IMPACT OF THE MILLENNIUM DEVELOPMENT GOALS TRAINING ON THE PERFORMANCE OF BASIC SOCIAL STUDIES EDUCATION TEACHERS IN KATSINA STATE

BY

Mahammad Taofik HASSAN

B.Ed Social Studies

M.ED/EDUC/2551/2009-2010

DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION
FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA

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DECLARATION

I declare that this thesis on "Impact of the millennium development goals training on teaching performance of primary school social studies teachers in Katsina state" written by me in Social Studies section, under the supervision of Dr. M.C Ubah and Dr. H.I. Bayero. The information derived from series of literature has been duly acknowledged in the text and the list of the reference provided. The study was not previously presented for the award for another degree or diploma at any institution.

_____ _____

Hassan Mahammad Taofik Date

CERTIFICATION

This thesis entitled "Impact of the millennium development goals training on the performance of basic Social Studies Education teachers in Katsina state" by Hassan Mahammad Taofik meets the requirement governing the award of the Masters Degree in Education of Ahmadu Bello University, Zaria, and it is approved for its contribution to knowledge and literacy presentation.

_____ _____
Dr. M.C. Ubah Date
Chairman, Supervision Committee

_____ _____
Dr. H.I. Bayero Date
Member Supervisory Committee

_____ _____
Dr. A.A Ladan Date
Head, Department of Art and Social Science Education

_____ _____
Prof. A.A Joshua Date
Dean, Postgraduate School

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DEDICATION

This work is dedicated to the Almighty Allah who enable me to successfully complete this task.

ABSTRACT

The study was designed to examine "the Impact of the Millennium Development Goals training on the teaching performance of basic Social Studies Education teachers in Katsina state" It considered two research questions and two hypotheses which bordered on the difference in the performance of Social Studies Education teachers exposed to the MDGs training workshop and those who were not exposed to it, as well as the difference in the academic performance of the pupils taught by teachers exposed to the MDGs' training workshop and those who were not. Three hundred and eighty one (381) primary four pupils and three hundred and sixty one (361) teachers were selected from the ten (10) local government areas of the state. The researcher used achievement test for pupils while questionnaire was administered to the teachers. In dependent t-test sample statistics was used. The result revealed significant difference in the academic performance of primary school pupils between those taught by MDGs teachers and their counterparts taught by teachers who did not attend the MDGs programme . The teachers exposed to the MDGs training programme had significantly higher teaching performance than their counterparts that were not exposed to the MDGs training programme. The second null hypothesis which stated that there is no significant difference in the academic performance of pupils taught by MDGS teachers and those not taught by MDGS teachers was rejected. Some of the recommendations, include: certificates should be awarded to teachers who participate in the MDGs programme. Interactive programme in form of seminars and workshops should be organized for teachers to enable them acquire the pedagogical disposition for implementing the UBE curriculum. Follow up activities should be introduced to ensure that what the teachers learnt at the workshops were implemented in the classroom.

TABLE OF CONTENTS

TITLE PAGE I

DECLARATION II

CERTIFICATION III

ACKNOWLEDGEMENT IV

DEDICATION.....VI

ABSTRACT
.....VII

TABLE OF CONTAIN
.....VIII

LIST OF TABLES
.....X

LIST OF ABBREVIATIONS XI

CHAPTER ONE: INTRODUCTION..... 1

1.1 Background to the study.....1

1.2 Statement of the problem 4

1.3 Objective of the study 5

1.4 Research Questions.....5

1.5 Hypotheses 6

1.6 Significance of the study 6

1.7 Scope of the study 7

CAHPTER TWO REVIEW OF RELATED LITERATURE

2.1 Introduction 8

2.2 Theoretical Frame work 8

2.3 Background of MDGs..... 10

2.4 Idea behind MDGs 11

2.06 The Centrality of Education to the Achievement of the MDGs 15

2.06.1 Goals of Primary school 16

2.06.2 Goals of Universal Basic Education.....17

2.06.3 Universal Basic Education and the MDGs 19

2.06.4 Teacher Education and the MDGs..... 22

2.07 Quality of a Good Teacher 26

2.07.1 Rational for Teacher Quality Education 29

2.07.2 Ethics of Teaching Profession in Nigeria 30

2.08 Retraining of Teacher under MDGs Project 33

2.09 Capacity Building Programme for Primary School Teachers.....35

2.10 Teachers Teaching Performance and the Academic Achievement of Pupils 39

2.11 Concept of Social Studies.....
45

2.11.1 History of Social Studies in Nigeria 47

2.11.2 The Nature and Scope of Social Studies 49

2.11.3 Relevance of Social Studies for National Development 53

2.12 Review of Related Empirical Studies.....57

Summary.....59

CHAPTER THREE RESEARCH METHODOLOGY

3.1 Introduction.....61

3.2 Research Design 61

3.3 Population of the study 61

3.4 Sample Size and Sampling Techniques.....62

3.5 Instrumentation..... .63

3.5.1 Validity and Reliability of the Instrument 63

3.6 Data Collection Procedure.....64

3.7 Statistical Analysis Procedure 64

CHAPTER FOUR: RESULTS AND DISCUSSIONS

4.1 Introduction 66

4.2 Workshop status of the respondents.....66

4.3 Answers to Research Question.....67

4.4 Testing of Research Hypotheses.....69

4.5 Summary of the Findings.....72

4.6 Discussion on the Findings.....73

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary.....77

5.2 Recommendations.....78

5.3 Conclusions.....79

5.4 Suggestion for further studies.....81

References 81

Appendix A.....87

Appendix B 88

Appendix C 89

Appendix D 91

LIST OF TABLES

Table 3:4 Distribution of sample of local government and their population

table 4:2:1 Distribution of respondents by participation in the MDGs programme

table 4:2:2 Distribution of teachers by number of times of participation in MDGs programme

table 4:2:4 Opinion of teachers who participated in the MDGs programme (exp group) and those who did not (control group) in teaching performance

table 4:2:5 Summary of t-test on the item provided on teaching performance of Social Studies teachers exposed to MDGs training programme and those who are not exposed.

table 4:2:6 Summary of t-test on pupils academic performance between those taught by teachers exposed to MDGs training programme and those who are not exposed.

ABBREVIATION

S.W.A	South and West Asia
S.S.A	Sub Sahara Africa
N.E.R	Net Enrolment Rate
O.E.C.D	Organisation for Economic Cooperation and Development
NEEDS	National Economic Empowerment and Development Strategy
MDGs	Millennium Development Goals
I.M.F	International Monitoring Fund
UN	United Nation
O.D.A	Official Development Assistance
S.U.B.E.B.	State Universal Basic Education Boards
USAID	United States Agency for International Development
SEEDS	State Economic Empowerment and Development Strategy
UNDP	United Nations Development Programme

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The quest for eradication of illiteracy in modern societies is the basic concern of every society in the world. This is because education is one of the vital tool in categorizing nations as a developed or developing. For Nigeria to be categorized as developed nation, she ought to get rid of illiteracy among the citizens by ensuring that every member of the society has access to western education. According to Gene (2005) lack of basic education is a silent killer of large number of poor children in the developing world.

Education is an important tool for the development of any society. It is an instrument with which society can solve its problems. Obiageli (2006) noted that education alone, if well planned and delivered, is capable of strengthening a nation's democracy and engendering its economic growth. Thus, education is an essential phenomenon through which human and natural resources are harnessed for the common good of humanity. (UNESCO 2003) asserted that all nations should ensure that education is a right for all their citizens. Nigeria became one of the signatories to Jomtiem Declaration on Education For All (EFA) in September, 1990. The declaration observed that learning begins at birth and early childhood education is an essential component of basic education. Probably, that is why the Federal Government of Nigeria introduced Universal Basic Education (UBE) programme in 1990 to actualize the Jomtiem Declaration for the purpose of sustainable development.

Over the last decade significant progress has been made in access to and participation in primary education, leading to growing attention being paid to the quality of education. This is evident in the debates carried out and efforts made at international, national and school levels. Although the notion of quality has been conceived in a variety of ways, international development platforms provide a useful framework for a joint undertaking through the MDGs initiative on education, Millennium Development Goal (MDG) 2 (i.e. Achieve Universal Primary Education) targets that all children will "complete a full course of primary schooling" by 2015.

Goal 2 of the MDGs makes reference to the importance of quality by stating that all children shall "have access to and complete, free and compulsory primary education of good quality" while EFA Goal 6 commits itself to "improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills". Current international discussions on the quality of education are thus guided accordingly by these platforms. Repeated efforts have been made to reach a common understanding about the quality of education. At a philosophical level, the Universal Declaration of Human Rights states that education "shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms" (Article 26, 1948). Policy makers at times regard quality as a competitor of quantity/access to limited financial resources. Recently, however, it is more widely accepted that quantity and quality are intertwined and should not be treated as a trade-off. In addition, efficiency – maximizing output with a given input- may be included in the discussion of quality. In

basic education, internal efficiency (minimizing repetition and dropout rates) is more often discussed than external efficiency (graduates finding relevant jobs).

The proper implementation of any curriculum for quality education depends on the quality of the teachers. The need to update the knowledge of basic school teachers who are responsible for the implementation of the basic education curriculum at that level is of paramount importance. The federal government of Nigeria recognized this fact hence teachers in Basic Education institutions participate in the nationwide Millennium Development Goals (MDGs) Project training workshops which began in 2005 for the development of teaching skills in four core subjects, namely: English studies, Mathematics, Basic Sciences and Technology, and Social Studies Education including development of instructional materials.

Sharahu (2009) observes that in Nigeria unlike other countries the retraining of teachers had not received the desired attention from Local, State, and Federal governments. This is because there has not been any systematic attention to regularly update the knowledge and skills of teachers in line with the change in curriculum and the wider society. It is this neglect that in turn affects the quality of teaching in schools. It is in recognition of this that the federal government has under the Millennium Development Goals projects (MDGs) directed National Teachers' institute to retrain primary school teachers in Nigeria. The training workshop focuses on innovative techniques of teaching the four core subjects (English, Mathematics, Basic Science and Technology and Social Studies). This is because the success or failure of any programme depends on the quality of teachers. This means that the teacher is a pivot on which the success of any educational

programme hangs. It is, therefore, clear that, the quality of education in the country is in agreement with the efficiency and effectiveness of the teachers particularly in Social Studies education. It is this position that promoted this investigation of the impact of MDGs training on the teaching performance of Basic Social Studies Education teachers.

1.2 Statement of the Problem

Out of the eight MDGs goals, one of them focuses on primary education and the goal stresses the need to achieve universal education. The target is to ensure that by 2015, children (boys and girls) everywhere will be able to complete a full course of primary education.

However, poor teacher development practices serve as a setback to the noble goal. With high participation rates already in the MDGs, Katsina state still has insufficient numbers of trained teachers. In addition, the few available trained teachers are not evenly distributed across the schools within the Local Government Authority (LGA).

Poor quality teaching and learning is yet another problem because learning achievement in primary schools is relatively low despite the huge investment in structure, materials and human personals.

Effective teaching skills and knowledge of the subject matters of primary school teachers are not encouraging as far as effective delivery is concerned. Therefore, teaching capability is diminishing all the times. Thus the need to train them in order to become abreast with present and perform as expected in the classroom. Hence this work seeks to

assess the Impact of the Millennium Development Goals MDGs training workshop on the teaching performance of Basic Social Studies Education teachers in Katsina state.

1.3 Objectives of the Study

The purpose of this studies is on the Impact of the Millennium Development Goals MDGs training workshop on the teaching performance of Basic Social Studies Education teachers in Katsina state. The following are the central objectives:

1. To determine the difference in teaching performance of teachers after being exposed to MDGs training workshop.

2. To find out the difference in the academic performance of pupils taught by the teachers exposed to MDGs training workshop.

1.4 Research Questions.

For the purpose of this research, the study aimed at answering the following questions:

1. What is the difference in the performance of Social Studies Education teachers exposed to the MDGs' training workshop and those who are not?
2. What is the difference in the academic performance of the pupils taught by teachers who are exposed to the MDGs training workshop and those taught by teachers who are not?

1.5 Hypotheses

In the light of the above stated problems, the research tested the following null hypotheses.

Ho_1: There is no significant difference in the performance basic Social Studies Education teachers who participated in the MDGs training workshop and those who did not.

Ho_2: There is no significance difference in the academic performance of primary school pupils taught by teachers who participated in the MDGs training workshop and those who did not.

1.6 Significance of the Study

The federal government of Nigeria realizes the crucial roles of education in creating and as well as widening opportunities for individuals as well as stimulating manpower development in the society. The significant of this study is based on the fact that;

The study is to update the knowledge of the Social Studies Education teacher to know what to teach, how to teach it and to ensure that learning takes place as well as to ensure the need of the teacher to be current in emerging local, national and global issues.

But more laudably is that the study will assist practical moves by the federal government towards achieving universal primary education (UPE) as it serves as a vital instrument for stimulating manpower development and adequately equip learners with life skills, literacy, and numeracy, which will empower them to develop individually, eliminate inequality to some extent and contribute to the environment they live in. The

above significance is in line with the teaching of Social Studies Education as it enables learners to become well-groomed and humane citizens who are capable of contributing their quota to the healthy development of their country.

1.7 Scope of the Study

The concern of this study is on the impact of the Millennium Development Goals training on the performance of basic Social Studies Education teachers in Katsina State. The study was delimited to only ten (10) Local Government Areas of the state, out of the thirty four (34) local governments' areas. The respondents were drawn from Katsina, Batagarawa, Rimi, Jibia, and Kaita Local Government areas. Others are Daura, Sandamu, Maiaduwa, Zango, and Baure Local Government Areas.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.01 Introduction

This chapter reviews the related literatures based on the following:

- Theoretical framework
- Background of the Millennium Development Goals
- Ideas behind the MDGs
- Goals and Targets of MDGs
- The Centrality of Education to the Achievement of the MDGs
- Goals of Primary School
- Goals of Universal Basic Education
- Universal Basic Education and the MDGs
- Teacher Education and MDGs
- Qualities of a Good Teacher
- Rationale for Qualitative Education Teacher
- Ethics of Teaching Profession in Nigeria
- Retraining of Teachers Under the Millennium Development Goals Project
- Teaching Performance and Academic Achievement of Students
- Capacity Building Programme for Primary School Teachers
- The Concept of Social Studies Education
- History of Social Studies Education in Nigeria
- The Nature and Scope of Social Studies Education
- Relevance of Social Studies Education to National Development
- Review of Related Empirical Studies

2.02 Theoretical Framework

The theory that serves as a backup to this work is Human-capital theory, advanced by a group of University of Chicago economists in the early 1960s (Schultz 1963; Becker

1975), conceptualizes education as a form of capital manifested in the individual, which can be invested in a manner similar to physical capital.

The achievement of Universal Primary Education (UPE), which is the second of the MDGs and the subject of one of the Education For All (EFA) goals 2, requires that every child in a primary school should be enrolled and should attend the full cycle of primary schooling. For this to be achieved by 2015 every child in every country would be currently attending primary school but this is not the case because many children are not enrolled, thus, those goals would not be universally achieved by the target date. It is important to note, however, that considerable progress has been made in this regard in many countries, particularly in encouraging enrolment into the first tier of schooling. Some of the world's poorest countries have dramatically increased enrolments, narrowed gender gaps and extended opportunities for disadvantaged groups. Enrolments across South and West Asia (SWA) and sub-Saharan Africa (SSA), in particular, soared by 23% and 51% respectively between 1999 and 2007. The primary education net enrolment ratio (NER) increased at a much faster pace than in the 1990s and by 2007 rose to 86% and 73% respectively in these two regions. For girls, the NER ratio in 2007 in the two region was a little lower at 84% and 71% respectively. The global number of primary school-age children out-of- school fell by 33 million compared to 1999. (www.un.org|milleniumgoal|education, 2011).

Various stake holders in the international community have been putting their collective effort into promoting basic education in developing countries in order to realize international goals such as Millennium Development Goal (MDGs) and Education For All (EFA). It is significant that the number of people who have access to education has increased during the last decade. For instance, the average of enrolment ratio of primary

education in developing countries has continued to increase since the adaption of MDGs in 2000. For example it rose from 58% to 70% between 1999 and 2008 in sub-Sahara Africa and 75% to 86% in south and west Asia. However, there still remains the issue of equity. Among the 67 million drop out school children 53% are girls (UNESCO, 2006).

Children of low economic status, those from rural areas or those who are ethnic minority or belong to other disadvantaged groups are faced with various obstacles in gaining access to good education. It is important to understand that the disadvantages which prevent children from receiving good education are often profound, and that disparities in education cannot be resolved by simply removing a single problem. For instance, the population with least access to education may have multiple features of the following characteristics, i.e. they may be female, poor, living in rural area, an ethnic minority and\or disabled. (UNCEF, 2006).

2.03 Background of Millennium Development Goals

The Millennium Development Goals (MDGs) express the commitment of the International Community to universal development and poverty eradication, captured in the UN Millennium Declaration in September, 2000. Their wide coverage includes intersecting world poverty and hunger by 2015, as well as reaching universal primary education, reducing the mortality rate of children under-five years by two-third and maternal mortality by three-quarters, and halving the number of people without access to safe drinking water. The Declaration also called for a new partnership between developed and developing countries. Developed countries were to ease market access, reduce the debt burden, and channel development assistance to the developing world, which would in turn improve its governance and its development policies.

The aim of the MDGs is to encourage development by improving social and economic conditions in the world's poorest countries. They are derived from earlier international development targets and were officially established following the Millennium Summit in 2000, where all world leaders present adopted the United Nations Millennium Declaration. The Millennium Summit was presented with the report of the Secretary-General entitled 'we the Peoples: The Role of the United Nations in the Twenty-First Century'. Additional input prepared by the Millennium Forum, which brought together representatives of over 1,000 non-governmental and civil society organisations from more than 100 countries. The Forum met in May 2000 to conclude a two-year consultation process covering issues such as poverty eradication, environmental protection, human rights and protection of the vulnerable. The approval of the MDGs is possibly the main outcome of the Millennium Summit. (Sherehu, 2009).

2.04 Ideas Behind the MDGs

The MDGs originated from the Millennium Declaration produced by the United Nations. The Declaration asserts that every individual has the right to dignity, freedom, equality, a basic standard of living that includes freedom from hunger and violence, and encourages tolerance and solidarity. The MDGs were made to operationalize these ideas by setting targets and indicators for poverty reduction in order to achieve the rights set forth in the Declaration on a set fifteen-year timeline. The Millennium Declaration was, however, only part of the origins of the MDGs. It came about from not just the UN but also the Organization for Economic Cooperation and Development (OECD), the World Bank and the International Monetary Fund. The setting came about through a series of UN-led

conferences in the 1990s focusing on issues such as children, nutrition, human rights, women and others. On the side of the OECD, there was criticism of the fall of global Official Development Assistance (ODA) by major donors. With the onset of the UN's 50th anniversary, then UN Secretary General, Kofi Annan saw the need to address the range of development issues. This led to his report titled, *"*We the Peoples: the Role of the United Nations in the 21st Century*"* which led to the Millennium Declaration. By this time, the OECD had already formed its International Development Goals (IDGs) and it was combined with the UN's efforts in the World Bank's 2001 meeting to form the MDGs.

The MDGs focuses on three major areas of Human development (humanity): bolstering human capital, improving infrastructure, and increasing social, economic and political rights, with the majority of the focus going towards increasing basic standards of living. The objectives chosen within the human capital focus include improving nutrition, healthcare (including reducing levels of child mortality, HIV/AIDS, tuberculosis and malaria, and increasing reproductive health), and education. For the infrastructure focus, the objectives include improving infrastructure through increasing access to safe drinking water, energy and modern information/communication technology; amplifying farm outputs through sustainable practices; improving transportation infrastructure; and preserving the environment. Lastly, for the social, economic and political rights focus, the objectives include empowering women, reducing violence, increasing political voice, ensuring equal access to public services, and increasing security of property rights. The goals chosen were intended to increase individual's human capabilities and "advance the means to a productive life". The MDGs emphasizes that individual policies needed to

achieve these goals should be tailored to individual country's needs; therefore most policy suggestions are general. (Igbuzor, 2006).

The MDGs also emphasizes the role of developed countries in aiding developing countries, as outlines in Goal Eight. Goal Eight sets objectives and targets for developed countries to achieve a "global partnership for development" by supporting fair trade, debt relief for developing nations, increasing aid and access to affordable essential medicines, and encouraging technology transfer. Thus developing nations are not seen as left to achieve the MDGs on their own but as partners in developing-developed compact to reduce world poverty.

The Millennium Development Goals (MDGs) item two adopted by world nations in 2000 proposes that, by 2015, children of educable age should have free, affordable and accessible education. The item is a response to the world Conference of Education For All (EFA) which was held in Jomitten, Thailand from 5th to 9th March, 1990.Which was the major trigger for the birth of basic education. The conference, which was well attended, came out with a blue print document entitled 'World Declaration on Education for All' and framework of actions to meet basic learning needs, (FGN/UNICEF, 2003). Nigeria as one of the world nation became encouraged to set up educational activities to achieve EFA goals. EFA in Nigeria could be traced back to the introduction of Universal Primary Education (UPE) in the 1950's in two of the then regions of the country and at national level in 1976. Denga (2000) in contributing advanced that, "our memories may be flashed back to 1950 when the universal declaration of human rights asserted that everyone has the right to education". The right to EFA citizens of educable age in Nigeria has witnessed a

renewed determination to achieve it before the targeted 2015 as Obasanjo (2006) puts it "educating a child is closing the prison gates". The strength of EFA cannot be overemphasized as the future of the child and nation at large depends on educational gains. The National Policy on Education (2004) attests Nigerians commitment to EFA particularly Basic education for All, as each of the four policies introduced in Nigeria lays emphasis on universal, functional and qualitative education. The guiding principles of EFA in Nigeria is the "equipping of every citizen with knowledge, skills, attitude and values as well as enabling him/her derive maximum benefit from his membership of the society, thus lead a fulfilling life".

Lack of access to education is one of the primary limits on human development and is related closely to every one of the other sectors. Almost every development project includes an aspect of education as development by its very nature requires a change in the way people live. The determination of the government under the admirable leadership of Chief Olusegun Obasanjo to achieve EFA by 2015, introduced the UBE programme which was launched at Sokoto on the 30th day of September, 1999 but actually took off in the 2000/2001 school year. The launching bacome necessary as the Obasanjo's government came into power in 1999 and met educational system that is in a state of decay. Teachers were poorly trained and motivated, high rate of illiteracy as a consequence of high dropout rates and poor infrastructure conditions of schools. Thus, the introduction of the UBE came to positively transform the nation's basic education sub-sector (FGN 2004) and to meet the context of the global vision of EFA. Today, the UBE is here with us as it aims at equipping individuals with knowledge (Obinaju, 2001).

World leaders met at the Millennium Summit and committed themselves and their countries to eight goals known as Millennium Development Goals (MDGs) aimed at meeting the needs of the world's poorest people (UNDP, 2005). United Nations signed the United Nations Millennium Declaration, which includes eight Millennium Development Goals to be achieved by 2015 or 2020. This represented the first time that a holistic strategy to meet the development needs of the world has been established, with measurable targets and defined indicators. Because the MDGs were agreed as global targets to be achieved by the global community, they are independent of, but by no means unrelated to, individual national interests. The goals imply that every state has a set of obligations to the world community to meet and those other states, which have achieved those goals, have an obligation to help those who have not. As such they may represent an extension of the concept of human rights. The MDGs have catalysed a significant amount of action, including new initiatives such as Millennium Promise. Most of these initiatives however work in small scale interventions which do not reach the millions of people required by the MDGs.

2.05 The Centrality of Education to the Achievement of the MDGs

Education remain extraordinarily important because it provides knowledge and skills, encourages new behavior and increases individual and collective empowerment, education is at the centre of social and economic development. The connections between education levels and attributes such as income, health status, and longevity are well documented across both developing and developed countries. More recently, interest has grown in the crucial role of education in combating other constraints on societies' and individuals' efforts to raise living standards and improve the quality of life. The ways in

which education underpins the set of MDGs is essential for considering the powerful add-on effects of education on human development. The expansion of basic education leads to improvements in the other MDGs across the population in general. This is even more than the case for socially and economically marginalized groups who have the majority to gain from basic education. (Igbuzor, 2006).

Two strategies are necessary for acceleration towards the other MDGs through further development of the education system, as advanced by Onoyase (1991).

1. Firstly, access to quality education needs to increase: more children need to be enrolled in school and more adults enrolled in formal or non-formal programmes, and the quality of education needs to be improved. This requires increased and better utilized internal and external education expenditure, more and effective trained teachers, more and effective qualitative teaching materials, greater accountability and transparency in the delivery of education services, widespread institution-building and, overall, greater political will translated into more attention given to support the education sector at the highest decision-making levels.

2. Secondly, within this overall expansion, governments need to implement initiatives which are: (a) ensure that currently underserved groups are specially catered for and (b) increase the positive impact of education on the other MDGs.

2.05.1 Goals of Primary School

One of the national education goals is the training of the mind in the understanding of the world around and the acquisition of appropriate skills and the development of the mental, physical and social abilities and competence as equipments for the individual to

live in and contribute to the development of the society (National Policy of Education, 2004).

The goals of primary education as stated in the National Policy on Education (NPE, Section 3-16) are to:

- Inculcates permanent literacy and numeracy, and the ability to communicate effectively;
- Lay a sound basis for scientific and reflective thinking;
- Give citizenship education as a basis for effective participation in and contribution to the life of the society;
- Mould the character and develop sound attitude and morals in the child;
- Develop in the child the ability to adapt to his/her changing environment;
- Give the child opportunities for developing manipulative skills that will enable him to function effectively in the society within the limits of his/her capacity;
- Provide the child with basic tools for further educational advancement including preparation for trades and crafts of the locality.

2.05.2 Goals of Universal Basic Education

The objectives of the programme as specified in the implementation guideline by government in 1999 are as follows:

(a) Developing in the entire citizenry, a strong conscientiousness for education and a strong commitment to its vigorous promotion

(b) Provision of free Universal Basic Education for every Nigerian child of school going age

(c) Reducing drastically the incidence of drop out from the formal school system

(d) Catering for young persons, their schooling as well as other out of school children or (adolescent through appropriate form of complementary approaches to the provision of UBE

(e) Ensuring the acquisition of appropriate levels of literacy, numeracy, manipulative communicative and life skills as well as the ethical, moral and civic values needed for laying a solid foundation for the lifelong living.

Education has remained a social process in capacity building and maintenance of society for decades. It is a weapon for acquiring skills, relevant knowledge and habits for surviving in the changing world. Invariably, the major problem identified in the Nigerian UBE system lies in the automatic promotion, that is, 100% promotion and transition for 9 years. This indeed is a mockery of any form of evaluation done at this level and is bound to reflect on the standard of education in no distant future. In particular the provision for the out of school population has remained obscure since eight years of its introduction and inception.

The attainment of these goals has been a challenge to the nations of the world and significant progress has been recorded worldwide (United Nations, 2005). The progress made has, however, not been uniform across the world, or with respect to specific goals. It has been observed that Sub-Saharan African countries are lagging well behind. These countries still have continuing food insecurity, rising extreme poverty, high child and maternal mortality and a large number of people are still living in slums. The federal government of Nigeria faces the challenge of meeting the MDGs and believes (rightly) that

the attainment of the goals will be put in jeopardy as long as the human and material resources of the country remain untapped. One of the strategies adopted by the country in her multi-pronged approach towards attaining these goals and meeting the needs of people is the empowerment of people through education. Early and ambitious investment in basic education is also endorsed by the United Nations Development Programme (UNDP) for its capacity to foster gender equity and to sustain economic growth. Investing in any form of education, however, can only have the intended impact if there are well trained and competent teachers. The role of quality teacher education in meeting some of the goals of the millennium development goals in Nigeria and the implications of this for quality teacher education in the country is significant. It highlights the major objectives of the Universal Basic Education programme in the country and its relevance to the meeting of some of the MDGs and the attendant demand for qualified and competent teachers in the country.

2.06.1 Universal Basic Education and the MDGs

The Universal Basic Education (UBE) programme was launched in the country in 1999 and passed into law in 2004 as one of the strategies aimed at implementing the educational component of the MDGs. Before the commencement of the scheme the Nigerian educational structure comprises of six years of primary education, three of junior secondary, three of senior secondary and four of tertiary education. Primary education was free but not compulsory. Although universal primary education (UPE) was launched nationwide in 1976, even before the world leaders established it as one of the MDGs, limited success was achieved as attendance was not made compulsory for pupils of school-going age. With the passage of the UBE Act all tiers of government in the country are

mandated to provide free, compulsory nine-year universal primary and junior secondary school education. Parents are required to ensure that they register for and complete basic education cycle. There are sanctions for parents who do not comply. In addition to free tuition, the Act provides for free services in all public primary and junior secondary schools (Obong, 2006).

Dike (2002) has notes that the Federal Government reported that the falling standard of education in Nigeria is caused by "acute shortage of qualified teachers in the primary school level." It is reported, according to the same author, that about 23 percent of the over 400,000 teachers employed in the nation's primary school do not possess the Teachers' Grade Two Certificate, even when the Nigeria Certificate of Education (NCE) is the minimum educational requirement one should possess to teach in the nation's primary schools.

Also, UNICEF report on "state of the world's children" (1999) states that about four million Nigerian children have no access to basic education. Akhaine in Dike (2002) has also noted that the majority of children who are 'lucky' to enter schools are given sub-standard education by 'half-baked' teachers employed to teach at the primary schools in Nigeria. In order to ensure effective implementation of the UBE, the Act established the Sta Universal Basic Education Commission, with prescribed functions, membership terms and structure. State Basic Education Board (SUBEB) were also established at the State and Local Government levels. The Commission set for itself some short- and medium term objectives with appropriate performance indicators. Some of the objectives include, the widening of access to primary and junior secondary education, periodic review and effective implementation of the curriculum, improving gender equity, reducing the spread

of HIV and mitigating the impact of AIDS as well as mobilizing and developing partnerships with international agencies, private and local communities (Obong, 2006).

A cursory glance at some of these objectives of UBE shows that they are targeted at achieving the basic components of the MDGs such as universal primary education, gender equality, combating HIV/AIDS and developing global partnerships for development. The formation of the UBE was thus one of the approaches adopted by the Nigerian government to meet some of the MDGs and also fulfill its commitment to Education For All (EFA). In fact, the Act goes beyond the requirements for meeting these MDGs as it also encompasses programme for early childhood care, adult literacy programme, special programme for nomadic populations, and various non-formal programme for children and youth who are out of school. Effective implementation of these programme in the country will surely go a long way towards achieving the first MDG: the eradication of extreme hunger and poverty, in which capacity education is a powerful tool. This is given expression in Nigeria's plan document entitled National Economic Empowerment and Development Strategy (NEEDS), in which education is recognized as a vital transformational tool and a formidable instrument for socio-economic empowerment (National Planning Commission, 2005). The document which was prepared by the government in its efforts to meet both the development challenges of Nigeria and the MDGs, acknowledges that the delivery of education in the country has suffered right from the years it was neglected which led to some 49% of the teaching force being ineffective.

In order to ensure that those who complete primary and secondary school progrmme of the UBE scheme acquire the literacy, numeracy, and basic life skills needed to live meaningful lives and contribute to national development, therefore, the NEEDS document

set some goals for education including improving the quality of education at all levels including teacher education. This is no doubt in recognition of the role of education in the empowerment of children who constitute about half of the Nigerian population (National Planning Commission, 2005) as well as adults in the quest towards the attainment of the MDGs. It also recogniced the importance of quality teacher education programme in the production of teachers that are capable of imparting knowledge of various types to pupils as well as increasing pupils' acquisition of useful life skills so that this helps them in acquiring healthful habits which are useful to human life. In order to meet the requirements for the Universal Basic Education scheme (which will ultimately lead to the attainment of the second MDG i.e. the Universal Primary Education) Nigeria needs about 40,000 teachers (Obong, 2006). For these teachers to be effective, they must be products of well designed and implemented quality teacher education programme. Otherwise, the nine years of free and compulsory education provided for in the Universal Basic Education Act could transform to nine years of mere attendance.

2.06.2 Teacher Education and MDGs

Quality teacher education programme, apart from producing competent teachers for the education system, can also contribute to the attainment of MDGs in various ways. It is obvious that the attainment of the universal primary education component of the MDGs depends on the availability of sufficient and qualitative teachers in to man the task. For the universal primary education to have the intended impact on the learners, teachers must be capable of imparting the pupils permanent literacy, numeracy and ability to communicate effectively. Teachers cannot accomplish these goals without undergoing relevant teacher education programme which aim at uplifting their educational standard. Other possible

contributions of viable teacher education programme to the achievement of MDGs include providing teacher education institutions with appropriate courses in citizenship education and education for sustainable environment; useful life skills such as healthful living to reduce the disease burden and risk of HIV/AIDS, decision making and planning for the future especially in regards to marriage, relevant aspects of adult education, and, among other things, enlightening mothers on childcare and family planning for improving maternal health and reducing mortality. As Lin and Gorrell (2001) put it, adequately exposing the right teachers to such courses under competent trainers will equip them with relevant knowledge and skills, which they can transmit to children and even adults with whom they interact and thereby increase the prospects of meeting the goal of Universal Primary Education and MDGs. It may appear difficult or even unreasonable to add all these courses to a teacher education programme in which students are already carrying full loads. This problem may be resolved by adding them to the list of existing electives and appropriately guiding student teachers into registering them.

The United Nations Secretary-General has expressed optimism at the possibility of the Millennium Goals being reached worldwide but "only if we break with business as usual" (United Nations, 2005). It is observed that this dictum is of particular relevance to the situation in Nigeria with regard to quality teacher education. Although the federal government of Nigeria believes that no educational system can rise above the quality of its teachers, quality is rarely an issue either in the recruitment of teacher candidates or in their training. It is common knowledge in Nigeria that candidates for teacher education are the generally academically weak students who do not aspire to more prestigious professions (Akinpelu in Fadipe, 1999). This is mainly because of the low status of teaching as a

profession in the country. Many of the students in the nation's faculties of education are those who could not gain admission into other faculties and departments and have chosen to enter into teacher education programme as a last resort. Most of them are, therefore, neither interested in nor committed to the programme. Although the federal government has prescribed the National Certificate in Education (NCE) as the minimum qualification for teaching, many of the students seeking admission into the colleges of education are those that could not pass the university matriculation examination for entry into the nation's universities. A large proportion of the students in the colleges are those that do not have the requisite entry qualifications but are admitted through the colleges' preliminary studies programme. Some colleges even admit some of those students who could not pass the relevant papers at the General Certificate of Education (GCE) ordinary level on the condition that the affected students pledge to pass those subjects before they can be awarded their certificates following the completion of their studies in the colleges. (Ejieh, 2003).

The Education Sector Status Report acknowledges that there appears to be many opportunities for anyone who is interested and minimally qualified to enter the teaching profession (Federal Ministry of Education, 2003). In fact one does not necessarily have to be interested in teaching before one enters the teacher education programme in either a university or a college of education.

The issue of quality hardly receives the desired emphasis in the training of student teachers in either colleges of education or in the universities. With the lack or decay of necessary infrastructure in the nation's tertiary institutions and poor funding, the student teachers are not exposed to enrich teacher education programme. From the ongoing it is

clear that student teachers receive inadequate attention from either cooperating teachers in placement schools or their college or university supervisors. In most cases, regular class teachers in the placement schools (schools where student teachers are posted) abandon the classrooms for student teachers as soon as they hand over the activities to the student teachers, thereby affording the latter no opportunities to learn some teaching skills from such teachers. The end result of the poor preparation of teacher candidates is that many of them are not able to give their pupils quality education after the completion of their courses (Anikweze, 1991). Commenting on the quality of the present day teachers Nuhu Yaqub, the vice chancellor of one of the Nigerian universities, has said that the teacher of today is hardly a teacher because teachers are not as knowledgeable as they ought to be and that they cannot transmit knowledge as they ought to (*Daily Sun*, May 2, 2008). The *Education Sector Status Report* also notes that there are complaints that the teachers produced by the part-time and sandwich programme mounted by both the universities and colleges of education in the country can barely write an assignment (Federal Ministry of Education, 2003).

The products of teacher education programme of Nigerian universities and colleges of education are bound to be of low quality as the three major factors that determine quality (i.e. the process of selecting teacher education candidates, the programme of study during the training of the student teachers, and the institutional factors which include staffing, physical facilities, and funding) do not work in favour of academic excellence in most Nigerian teacher education institutions. Quality in this respect refers to the steps taken by higher education institutions responsible for producing teachers to make sure that they are able to perform their jobs or render their services effectively. In other words, the steps they

take to ensure that they produce 'quality teachers' instead of the more traditional 'qualified teachers' who just meet certain certification requirements. If teachers are not able to teach primary school pupils well, as is presently the case with many 'unqualified' Nigerian primary and secondary school teachers or if they are not able to impart useful skills to them, then the MDGs goals/aims of achieving universal primary education will be an illusion. MDGs can hardly be achieved if there is no change in the present approach to the recruitment and training of teacher education candidates. In order to produce teachers that are capable of making a difference to their students' academic performance, thereby contributing towards achieving both the country's objectives of basic education and the MDGs of Universal Primary Education, there is the need for a break with business as usual, in regard to teacher education in Nigeria.

2.07 Qualities of a Good Teacher

The World Education Forum in Dakar in 2000 did not only emphasize the need to achieve education for all, but does also notice the need to improve the quality of education. The Forum made the following recommendation: "*Improve all aspects of the quality of education to achieve recognized and measurable learning outcomes for all-especially in literacy, numeracy and essential life skills*". (Dakar Framework for Action Article 7, World Education Forum, 2000). Article 28 of the Convention of the Right of the Child states the child's right to education and the state's duty to ensure that primary education at least is made free. In article 29 of the same Convention the states are requested to recognize that education should be directed at developing the child's personality and talents, preparing the child for active life as an adult, fostering respect for basic human rights and developing

respect for the child's own cultural and national values and those of others (United Nations, 1989).

Based on the recommendations in the Dakar Framework for Action and the Convention of the Right of the Child, as well as a number of other international conventions and recommendations, it can be concluded that everyone has the right not only to receive education but also to receive education of a high quality. A quality education system must manage to provide all children and young people with comprehensive education and with an appropriate preparation for working life, life in society and private life. This should be achieved without distinctions of any kind, such as those based on parent's income, colour, gender, language, religion, political or other opinion, national or social origin.

Enhanced teachers quality is much needed for the student's achievement as well as realization of educational goals. Rice (2003) advanced the following qualities of a good teacher:

(i) Structured: One of the first qualities of a good teacher is to know what classroom management is. Being structured does not mean being rigid or strict. It does mean that you have a classroom that runs in a predictable, systematic fashion that students can depend on. Routines are very important for students to feel safe in, because they know how to manage themselves.

(ii) Fair: Being fair is so important. Children and parents notice it. If parents feel you are not being fair to their child, they may not be interesting in your teaching. Do not equate being fair with treating everyone the same, being fair means that you understand how to use

differentiation in the classroom. For some children it means a special behavior plan to help them. For others it means excusing some assignments in favor of other, more enriched work. It means listening to your students without judging and providing them with an avenue to solve their problems.

(iii) Be There: We all know the teachers who never seem to be in their classrooms. Perhaps they are too involved at a district level, or may be they are always out sick (or using sick days just to have a day off). Teachers who are gone too much are considered unprofessional, uncaring, and certainly cannot have the qualities of a good teacher in the eyes of the parents and students. Children want their teacher to be there. That may not be always possible, but the most concerned is about them having a wasted day at school when a subject teacher is absent.

(iv) Intelligent: One of the traits of a good teacher is intelligence. It goes with the saying that a strong knowledge base is one of the qualities of a good teacher - it is essential. If a teacher does not have strong core knowledge of his subjects, he will fail.

(v) Creative: This does not mean being able to do lots of fun arts and crafts, have children doing something unique every day, writing your own curriculum.....what makes a good teacher is the ability to take a concept and "twist" it in a creative way to reach their students. A creative teacher will utilize small moments in the classroom to introduce, reinforce and assess critical concepts.

Igwe (1990) cited some qualities of a good teacher, which include:

a) Empathy: the ability to bond with your students, to understand and resonate with their feelings and emotions. To communicate on their level, to be compassionate with them when they are down and to celebrate with them when they are up.

b) Positive Mental Attitude: A good teacher will think more on the positive and a little less on the negative, to keep a smile on your face when things get tough, to see the bright side of things, to seek to find the positives in every negative situation and to be philosophical.

c) Open to Change: to acknowledge that the only real constant thing in life is change. Teacher should understand that there is a place for tradition but there is also a place for new ways, new ideas, new systems, and new approaches. Teachers don't put obstacles in their way by being blinkered but are always open and willing to listen to others' ideas.

d) Sense of Humor: teacher's great sense of humor reduces barriers and lightens the atmosphere especially during heavy periods. An ability to make your students laugh will carry you far and gain you more respect. It also increases your popularity.

e) Presentation Skills: teachers should know that students are visual, auditory or kinesthetic learners. Teacher's body language is the main communicator and must keep it positive at all times. He should be passionate when he speaks. But at the same time he should know that discussion and not lecturing stimulates greater feedback.

f) Calmness: teachers must understand that aggression, negative attitudes and behaviors that they see in some of the students have a root cause. Teachers should know that some students are really scared young people who have come through some bad experiences in

life. This knowledge will assist them to keep the students calm and in control of them and the situation, he is good at helping his students unstressed.

2.07.1 Rationale for Teacher Quality Education

Teacher's quality is an important issue in the educational sector. Abiola (2000) analyzed thirty (30) research studies and confirmed that experience always indicate that teacher quality clearly influences the degree of students' achievement. Seventy percent (70%) of the studies reviewed that teacher quality account for pupil's achievement. The consensus arrives at the Pacific Research Institute Conference in 2002 was that, among all other critical factors, including funding, quality of curricula, small size, etc teacher quality is always important, using proven teaching methodologies produced high achievement students.

The characterization of teacher quality is of great interest to educational researchers as well as the general public. According to Rice (2003) "five broad categories of measurable and policy relevant indicators to organize the teacher characteristics are assumed to reflect teacher quality." These areas include: teacher experience; teacher preparation programs and degrees; teacher coursework; teacher test scores; and teacher certification. The quality of teaching is not simply determined by an individual's knowledge or ability, but also by the contexts in which teachers work. Improving teacher quality thus entails policies concerning recruitment, early preparation, retention (including attention to working conditions), as well as professional development.

Ada (2002) pointed out that "more education spending does not correlates with increased students performance, moreover, not only how money is spend is more important

than how much is spent", but also that "what affect the students performance is the teacher quality in the classroom".

2.07.2 Ethics of Teaching Profession in Nigeria

The purpose of education is to develop and enlighten citizens that can recognize and respect the worth and dignity of man, that the primary purpose of education is developing good citizens. As a guide for the teaching profession, the National Union of Teachers has adopted the code of professional ethics herein shall apply to all persons engaged in teaching profession at primary, secondary, and college levels.

Professional ethics are basic habits made up of equitable principles or rules which are the worthwhile standards and guides to good conduct of member or practitioners of a profession. They are philosophically inclined for being morally good behavior in a broad spectrum of professional life. Teaching is becoming a more and more complex task. Teachers meet a large number of children and young persons from different backgrounds. In many education systems teachers have also been given more and more responsibilities. All these developments underline the questions related to the responsibilities and duties of teachers. This has also been reflected in a growing discussion on professional ethics among teachers.

Fadipe (1999) commented that, it is of special importance to relate the professional ethics of teachers to the Convention of the Right of the Child. Several articles in the Convention have direct implications for the professional ethics of teachers. It is important that the teaching profession through its organizations discusses and clarifies how the

provisions of the Convention should be incorporated into the ethics and professional standards of the teaching profession. For example, what does it mean to take full account of the child's best interest in all actions concerning the child, to protect the child from interference with privacy, to protect the child from maltreatment, to protect the child from drug abuse or to protect the child from sexual exploitation. Teachers deal with professional ethical questions in different ways in various countries. In some countries the rights and obligations of teachers are expressed in official documents issued by the government, in others there are agreements between governments and teacher organizations on such matters and in some certain professional standards are set by the teachers themselves. One way for teachers to set standards themselves is to agree within the profession on a code of ethics. Such a document is usually a set of basic rules for teachers to follow in order to guarantee certain standards of the profession. Regardless of how these things are dealt with in a country it is critical that the provisions in the Convention on the Right of the Child are reflected in the professional ethics of teachers.

The teaching profession has been generally viewed as the backbone of Nigerian education. Based on this view, much is expected of a teacher who is believed to hold the key to the nation's educational development. The teacher is expected to be a provider. As a provider, he/she should give the learner both the problem and the materials with which to solve those problems. The nature of the problem he/she gives the learner and the learner's cognitive development will determine the kind of materials he/she provides for the solutions.

Codes of ethics of teaching profession as stipulated by NUT (2009) include:

a. Deal justly and impartially with pupils and students regardless of their physical, mental, emotional, economic, social, racial or religious characteristics:

b. Recognize and respect the differences among pupils and students and seek to meet their individual educational needs;

c. Help students to develop an understanding and appreciation not only of privileges and benefits which they can enjoy but also of their corresponding responsibility to the nation which makes these privileges and benefits possible;

d. Not to enter into any indecent relationship with students and the pupils in his school;

e. Withhold confidential information about a student on his home except that it is to be released to authorize agencies or is required by law;

f. Make discreet use of all available information about the students;

g. Avoid all demanding or defamatory comments upon a student especially on his home.

2.08 Retraining of Teachers under the Millennium Development Goals Project

One continuing professional development project that has posed the greatest challenge to the Institute is the Millennium Development Goals (MDGs) project. The MDGs are a set of eight time-bound goals agreed upon in 2000 at the General Assembly of United Nations in New York where Nigeria happens to be one of those countries that signed the declaration that sets the target date of 2015. The goals range from poverty reduction, primary education, gender issues, child and material health, HIV/AIDS, malaria, environment, water and sanitation, debt, trade and aids. All the eight MDGs are interrelated and education is a cross-cutting issue without which the goals would not be attained.

To this end, the President of the Federal Republic of Nigeria directed that all gains from the Debt Relief grant from the Paris Club to be invested in MDGs related projects. The NTI was then mandated to implement a capacity-building programme for primary school teachers under the MDGs project for 2006. A total of 145,000 primary school teachers were trained nationwide whereby each state including FCT (Abuja) nominates between 2500 and 4000 teachers for the training.

The objectives of the capacity building programme for primary school teachers under the MDGs as briefly outlined in the Sherehu (2009) are:

- disseminate innovative practical skills that will enhance the teacher effectiveness and promote greater mastery of the subject matter by pupils;
- update the teacher's knowledge of subject matter;
- contribute to the development of positive s
- elf-concept and attribute towards the teaching profession; and
- enable teachers to make pupils to perceive learning as an interesting and pleasant activity that promotes the development of self-understanding, inquiry and critical thinking skills.

The training focuses on the innovative techniques of teaching the four core subjects English Language, Mathematics, Primary Science and Social Studies. During the training teacher were also trained on School-Based Assessment and Improvisation of Instructional Materials within a period of six days.

The training workshop involves 147 centers which includes one centre in each senatorial district and the capitals of the 36 states of the Federation and FCT (Abuja). The resource

persons are carefully selected from the Universities and Colleges of Education nationwide. Each of the 145,000 participants is provided with self-instructional training manuals which serve as resource materials for the participants during the workshop and which expected to be used as reference after the workshops. In addition, the participants are supplied with stationery and paid some allowances.

Each of the 147 training centers were equipped with various training equipment such as computers and accessories, television sets, video cassettes records/players, radio/CD/audio cassette recorders/players, portable generators and instructional materials such as recorded audio and video cassettes, CDs, and flash cards in the 4 core subjects and an HIV/AIDS' teaching kit. These equipment and materials which are procured and produced for the training programme were left behind after the training with NTI field centers so that they can be used by the NTI, State Ministries of Education, and SUBEBs in subsequent training programme.

The training programme was well monitored by various agencies such as the NUC, FME, NUT, MOE, National Assembly, Federal Inspectorate and Non-Governmental Organisations, the press and even the public. Evaluation checklists and daily exit cards were administered on the participants to elicit feedback. Various lessons are learned from the workshop. Registration of the participants is a day before the training session. The duration of the workshop may need to be extended. Separate workshop may need to be planned for the administrators such as head-teacher, inspectors or supervisors. More centers may have to be used. The Institute intends to carry out a well designed follow-up programme to ensure that the participants make good use of the skills learned.

2.09 Capacity Building Programme for Basic School Teachers

The Federal Ministry of Education through the National Teachers' Institute implemented of a Capacity Building Programme for 145,000 primary school teachers in all the states of the Federation and the Federal Capital Territory, in the period of July/August 2007. The programme is part of the Millennium Development Goals Project (MDG), being coordinated by the Office of the Senior Special Assistant to the President on MDGs. The general objectives of the Capacity Building programme are to:

(i) update the teachers' knowledge of subject matter;

(ii) Contribute to the development of positive attitudes and self concept by the teachers; and

(iii) Enable teachers to make pupils perceive learning as an interesting and pleasant activity that promotes the development of self-understanding, inquiry and critical thinking abilities.

The Capacity Building Programme has three components viz:

- Innovative methods of teaching the four core subjects (i.e. English Language, Mathematics, Science and Social Studies) in the primary schools;
- Improvisation of Instructional materials; and
- School-Based Assessment (SBA)

The specific objectives of the programme are to: upgrade the knowledge and skills of teachers in the teaching of the four core subjects; disseminate skills on the improvisation and utilization of instructional materials; and enhance the teachers' knowledge and skills on the nature, importance and effective use of School Based Assessment.

Scope of Work:

The programme involves the training of 145,000 teachers and covers all the 36 states and the FCT. The number of teachers to be trained in each state ranges from *1,910* to *7,092* depending on the population of Primary School Teachers in each State and it take the form of workshops to be conducted at designated training centers in each state and the FCT, using print-based, audio and audio-visual materials specially developed for the Programme. The training is usually conducted during the school vacation of July/August of each year.

The present manual came into existence following the federal government introduction of the 9 years Basic education Curricula for primary 1to 6 and JSS1 to 3. The National Teachers Institute has developed the new integrated edition in collaboration with the Teacher Education in Sub-Sahara Africa TESSA PROGRAMME at Open University UK. TESSA Secteriat provided support for the institute to integrate some section of the TESSA modules for the training of primary school teachers. The overall objective is to enrich the existing NTI manual by infusing a lot of activities from the specially prepared TESSA modules.

The above integrated edition is further revised in July 2009 and all the manual on the four core subjects were further integrated with NTIs two other manual on instructional materials and school based assessment. One of the major purposes of the manual is to enable teachers to provide unique experiences to pupils in the classroom at all times. This implies that teachers must be up to date and innovative. It is hope that the manual will serve as a useful guide in facilitating greater teacher's effectiveness in the teaching of Social Studies. (NTI, 2010).

The proper implementation of any curriculum depends on the quality of the teachers. The need to update the knowledge of the basic school teachers who are responsible for the implementation of the basic education curriculum at that level is paramount. The federal government of Nigeria recognized this fact as basic schools teachers were involved in the nationwide Millennium Development Goals Project (MDGs) training workshops since 2006 for development of teaching skills in the four core subjects namely: English studies, Mathematics, Basic Science and Technology and Social Studies including development of instructional materials. The workshops were organized by the National Teachers Institute on behalf of the Federal Ministry of Education of Nigeria for basic school teachers in all the six geo-political zones of the country.

According to Ahmed (2006) Millennium Development Goals (MDGs) Project of the NTI, which started in 2006, involved retraining 145,000 primary school teachers across the Federation between 4th and 29th September, 2006; training which covered innovative ways of teaching primary school core subjects (English, Mathematics, Science and Social Studies), Improvisation of Instructional Materials, School-Based Assessment, and Basic Computer Skills and sensitization of teachers on new 9-year Basic Education curricula. In addition, NTI uses experienced consultants and resource persons in the training which was conducted in 43 centers in each state (a centre in each State Capital and each senatorial district) and involved the use of self-instructional modules, audio and video programmes.

Sharehu (2009) observed that in Nigeria, unlike other countries, the re-retraining of teachers had not received the desired attention from Local, State and Federal Governments. This is because there has not been any systematic attention to update regularly the knowledge and skills of teachers in the light of changes in curriculum and the

wider society. It is this neglect that in turn affected the quality of teaching in schools. It is in recognition of this that the Federal Government has, under the Millennium Development Goals Project, directed the Institute to re-train primary school teachers in Nigeria. The retraining workshop focuses on innovative techniques of teaching the four core subjects (English, Mathematics, Basic Science and Technology and Social Studies); school based assessment; and improvisation of instructional materials. The success or failure of any programme depends on the teachers. Teaching profession has received recognition in Nigeria particularly with the establishment of national Teachers' Registration Council. Apart from this, the federal government has made it clear that no educational system can rise above the quality of its teachers (FGN, 2004). This means that the teacher is the pivot on which the success of any educational programme hangs. It also goes further to explain that the quality of education in the country is paralleled with the efficiency and effectiveness of the teachers.

According to Orakwe (2001) it is the effort of the teachers that a curriculum which is designed by the planners depends to a large extent for its success in terms of leading to the appropriate ends of education in the society.

2.10 Teachers Performance and Academic Achievement of Learners

"The teacher is the key player on the educational stage and we often expect him or her to make up for the deficiencies in the curriculum and in educational resources. The success of the educational enterprise is therefore believed to hinge on the quality of teaching that goes on in the classrooms" (Dunkin, 1997). This claim means that from a professional point of view the competence of a teacher is important, as successful teaching and learning depends on it. But evaluating or assessing teacher's competence (performance

and effectiveness) is a difficult process as this evaluation depends on student's performance and, as in any evaluation, it is very difficult to distinguish between different levels of competence and skills.

Medley and Shannon (1994) observes that a test to measure teacher competence should include not only content knowledge of the subject matter the teacher is expected to teach, but also general knowledge of the kind that any educated adult is expected to possess. The term “teacher effectiveness” is used to refer to the results a teacher obtains or the extent of progress the pupils make toward some specified goals of education. One implication of this definition is that teacher effectiveness must be defined, and can be assessed only in terms of the behaviors of pupils, not the behaviors of teachers. For this reason, and because the extent to which pupils learn is strongly affected by factors not under the teacher’s control, teacher effectiveness can be regarded not as a stable characteristic of teachers as individuals but as a product of the interaction between certain teacher characteristics and other factors that vary according to the situation in which the teacher works. According to Popham (2007), the teacher and the school are evaluated according to the learning and achievement “outputs” of their students. In addition, the measurement of teacher competence in terms of pupils’ performance is often difficult because many variables are involved. Simply put, most efforts to connect student achievement to individual teacher performance have floundered in the past on the basis of the following weaknesses:

I. The measurement does not take into account teaching context as a performance variable;

II. The measurement is unreliable, because it does not include time as a variable – both the teacher's time with a cohort of students and some model or models of sufficient time to see learning effectiveness in students;

III. The measurements used to reflect student achievement are not congruent with best practice and the philosophy of instruction in modern education.

Stufflebeam (2003) pointed out that, the main tools used in assessing teacher competence are paper-and-pencil tests of knowledge. Indeed, the main tools for assessing teacher performance are observational schedules and rating scales and the main tools for assessing teacher effectiveness are data collection about the teacher's influence on the progress that the student makes towards defined educational goals; and these data are most likely to be student achievement tests. Consequently, a teacher's performance and the students achievement are inextricably linked. This linkage is a compelling argument for ensuring that how students perform on some array of assessments becomes an important part of a teacher's performance evaluation.

However, a critical part of the evidence for the link between student tests and teacher performance needs to be the teachers' knowledge and awareness of the testing methodologies and test content and the interface between those methodologies and the content and curriculum that guides their instructional practices. He also pointed out that, in the past decade, considerable progress has been made towards developing a framework for teaching and learning in three main areas: what student testing can and should do as a part of the instructional system; what teachers should know and be able to do and how to incorporate those values and standards into the preparation programme for training teacher; and the links between teacher performance and student achievement. In addition,

innovative evaluation strategies for both beginning and in-service teachers have been implemented in several states in the United States. Many of those evaluation strategies combine the assessment of teacher performance with the development and enhancement of teaching skill (Stufflebeam, 2003).

Student testing is an increasingly important part of any consideration of teacher evaluation practices, given the current political and policy climate. How teachers are prepared for their professional work and how they should be prepared to do that work well is the foundation for any evaluation system for professional performance. Clearly, with the emphasis on links between teacher performance and student achievement, the preparation of teachers for their instructional and motivational roles is essential. And the growing body of evidence about the links between teacher performance and student achievement must be an influential element in the evaluation of teacher's work and the provision of support for their ongoing learning to improve that work (Stufflebeam, 2003). Exactly how to attribute any student's achievement in any particular year to the current teacher, how to control for variables far outside a teacher's control but profoundly important in affecting students achievement, and how to create and use really sound and valid assessment instruments are some of the challenges in gathering the evidence to support the argument. And these challenges have proved sufficiently daunting, as the links between teacher's work in the classroom and student's scores on assessment have never really been shown to be systematic in the U.S.A. (Pearlman and Tannenbaun, 2000), which means that in the Mozambican context teacher evaluation is even more challenging. If one evaluates a teacher based on the pupil's outcomes then the lack of infrastructure, the lack of school resources and the poor conditions that prevail in Mozambican schools have to be taken into

consideration, as well as the internal (e.g. books, time in the class, class resources) and external teaching contexts (e.g. the school building, the library, the schools equipment) as these have a huge impact on teaching and learning. The assessment of competences must include the issue of transfer, but assessment is a highly complex process. For instance, competence as a cognitive ability may be determined by the observation of successful performance, but the successful performance may easily be the result of chance, and cognitive malfunctioning could thus be obscured. To some extent, this assessment also seems to hold for cognitive skills. However, when assessing cognitive skills the focus on outcomes is supplemented with a focus on cognitive procedures or processes that refer to the conditions for success which seems to be impossible to achieve because the concept of "competence" has a poor theoretical basis. Therefore, using Aristotelian logic (the *modus tollens*, i.e. denying the consequent), it is likely that incompetence can be determined, but not competence (Pearlman and Tannenbaun, 2000).

Barnett (1994) stressed that the capacity to cope with profound societal, international and ecological change cannot be covered by any concept of standardized competence. In this view, no competences can be identified that will carry us forward in a changing world because no competences will carry the value tomorrow that they have today. Competence may be stable but becomes worthless in a changing world.

Performance in new situations may even become “less competent” because of retention problems, the problematic transfer of acquired competences, or even because of gratuitous but inappropriate transfer. Clearly, the assessment of competences requires the perspective of time, and in this regard, we need to note again the lack of valid assessment standards appropriate to complex situations. As a result, when assessing teacher competence or

performance it is vital to take into consideration some important variables such as the quality of parental support, the nature of the relationship with the community, what teachers expect of their pupils, and the quality of the school leadership. *Parental support* in education is vital, as compelling evidence has shown that family involvement has a positive effect on learners academic achievement. The family plays a major role as a socializing agent by supporting the individuals as they grow from childhood to adulthood. This role cannot be adequately replaced by any other institution. However, parents need to be informed about various and more effective ways of creating or developing learning opportunities and stimulating experiences for their children through their involvement in parenting programmes (Wyk, 2001). Community involvement in school activities has a positive effect on pupil performance. Fullan (2001) stresses that parents and the wider community have largely untapped expertise essential to the partnership. However well or badly parents do, they are the first educators. As part of community, schools need to develop an invitational attitude towards parents and to do more to help parents assist their children. (Lin and Gorrell 2001) support Fullan's position about the impact parents and the community has on pupils' performance. While far from being the sole goal of education, learning achievement is one of the most important outcomes of education, both for individuals and for society. But students are motivated to achieve not only though self-motivation but also through the involvement of their peers, their parents, their teachers, and their communities. This complexity of participation presents a strong challenge to researchers attempting to assess and improve on motivational techniques that would maximize the learning opportunities for pupils (Jacob and Lefgren 2006). Incentives for

students to achieve include not just direct incentives for the pupils but also incentives affecting all those who influence the pupils' learning performance (Maduka 2000).

Teacher expectation is another important variable, as research has shown that because teachers have not expected very much from them, many students have not learnt very much. It is therefore important to motivate and encourage youngsters and require them to master a body of knowledge and skills that they will need if they are going succeed in the new world order. If standards are not raised, reform would have no purpose, particularly as students move out into a world of determined, well-educated competitors (Adediwura and Tayo 2007).

Leadership is a further variable, as the literature on school improvement emphasizes a variety of ways in which principals may affect school improvement. Some authors have identified the links between leaders and academic achievement. The outcomes-based evaluation of principals has assumed both a direct (explicit) and indirect (implicit) linkage between principals and the levels of student achievement (Dunkin, 1997). Finally, despite the importance of all the variables mentioned, the factor that contributes most significantly to effective teaching and learning is the quality of teacher training, with special emphasis on the training and its management, particularly in developing countries where a range of teacher training models have been implemented over the years.

2.11 The Concept of Social Studies Education

A search through the textbooks provides the reader with numerous definitions of Social Studies Education. Orakwue (2001) says "the entire man surrounding constitutes the laboratory of Social Studies". It is quite difficult to encompass the whole physical, social,

cultural, economic and political environment into a single definition, this account for definitional dichotomy of Social Studies discipline. Mezieobi, Fubara and Mezieobi simplified the definition of Social Studies Education as:

> *....an integrated field of study which probes man's symbolic relationship with his environments, endows man with the reflective or contemplative capacities, intellectual, affective, social and work skills to enable him understand his words and its problems, and to rationally solve or cope with them for effective living in the society.*
>
> (2008:2)

N.E.R.C (1981) states that Social Studies Education is the study of man as he interacts with the various environments: physical, economic, psychological, social and intellectual. Thus, its true nature is seen as the study of man, how he influences and is influenced by other forces or how he solves his problems. Kissock in Ololobou (2007) defines it as a "programe of study which a society uses to instill in learners the knowledge, skills, attitudes and actions it considers important concerning the relationships human beings have with each other, their world and themselves". As Tikumah in Aina et al (2009) rightly explained that, Social Studies is "a study of man in his totally". Ololobou (1989) defined it as "an organized integrated study emphasizing on cognition, functional skills and desirable attitudes and actions for the purpose of producing an effective citizenry.

According to Jiboku in Shaibu (2002) Social Studies is an aspect of learning which deals with how to get on (get along) with ones environment, physical as well as human, and how to develop those skills, knowledge, attitudes and values that characterize a respective and responsible citizen in a free society. Also Lawton and Dufour in Mezieobi, (1999) view Social Studies as a course which is concerned with man as a social being and with the

way he organizes cultural, economic, political, historical and geographical aspects of his society.

Mezieobi (1992) defined Social Studies as a formalized, correlated or integrated study of man and his environment which imbibes the learner with the cognition skills, values, attitudes, abilities and competences that will make him become an informed, rational, analytical, participative and functional citizen.

According to Jarolimak in Mezieobi, (1999) Social Studies concerns itself with learning about people, how and where they live, how they form and structure societies, how they govern themselves and provide for their material and psychological needs, how and why they love and hate each other, how they use and misuse the resources of the planet, that is their home. This definition implies that Social Studies is particularly interested in man's problems and how to help him solve them.

From the above literature it is obvious that Social Studies is concern primarily with man's relationship with all his environments, whose variety call for different forms of knowledge and experiences to understand man himself. Ikwumelu (2001) remarked that "the problem of definition has continued to be the greatest impediment to the success of Social Studies education". He added that it has affected both the teaching of the subject and its popularity. Similarly, Mezieobi (1993) asserted that "the definitional disagreement among Nigeria scholars and writers on Social Studies and their continuing quest for an acceptable Nigerian's definition of Social Studies is an impediment to the effective teaching of Social Studies in the Nigerian school system.

2.11.1 History of Social Studies Education in Nigeria

The history of Social Studies in Nigeria can be traced to the United States of America where the concept of Social Studies has been evolving since the beginning of this century. Kissock in Ololobou (2007) stated that initial developments in Social Studies education in the United States of America can be traced to the 1916 report of the Social Studies committee of the commission on the reorganization of secondary education. This report gave Social Studies Education legitimate status as a curricular subject in the schools.

Makinde in Mezieobi, (1999) states that Social Studies Education came to Nigeria through what is now known as "the Ohio project" which was a programme of educational partnership between the government of the defunct western region of Nigeria and the University of Ohio in the United States of America. The "Ohio project" led to the development of the first Nigerian Social Studies curriculum at Ayetoro Comprehensive High School in the present Ogun State in August 1963. This project was jointly financed by the former Western Region Ministry of Education in collaboration with the United States Agency for International Development (USAID) and the Ford Foundation.

Mezieobi (1999) in his contribution said that Social Studies came to Nigeria through a series of curriculum innovation exercises, locally and internationally. Nigeria is one of the eleven African countries that attended the conference of African educators in 1968 at Mombase in Kenya. This conference resolves on the need to inculcate African values and Morales in the African Children through the teaching of Social Studies. As a follow up to Mombasa conference, Nigeria accelerated her march towards entrenching Social Studies in her educational system. In January, 1969 the Social Studies Association of

Nigeria (SOSAN) was formed at Ibadan for the purpose of developing Social Studies in Nigeria.

The 1969 National Curriculum Conference mark in the history of education in Nigeria in general and a great success in the development of Social Studies in particular. This was summarized by Okam as

> *A major development associated with the Nigeria National Policy on education (1981) is the pride of place it has given to the social studies curriculum. The policy regards this curriculum package as a compulsory core subject area which all students in the secondary schools cannot dispense with in their learning activities very importantly, the policy endorses that the learning of the social studies curriculum in our secondary schools must be seen as one of those avenues of establishing strong bases for the production of effective citizens and of forging a cohesive society that will support a notion of nation building.* (2002:16)

Today Social Studies Education is a compulsory subject for all pupils at the primary and junior secondary school levels of education in Nigeria, teachers are being trained in colleges of education in Nigeria. Also graduate courses, right from first degree up to Doctorate (PhD) level, are being offered in many universities in Nigeria.

Mezieobi (1990) debunked the imported origin hypothesis of Social Studies Education and says that the ascription of the origin of Social Studies to the colonial times is a fallacy. He further noted that 1960s emergent origin theory of Social Studies in Nigeria is untrue and therefore, unfounded. To Mezieobi, Social Studies Education has been there right from the inception of Nigeria in the Pre-colonial days or rather in Nigerians indigenous times with goals, content, methodology and evaluative practices that met the aspiration of the then Nigerians. He further says that what is new is the concept Social

Studies Education which was really borrowed and become a discrete subject in the Nigerian schools. Even today in Nigeria, the Social Studies Education content is Nigeria specific as it focuses largely on the Nigerian environment and its lifestyles.

2.11.2 The Nature and Scope of Social Studies Education

The National Council for the Social Studies (NCSS), in the USA, in 1992, adopted the following position on the nature of the social studies, as outlined by NCSS

> *Social studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school programme, social studies provides coordinated systematic study drawing upon such disciplines as anthropology , Economics, Geography, History, Law, Political Science, Religion etc, as well as appropriate content from the humanities, mathematics and natural sciences. The purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.* (1994:23).

Mezieobi, Fubara and Mezieobi (2008) outlined the following distinguishing characteristics of Social Studies Education:

(i) Unlike the other fields of study which portray knowledge in their separateness or in a compartmentalized frames hence the discrete subject areas of the social sciences and the humanities, Social Studies Education presents knowledge and man's social world as an integral whole. In this way, one gets to exactly know how people live in the real world.

(ii) It develops an integrated view of reality, (and) free (him) from the narrow confines of traditional social sciences discipline. It is this integrative flavour of Social Studies Education that makes it inter disciplinary discipline.

(iii) Social Studies Education derives its content from mainly the social sciences, the humanities and from many other relevant sources including the experiences of the children.

(iv) In Nigeria central characteristics of Social Studies Education is to emphasize the social relevance in which it addresses the social needs, social realities and social aspirations of the country.

(v) Social Studies Education is socially or society sensitive. This implies that Social Studies Education must keep pace with global changes particularly those affecting Nigeria, and must of necessity reflect the changes, as they occur, in the school Social Studies Education syllabus or curriculum.

(vi) One very important characteristic of Social Studies Education is its emphasis on classroom without walls in a given community.

(vii) A good Social Studies Education programme is activity loaded and predominantly contains activities to be done not knowledge to be acquired and fact to be stored. It makes the learner an active participant in teaching learning process, which discourages learner's passivity.

(viii) The goal objects of Social Studies Education, simply put are to produce responsible and participative citizens with analytic and reflective skills and attitudes to make their environments yield all that make for good and successful living. The essence is to make the society a worthy human habitation with a minimum of problems.

(ix) Another unique characteristic of Social Studies Education is that it focuses emphasis principally on the affective domain-values and attitudes; it discloses that

evaluation of a learner's performance in the other educational domain-cognitive and psychomotor has meaning and significance only within the context of the affective. Furthermore, instead of the cognitive memory questions that are common in the other disciplines, questions in Social Studies are largely thought-provoking, convergent and divergent.

Ololobou (2007) portrayed the scope of Social Studies Education in terms of four broad areas that readily come to mind as follows:

a. The environment, both physical and social, emphasizing on unrestricted cognition;

b. Various skills (e.g. manipulative, intellectual, group, communication, study, economic, etc) For functionally relating with the environment;

c. Values, attitudes, aspirations, appreciations and actions which are conducive to peaceful co-existence and overall societal development;

d. Emergent issues (e.g HIV/AIDS, AVIAN FLU, human trafficking, terrorism, etc) and other current affairs.

He further said that Social Studies Education sources facts from discrete academic disciplines (the arts, social science, natural sciences, technology, vocations and contemporary events). Also Orakwe (2001) pointed out that the real nature of Social Studies with its ill-defined and almost very broad content constantly outwits even the greatest lion-hearted teacher. So much at times, is the confusion about the nature of Social Studies that the Social Studies as a subject is mistaken for a new method of approach.

In response to the unlimited scope of Social Studies Education and the contents which are drawn from multifarious independent discipline. Ikwumelu (2001) commented

that every day comes with its strange set of social realities requiring the attention of Social Studies education to cope with these realities, all its facets must be constantly reviewed and restructured. According to Mezieobi (1993) people expect Social Studies Education to purify our society, turn our criminals into saints, produce incorruptible leaders and eradicate demonstration and indiscipline in our schools. Consequently, all aspects of Social Studies, the definition, objectives, content, instructional materials need to change at the same pace and in the same direction with social realities.

The scope of Social Studies Education is vast or broad and ordinarily limitless. The scope of Social Studies Education, however, extensively covers the following as outlined by Mezieobi, Fubara and Mezieobi (2008):

(i) Content is tailored specifically to a particular society like Nigeria. Nonetheless, content can be drawn from anywhere in the universe to enrich or complement the local content.

(ii) The content focuses largely on what is on ground-the present-with an eye on what it should be in the future. The past is never ignored as there are experiences that may be drawn to enrich the present or future content of Social Studies Education

(iii) The content of Social Studies Education programme is drawn from the social sciences, the humanities, oral history, contemporary issues, mass media, personal or group experiences of learners, teachers, parents and from resource persons and places, ideas, past activities and thoughts, etc.

(iv)The syllabus or curriculum of Social Studies Education is flexible and accommodates new trends or changes, problems or aspirations in the world or in a society that bear

relevance to Social Studies Education teachings as the classroom must reflect the goings on in the society. The implication of this is that the scope of Social Studies is continuously enlarging to accommodate the rapidity of knowledge explosion and knowledge implosion.

Whatever Social Studies aims at, in Nigeria the foremost aim ought to be citizenships oriented in order that Social Studies Education in our day may produce Nigerians loyal to the central unit and not tribal groups.

2.11.3 Relevance of Social Studies Education to National Development

The term development is a multi-dimensional concept that has been variously conceived. Kate in Guga (1999) proverb it as a major societal change from one state of natural being to a more valued level. Musaazi (1986) saw development as a major societal change involving a complex of mutually related economic, social and political changes. Aminu in Enoh (1996) sees it as a means for improving the total circumstances of human being on earth, satisfying his spiritual and mental demand and granting him a mastery of his environment. Todaro (1981) noted that development is a process involving the reorganization and reorientation of the entire economic and social system. According to him, in addition to the improvement of income and output, development typically involves radical changes in institutional, social and administrative structure as well as in popular attitudes and sometimes, even customs and beliefs.

Education forms the bedrock of national development. To be truly developed, a nation needs to be relevantly educated. Enoh (1996) rightly observed that education is the greatest stimulus for development because it trains the required manpower in which other developments depend. Any society that is less educated will be under developed. The history

of the development of any nation is tied with the history of its educational development. In the words of Zik in Enoh

> *Education is for spiritual, social and mental emancipation. This means education is for rational and intellectual development. A rational individual is one who approaches matters with a concern and an ability to assess them by means of relevant reasoning, who understand the type of reasons that are relevant in various logically distinct areas, who possess a certain knowledge or information as well as an ability to conceive of alternative ways of looking at things, that which is familiar, and a questioning attitude.*(1996 :362)

According to Encyclopedia Britannica (2008) national development encompasses three major areas:

(i) Policies that governments undertake to meet broad economic objectives such as price stability, high employment, expanded tax base, and sustainable growth.

(ii) Policies and programme to provide infrastructure and services such as high ways, parks, affordable housing, crime prevention and education.

(iii) Policies and programme explicitly directed at job creation and retention through specific efforts in business finance, marketing, small business development, technology transfer and real estate development.

The role of Social Studies Education in national development cannot be ignored. This must have prompted Makinde in Mezieobi (1993) that said "the philosophy of Social Studies Education both at the primary, secondary and tertiary levels is to enable its learners become nationally conscious, better informed, effective citizens etc". Social Studies education is meant to prepare the learner to acquire positive knowledge, attitudes, skills and competencies that will equip him or her to take meaningful decisions that are useful to

himself and the Nigerian nation as he interacts in his environment supporting this assertion, Okam (1998) stated that "the ultimate objective of a Social Studies Education programme is the development and improvement of living generally, not only merely in the classroom, but in the community country and in the world as a whole.

A close look at our educational system reveals the following as outlined by Odogbo and Oyinbo

> *i Education is a veritable tool for national development.*
> *ii. Education promotes the worth and development of an individual both for his own good and for the betterment of the entire nation.*
> *iii. Functional education accelerates unity and progress of a nation.*
> *iv. Every Nigerian child has equal right to education opportunity. (2007:23)*

The teaching of Social Studies Education in schools equips the learners with positive social attitude like; courage, kindness, self discipline, appreciation, perseverance, kindness, patriotism, endurance, resourcefulness, obedience, sympathy, industry etc. These social attitudes are essential ingredients for healthy development and they form the bulk of social studies content in schools.

Social Studies Education teaching help us to achieve our laudable goal of building a strong, united, viable and prosperous nation as emphasized in the National Policy on Education (NPE, 2004). Social Studies education at all levels of education in Nigeria emphasizes unity, love, strong and viable economy and if these can be achieved then we are on the right track to national development. When Nigerians understand and appreciate their differences, develop genuine cooperation and a high sense of commitment to nation building they will be able to promote the unity of the country (Fadeiye, 2005).

The teaching of Social Studies Education enables its learners to become well-groomed and humane citizens who are capable of contributing their quota to the healthy development of their country. This view is similar to Omooba (2005) when she opined that the teaching of Social Studies Education in Nigeria school system offers all and sundry the golden opportunity to become well informed citizens of the country and are thus placed at an advantage to contribute to the advancement of the country. If these values are well internalized by learners, it will reduce social problems in the country to whisper level, thereby bringing about sustainable national development.

2.11 Review of Related Empirical Studies

The researcher has come across significant amount of empirical studies on this topic of studies.

Yusuf (2009) carried out a study on stakeholders' assessment of Millennium Development Goals (MDGs) capacity building of basic school teachers for the implementation of Universal Basic Education in Nigeria. A survey design was adopted for the study for all the Universal Basic Education (UBE) teachers, NTI officials, independent monitoring observers, Federal Ministry of Education officials and Local Government Education Authority officials who were involved in the 2009 NTI/ MDGs programme in the six states of the North Central Geo-political Zone. Five hundred and forty five (545) basic school teachers, 21 governments' officials 4 independent monitoring observers were sampled from each of the six states of study. This gives a sample size of 3,396. State of employment constituted the strata. And the instruments used for the study was a researcher designed questionnaire.

The findings of this study revealed that the teachers at the Basic Education level have good perception of MDGs workshop as a capacity building programme for the teachers in Nigeria. The respondents also believe that all the teachers should be involved in the workshop. This position might be due to the fact they recognise the essence of the workshop. This finding is in line with Ahmed (2006) who observed that the retraining of the teachers started in 2006 when 180,000 teachers were selected for the workshop. Having noticed the advantages inherent in the workshop, the teachers who are not opportune to be among those selected were eager and wanted the opportunity to get to all the teachers.

The finding also showed that all the stakeholders were of the opinion that MDGs project could lead to the realisation of the objectives of UBE. This is because teachers are trained to acquire the needed knowledge, skills and disposition required for improvement in the pupils' performance. It was also realised that if they were not exposed to changes happening around the world, they would be left behind. The implication is that the government should provide opportunity that would enable Nigerian teachers to compete with their colleagues in other countries.

In studying teacher education and the challenges of the Millennium Development Goals (MDGs) Nwamuo and Izuagba (2010) carried out a research, which was a survey on the challenges of the new Millennium Development Goals on teacher Education Programme. It used degree students undergoing in-service training programme at Alvan Ikoku Federal College of Education, Owerri, Imo State. The population consisted of all degree students in the 2008-2009 sessions. From this, the researchers purposively sampled all the fourth year students taking the course to complete the 15 item structured questionnaires developed for the study. Out of the 300 questionnaire distributed only 270

are found useable. The data were analysed using chi-square. The findings showed that the respondents confirm that the Universal Basic Education is integrated in the teacher education programme and that the teacher education programme develops in teachers' strategies that promote the Universal Basic education goal. This is reflected in the majority of the teachers' confirmation that they are aware of the Millennium Development Goals which stress that children should be encouraged to enroll and complete primary education and that education right is an integral part of the fundamental human right.

From the different findings above, this research is imperative because it would also assist in improving the role of teachers as a major determinant factor in the quality of education. As the curriculum implementer and guide to the learner, the study would update the knowledge of the Social Studies teacher to know what to teach, how to teach it and to ensure that learning takes place and to ensure the need of the teacher to be current in emerging local, national and global issues.

The research helps the teachers to disseminate innovative practical skills that will enhance his/her effectiveness and promote greater mastery of the subject matter by pupils, as well as contribute to the development of positive self-concept and attribute towards the teaching profession.

But more laudably is that the study will assist practical moves by the federal government towards achieving universal primary education (UPE) as it serves as a vital instrument for stimulating manpower development and adequately equip learners with life skills, literacy, and numeracy, which will empower them to develop individually, eliminate inequality to some extent and contribute to the environment they live in.

Summary

This chapter has reviewed related literature on the topic of the study, background of the MDGs, ideas behind it, its goals and target, the centralisation of education in the achievement of the MDGs, universal basic education as an effective strategy for MDGs in Nigeria, goals of universal basic education and MDGs, teacher education and MDGs, quality of a good teacher, rational for teacher quality education, code of teaching profession in Nigeria, training of teacher under MDGs, capacity building programme for primary school teachers, concept of Social Studies Education, history of Social Studies Education in Nigeria, its nature and scope, as well as the relevant of Social Studies Education to national development.

The observation from previous researches has shown that no study on impact of the millennium development goals training on teaching performance of basic Social Studies Education teachers has been carried out thereby creating a vacuum that is necessitated the present study. Thus, the researcher carried out an investigative approach into the impact of the millennium development goals training on teaching performance of basic Social Studies Education teachers so as to determine effectiveness of MDGs training workshop in up grading and updating the knowledge of Social Studies Education teachers. The researcher felt that no work of this nature was conducted in Katsina state. Thus, the research would provide the relevant data for further empirical study with purpose of general improvement of Social Studies Education teachers.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter the researcher describes the research design, the population, the sample size and the sampling procedure, the instrumentation for data collection, the reliability and the validity of the research instruments, as well as the method of data analysis that was used in the course of this study.

3.2 Research Design

This study adopted Quasi Experimental and survey research design. The Quasi Experimental research design lacks the full laboratory control and laboratory isolation. In the case of this study, the researcher sought and established the difference in teaching performance between basic school teachers who participated in the MDGs training workshop and those who did not, as well as the academic performance of pupils taught by teachers who participated in the MDGs training workshop and those who did not.

3.3 Population of the Study

The population of this study comprises the primary school teachers and pupils in Katsina State. The population of this study is the total population of teachers who participated in the MDGs training workshop and those who did not participated in the MDGs as well as the population of pupils taught by the two categories. The target population of the study as was given by SUBEB 2010 was six thousand one hundred and forty eight (6,148) teachers, and three hundred and ninety one thousand, nine hundred and thirty eight (391,938) pupils.

3.4 Sample Size and Sampling Techniques

The selection of the sample for this study was given careful consideration bearing in mind the purpose of this study. This is because Abok (1996) pointed out that 'if the sampling plan is not correctly designed and followed, the finding of the study will be incorrect and misleading". Based on this, to have a representative sample of respondents for this study, purposive sampling was used in selecting the local governments. These are, Katsina, Batagarawa, Rimi, Jibia and Kaita Local government areas. Others include Daura, Sandamu, Maiaduwa, Zango and Baure Local government areas. Krejcie and Morgan (1970) table was adopted in selecting the sample. Three hundred and eighty one (381) primary four pupils and three hundred and sixty one (361) teachers were selected from the ten (10) local government areas of the state.

Table 3:4 Distributions of Sampled Local Government and their Population

Local Government Area	Total Population Of Teachers	Sample of Teachers	Total Population of pupils	Sample of Pupils
Katsina	1,215	76	10,811	59
Jibia	571	34	8,913	49
Kaita	390	24	2,987	16
Batagarawa	441	26	6,351	36
Rimi	534	31	6,074	33
Daura	694	42	12,755	70
Sandamu	359	21	2,689	15
Maiaduwa	830	50	5,721	31
Baure	648	30	8,066	44
Zango	466	27	5,120	28
TOTAL	6,148	361	69,487	384

3.5 Instrumentation

The researcher used achievement test for pupils, it contains questions and alternative answers where the pupils selected the most appropriate answers each of to the ten (10) questions drown from 9 year Basic Education Curriculum for primary four while questionnaire titled "Social Studies Education and the MDGs achievement questionnaire" (MDGSOS) was administered to teachers. The questionnaire was close ended type which was adopted and improved upon by the researcher to collect the needed information. The questionnaire was made up of two sections. Section 'A' constitutes the workshop status, while section 'B' contains items from the research questions raised earlier. The questionnaire contained ten (10) questions. It is a four point modified likert attitudinal scales format ranging from 1-4 point. These are:

Strongly agree (SA)

Agree (A)

Disagree (D)

Strongly disagree (SD)

The strongly disagree was rated 1, disagree was rated 2, agree was rated 3, while strongly agree was rated 4. This is in line with the opinion of Ikumelu (2001).

3.5.1 Validity and Reliability of the Instrument

Validity and reliability is a check to test the efficiency, suitability and internal consistency of the research instruments so as to minimize errors in interpretation. The

questionnaire used for this study was adopted and improved upon under the supervision of Social Studies specialist, a statistician and supervisors in order to establish content validity while the reliability of the instrument was determined by test and retest method.

Pilot Test

A pilot study was conducted at Faskari local Government with 50 questionnaires on a test retest reliability exercise. 25 questionnaires were first administered; the same quantity was used as retested at an interval of two weeks to the similar samples. Achievement test was also administered to 20 pupils using the same strategy. Reliability coefficient of 0.82 of the instrument was achieved.

3.6 Data Collection Procedure

The administration and collection of data was carried out personally by the researcher with the aid of research assistants. The research assistant were trained on the mode of administration and collection of the questionnaire as well as how to give relevant information about the content of the questionnaire where necessary. Official permission was obtained from the headmasters of the basic schools.

3.7 Statistical Analysis Procedure

The information on the demographic items was treated with frequency and percentage. The analyses was carried out through the use of Statistical Package for Social Science (SPSS) in the analysis of data and testing of the hypotheses

The null hypotheses 1 and 2 that seek to ascertain the significant difference between two variables is analyzed through the use of t-test statistic and Pearson Correlation, to uphold or reject the hypotheses advanced for the study an alpha of 0.05 level of significance was used.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction:

This chapter presents the data analysis presentation and discussion of results. The first section presents the MDGs workshop status of the of teachers' respondents. The second section answers the research questions involving teaching performance of teachers exposed to MDGs training programme and academic performances of pupils taught by teachers exposed to the programme and those not taught by teachers exposed to the programme. The third section tests two research hypotheses at 0.05 alpha level of significance. The forth section presents the summary of the major findings of the study. The total of 356 teachers and 374 pupils were represented.

4.2 MDGs workshop status of the respondents

Table 4.2.1 Distribution of respondents by participation in MDGs

Have you participated in the MDGs programme?	FREQUENCY	PERCENTAGE
YES	196	55.1
No	160	44.9
TOTAL	356	100.0

The above table showed that out of the total 196 respondents representing 55.1% have participated in the MDGs programme while the rest 160 representing 44.9% have never participated in the MDGS programme.

Table 4.2.2 Distribution of respondents by number of time of participation in MDGs Programme

How many times have you participated in the MDGs programme?	FREQUENCY	PERCENTAGE
Once	65	33.16
Twice	96	48.91
Thrice and above	35	17.85
Total	196	100.0

The number time of participation of the teachers in the MDGs programme showed that 65 of the teachers participated once which representing 33.16% and 91 teachers which representing 48.91% while 35 teachers representing 17.85% participated thrice and above.

4.3 Answers to Research Questions

Table 4.2.4 Opinion of teachers who participated in MDGs programme (Exp group) and those who did not (Control group) in the teaching performance.

s/no	Items	Groups	SA	A	D	SD	Mean	S.D	S.E
1.	MDGs project involve interaction with teachers to change their approach of teaching from teacher centered to learner center.	EXP	125	61	3	7	3.0510	.7034	.0502
		CONTROL	17	40	99	4	2.4375	.7154	.0565
2.	Teachers need MDGs workshop to provide opportunity for them to learn from each other	EXP	48	128	20	0	3.1429	.5708	.0409
		CONTROL	20	37	103	0	2.4813	.7970	.0560
3.	MDGs as an intensive programme should involve all Social Studies teachers	EXP	125	49	18	4	3.5051	.7476	.0534
		CONTROL	16	42	100	2	2.4500	.68952	.0545
4.	MDGs w/shop enable teachers learn new approaches for facilitating active learning in S/S	EXP	129	50	13	4	3.5510	.7106	.0507
		CONTROL	28	21	108	3	2.4625	.8000	.0632
5.	MDGs workshop does not necessarily help in realization of the objectives of UBE	EXP	55	76	19	46	2.7143	1.1140	.0795
		CONTROL	94	22	43	1	3.3063	.8/901	.0703
6.	MDGs aim at improving performance of S/S teachers through the use of instructional materials	EXP	92	78	26	0	3.3367	.7008	.0500
		CONTROL	17	32	111	0	2.4125	.6765	.0535
7.	MDGs retraining workshop is generally waste of resources	EXP	17	57	45	83	2.0102	1.0177	.0727
		CONTROL	97	15	38	10	3.2438	1.0202	.0806
8.	MDGs training W/shop does not make any difference in teaching & learning of S/S	EXP	20	45	82	49	2.1837	.9265	.0661
		CONTROL	36	12	103	9	2.4688	.9036	.0715
9.	MDGs training workshop involves only the primary school teachers of the four basic subjects	EXP	26	124	36	10	2.8469	.7067	.0504
		CONTROL	9	44	102	5	2.3563	.6378	.0504
10.	MDGs training assist in motivating Social Studies teachers	EXP	91	83	11	11	3.2959	.8128	.0580
		CONTROL	19	32	104	5	2.4063	.7379	.0583

Table 4.2.4 revealed the opinions of teachers who participated in MDGs programme (Experimental group) and those that did not participated in the MDGs programme (Control

group) in teaching performance. According to the table, the highest mean response of 3.5510 is that MDGs workshop enables teachers learn new approaches for facilitating active learning in Social Studies. The detail showed that 129 of them strongly agree to this view 50 agreed, 13 disagreed while the rest 4 strongly disagreed with the opinion. This is followed by higher mean response of 3.5051 is that MDGs workshop as an intensive programme should involve all Social Studies teachers. The detail showed that 125 of them strongly agree to this view, while 49 agreed, 20 disagreed while the rest 0 strongly disagreed with this opinion. The high means response of 3.3367 is that MDGs workshop aim at improving the performance of Social Studies teachers through the use of instructional materials. The detail showed that 92 of them strongly agree to this view while 78 others agreed, 26 others disagreed and the rest 0 strongly disagreed with this opinion

On the other hand the highest mean response by those teachers who had never participated in MDGs programme of 3.3306 is that MDGs workshop does not necessarily help in the realization of the objectives of UBE. Details of their responses to this item showed that 94 strongly agreed, 22 others agreed, 43 disagreed and the rest 1 strongly disagreed with this option. This is followed by the higher means response of 3.2438 that the MDGs training workshop is generally a waste of resources.

4.3 Testing of Research Hypotheses

Null Hypothesis One: The hypothesis states that there is no significant difference in the teaching performance of primary school teachers who have participated in the MDGs programme and those who have never participated in the MDGs programme.

Table 4.2.5 Summary of t-test on items provided on teaching performance of Social Studies teachers exposed to MDGs training program and those who are not exposed:

Groups	No. of Items	Mean Score	SD	Df	Pearson Correlation	t_{cal}	t_{crit}
Experimental	10	544.20	131.141	18	-0.13288	2.9999	2.2621
Control	10	406.20	68.852				

t value is at 0.05 level of significance

In the line of the above t-value obtained, in the table 4.2.5 above, it indicated that that $t_{cal} = 2.9999 > t_{crit} = 2.2621$. Thus the null hypothesis was rejected. Hence, there was significant difference in the teaching performance of primary school teachers who have participated in the MDGs programme and those who have never participated in the MDGs programme.

Outcome of the independent t-test sample statistics in table 4.2.5 revealed significant difference in the teaching performance of primary school teachers who have participated in the MDGs programme and those who have never participated in the MDGs programme before. This is because the calculated t value of 2.9999 is greater than the 2.2621 t critical value at degree of freedom 18 and 0.05 level of significance. Moreover, the mean teaching performances of those exposed to MDGs training 544.20 is greater than those not exposed to MDGs training workshop 406.20. This showed that teachers who have participated in the programme had significantly higher teaching performance than their counterparts who have never participated in the programme. Consequently, the null hypothesis which states that there is no significant difference in the teaching performance of primary school

teachers who have participated in the MDGs programme and those who have never participated in the MDGs training programme is hereby rejected.

In addition, the results of responses by teachers exposed to MDGs training showed a negative correlation when compared with the responses of teachers not exposed to MDGs training.

Null Hypothesis Two: The hypothesis states that there is no significant difference in the academic performance of primary school pupils taught by teachers who have participated in the MDGs training programme and those taught by teachers who have never participated in the MDGs training programme.

Table 4.2.6 Summary of t-test on pupils' academic performance between those taught by teachers exposed to the MDG training workshop and those who are not:

Groups	No. of Students	Mean Score	SD	Df	Pearson Correlation	t_{cal}	t_{crit}
Experimental	187	6.0267	1.2112	372	0.0495	20.0431	1.9728
Control	187	3.2727	1.3778				

t value is at 0.05 level of significance

The table 4.2.6 indicated the result of the independent t-test sample statistics which revealed a significant difference in the academic performance of primary school pupils between those taught by MDGs teachers and their counterparts taught by teachers who did not attend the MDGs programme. The $t_{cal} = 20.0431 > t_{crit} = 1.9728$ at degree of freedom 372 and 0.05 level of significance. Thus the null hypotheses was rejected and the alternative hypothesis is accepted, hence there is significant difference in the academic performance of pupils taught by teachers exposed to MDGs training and those taught by teachers not exposed to MDGs training.

In addition, the results of pupils taught by teachers exposed to MDGs training showed a very weak correlation when compared with the results of pupils taught by teachers not exposed to MDGs training.

4.4 Summary of the Major Findings

The following are summary of the major findings.

1. The teachers exposed to the MDGs training programme have significantly higher teaching performance than their counterparts that were not exposed to the MDGs training programme.

2. Pupils who are taught by teachers exposed to the MDGs training programme have significantly higher academic performance than pupils taught by teachers not exposed to the MDGs training programme.

3. The number time of participation of the teachers in the MDGs programme showed that 96 teachers representing 48.91% participated twice which was the highest.

4. A total of 196 teachers have participated in the programme while a total of 160 teachers' respondents have not participated in the MDGs training programme.

5. The MDGs training programme offers teachers who participated in it opportunity to learn new approaches for facilitating active learning in Social Studies.

6. Teachers who have never participated in MDGs programme believe that the MDGs workshop does not necessarily help in realization of the objectives of UBE.

4.5 Discussion on Findings

The discussion on findings is presented in comparison with the literature review of the study.

The study sampled 356 teachers and 374 pupils' respondents. Their responses on the Impact of the Millennium Development Goals training on teaching performance of Basic Social Studies Education teachers in Katsina formed the basis of the analysis and discussion on findings.

The respondents were primary school teachers as well as the primary school pupils. 196 of the teachers representing 55.1% have participated in the MDGs programme while the rest 160 representing 44.9% do not participated in the MDGs programme. Moreover, there was reasonable number of teachers that participated in the MDGs training workshop this showed that 65 of the teachers participated once representation 33.16% and 96 teachers twice representation 48.91% while 35 teachers representing 17.85% participated thrice and above.

The first research question was to determine the opinion of teachers who participated in MDGs programme (exp group) and those who did not (Control group) in the teaching performance of respondents the highest mean response of 3.5510 is that MDGs workshop enable teachers learn new approaches for facilitating active learning in Social Studies it showed that 129 of them strongly agree to this view while 50 others agreed, 13 respondents disagreed and the rest 4 strongly disagreed with this opinion. The findings of this research is in line with Nwamuo and Izuagba (2010) which showed that the respondents confirmed that the universal primary education is integrated in the teacher education programme and that MDGs programme develops teachers' strategies. This

opposed Sharehu (2009) who established that the retraining of teachers had not received the desired attention from Local, State and Federal Governments, because there has not been any systematic attention to update regularly the knowledge and skills of teacher in the light of changes in curriculum and the wider society.

The findings disagreed with Ahmad (2006) and who was of opinion that MDGs project could lead to the realization of the objectives of UBE. This is because teachers are trained to acquire the needed knowledge, skills and disposition required for improvement in the pupils' performance. The results is also in conformity with the study of Yusuf (2009) which revealed that the teachers at the Basic Education level had good perception of MDGs workshop as a capacity building programme for the teachers in Nigeria. The respondents also believed that all the teachers should be involved in the workshop.

The second research question determined the differences between the academic performance of primary school pupils taught by teachers who have participated in the MDGs programme and those taught by teachers who have never participated in the MDGs programme. It showed the academic performance of pupils taught by teachers exposed to the MDGs training workshop and those who are not. It revealed that the mean academic performance of pupils taught by teachers exposed to MDGs training workshop was 6.0267 while the academic performance of pupils taught by teachers not exposed to the MDGs training workshop was just 3.2727. It means the experimental group performed higher than the control group.

Results of hypothesis one which stated "that there is no significant difference in the teaching performance of primary school teachers who have participated in the MDGs

programme and those who have never participated in the MDGs programme". Meanwhile the research revealed significant difference in the teaching performance of primary school teachers who have participated in the MDGs programme and those who have never participated in the MDGs programme. This is because the calculated p value of 0.000 is less than the 0.05 alpha level of significance while the calculated t value of 2.9999 is greater than the 2.2621 t critical. Moreover, the mean teaching performances of 544.20 and 406.20 by teachers who have participated in the MDGs and those who have never participated in the MDGs programme respectively showed that teachers who have participated in the programme had significantly higher teaching performance than their counterparts who have never participated in the programme. Consequently, the null hypothesis which states that there is no significant difference in the teaching performance of primary school teachers who have participated in the MDGs programme and those who have never participated in the MDGs programme before is hereby rejected.

Hypothesis two stated that there is no significant difference in the academic performance of primary school pupils taught by teachers who have participated in the MDGs programme and those taught by teachers who have never participated in the MDGs programme before. The research revealed significant difference in the academic performance of primary school pupils between those taught by MDGs teachers and their counterparts taught by teachers who did not attend the MDGs programme. Reason being that the calculated p value of 0.000 is less than the 0.05 alpha level of significance while the calculated t value of 20.0431 is greater than 1.9728 t critical values. Moreover, the mean academic performances of 6.0267 and 3.2727 by pupils taught by MGDs teachers and those not taught by MDGs teachers respectively revealed that pupils taught by MDGs

teachers had significantly higher academic performance than those taught by teachers who had not participated in the MDGs programme. Therefore, the null hypothesis which stated that there is no significant difference in the academic performance of pupils taught by MDGs teachers and those not taught by MDGs teachers before is rejected.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMADATIONS

5.0 Introduction

This chapter presents the summary, conclusion and recommendations of the study.

5.1 Summary

The studies titled "the impact of millennium development goals training on teaching performance of Basic Social Studies Education teachers in Katsina state was presented under five chapters. Chapter one presented the background to the study, statement of the problems, objectives of the study, research questions, research hypotheses and scope of the studies. Chapter two presented the detailed literature reviews including theoretical framework, ideas behind the MDGs, its goals and target, the centralization of education in the achievement of the MDGs, universal basic education as an effective strategy for MDGs in Nigeria, goals of universal basic education and MDGs, teacher education and MDGs, quality of a good teacher, rational for teacher quality education, code of teaching profession in Nigeria, training of teacher under MDGs, capacity building programme for primary school teachers, concept of Social Studies Education, history of Social Studies Education in Nigeria, its nature and scope, as well as the relevant of Social Studies Education to national development. Chapter three presented the research methodology which included research design which was quasi experimental and survey design, the population, (which include the primary school teachers as well as the pupils in 10 local governments area), instrumentation, validity and reliability of instruments and procedure for data collection. The independent t-test and analysis of variance were used to test the two significant differences in the two hypotheses. Chapter four presented the

detailed data analysis which include the distribution of respondents' workshop status**,** study subject, opinion of respondents as answers to research questions and testing of research hypotheses, the discussion on findings in comparison to related literature was also presented, while the summary of major findings concluded the chapter. Chapter five summarized, concluded and offered suitable recommendations for the study.

5.2 Recommendations

The following recommendations were made based on the findings and interpretation of the study:

1. The MDGs training programme should be encouraged among teachers as the programme enhances their teaching performances.
2. Pupils should be taught by teachers who attend the MDGs training programme as it significantly improves their academic performances.
3. Adequate publicity on the advantages of the MDGs training programme among teachers should be made to encourage teachers' active participation in the programme.
4. Government should set aside special funds for the implementation of the MDGs training programme.
5. Additional certificates should be awarded to teachers who participate in the MDGs programme.

6. Interactive programme in form of seminars and workshops should be organized for UBE teachers to enable them acquire the pedagogical disposition for implementing the UBE curriculum in Nigeria.
7. Follow up activities should be introduced to ensure that what the teachers learnt at the Workshops were implemented after the workshop.
8. Attention should be turned from concern about having sufficient numbers of teachers to concern about the number of quality teachers.
9. Separate workshop need to be planned for the administrators such as head-teacher, inspectors or supervisors.

5.3 Conclusions

From the findings of this study and interpretations the following conclusions were reached:

1. The teachers exposed to the MDGs training programme have significantly higher teaching performance than their counterparts.

2. Pupils who are taught by teachers exposed to the MDGs training programme have significantly higher academic performance.

3. The MDGs training programme offers teachers who participated in it an opportunity to learn new approaches for facilitating active learning in Social Studies.

4. Teachers who have never participated in MDGs programme believe that the MDGs workshop does not necessarily help in the realization of the objectives of UBE.

5.4 Suggestion for Further Studies

Similar studies should be carried out in other field of study especially the four Core subject taught in the MDGs training workshop programme i.e. English language, Mathematics, Basic Science and Technology.

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APPENDIX A

Social Studies Section
Department of Education
Ahmadu Bello University
Zaria
23/8/ 2012

Dear Respondent;

This questionnaire is on the study of the impact of Millennium Development Goals (MDGs) on teachers' performance in social studies in Katsina state primary schools. The goal of this study is to determine the impact of MDGs on social studies teachers' performance, to identify the obstacles militating against and suggest solutions.

You are therefore requested to contribute to the success of this study by giving honest response to the given statements. Any information you provide will be used for the purpose of this research only and will be treated with utmost confidentiality.

For very items of the questionnaire, you are to respond with a tick (√) whether you, strongly agree (SA), Agree (A), Disagree (D) or Strongly Disagree (SD) with each statement.

Thank you

Hassan Mahammad Taofik

M.ED Student

APPENDIX B

MILLENNIM DEVELOPMENT GOAL SOCIAL STUDIES (MDGSOS)

QUESTIONNARE FOR TEACHERS

Workshop status. Tick the one that suitable to you

1. Have you participated in the MDGs before? YES ( ) NO ( )
2. How many time have you participated in the MDGs? ONCE ( ) TWICE ( )

   THRICE AND ABOVE ( )
3. Do you study Social Studies? YES ( ) NO ( )

	SA	A	D	SD
1. MDGs project involve interaction with the teachers to change their approach of teaching from teacher centered to learner centered.				
2. Teachers need the MDGs workshop to provide opportunity for them to learn from each other.				
3. MDGs as an intensive programme should involve all social studies teachers.				
4. MDGs Workshop enables teachers to learn new approaches for facilitating active learning in social studies.				
5. MDGs workshop does not necessary help in realization of the objectives of UBE.				
6. MDGs aim at improving the performance of social studies teachers through the use of instructional materials.				
7. MDGs retraining workshop is generally waste of resources.				
8. MDGs training workshop does not make any difference in teaching and learning of social studies.				
9. MDGs training workshop involves only the primary school teachers of the four basic subjects.				
10. MDGs training assist in motivating Social Studies teachers				

APPENDIX C

ACHIEVEMENT TEST FOR PRIMARY FOUR PUPILS

TICK THE CORRECT ANSWER

1. Who among the following is NOT a traditional ruler?

a) Emir ( )

b) Chairman ( )

c) Oni ( )

d) Oba ( )

2…… is the current president of Nigeria.

a) Good luck Jonathan ( )

b) Alhaji Shehu Shagari ( )

c) Shehu Yaradua ( )

d) Chief Olusegun Obasonjo ( )

3. UBE means

a) Universal banking education ( )

b) Universal board of education ( )

c) Universal boarder education ( )

d) Universal basic education ( )

4. The Nigeria major speaking languages include:

a) Yoruba, Efik and Hausa ( )

b) Igbo, Yoruba and Efik ( )

c) Hausa, Igbo and Yoruba ( )

d) Kanuri, Ibibio and Hausa ( )

5. The nuclear family consist of …….

a) Father and grandfather ( )

b) Father and grandmother ( )

c) Father and his brothers ( )

d) Father, mother and children ( )

6. Element of culture include the following EXPEPT

a) Language ( )

b) Food ( )

c) Clothe ( )

d) Television ( )

7. …… is the second tier of government in Nigeria.

a) Local government ( )

b) State government ( )

c) Federal government ( )

d) House of assembly ( )

8. The job people do in the agricultural industry include:

a) Crop production, fishery and animal production ( )

b) Carpentry ( )

c) Blacksmith ( )

d) Driver ( )

9. Nigeria got her independence in

a) 1958 ( )

b) 1990 ( )

c) 1960 ( )

d) 1966 ( )

10. The most modern place to keep money is

a) Bed ( )

b) Bank ( )

c) Hole ( )

d) House ( )

APPENDIX D

Goals and Targets of MDGs

The MDGs were developed out of the eight chapters of the United Nations, signed in September 2000. There are eight goals with 21 targets, and a series of measurable indicators for each target.

Goal 1: Eradicate extreme poverty and hunger

Target 1A: Have the proportion of people living on less than $1 a day

a. Proportion of population below $1 per day
b. Poverty gap ratio [incidence x depth of poverty]
c. Share of poorest quintile in national consumption

Target 1B: Achieve decent employment for women, men, and young people

d. GDP Growth per employed person
e. Employment Rate
f. Proportion of employed population below $1 per day (PPP values)
g. Proportion of family-based workers in employed population

Target 1C: Have the proportion of people who suffer from hunger

h. Prevalence of underweight children under five years of age
i. Proportion of population below minimum level of dietary energy consumption

Goal 2: Achieve universal primary education

Target 2A: By 2015, all children can complete a full course of primary schooling, girls and boys

j. Enrollment in primary education
k. Completion of primary education
l. Literacy of 15-24 year olds, female and male

Goal 3: Promote gender equality and empower women

Target 3A: Eliminate gender disparity in primary and secondary education preferably by 2005, and at all levels by 2015

m. Ratios of girls to boys in primary, secondary and tertiary education

n. Share of women in wage employment in the non-agricultural sector
o. Proportion of seats held by women in national parliament

Goal 4: Reduce child mortality rates

Target 4A: Reduce by two-thirds, between 1990 and 2015, the under-five mortality rate

p. Under-five mortality rate
q. Infant (under 1) mortality rate
r. Proportion of 1-year-old children immunized against measles

Goal 5: Improve maternal health

Target 5A: Reduce by three quarters, between 1990 and 2015, the maternal mortality ratio

s. Maternal mortality ratio
t. Proportion of births attended by skilled health personnel

Target 5B: Achieve, by 2015, universal access to reproductive health

u. Contraceptive prevalence rate
v. Adolescent birth rate
w. Antenatal care coverage
x. Unmet need for family planning

Goal 6: Combat HIV/AIDS, malaria, and other diseases

Target 6A: Have by 2015 and begin to reverse the spread of HIV/AIDS

y. HIV prevalence among population aged 15–24 years
z. Condom use at last high-risk sex
aa. Proportion of population aged 15–24 years with comprehensive correct knowledge of HIV/AIDS

Target 6B: Achieve, by 2010, universal access to treatment for HIV/AIDS for all those who need it

bb. Proportion of population with advanced HIV infection with access to antiretroviral drugs

Target 6C: Have by 2015 begin to reverse the incidence of malaria and other major diseases

cc. Prevalence and death rates associated with malaria
dd. Proportion of children under 5 sleeping under insecticide-treated bed nets
ee. Proportion of children under 5 with fever who are treated with appropriate anti-malarial drugs
ff. Prevalence and death rates associated with tuberculosis
gg. Proportion of tuberculosis cases detected and cured under DOTS (Directly Observed Treatment Short Course)

Goal 7: Ensure environmental sustainability

Target 7A: Integrate the principles of sustainable development into country policies and programs; reverse loss of environmental resources

Target 7B: Reduce biodiversity loss, achieving, by 2010, a significant reduction in the rate of loss

hh. Proportion of land area covered by forest
ii. CO_2 emissions, total, per capita and per $1
jj. Consumption of ozone-depleting substances
kk. Proportion of fish stocks within safe biological limits
ll. Proportion of total water resources used
mm. Proportion of terrestrial and marine areas protected
nn. Proportion of species threatened with extinction

Target 7C: Have by 2015, the proportion of the population without sustainable access to safe drinking water and basic sanitation (for more information see the entry on water supply)

oo. Proportion of population with sustainable access to an improved water source, urban and rural
pp. Proportion of urban population with access to improved sanitation

Target 7D: By 2020, to have achieved a significant improvement in the lives of at least 100 million slum-dwellers

qq. Proportion of urban population living in slums

Goal 8: Develop a global partnership for development

Target 8A: Develop further an open, rule-based, predictable, non-discriminatory trading and financial system

rr. Includes a commitment to good governance, development, and poverty reduction – both nationally and internationally

Target 8B: Address the special needs of the least developed countries (LDC)

ss. Includes: tariff and quota free access for exports; enhanced programme of debt relief for HIPC and cancellation of official bilateral debt; and more generous ODA (overseas development assistance) for countries committed to poverty reduction

Target 8C: Address the special needs of landlocked developing countries and small island developing states

tt. Through the Programme of action for the sustainable development of small Island developing states and the outcome of the twenty-second special session. (www.com. Wikipedia, the free encyclopedia, 2011).