

UNIVERSITY OF IBADAN, IBADAN, NIGERIA
CURRICULUM VITAE

A. PERSONAL DATA

1. **Full Name:** FEHINTOLA Joseph Olusola
2. **Date and Place of Birth:** 24th January, 1967; Saki.
3. **Contact Details:**
 - (a) **Residential Address:** No. 46, Statistical Villa, Jeje-Temidire, Apete, Ibadan.
 - (b) **E-mail Address (es):** fehintola.j@dlc.ui.edu.ng; joseph.fehintola@gmail.com
 - (c) **Mobile Telephone Number(s):** +2348162023919; +2348056240315
4. **Nationality:** Nigeria
5. **State of Origin:** Oyo
6. **Senatorial District:** Oyo North
7. **Local Government Area:** Saki West
8. **Permanent Home Address:** Ile Pa. Fehintola, Ajegunle, Saki
9. **Marital Status:** Married
10. **Number of Children and their Ages:** 2 (30, 28yrs)
11. **Next of Kin:** Miss Rebecca, Oluwatobi FEHINTOLA
12. **Contact Details of Next of Kin:**
 - (a) **Residential Address:** No, 46, Statistical Villa, Jeje-Temidire, Apete, Ibadan
 - (b) **E-mail Address (es):** fehintolarebecca7@gmail.com
 - (c) **Mobile Telephone Number(s):** 08130535725
13. **Date of Assumption of Duty:** January 01, 2008
14. **Rank/Status on First Appointment:** Assistant Lecturer
15. **Present Status:** Professor
16. **Present Salary Grade Level and Step:** CONUASS 07 Step 3
17. **Date of Last Promotion/Regrading:** October 1, 2023
18. **Date of Confirmation of Appointment:** October 01, 2010
19. **Faculty:** Education
20. **Department:** Guidance and Counselling

B. EDUCATIONAL BACKGROUND

1. **Higher Educational Institutions Attended with Dates:**
 - (i) Obafemi Awolowo University, Ile-Ife 2011 – 2013
 - (ii) University of Ibadan, Ibadan. 2007 – 2011
 - (iii) University of Ibadan, Ibadan. 1999 – 2000
 - (iv) University of Ibadan, Ibadan. 1996 – 1997
 - (v) University of Ilorin, Ilorin. 1985 – 1988

(vi) The Polytechnic Ibadan, Ibadan 1983 -- 1985

2. Academic/ Professional Qualifications and Distinctions Obtained with Dates:

- (i) Postgraduate Diploma in Education 2013
- (ii) Ph.D. Education (Guidance and Counselling) 2011
- (iii) Master of Science (M. Sc.) Epidemiology and Biostatistics 2000
- (iv) Master of Education (M. Ed.) Tests and Measurement 1997
- (v) Bachelor of Science (Statistics Hons.) 1988
- (vi) National Diploma in Statistics 1985

3. Other Distinctions and Awards with Dates:

- (a) **Scholarships:** FGN 2000
- (b) **Fellowships:** Nil
- (c) **Research Grants:** Nil
- (d) **National Awards:** Nil
- (e) **International Awards:** Nil

C. WORK EXPERIENCE WITH DATES:

1. Previous Work Experience outside the University System:

- (i) Statistics Lecturer (NYSC) at University of Maiduguri 1989 -- 1990
- (ii) Statistics Lecturer Kaduna State Polytechnic, Zaria, Kaduna State. 1990 – 1995
- (iii) Statistics Lecturer Federal Polytechnic, Kaura Namoda, Zamfara State 1996– 1999
- (iv) Statistics Lecturer The Polytechnic Ibadan, Ibadan, Oyo State. 1999 – 2007

2. Previous Work Experience in Other Universities:

Nil

3. Work Experience in University of Ibadan:

- (i) Assistant Lecturer 2008 – 2011
- (ii) Lecturer II 2011 – 2014
- (iii) Lecturer I 2014 – 2017
- (iv) Senior Lecturer 2017 – 2020
- (v) Reader 2020 – 2023
- (vi) Professor 2023 - Date

4. Courses co-taught in the Current Academic Session:

- (i) GCE 203 – Basic Statistics in Education Taught-in-full
- (ii) GCE 301 – Tests and Measurements Co-Taught
- (iii) GCE 401 – Psychological Testing Co-Taught
- (iv) GCE 407– Inferential Statistics Co-Taught
- (v) GCE 410 – Introduction to Research Methods Co-Taught
- (vi) GCE 411 – Psychology of Education Co-Taught
- (vii) GCE 704: Empirical Research Methods
- (viii) GCE 706: Statistical Methods.
- (ix) GCE 758: Personality Theory, Assessment and Research
- (x) GCE 761: Projective & Non-Projective Techniques
- (xi) GCE 786: Tests Construction, Validation, Evaluation and Documentation.

(iii) **Teaching the following Courses at PhD Level Currently:**

GCE 834: Research Methods.

GCE 841: Projective & Non-Projective Techniques

GCE 862: Personality Assessment

GCE 863: Theory & Practice of Tests Construction

(iv) Graduate Student Supervision: Research Projects/Theses Supervised:

Undergraduate Students: 37 Students

Master Degree Students: 30 Students

PhD Thesis Supervised: 7 Students

a. **By Research:**

5. **Current Undergraduate Supervision (Number): 07**

D. **MEMBERSHIP OF PROFESSIONAL BODIES WITH DATES:**

(i) Member, Counselling Association of Nigeria (CASSON) 2011 till date

(ii) Member, Nigerian Society for Educational Psychologists (NISEP) 2013 till date

(iii) Member, Association of Educational Researchers and Evaluators
of Nigeria (ASSEREN) 2013 till date

E. **PUBLICATIONS:**

1. **Theses/Dissertations:** *(to be listed in Roman figures)*

(i) A Study of Differential Item Functioning in the Oyo State Unified Examinations in Mathematics. M. Ed. Dissertation in Tests and Measurement, Department of Guidance and Counselling, University of Ibadan, Ibadan. 2024

(ii) Prospects and Challenges of Online Guidance and Counselling Services in University of Ibadan. M.Ed. Long Essay in Guidance and Counselling, Department of Guidance and Counselling, University of Ibadan, Ibadan. 2025

(iii) Viability of Online Guidance and Counselling Service at the University of Ibadan, Ibadan. Ph. D Thesis In Guidance and Counselling, Department of Guidance and Counselling, University of Ibadan, Ibadan. 2023

2. **Books and Monographs:**

(a) **Authored:** *(not below Senior Lecturer):* Nil

(b) **Edited:**

1. Fehintola, J.O. (2017). Factors to be considered in choosing appropriate test statistics. In Adegun, J. A., Babalola, J. B. and Ajayi, I. A. (Eds.) Dynamics of Education. Ado-Ekiti: Ekiti State University. 310-315pp. ISBN 978-978-500-615-5. (Nigeria).

2. Fehintola, J. O. (2018). Application of Tests and Measurement in Open Distance Learning Education in Nigeria. In Aremu, A. O., Kehinde, A. and Ayoola, F. (Eds.) Evaluation, Growth and Contemporary Trends in Open Distance Education. Ibadan: University of Ibadan. 325 – 341pp. ISBN 978-978-032-6524. (Ibadan).

3. Fehintola, J. O. (2018). Communicating Statistical Results to Non-Statistician: In Akinleye, G. A., Bandele, S. O. and Olofintoye, T. T. (Eds.) Educational Perspectives. Ado-Ekiti: Ekiti State University. 40 - 52pp. ISBN 978-978-55735-1-0. (Nigeria).
4. Fehintola, J. O. (2019). Tests Construction, Validation, Evaluation and Documentation: The Hallmark of Tests and Measurement. In Adeyemo, D. A., Oluwole, D. A. and Busari, A. O. (Eds.). Counselling and Contemporary Social Issues in Multicultural Settings. Ibadan: University of Ibadan. 145 – 165pp. ISBN 978-978-48109-2-0. (Ibadan).
5. Fehintola, J. O. (2019). Assessment of Challenges Facing Children with Special Needs in Oyo State, Nigeria. In Fakolade, A.O., Osisanya, O. and Komolafe, A. F. (Eds.). Dynamics of Special Education Practice. Ibadan: University of Ibadan. 1 - 11pp. ISBN 978-978-977-682-5. (Nigeria).
6. Fehintola, J. O. (2020). Perspective of School Assessment in the Curriculum through the Eyes of the Administrative and Teaching Stakeholders in Nigeria. In Lal Kumar, A. C. (Eds.) Recent Trends in Education. New Delhi: AkiNik. 19 – 40pp. ISBN 978-93-5335-990-4. (India).

5. **Published Journal Articles:**

7. Fehintola, J. O. (2007). Relationship between Sports Knowledge, Sports performance and Academic Ability: An Empirical evidence from WAEC Physical Education Results in Oyo State: West African Journal of Physical and Health Education Vol. 11: 193-198. (Nigeria).
8. Fehintola, J. O. (2009). Comparative Analysis of West African School Certificate Examinations and National Examination Council Results in Mathematics, English Language and Biology from 2001 – 2006 in Oyo State, Nigeria. Journal of Applied Education and Vocational Research Vol. 7. No. 1: 65-71. (Nigeria).
9. Fehintola, J. O. (2009). The Effect of Family Background and Environmental Factors on Academic Achievement of Secondary School Students in Saki West Local Government Area. A Journal of the Distance learning Centre University of Ibadan, Ibadan, Nigeria Vol. 4: 51-64. (Nigeria).
10. Fehintola, J. O. (2010). Evaluation of Attrition Rate among University Freshmen in South West, Nigeria. West African Journal of Physical and Health Education Vol. 14: 189-202. (Nigeria).
11. Fehintola, J. O. (2011). Analysis of Students' Perceived and Actual Weaknesses as Correlates of Performance in Mathematics in Senior Secondary School Certificate Examination in Oyo State Nigeria. Nigerian Journal of Applied Psychology Vol. 12/13. No. 2/1: 211-229. (Nigeria).
12. Fehintola, J. O. and Falaye, A.O. (2011). Predictive Values of Senior School Certificate Examinations, University Matriculation Examination and Socio-Personal Factors on Academic Performance of University Freshmen in South West, Nigeria: International Journal of Research in Counselling and Sport Sciences Vol. 2. No. 1: 26-42. (Ghana) (Contribution: 50%).
13. Fehintola, J. O. (2013). Comparative Analysis of Readability Level of Basic Six Pupils in Private and Public Schools in Ibadan Land. Journal of Educational Development and Practice Vol. 4. No. 1: 105-117. (Ghana).

14. Fehintola, J. O. and Olofinyo, O. E. (2014). Construction and validation of Students' Drop Out Scale. *African Journal for Psychological Studies of Social Issues* Vol. 17. No. 2: 23 - 29. (Nigeria) (Contribution: 70%).
15. Fehintola, J. O. (2015). Evaluation of Nigerian Teachers Performance by Some Selected Parents in Oke-Ogun Local Government Education Areas of Oyo State, Nigeria. *Journal of Education and Social Research* Vol. 5. 2: 177 – 184. (Italy).
16. Fehintola, J. O. (2015). Questioning Skill Sensitization and Teacher self-efficacy Training in enhancing students' Mathematics achievement in Oyo state, Nigeria. *West African Journal of Education* Vol. 35: 95-107. (Nigeria).
17. Fehintola, J. O. and Adeoye, O. A.(2015). Effects of Test format, self-concept and Test Anxiety on Response changing behaviour among senior secondary school students in Ibadan land. *Niger Delta Journal of Education* Vol. 7. No. 1 & 2: 94-104. (Nigeria) (Contribution: 70%).
18. Fehintola, J. O. and Ojerinde, T. M. (2016). Question Types as Predictors of Academic Performance in English Language among Secondary School Students in Lagos Main Land, Lagos State, Nigeria. *International Journal of Educational Benchmark* Vol. 5. No. 3: 16-28. (Nigeria) (Contribution: 70%).
19. Fehintola, J. O. (2016). Interactional Analysis of Mathematics Instructional Objectives in Some Selected Secondary Schools in Oke-ogun, Oyo state. *International Journal of Educational Benchmark* Vol. 5. No. 1: 31-41. (Nigeria).
20. Fehintola, J. O. and Otaru, O. B. (2016). Development and Validation of Teaching Profession Problems Scale. *African Journal of Higher Education Studies and Development* Vol. 4: 65-87. (Nigeria) (Contribution: 70%).
21. Fehintola, J. O. (2016). Cognitive level of Test Items and Students' Achievement in Mathematics among Selected Senior Secondary School Students in Ibadan, Oyo state, Nigeria. *Niger Delta Journal of Education* Vol.8. No. 1: 96 – 103. (Nigeria).
22. Fehintola, J. O. (2017). Relevance of Statistics Education in Sustainable Development. *African Journal of Educational Assessors* Vol. 4. No. 1: 21 – 28. (Nigeria).
23. Fehintola, J. O. (2017). Evaluation of Educational Input, Process variables and Learning Outcome as Determinants of Quality Education in Nigeria. *Journal of Educational Realities* Vol. 4. No. 1: 87- 97. (Nigeria).
24. Fehintola J. O. (2018). Evaluation of the Effectiveness of Computer-Assisted Instruction and Conventional Teaching Method in Enhancing Mathematics Achievement among Senior Secondary School Students in Ibadan land. *Journal of Educational Realities* Vol. 6. No. 1: 1 – 10. (Nigeria).
25. Fehintola, J. O. and Omolola, A. T. (2018). Analysis of Differential Item Functioning on Computer Studies Multiple Choice Questions in WAEC Senior Secondary School Certificate Examinations. *Ibadan Journal of Educational Studies* Vol. 15. No. 1: 31 – 38. (Nigeria) (Contribution: 70%).

26. Fehintola, J. O. (2019). Development of Psychotherapeutic Interventions in Applied The Psychology. *The Journal of Positive Psychology and Counselling* Vol. 3. No. 1: 158 – 163. (Nigeria).
27. Fehintola, J. O. (2019). Evaluation of Undergraduate Business Education Programme in Universities in South-West, Nigeria. *KIU Journal of Social Sciences* Vol. 5. No. 1: 29 – 44. (Uganda).
28. Fehintola, J. O. and Akingbade, O. (2019). Comparison of Psychometric Properties of Multiple-Choice Test Using Confidence and Number Right Scoring among Senior Secondary School Students in Ibadan Metropolis. *Al-Hikmah University Journal of Education* Vol. 6. No. 1: 13 – 27. (Nigeria) (Contribution: 70%).
29. Fehintola, J. O. (2020). Evaluation of Factors Militating against Quality Assessment in Oyo State, Nigeria. *Ibadan Journal of Educational Studies* Vol. 17. No. 1: 35 – 40 (Nigeria).
30. Fehintola, J. O. (2020). Validation of University of Ibadan Teaching Practice Evaluation Instrument. *The Journal of Positive Psychology and Counselling* Vol. 5: 220 - 227. (Nigeria).
31. Fehintola, J. O. (2020). Construction and Validation of Socio-Economic Status Scale. *Ibadan Journal of Educational Studies* Vol.17. No. 2: 48 – 57. (Nigeria).
32. Fehintola, J.O. (2020). Government, Society, School, Parents and Students Factors as Correlates of Academic Dishonesty among Students in Oyo State, Nigeria. *European Journal of Education and E-Learning Studies* Vol. 5. No. 1: 1 – 16. (Romania).
33. Fehintola, J. O., Fehintola, R. O. and Fehintola, M. O. (2021). Emotional and Cognitive Behavioural Therapies on Academic Performance of Secondary School Students with Attention Deficit Hyperactivity Disorder in Ibadan, Oyo State, Nigeria. *International Journal of Global Education* Vol. 6. No. 2: 36-49. (Cyprus) (Contribution: 50%).
34. Fehintola, J. O. (2021). Pareto-Criterion and Impact Evaluation of Covid-19 Pandemic on Nigeria Educational System *Turkish International Journal of Special Education and Guidance* Vol. 10. No. 2: 114 – 124. (Turkey).
35. Fehintola, J. O. (2021). Assessment of Business Studies' Challenges on Teaching Learning Process for Self-Sustainability among Graduates in Oyo State, Nigeria. *International Journal of Global Education* Vol. 6. No. 1: 1-9. (Cyprus).
36. Fehintola, J. O. (2021). Effective Mathematics Teaching Through the Appropriate Usage of Principles of Teaching, Tasks and Feedback Implementation among Mathematics Teachers. *Nigerian School Library Journal* Vol. 20. No. 2: 95-105. (Nigeria).
37. Fehintola, J. O. and Fehintola, M. O. (2021). Assessment of Challenges Facing Functional Basic Education Programme in Oyo State, Nigeria. *International Journal of Innovative Education Research* Vol. 9. No. 2: 16 – 26. (Nigeria) (Contribution: 70%).
38. Fehintola, J. O. (2021). Establishing Construct and Concurrent Validity of University of Ibadan Post-UTME on Mathematics Paper. *Al-Hikman Journal of Education* Vol. 8. No. 2: 30 – 35. (Nigeria).

39. Fehintola, J. O. (2022). Assessment of Selected Factors and Work Stress among Civil Servants in Oyo State, Nigeria. *International Journal of Global Education* Vol. 7. No. 2: 58 – 69. (Slovakia).
40. Fehintola, J. O. (2022). School-Related Factors as Predictors of Learning Outcome among Primary School Pupils in South West, Nigeria. *Premier Journal of Education* Vol. 6. No. 1: 47 – 60. (India).
41. Fehintola, J. O. (2022). Senior Secondary School Teachers' Test Construction Skill and Testing Practices In Oyo State, Nigeria. *African Journal for the Psychological Studies of Social Issues* Vol. 25. No. 3: 112 – 118. (Nigeria).
42. Fehintola, J. O. (2022). Assessment of Ecological Predictors of Moral Decadence in Oyo State, Nigeria. *Global Journal of Arts Humanity and Social Sciences* Vol. 2. No. 8: 523 – 529. (United State of America).
43. Fehintola, J. O. (2022). Comparison of Four Covariate Adjustment Methods in Analysis of Mathematics Achievement in Randomised Controlled Trials among Senior Secondary School Students. *The Journal of Positive Psychology and Counselling* Vol. 11. No. 2: 66 - 73. (Nigeria).
44. Fehintola, J. O. (March, 2023). The Big Five Personality factors as Determinants of Academic Performance among undergraduates in Southwest, Nigeria. *International Journal of Innovative Psychology and Social Development* Vol. 11. No. 1: 64 – 72. (Nigeria).
45. Fehintola, J. O. (June, 2023). Contextual Determinants of Effective Curriculum Implementation in Nigeria. *International Journal of Innovative Education Research* Vol. 11. No. 2: 89 – 97. (Nigeria).

6. Manuscripts Submitted for Publication:

- a. **Fehintola, J. O. (in press)** Moving forward but Using the rear view mirror: University of Ibadan students' assessment of their e-learning experiences during the COVID-19 Lockdown. Submitted to the *Nigerian Journal of Applied Psychology*, University of Ibadan. Nigeria.
- b. **Fehintola, J. O. (in press)** Counselling Adolescents in Nigerian Tertiary Institutions: Issues and New Perspectives Submitted to *International Journal of Applied Guidance and Counselling*, Department of Guidance and Counselling, Faculty of Teachers Training and Education, Universitas Mercu Buana Yogyakarta in collaboration with Indonesian Association of Guidance and Counselling (ABKIN) (**Indexed in ProQuest**)

7. Other Publications:

- 8. Creative Works/Patents:** Nil
- 9. Technical Reports:** Nil

10. Papers and Works in Progress:

The following are research works conceptualized, designed and are presently being carried out by me in conjunction with other colleagues:

- (i) Readability of Biology Textbooks in use by the Senior Secondary Schools Students in Oyo state (Commenced in August, 2019). The study sought to determine the readability of Biology textbook in used in Senior Secondary Schools in Oyo State. Descriptive research design of survey type was used for the study. Population was made up of all senior secondary school students that were offering

Biology subject. The sample consisted of 150 students selected from six Senior Secondary Schools in the state, based on stratified random sampling method. The research instruments used were cloze test based on the three textbooks in use in secondary schools in Oyo state. The instruments were administered and data collected were analysed with descriptive analysis using cloze test analysis on readability scores. This research work is at report writing stage.

- (ii) Online Assessment of Virtual Learning in the New Normal Era in Nigeria Educational System (Commenced in March, 2020)

This study is designed to establish the relationships between the virtual learning and the appropriate assessment methodology that fits virtual teaching-learning process in the new normal era. Descriptive research design of survey type was employed to investigate the relationships that exist between the online teaching activities and students' development. The students of Distance Learning Centre of University of Ibadan were used for the study, and 318 participants were used for the study out of which 202 are males and 116 are females. The data to be collected will be used for the study for the concerned university undergraduates on open distance learning. This research work is at data collection stage.

- (iii) Investigating the Effective Methods of Assessing Learning Outcomes among Learners with Special Needs in Tertiary Institutions in Oyo State(Commenced in October, 2022)

This study was designed to investigate the effective ways of assessing learners with special needs. Descriptive survey research design in which questionnaires will be employed in collecting data from 33 participants who will be randomly selected from two tertiary institutions that are offering special education programme from Oyo state will be used. One research instrument will be used to assess the various ways in which learners with special needs can be assessed. The checklist items are also set based on various methods of assessment of the learning outcomes in general. Data to be collected will be used for the study to establish the effective ways to assess the learners with special needs in Oyo state, Nigeria. This research work is at data collection stage.

F. PROFESSIONAL ACCOMPLISHMENTS:

Fehintola, J. O. is a Professor at the University of Ibadan. He has been engaged in rendering services in and outside the university in terms of teaching, supervision, research, professional training, capacity building, Counselling, psycho-educational and assessment. He currently teaches both undergraduate and postgraduate courses in the Department of Counselling & Human Development Studies, University of Ibadan, Nigeria.

G. CONFERENCES, SEMINARS AND WORKSHOPS ATTENDED WITH DATES:

(h) Major Conferences and Workshops Attended (with Papers Read in the last 5 years)

- i. Annual International Conference of Nigerian Association of Educational Benchmarkers: Held in University of Uyo, Uyo, between 3rd – 6th April, 2018

Paper Read: Goal Setting Strategy and Problem-Solving Training on Creative Thinking among School-Going Adolescents in Selected Local Government Areas of Oyo State, Nigeria

ii. Annual International Conference of Nigerian Association of Educational Benchmarkers: Held in University of Uyo, Uyo, between 13th – 17th May, 2019

Paper Read: Government, Society, School, Parents and Students as Correlates of Academic Dishonesty among Students in Oyo State, Nigeria.

iii. The International Conference on Impact Evaluation with Collaboration of Institute of Economic Research and Statistics: Held in University of Ghana, Legon, Accra, Ghana. 9th – 12th July, 2019.

Paper Read: Beyond Impact Evaluation: Choosing the Right Evidence tool.

iv. The International Conference on National Curriculum Development Centre (NCDC): Held in Speke Resort and Conference Centre Munyonyo, Uganda. 26th – 27th April 2023

Paper Read: Contextual Determinants of Effective Curriculum Implementation in Nigeria

H. CURRENT RESEARCH ACTIVITIES:

(i) Psychosocial Determinants of Cyberloafing among IU students.

I. OTHER RELEVANT INFORMATION:

1. Services within the Department:

i.	Associate Editor, Journal of Applied Psychology	2009 – 2015
ii.	Managing Editor, IJES Journal of Multidisciplinary Research	2015 – 2021
iii.	Result Processing officer Education/Economics (Remnants)	2017 - 2022
iv.	Departmental Time Table Officer	2011 – 2017
v.	Assistant Examination Officer	2011 – 2015
vi.	Member, Departmental Postgraduate Committee	2013 till date

2. Services within the Faculty:

Member, Faculty of Education Quality Assurance Committee	2015 to 2021
Chairman, Faculty Timetable committee	2017 to 2019
Member, Faculty Accreditation committee	2019 to 2021
Vice-Dean, Faculty of Education	June 2023 till date
Chairman, Faculty Board of Examiner	June 2023 till date
Chairman, Faculty Board of Studies	June 2023 till date

3. Services within the University:

Internal Examiner to Department of Guidance & Counselling	2018 to Date
Internal Examiner to Department of Guidance & Counselling (Affiliated Colleges)	2024 to Date
Rep. of the Dean on UI A&PC Sub-Committee B	May 2024 to Date
Member, Faculty of Education Journal Committee	Feb. 2023 till Date

4. Services outside the University:

- i. External Examiner, Obafemi Awolowo University. Nigeria 2025 till Date
- ii. External Examiner, Osun State College of Education. Ila-Orangun, Nigeria
2023 till Date
- iii. External Examiner, Al-Hikmah University, Ilorin, Nigeria. 2025 till Date

J. CONTRIBUTION TO KNOWLEDGE:

My research contribution to scholarship has been in the area of tests construction, validation and evaluation with the intention to ensure that the tests given to learners are in line with their levels of educational pursuit, particularly in the area of Mathematics education. No nation that wants to develop scientifically and technologically neglects the Mathematical component of her school curriculum. My research efforts have investigated the root causes and factors affecting academic performance in general and mathematics in particular in order to ascertain the root causes that affect performance in mathematics and how to enhance mathematical cognition in learners.

The researcher developed and validated tests that can be used to help identify children with poor learning outcomes. As tests and measurement specialist, I designed tests to diagnose. By developing and validating a series of tests, the researcher is able to understand what stands between learners and academic success. Findings from my use of tests revealed many issues, ranging from difficulties with focus, not having confidence in what one is doing, willing to fall out from ones pursuit, and not having what it requires to do the needful. Fortunately, these tools are meant to diagnose almost any learning-related problem, because until the issues have been diagnosed, there's not a much anyone can do. The diagnostic tests used to investigate learning problem include the Mathematics Self-Efficacy Scale among Senior Secondary School Students, the Socio-Economic Status Scale, the Students Dropout Scale, and the Students Goal Achievement Scale. These tests focus on learners' confidence, readiness to pursue his/her goal, unwillingness to fall aside, and be in love with mathematics. If a child has fallen behind in a particular academic area, the researcher can suggest or offer remedial support, tutoring, and other tools to help such a child catch up. My findings from these tests can help pinpoint areas of strength and weakness; armed with this kind of information, researcher can suggest educational options or offer special support where it is needed.

Researcher conducted many experimental studies aimed at assisting learners in enhancing academic performance and recommended many psychological therapies that can be used to improve the academic performance of the learners. The researcher offered assessment feedback and explores the feedback to enhance the academic performance of the learners. Researcher discovered that feedback is an important part of the assessment process and it has a significant effect on learners learning and has been described as the most powerful single moderator that enhances achievement. Researcher discovered that feedback made the learners to know how their grade was derived, identify and reward specific qualities in student work, guide students on what steps to take to improve, guide students on what steps to take to improve, motivate them to act on their assessment and develop their capability to monitor, evaluate and regulate their own learning. Feedback given during the learning experience can deepen students' understanding and ensure they do not reinforce incorrect ideas.

Signature:

Date: 03/22/2026