Benadir region as shown in table (1). This problem raised many questions among educators. The researcher felt the necessity of searching the solution to this problem to find out the most factors that influence students' performance at secondary schools in Benadir Region, Somalia.

**Table (1) Results of the Examination for the General Secondary Certificate in Academic Year 2019/2020 as the Hierarchy of Regional Administrations and Banadir Region.**

The hierarchy of regional administrations and Banadir region					
No	Name of State	Number of Students	Passed	Failed	Average Points of Students marks
1	Jubaland	991	987	4	77.00%
2	Galmudug	2,020	1,987	33	74.31%
3	K. Galbeed	3,363	2,886	477	71.58%
4	H. Shabeelle	1,904	1,741	163	70.08%
5	Banaadir	25,449	17,576	7,873	63.81%

Source: Ministry of education 2020

Table (1) indicates the Somali Secondary school certificate performance results for academic 2019/2020 in the hierarchy of regional administrations and the Banadir region. The most failed students were from Banadir (7,873) students. The highest average point of total student's marks obtained by Jubaland State (77%,) while the Banadir Region has 63.81%. This shows that the performance of the students in the Banadir region is lowest rank.

### **Objectives of the Study**

Main objectives: main objective of the study is to explore Teacher's Perception of Factors Contributing Student Performance at Secondary Schools in Benadir Region, Somalia

#### **The specific objectives of this study are to:**

Determine the effect of teachers, students, parents and environment on the Student Performance at Secondary Schools in Benadir Region, Somalia according to the perception of the teachers.

1. Find out the variance of perception of teachers at a statistically significant level ( $\alpha=0.05$ ) in terms of gender, age, experience, and Education level at Mogadishu Secondary Schools.

#### **Study Questions: this study sought to answer the following questions:**

1. What are the most factors that Contribute to Student Performance at Secondary Schools in Benadir Region, Somalia according to the variables of the teachers, students, parents, and environment?
2. Is there a statistically significant difference at level ( $\alpha=0.05$ ) in the perception of teachers at Secondary Schools in Mogadishu? according to the gender, age, experience and level of education?

**Hypotheses of the study:** the researcher formulated the following component hypothesis to ensure if there are variances in teachers' perception of the factors that Contribute to Student Performance at Secondary Schools in Benadir Region, Somalia according to the gender, age, experience and level of education.

## **Methodology**

The study adopted a descriptive research design to discover the Teacher's perception of factors causing poor Performance among Graduate Students at Mogadishu Secondary Schools. The random sampling technique was applied to draw the sample size of 107 teachers.

The questionnaire was the research instrument used for data collection. The questionnaire was made up of 22 items. The construction of the questionnaire was guided by research questions and based on the five -points rating scale of Strongly Agree (5), Agree (4) Neutral (3) Disagree (2), and (1) strongly disagree, The weight of the responses from research questions were computed using means values intervals as options of; Very high = 4.20-5.00 points; high = 3.40-4.19 points; moderate = 2.60-3.39 points; slightly = 1.80-2.59 points and not at all =1.00-1.79 points. For the reliability of the instrument that the researcher established by using SPSS, the result showed a high level of acceptance with (0.898) For the data analysis, a descriptive analysis was carried out built on mean and standard deviations of the items as well as ANOVA in SPSS to determine the variance among respondents by testing hypotheses pre-stated by the researcher.

## Results and Discussion

### *Demographic Characteristics of Respondents*

The characteristics of the sample respondents were categorized into Gender, Age, Experience and Educational level variables.

**Table 2. Gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percent %</b>
Male	102	94.4
Female	5	4.6
<b>Total</b>	<b>107</b>	<b>99</b>

The above table (2) shows that the male teachers in the study represent 102 (94.4%) while the female stands for 5 (4.6%). However, this means the number of female teachers in secondary schools in general, and particularly in Mogadishu schools, is less than the number of male.

**Table 3. Age**

<b>Age</b>	<b>Frequency</b>	<b>Percent %</b>
25-30	75	70
31-40	25	23
41 and above	7	7
<b>Total</b>	<b>107</b>	<b>100</b>



Table (3) summarizes the age of teachers. 25-30 of respondents represent 70% while 31-40 stands for 23%, and 41 and above represent the lowest percentage. 7%.

**Table 4. Experience**

<b>Experience</b>	<b>Frequency</b>	<b>Percent %</b>
Less than 5 years	46	43
6 to 10 years	61	57
<b>Total</b>	<b>107</b>	<b>100</b>

The above table (4) indicates that teachers' experience is less than 5 years with the number 46 (43 %) while 6 to 10 years stands for 61 (57%), so the most experienced are those who have been working at least 6 to ten years.

**Table 5. Educational level**

<b>Educational level</b>	<b>Frequency</b>	<b>Percent %</b>
Secondary school	4	4
Diploma	3	3
Bachelor	100	93
<b>Total</b>	<b>107</b>	<b>100</b>

Table (5) summarizes that level of education that the respondents are categorized into Seconder School, Diploma, and Bachelor, where the latter which scored up 100 (93%), the second rank is Secondary School 4 (4%) whereas the third is Diploma with 3 (3%).

### Analysis of the Research Questions

Research Question: What are the most factors that Contribute to Student Performance at Secondary Schools in Benadir Region, Somalia according to the variables of the teachers, students, parents, and environment?

**Table 6. Results of Teacher Variable**

Items	Statement	Mean	Std. Deviation	Decision
Q1	Teachers' professional qualifications affect students' performance.	4.70	.536	Very high
Q2	Teachers' teaching methodologies have a great effect on students' academic performance	4.63	.575	Very high
Q3	Teachers' mastery of the subjects effects students' academic performance.	4.70	.499	Very high
Q4	The use of relevant teaching materials affects students' academic performance.	4.21	.789	Very high
Q5	Teacher's follow up during the teaching and learning process enhances students' academic performance.	4.06	.930	High
Q6	Continuing assessment during the teaching and learning process has a great role in students' academic performance.	4.36	.794	Very high
Q7	The Teacher –parent relationship highly effects students' academic performance.	4.21	.988	Very high
<b>Grand mean</b>		<b>4.41</b>	<b>.265</b>	<b>Very high</b>

**Very high = 4.20-5.00 points; high = 3.40-4.19 points; moderate = 2.60-3.39 points; slightly = 1.80-2.59 points and not at all =1.00-1.79 points.**

The above table (6) showed that item one and two are the highest ones (Teachers' professional qualifications affect students' performance) has a mean of 4.70 and standard deviation (.536) and (Teachers' mastery of the subject effects students' academic performance.) has mean of 4.70 and standard deviation (.499) while factor item seven (The Teacher – parent relationship highly effects students' academic performance) has a mean (4.21) and standard deviation (.988) is the lowest factor item.

A competent instructor, according to the researcher, is key to a student's success. 'Students taught by teachers without qualifications indicate poorer average growth scores than students taught by teachers with standard certification,' according to Karin (2004). Teachers' teaching education and skills, according to Strauss and Vogt (2001), are important.

The findings, on the other hand, showed that subject mastery by teachers is an important aspect of the teaching and learning process. This result is supported by Monk and King (1994), who demonstrated that teachers' subject-matter mastery has an impact on students' achievement. The grand mean of all items reached very high level (4.41).

**Table 7. Results Parents Variable**

Items	Statement	Mean	Std. Deviation	Decision
Q1	The level of parents' education affects students' academic performance.	4.19	.826	High
Q2	The relationship between parents and students at home improves students' academic performance.	4.50	.732	Very high
Q3	The level of follow-up by the family affects students' academic performance.	4.11	.861	High
Q4	Parents' socio-economic status influences their children's academic performance.	3.79	1.097	High
Q5	Parental perception of educational value supports students' academic performance	4.34	.846	Very high
Q6	The degree to which parents monitor their children's progress has a significant impact on their academic performance.	4.24	.822	Very high
Q7	Parents' motivation for their children highly contributes to their academic performance.	4.50	.664	Very high
Q8	Family conflict has a negative impact on students' academic performance.	4.15	1.080	High
<b>Grand mean</b>		<b>4.23</b>	<b>.231</b>	<b>Very high</b>

Very high = 4.20-5.00 points; high = 3.40-4.19 points; moderate = 2.60-3.39 points; slightly = 1.80-2.59 points and not at all =1.00-1.79 points.

The result on the table (7) showed that item two and item seven are the highest ones (The relationship between parents and students at home improves students' academic performance) has a mean of 4.50 and standard deviation (.736) and (Parents' motivation for their children highly contributes to their academic performance) has mean of 4.50 and standard deviation (.664). The findings demonstrate that having a positive relationship with one's parents at home increases academic success. This result is in line with Hara & Burke (1998) discovered that parental involvement in a child's early schooling is consistently associated to a child's academic success.

Chukwudi, O.C. (2013) investigated the impact of the family environment on secondary school academic performance in Nigeria opined that Parents with the strong educational background are more likely to encourage their children to participate in their academic work, which improves student achievement, according to the study's findings.

Furthermore, the analysis shows that parents' motivation for their children has an impact on their academic performance, which supports, Deci and Ryan's (1985) found that once students are motivated, they may have a strong desire to achieve their life goals. Students obtain school-based competency, a desire to learn, and the ability to improve their learning. However, the grand mean of all items made up very high scores (4.23).

**Table 8. School Environment Variable**

Items	Statement	Mean	Std. Deviation	Decision
Q1	The availability of teaching and learning resources has a great effect on students' academic performance	4.20	.840	Very high
Q2	Appropriate Physical Facilities affect the performance of the students	3.83	.995	High
Q3	The teacher-student's ratio in the classroom affects the performance of the students.	4.06	.899	High
Q4	The location of the school has an impact on the performance of the students.	3.76	1.063	High
<b>Grand mean</b>		<b>3.963</b>	<b>0.2037</b>	<b>High</b>

**Very high = 4.20-5.00 points; high = 3.40-4.19 points; moderate = 2.60-3.39 points; slightly = 1.80-2.59 points and not at all =1.00-1.79 points.**

Table (8) showed that item one is the highest one (The availability of teaching and learning resources has a great effect on students' academic performance) has a mean of 4.20 and standard deviation (.840), while the rest of the items got the level of (High). The grand mean of all items scored up the level of 'High' (0.3.96).

**Table 9. Student Variable**

Items	Statement	Mean	Std. Deviation	Decision
Q1	Characteristics of students contribute to their performance.	3.60	1.106	High
Q2	Students' attitudes towards learning affect their performance.	4.18	.845	High
Q3	Keeping the Educational Ladder for the students during the schooling process affects their performance	3.91	.896	High
<b>Grand mean</b>		<b>3.897</b>	<b>.2902</b>	<b>High</b>

**Very high = 4.20-5.00 points; high = 3.40-4.19 points; moderate = 2.60-3.39 points; slightly = 1.80-2.59 points and not at all =1.00-1.79 points.**

Table (9) showed that item two is the highest one (Students' attitudes towards learning affect their performance) has a mean of 4.18 and standard deviation (.845) while item three (Keeping the Educational Ladder for the students during the schooling process affects their performance) has a second rank with meant (3.91) and standard deviation (.896) is the lowest factor item. However, the grand mean showed a 'High' level (3.897). Based on the preceding analysis, according to Maric and Sakac (2014), students' characteristics that affect their academic achievement can be classified into internal and social aspects. According to the research, internal elements that influence students' academic accomplishment include interest in the subject's substance, internal comfort, and aspiration.

According to some of the studies, a student's capacity, motivation to study, actions done, and problem-solving solutions are all influenced by their attitude toward the subject including the level of commitment, ambition, and personal effort required to succeed. (Smith,2001)

**Table 10. Comparative Statistics among Grand Means of the Factors of the Study**

<b>Factors</b>	<b>Grand Mean</b>
Teacher	4.41
Parents	4.23
School	3.96
Student	3.897

**Very high = 4.20-5.00 points; high = 3.40-4.19 points; moderate = 2.60-3.39 points; slightly = 1.80-2.59 points and not at all =1.00-1.79 points.**

Table (10) shows that the factor 'teacher') got the highest rank (4.41), 'Parents second rank (4.23), and the third rank gained by 'School' (3.96), while the factor 'Student' obtained the fourth rank.



**Table 11. Correlation Matrix among the variables**

Correlations					
		Teacher	parents	School Environment	Graduate Students
<b>Teacher</b>	Pearson Correlation	1	.690**	.559**	.452**
	Sig. (2-tailed)		.000	.000	.000
	N	107	107	107	107
<b>Parents</b>	Pearson Correlation	.690**	1	.608**	.558**
	Sig. (2-tailed)	.000		.000	.000
	N	107	107	107	107
<b>School Environment</b>	Pearson Correlation	.559**	.608**	1	.574**
	Sig. (2-tailed)	.000	.000		.000
	N	107	107	107	107
<b>Student</b>	Pearson Correlation	.452**	.558**	.574**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	107	107	107	107
<b>**.</b> Correlation is significant at the 0.01 level (2-tailed).					

Table (11) shows correlation analysis among variables. The results showed a positive relationship among the four variables, and all P-values in the table (.000) are less than (0.01)

### Testing Hypotheses

The researcher demonstrates below testing the hypotheses pre-stated to determine whether they supported/ accepted or rejected:

**Hypothesis (1):** There is a statistically significant difference at level ( $\alpha=0.05$ ) among the perceptions of teachers based on Gender to the factors that contribute to the academic performance for the Students at Secondary Schools in Benadir Region, Somalia.

**Table 12. Results of Hypothesis (1) Related to the Gender**

ANOVA							
		Sum of Squares	DF	Mean Square	F	Sig.	Decision
Teachers	Between Groups	2.025	1	2.025	.236	.628	Rejected
	Within Groups	901.804	105	8.589			
	Total	903.829	106				
Parents	Between Groups	19.797	1	19.797	1.313	.254	Rejected
	Within Groups	1582.618	105	15.073			
	Total	1602.415	106				
School Environment	Between Groups	5.528	1	5.528	.988	.322	Rejected
	Within Groups	587.288	105	5.593			
	Total	592.817	106				
Student	Between Groups	3.838	1	3.838	1.264	.263	Rejected
	Within Groups	318.735	105	3.036			
	Total	322.573	106				

The summary of the result presented in Table (12) indicates that there is no significant difference in perception between male and female teachers towards the factors that contribute to the academic performance for the Students at Secondary Schools in Benadir Region, Somalia due to all P-values are greater than ( $\alpha=0.05$ ). thus, the null hypothesis was accepted.

**Hypothesis (2)** There is a statistically significant difference at level ( $\alpha=0.05$ ) among the perceptions of teachers based on the Age to the factors that contribute to the academic performance for the Students at Secondary Schools in Benadir Region, Somalia.

**Table 13. Results of Hypothesis (2) Related to the Age of Teachers**

ANOVA							
		Sum of Squares	DF	Mean Square	F	Sig.	Decision
<b>Teachers</b>	Between Groups	4.309	2	2.154	.249	.780	Rejected
	Within Groups	899.520	104	8.649			
	Total	903.829	106				
<b>Parents</b>	Between Groups	10.643	2	5.321	.348	.707	Rejected
	Within Groups	1591.772	104	15.306			
	Total	1602.415	106				
<b>School Environment</b>	Between Groups	3.035	2	1.517	.268	.766	Rejected
	Within Groups	589.782	104	5.671			
	Total	592.817	106				
<b>Student</b>	Between Groups	.909	2	.455	.147	.863	Rejected
	Within Groups	321.664	104	3.093			
	Total	322.573	106				

The result shown in Table (13) indicates that there is no significant difference in perception between teachers based on their age to the factors that contribute to the academic performance for the Students at Secondary Schools in Benadir Region, Somalia due to all P-values are greater than ( $\alpha=0.05$ ). thus, the alternative hypothesis was rejected and null hypothesis was supported.

Hypothesis (3) There is a statistically significant difference at level ( $\alpha=0.05$ ) in the perception of teachers based on their experience to the factors that contribute to the academic performance for the Students at Secondary Schools in Benadir Region, Somalia

**Table 14. Results of Hypothesis (3) Related to Teachers Experience**

ANOVA							
		Sum of Squares	DF	Mean Square	F	Sig.	Decision
<b>Teachers</b>	Between Groups	2.907	1	2.907	.339	.562	Rejected
	Within Groups	900.921	105	8.580			
	Total	903.829	106				
<b>Parents</b>	Between Groups	.073	1	.073	.005	.945	Rejected
	Within Groups	1602.342	105	15.260			
	Total	1602.415	106				
<b>School Environment</b>	Between Groups	.001	1	.001	.000	.989	Rejected
	Within Groups	592.815	105	5.646			
	Total	592.817	106				
<b>Student</b>	Between Groups	.032	1	.032	.010	.919	Rejected
	Within Groups	322.541	105	3.072			
	Total	322.573	106				

The result illustrated in Table (14) shows that there is no significant difference in perception between teachers based on their experiences to the factors that contribute to the academic performance for the Students at Secondary Schools in Benadir Region, Somalia due to all P-values are greater than ( $\alpha=0.05$ ). thus, the alternative hypothesis was nor supported and null hypothesis was supported.

**Hypothesis (4):** There is a statistically significant difference at level ( $\alpha=0.05$ ) in the perception of teachers based on their educational level to the factors that contribute to the academic performance for the Students at Secondary Schools in Benadir Region, Somalia.

**Table 15. Results of Hypothesis (4) Related to Educational Level of the Teachers**

ANOVA							Decision
		Sum of Squares	DF	Mean Square	F	Sig.	
<b>Teachers</b>	Between Groups	24.806	2	12.403	1.467	.235	Rejected
	Within Groups	879.023	104	8.452			
	Total	903.829	106				
<b>Parents</b>	Between Groups	73.186	2	36.593	2.489	.088	Rejected
	Within Groups	1529.229	104	14.704			
	Total	1602.415	106				
<b>School Environment</b>	Between Groups	9.068	2	4.534	.808	.449	Rejected
	Within Groups	583.749	104	5.613			
	Total	592.817	106				
<b>Student</b>	Between Groups	3.980	2	1.990	.650	.524	Rejected
	Within Groups	318.593	104	3.063			
	Total	322.573	106				

The result displayed in Table (15) shows that there is no significant difference in perception between teachers based on their education level to the factors that contribute to the academic performance for the Students at Secondary Schools in Benadir Region, Somalia due to all P-values are greater than ( $\alpha=0.05$ ). thus, the alternative hypothesis was not supported and null hypothesis was supported.

## **Conclusion and Recommendations**

Based on the objectives of the study concerning the factors that contribute to the students' performance at secondary schools in Benadir Region, Somalia, the results of the data collected from the perception of the teachers revealed that all grand means of the items of the factors, namely; Teacher, Parents, Student, and School Environment scored up a high level of importance to contribute to the students' academic performance. Furthermore, all hypotheses of the study were tested and showed that there is no statistically significant difference among teachers' perceptions towards the factors in terms of their gender, age, experience, and Recommendations.

### **It is hereby recommended that:**

- The Ministry of education should provide criteria for teacher recruitment and selection based on qualifications and skills.
- Ministry of education should create, distribute, and enforce standards to guarantee that all providers (public and private) adhere to the regulations.
- The importance of having qualified teachers in the field of education should be underlined.
- Private and public schools should work together to enhance teaching and learning process in line with National and International standards.

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