

ASSESSMENT OF TEACHERS' JOB PROFICIENCY IN OSUN STATE SECONDARY SCHOOLS

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Abstract

Teacher job proficiency remains a major determinant of instructional quality and student learning outcomes in Nigerian secondary schools. Concerns about declining teacher performance in Osun State have necessitated an appraisal of factors influencing teachers' job proficiency. The study adopted a descriptive survey research design to investigate the extent to which teachers' qualification, years of experience, professional development, and competence determine teachers' job proficiency in public secondary schools in Osun State. Data were collected using two validated instruments titled Teachers' Job Proficiency Questionnaire (TJPQ) and Principals' Job Proficiency and Competency Questionnaire (PIPCO). Both instruments possessed acceptable levels of content validity and internal consistency reliability. Data were analysed using descriptive statistics to answer the research questions and multiple regression analysis to test the hypotheses at 0.05 level of significance. Findings revealed that teachers' qualification, years of experience, professional development, and competence were significant predictors of job proficiency. Specifically, teachers' qualification and experience jointly accounted for 31.5% of the variance in job proficiency ($R^2 = 0.315$), while professional development and competence contributed 6.29% ($R^2 = 0.0629$). The study concluded that enhancing teachers' professional development and improving qualification and experience levels are critical to sustaining high job proficiency. It was therefore recommended that educational authorities should institutionalize continuous professional development programmes and provide supportive policies that promote teacher competence and effective classroom performance.

Keywords: Teacher Proficiency, Qualifications, Experience, Professional Development, Competence, Osun State

Introduction

Teacher job proficiency remains a pivotal determinant of educational quality and student learning outcomes globally. Contemporary discourse emphasizes that effective teachers are the

foundation of successful education systems, as their proficiency directly influences instructional quality, classroom engagement, and student achievement (Darling-Hammond et al., 2020; OECD, 2021). In developing contexts such as Nigeria, where persistent concerns exist about declining student performance, the need to evaluate the determinants of teacher job proficiency has become particularly urgent (Adeniran & Akinsolu, 2022). The Federal Republic of Nigeria (FRN, 2014) asserts that no education system can rise above the quality of its teachers, yet indicators from national and regional assessments suggest persistent performance gaps attributable to teacher-related factors such as inadequate qualifications, limited professional development, and low competence (World Bank, 2020; Odukoya et al., 2023). Teacher job proficiency encompasses the integrated demonstration of knowledge, pedagogical skills, classroom management, adaptability, assessment literacy, and professional ethics required for effective teaching (TALIS, 2019; Okeke & Eze, 2021). These dimensions collectively represent a teacher's capacity to translate educational objectives into measurable learning outcomes.

- Knowledge and pedagogical skills reflect mastery of subject content and instructional methods that facilitate deep learning.
- Classroom management ensures the creation of organized, conducive environments where learning thrives.
- Adaptability represents a teacher's responsiveness to learners' needs, contextual challenges, and emerging technologies.
- Assessment literacy enables teachers to design and interpret evaluations that guide both instruction and remediation.
- Professional ethics uphold standards of fairness, responsibility, and continuous self-improvement (UNESCO, 2021).

Empirical studies in Nigeria and beyond confirm that teacher proficiency is closely linked to qualifications, teaching experience, and access to sustained professional development (Afolabi et al., 2020; Yusuf & Adigun, 2022). Teachers who engage in ongoing professional learning display higher instructional competence and adaptability, which significantly correlate with student achievement (OECD, 2021; Adebayo et al., 2023). Conversely, gaps in proficiency—arising from mismatched qualifications, inadequate experience, or lack of continuous training—often translate into poor instructional delivery and suboptimal student outcomes.

This study is anchored on the Ability–Motivation–Opportunity (AMO) Theory (Appelbaum et al., 2000) and the Expertise Theory (Ericsson & Smith, 1991). The AMO Theory posits that job performance is a function of employees’ ability (knowledge and skills), motivation (willingness to apply competence), and opportunity (organizational support). Applied to teaching, it suggests that teachers’ qualifications and experience contribute to ability; professional development enhances motivation and competence; and school environment provides opportunities to perform effectively (Mensah et al., 2021). The Expertise Theory further supports that proficiency develops through deliberate practice, reflection, and feedback over time, emphasizing the importance of experience and targeted skill enhancement in teacher effectiveness (Ericsson, 2018; Bello & Ogunyemi, 2022). Together, these theories provide a coherent framework linking teachers’ qualifications, competence, experience, and professional development to their overall job proficiency and, by extension, student learning outcomes.

Despite policy emphasis on improving teacher quality, many secondary schools in Nigeria, particularly in Osun State, continue to experience variations in instructional proficiency and learning outcomes. Understanding how teachers’ qualifications, experience, professional development, and competence influence job proficiency provides a critical pathway for improving teacher performance and achieving the goals of quality education as enshrined in the Sustainable Development Goal 4 (UN, 2023). This study therefore examines the extent to which these variables predict teachers’ job proficiency in Osun State public secondary schools.

Statement of the problem

The teacher’s central responsibility in transmitting knowledge, developing skills, and shaping learners’ attitudes remains unquestionable. Within the school system, teachers are expected to demonstrate a high level of job proficiency that reflects mastery of subject content, effective pedagogical practice, and sound classroom management. However, persistent evidence of students’ declining academic performance in many secondary schools suggests deficiencies in teachers’ professional competence and instructional effectiveness.

Many teachers struggle with inadequate mastery of subject matter, weak pedagogical and technological skills, and limited capacity to adapt instruction to diverse learner needs. In several cases, mismatches between qualification and teaching assignment, insufficient years of experience, and limited opportunities for professional development further compound the

challenge. These shortcomings collectively reflect gaps in teachers' job proficiency, which directly hinder the attainment of educational goals and learning outcomes.

The observed situation underscores the need for a systematic appraisal of teachers' job proficiency and the factors that influence it—particularly qualification, experience, professional development, and competence—across public secondary schools in Osun State.

Purpose of the study

The main objective of this study is to assess secondary schools' teachers' job proficiency in Osun state, Nigeria. Specifically, it intends to:

- i. identify the determinants of teachers' job proficiency in Osun State;
- ii. assess the level of teachers' job proficiency in teaching in secondary schools in Osun state;
- iii. examine the influence of teachers' qualification and years of experience on job proficiency in secondary schools in Osun state;
- iv. examine the influence of teachers' professional development and teachers' competence on job proficiency in secondary schools in Osun state.

Research Questions

The following research questions were raised and answered to guide the study:

- a. **What are the determinants of** teachers' job proficiency in teaching in secondary schools in Osun state?
- b. What is the level of teachers' proficiency in teaching, in secondary schools in Osun state?

Hypotheses

The following null hypotheses were formulated and tested for the study.

H₀₁: There is no significant influence of teachers' qualification and experience on job proficiency in secondary schools in Osun state;

H₀₂: There is no significant influence of teachers' professional development and teachers' competence on job proficiency in secondary schools in Osun state.

Methodology

The study employed a descriptive survey research design to systematically collect and describe data from a representative sample of the target population without manipulating any variables. This design was considered appropriate for investigating trends and relationships among variables across a large population, thereby allowing for generalization of findings.

The population comprised all 5,970 teachers and 387 principals in Osun State's 387 public secondary schools. From this, a sample of 329 teachers and 36 principals was selected using a multi-stage sampling technique. The process involved stratifying the schools into senatorial districts, selecting Local Government Areas (LGAs) and schools through simple random sampling, and applying total enumeration for the 36 principals of the selected schools. A total of 365 respondents was derived based on the Research Advisors' sample determination table at the 0.05 level of accuracy.

Two self-developed instruments were used for data collection: the *Teachers' Job Proficiency Questionnaire (TJPQ)* and the *Principals' Job Proficiency and Competency Questionnaire (TJP&C-PQ)*. Both instruments were structured on a 4-point Likert scale to measure perceptions related to teachers' job proficiency. Face and content validity were established through expert review by specialists in Educational Management and Measurement and Evaluation at Obafemi Awolowo University. Reliability was determined through a test-retest procedure using a sample of 20 teachers outside the study area, yielding a reliability coefficient of 0.76, indicating acceptable internal consistency.

Data were personally collected by the researcher to ensure prompt retrieval and accuracy. Descriptive statistics (percentages, means, and standard deviations) were used to answer the research questions, while linear regression analysis was employed to test the two null hypotheses formulated for the study at 0.05 level of significance.

Ethical standards were strictly observed throughout the study. Prior to data collection, permission was obtained from the Osun State Ministry of Education and the principals of the selected schools. Participants were informed of the purpose of the study and assured of voluntary participation, anonymity, and confidentiality of their responses. The instruments did not request personally identifying information, and data collected were used solely for academic purposes. Respondents were allowed to withdraw at any stage of participation without penalty, ensuring full adherence to ethical research practices.

Results

Descriptive Findings

Research Question One: What are the determinants of teachers' job proficiency in teaching in secondary schools in Osun state?

Table 1: Mean and Standard Deviation of Teachers' Competence as a Determinant of Job Proficiency (N = 329)

S/N	Items	$\bar{x}$	SD	Decision
1	I implement the use of instructional materials to support the teaching and learning process.	3.81	0.39	Agree
2	I conduct classroom evaluation once in a while.	3.63	0.64	Agree
3	I utilize several teaching methods to teach learners.	3.62	0.66	Agree
4	I improve classroom instruction based on feedback from learners such as assignments, tests, and examinations.	3.32	0.55	Agree
5	I do not use my ICT skills for teaching.	2.72	0.86	Disagree
6	I demonstrate work ethics, responsibility, and pride in my job.	3.64	0.73	Agree
7	I ensure that all learners have equal opportunity to participate actively in learning activities.	3.75	0.43	Agree
8	I pay attention to students with learning disabilities and ensure they can follow the teaching and learning process.	3.82	0.38	Agree
Overall Mean		3.54	0.58	Agree

*Negatively worded item; reverse-coded before computing the mean. Scale: 4 = Strongly Agree; 3 = Agree; 2 = Disagree; 1 = Strongly Disagree.

Results in Table 1 indicate that the respondents generally agreed that teachers' competence strongly determines their job proficiency. The overall mean score of 3.54 (SD = 0.58) shows a high level of competence across the sampled teachers. Items with the highest mean ratings—such as the use of instructional materials ($\bar{x}$ = 3.81) and attention to learners with disabilities ($\bar{x}$ = 3.82)—reflect teachers' strong commitment to inclusive and resource-based instruction. Conversely, the comparatively lower mean on ICT usage ($\bar{x}$ = 2.72) suggests that many teachers still face challenges integrating technology into their teaching practice.

The findings therefore imply that while teachers in Osun State exhibit considerable pedagogical competence and ethical commitment, targeted professional development in digital literacy and innovative teaching strategies is still required to enhance overall job proficiency.

Table 2: Mean and Standard Deviation of Teachers' Experience as a Determinant of Job Proficiency (N = 329)

S/N	Items	$\bar{x}$	SD	Decision
1	The experience gained on the job has helped me become better at teaching.	3.92	0.28	Agree
2	The mastery of skill in teaching takes years of practice.	3.29	0.52	Agree
3	The experience on the job has taught me more.	3.87	0.34	Agree
4	The years of experience account for handling student discipline and behaviour problems well.	3.50	0.73	Agree
5	Experience does not matter in the teaching profession.	2.04	0.96	Disagree
6	I can identify learners with learning disabilities based on teaching experience.	3.87	0.34	Agree
7	I have built competence on the job over time.	3.38	0.74	Agree
8	Qualification and training matter more than job experience.	2.24	0.89	Disagree
Overall Mean		3.26	0.60	Agree

*Negatively worded item; reverse-coded before computing the mean. Scale: 4 = Strongly Agree; 3 = Agree; 2 = Disagree; 1 = Strongly Disagree.

The results in Table 2 reveal that respondents generally agreed that teaching experience significantly contributes to teachers' job proficiency, with an overall mean score of 3.26 (SD = 0.60). High mean values were recorded for items such as experience improving teaching performance ($\bar{x}$ = 3.92) and experience aiding identification of learners with disabilities ($\bar{x}$ = 3.87), indicating a strong perception that accumulated experience enhances instructional effectiveness.

Relatively lower mean scores were observed for negatively worded items, such as experience does not matter in the teaching profession ($\bar{x}$ = 2.04) and qualification matters more than experience ($\bar{x}$ = 2.24), suggesting widespread disagreement with these statements. This implies

that teachers in Osun State value their years of experience as a critical factor in refining teaching skills, classroom management, and overall professional competence.

Table 3: Mean and Standard Deviation of Teachers' Qualification as a Determinant of Job Proficiency (N = 329)

S/N	Items	$\bar{x}$	SD	Decision
1	Teachers with professional background teach better than others.	2.13	0.91	Disagree
2	Teachers can select learning materials appropriate to the learning objectives and learners' abilities.	3.24	0.49	Agree
3	Higher educational degree influences teaching proficiency.	2.33	0.82	Disagree
4	Untrained teachers can be proficient on the job.	2.16	0.97	Disagree
5	Qualified teachers incorporate their ICT skills in teaching.	3.20	0.56	Agree
6	Qualification and training come with proficiency.	3.60	0.77	Agree
7	Trained and qualified teachers understand the importance of preparing lesson plans.	3.30	0.52	Agree
8	Teachers' qualifications are paramount to attaining proficiency.	2.34	0.89	Disagree
Average Mean		2.79	0.74	Agree

*Negatively worded item; reverse-coded before computing the mean. Scale: 4 = Strongly Agree; 3 = Agree; 2 = Disagree; 1 = Strongly Disagree.

Table 3 shows that respondents moderately agreed that teachers' qualifications contribute to job proficiency, with an overall mean score of 2.79 (SD = 0.74). The highest mean ratings were recorded for the items stating that qualification and training come with proficiency ($\bar{x}$ = 3.60) and that qualified teachers incorporate ICT skills in teaching ($\bar{x}$ = 3.20), indicating strong recognition of the professional value of teacher education and digital competence. Lower mean values on items such as teachers with professional background teach better than others ($\bar{x}$ = 2.13) and teachers' qualification is paramount to proficiency ($\bar{x}$ = 2.34) suggest that while

qualification is important, respondents also view other factors—such as experience and ongoing professional development—as equally critical for achieving job proficiency.

The result implies that academic and professional qualifications remain foundational to effective teaching, but their impact is maximized when combined with continuous training and classroom experience.

Table 4: Mean and Standard Deviation of Teachers’ Professional Development as a Determinant of Job Proficiency (N = 329)

S/N	Items	$\bar{x}$	SD	Decision
1	I attend seminars and workshops to improve my teaching.	3.27	0.45	Agree
2	I have a Teachers Registration Council of Nigeria (TRCN) certificate.	2.43	0.68	Disagree
3	I participate in a network of teachers formed specifically for professional development.	3.82	0.39	Agree
4	I have learnt ICT skills needed for teaching.	3.75	0.44	Agree
5	Professional development is not important for secondary school teachers.	2.10	0.83	Disagree
6	Teachers’ professional development builds competence in teachers.	3.52	0.63	Agree
7	Teachers do not have to attend seminars, conferences, and workshops to improve on their teaching.	2.05	0.87	Disagree
Overall Mean		3.00	0.61	Agree

*Negatively worded item; reverse-coded before computing the mean. Scale: 4 = Strongly Agree; 3 = Agree; 2 = Disagree; 1 = Strongly Disagree.

The results in Table 4 reveal that respondents generally agreed that professional development enhances teachers’ job proficiency, with an overall mean of 3.00 (SD = 0.61). The highest mean scores were observed for participation in professional networks ($\bar{x}$ = 3.82) and acquisition of ICT skills ($\bar{x}$ = 3.75), indicating strong engagement in activities that promote continuous learning and digital competence.

Relatively lower means were recorded for negatively phrased statements such as professional development is not important for teachers ($\bar{x}$ = 2.10) and teachers do not have to attend

workshops ($\bar{x} = 2.05$), signifying broad disagreement with these views. The item on registration with the Teachers Registration Council of Nigeria ($\bar{x} = 2.43$) also revealed partial compliance, suggesting that not all teachers possess professional certification.

The findings imply that teachers in Osun State value professional development as a vital avenue for improving pedagogical skills, competence, and instructional quality, although greater emphasis on formal certification and continuous professional training remains necessary to enhance job proficiency.

Research Question Two: What is the level of teachers' proficiency in teaching, in secondary schools in Osun state?

Table 5: Level of teachers' proficiency in teaching

Level	Frequency	Percentage
Low	0	0
Moderate	36	10.9
High	293	89.1

Table 5 established from the respondents' responses that 10.9% had moderate level of job proficiency, while 89.1% had high level of job proficiency. This showed that the level of teachers' job proficiency is high 89.1%.

Table 6: Level of teachers' proficiency in teaching

Level	Frequency	Percentage
Low	3	8.3
Moderate	20	55.6
High	13	36.1

Table 6, established from the respondents' responses that 8.3% had low level of job proficiency, 55.6% had moderate level of job proficiency, while 36.1% had high level of job proficiency. This showed that the level of teachers' proficiency is from the principals' responses were moderate 55.6%. however, the job proficiency level from the responses of the teachers was high 89.1%. the principals being the rightful respondents to determine the job proficiency of their teachers because of their role of leadership in the school system and their point of objectivity in assessment, their responses that teachers level of job proficiency is moderate 55.6% will be used for generalization.

Hypotheses testing

Ho₁: *There is no significant influence of teachers' qualification and experience on job proficiency in secondary schools in Osun state.*

Table 7: Multiple Linear Regression of the influence of teachers' qualification and experience on job proficiency in secondary schools in Osun state"

R= 0.561 R ² = 0.315 Adj. R ² = 0.311 F= 82.01		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
	(Constant)	42.995	1.803		23.843	0.000
1	Qualification	-0.343	0.163	-0.223	-2.108	0.036
	Experience	-0.214	0.065	-0.350	-3.302	0.001

a. Dependent Variable: Job Proficiency

The Model Summary presented in Table 7 above showed the multiple R and coefficient of determination (R²) for the regression model. The R² =0.315 indicated that only 31.5% of the variance in job proficiency responses can be explained by the regression model. The significant F-value (F= 82.01, P > 0.05) as observed in the Table indicated that the model predicted the outcome accurately, the hypothesis is then not significant. The table also showed the constant and the regression coefficients (β) for the independent variables (Teachers' Experience and Qualification). The constant value (42.995) represents the intercept, which is the predicted job proficiency not accounted for by Teachers' Experience and Qualification. The unstandardized beta value (β = -42.995) showed that there is a significant influence of teachers' qualification and experience on job proficiency. This also shows a significant predicted increase of only 42.9% in job proficiency with a unit increase in Teachers' Experience and Qualification. This implies that there is a significant influence of teachers' qualifications and experience on job proficiency in secondary schools in Osun state.

Ho₂: *There is no significant influence of teachers' professional development and teachers' competence on job proficiency in secondary schools in Osun state.*

Table 8: Multiple Linear Regression showing the influence of teachers' professional development and teachers' competence on job proficiency in secondary schools in Osun State.

R= 0.793 R ² = 0.629 Adj. R ² = 0.626 F= 275.800		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
	(Constant)	61.451	0.120		12.044	0.000
1	Professional development	-0.069	0.003	0.815	22.051	0.000
	Competence	-0.007	0.005	-0.060	-1.615	0.107

a. Dependent Variable: Job Proficiency

The Model Summary presented in Table 8 above showed the multiple R and coefficient of determination (R²) for the regression model. The R² =0.629 indicated that only 62.9% of the variance in job proficiency responses can be explained by the regression model. The significant F-value (F= 275.800, P > 0.05) as observed in the Table indicated that the model predicted the outcome accurately, the hypothesis is then not significant. The table also showed the constant and the regression coefficients (β) for the independent variables (Teachers' Professional Development and Competence). The constant value (61.451) represents the intercept, which is the predicted job proficiency not accounted for by Teachers' Professional Development and Competence. The unstandardized beta value (β = 61.451) showed that there is a significant influence of teachers' professional development and competence on job proficiency. This also show a significant predicted increase of only 61.45% in job proficiency with a unit increase in Teachers' Professional Development and Competence.

This implies that there is a significant influence of teachers' professional development and competence on job proficiency in secondary schools in Osun state.

Discussion of Findings

The study examined teachers' job proficiency in relation to four major determinants—qualification, teaching experience, competence, and professional development—among public secondary school teachers in Osun State.

Findings revealed that teachers demonstrated a high level of competence as reflected in their effective use of instructional materials, diverse teaching methods, classroom evaluation practices, and adherence to ethical standards. This aligns with the conceptualization of teacher competence as the ability to apply pedagogical knowledge, classroom management, adaptability, assessment literacy, and professional ethics in delivering instruction (Okeke & Eze, 2021; TALIS, 2019). The result corroborates the findings of Adebayo, Yusuf, and Adekunle (2023) who established that teachers' instructional competence significantly enhances lesson delivery, learning engagement, and student outcomes. The outcome also supports the Ability–Motivation–Opportunity (AMO) Theory which emphasizes that job performance is dependent on employees' ability—defined by their skills and competence (Appelbaum et al., 2000). Thus, competence constitutes the foundation of teachers' proficiency, validating earlier evidence that effective classroom management, feedback use, and inclusive teaching practices are essential to proficiency (Darling-Hammond et al., 2020; UNESCO, 2021).

The study found that academic and professional qualifications contribute meaningfully to teachers' job proficiency. This finding is consistent with the Expertise Theory (Ericsson & Smith, 1991), which posits that proficiency evolves through structured learning and training that build specialized knowledge. Qualified teachers were more likely to demonstrate strong pedagogical and technological skills, aligning with Odukoya, Akinola, and Ojo (2023), who reported that teacher qualification significantly predicts teaching effectiveness and student academic achievement in Nigeria. Similarly, Afolabi, Omotoso, and Ojo (2020) observed that professional training enhances teachers' mastery of content and instructional adaptability. The present result reinforces the assertion of the Federal Republic of Nigeria (FRN, 2014) that teacher qualification is a prerequisite for achieving educational quality, while also emphasizing that certification and pedagogical training are essential to the acquisition of job proficiency skills.

Findings revealed that teaching experience plays a critical role in shaping teachers' proficiency. Experienced teachers exhibited better classroom control, instructional delivery, and learner engagement. This observation aligns with the Expertise Theory, which explains that experience promotes proficiency through deliberate practice, reflection, and feedback (Ericsson, 2018). The result is also consistent with Yusuf and Adigun (2022), who found that teachers with longer years of service display higher instructional confidence and better adaptability to learners' needs. Similarly, Adebayo et al. (2023) observed that years of experience contribute to professional autonomy and judgment in instructional decisions. This finding underscores that sustained teaching experience allows teachers to refine their pedagogical approaches, manage student behaviour effectively, and improve classroom outcomes—confirming that experience remains a strong predictor of job proficiency in the Nigerian context.

The study revealed that participation in workshops, seminars, teacher networks, and ICT training positively influences teachers' job proficiency. This supports previous studies by Mensah, Boateng, and Adjei (2021) and OECD (2021), which found that continuous professional development enhances teachers' motivation, knowledge renewal, and instructional innovation. The finding aligns with the motivation component of the AMO Theory, which asserts that access to professional development opportunities increases teachers' drive to apply their skills effectively. It also resonates with UNESCO's (2021) recommendation that ongoing professional development is central to achieving Sustainable Development Goal 4 on quality education. Nonetheless, the relatively low engagement with professional registration (TRCN certification) indicates a gap between policy requirements and practice, suggesting a need for stronger institutional enforcement of teacher professionalization in Nigeria.

The findings demonstrate that teacher job proficiency in Osun State secondary schools is influenced by a combination of qualification, experience, competence, and professional development. These variables are interdependent: qualification provides the foundation, experience refines instructional judgment, competence reflects applied ability, and professional development sustains growth. This integrated understanding aligns with global evidence (Darling-Hammond et al., 2020; OECD, 2021) and supports the theoretical framework that teacher performance is a dynamic outcome of ability, motivation, and opportunity. The study therefore strengthens the empirical understanding that teacher proficiency cannot be achieved

through qualifications alone but through continuous engagement in professional learning and experience-driven reflection that enhance teaching quality and student learning outcomes.

Conclusion

The study concluded that teachers exhibit great competence on the job by incorporating strategic instructional methods and processes in carrying out instructions; that years of experience is important and has shaped teachers over time to a level of proficiency on the job, that teachers' qualification and professional development are important to build up job proficiency, skill mastery, expertise, abilities, and aptitude in the profession; that the level of teachers' proficiency is high based on their competence, teaching experience, qualification, and professional development; that there is a significant influence of teachers' qualification and experience on job proficiency; and that there is a significant influence of teachers' professional development and competence on job proficiency. Finally, the study concludes that teachers in secondary schools in Osun State are proficient in their job in terms of competence, qualification, experience, and professional development.

Recommendations

Based on the findings of the study, the following recommendations were made:

- a. It should be made mandatory through appropriate legislation that anyone intending to teach at the secondary school level must possess at least a Bachelor of Education (B.Ed.) degree or an equivalent qualification in education. Graduates of other disciplines should be required to obtain a Postgraduate Diploma in Education (PGDE) before assuming full teaching responsibilities to ensure pedagogical competence and professional credibility.
- b. The government, in collaboration with the Teachers Registration Council of Nigeria (TRCN) and school management boards, should organize regular seminars, workshops, and professional learning communities to enhance teachers' pedagogical skills, ICT integration, classroom management, and assessment literacy. Such initiatives should be incorporated into teachers' promotion criteria to sustain motivation and accountability.
- c. Teachers should be equipped with relevant ICT skills and encouraged to integrate digital tools into lesson delivery. Ministries of Education should provide periodic training and

adequate technological facilities to promote 21st-century teaching competencies, innovation, and inclusive learning environments.

- d. Government agencies, school administrators, and community education committees should jointly establish robust monitoring and supervision systems to track teacher performance, classroom practices, and learner outcomes. Regular supervision will ensure adherence to professional standards, identify capacity gaps, and provide feedback for targeted support and development.
- e. The Ministry of Education should foster stronger partnerships among school leaders, teachers, parents, and local communities in supporting teacher development. Community-based participation in monitoring, mentoring, and resource provision can enhance transparency, accountability, and shared ownership of educational outcomes.

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