

**ASSESSMENT OF THE IMPLEMENTATION OF NIGERIA CERTIFICATE IN
EDUCATION HAUSA LANGUAGE CURRICULUM IN COLLEGES OF
EDUCATION IN NIGERIA**

BY

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**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM
FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY,
ZARIA**

APRIL, 2018

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**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,
FACULTY OF EDUCATION,**

AHMADU BELLO UNIVERSITY,

ZARIA, NIGERIA

APRIL, 2018

DECLARATION

I declare that this Thesis titled, “Assessment of the implementation of Nigeria Certificate in Education Hausa Language Curriculum in Colleges of Education in Nigeria” has been carried out by me in the Department of Educational Foundations and Curriculum, Ahmadu Bello University Zaria. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this Thesis was previously presented for another degree or diploma, at this or any other institution.

Muhammad Mudassir HUSSAIN

Date

CERTIFICATION

This thesis titled ASSESSMENT OF THE IMPLEMENTATION OF NIGERIA CERTIFICATE IN EDUCATION HAUSA LANGUAGE CURRICULUM IN COLLEGES OF EDUCATION IN NIGERIA by Muhammad Mudassir HUSSAIN meets the regulations governing the award of the Degree of Doctor of Philosophy in Curriculum and Instruction of the Ahmadu Bello University Zaria, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This research work is dedicated to my late parents Malam Yunus and Malama Habiba who inspired my educational career; my beloved wife Aishatu and our children for their overwhelming love, perseverance and understanding, and my great teachers with whose effort I reached this stage.

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LIST OF ABBREVIATIONS

CIPP:	Context, Input, Process and Product
COE:	College of Education
ECCE:	Early Childhood Care Education
EFA:	Education for All
ESL:	English as Second Language
FRN:	Federal Republic of Nigeria.
GCE:	General Certificate of Education
HOD:	Head of Department
ICT:	Internet Communication Technology
JAMB:	Joint Admonition and Matriculation Board
MDG:	Millennium Development Goal
MT:	Mother Tongue
NABTEB:	National Business and Technical Education Board
NBTE:	National Board for Technical Education
NCCE:	National Commission for Colleges of Education
NCE:	Nigeria Certificate in Education
NECO:	National Examination Council
NERC:	National Education Resource Centre
NERDC:	Nigerian Educational Research Development Council
NUC:	Nigerian Universities Commission

SISC: Senior Islamic School Certificate

TESL: Teaching English as Second Language

TETFUND: Tertiary Education Trust Fund

TP: Teaching Practice

UNESCO: United Nation Educational, Scientific and Cultural Organization

UNICEF: United Nation International Children Emergency Fund

WAEC: West African Examination Council

OPERATIONAL DEFINITION OF TERMS

Assessment of Implementation – This means any attempt made towards determining the extent to which a programme, curriculum, policy or teaching activity is being carried out towards achieving of the purpose for which it was designed.

CurriculumImplementation: In this study, curriculum implementation refers to translating the NCE minimum standards for Languages into action in the colleges.

Teaching Effectiveness – This refers to the extent to which the teaching and learning activities of the content of elements of NCE Hausa curriculum meet the needs, interests and ensure the achievement of the learning outcomes.

Students' Achievement – This connotes the students' level of mastery of the contents of the course offered in NCE Hausa programme in the selected Colleges of education in Northwest Geopolitical zone as measured by Test of Students' Knowledge in Hausa (TSKH)

Students' Attitude – Students Attitude means the dispositions, interests and enthusiasms which students put up or display in the learning of Hausa language in NCE – Awarding institutions in Northwest Geopolitical zone as measured by Students' Attitude to Hausa Scale (SAHS)

Instructional Materials– These refer to classroom, lecture halls, workshop rooms, equipments and tools needed for teaching and learning Hausa in Colleges of Education.

ABSTRACT

This study assessed the implementation of Nigeria Certificate in Education Hausa language curriculum in northwest geopolitical zone of Nigeria, to determine: the extent of content coverage of NCE Hausa language curriculum, determine the methods utilized by the Hausa language lecturers in the implementation of NCE Hausa language curriculum; determine the availability of instructional materials needed for implementation of Hausa language; assess the adequacy of instructional materials used for teaching NCE Hausa language in Colleges of Education; determine the utilization of instructional materials in implementation of NCE Hausa language in Colleges of Education. Seven research questions and seven hypotheses were raised based on the seven objectives of the study. Population of the study included all teachers and students offering NCE Hausa language in Colleges of Education in Northwest geopolitical zone of Nigeria numbering 196 (one hundred and ninety six) lecturers, and 10,149 (ten thousand one hundred and forty nine) students. Multi-stage sampling techniques were used to select the sample. Stratified random sampling technique was used to sample (6) six out of the 10 (ten) Colleges of Education in northwest geopolitical zone and proportionate stratified sampling was used to draw 360 students (across levels) and 108 Teachers from both Federal and State Colleges of Education respectively. Ex-post facto research design was employed in the study. Structured questionnaire and observation schedule were used to collect data from the respondents. Reliability of the instruments was tested using Cronbach reliability coefficient and the reliability coefficients alpha level of 0.927 and 0.795 were obtained for the staff and students questionnaire respectively. One hundred and eight lecturers and three hundred and fifty eight students' respondents filled and returned the questionnaire. The data were analyzed using statistical computation involving frequencies, percentages, chi-square and Mann Whitney test. Chi square statistics were tested at 0.05 level of significance. The findings revealed that, the contents of the NCE Hausa language curriculum were not fully covered in the Colleges of Education in Nigeria; the teaching methods mostly used for the delivery of Hausa language curriculum in Colleges of Education in Nigeria were lecture and project methods. Other methods used at a smaller scale were discussion, demonstration, laboratory, excursion and group work. Instructional materials commonly available in Colleges of Education for the teaching of Hausa language included qualified lecturers, textbooks, auditorium, and lecture theatres/classes. Those not commonly available included language laboratories, projectors, cultural villages, and cultural rooms; the available resource/instructional materials in Colleges of Education were not adequately available for the implementation of Nigeria Certificate in Education Hausa language curriculum. The utilization of many resources/instructional materials such as language laboratories, cultural rooms and villages, videos, tape recorders, projectors, film slide/strips for the implementation of Nigeria Certificate Education Hausa language curriculum in Colleges of Education in Nigeria was low. Based on the findings, it was recommended that; Government should make NCE Hausa language lecturers sufficient in Colleges of Education in Nigeria, Lecturers should use differentiated instructional strategies to address students' learning needs, NCE Hausa programme should be subjected to accreditation and reaccreditation, courses should be based on the availability and adequacy of instructional materials and curriculum developers therefore, should plan practical strategies for improving the present Hausa language curriculum. In conclusion, it is unarguably clear from the findings of this study that non availability and non-utilization of instructional materials hinder effective NCE Hausa language curriculum implementation,

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Hausa language is one of the best known and widely spoken languages in West Africa. It is classified as a member of the Chadic of the Afro-asiatic family of languages. More recently, the relationship of Hausa to Cushitic, Berber and Semitic (That is Arabic and Hebrew) languages was widely recognized, Greenberg, Kraft & Kirkgreen, Welmars & Newman in Yahaya, (2012). Hausa is largely and predominantly spoken in Nigeria and the Niger republic. Sizeable Hausa speaking communities are also found in Ghana, Cameroun, Chad, Benin republic, Burkina Faso, Togo, Sudan and many of the major cities in west, north and equatorial Africa. It is estimated that eighty to one hundred million people can claim Hausa as a first language with some one hundred million nonnative speakers demonstrating varying degrees of competence in the language, Graham (1996)in Genet (2010). In fact Hausa language is the eleventh most spoken languages in the world

Hausa language is both the vehicle of knowledge, world view and the shortest route to a child's conception and comprehension of concepts (NCCE, 2012:65). The policy on language education in Nigeria dates back to the colonial era when the Phelps – Stokes Commission of 1922 emphasized the importance of indigenous languages in the school system. The British Advisory Committee on Native Education in tropical African recommended in 1927, that the native languages should serve as medium of instruction in the lower years of primary education. The Richard's constitution of 1947 reinstated English as the official language in Nigeria while Hausa was recommended as an additional legislative language in northern Nigeria. In addition, the 1954 constitution recognized domestic and

regional languages. In its article 114 (1), it recommended the use of English as a national official language and as the regional official language in the south, with Hausa as the regional language of the North with the provision that when conflicts in interpretation occurred, documentation done in English language is regarded as valid Fafunwa, (2004:34) in Adnot & Wyckoff (2015).

In Nigeria, Hausa Language is used as the medium of instruction in the primary as set out by the Federal Government of Nigeria (FRN, 2009:4) thus: “--- the medium of instruction in the primary school is initially the mother tongue (MT) or the language of the immediate community and, at a later stage English”. The National Policy on Education has also made Hausa a mandatory subject for Senior Secondary School Certificate Examination (SSCE) for National Examination Council (NECO), West African Examination Council (WAEC) and National Business and Technical Examination Board NABTEB along with two other Nigerian languages (Igbo and Yoruba). Therefore, according to Federal Government of Nigeria, (FRN, 2009:23), it is a core subject and therefore compulsory for senior secondary school students in the northwest geopolitical zone of Nigeria.

The objectives of teaching Hausa language in Secondary schools include among others to; (a) enable candidate speak, read and write completely in Hausa and communicate effectively with their neighbors, (b) familiarize them with the sound system and grammatical structures of Hausa, (c) expose candidates to their culture, customs and institutions, and (d) acquaint them with the necessary tools needed for creative writing and appreciation of Hausa language and literature (NERDC, 2011:6).

The philosophy for teacher production in Nigeria is anchored on five objectives of teacher education as enshrined in the Federal Republic of Nigeria, (2009). These are to: produce

highly motivated, conscientious and efficient classroom teachers for all levels of our educational system; encourage further the spirit of enquiry and creativity in teachers; help teachers to fit into the social life of the community and society at large and to enhance their commitment to national objectives; provide teachers with intellectual and professional background adequate for their assignment and to make them adaptable to any changing situation not only in the life of their country but in the wider world; enhance teachers' commitment to the teaching profession. These national objectives could be reduced into three major attributes to be achieved in the making of an effective teacher Aaronson, Barrow, & Sander (2009). These are the: possession of a body of knowledge and understanding; possession of professional skills and techniques; possession of positive personal qualities.

The National policy further states that, all teachers in educational institutions shall be professionally trained. Teacher education shall be structured to equip teachers for the effective performance of their duties; since no education system may rise above the quality its teachers. The Federal Government of Nigeria, (FRN, 2009) also elaborated on the curricular and Minimum Standards for the NCE as designed and developed by the National Commission for Colleges of Education (NCCE). The Nigeria Certificate in Education as the minimum qualification that is required by the practicing teacher is the least sought for qualification by teachers in Nigeria. The Colleges of Education in the country offer a uniform curriculum for the trainee teachers. This therefore ensures uniformity in both standard and quality. The duration of the NCE is three years for the full-time students and five years for the part time students.

The National Commission for Colleges of Education as established by the Act (formerly Decree) 13 of 17 January 1987 (Amended Act 12 of 1993) is 'the third leg of the tripod of

excellence' in the regulation of higher education in Nigeria (Nigeria Certificate in Education Minimum Standards for Languages, 2012, p. iv). The agency supervises teacher education, accredits programmes and reviews the curriculum for Colleges of Education. The first production of the NCCE Minimum Standards occurred in 1990 and this entailed a study and seminar on the NCE Programmes offered in various parts of Nigeria (NCCE, 2012). In addition, the programmes were evaluated and revised. The fourth edition was produced in 2008 and was trailed by wide spread criticism. The latest edition (Specialist Minimum Standards) was produced in 2012, sequel to conferences, critiquing sessions and seminars held (Curriculum Implementation Framework, 2012). The latest review was necessary to comply with the needs of the New Basic Education Curriculum and to address the issue of the production of quality teachers in the country. The reviewed documents were the outputs of sessions aimed at establishing standards that would enhance the on the job skills of teachers. This revision has established a new structure and courses for the NCE programme (NCCE, 2014:33). The new institutional structure to guide the implementation of the curriculum consists of seven schools with different departments. The schools are: Art and Social Science, Languages, Education, Science, Vocational and Technical, Early Childhood Care and Education & Primary Education, Adult Non-Formal Education & Special New Education (NCCE, 2014:34).

The School of Languages comprises the Departments of English, French, Arabic, Hausa, Igbo, Yoruba and other Nigerian Languages or the division could be the Departments of Modern Languages and Nigerian Languages. At the helm of affairs in the schools are the Deans and the heads of department in each school. The curricular for the school of languages are embedded in a document entitled Nigeria Certificate in Education Minimum Standards

for Languages. According to Nigeria Certificate in Education Minimum Standards for Languages, the objectives of teaching Hausa as L1 at the NCE level are to: i) equip the student-teachers with the basic skills of listening, speaking, reading and writing the Hausa Language. (ii) Prepare them adequately for the task of teaching the Hausa language at both the Primary and Junior Secondary School level. (iii) Expose the student-teachers to the rich socio-cultural and political lives of the speakers of the language. (iv) Help stimulate their creativity in the Hausa Language. (v) Prepare the students for further studies in Hausa Language. Furthermore, the teacher trainees under the new curriculum would be equipped to teach Hausa Language to junior secondary students alone and not primary as stated in the previous curriculum.

The admission requirements for NCE Hausa, according to the Minimum Standards (NCCE, 2012) include among others: A Senior Secondary Certificate (SSC) NECO or GCE 'O' level with passes in 4 subjects including English Language, three of which must be at credit level at one sitting or four credits at two sittings. Two of the credits must be relevant to the course the candidate wishes to offer; A Grade II Teachers Certificate (TC II) or Senior Islamic School Certificate (SISC) with credit or merit in three subjects, two of which must be relevant to the course the candidate wishes to offer. One Credit/Merit in English language and/or Mathematics may be required in some courses; and Successful candidates in Pre-NCE final examinations who also take and succeed in a selection examination organized by an accredited body are qualified for admission (p.66).

The implementation Framework (2012) stipulates that results of continuous assessments be handed in within four weeks, while for examinations, should be within eight weeks. It also labels assessment as 'pivotal'. The reform provides that an internal quality assurance unit be

established in each school for monitoring, collation and storage of data on assessment. The Minimum Standards prescribes examination and continuous assessment should be 60:40 ratios (Implementation Framework, 2012, p. 18).

The content of the Hausa Language curriculum at pre-NCE and NCE levels cover four main areas i.e. Language, Literature, Culture and Hausa Teaching Methodology. The minimum number of lecturers required is 1:25. Teaching personnel versed in each of these four areas must possess at least B.A., B.A. Ed second-class lower division. In addition, all academic staff must be computer literate (NCCE, 2012:67).

Various factors influence Hausa Language curriculum implementation. Some of which include; Hausa Lecturers/Teachers; Students; Teaching Resources; Institutions' instructional materials; institution/School Environment; Availability of Funds and the state of the Nation's Economy. In addition, the challenges of implementing Hausa curriculum in Nigerian colleges of education are synonymous with the problems of Nigeria and also that of general education in Nigeria. Egwu (2009), posited that some of the major challenges of the Teacher education system includes; Inadequate and obsolete instructional materials and equipment, for example poor workshop and libraries, dilapidated classroom blocks; inadequate capacity in the institutions for internal/peer quality assessment; Weak support structure for students Teaching practice (TP); Brain drain, human capital flight; High incidence of cultism, examination malpractice and social and academic vices; Unstable academic calendar; Staff shortages across board; Unattractive conditions of service for teachers and Inadequate funding of colleges of education.

The new Nigeria Certificate in Education Minimum Standards for Hausa Language, whose implementation has commenced in all Colleges of Education in Nigeria, has thrown up a big

challenge to teacher educators in the nation's Colleges of Education and Polytechnics as they have to review their teacher preparation programmes in the context of knowledge of subject matter, teaching skills and competencies. This is necessary for them to be able to produce Hausa secondary school teachers who can effectively teach the subjects. In specific terms, the updating of teacher education programme is more felt in preparing teachers to teach the subject effectively.

1.2 Statement of the Problem

Curriculum implementation is an important segment of teaching learning process. It has to do with the translation of the curriculum into action. This exercise of the curriculum requires personnel, facilities, instructional materials, good administration and teaching methods among other things needed for curriculum implementation. (NCCE, 2012:65). Recently the efforts of the governments and Colleges' management towards the implementation of the new Hausa curriculum for the Colleges of education have yielded little or no dividends due to issues which are inherent in the implementation of the curriculum. These problems include under funding, non-availability of instructional materials, inadequate classrooms, obsolete instructional materials and non-utilization of teaching and learning facilities, lack of qualified teachers/lectures, amongst others. This resulted producing of half-baked NCE teachers and public noticed and expressed concern on the competency of teachers trained to teach Hausa language in secondary schools. And this in turn will affect not only Hausa language education will no doubt hamper the educational development in the country. This prompted the researcher to undertake the study. The study therefore, takes a critical look at the challenges of implementing the new Hausa languages curriculum in

Colleges of Education in the north-west zone of Nigeria which comprises of Kaduna, Katsina, Kano, Jigawa, Sokoto, Zamfara and Kebbi State.

1.3 Objectives of the Study

The study was set to achieve the following objectives to:

1. examine the extent to which Hausa language curriculum is being implemented in Colleges of Education in Nigeria.
2. determine the methods utilized by the Hausa language lecturers in delivering of Hausa language curriculum in Colleges of Education in Nigeria.
3. investigate the availability of instructional materials for the implementation of Nigeria Certificate of Education Hausa language curriculum in Colleges in Nigeria
4. assess the adequacy of instructional materials for the implementation of Hausa language curriculum in Colleges of Education in Nigeria.
5. determine the utilization of instructional materials by the Hausa language lecturers in Colleges of Education in Nigeria.
6. find out the lesson preparation techniques used by Hausa language lecturers in the implementation of Hausa language curriculum in colleges of education in Nigeria.
7. investigate differences that exist in the implementation of Hausa language curriculum in federal and state Colleges of Education in Nigeria.

1.4 Research Questions

The study sought to answer the following research questions:

1. To what extent is Hausa language curriculum in Colleges of Education in Nigeria being implemented?

2. What are the methods utilized by the Hausa language lecturers in the delivery of Hausa language curriculum in Colleges of Education in Nigeria?
3. To what extent are the required instructional materials available for the implementation of Hausa language curriculum in the Colleges of Education in the Nigeria?
4. Howadequate are the instructional materials for the implementation of Hausa language curriculum in Colleges of education in Nigeria?
5. To what extent are the available instructional materialsfor implementation of Hausalanguage curriculum in the Colleges of Education in Nigeriautilized?
6. What are the lesson preparation techniques used by the Hausa language lecturers in the implementation of Hausa language curriculum in Colleges of Education in the Nigeria?
7. What differences exist between Federal and States Colleges of Education in the implementation of Hausa Language curriculum in Nigeria?

1.5 Hypotheses

To guide the conduct of this study, the following hypotheses were formulated;

- 1 There is no significant difference in the responses of respondents (students and lecturers)on the extentof implementation of Hausa language curriculum in Colleges of Education in Nigeria
- 2 There is no significant difference in the responses of the respondents on the strategies utilized by the Hausa language lecturers in the implementation of Hausa language curriculum in Colleges of Education in Nigeria.

- 3 There is no significant difference in the responses of the respondents on the availability of instructional materials for the implementation of Hausa language curriculum in Colleges of Education in Nigeria.
- 4 There is no significant difference in the responses of the respondents on the adequacy of instructional materials for the implementation of Hausa language curriculum in Colleges of Education in Nigeria.
- 5 There is no significant difference in the responses of the respondents on the utilization of instructional materials for implementation of Hausa language curriculum in Colleges of Education in Nigeria.
- 6 There is no significant difference in the preparation techniques used by the lecturers in Federal and State Colleges of Education.
7. There is no significant difference in the implementation of Hausa language curriculum in Federal and States Colleges of Education in Nigeria.

1.6 Basic Assumptions

The followings are the basic assumptions of the study.

- 1 It is assumed that the researcher's target population will answer/respond truthfully to the content of the instruments.
- 2 Teachers and administrators would be willing to share with the researcher the assessment of the implementation of NCE Hausa language curriculum in the colleges of education.

1.7 Significance of the Study

This study provides detailed information about the implementation process of new Hausa curriculum in Colleges of Education in Nigeria. The beneficiaries of the research include;

Teachers, stakeholders in education, Federal and State Ministries of Education, Nigerian Educational Research and Development Council (NERDC), and National Commission for Colleges of Education (NCCE). Other beneficiaries will include; Curriculum Planners, College managements (Provost, Deans and Head of Departments), the nation, Researchers as well as the community or the society in general

To teachers, it will help to visualize how curriculum developers' decisions are interpreted and practiced by teachers/lectures in classrooms. The rich information/literatures collected through the survey questionnaire will help teachers/lecturers to identify the process of implementation. In turn, what does or does not get implemented in the curriculum can be determined and the reasons for the differences between intended and implemented Hausa Language curriculum can be recognized.

The findings will also help to identify the practical problems faced by teachers/lectures in implementing Hausa Language curriculum. When taken into consideration, the results of this study will help teachers/lectures to improve their performance and instructional practices, and can be used as a reference study in Hausa Language teaching.

To stakeholders in education, this valuable information in turn can help decision maker/stakeholders at colleges and national levels to develop better designed curriculum materials and make further progress in the Hausa language curriculum design. Policy makers in education would find the results useful as they would have first-hand information about the extent to which NCE Minimum Standards for languages (Hausa)(2012) are achieving the purpose for which they was designed. This would in turn help them make functional and rational decisions on better way of implementing the curriculum, as well as, make revision as necessary as possible in the NCE Minimum Standards.

Above all, the Federal and state Ministries of Education as well as the Nigerian Educational Research and Development Council (NERDC) will find the result of this study valuable particularly in the current government efforts toward the implementation of the new 9-year Basic Education Curriculum. It will also benefit policy makers such as; National Commission for Colleges of Education (NCCE), as the guardian, supervisor and inspector of Colleges of Education in Nigeria. The finding of this study will give appropriate guide to make appropriate review and modification when the need arises. The finding of the study will provide a useful insight on whether to make more provision on the entire instructional facilities and resources necessary for teaching Hausa language. In fact, the study will be of great importance to policy makers because the finding of the study will help them (policy makers) to have detail information on the availability or otherwise of the necessary instructional facilities necessary for the actual implementation of the Nigeria Certificate in Education Hausa language curriculum.

And for states and federal government, the finding of this study will help them to make real and practical preparation to effectively implement the Nigeria Certificate in Education Hausa language curriculum which in the final analysis will help the colleges of education to produce qualitative pre-service teachers that will fulfil the basic requirement of EFA and MDG. This would in turn help them make functional and rational decisions on better ways of implementing the curriculum, as well as, make revision required in the NCE Minimum Standards. Curriculum Planners will have a true picture of the new NCCE minimum standard curriculum implementation; its strengths and weaknesses so that necessary modification will be made.

For the School Heads (Provost, Deans and Head of Departments), the findings of the study will vividly provide a highlight about the actual situation their instructional materials are in, whether they will need more provision or training of the necessary personnel to handle these instructional facilities (language laboratory, projector, computers, cameras, internet facilities and so on).

Similarly, findings from the study would be beneficial to the nation as a whole in meeting its aspirations for achieving EFA and MDGs on basic education through production of quality pre-service teachers (NCE). This is to the extent that the teachers in training become capable of effectively delivering Hausa Language instruction when they eventually get on the job and when they are confronted with situations in the school setting. The finding of the study will provide clear picture of the curriculum implementation for consultation. It is hoped that if the findings of the study are put into practice, there will be optimum production of qualitative pre-service teachers who will help to satisfy basic requirements of the EFA and MDG, and move the nation forward.

The findings of this study would form a basis for further research in which the curriculum implementation process. Educational Researchers would also find the literature very useful as it will provoke more need for further studies. The information obtained in this study will be very useful in updating the knowledge of the lecturers and researchers as it will be a reference material for consultation in their future studies especially on curriculum implementation.

The community or the society in general will find the findings of this study useful as it is hoped that the findings would provide a critical diagnosis of challenges of curriculum

implementation and the suggestions will provide a lead to use in the final analysis to produce teachers that will effectively tackle the challenges of the changing time.

1.8 Scope of the Study

The study examined the implementation of Hausa Language curriculum in Federal and States Colleges of Education. It covered Colleges of Education (COEs) in the North-west Geopolitical zone, Nigeria. The states in the zone include Kaduna, Katsina, Kano, Jigawa, Sokoto, Zamfara and Kebbi. Students and lecturers in the Colleges of Education in those states were the target population of the study. In addition, the following key variables were covered: status of Hausa curriculum implementation in Colleges of Education, strategies adopted in the implementation of the curriculum, students and lecturers' perception on the Hausa language curriculum implementation, students learning outcomes in terms of academic achievements and obstacles to effective implementation of Hausa language curriculum in Colleges of Education in Nigeria with a particular emphasis to north-west geopolitical zone.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents literature pertinent to this study. The sub-titles around which the review of related literature was considered are: concept of curriculum, the concept of assessment, conceptual/theoretical framework of the study, Nigeria Certificate in Education minimum standards for language (Hausa), Hausa L1 (HAU L1) syllabus, concept of curriculum implementation, stakeholders in curriculum implementation, factors affecting Hausa language curriculum implementation, internal and external factors affecting curriculum implementation, teachers' beliefs and decision-making in curriculum innovation, teachers' attitudes towards curriculum innovation, teacher qualification and student learning outcomes, empirical studies and summary.

2.2 Conceptual Framework, Concept of Curriculum and Assessment

A conceptual framework is an analytical tool with several variations and contexts. It is used to make conceptual distinctions and organize ideas. Strong conceptual frameworks capture something real and do this in a way that is easy to remember and to apply. Conceptual frameworks are particularly useful as organizing devices in empirical research.

Concept of Curriculum

The term curriculum is difficult to define because it could mean anything quite simple, from intended educational objectives or a list of courses students must take, to much more complex definitions, such as the subject matter, experiences, goals, outcomes, and processes for learning. By 1987, there were more than 130 definitions of curriculum in the educational literature, Morris and Adamson, (2010). The word conjures up all sorts of notions from the

vision of an educated adult to the socio-political agendas of those in power over those who are not in power, to the direct instruction to be “covered” by a particular teacher in a particular classroom on a given day.

The actual word curriculum is of Latin origin and comes to the English language through the Old French verb, *currere*, meaning “to run,” (Sprenger, (2009). In the middle Ages the English term took on the idea of a “course of study,” with a beginning and an end-as a running course would have. It could be viewed as a running path to take students toward a particular conception of the good life (Starnes, 2010).Running a path is a metaphor that brings with it ideas of starting and stopping. Reid says that a curriculum must have sequence, completion, and certification, Ben-Yunus, M. (2008). Without sequence, completion, and certification, there can be learning, teaching, and education, but not curriculum.

Posner describes seven common concepts of curriculum. They are the scope and sequence with a matrix of themes and levels; syllabus as a plan for an entire course with rationale, resources, and evaluation; content outline or a list of topics in outline form; standards, or a list of knowledge and skills required for completion; textbooks; course of study, or a series of courses a student must take; and planned experiences, Akerson, and Donnelly (2010)..

In describing the immense complexity of the notion of curriculum,Atteberry, Loeb & Wyckoff (2013)list eight general issues that must be dealt with, when considering curriculum. They are: epistemological (what should count as knowledge?), political (who shall control the selection and distribution of knowledge), economic (how is the control of knowledge linked to the existing and unequal distribution of power, goods, and services in society?), ideological (what knowledge is of most worth?), technical (how shall curricular knowledge be made accessible to students?), aesthetic (how do we act “artfully” as

designers?), ethical (how shall we treat others responsibly and justly in education?), and historical (what traditions in the field already exist to help us answer these questions?).

Furthermore, curriculum is not an isolated phenomenon to define and study. Akerson, and Donnelly believed that there are five concurrent curricula. First, the official curriculum, Akerson, and Donnelly, (2010) is the written, documented curriculum, designed to give faculty a basis for planning. Second, the *operational* curriculum is what is actually taught by the teacher and how its importance is communicated to the student. Third, the *hidden* curriculum refers to the norms and values embodied by the school or institution, which include issues related to gender, class, race, authority, and school knowledge. Fourth, the *null* curriculum is the subject matter *not* taught. Consideration of the null curriculum would include why certain subjects are not included. Finally, the *extra* curriculum includes all those activities and experiences outside the subjects.

The term curriculum is, of course, used very vaguely, but here it is taken to mean a programme of activities designed so that pupils will attain by learning certain specific ends or objectives Hirst, (1974) in Cavanagetto (2010). He went further and stated that the term is also referred to as the planned guided learning experience, and intended outcomes, formulated through the systematic reconstruction of knowledge and experience, under the auspices of the school, for the learner's competence. According to Tanner and Tanner (2003) in Buck and Trauth (2010), curriculum is often taken to mean a course of study. Mezieobi, Fubura and Mezieobi (2008) added that, curriculum is learning experiences which the learner is subjected to under the guidance of the school. Curriculum therefore, as the nerve center of education must ensure its functionality so as to achieve the aims as justified by the meaning of education.

The Concept of Assessment

Assessment is the process of gathering data. More specifically, assessment is the ways instructors gather data about their teaching and their students' learning (Hanna & Dettmer, 2004) in Arzi (2008). The data provide a picture of a range of activities using different forms of assessment such as: pre-tests, observations, and examinations. Once these data are gathered, you can then evaluate the student's performance. Assessment is a fact-finding activity that describes conditions that exists at a particular time. Assessment often involves measurement to gather data. However, it is the domain of assessment to organize the measurement data into interpretable forms on a number of variables (Arzi 2008)

Assessment in educational setting may describe the progress students have made towards a given educational goal at a point in time. However, it is not concerned with the explanation of the underlying reasons and does not proffer recommendations for action. Although, there may be some implied judgment as to the satisfactoriness or otherwise of the situation (Kuhn, 2010)).

In the classroom, assessment refers to all the processes and products which are used to describe the nature and the extent of pupils' learning. According to Oliveira (2009) takes cognizance of the degree of correspondence of such learning with the objectives of instruction.

Some educationists in contrasting assessment with evaluation opined that while evaluation is generally used when the subject is not persons or group of persons but the effectiveness or otherwise of a course or programme of teaching or method of teaching, assessment is used generally for measuring or determining personal attributes (totality of the student, the environment of learning and the student's accomplishments).

A number of instruments are often used to get measurement data from various sources. These according to Morris (2011), include Tests, aptitude tests, inventories, questionnaires, observation schedules etc. All these sources give data which are organized to show evidence of change and the direction of that change. A test is thus one of the assessment instruments. It is used in getting quantitative data. There are two types of assessments; formative and summative. The terms “formative” and “summative” do not have to be difficult, yet the definitions have become confusing in the past few years (Kuhn 2010). This is especially true for formative assessment. In a balanced assessment system, both summative and formative assessments are an integral part of information gathering. Depend too much on one or the other and the reality of student achievement in your classroom becomes unclear. Summative Assessments are given periodically to determine at a particular point in time what students know and do not know. Many associate summative assessments only with standardized tests such as state assessments, but they are also used at and are an important part of district and classroom programs.

Summative assessment at the district and classroom level is an accountability measure that is generally used as part of the grading process. Although the information gleaned from this type of assessment is important, it can only help in evaluating certain aspects of the learning process. Because they are spread out and occur after instruction every few weeks, months, or once a year, summative assessments are tools to help evaluate the effectiveness of programs, school improvement goals, alignment of curriculum, or student placement in specific programs. Summative assessments as Arzi (2008) believed it happen too far down the learning path to provide information at the classroom level and to make instructional adjustments and interventions during the learning process. It takes formative assessment to

accomplish this. To Quellmalz, Timms and Scheider, (2009), formative assessment is part of the instructional process. When incorporated into classroom practice, it provides the information needed to adjust teaching and learning while they are happening. In this sense, formative assessment informs both teachers and students about student understanding at a point when timely adjustments can be made. These adjustments help to ensure students achieve targeted standards- based learning goals within a set time frame (Quellmalz, Timms, and Scheider, 2009)).

Formative assessment helps teachers determine next steps during the learning process as the instruction approaches the summative assessment of student learning. A good analogy for this is the road test that is required to receive a driver's license. What if, before getting your driver's license, you received a grade every time you sat behind the wheel to practice driving? What if your final grade for the driving test was the average of all of the grades you received while practicing? Because of the initial low grades, you received during the process of learning to drive, your final grade would not accurately reflect your ability to drive a car. In the beginning of learning to drive, how confident or motivated to learn would you feel? (University of Ulster. 2012). Anderson Would any of the grades you received provide you with guidance on what you needed to do next to improve your driving skills? Your final driving test, or summative assessment, would be the accountability measure that establishes whether or not you have the driving skills necessary for a driver's license not a reflection of all the driving practice that leads to it. The same holds true for classroom instruction, learning, and assessment. Another distinction that underpins formative assessment is student involvement. If students are not involved in the assessment process, formative assessment is not practiced or implemented to its full effectiveness. Students need to be involved both as

assessors of their own learning and as resources to other students. There are numerous strategies teachers can implement to engage students. In fact, research shows that the involvement in and ownership of their work increases students' motivation to learn. This does not mean the absence of teacher involvement. To the contrary, Yasar, and Serement (2009) believes that teachers are critical in identifying learning goals, setting clear criteria for success, and designing assessment tasks that provide evidence of student learning. One of the key components of engaging students in the assessment of their own learning is providing them with descriptive feedback as they learn. In fact, research shows descriptive feedback to be the most significant instructional strategy to move students forward in their learning. Descriptive feedback provides students with an understanding of what they are doing well, links to classroom learning, and gives specific input on how to reach the next step in the learning progression. In other words, descriptive feedback is not a grade, a sticker, or "good job!"

A significant body of research indicates that the key is to think of summative assessment as a means to gauge, at a particular point in time; such limited feedback does not lead to improved student learning. There are many classroom instructional strategies that are part of the repertoire of good teaching (Snyder, Bolin & Zumwalt 2012)). When teachers use sound instructional practice for the purpose of gathering information on student learning, they are applying this information in a formative way. In this sense, formative assessment is pedagogy and clearly cannot be separated from instruction. It is what good teachers do. The distinction lies in what teachers actually do with the information they gather. How is it being used to inform instruction? How is it being shared with and engaging students? It's not teachers just collecting information/data on student learning; it's what they do with the

information they collect. Some of the instructional strategies that can be used formatively include the following: Criteria and goal setting with students engages them in instruction and the learning process by creating clear expectations. In order to be successful, students need to understand and know the learning target/goal and the criteria for reaching it. Establishing and defining quality work together, asking students to participate in establishing norm behaviors for classroom culture, and determining what should be included in criteria for success are all examples of this strategy. Using students work, classroom tests, or exemplars of what is expected helps students understand where they are, where they need to be, and an effective process for getting there. Observations go beyond walking around the room to see if students are on task or need clarification. Observations assist teachers in gathering evidence of student learning to inform instructional planning. This evidence according to Snyder, Bolin & Zumwalt (2012) can be recorded and used as feedback for students about their learning or as anecdotal data shared with them during conferences. Questioning strategies should be embedded in lesson/ unit planning. Asking better questions allows an opportunity for deeper thinking and provides teachers with significant insight into the degree and depth of understanding. Questions of this nature engage students in classroom dialogue that both uncovers and expands learning.

2.3 Theoretical Framework

The theoretical framework that underlines this study is the Context, Input, Process and Product (CIPP) model of curriculum evaluation (Stufflebeam, 2008). The CIPP model was developed by Guba and Stufflebeam in Stufflebeam (2008). It is an evaluation framework to serve policy makers who are faced with four different kinds of decisions. In this case, the study endeavors to examine the overall impact of elements of special education curriculum. In essence, context, input, process and product will be assessed carefully. As Galvin (1992)

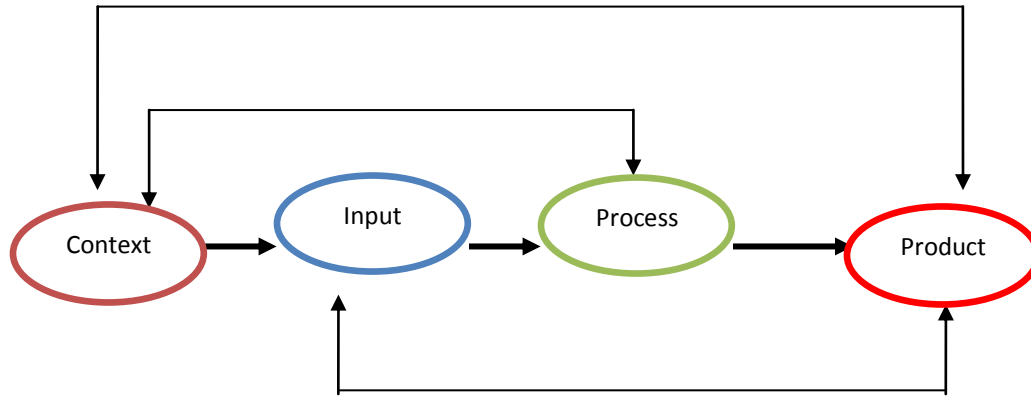
in Schubert (2013) notes, the CIPP is decision-oriented and it focuses on providing information to decision makers. He listed some advantages of the CIPP model to include: practicality, effectiveness, efficiency, comprehensiveness, balance and usability.

In carrying out an evaluation study according to Tan & Barton, (2010), the evaluator is expected to identify the objectives of his evaluation, the areas or variables to be evaluated, design valid instruments to collect data, and analyze the data before decision is made based on the results. Moreover, the choice of an evaluation model depends on the objectives of the evaluation and decisions to be made.

The purpose of this study is to assess the implementation of Hausa Curriculum in NCE-awarding institutions in Northwest Geopolitical zone. Therefore, the CIPP model is adopted for the study and it will provide information as to how the products (outcomes-students performances in NCE Hausa courses) are being explained by the context, input and process. This will also help towards making evidence-based recommendations for improving the quality of teaching and learning of Hausa Language in NCE programmes and challenges faced by lecturers in the implementation of the revised NCE minimum standard for languages (Hausa) in colleges of education.

The CIPP model provided a plan to structure the type of data which was collected and the kind of questions rose. The variable of the study are: *Context Variables*: Students' gender, Lecturers' qualifications, Lecturers' teaching experience; *Input Variables*: Availability of facilities and equipment, Adequacy of facilities and equipment, and availability and adequacy of lecturers; *Process Variables*: Strategies for teaching Hausa topics and Problems of implementation of Hausa curriculum; *Product Variables*: Students' achievement in Hausa Courses and Students' attitude to Hausa programme.

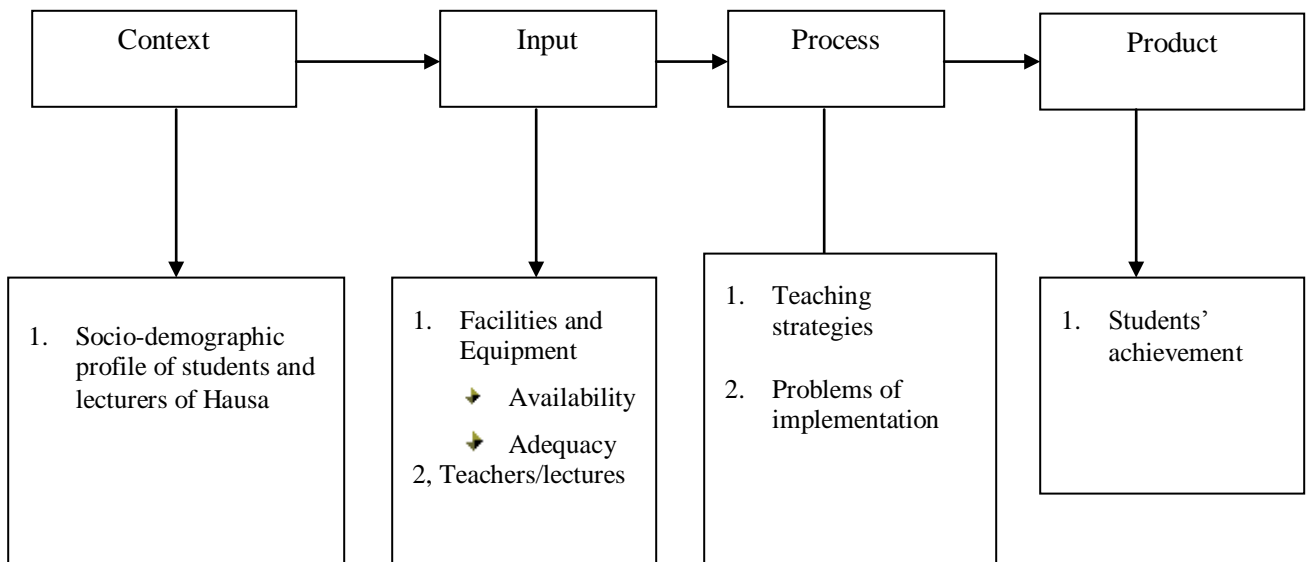
The CIPP model is represented schematically in figure I below.



(Sowell, 2000)

Fig.1: Assessment Model

This model informed the conceptual framework for this study and this is presented in Fig. 2 below.



(Omstein, Hunkins, 2008)

Fig. 2: Theoretical framework for the Assessment of NCE Hausa programme

The explanation of the above illustration is as follows:

The Context: In this the environment, relevant to teach curriculum is defined. It describes be actual and intended condition of the program, identify unmet needs and diagnosing barriers that prevent needs from being met. This by implication is identifying the environment in which the curriculum is being implemented. Is the environment adequate? Is it suitable and appropriate?

The Input: Input determine to what extent available resources were used to achieve curriculum objectives. Are the resources available and adequate? Are the personnel qualified for the task of implementing the curriculum and so forth? Are there enough facilities to determine the extent to which the resources and equipment are utilized?

Process: Process identifies deficiencies in the implementation of the curriculum that is what actually took place during instruction. Are the actual content of the curriculum or the blueprint translated into reality? It provides information necessary to make modification to the implementation strategies used during instruction. Are the right direction taken during the curriculum implementation? It is also use to maintain procedural documentation.

Product: Product is level at which comparism is made between intended outcomes and the actual outcomes so as to make judgment as they continue, terminate, modify and refocus the activity. Yusuf (2012) further gave a highlight on the CIPP procedure as: the context evaluation level identifies both the purpose for the determination of objectives and unmet needs and hypothesize reason they are unmet. There is also a definition of the curriculum environment as: who, what and why.

The input provides instructional materials to determine how to utilize goals and objective,

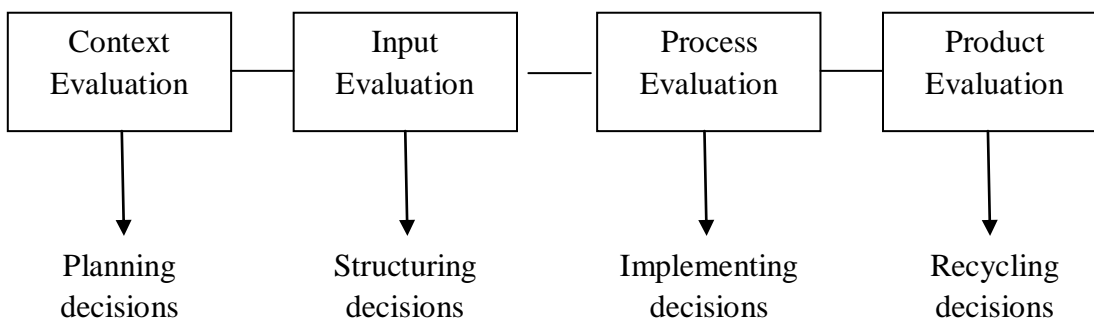
analyses resources and expenses to be used to meet goals and make comparison with alternative programmes and strategies.

The process level, Yusuf (2012) maintained that it predicts defeats in the procedural design of its implementations during the implementation stage and also provide information for programmed decisions and maintain a record of the procedures as it occurs.

And the product level provides formative and summative data and make rational interpretations on the basis of the recorded context, input and process information.

This can be summarized up as thus:

Fig. 3: Context, Input, Process and Product (CIPP) Stufflebeam model of curriculum evaluation



2.4 Nigeria Certificate in Education Minimum Standards for Language (Hausa)

This document provides blueprints in all courses leading to the award of NCE in Colleges of Education in Nigeria including Hausa languages. The document provides detailed information of various courses.

Hausa Language Curriculum

Philosophy

Human activity can be described as educational, for human beings are distinguished by their capacity to learn, and learning is usually co-operative. "Education" can refer both to formal activity within controlled and planned educational institutions, and to the more informal upbringing of children in homes through the mentoring of parents or guardians

Language is the string that binds society together. It also gives meaning to the communal existence of man. The vibrancy of media, academia and the continuity of culture and of cultural apparatus and the transmission of same is intricately linked to the expertise and credibility of the teacher.

The mother tongue of the child is closely related to the child's growth and development i.e. cultural, psychological, and mental. Teaching and learning in the mother tongue helps in the quicker acquisition, retention, dissemination and use of knowledge in other subjects. Literature encapsulates the totality of a people's customs and costumes, manners and mannerism which have crystallized over time and reflects in every facet of their lives which only finds expression in language. Hausa language is both the vehicle of knowledge, world view and the shortest route to a child's conception and comprehension of concepts. (NCCE minimum standard for Hausa Language, 2012 edition).

Objectives

In addition to the earlier stated general aims and objectives of teaching Languages, teaching Hausa as L1 at the NCE level according to (NCCE minimum standard for Hausa Language, 2012 edition) aims at achieving the following:

- i. Equip the student – teachers with the basic skills of listening, speaking, reading and writing the Hausa Language.
- ii. Prepare them adequately for the task of teaching the Hausa language at both the Primary and Junior Secondary School level.
- iii. Expose the student – teachers to the rich socio-cultural and political lives of the speakers of the language.
- iv. Help stimulate their creativity in the Hausa Language.
- v. Prepare the students for further studies in Hausa Language.

Admission Requirements

i. General

According to the NCCE minimum standard for Hausa Language, 2012 edition, the general admission requirements are:

- a. A Senior Secondary Certificate (SSC) NECO or GCE ‘O’ level with passes in 4 subjects including English Language, three of which must be at credit level at one sitting or four credits at two sittings. Two of the credits must be relevant to the course the candidate wishes to offer.
- b. A Grade II Teachers Certificate (TC II) or Senior Islamic School Certificate (SISC) with credit or merit in three subjects, two of which must be relevant to the course the candidate wishes to offer. One Credit/Merit in English language and/or Mathematics may be required in some courses.
- c. For candidates wishing to offer courses in Vocational and Technical education, City and Guilds Intermediate Certificate coupled with credit/merit in at least four subjects are acceptable qualifications.

- d. Associate ship Certificate in Education awarded by an approved institution in Nigeria or abroad is also acceptable as qualification.
- e. All candidates wishing to be considered for admission must enroll for and write the selection examination organized by an accredited body such as JAMB.
- f. Successful candidates in Pre-NCE final examinations who also take and succeed in a selection examination organized by an accredited body are qualified for admission.
- g. It should be noted that some colleges may in addition to all of the above, administer their own elimination tests and or interviews for some courses. This is legitimate.

ii. Additional

- (a) A credit or merit in Hausa Language at the SSCE, WAEC/GCE (O/L) NECO or Teachers Grade II Certificate or SISC plus any other requirements applicable to NCE Programmes. A credit in English language/literature is strongly recommended
- (b) Candidates who do not have a credit in the language may be admitted into the one-year preliminary programme, provided they meet the Pre-NCE entry requirements.
- (c) Waiver: A pass in mathematics is also acceptable.

Facilities

In order to facilitate a good teaching/learning environment, the following facilities are required:

(i) Classrooms

Adequate number of fully furnished Classrooms, Lecture halls/theatres must be provided for seminars, and group discussions.

(ii) Laboratories/Studios/Museums etc.

The use of language laboratory for all practical aspects of the language cannot be over-emphasized. It is therefore compulsory for all lecturers and students to make effective use of

these laboratory facilities. Thus, a well-equipped language laboratory capable of sitting at least 30 students must be installed. A multimedia projector is essential. A well-equipped museum should be in place.

(iii) Staff Offices

Each senior member of staff should have a comfortably furnished office to himself/herself. There should also be an office for HOD (Head of Department), supporting staff (Typists/Clerks) with relevant equipment, Computers, reproduction and printing machines.

(iv) Books in the Library

There must be enough books in the college/departmental library to cover all areas of the subject to the ratio of one student to ten books.

(v) List of Equipment

- a) Fully equipped Language Laboratory Audio-Visual equipment such as films, slides, recorders, television sets, cable satellite, video and relevant cassettes.
- b) Computer set with Hausa keyboard

Personnel

i. Academic

Hausa studies at NCE level cover four main areas i.e. Language, Literature, Culture and Hausa Teaching Methodology. The minimum number of lecturers required is 1:25. Teaching personnel versed in each of these four areas must possess at least B.A., B.A. Ed second-class lower division. In addition, all academic staff must be computer literate.

ii. Others

- a. Hausa Computer Operator
- b. Laboratory Technician

c. Messenger

d. Librarian

Mode of Teaching

The medium of instruction for Hausa at all levels will be Hausa/English. Various methodology approaches should be employed during formal sessions such as lectures, discussions, dramatization, demonstration and group work. (NCCE minimum standard for Hausa Language, 2012 edition).

Graduation Requirement

The minimum number of credits required for the award of N.C.E. (Hausa) certificate shall be as follows:

- (i) General Education = 30 Credit Units
- (ii) Teaching Practice = 6 Credit Units
- (iii) General Studies = 18 Credit Units
- (iv) Hausa = 32 Credit Units
- (v) Any other Teaching Subject = 32 Credit Units

Total = 118 Credit Units

Teaching Practice

Every student is required to do Teaching Practice and the credit recorded in EDU 324. The Teaching Practice is to take place during the first semester of 300 Level. Only subject specialists should be involved in the supervision of students Teaching Practice. And at the end of the final semester (NCE III), every student is required to write a Project in either Hausa or Education and the credits recorded in EDU 323

Subject Combination

The following subjects may be combined with Hausa at the N.C.E. level.

- i. Any other Nigerian Language, Arabic, English or French.
- ii. Any Arts or Social Science subject as dictated by local needs.
- iii. Computer Studies. (NCCE minimum standard for Hausa Language, 2012 edition)

Studying the general aims and objectives of Hausa curriculum at NCE level as laid down by NCCE minimum standard is laudable theoretically. However, on practical basis, there are objectives which are impracticable or seem to be unrealizable. This is due to either poor foundation of the students admitted in the colleges of education right from secondary school level or due to a very serious students' population explosion which make it very difficult the students to be accommodated in comfortable lecture venues for effective teaching and learning to take place.

The admission requirements as spelt out by the NCCE minimum standard is appropriate, but there are some inconsistencies in some Colleges of Educations due to either the condition of the local setting, that is the location of the colleges or in most cases the influence of politics. It is very natural in this circumstance for a college to admit students that are far below the standard as a result of pressure from the politicians. There is also issue of one of problem of our educational system of placing much emphasis on paper qualification which resulted in employing whatever means to get required credits so as to acquire admission.

And on the issue of necessary facilities that ought to be provided by the colleges of education in the Hausa department, a critical look shows that the facilities are not adequate or they not appropriate. In almost all colleges of educations in the area of the study, there are serious inadequate classroom/lecture venue facilities. This is due to the ever-increasing number of

students pursuing NCE Hausa courses and this is a very challenging issue which needs an immediate solution.

Another very serious thing is the issue of language laboratory and other necessary instructional materials necessary for teaching and learning. It is lacking in some colleges of education, or it is not functioning if at all it is available. There may be a situation whereby the language laboratory is available and functioning, but there are no trained personnel who will operate it.

And candidly speaking, there is no availability of offices accommodation for the staff. And this is a problem that affects almost all the departments/schools in the colleges of education. This is an issue which militates against the smooth running of the academic activities.

The issue of other necessary equipment, audiovisual equipment (films, slides/strips, recorders, and television sets.) is hardly provided. In a situation, whereby such are in stock, the trained personnel to operate them are not available.

Another very important issue is the personnel both academic and non-academic. It is a very serious issue in almost all the colleges of education. The real qualified and competent academic staff is not adequate. Thanks to the intervention of the Tertiary institution trust fund (TetFund), this without its intervention, the academic activities in the colleges of education will not be possible. And this is applicable to the non-academic staff, either they are not adequate or not well trained.

Inadequacies of such facilities really affect the mode of teaching. Because there are situations in which facilities such as projector, film slides, and opaque projector are necessary to effectively teach some courses. And these are not readily available in some colleges which invariably hinder the academic progress of the students in tertiary institutions in Nigeria.

COURSE DESCRIPTION

NCE 1 (100 Level) First Semester and second semester

HAUL1 111:History and Development of the Hausa Language (2 Credits) C

History and evolution of Hausa Language with particular emphasis on the spread of the Language, as well as its lexical enrichment due to language contact. A brief synopsis of the standardization efforts of the use of Hausa in the Media

HAUL1 112:Hausa Grammar (2 Credits) C

Typology and functions of parts of speech such as nouns, pronouns, adjectives, verbs, adverbs, particles, determiners, qualifiers, sentences, phrases, clauses, gender and number agreement.

HAUL1 113:The Use of Hausa (1 Credit) C

Oral composition and comprehension (utilization of Hausa Language for day to day purposes in and outside the school system)

Orthography of the Hausa Language and punctuation marks.

Written composition and comprehension of topical issues relevant to the society/locality such as; politics, religion, and education.

HAUL1 114: Introduction to Hausa Oral and Written Literature (2 Credits) C

Introduction to the various genres of Hausa Literature, example Hausa Oral Literature, such as folktales, oral songs, proverbs and children's games, as well as Pre-andpost-19th century written poetry, prose and drama. Also, History of Hausa Oral Literature and the Biography of some famous Hausa Oral Poets shall be covered.

HAUL1 121: Hausa Prose (2 Credits) C

A comparative study of Hausa prose in respect of form, content and style. In-depth analysis of certain issues/themes of such prose and their relevance to present day Hausa society. Periodic identification of particular works and authors to be selected for study.

HAUL1 122: Hausa People and their Culture (2 Credit) C

The course will focus on the socio-cultural aspects of the Hausa people from both the historical as well as contemporary perspectives. Main topics to be covered shall include the Hausa life cycle, social mores and set up, festivities, traditional authority, traditional medicine, as well as marriages, worship, kinship and family life. Efforts shall be made in contrasting the past and the present especially in respect to marriage, family life, child bearing and youth related activities.

HAUL1 123: Methodology of Teaching Hausa L1 (1 Credit) C

An overview of the available syllabus of Hausa Language in the formal school system especially in primary and secondary schools, basic principles of Hausa L1 teaching/learning, different strategies for teaching different topics in Hausa (Language literature, culture and translation). Lesson notes/scheme of work /record of work in Hausa Language: preparation, usage and evaluation.

HAUL1 124: Introduction to General Linguistics (2 Credits) C

Definition and nature of language, Hausa as the source data language, and to introduce structural aspects of descriptive linguistics; such as phonetics, phonology morphology, syntax and semantics.

NCE II (200 Level) First Semester and second semester

HAUL1 211:Phonetics/Phonology of Hausa (2 Credits) C

Speech organs: Description of Hausa sounds in terms of place and manner of articulation and place of articulation. Simple phonological processes such as;deletion, assimilation, palatalization, labialization, neutralization, Hausa prosodic features and syllable structure.

HAUL1 212:Methodology of Teaching Hausa (1 Credit) C

Designing, improvising, selecting, adopting and using varieties of teaching aids for effective teaching of Hausa Language, Literature and culture. This shall include the following:

- a. Methods of teaching population/family life education including value clarification:
- b. Development and Evaluating Teaching materials

Functions, types, construction, and administration of appropriate tests in Hausa.

Language Learning Theories:

- i) Behaviorist Theories
- ii) Cognitive Theories
- iii) Language Acquisition device.

HAUL1 213: Morphology of Hausa (1 Credit) C

Definition, typology, and classification of Hausa morphemes. Morphological Processes:

Affixation, Word formation, Inflectional and derivational morphology.

HAUL1 214: Hausa Syntax (2 Credits) C

Hausa verbal and tense system, the Hausa sentence, and its constituents. Gender, number and agreement. Simple declarative (kernel), interrogative, imperative as well as relative sentences

HAUL1 221:Hausa Research Method (1 Credit) C

Nature of Hausa research method.

Areas in need of research

Sources, techniques and methods of data collection and analysis.

Interview, Questionnaire and resource persons.

5Project format in Hausa Language.

Biography.

HAUL1 222: Translation (Theory and Practice) (2 Credits) C

Techniques of Translation. Practical – Passages for translation shall be extracted from newspapers, magazines, or texts that feature among other topics on:

- i. The prevention and control of STD/AIDS
- ii. ii. The harmful effects of pesticides and germicides, eg. DDT on animals and human beings.
- iii. The consequences of overcrowding, population explosion and bad home management.
- iv. Any scientific and technological breakthrough that improves the quality of life of the people.
- v. Review of Translated Texts.
- vi. Any important and current topic.

HAUL1 223: Hausa Oral Literature (1 Credit) C

Aspects of Hausa folktales such as Habaici, Kirari, kacici-kacici, Karin Magana, Hikaya, Zambo, Saye, Adon Harshe, and Zaurance.

Hausa Oral songs:

- i. Work songs e.g. Wakokin dabe, noma, nika, daka, etc.
- ii. Children's Songs: - Wakokin gaɗa da na biki da na wasanni na maza da mata
- iii. Praise Songs: - (wakokin makaɗa): Emphasis on their forms, functions and typology.

HAUL1 224: Hausa Occupations and Crafts (1 Credits) E

A contrastive study of Hausa Traditional and Modern Occupations, especially in respect of the effects of modern science/technology on traditional/technological occupations. Gender and age based occupations (both contemporary and traditional). There shall be one week excursion to enable students see physically for themselves, various types of Hausa crafts.

NCE III (300 Level) First Semester

Teaching Practice

NCE III (300 Level) Second Semester

HAUL1 321: Advanced Hausa Composition and Orthography (2 Credits) C

Advanced Hausa composition and orthography (composition types and exercises). Intensive practice on Hausa orthography including review of written texts such as Hausa newspapers, magazines, novels and seminar papers.

HAUL1 322: Hausa Drama (1 Credit) C

Types of Hausa Drama (Traditional and Modern).

A comparative study of Hausa Drama in respect of form, content and style, in-depth analysis of certain issues/themes of such drama and their relevance to present day Hausa society. Periodic identification of particular works and authors to be selected for study.

The courses stated in the NCCE minimum standard for NCE Hausa are well thought to the students, the aims and objectives will be realized. Though, there are some courses that need to be redesigned to capture the actual life of Hausa people and to achieve the objective of equipping the student-teacher with basic skills of listening, speaking, and writing the Hausa language.

For example, course Hausa 224 (Hausa occupation and Crafts) should be redesign and modernize to capture the Hausa people new challenges of life. In the course, it is stated that

occupation/crafts of Hausa people should be taught. And the Hausa 222 (theory and practice of English to Hausa Translations) course also needs to overhaul its content. That issue needs to be focused on should be the real issues that directly affect the real Hausa people environment. This will enable the students to be equipped with Hausa knowledge and be able to speak fluent Hausa language; not speak but teach the knowledge to primary school pupils. On the whole the Hausa languages should be subjected to critical analysis to redesign /modernize them to capture the new challenges of the changing time as they affect the day to day life of the people. To effectively handled the implementation of these courses, the following instructional materials/ resources should be adequately available; Qualified lecturers, Textbooks, Office facilities, Language laboratories, and Cultural rooms. Other instructional materials necessary for the implementation of the Hausa language courses are; Cultural village, Computers, Internet facilities CD/DVD/Video, Tape recorders, Auditorium, Lecture theatres/Classes, Projector and Filmstrips/film slides.

And on provision of these instructional materials and resources needed to implement Hausa language curriculum in the College of Education, the Tertiary Institution Trust Fund (TetFund) is now making an impact and the improvement is now visible yet the TetFund should redouble effort in providing more facilities and training of the academics and nonacademic staff in the institutions with view to finding lasting solution to these bedeviling problems.

2.5 Trends in the Implementation of Hausa Language Curriculum

From curriculum design to its implementation in educational institutions, at each stage there are various stakeholders (that is those involved in curricular innovation) at different levels during the process. These stakeholders, identified by Schubert (2013) and Schwarz, Gunckel,

Smith, Covitt, Bae, et al (2008) consist of government, trustees, principals, parents and community, teachers, and students. Tanner and Tanner (2003) in Okoro, (2008) added other individuals or groups to this list. These included public and private interest groups, media, private foundations, external testing agencies, publishers, business and industry, researchers, and authors of curriculum materials. These combined lists revealed that many stakeholders are involved in curriculum policy, design and its subsequent implementation.

Markee (2003) in Toner (2011) mentioned that the actual participants in the implementation of any given curriculum innovation vary from context to context. Under a specific context, participants “tend to assume certain social roles which define their relationships with other participants” (p. 230). Schwarz, Reiser, Davis, et al (2009) identified five respective roles for participants in the innovation process: adopters, implementers, clients, suppliers, and entrepreneurs. Shen, Gerard, & Bowyer (2010) a researcher in applied linguistics, used these same distinctions to analyze the roles of participants at a Tunisian university in North Africa. He suggested that officials in the ministry of education, deans, and heads of departments are adopters in curriculum implementation of English language teaching. Teachers are implementers, students are clients, curriculum and materials designers are suppliers, and the expatriate curriculum specialists are entrepreneurs or change agents. Shen, Gerard, & Bowyer (2010) further pointed out that the roles that participants play may not be mutually exclusive.

Smith, & Neale, (2011), pinpointed the importance of taking into consideration teachers' roles in relation to other participants, such as policymakers, researchers, materials designers, and learners involved in the educational process. He rose the question of what the proper professional role of teachers should be, what provisions should be made to sustain and

develop teachers in that role, and whether it is more concerned with the macro-level of curriculum planning or with the micro-level of classroom practices. In fact, the irreplaceable role of teachers in curriculum development, especially at the implementation phase, has been increasingly recognized by policymakers, researchers, and other stakeholders. “Teachers make important decisions with consequences for students. In the classroom, they do so behind closed doors. No one can control all of the specific decisions that teachers make, even during a highly specified instructional episode (National Research Council 2009)). Failure to involve teachers in the formulation of curriculum policy could result in a situation where teachers change, reject, or ignore curriculum innovation when it is to be implemented in their classrooms.

In the Nigerian tertiary education context, these stakeholders include the Ministry of Education, regulatory bodies-NCCE, NBTE, NUC, educational institutions-Universities, colleges of education, polytechnics, professional and Research Associations, publishers, teachers, and students. As in other educational contexts, teachers are definitely the most important stakeholders in carrying out the intended curriculum proposed by the policymakers in Nigeria.

2.6 Factors Affecting Hausa Language Curriculum Implementation

Reviewing the previous implementation models where a curriculum innovation has occurred is very pertinent as per this study. Due to the complexity of implementing a proposed curriculum, researchers in general education and language education explore what is going on in the curriculum ‘strong room’ where implementation problems reside. Moir, Barlin, Gless, & Miles (2009) stated that research findings have indicated a need to identify factors affecting implementation. The complexity of the educational change process, however,

makes it somewhat difficult for researchers to search for different ways to best characterize implementation.

This section introduces, and provides a critique of, two curriculum implementation models which explore factors affecting implementation. These two models are from Fullan and Stiegelbauer (2001) and Carless (1999a) in National Research Council (2010). Curriculum implementation models proposed by these scholars reflect their approaches to understanding the problems and challenges embedded in the implementation process. They designed their models based on their own individual contexts, centering on key factors or themes. From an extensive review of literature Olitsky, Flohr, Gardner, & Billups (2010) integrated the two categories of theme and factor and developed a theoretical model (Olitsky, Flohr, Gardner, & Billups 2010)) to probe factors that commonly influence changes in practice. They identified three sets of interactive factors affecting implementation. The first factor is change. They argued that the extent of the required change itself, in terms of actual need for change as well as how clear, complex, and practical the change is, plays a role in whether the implementation is successful or not. The second factor is that of the local characteristics, specifically, which district, community, principal, and teacher are involved in the change process. Olitsky, Flohr, Gardner, & Billups (2010) discovered that the supports given by the local district school board, community, and principals were also determinants affecting implementation. Particularly, teachers exerted a strong impact in promoting innovation; their perceptions and roles in implementation were indispensable. The third factor is the extent to which government and educational agencies exert their influence on the other stakeholders. Olitsky, Flohr, Gardner & Billups (2010) mode of analysis was comprehensive, thought-provoking, and profound, and provided powerful insights into the complexity and

the dynamics of educational reform. More importantly, their model has exerted enormous influence on later researchers and scholars interested in curriculum implementation.

However, since their model is based on the North American context and mainly deals with primary and secondary education, some factors, such as district, community, or principal may not be as relevant in the Nigerian context as the current study. The situation in China has displayed unique differences, in political system, social structure, educational system, ideological beliefs, and value orientation, from those of the West. This means that some factors which seem essential in the Western context may not be applicable to the context of this study, which is situated in Nigeria and focuses primarily on language education at the tertiary level (Colleges of Education).

While studying EFL teaching in Hong Kong, Carless (2009a) in N R C (2010) developed a conceptual model of factors affecting implementation of curriculum innovation based on the literature reviewed in both general education and language education (see Carless, 2009a, p. 375 in National Research Council 2010). His three categorizations of teacher-related, innovation-related, and change agent-related factors resonated, to a large extent, with Olitsky, Flohr, Gardner, & Billups, (2010) model. Each category matched the local characteristics, the characteristics of change, and the external factors. What is distinctive in Carless' model was his further elaboration of sub variables and what was considered as the appropriateness of these sub variables in China. This allowed him to investigate in depth what those factors were in each category. Carless (2009a) expanded Olitsky, Flohr, Gardner & Billups (2010) model with regard to local characteristics. Olitsky, Flohr, Gardner, & Billups (2010). They detailed teacher-related factors into sub variables such as teachers' attitudes, teacher education, and teachers' understanding of change or innovation. He also

pointed out that communication strategies, change strategies, and availability of sufficient resources in terms of human, material, and financial are important change-related factors.

However, one flaw in Carless' model lies in the category under the confusing label of "change agent-related factors." Carless (2009a) defined change agents as "individuals who prompt or facilitate change" (p. 377), but he failed to specify who these individuals were. In fact, "change agent" is a controversial term in the literature as it can be interpreted from many different perspectives. Santau, Secada, Maerten-Rivera, Cone, & Lee, (2010) referred to a change agent as "an individual who influences clients' innovation-decisions in a direction deemed desirable by a change agency" (p. 27). Shen, Gerard & Bowyer, (2010) also described the entrepreneur who "acts as a link between the different participants and as catalyst for change" (p. 334) as a change agent. Trautmann & MaKinster, (2010) questioned the concepts of change agent, suggesting that both teachers and students act as change agents in educational reform. Carless (2009a) made a similar point and envisaged that within an educational culture, change agents can be found among administrators, teachers, and even students. Carless (2009a) in fact recognized that his own divisions or groupings of factors risked "artificiality and oversimplification".

Based on the review of factors affecting implementation in relation to the context of this current study, factors affecting curriculum implementation are categorized into two groups: external factors and internal factors. External factors are factors that stem from outside the classroom, such as cultural, organizational, or administrative characteristics which teachers and students have little or no control over. By internal, the researcher refers to factors related to teachers and students in the classroom. Because teachers are ultimately held responsible for the implementation, the researcher review of the literature focuses on teachers only,

specifically, teacher-related factors such as teachers' beliefs, attitudes, and their understanding and ownership of curriculum innovation (Carless, 2009a). In addition, the researcher recognizes that students are the recipients of curriculum innovation. Student-related factors are thus important in the change and innovation literature; however, they are not touched upon in this review because they are outside the scope of the current study.

These two sets of external and internal factors are not independent, but rather interdependent (Berland & McNeill, 2010). To present these factors in a meaningful way, the discussion is organized according to the themes that emerge from the literature, in which various kinds of factors are dealt with. Owing to the scope of the thesis, not all the factors are discussed extensively. Factors identified and discussed may not be the only ones affecting implementation; however, they are considered to be the most relevant to my current study in the Nigerian context. The next two sections provide a review of the literature on external and internal factors influencing curriculum implementation.

2.6.1 External factors affecting curriculum implementation

This section focuses on four themes identified in the literature regarding external factors affecting curriculum implementation. They are: testing (Alderson & Wall, 2003; Cheng, 1998; Cheng & Watanabe with Curtis, 2004; Turner, 2000) in Woodward (2013); textbooks Woodward (2013); teacher training (He, 1998; Li, 1998; Morris, 1988); and resources (Berman & McLaughlin, 2006; Carless, 2009a; Fullan & Miles, 2002; Fullan & Park, 2001; Kritek, 2006) in Danusso, Testa, & Vicentini (2010). While acknowledging the essential roles that these factors play in curriculum implementation, the researcher recognizes that other factors identified in the literature are also important. For example, the cultural appropriateness of innovation is an undeniable factor (Burnaby & Sun, 2001; Carless, 2009b;

Ellis, 2006; Gatbonton & Hu, 2002; McKay, 2003) in Darling-Hammond, (2010),. Communication among stakeholders during curriculum policymaking and its implementation should also be considered (Karavas-Doukas, 2005; O’Sullivan, 2002; White, 2001) in Chin, & Osborne (2010), as should leadership and administration in terms of support from principals, program managers, and administrators (Berman & McLaughlin, 2000; Fullan, Kritek & 2006) in Furtak, & Ruiz-Primo, (2008).

2.6.2 Testing and Textbooks

Examinations or high-stakes tests exert a considerable impact on what, and how, teaching and learning are conducted in the classroom (Alderson & Wall, 2003; Andrews, 2004; Cheng and Watanabe with Curtis, 2004; Shohamy, 2003; Turner, 2000; Wall, 2000) in Honeyfield, Fester, Fraser et al (2010). China is known as a country which places much emphasis on examination, from primary to tertiary education (Halász, & Michel (2011). Investigating the influence of testing in the Chinese context will clarify what, how, and why tests impact on classroom teaching. Test impact has been described in language education as “wash back” (Hewson, 2009) meaning that tests have an effect on teaching and learning, the educational system, and the various stakeholders in the education process as well (Fazekas, & Burns 2012). According to Hewson, (2009)) “tests can be powerful determiners, both positively and negatively, of what happens in classrooms” (p. 41, original italics). The powerful impact of testing suggests that “teachers and learners do things they would not necessarily otherwise do because of the test”. Since the 1980s, much research has been undertaken on positive and negative wash back phenomena of testing on teaching and learning. Researchers strongly suggested that it is not only possible but also desirable for testing to help bring about beneficial outcomes in teaching and learning. Enfield, Smith, & Grueber, (2010) contended

that testing has a valuable contribution to make in assessing learners' proficiency, progress, and achievement, and that it is indispensable for diagnosing learners' errors. He also argued that tests are "the simplest and most effective form of extrinsic motivation, of imposing discipline on the unruliest class, and of ensuring attention as well as regular attendance" (p. 14). Pearson (2008) asserted that "good tests will be more or less directly usable as teaching and learning activities" (p. 107). To prove that positive wash back existed in language classrooms, Looney (2009), conducted a study investigating the impact of the provincial ESL speaking examination at the secondary level in Quebec schools. The positive effect was demonstrated by teachers using more speaking performance tasks in their teaching, and by students expressing satisfaction in having individual practice in speaking. However, any positive washback is often overshadowed by negative washback. Lehrer, Schauble & (2010) suggested that washback was more complex than had been assumed. Lee, (2010).posited that "professional neglect of the backwash effect (what it is, how it operates, and its consequences) is one of the main reasons why new methods often fail to take root in language classes" (p. 14). Looking at the consequences of testing on teaching in a broad educational context, he stated that negative washback good language teaching more difficult. Lubienski, (2009) elaborated, saying that "for teachers, the fear of poor results, and the associated guilt, shame, or embarrassment, might lead to the desire for their pupil to achieve high scores in whatever way seems possible. This might lead to, 'teaching to the test,' with an undesirable narrowing of the curriculum" (p. 118). Chapman and Snyder (2000) in Luft, (2009)observed that "teachers' tendencies to teach to the test are often cited as an impediment to introducing new instructional practices" (p. 460). No matter what effect tests bring to classroom teaching and learning, it is expected that some form of change will occur

in classrooms. This expectation of utilizing a public examination as a “lever for change” (Pearson, 2008 pp. 348), however, may not necessarily be realistic. An example to illustrate this point in the study of the wash back impact associated with changes in Hong Kong Certificate of Education Examination in English with a view to bringing about a positive effect on classroom teaching. Her research findings indicated that the Hong Kong educational system responded quickly to the task-based and integrated approach to teaching and learning, during which changes in teaching materials took place. Nevertheless, the washback process occurred slowly with no fundamental changes in teaching methods. It is concluded that “using the examination as a change agent can change classroom teaching at the content level, but not at the methodological level” (p. iii). In order to achieve a genuine rather than superficial change in classroom teaching and learning, joint efforts need to be made in terms of teacher education, materials development, and support from various sources.

Textbooks

Textbooks represent the syllabus and dictate what should be taught in the classrooms. Teachers teach according to textbooks, students acquire language input mainly from textbooks, and achievement tests are designed based on the content of textbooks. Therefore, the indispensable role of textbooks cannot be underestimated. Just as Richards (2001) in Lee, Lewis, Adamson, et al (2011) claimed, “in many schools and language programs the textbooks used in classrooms are the curriculum” (p. 125, original italics). He further elaborated, If one wants to determine the objectives of a language program, the kind of syllabus being used, the skills being taught, the content the students will study, and the assumptions about teaching and learning that the course embodies, it is often necessary to

look no further than the textbooks used in the program itself. (p. 125) to him, textbooks and commercial materials represent the hidden curriculum of many language courses. Indeed, textbooks occupy a dominant position in the school system, regardless of the courses being taught at various levels.

Textbooks are believed to have a positive impact on teachers and their classroom teaching during curriculum implementation (Harmer, 2011; McDonald, & Songer, 2008). As far as teachers are concerned, the benefits of using textbooks are as follows: time advantage and access to more choices of professionally produced resources (McDonald, & Songer, 2008)), relieving them from the pressure or searching for original materials (Harmer, 2011), and providing a guide to teach more effectively. Harmer (2011) reported teachers' views from a survey about the facilitating role of the textbook, stating, "it [textbook] 'saves time, gives direction to lessons, guides discussion, facilitates giving of homework,' making teaching 'easier, better organized, more convenient,' and learning 'easier, faster, better.' Most of the entire textbooks provide confidence and security". Especially for inexperienced teachers, textbooks and teachers' guides can function as teaching training manuals. In ESL courses, these textbooks provide detailed advice on approaches to grammar teaching in a communicative class, strategies for error correction, the philosophy of process writing and how to implement it (useful information that goes well beyond the context of a particular text. With respect to students, textbooks provide an orientation to their learning program, helping them understand what they will be studying, in what sequence, and how much material needs to be covered in the course of their learning.

However, textbooks are also criticized as an impediment to teacher development. Harmer (2011) summarized three potential hindrances caused by teachers' use of textbooks. First, it

can absolve teachers of responsibility, because, “instead of participating in the day-to-day decisions that have to be made about what to teach and how to teach it, it is easy to just sit back and operate the system, secure in the belief that the wise and virtuous people who produced the textbook knew what was good” (McLaughlin, Talbert, 2010)). Second, textbooks can lead to “the unjustifiable attribution of qualities of excellence, authority, and validity to published textbooks. This may result in teachers failing to look at textbooks critically; they may assume that teaching decisions made in the textbook and teaching manual are better, superior, and more valid than those made by them. Third, teachers’ use of textbooks may lead to “a reduction of the level of cognitive skills involved in the teaching if teaching decisions are largely based on the textbook and the teacher’s manual” (p. 132). No matter what positive or negative impact textbooks bring to classroom teaching, McNeill, & Krajcik, (2008) in his review of research on textbook use, concluded that use of textbooks depends on the teachers’ experience and on the subject matter being taught. For ESL teaching, the use of textbook and its influence on teaching and learning is different from EFL teaching due to the difference of language learning context, materials used, teaching approaches promoted, and teachers’ pedagogical values held. What is unfortunate is the relatively low number of empirical studies conducted on how teachers use textbooks and the extent to which their teaching is influenced by textbooks. Harmer (2011) called for a “deconstruction” and “reconstruction” in this regard, proposing that teachers approach textbooks with the expectation of deletion, adaptation, and extension of content to meet both students’ needs and their own teaching style. “In this way, the potential negative impact of using textbooks can be minimized and they can find their rightful place in the educational system; namely, as resources to support and facilitate teaching rather than dominate it” (p.

140). However, in the Chinese tertiary context, textbooks are compiled by a government-appointed panel of experts according to the prescribed curriculum. Approved textbooks are written to align with the mandated syllabus and are also tied to national or university assessment (Metz, 2009)). EFL (English as First Language) teachers have little autonomy in daily classroom instruction but rely exclusively on textbooks; teaching is text-centered(Margel, Eylon, & Scherz, 2008)

2.6.3 Teacher Training and the Hausa Language Teacher

In order that curriculum policy is translated into practice and to ensure that successful implementation and continuity of any curriculum innovation exists in the classroom, it is paramount that teachers receive in-service training and provision of ongoing support and professional development (White, 2003) in Donnelly & Sadler (2009). AsDuncan, Pilitsis, & Piegaro, (2010) put it, without teacher professional development there can be no curriculum development.Richards and Farrell, (2005) in Duncan, Pilitsis& Piegaro, (2010) claimed that ongoing in-service training and professional development constitute important components of any projected implementation. In-service training focuses on teachers' responsibilities and is aimed toward short-term and immediate goals, whereas professional development seeks to facilitate growth of teachers' understanding of teaching and of themselves as teachers(Archer, DeWitt, Osborne, Dillon et al 2010).

A considerable number of conceptual and empirical studies have been carried out to illustrate the importance of teachers' in-service training and professional development in assisting teachers with their implementation of curriculum innovation. Analyzing 15 empirical studies conducted in the 1970s, Fullan and Pomfret (2007) in Duncan, Rogat &

Yarden (2009) concluded that in-service training was a factor in seven studies. These studies indicated that teachers who received intensive in-service training had a higher degree of implementation than those who did not. In the EFL context, in-service training is deemed especially critical in successfully carrying out a proposed curriculum (Cheng and Wang, 2004; Li; Wang and Han, 2002) in Adadan, Irving, & Trundle (2009), such as when the innovative communicative approach is introduced into the local institutions. Li (2008) conducted a survey among 18 South Korean secondary school teachers who studied at a Canadian university in the summer of 1995.

The exploration of teachers' perceived difficulties in introducing the communicative language teaching (CLT) in South Korea revealed the main barrier to be teachers themselves. These teachers identified six major constraints preventing them from using CLT: deficiency in spoken English, deficiency in strategic and sociolinguistic competence, lack of training in CLT, few opportunities for retraining in CLT, misconceptions about CLT, and little time and expertise for developing communicative materials. The majority of the reasons are connected with teachers' lack of in-service training to "retrain and refresh themselves in CLT". Without such professional upgrading, it was found to be almost impossible for these Korean EFL teachers to implement communicative activities in their classroom. Li's study was thorough and extensive, but seems too close-ended in its questionnaire design to obtain in-depth information. The majority of the questionnaire items required yes/no answers, leaving teachers little chance to elaborate. Though interviews were also conducted, the responses from participants fell into the preset perceived-difficulties categories the researcher devised. In so doing, the researcher failed to explore in depth the challenges the participants faced in putting CLT into classroom practice. A study conducted by He (2008) involving 35 Chinese

EFL teachers from 11 tertiary institutions demonstrated the same concern. Her investigation into the Chinese experience with implementing the College English Teaching Syllabus indicated that “the current apprenticeship-like teacher training system has done little in changing teachers’ perceptions and their instructional behaviors” (p. 326) when translating the innovative syllabus into classroom practice. He (2008) case study about the adoption of process writing was carried out with eight secondary EFL teachers in Hong Kong and resulted, however, in the finding that the implementation of the process writing approach could be assisted by teacher training. Utilizing a survey on a small sample, he analyzed factors shaping the implementation with elicitation and categorization of compatible and incompatible teacher factors and contextual factors.

They found that teachers varied in their attitudes toward the introduction of process writing in initial training sessions. However, Anikweze (2011), Aucejo, Teresa (2013) cast doubt upon the usefulness of in-service training. He pointed out that one of the beliefs extant in general in-service training is a misconception, in that attending a training course does not necessarily improve teachers’ practice. This unrealistic expectation of what training courses can offer fails to take into consideration teachers’ beliefs, attitudes, and other factors. They asserted that “attending a course is only one part of a complex process in which theory becomes translated into practice” (p. 53). This in-service training, albeit an important one, must also be connected with other teacher professional development activities Morris’ (2011) and Ballou, (2009) study also revealed teachers’ difficulty in using a new teaching approach after in-service training. During the training session which intended to wean economics teachers from a product-based transmission approach to a more process-oriented

interpretation one, teachers, when surveyed, expressed favorable attitudes toward the new curriculum.

However, when observed in their classrooms, teachers in general reverted to their former transmission type of teaching and did not implement the innovative approach. The in-service training teachers attended was not apparently seen by the teachers as useful, and therefore did not facilitate the enactment of the new approach.

The Hausa Language Teacher

Education is the bedrock of development in every society. The Federal Republic of Nigeria in the National Policy on Education (FRN, 2004) articulated what the curriculum of the various levels of education in Nigeria should be. It is through education that countries all over the world compete favorably, socially and economically with one another. It is therefore a fertile ground on which laudable ventures such as a lasting culture of peace and care for planet earth can be achieved. Anikweze (2011) is of the view that education should serve as a vehicle for enthroning a culture of reform. And teachers occupy a very vital position in educational process of any country. Therefore teachers need to be trained and retrained. In the teaching profession, the teacher constitutes a critical factor in the success of any educational system. Many laudable educational initiatives have failed mainly because they did not take due account of the "teacher factor". The quality of the teacher, to a large extent, determines the quality of the educational system (Rogers 2010, Boyd, Lankford, Loeb, Ronfeldt, & Wyckoff, 2011)). It should be recognized that, production of quality teachers will enhance the consolidation of educational system in Nigeria. Therefore, training and re-

training of teachers in English language will enhance quality teaching and better teachers' productivity and consolidation of the Nigerian educational system.

And this is the reason why in any developing country, there is an ever increasing need for re-training of teachers in order to facilitate efficient and effective implementation of curriculum for teaching productivity and functional Nigerian educational system. The rate of academic development and the increasing demand with regards to knowledge require a constantly and regularly updated teaching workforce that is, teachers that are professionally trained and have acquired skills with regard to the changing job content and environment. To meet these requirements, teacher training must become a life-long process. Also, effective and functional curriculum implementation involves professionally trained teachers because they constitute the vital force as part of the implementers of the curriculum at every stage of the educational programme. Therefore, teachers are important factor in educational development. The quality of teachers determines the quality of their output. As such, no educational system can be consolidated without the development of the teachers that will implement the programme.

The National Policy on Education (2008); section 8, stated that "in-service training shall be developed as an integral part of continuing teacher education and shall also take care of inadequacies..." The policy stressed the importance of in-service training and further stated that "efforts towards the improvement of quality education at the primary and secondary levels shall include regular in-service training programmes for teachers and head teachers".

These two policy statements underscore the necessity of regular training and re-training of teachers for consolidating the Nigerian educational system. This will enhance continuing teacher development and improvement of the quality of education offered to learners at

primary and secondary levels. It is also a pointer to the fact that education, even for teachers, is a continuous and life-long process.

Therefore, it is hoped that effective management of teachers through provision of funds, redistribution of teachers among schools, and re-training will not only improve the quality of education and consolidate the educational system; but that the curriculum for the Nigerian schools will be effectively and efficiently implemented towards the fulfillment of educational goals and objectives.

Efficient Curriculum Implementation needs Qualitative Teaching Outcome. The nature of the Hausa NCE curriculum and the high expectations on Hausa NCE graduates necessitates the training and re-training of specialist teachers, especially in Hausa Language. It should be noted that, there had been a rush for the expansion of facilities for training Hausa language teachers in Nigeria since the late 1970s and between 1977 and 1985, efforts have been geared towards the raising of the quality and quantity of manpower needs for the efficient implementation of the curriculum and qualitative teaching outcome (Polman & Miller, 2010). Teachers' productivity is an important factor in educational development and also a vital factor in consolidating the Nigerian educational system. Re-training of teachers determines the quality of the out-put and no nation can progress without the effective development and management of teachers (Musset, 2012, Chetty, Friedman, & Rockoff, 2014)). Therefore, training and re-training of Hausa language teachers and all other subject teachers as a pre-condition for functional educational system in Nigeria is very necessary because Hausa is a functional language and has so many aspects which every qualified Hausa language teacher should be able to master for effective teaching productivity.

The enhancement of qualitative teaching outcome will involve the improvement of the quality of Hausa language teachers to meet the needs of the learners, fulfill educational goals and satisfy the need of the society at large.

The major problem militating against the smooth running and consolidation of Nigerian system of education is the implementation. This may be due to lack of certain resources either human or material. There are some problems aligned with the 6-3-3-4 system of education; these include the curriculum problem. Although there is a well-defined curriculum on paper for the programme, but one cannot at present talk of good outcome of this system; especially in the lower secondary school education since the inception of the programme. And this is exactly the case with NCE Hausa language curriculum implementation.

There is also the problem of accommodating students who have finished the first section of the secondary school system. Lack of classrooms, technical workshops, laboratories, and other needed materials make it impossible to implement to the letter what was written in the curriculum. Also, are the problems of getting well-trained teachers to install some educative machines for effective teaching and learning and the idea of using the foreign technicians' results to heavy spending on the part of the government. More importantly, is the mixing of the old 6-5-4 system of education with the new system. This has complicated the whole system even the curriculum. It is difficult to explain the idea of junior and senior secondary schools to the populace. These and other problems hindered the smooth running of the Nigerian educational system.

Teachers' productivity is an important factor in educational development and also a vital factor in consolidating the Nigerian educational system. Training and re-training of teachers determines the quality of the out-put and no nation can progress without the effective

development and management of teachers. A teacher of Hausa language is a person who consciously and deliberately organizes systematic instructions for learners. Therefore, her competence, effectiveness and efficiency in the teaching of the subject constitute a critical factor in the success of the Nigeria educational system.

Rogers, Abell, Marra, Arbaugh, et al (2010) observed and identified "inappropriate and irrelevant curriculum" as a major factor hindering the achievement of educational goals (pp. 8). Dada (2009) advocated for curriculum innovation, he said "when curriculum is not achieving what is expected to achieve and when the conditions for which a curriculum was established have changed considerably, then achieving qualitative teaching outcome will be hindered" (pp. 105).

It should be realized that basic education must be tailored towards meeting the needs of the learner and the community in which he/she lives. Teaching and learning of Hausa language will not count for much, if it cannot equip the beneficiaries with skills for lifelong learning and the survival of the educational system in Nigeria. Therefore, the NCE Hausa language curriculum should be carefully enriched implemented in order to integrate the learner into the community rather than to alienate the learner from the community. Hence, the urgent need to develop and enrich Hausa language curriculum to ensure that they meet individual, community and nation needs as well as consolidating the educational system. Enriching curriculum for functional and qualitative teaching outcome will bring new challenges and improvement to technological advancement that is related to language teaching and appropriate language skills.

Nigeria Certificate in Education Hausa language curriculum should include research development; research has not been given its well-deserved attention in the area of

curriculum development and implementation. Efforts must be made to accord priority to research as a catalyst for change and teachers' effectiveness and productivity in teaching Hausa language as well as in other subjects. These and other factors will help in consolidating the educational system of the nation.

Other educational resources constitute input into the educational systems that determine largely the implementation of any educational programmes and invariable objectives attainment. This was considered in terms of quantity and quality of the available human resources and the availability, adequacy and relevance of material resources for the programme in order to implement and achieve these lofty objectives of whatever programme of education at colleges of education, the National Commission for Colleges of Education (NCCE) which is the government regulatory and supervisory agency for the colleges of education in Nigeria stipulates the minimum standards of course offering and resource inputs that need to be available for the establishment and administration of education programme at that level. The NCCE (2008) classified resources in business education into the following: Physical Facilities (this includes classrooms, staff offices, libraries, language laboratories, model offices and cultural villages), Equipment and Supplies (this includes the computers, photocopiers, tape-recorders, headphones, stapling machine and others), Personnel (this includes the lecturers, instructors, technologists, and other support staff).

Instructional resources are important aspect of these resource inputs. Instructional resources according to Ugwuanyi and Eze (2008) are those basic requirements that aid and facilitate effective school teaching and learning. Instructional resources comprise human beings (teachers), facilities and equipment for teaching and learning. In language education, instructional resources include the language educators (teachers), language laboratories,

culture studios, model offices, facilities such as classroom, library, as well as equipment such as computers, among others. For the purpose of this study however, instructional resources are classified as follows; lecturers, physical facilities (such as classrooms, libraries, language laboratories, culture studios, model village, staff offices), equipment and supplies in the language laboratories, equipment and supplies in the cultural village, equipment and supplies in the cultural room.

2.6.4 Internal Factors Affecting Curriculum Implementation

This section focuses on three themes from the literature review. They are: teachers' beliefs and decision-making in curriculum innovation (Farrell, 2009; Roychoudhury, & Rice, 2010)); teachers' attitudes towards curriculum innovation (Roth, Tobin, & Ritchie, 2008)); teachers' knowledge, understanding, and ownership of curriculum innovation (Carless, 2009a; Palmer, Saka, Southerland, & Brooks, 2009) as well as teachers' involvement and participation in innovation (Howes, Lim & Campos, 2009)). Other internal factors also emerged in researchers' discussion. They are teachers' learning/educational background (Carless, 2009a), teachers' age and teaching experience (Carless, 2009a;), teachers' personal concerns, teachers' perceived support for the change, alleviation of fears and uncertainties associated with the change (Hsu, 2008), and teachers' preparatory time in getting ready for the change which are recognized but not further discussed.

2.6.5 Teachers' Beliefs and Decision-Making in Curriculum Innovation

Teachers' beliefs have been described by Rosebery, Ogonowski, DiSchino, & Warren (2010) as "tacit, often unconsciously held assumptions about students, classrooms, and the academic material to be taught" (p. 65). Teachers' beliefs are related to their classroom

practice(Bennett, Hogarth, Lubben, Campbell, & Robinson, (2010) and Berti, Toneatti, & Rosati (2010) emphasized that there is a “strong relationship between teachers’ educational beliefs and their planning, instructional decisions, and classroom practices” and that “educational beliefs of pre-service teachers play a pivotal role in their acquisition and interpretation of knowledge and subsequent teaching behavior” (p. 328). Palmer, (2003) in Kanter (2010) argued that teachers’ beliefs are likely to influence their future behavior. Nevertheless, Palmer, (2003) in Kanter (2010) pointed out inconsistencies between teachers’ beliefs and their practices. These inconsistencies reflected the complexities of the classroom reality and implied that “contextual factors can have powerful influences on teachers’ beliefs and, in effect, affect their classroom practice” (p. 53).

Discussing the logic of implementation, Ingersoll, & Strong (2011), Chetty, John, Friedman, & Jonah, (2014) claimed that implementation actually necessitates changes and adjustments in the belief systems of teachers in three aspects, and in succession; first materials, then teaching approach, and finally beliefs. They firmly contended that change in beliefs is much more difficult and time consuming to bring about than changes in materials and teaching methods. Palmer, (2003) in Kanter (2010) echoed this, saying that since teachers’ beliefs are deeply entrenched, they are generally stable and resistant to change, and that they reflect the nature of the instruction the teacher provides to students. Even teacher education programs may not exert much influence toward their change of beliefs. Brown, & Spang (2011) asserted that “students [student teachers] bring beliefs to teacher education programs that strongly influence what and how they learn, central beliefs are more difficult to change” (p. 103). As well, Shavelson and Stern (2011) argued that what teachers do in their classroom practices is shaped by what they think, and that teachers’ theories and beliefs serve as filters

through which instructional judgments and decisions are made and which others' teaching performances are interpreted (Kirch, 2010). Krajcik, McNeill, & Reiser (2012) stated the importance of the teachers' beliefs on their practice of language teaching, saying, "the teacher's beliefs, assumptions and knowledge play an important role in how the teacher interprets events related to teaching (both in preparation for the teaching and in the classroom), and thus affect the teaching decisions that are ultimately made" (p. 184).

Teachers' classroom practice is especially influenced by their beliefs and other factors. Berti, Toneatti, & Rosati, (2010) illustrated this by his longitudinal study of two in-service ESL teachers in a Canadian university who taught the same ESL course but held different theoretical orientations. One teacher had a "curriculum-based" view of teaching; whose decisions related to the implementation of classroom activities were based on what curriculum set out. The other teacher had a "student-based" view, whose decisions were based on the particular group of students in the classroom. This author found that the decisions made in planning and carrying out the course were consistent with deeper underlying assumptions and beliefs about language, learning, and teaching; yet each teacher's decisions and beliefs differed dramatically from the other along a number of specifiable dimensions (p. 4).

To see how pre-service teachers' beliefs about teaching grammar were unlocked through the use of a reflective assignment, Farrell (2009) conducted a case study in 2007 among 34 Bachelor of Arts year-4 students taking a grammar methods course at the National Institute of Education in Singapore. Student teachers were given three assignments: past experience reflection on learning and teaching English grammar in schools, a detailed lesson plan on grammar structure teaching, and a final reflection paper on conceptual change process of

grammar teaching. Farrell (2009) intended to make these pre-service teachers “consciously articulate and examine their beliefs about the role of grammar in English lesson” (p. 5). Also, the author made the students more aware of their own approaches towards teaching English grammar. This consciousness-raising is the first important step to conceptual change.

In a longitudinal study exploring changes in teachers’ beliefs about second language learning, Peacock (2001) in New Zealand Teachers Council (2011) surveyed 146 trainee ESL teachers over their three-year programme at the City University of Hong Kong. The author assumed that some mistaken ideas held at the beginning of their B.A. TESL programme would be changed after they studied TESL methodology. Disappointingly, compared with experienced ESL teachers, some negative beliefs of these pre-service ESL teachers changed very little over their three years of study. In other words, no significant changes were found. Many of the third-year trainees still held that learning a second language means learning a lot of vocabulary and grammar rules, which is in apparent conflict with the communicative approach advocated in Hong Kong schools. Peacock’s survey results reinforced his assumption that ESL teachers’ beliefs are slow or very slow to change, and those teachers’ beliefs are very difficult to change.

2.6.6 Teachers’ Attitudes towards Curriculum Innovation

Teacher change, particularly changes in their attitudes towards innovation, has been considered crucial in promoting successful curriculum implementation in the classroom. Hargreaves (2009) claimed that “change in the curriculum is not effected without some concomitant change in the teacher.” In their critique of literature on teacher change, Richardson and Placier (2001) in New Zealand Teachers Council (2011) maintained that “teacher change is not entirely an individually determined, psychological phenomenon” (p.

922). Rather, it is shaped by the social contexts where they work. Carless (2009a) also mentioned that teachers' attitudes are derived primarily from their own experiences as learners, their professional training, their teaching experiences, their interaction with colleagues, and the cultural values and norms of the society in which they live. Therefore, whether teachers change their attitudes or not is decided by many intertwining forces characteristic of these teachers and their social context.

Although teachers' attitudes are essential in ensuring successful innovation, they are very often resistant to change. Waugh and Punch (2000) in Honeyfield, Fraser, Shaw, Reid, et al (2010) argued that barriers or resistance to change are likely to take place if the innovation is incompatible with teachers' existing attitudes. In a comprehensive model of how to implement change, they identified the following variables-teachers' personal cost appraisals of the change, practicality of the new educational system in the classroom, perceived support for teacher roles at school, alleviation of fears and uncertainties associated with the change, and perceived expectations and beliefs concerning the important aspects of the change-as substantial elements. The authors said that basic attitudes to education in particular have a strong effect on teacher receptivity to the change in the implementation stage supported this argument by Sliwka (2014) claiming that "at the point of implementation, it is not easy to change educational principles and methods which are well entrenched and sanctified by tradition" (p. 3).

Looking into the characteristics of teachers' attitudes towards teaching approaches in Hong Kong secondary schools, Morris (2008) reported the results of a research project on curriculum innovation in an economics program. In contrast to the old and traditional teaching approach which centers on the transmission of information and rote learning, the

new approach is student-centered, with the intention of transforming the educational ideology and bringing about a radical change in teacher behavior. However, the research findings revealed that “imported innovations produce a façade of change but have little effect on classroom process” (Morris 2008, p. 43). In fact, teachers in general did not employ the new approach in classroom practice despite the fact that they expressed attitudes favorable to the approach.

In language education, Schwarz, Reiser, Davis, Kenyon, & Achér (2009) took a similar perspective to examine the gap between teachers expressed attitudes towards the communicative approach and their classroom practices. She investigated 14 EFL teachers in Greek public secondary schools using a Likert-type attitude scale. Her attitude scale consisted of statements covering the main aspects of the communicative learner-centered approach: group work, error correction, the place and importance of grammar, the needs of students, the role of the teacher and the learner. The scores revealed that teachers on the whole held favorable attitudes towards the communicative approach. However, classroom observations and interviews told a different story, indicating that teachers deviated “considerably from the principles of the communicative approach”. In the actual classroom, most lessons conducted were teacher-fronted and grammar-oriented; pair work or group work activities were rarely implemented; teachers followed an eclectic approach, using both traditional and communicative approaches in their classrooms. Karavas-Doukas (2006) in Schwarz, Reiser, Davis, Kenyon, & Achér, (2009) finally concluded,

Teachers’ inability to cope with the demands of the innovation as a result of their inadequate training, the incompatibility of the innovation with teachers’ teaching/learning theories, and the failure of the innovation to cater for or mesh with the realities of the classroom and wider educational context were

found to be important causes of teachers' resistance or rejection of the innovation, (pp. 65-66).

Since teachers' attitudes have been used by curriculum developers as the primary indicators of whether reforms are successfully implemented or not (Morris, 2008), exploring whether teachers change their attitudes and what, how, and why they do so seem not only necessary but also vital in bridging the gap between curriculum design and its implementation. At present, two conflicting views exist with regard to the first concern. While some studies have indicated that teachers' attitudes can sometimes be changed, other studies have demonstrated contrary findings.

In a major review of teachers' attitudes towards innovation, Stern and Keilslar (2007) in Shaw, Bunch Geaney et al (2010) stated that "teachers involved in the curriculum planning process have more favorable attitudes towards the implementation of the subject courses than those who were required to represent programmes over which they have no control" (p. 64). They contemplated that teachers' attitudes can be changed through training programmes, although certain attitudes are more resistant to modification than others. The two authors also put forward some guidelines to facilitate teachers' attitude change. They were: creating an acceptable environment, encouraging teachers' involvement in innovation, giving teachers responsibility and commensurate authority, setting role models, offering incentives, and providing teachers with adequate preparation time.

Stevens, Delgado & Krajcik, (2010) refuted the claim that "teachers, even with training, do not change the way they teach, but continue to follow the same pattern of teaching". From surveys and interviews, they found that teachers do change, but this change process seemed "slow, gradual, incomplete, partial, ongoing, and evolutionary" (p. 276). To her, teachers do not always implement the desired changes within a short period of time.

Therefore, anyone who wishes to collaborate in the process of teacher innovation, must be patient, receptive, supportive, and accepting of *partial change*” (p. 277, original italics).

Gahin and Myhill (2001) in Zhang, Passalacqua, Lundeborg, Koehler & Eberhardt, (2010) conducted their empirical study using a sample of 120 EFL teachers in Egypt to explore their attitudes towards the communicative approach (CA) versus the traditional grammatical approach in teaching. The quantitative data revealed no statistically significant differences between participants according to age and gender, but there were some clear differences according to teachers’ teaching experiences and in-service training attendance. The experienced EFL teachers and their less experienced counterparts were found to be different in their attitudes towards communicative language teaching. Less experienced teachers favored instructional strategies consonant with communicative approaches. These would include focusing on fluency rather than accuracy; use of collaborative activities and audio-visual materials; and avoidance of the mother tongue in class. With respect to the importance of in-service training, results indicated that teachers who had attended training courses were significantly more likely to make use of audio-visual materials as an authentic source of language input. This suggests that training seems to have a positive effect on teachers’ attitudes consonant with the CA. The research findings also highlight that experienced teachers tend to hold the least favorable attitudes toward the newer, more communicative approach. Therefore, the authors called for a shift in in-service training to be targeted toward experienced teachers, rather than the newly-qualified teachers.

2.6.7 Teacher Qualification and Student Learning Outcomes

Qualifications of teacher play an important role in teaching but professional education or training is more important in teaching, because a trained teacher can teach better than an un-

trained teacher. Generally, it is claimed that a trained teacher knows well how to teach effectively. Zhang, Scardamalia, Reeve, & Messina, (2009) on the importance of teacher training writes that the schools could not succeed without trained teachers. In accomplishing teaching as a responsible profession, he also specifies the general areas of study in teacher education. Usman (2004) in Van Rens, Pilot, A., & Van der Schee, (2010) also states that competency is knowledge, skill or characteristic we want students to acquire. If a trained teacher teaches the students, the performance of the student would be good because in the process of education, the teacher is considered the most crucial element. There is a direct relationship between the qualification of the teacher and the performance of the students besides other factors. Effective teaching is therefore necessary for effective learning.

Teachers' subject area certification or authorization is one of the teacher qualifications most consistently and strongly associated with improved student achievement, especially in middle and high school mathematics (Betts, Zau, & Rice, 2003, Cavalluzzo, 2004, Goldhaber & Brewer, 2000 in Zembal-Saul, 2009)). Urhahne, Schanze, Bell, Mansfield, & Holmes, (2010) also indicates that highly qualified teachers, or those with both full certification and demonstrated subject matter competency, are associated with increased elementary and middle school achievement in reading, science, and social studies as well as in mathematics.

While there have been no studies that directly estimate the effects of pre-service education or in-service professional development on a teacher's contribution to achievement of students in Hausa, a number of studies investigate the relationship between the training of teachers and their classroom practice (Sindelar, Daunic, & Rennells 2004; Nougaret, Scruggs, and Mastropieri, 2005 in Varela, Pappas, Kane, Arsenault, et al 2008). Using observations of classroom performance and principal ratings, Varelas, Pappas, Kane, Arsenault et al (2008)

find that graduates of a traditional special education teacher program had superior classroom practices compared with their counterparts from a university-district partnership and from a district “add-on” programme. Windschitl, Thompson, & Braaten (2008) find similar results indicating that traditionally licensed teachers are better than emergency licensed teachers on several dimensions such as planning and preparation, classroom environment management, and instruction.

Teachers’ qualifications encompass teachers’ scores on tests and examinations, their years of experience, the extent of their preparation in subject matter and in pedagogy, what qualifications they hold in their area of expertise, and their on-going professional development. Student learning is taken simply as the gain scores students attain on achievement tests. Penuell, Fishman, Gallagher, Korbak, & Lopez-Prado (2009) went on to posit the relationship between teacher qualification and student learning as the percentage of variance in student scores accounted for by teacher qualifications when other variables are held constant or adjusted. Research on the performance of the general student population has produced a general consensus that the most important school-based determinant of student achievement is teacher quality (Rockoff, 2014; Krajcik, McNeill, & Reiser, 2012, Harris & Sass 2008).

In many countries, teacher qualifications that are considered to be related to student learning have become targets of education reform. However, the nature of this reform is under debate. Some perceive the main problem to be the low academic and cognitive level of those who go into the teaching profession and call for policies aimed at attracting more capable candidates through shorter, less regulated alternative routes (Thendu, 2011a, 2009b, Goldhaber & Brewer, 2009; United States Department of Education, 2012). Others view the problem

mainly as the result of inadequate teacher preparation and call for the “professionalization” of teacher education by making it longer, upgrading it to graduate programs, and regulating it through mechanisms of licensure, certification, and promotion aligned with standards (Darling-Hammond, 2012, Darling-Hammond, Berry,& Thorenson, 2010; Darling-Hammond, Chung, & Frelow, 2012)

The impact of these different approaches on student learning have been explored in several meta-analytic studies based mainly on United States data but also drawing from the databases of other countries (Darling-Hammond,2012;Wanjiru, 2008 Santiago, 20012; Wayne & Youngs, 2013). Other relevant studies have drawn more on local sources of data and have been targeted at specific (country-based) policies (Merrill, Marsh, Stafford, 2014; Wilson, Darling-Hammond, & Berry, 2011). In Israel, too, teacher qualifications have become the target of several recent reforms, such as those announced by different teacher unions, the National Task Force for the Advancement of Education in Israel (Ingersoll, 2011), and the Committee of the Commission for Higher Education (Ariav, Olshtain, Alon, Back, Grienfeld, & Libman, 2016). The reforms suggested in Israel are more in line with the advocacy to professionalize teacher preparation. All suggestions thus far envision improving the candidate selection process, upgrading the disciplinary preparation of teachers, opening advanced degree Master of Education (M.Ed) or Master of Teaching (M.Teach) programmes, and providing opportunities for professional development.

Different educationists explained effective teaching in their own way. According to Handler (2010), effective teaching is a mode that produces inquiring, considering and seeking out at the correct or incorrect results and ability in teaching. It is just like plugging in the field for the sake of good crop. Mode of effective teaching is a function of a large number of variables

e.g. standards of teaching, what you like to teach, what do you want your students to learn, how much time is available and what is the frame of teaching.

Essential components of good teaching, Carl (2009), Verma, (2012), Chetty, John, Friedman, Nathaniel, et al (2011) described seven stages of good teaching as objectives, preparation, presentation, reception, assimilation, assessment and feedback. King'ori (2012), Cunha, Flavio, James & Heckman. (2008) says that a research has been done to prove the relationship between the student performance and teachers qualifications and quoted one example from research that over 15 years' interest in students' performance and teacher qualification has intensified among education policymakers and teacher. During this time period, research has accumulated that links student achievement to the qualifications of teacher" The researcher found it imperative to ascertain this relation in Pakistani perspective.

2.7 Provision for the Implementation of Hausa Language Curriculum

Curriculum implementation entails putting into practice the officially prescribed courses of study, syllabuses and subjects. The process involves helping the learner to acquire knowledge or experience. It is vital to note that curriculum implementation cannot take place as the learner acquires the planned or intended experiences, knowledge, skills, ideas and attitudes that are aimed at enabling the same learner to function effectively in a society (University of Zimbabwe 1995:8). This implies that curriculum implementation takes place in the classroom. That is why Melissa (2012) sees curriculum implementation as the classroom efforts of the teacher and the learner in executing the planned curriculum. When the teacher is delivering a lesson, he/she is implementing the curriculum because several lessons make up a unit of instruction and several units make up a scheme of work, several schemes of work make up the syllabus and several syllabuses make up the curriculum (Offorma, 2004a) as

cited by Marianne (2012). So, in the long run, the first lesson that is taught in the class room is the beginning of the implementation of the curriculum in the course.

According to Amadi (2003:17) in Dee, & Wyckoff, (2015) curriculum implementation can be defined as:

that stage in the curriculum process and system whereby all the relevant curriculum input are brought into direct contact with the learners through a wide variety of activities, so that learning experiences and mastery can be maximized at a minimal cost.

According to Obasi and Ajeka (2007) in Marianne (2012) curriculum implementation is the weaving together of the subject matter and method to produce desired learning activities which lead to the relevant learning outcomes. They believe that the main focus of implementation is the learner, while the most important person in curriculum implementation is the teacher.

Implementation is the instructional phase of the curriculum. After the selection of the objectives, content, method, resources and evaluation procedures, the teacher puts into action his/her plans. The teacher selects the activities and strategies he/she would use to execute the plan. This is implementation and it is at the classroom level. All the activities engaged in by the teacher and the learners for the attainment of the stated objectives are classified as implementation. During implementation, the teacher employs various pedagogical materials such as textual materials, pictures, real objects, recorded cassettes, video and television, computers and internet facilities to mention but a few. He/she also applies some strategies such as songs, drama, simulation, demonstration, use of examples, questioning, excursion etc, to ensure effective implementation of the plan. The main purpose of implementation is to promote learning. Each time the teacher engages in some activities which focus on the

attainment of the objectives, he/she is implementing the curriculum. It is very important to monitor the learner's behaviors during implementation to ensure that the learner's interaction with the learning environment is purposeful and leads to acceptable change in behavior (Offorma, 2004) in Marianne (2012). Guga and Bawa (2012) believed that curriculum implementation is the actualization and concretization and making real the planned curriculum. It is the actual use of curriculum plan. They further argued that curriculum implementation is the critical phase in the cycle of planning and delivering a curriculum.

Curriculum implementation refers to what actually happens in practice as compared to what was supposed to happen. Curriculum implementation includes the provision of organized assistance to staff in order to ensure that the newly developed curriculum and the most powerful instructional strategies are actually delivered at the classroom level. There are two components of any implementation effort that must be present to guarantee that the planned changes in curriculum and instruction succeed as intended. Understanding the conceptual framework of the content /discipline being implemented; and organized assistance to understand the theory, observe exemplary Demonstrations have opportunities to practice and receive coaching and feedback focused on the most powerful instructional strategies to deliver the content at the classroom level (Bandeke & Faremi, 2012:16). Therefore, Hausa curriculum implementation is the concretization, actualization and practicalization of the intended educational outcomes of the Nigeria Certificate in Education Hausa language curriculum. It is the actual putting into reality the blueprint of the planned curriculum or the refinement of the conceived Hausa language curriculum (Guga & Bawa, 2008)

2.7.1 Resources for Curriculum Implementation

Resource support in terms of human, material, and financial has been considered indispensable in determining the successful implementation of an innovation (Carless, 2009a) Mata (2012) asserted, Change demands additional resources for training, for substitutes, for new materials, for new space, and, above all, for time. Change is “resource-hungry” because of what it represents—developing solutions to complex problems, learning new skills, arriving at new insights, all carried out in a social setting already overloaded with demands. Such serious personal and collective development necessarily demands resources. Carless (2009a) considered teaching materials a crucial resource in the promotion of innovation. He claimed that material support can help minimize the extra workload associated with innovation, and in particular can provide vital support for untrained and inexperienced teachers who have weak subject knowledge. Curriculum Framework for Teacher Education (2009) found that a significant level of human resource support was important, and that innovations attempted would not have been possible without proper financial support. Seiffert, (2013) contended that the problems of resource insufficiency are not likely to be solved by providing only more money. More importantly, human support in terms of personnel training and administrator and peer support are believed to maximally increase the smooth implementation of innovations. Li (2008), Dobbie, (2011) found that Korean EFL teachers perceived insufficient funding and lack of in-service training support as roadblocks to implementing communicative approach in their classrooms. Furthermore, Berman and McLaughlin (2000) in Seiffert, (2013) found that human support from principals and other teachers increased the chances of successful implementation.

2.7.2 Office Accommodation for Hausa Lecturers and the Hausa Model/Cultural Village

The importance of office in an organization cannot be overemphasized. In the academic circle, the office is more than a home. It is described as a second home for teacher because much of the academic time is spent in the office engaging in one form of research, preparing for lecture, attending to students and the likes.

Books and Library: The most used of self-instructional facility has been the book. The book is still the most economical, most easily accessible and means of conveying information and ideas, considering the cost, size and operating problems of most instructional media. It is indeed the primary and basic sources of information and idea in business education. Altbach in Owoeye and Yara (2011) opined that, nothing has ever replaced the printed words (book) as the key element in the educational process and as a result, textbooks are central to schooling at all levels. In schools, book's collections are found in the library. The library is a repository and/or reservoir of books, tape, newspapers etc for people to read study or borrow. The chief purpose of library is to make available to students, teachers and researchers at easy convenience, all books, periodicals and other reproduced materials which are of interest and value to them. The importance of library has been demonstrated by the government in the National Policy on Education (FRN, 2009) when it states that every state needs to provide funds for the establishment of libraries in all her educational institutions. **Language laboratory and culture Studio:** Language laboratory and culture studio have been conceptualized as rooms or buildings specially built for teaching by demonstration of theoretical phenomenon into practical terms. Laboratory and studio are essential to the teaching of language education and the success of some of its courses is much dependent on

the laboratory/studio and the provisions made for them. The teacher assumes a position of disperser of knowledge with the laboratory/studio serving the function of drill or verification and at the other extreme; the teacher assumes the position of guide to learning and laboratory/studio as a place where knowledge is discovered. Hence, Eisner (2009) posited that some courses in science and vocational education cannot be considered as complete without including some practical work.

The Hausa Model/Cultural Village

The model office is a working prototype of operations which reflects the real environment of archives office as closely as is practically possible. Cultural rooms model office and is designed in such a way that it represents the actual operations happening in the real community or in the real situation. It is used to teach cultural attire and other cultural practices. The model office is a simulation system which is used to enable Hausa language students to experience working conditions and standards likely to be encountered in the real Hausa setting after school. A cultural model office usually has many traditional cultural types of attire, and is equipped with facilities and gadgets of traditional setting. Furthermore, in order to ensure that these minimum standards are maintained, the NCCE conducts a routine accreditation exercise of programmes run in the colleges of education. The major objective of accreditation programme according to National Board for Technical Education (2004) in Carl (2009) is to ensure that schools attain, sustain and ultimately exceed the minimum standards in curriculum, staffing, physical facilities and equipment. But Ukoh and Ahia (2004) in Carl, (2009) observed that in colleges of education, a lot of fraud is being perpetrated by management in the effort to meet the accreditation agency's stipulations. In their view, equipment and facilities are often borrowed only to be returned once the accreditation is over

leaving the programme not richer after the accreditation visit. This is the situation of many tertiary institutions in Nigeria. However, instructional resources have been observed as a potent factor to qualitative and quantitative education. The importance to teaching and learning of the provision of instructional resources cannot be over-emphasized. Facilities and equipment constitute a strategic factor in organizational functioning and determine to a very large extent the smooth functioning of any social organization or system including education (Owoeye & Yara, 2011).

Similarly, availability and adequacy of instructional resources promote effective teaching and learning activities in schools while their inadequacy and/or unavailability may affect the academic performance of the learner negatively. The success of any system is a function of the available resources to run the system. Nigeria Certificate in Education Hausa language programme as a system can only be effectively implemented with adequate educational resources. Teaching facilities and equipment help to stimulate the interest of the students. Whenever these facilities and equipment are optimally utilized, they generate greater students' interest in the learning system and also enhance retention of ideas. The realization of the objectives of any educational programme depends on a number of factors such as the availability and adequacy of instructional resources. Availability and adequacy of relevant equipment, materials and tools in teaching facilitates learning, stimulate both teachers and students and enhances students' achievement. A cursory look at the nation's colleges of education seems to show that the schools are struggling with limited resources and dilapidated/outdated instructional facilities. Furthermore, it appears that Nigerians in the last few years are dissatisfied with the outputs of these schools of learning. The classrooms seem overcrowded with little or no relevant and adequate learning facilities. Even the school

personnel appear to be in short supply. In view of this, Oyeniya (2010), Duncan, Greg, Katherine (2011) maintained that by inference, instructional resources have been positively linked with educational efficiency, students' academic performance and their capabilities when they leave school. This unwholesome situation of education in Nigeria has subsequently brought a growing concern about the quality and quantity of trained teachers and facilities in our schools. As the public intensifies its criticisms of the education system in Nigeria, experts in education and related field are also intensifying their search for the enhancement of quality education at all levels.

2.7.3 Funding Hausa language curriculum implementation

Funding is very crucial to achieving success in any public service; business services political services, educational services. In a study conducted by Alabi (2003) in Joshi (2009) on Evaluation of Universal Basic Education Process on Primary School Enrolment in Kwara state, Early Childhood Education was not implemented at all. Among the reasons for zero percent implementation had to do with funding policies. In curriculum implementation, adequate funds need to be made available for provision of many resources. These resources include: facilities and stimulating materials for teaching, training and re-training of staff (teachers and other necessary supporting staff) in appropriate institutions such as colleges of education and universities), enrichment and sensitization of programmes through regular workshops, monitoring, uniforms, feeding, immunization, supervision and inspection, report writing, publications, school meals and training manuals. As rightly observed by Ijaiya (2001) in Van Rens, Pilot, & Van der Schee, (2010), with adequate resources, access to education can be increased while quality suffers with poor funding. The simulation exercise carried out by Chang (2008) revealed that funding gap exist in achieving the policy goals set

for tertiary institutions, the funding gap is relatively high ranging from around 50 per cent to 90 per cent across 2010 to year 2020. This implies that the key players in tertiary education in Nigeria will have to search for alternative and improved means of filling the void created by underfunding by reviewing accountability, resource management, good leadership and administration, promotion of public private partnership in providing education at all levels. The challenge of underfunding of Nigerian Tertiary institutions have a significant effect on the performance of staff and students who are at the receiving end. According to Udoh (2008), the government finds it increasingly difficult to match the growing enrolment of students with qualitative funding due to drastic reduction in revenue and economic dependency experienced in the country. Bamiro and Adedeji (2010) noted that the quality of lecturing and research work has significantly declined over the years leading to overcrowding and un conducive learning and teaching environment. Kuhn (2010) affirmed that making qualitative education available to all citizens is a right but there can't be quality education without adequate funding. He further stated that in Nigeria, it is difficult to ascertain the pattern of fund allocation. Ekundayo (2008) and Duncan, Greg & Katherine (2011) posited that most of the capital projects being undertaken to meet the increasing number of students have been abandoned due to lack of funds.

He also affirmed that the pressure on the inadequate resources has led to a decline on the staff welfare package and remuneration coupled with depreciation of working conditions and environment. The resultant effects are high brain-drain of professional staff, persistent strike action, rioting, high crime rate, and cultism, extortion of students, admission runs, embezzlement and all sorts of vices. According to Imhabekhai and Tonwe (2001) in Kanter,

(2010), inadequate funding deters growth in the tertiary institutions and poor curriculum implementation.

The higher education system has been criticized for being inefficient and ineffective, Major issues of higher education in Nigeria are similar to those in most countries around the world. Overcrowding in our higher institutions and inadequate funding resources are contributing factors to the decline in the quality of higher education because effective curriculum implementation will be almost impossible. The system has far outgrown the resources available for it to continue offering high-level quality education. Inadequate funding has resulted in problems such as the breakdown and deterioration of facilities, shortages of new books and current journals in the libraries, supplies for the laboratories, and limited funding for research. The Federal government is the major funder of higher education; however, the growth in expenditure by the government has been inconsistent over the years. The funding pattern has not reflected inflation rates and the growing enrolment figures in our higher institution

The financing of higher education can be improved from fees paid by parents, repayable loans to parents, local government taxes, general budgetary funds, gifts and remission of taxes. UNESCO (2009) remarked that in developed countries, education is entirely financed by taxation, but in developing countries other sources could be explored. Higher institutions should explore alternative sources of funding such as fee-paying students and improved relations with industry to supplement their income. There is an increasing demand and willingness to pay for chargeable programs offered on a part- time basis.

Considering the foregoing, it is necessary to suggest other means of improving higher educational funding in Nigeria. These include; Public resources for education could be raised

from taxation. Resources raised therefore are used for the general purposes of government and funds for education are shared from a general pool of public revenue

. In 1994, the government of Nigeria set up the Education Trust Fund in which companies operating in Nigeria were made to pay 2 percent of their annual profits as education tax. The resources garnered there from were distributed among all levels of education in the country. However the fund has since been transformed into tertiary Education Trust Fund (TETFUND), meant specifically for the tertiary institutions. Since 2009 the Fund (TETFUND) has made several interventions to improve the quality of teaching and research in higher education

2.8 Empirical Studies

Studies on the assessment of the implementation of curriculum were conducted by many scholars. This is due to the fact that there is a need in educational system in achieving its goals. Scholars such as Ozturk (2003) in Metz, K. (2009) Naught, Tarr and Grouws (2008), Worf, Evers (2008), Dorathy, Ngozi and Micheal (2009) Adetunke, and Olufemi (2010), Ofoha (2010) and Hipkins, Cowie, Boyd and Keown (2011) all conducted empirical researches to assess the implementation of curriculum.

Assessing the implementation of National computer Education curriculum in Nigeria, Adefunke, Ayodele and Olufemi (2010) believe that the achievement of any educational policy depends greatly on its implementation. This is why the process of making/development a curriculum is never complete, until it is implemented. Various research evidences have often shown differences among the official (intended) curriculum and taught (implemented) curriculum and the assessed (achieved) curriculum. That is in some cases what is carefully documented as curriculum differs markedly from what actually

takes place in the environment. The study set out to achieve the following objectives; using computer to acquire basic skills such as accessing and editing files at the operating system level and using the keyboard; using the computer to facilitate learning; and develop rudimentary skills on the use of computer for text writing, computation and data entry activities (NERDC, 2012).

The target population comprised of all qualified computer teachers in private and public schools in Oyo State, Nigeria where the study was conducted. A multi-stage sampling technique was used to select schools and respondents for the study. Through simple random sampling four (4) local governments were selected in each of the three (3) Senatorial districts in Oyo State, making a total of twelve (12) local governments. In all the schools in the twelve (12) local government areas, purposive random sampling was used to select two hundred and thirty-two (232) qualified computer teachers which consist of 136 males and 96 females. From this sample, 130 computer teachers were from the public schools while the remaining 102 were from the private schools. The study which was descriptive in design and questionnaire was used to generate data for the study which contains 15 items in number, but sub-divided into three sections (a) awareness of computer education curriculum by the teacher, (b) competency in using computer (c) availability of computer software and hardware for effective implementation of the curriculum. The respondents were to choose from strongly agree (4), agree (3), disagree (2) and strongly disagree (1). To ascertain the reliability of the instrument after modification, it was administered on 50 respondents which were not part of the sample using test-retest method. The reliability co-efficient through a Cronbach alpha yielded $r = 0.86$. 2003). And the data collected for the study were analysed using frequency count, percentages and t-test

In short the study by Adefunke, Ayodele and Olufemi (2010) assessed the implementation of computer education in Nigeria primary schools to determine the extent to which the objectives of the curriculum have been met. The result of the study revealed that majority of Nigerian computer teachers were well vast in basic computer knowledge while almost half of the teachers sampled were deficient in advance computer operations; this have negative implication for the effective implementation of the curriculum. This study has implication for curriculum planners that adequate human and materials resources needed for effective implementation of computer education curriculum in primary schools. Also computer in-service training opportunity should be provided for all teachers in order to upgrade their knowledge and skill competencies in information and communication technology. The study is similar to my study because it is on the implementation of curriculum, however the point of difference with current study is this study is assessing Hausa language current in Colleges of Education. There is also a difference regarding the instruments for data collection and the statistic used to analyse the data.

Other empirical research conducted to assess the implementation of curriculum was one conducted by Dorothy, Catherine and Michiel (2009). The study titled“assessment of the implementation of the secondary school skill-based curriculum to youth empowerment in Nigeria”, aimed at assessing the implementation of secondary school curriculum with a view to identifying the root cause of some problems. Other objectives of their study were; to determine the appropriateness of Nigerian secondary school curriculum; findout the type of teaching method used in implementing the curriculum determine number of skill-based subjects taught in schools; identify the practical (entrepreneurial)skills students have learnt in

school with which they can create self-employment; also, to identify products and services student have produced.

The study adopted descriptive survey as it is deemed appropriate because it involved the collection of extensive and cross-sectional data for the purpose of describing and interpreting and existing situation under study and questionnaire was used to generate appropriate data. And the student assessment questionnaire(SAQ) was content- and face -validated through experts' judgment. The reliability was obtained in a test-retest procedure. The correlation coefficient value of 0.88 was obtained. The data generated from questionnaire were analysed using frequency counts and percentages.

The major findings of the study revealed that the Nigerian education curriculum is fairly, but not effectively implemented. Evidences yielded by the study revealed the following factors are the root cause of the problem; theory-based teaching method, insufficient specialist teachers, insufficient instructional materials and workshops for practical work. The findings of the study (Dorothy, Catehrine and Michiel, 2009) validate several other studies as Ajala (2002) as cited by Handler (2010), Babafemi (2008) who described Nigerian secondary education system as laudable but seems to suffer from poor implementation. Also, Metz (2009) noted that the secondary school curriculum only prepares secondary school leavers to seek admission into University as the only available option. The study is similar to my study for the fact that is assessed the curriculum implementation, however it was done in secondary school and a different subject area. And my study used chi- square and Mannwhitney statistics in addition to frequencies count and percentages.

Another study that relate to assessment of curriculum implementation was a study conducted by Sinnema (2009). The research studied the monitoring and evaluation of curriculum

implementation in New Zealand. The study was launched as a result of the replacement of the previous series of curriculum statement developed during the 1990s which were the focus of a curriculum stock take between 2000 and 2002. The research work was aimed at establishing a national picture of the implementation progress in English-medium state and state-integrated school in the first two year following the curriculum launched (Sinnema, 2009). A mixed method approach (Greene Benjamin & Goodyear, 2001). Was adopted by Sinnema (2009) in response to the scope of the evaluation, the complexity of curriculum implementation process, and the desire to both describe and explain the implementation progress. Objectives of the study included; to help the teachers learn the New Zealand new curriculum; to find out the extent teachers feel confident or challenged by the implementation of the New Zealand curriculum. A survey and focus group discussion were used to generate data, qualitative analysis was employed to analyse the data.

Some of the findings of the study by Sinnema (2009), relates to such requisite aspect which are misunderstood, to understood in less depth or with less complexity than the curriculum requires; these include, confusion between teaching and inquiry (what is most important; what strategies or approach are most likely to work; and the impact of teaching on students) and inquiry learning (one approach teachers might use, but don't have to, in which students learn about learning, investigation and research as they explore topic of interest); A superficial view of value in the curriculum. The difference between Sinnema's study and mine was that, Sinnema (2009) monitor and evaluate curriculum implementation in New Zealand, while the current study is on the implementation of Hausa language in Nigeria. Furthermore in term of the instruments and design the two researches differ. What made the two researches similar is all the two researches are on curriculum implementation.

A study titled, “Assessment of the implementation of the secondary school skill-based curriculum to youth empower in Nigeria conducted by Ofoha (2011), the researcher aimed to assess how the Nigerian secondary school vocational and technical education curriculum was implemented with a view to ascertain the extent to which it has empowered students for self-employment in the study descriptive survey design was adopted.

The study revealed that there is a remarkable difference between policy conception in terms of curriculum objectives and real implementation. This claim was validated by the views expressed by Metz (2009) and Babafemi (2008). Metz (2009) and Babafemi (2008), express a view that Nigerian education system was laudable but it seems to suffer from poor implementation. Offorma (2005) in Metz (2009), added that there are laudable objective in the content of Nigerian education system which if earnestly pursued would produce functional Nigerian citizen who could contribute to the political, social, economic, educational, scientific and technological development of the nation. Ofoha (2011), study further revealed that the Nigerian secondary school students have not learnt sufficient practical (entrepreneurial) skills to allow self-empowerment because the teachers as an important tool in the curriculum implementation need to be train and retrain. Therefore, Ofoha (2011), recommended that teachers should be supported through continuous professional development and motivation to enable them prepare the youth for success in the competitive global economy.

Moreover, another empirical study on assessment of curriculum implementation was study titled, “An Assessment of High School biology curriculum implementation” in his study.

Ozturk (2003) in Metz (2009), conducted the study to investigate and assess the implementation process of the new high school biology curriculum. Ozturk (2003) in Metz,

(2009) study's main objectives included to determine the teaching methods and techniques; assess the instructional materials and physical structures and facilities; determine the local and classroom level factors that influence the process of curriculum implementation (Ozturk, 2003) as cited by Metz (2009).

Ozturk (2003) as cited by Metz (2009) adopted descriptive survey design, since the intention was to describe the process of curriculum implementation, to identify factors influencing the process and to determine the relationships between these factors and the process of curriculum implementation, both between these factors and the process of curriculum implementation. Population of the study is 4656 biology teachers in Turkey out of which 600 were selected using stratified random sampling technique. Descriptive and inferential statistics were used to analyze quantitative data collected using closed questions in the questionnaire. Using descriptive statistics frequency distributions, means and standard deviations of teachers' responses were calculated. Using inferential statistics, cross-tabulations and chi-square tests, the implementation process of the new high school biology curriculum were compared across five schooling strata and through public schools.

The major findings of this study indicated that the implementation of High school Biology is constrained due to insufficient physical structures and facilities in school, loaded curriculum and crowded classrooms were identified as a major constraints during the process of curriculum implementation, the results also revealed that the implementation process of the new high school Biology curriculum showed differences at level, school and classroom levels. These differences rely on the physical structure and facilities of schools, some teacher characteristics and some beliefs and perceptions. Yet, one common features in all these condition is the intention called to the need for a change from learning being teacher-centred

to student-centred teaching and learning process and the need to revise curriculum context and the timing for its implementation (Ozturk, 2003, Metz 2009)

Other studies on assessment of curriculum implementation are: Ajayi and Emoruwa, (2012), Abdulrazaq and Esther (2014), Olalaye, Florence and Omotayo (2009), ViatonuUsman, Dagudaru (2012) and Ofoha, Uchegbu, ANyikwa and Nkemdirim (2009).

The study by Ajayi and Emoruwa (2012), assessed the implementation of National Commission of Colleges of Education curriculum and the study determined the extent to which the NCCE curriculum is implemented in College of Education Ikere-Ekiti. Their study adopted descriptive survey design and they sampled 120 students through purposive sampling technique. Questionnaire was use to elicit relevance data for the study.

The main finding of the study (Ajayi, & Emoruwa, 2012), had shown that the number of courses being own by the NCCE for NCE students are many and may have negative academic impact on students. It also discovered that reading many course during examination brought difficulty in comprehension by the 118 students sampled for the study which represent 98.3%. Ajayi and Emoruwa's study also concluded that the availability of enough physical facilities would assist the effective implementation of NCCE curriculum. The study called for the NCCE to review its curriculum by sampling students' academic results in other Colleges of Education to ascertain relevance of the curriculum. Their study also advised NCCE to as a matter of fact revisit all colleges of education to check properly without any compromise, the availability of the expected physical facilities to meet the explosive nature of the student's environment.

However the study undertaken by Abdulrazaq and Esther (2014) assessed the quantity and quality of lecturers for effective implementation of the Nigeria Certificate in Education physics curriculum.

The study (Abdurazaq & Esther, 2014), specifically determined the quantity and quality of lecturers for effective implementation of the NCE Physics curriculum in the Federal and State Colleges of Education. The study adopted descriptive survey and questionnaire was used to elicit relevant information for the study. The sample of the study was drawn from the entire six geo-political zones in Nigeria. 60 lecturers were sampled from 24 colleges of education.

The finding of study (Abdulrazaq & Esther, 2014) indicated that majority of lecturers were professionally qualified to lecture at NCE level, though the number of the physics specialist lectures with physics background was very low. It recommended that sufficient physics lecturers should be employed to teach physics in colleges. This will not only allow the coverage of curriculum it would also encourage effective coverage of curriculum and also encourage more students to enroll for the subject. College should ensure provision of human resources in both quantity and quality to enable the objectives of the programme to be fully achieved.

Another study by Olaleye, Florence and Omotayo (2009) investigated the assessment of quality of early childhood education in Ekiti State of Nigeria. The objective of the study was to examine the assessment of the implementation of quality early childhood education in Ekiti State, Olayeye, Florence and Omotayo (2009) added a descriptive survey design. Data collected using a 20-item structured questionnaire administered in 120 respondents consisting teacher and head teacher.

The main finding of their (Olaleye, Osawaye & Omotayo, 2009) studies show that the quality of early childhood education was averagely good specifically the learning activities were found to be fair while that of learning environment of some schools were found to be good. However, the qualities of academic staff have been found to be low. Recommendations were made by Olaleye, Florence and Omotayo (2009), as there is a need to employ well trained teachers in the pre-school and teachers should be retrained as well as facilities in the schools should be regularly monitored and inspected by the ministry of education programmes. And this finding was supported by Metz (2009)

Another study that investigated the curriculum implementation was a study carried out by Viatonu, Usman and Dagundaru (2011), Viatonu, Usman and Dagundaru (2011), studied the assessment of the implementation strategies of integrated early childcare and development in Epe local government area of Lagos State. The objective of the study was to investigate the implementation strategies in integrated early child care and development.

The study (Viatonu, Usman and Dagundaru, 2011), adopted a descriptive survey research design, they sampled 53 head teachers and 89 caregivers. A structured questionnaire was used to elicit information from the sample. The study's objective is to determine whether there is a difference in the in-service training received by head teachers and caregivers on the implementation of Early Childcare and Education curriculum, and whether location of public Early childcare and education centers will create a difference in the availability of instructional/play materials. The sample comprised all the fifty-three (53) head teachers of schools with classes for children of pre-primary school age and eighty-nine (89) caregivers which is the stream of linkage classes available in the study area. They were all easily accessible. Purposive sampling technique was used.

The instrument used for the study was a two-part Assessing Implementation Strategies of Early Childcare and Education Curriculum Questionnaire (AISECCECQ) designed and validated by the researchers. A test-retest method was used to ascertain the reliability of the instrument. A correlation coefficient of 0.87 was got when administered to selected subjects in private nursery schools in the same study area. This indicated strong relationship between the selected subjects and the actual respondents. Simple percentages was used to present/analyze the gender of the respondents, while chi-square (χ^2) was used to test the 2 hypotheses stated in the study. The major finding of the study by Viatonu, Usman and Dagundaru (2011), revealed that the key implementer of ECCE curriculum have not been adequately trained to take up the challenge of caring for raising of the youngest citizen of the country. The implication of this according to Viatonu, Usman and Dagundaru (2011) is that there is wide gap between the policy formulation and policy implementation, and the finding is in line with the UNESCO EFA global monitoring Report (2008) and the early childcare education ECCE 2006, which observed lack of professional training for caregivers which resulted in low level of knowledge and skills of personnel handling children at its critical stage of development and pointed out that further attention is require in relation to initial and on-going professional development of caregivers. Based on the findings of the study, it is recommended that government should as a matter of urgency, make available ECCE curriculum to both public and private schools catering for children of pre-primary school age across the country particularly in the rural areas, since children at this level of education (pre-primary) learn mostly through play, government should provide relevant and adequate instructional/play materials to ECCE schools both in the urban and rural areas; with the latter

treated as priority. Other stakeholders in the education sector such as parents and donor agencies like UNICEF and UNESCO could further assist the government in this area.

Government should as a matter of priority organize regular intensive training and retraining in terms of seminars, workshops and conferences for headteachers and caregivers on proper implementation of ECCE curriculum. This study is similar to my study because it is on assessment of implementation of curriculum, the study design is also the same with the current study and the statistical tool used to analyze the data is also the same. What differentiate the study with study is the current study is on assessment of curriculum on Hausa language in colleges of Education in northwest geopolitical zone, while Viatonu, Usman and Dagundaru (2011), conducted their study on assessment of the implementation strategies of integrated early childcare and development in Epe local government area of Lagos State. Therefore in term scope the two studies differ.

Another empirical study by Ofaha, Uchegbu, Anyikwa and Nkemdirim (2009), to determine the following objectives; appropriateness of Nigerian secondary education curriculum; find out types of teaching method used in implementing the curriculum; determine the number of skilled-based subject taught in schools. The study also determined practical (entrepreneurial) skills students have learnt in school with which they can create self-employment and identify products and services the student have produced.

In the study, Ofaha, Uchegbu, Anyikwa and Nkemedirim (2009) adopted descriptive survey research design in order to have data that is nationally representative. The study adopted the descriptive survey research design and in order to have data that is nationally representative, out of the six geopolitical zones in Nigeria, three were selected for the study - North Central, South East and South West. One state per zone was randomly selected. The subjects

comprised 380 junior and senior secondary school [JSS and SSS] students and 120 teachers, selected from twelve secondary schools drawn across the three states. The schools comprised four categories: federal government school [FGS], state government school [SGS], high class private school [HCPS], and low class private school [LCPS]. In choosing the student-subjects, stratified random sampling technique was used. Teacher-subjects were selected from variety of disciplines. The study utilized both quantitative and qualitative techniques with practical test, observation, focus group discussion, teacher and student questionnaires as instruments used in data collection, Data collected were analyzed using descriptive and inferential tools. For reliability, the test-retest method was employed with two weeks interval between first and second administration. The correlation coefficient values of 0.89, 0.87, 0.88 and 0.89 were obtained for FGS, SGS, HCPS, and LCPS respectively and data collected were subjected to appropriate quantitative and qualitative analyses using basic descriptive statistics including frequency counts and percentages for easy interpretation, as well as chi-square test.

Their study revealed that the curriculum was appropriate in terms of goals and content but formal weak in its method of implementation; teaching mainly theoretical especially in vocational subject and the study recommended that the federal and state governments should provide infrastructural facilities in schools, with adequate provision of workshop equipment instructional materials and tools to make teaching and learning skill based subjects meaningful.

The study recommended that the Federal and State Government should make it a point of duty to build infrastructural facilities including functional workshops in all secondary schools across the nation with adequate provision of workshop equipment, Instructional materials,

and tools to make teaching and learning of the skill-based subjects meaningful. This way, students will have the opportunity to engage in practical works, which is the major aspect of the curriculum, students should be encouraged to have interest in the skill-based [vocational and technical] subjects, hence should be accorded appropriate recognition. There is need for a change in the mind-set of youth to see self-employment as an option and be prepared psychologically and emotionally for it. This will enable them to be more motivated in identifying entrepreneurial opportunities. To this end, entrepreneurship education should be made integral part of vocational and technical teaching-learning process. With the recent emphasis on the need for youth self-employment, the Federal Government is equally expected to create the enabling environment that will promote entrepreneurship by ensuring constant power supply in the country, without this the youth will become discouraged and return to idleness. It is very important to note that this study (Ofaha, Uchegbu, Anyikwa & Nkemdirim, 2009) is similar to the current study as its aim was to explore the curriculum implementation and the study's design is descriptive. However, it differs with the current research in the area of level of education, time, location and scope.

The study conducted by Ajayi and Emoruwa (2012), assessed the implementation of National commission for Colleges of Education curriculum in colleges of Education IKere-Ekiti, while Abdulrazaq and Esther (2014), conducted their study to determine the quantity and quality of lecturers for effective implementation of Nigeria Certificate in Education Physics curriculum. Furthermore, what differentiate this study with that of Olaleye, Florence and Omotayo (2009), Viatonu, Usman and Dangundaru (2011) and Babafemi (1997) as cited by Metz (2009) , is that, Olaleye, Florence and Omotayo (2009), were aimed at assessing the quality in early childhood education in Ekiti state of Nigeria, while this study wish to assess the

implementation of Hausa Nigerian Certificate in Education in Colleges of Education in the north-west geopolitical zone of Nigeria. And Viatonu, Usman and Dagundaru (2011), investigated the implementation strategies of integrated early childcare and development as Epe Local government area of Lagos State. And addition, Babafemi (2007) in Metz (2009), studied the assessment of the implementation of 6-3-3-4 system of Education in Ilorin, Kwara State of Nigeria.

Furthermore, other empirical studies on the assessment of curriculum implementation include, Oyakhirome (2014), Bandale and Faremi (2012), McDonald & Songer (2008), Olaniyan & Omosewo (2012). In her studies, Oyakhirome (2014) provided more light on the assessment of curriculum implementation. The study titled; aimed at investigating the readiness of primary school science teachers in Edo State for the implementation of the basic science and technology. The sample of the study consisted of 40 primary school science teachers from 6 of the 18 local government areas of Edo State. The research work adopted descriptive survey and a 14- item questionnaire was designed to elicit relevant data. And the major findings of the study revealed that low level of sensitization of primary science teachers for the effective implementation of the new basic science and technology. There is very low instructional materials and hardly accessible. However, there is teacher's comfortability with the curriculum content (subject matter).

Another empirical research by Bandele and Faremi (2012), determined whether the teachers and instructors that implement the curriculum are professionally qualified or not and investigated other challenging facing teaching and learning of Technical and vocational education in Technical colleges. The study employed descriptive survey design; and the sample consisted of 120 Basic Science Teachers and Technical Instructions selected from

technical colleges in two states (Edo and Ekiti) using multistage sampling techniques. Structured questionnaire was designed to elicit data relevant to the research.

The study by Bandele and Faremi (2012), revealed that about 65.83 percent of the teachers are professionally qualified; it also revealed that the curriculum in south, west, Nigeria reas; lack of in-service training and poor condition of service of teachers and instructors; outdated equipment, unstable government policy and lack of related modern instructional materials. The study also revealed that there was significant difference between the view of the instructors and teachers on the challenging facing the implementation of the curriculum as identified in the study.

Moreover, in their study, McDonald & Songer (2008) investigated the implementation of curriculum innovations associated with technology education and interpret those outcomes in the context of a school-based curriculum change within a categorized educational system: a survey design was used and structured questionnaire, interview and document analysis were used to collect data for the study. Findings of the study indicated that for a successful implementation of curriculum innovation, there should be adequate time, effective coordination and supervision; and high degree faculty stability.

And in his work, McDonald & Songer (2008) explored the implementation of the mandatory national college English curriculum within a Chinese tertiary context. McDonald & Songer (2008) adopted a mixed methods approach, based on an “equal-status concurrent triangulation” strategy, In this design, both a qualitative and a quantitative phase are incorporated into the overall research, and 248 teachers were sampled for the study. Using questionnaire, perceptions of the intended curriculum and uncovered the factors affecting their implementation activities in the classroom. McDonald & Songer (2008) used

Cronbach's alpha to uncover the reliability of each of the three sections that comprise the instrument in the pilot testing and it provided an estimate of the internal consistency of items under each construct. The result of the pilot survey revealed an alpha coefficient of .56 for the external factors, .67 for the internal factors, and .56 for curriculum implementation activities in the classroom. Frequencies, percentages, standard deviation, regression analysis and t-test were the statistical tools used in McDonald & Songer (2008) study.

The findings of the McDonald Songer (2008), study revealed that a discrepancy existed between policy makers and administrators and between policymakers and administrators and between policy attention and teachers implementation. Furthermore, the work by , uncovered five more factors which are significant in the successful curriculum implementation as; resources support; teaching methods; teaching experience, language profitability professional development needs. Among the recommendation in the included that provision of adequate instructional materials and resources should be given priority, teachers should be given appropriate training regarding curriculum change, innovation and curriculum improvement. McDonald & Songer (2008) study is similar to my research it researched curriculum implementation. However, it differed in term of objectives, time, location and scope.

Furthermore, another study by Olaniyan and Omosewo (2013), explored the teachers' Assessment of the implementation of the Senior School Physics curriculum in Osun State. The aims of the study was to determine teachers' assessment of the implementation of the senior school physics curriculum using Osun State physics teachers as a case study. The study assessed the implementation of the nature, objectives and content of the senior school physics curriculum. The study also assessed the instructional material and instructional personnel available for the implementation of the curriculum. Furthermore, the purpose was

to assess the influence of teachers' experience and qualification on their assessment of the implementation of the curriculum. Olamiyan and Omosewo (2013) examined the influence of teacher's qualification and experience on their assessment. The target population of this study consisted of the entire 180 physics teachers in the state public secondary schools. The sample population is made up of 125 physics teachers randomly selected from 30 local governments representing 69% of the total number of physics teachers in Osun state.

The instrument used in this research was researcher-designed Teachers' Assessment Questionnaire (TAQ). The assessment took into consideration the nature, the objectives, the content, and adequacy of instructional materials and personnel available for the implementation of new senior school physics curriculum. Data collected were analyzed using frequency count, percentage and t-test statistical methods. Research hypotheses 1 & 2 were analyzed using t-test. Data collected were analyzed using frequency count, percentage and t-test statistical methods. Research hypotheses 1 & 2 were analyzed using t-test.

Findings of the study (Olamiyan & Omosewo, 2013), revealed that there was no significant differences in teacher's assessment of the nature of physics based on teacher's qualifications and experience; there was no significant differences in the assessment of the content of physics curriculum on teachers' experience and qualifications. Also no significant difference existed in the assessment of the instructional materials available for the implementation of the curriculum based on their experience and qualifications. Also no significant differences existed in the assessment of instructional materials available for the implementation of the curriculum based on their experience and qualifications. However, they recommended that difficult and abstract contents of the physics curriculum be reviewed and every physics teacher should have access to physics curriculum for effective implementation. The study is

similar to the current study for the fact that it investigated prerequisite for curriculum implementation. However the difference is, it was on Physics in secondary school, while the current study on Hausa language in Colleges of Education in northwest geopolitical zone of Nigeria. And the two studies differ in terms of statistical tools used to analyzed data collected. It is very important to observe that all the empirical studies mentioned above explored curriculum implementation. All the empirical researchers examined curriculum implementation at one level or the other; and the research design and instruments are all similar to this study.

However, certain differences exist as some of the empirical studies conducted at lower level of education. Oyinkhirowe (2014) conducted her studies at primary school level and in only one state, while Bandele and Faremi undertook their studies at junior school level in Edo and Ekiti States of Nigeria. Moreover, Lubienski, (2009)and Olaniyan and Omosewo (2013) conducted their researches in high school level of education. It is the Wang (2006), study that explored the issue of English as second language curriculum in the tertiary level of education.

Furthermore, studies were conducted on the availability, adequacy and utilization of instructional infrastructures in the curriculum implementation. Studies conducted by OkolieandOkorie (2015), Moses andChemezie (2013) and Sarah, Stanley and Joseph (2013) all were aimed to determine the impact of availability, adequacy and utilization of instructional materials in curriculum implementation. Okoli and Okorie (2015) conducted a study on the Adequacy of Material Resources Required for Effective Implementation of Upper Basic Education Business Studies Curriculum in Nigeria. The work was a descriptive survey of the adequacy of the material resources required for effective implementation of

upper basic education business studies curriculum in Ebonyi State. The study by Okolie and Okorie (2015) finds out that business studies facilities are inadequate in JSS in Ebonyi State. This finding agrees with the findings of (2007) in Lubienski, (2009) that instructional materials are in short supply in Nigerian secondary schools. The study finds that business studies compliant text-books are inadequate in JSS in Ebony State.

Another study by Moses and Chemezie (2013) on the Assessment of the Adequacy of Instructional Resources in Business Education Programmes relative to NCCE Standards for Colleges of Education in Nigeriarevealed that adequacy of instructional materials are very necessary in curriculum implementation, which without there cannot be effective curriculum implementation. Moses and Chemezie (2013) adopted the ex-post facto research design and was guided by five research questions. The population of the study comprised all the six business education departments of the colleges of education in Edo and Delta states of Nigeria. The entire population was studied in terms of adequacy of instructional resources. The data for the study was collected through direct observation using the NCCE benchmarks as inventory and analyzed using ratio and percentage scores. The study found that lecturers and physical facilities available for business education programmes are adequate in some of the colleges and not adequate in others. Equipment and supplies in the typing laboratories, shorthand studios and model offices were found to be grossly inadequate in all the colleges studied. Based on these findings therefore, it was concluded that students of business education in these colleges of education are learning without the necessary and required instructional resources for effective development. By implication, this finding shows that physical facilities such as the classrooms (chairs/desk), typing laboratories, shorthand studios and model offices are available as required in all the colleges of education studied but that

ICT laboratories are apparently not available in all the schools. This could be as a result of slow adaptation to ICT by tertiary institution in Nigeria as noted by Okolocha (2010), that compliance to e-learning and ICT in tertiary institutions with regard to preparing teachers is inhibited by several factors domesticated in the Nigerian system. The equipment and supplies in the shorthand studios are grossly inadequate and in some cases not available.

Another study conducted by Sarah, Stanley and Joseph (2013) on the Adequacy of Instructional Materials and Physical Facilities and their Effects on Quality of Teacher Preparation in Emerging Private Primary Teacher Training Colleges in Bungoma County, Kenya. The study adopted a descriptive design. The sample comprised of eight college principals, 43 tutors and 416 second year teacher trainees. Pilot testing of the research instruments to establish how the sampled population would respond to the question items contained in the research instrument was very useful. Data was collected through questionnaires and observation checklists. The SPSS computer package was utilized in the analysis of descriptive statistics such as frequencies and percentages. The research findings established that the rapid emergence of private primary teacher training colleges had a negative impact on quality of teacher preparation. These institutions were faced with challenges such as; lack of adequate facilities like libraries and inadequate instructional materials. These factors continue to have negative effect on the quality of graduates produced. The findings indicates basic instructional resources as follows, teaching aids (57.1% adequate), stationary (78.4% adequate), and textbooks (66.5% inadequate). Furthermore, when the researcher analyzed the college inventories it was noticed that in some of the colleges the basic instructional resources were inadequate especially textbooks. These results are similar to findings of Yadar (2007) in Lubinski, (2009) and UNESCO

(2008) which detailed that teaching/ learning materials such as textbooks, teaching aids (chalk, boards) and stationery affect academic performance of the learners. The findings were also similar to those of Mutai (2006) in Lubienski (2009) who asserted that learning is strengthened when there are enough reference materials such as textbooks, stationary and teaching aids. Adeogun (2001)in Halász, & Michel (2011) discovered a strong positive significant relationship between instructional resources and academic performance. Schools endowed with more resources performed better than schools that are less endowed. This corroborated the study of Babayomi (1999) as cited Halász, & Michel (2011) that schools with adequate teaching and learning resources performed better in national examinations. Adeogun (2001)in Halász, & Michel (2011) further indicated that effective teaching cannot take place within the classroom if basic instructional resources are not adequate.

The findings similarly indicated that facilities such as computers were inadequate. From observation, the few computers in place were not in good working condition. Haddad (2003) as cited by Enfield, Smith & Grueber (2010) noted that ICT can change the way teachers teach and that it is especially useful in supporting more student-centered approaches to instruction and in developing the higher order skills and promoting quality education. Given that teachers act as a change agent for technology in education, is essential that in-service and pre-service teachers have basic ICT skills and competencies (UNESCO, 2012). In recognition of ICT importance in teaching and learning, teachers must be given training that enables them to integrate ICTs into their teaching programs.

It is also pertinent to note that other differences existed with mentioned empirical researches and this study as regard to the date, time and location. The current study, wish to examine the

assessment of curriculum implementation of NCE Hausa Language curriculum in northwest geopolitical zone of Nigeria.

2.9 Summary

Literature reviewed showed that teachers/lectures are the most important group involved in curriculum implementation because they are the ones who provide the communication link between the curriculum developer and the clients (learners). The literature further showed two curriculum implementation models which explore factors affecting implementation. These two models are from Enfield, Smith & Grueber (2010) and Carless (2009). Curriculum implementation models proposed by these scholars reflect their approaches to understanding the problems and challenges embedded in the implementation process. They designed their models based on their own individual contexts, centering on key factors or themes. However, since their models were based on the North American and Asian contexts and mainly deal with primary and secondary education, some factors, such as district, community, or principal may not be as relevant in the Nigerian context as the current study. The situation in Nigeria and northwest zone in particular, has displayed unique differences, in political system, social structure, educational system, ideological beliefs, and value orientation, from those of the West. This means that some factors which seem essential in the Western context may not be applicable to the context of this study, which is situated in Northwest zone of Nigeria and focuses primarily on Hausa language curriculum implementation in colleges of Education. This justified the uniqueness of the present study.

CHAPTER THREE RESEARCH METHODOLOGY

3.1 Introduction

This chapter explained the research methodology used in the conduct of the study. It included the research design, population and sampling procedures, instrumentation, and procedure for data collection as well as the statistical tools for data analysis.

3.2 Research Design

The study adopted ex-post facto or after-the-fact research design. It is argued in educational research that ex-post facto research is a design which investigate facts or events such as existing documents/records or facts that have occurred, without the interference of the researcher. In other words, it is a method of research which is conducted using events that have already taken place. (Alreck, & Settle, 1995, Bartlett, Kotrlik, & Higgins, 2001) in Dada (2016). This design was therefore considered appropriate because the study involved studying and describing the existing documents (NCCE new minimum standard for languages (Hausa) in the area of implementation of NCCE's Minimum Standard for Languages (Hausa). Thus, the researcher chose this method as it allowed respondents to say exactly what they conceived of as the factors that determined the implementation of Hausa curriculum in Colleges of education in the Northwest Geopolitical zone, Nigeria (Strauss & Corbin, 2011).

3.3 Population

The population of this study comprised all lecturers and students in the institutions offering programmes leading to the award of Nigeria Certificate in Education (N.C.E) Hausa in ten

(10) conventional colleges of Education in the North West geopolitical zone, Nigeria. There are seven states in this zone. These are: Kano, Kaduna, Katsina, Jigawa, Zamfara, Sokoto and Kebbi. The population of the study consisted of 196 Hausa languagelecturers in the ten (10) Colleges of Education in the zone. The Ten colleges had a total enrolment of 64,567 students in the schools of Languages. Of these, 10,149 which formed the target population were studying NCE Hausa programme. The breakdown of the target population is shown in the table below.

Table 1: Population of Students and Staff in Hausa Departments of the Colleges of Education

S/N	Colleges of Education	No. of Students	No. of Staff
1	Federal College of Education, Kano	1540	25
2	Isa Kaita College of Education, Dutsin Ma, Katsina	507	22
3	Kaduna State College Of Education, Gidan Waya	458	18
4	Sa'adatu Rimi College of Education, Kumbotso, Kano	2,350	28
5	Federal College of Education, Katsina	952	21
6	Federal College of Education, Zaria	761	23
7	Adamu Augie College of Education, Argungu	1,320	20
8	Zamfara State College of Education, Maru	887	18
9	Jigawa State College of Education, Gumel	652	15
10	Shehu Shagari College of Education, Sokoto	722	17
TOTAL		10,149	196

Source: National Commission for Colleges of Education 2013 Digest of Statistics on Colleges of Education and other NCE Awarding Institutions in Nigeria. Abuja.

3.4 Sample and Sampling Techniques

The sample for the study comprised of 468 respondents, made up of 360 students who were enrolled to study NCE Hausa and 108 lecturers from 6 selected Colleges of Education. The choice of the sample size was based on the recommendation of Roscoe (1975) in Kotrlik, & Higgins, (2001) as cited by Dada (2016) who said that for any given population that is more than 1000, a sample size of between 30-500 respondents may suffice. The multi-stage

sampling technique was therefore used to select the sample. Using this method of sampling, the population was first stratified into two categories namely: Federal Colleges and State Colleges of Education respectively. Three Colleges were drawn from each of these strata using purposive sampling technique. This resulted in the selection of a total of six colleges.

At the next level of sampling, the proportionate stratified random sampling technique was used to draw 360 students (across levels) and 108 academic staff from the Federal and State Colleges of Education respectively. From each of the selected institutions, proportionate number of students was selected using the proportional stratified sampling technique. A total of 360 students were selected in all. Also, 108 lecturers teaching Hausa courses participated in the study.

Table 2 below gives details of the Colleges of Education, number of students and the number of staff sampled for the study.

Table 2: Sample Distributions of the colleges of education, students and staff of the north geopolitical zone.

College	students	Sample	Staff	Sample
Federal College of Education, Kano	1,540	74	25	19
Sa'adatu Rimi College of Education, Kumbotso, Kano	2,350	114	28	21
Isa Kaita College of Education, Dutsin-Ma	507	24	22	17
Federal College of Education, Katsina	952	46	22	17
Adamu Augie College of Education, Argungu	1,320	64	23	17
Federal College of Education, Zaria.	761	38	23	17
Total	7,430	360	143	108

3.5 Instrumentation

Instruments used in this study were questionnaire for students and another for staff. The lecturers' and students' questionnaire on Hausa language curriculum content coverage had two sections covering biodata, content coverage. As for the students, the questionnaire on Content Coverage of Hausa curriculum sought information from the students about the gender (male or female) and their subject combinations. While for the lecturers on the other hand, it sought their biographic information. And the second section, consisted of 20 items on Hausa language curriculum in NCE Hausa Language awarding institutions in Nigeria. The lecturers and students were to tick the contents were covered and those that not covered.

The Lecturers' Questionnaire had four sections; biodata, content coverage, methods of teaching, availability, adequacy and utilization of instructional materials. Therefore, section A of the questionnaire for Hausa lecturers, contained their biodata information, the second section consisted of 20 items of NCE Hausa Language curriculum. The purpose was to enable a cross-validation of information given by students with those of lecturers to see how correlated they were.

Also section on availability/adequacy and utilization of resources/instructional materials was designed to elicit information from lecturers of Hausa language in NCE- awarding institutions concerning available facilities, equipment and resources for the teaching and learning of Hausa language Curriculum in the institutions. This questionnaire was structured as follows; for availability: (available, not available), for adequacy: (adequate, not adequate) and for utilization: (utilized, not utilized).

The section on the Strategies of Hausa language Curriculum was used to find out the strategies used by the Hausa language lecturers in Colleges of Education in the

implementation of Hausa language Curriculum with a particular reference to North West geo-political zone of Nigeria, while the Observation Schedule for Lesson Preparation of Teaching Hausa Language for the Implementation of NCE Hausa Curriculum was designed to observe the classroom atmosphere, the communication of instructional objectives, the teaching techniques and the evaluation techniques applied by the NCE Hausa language lecturers in the process of implementation of NCE Hausa language curriculum in North West geo-political zone of Nigeria. It consisted of 20 statements each of yes/no columns.

3.5.1 Validity of the Instruments

In determining the validity of the questionnaires, the researcher presented the draft instruments to the research supervisors and experts in the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello Zaria to assess face and content validity. Based on their comments and suggestions the questionnaires were fine-tuned to achieve the purpose of the study. The modified questionnaires were then trial tested at Jigawa State College of Education, Gumel and Federal College of Education, Potiskum (the colleges were not part of the study sample).

3.5.2 Pilot Testing

In order to make sure that the final copy of the questionnaire was valid for the study, twenty copies of questionnaire were distributed to twenty (20) teachers and forty students in Jigawa State College of Education, Gumel and Kaduna State College of Education Gidan-Waya. This is because they were not in the selected/sampled Colleges for the final study but shared similar characteristics in almost all respects. These questionnaires were distributed and personally retrieved by the researcher.

3.5.3 Reliability of the Instruments

The data collected from the pilot study were statistically analyzed for the purpose of determining the reliability co-efficient. The Cronbach's reliability coefficient was used. Consequently, reliability co-efficient of .927 was obtained for staff questionnaire and 0.795 was obtained for the student's questionnaire. The reliability co-efficient were considered adequate for the internal consistencies of the instruments. This was confirmed from atest of reliability by Spiegel (1992), and Stevens(1986), Kotrlik, & Higgins (2001) in Dada (2016). Accordingto them an instrument is considered reliable if it lies between 0 and 1, and that the closer the calculated reliability coefficient is to zero, the less reliable is the instrument, and the closer the calculated reliability co-efficient is to 1, the more reliable is the instrument. This therefore confirms the reliability of the instruments used for the main work.

3.6 Procedure for Data Collection

In the process of datacollection, a letter of introduction was collected from the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello Zaria. The researcher on reaching the six sampled Colleges of Education introduced himself by showing the letter of introduction to the Dean/Head of Hausa department. Tworesearch assistantswere employed, and trained on the process of data collection. The research assistants assisted in administering the questionnaire to the staff and the students, andon the otherhand the researcher was making observation in a classroom when a lesson was taking place in the Hausa department. The process was carried out simultaneously in all the sampled Colleges of Education. Before, the process began; the purpose of the data collection was explained to the respondents and thereafter data collection followed.

3.8 Procedure for Data Analysis

Data collected were analyzed using descriptive statistics of frequency count, mean, standard deviation and percentages. All the research questions were answered using frequency counts and percentages of the respondents' opinions. In testing the hypotheses, non-parametric statistics of chi-square and Mann Whitney test were employed. Hypotheses number one to five (1-5) were tested using chi-square while hypothesis number six (6) was tested using Mann Whitney test because of the fact that the researcher hoped to established whether differences exist as regard to extent how NCE Hausa language curriculum is being implemented in Colleges of Education in northwest geopolitical zone of Nigeria.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents statistical analysis, interpretation and discussion of data collected from the field. Out of 468 sampled respondents (teachers 108, students 360) 106 questionnaire for teacher respondents were returned valid and 358 students copies of questionnaire were also returned. A total of 466 copies of the questionnaire were thus returned, representing 99.57%. The first section of the chapter presents the demographic characteristics of the respondents (Teachers and Students) analyzed using frequencies and percentages. The second section answered the seven research questions using frequencies and percentages. The third section of the chapter contains results of test of the seven hypotheses. Six hypotheses were tested using chi square statistics and the sixth hypothesis was tested using Mannwhitney test. All the six hypotheses were tested at 0.05 alpha level of significance. The last section of the chapter presented the major findings and discussion of results.

4.2 Demographic Data of the Respondents

This section presents the biodata of the respondents (teachers and the students, sampled Colleges of Education (Federal and States) which formed the population of study. The information presented included the number of teachers and students respondents in each College, their distribution by gender, teachers' qualifications and working experience and students' combination as per the NCE Hausa language programme. Below are the demographic data of the respondents.

Table 3 Distribution of Colleges of Education by ownership of the colleges

	Frequency	Percent
Valid Federal	03	50
State	03	50
Total	06	100.0

On ownership of the Colleges of Education (State or Federal), showed that(three) 03 were State Colleges of Education and (three) 03 were Federal Colleges of Education representing 50% each.

Table 4: Distribution of the students' respondents by the colleges

	Frequency	Percent
Valid Federal College of Education, Kano	74	16.6
Sa'adatu Rimi College of Education, Kumbotso	114	17.1
Isa Kaita College of Education, Dutsin-MA	24	16.6
Federal College of Education, Katsina	46	16.9
Adamu Augie College of Education, Argungu	64	16.9
Federal College of Education, Zaria.	38	16.0
Total	360	100.0

Table 4 revealed the distribution of student's respondents according to their colleges. From the table, it is clear that Saadatu Rimi College of Education had the highest number of students' respondents with 114 or 31.7%, followed by Federal College of Education, Kano with 74 or 20.6% and Adamu Augie College of Education, Argungu with 64 or 17.7%, and

Federal College of Education, Katsina with 46 or 12.7% while Isa Kaita College of Education Dutsin-Ma had 24 or 6.7% and the Federal College of Education, Zaria in Kaduna State had 38 or 10.5% student respondents sampled for this study.

It is clear from table4 that the States owned Colleges of Education; Saadatu Rimi, Isa Kaita and Adamu Augie Colleges of Education had the highest number of students' respondents of 277 representing 50.6% of the total students sampled for this study.

Table 5: Distribution of the respondents (students) by gender

		Frequency	Percent
Valid	Male	243	67.5
	Female	117	32.5
	Total	360	100.0

According to the table 5 a total of 243 students representing 67.5% were male students and the rest 117 representing 32.5% were female students. This differences that do exist between male and female or gender imbalance in school enrolment was because of some cultural obstacles to women education which include subjecting women to early marriage, educating the boys in place of girls, demand girls to be inferior and destined to play the roles of wife and mother. Other issue for this imbalance is the fact that the principle of Islamic religion which frowns at the way of dressing and general conduct in the formal education schoolshas been a contributing factor in keeping many girls away from schools especially in the North.

Table 6: Distribution of respondents by subject combination of students

	Frequency	Percent
Arts	130	36.1
Languages	149	41.4
Others	81	22.5
Total	360	100.0

The data in table 6 shows the distribution of students' respondents by their subject combinations. According to the table the students in the school of languages were 149 representing 41.4% and those from the school of Arts were 130 representing 36.1%. Other students from other combinations were 81 which represent 22.5%. This indicates that most of the students were from the school of languages (41.4%).

Table 7: Distribution of teacher respondents by Institution

		Frequency	Percent
Valid	Federal College of Education, Kano	19	17.7
	Sa'adatu Rimi College of Education, Kumbotso	21	19.5
	Isa Kaita College of Education, Dutsin-MA	17	15.7
	Federal College of Education, Katsina	17	15.7
	Adamu Augie College of Education, Argungu	17	15.7
	Federal College of Education, Zaria.	17	15.7
	Total	108	100.0

Table 7 shows that the teacher respondents were sampled from 6 Colleges of Education from the North-West zone. The colleges were Federal College of Education, Kano, Sa'adatu Rimi College of Education, Kumbotso, Isa Kaita College of Education, Dutsin-MA, Federal College of Education, Katsina, Adamu Augie College of Education, Argungu and Federal College of Education, Zaria.

Table 8: Distribution of teacher Respondents by Gender Of Teachers

	Frequency	Percent
Valid Male	77	71.3
Female	31	28.7
Total	108	100.0

According to table 8, 77 or 71.3% of them were male teachers and the rest 31 representing 28.7% were female teachers. This indicates a gender disparity as regards the staffing in the academic staff of the colleges of education in the North West geopolitical zone of Nigeria.

Table 9: Distribution of teacher respondents by their Qualification

	Frequency	Percent
Valid BED	32	29.6
BED + PGDE	30	27.8
MSc	17	15.7
MSc+PGDE	12	11.1
PhD with teaching Qualification	10	9.2
PhD without teaching Qualification	7	6.5
Total	108	100.0

Concerning teachers' qualification, a total of 32 or 29.6% possessed BED while 30 or 27.8% possessed BED+PGDE, as against 17 or 15.7% that possessed MSc while 12 or 11.1% possessed MSc +PGDE. Another 10 or 9.2% possessed PhD with teaching qualification and the rest 7 or 6.5% possess PhD without teaching qualification. This shows that 62 teachers 57.4% only had first degree. It also revealed that 24(22.2%) did not have teaching qualification and yet were teaching in a teacher training institution

Table 10: Distribution of teacher respondents by teaching experience of teachers

		Frequency	Percent
Valid	below 5 yrs	25	23.2
	5 - 10 years	31	28.7
	11-15 yrs	25	23.1
	16 yrs and above	27	26.0
	Total	108	100.0

On teachers respondents' years of experience, 25 or 23.2% of them had spent below 5 years while 31 or 28.7% had spent between 5-10 years as against 25 or 23.1% that had spent between 11-15 years and the remaining 27 or 26.0% had spent over 16 years and above. Thus, out of the 108 lecturers that were sampled for this study, 79 of them representing 76.0% had a good teaching experience and were competent enough for the teaching job in terms of teaching experience.

4.3 Responses to Research Questions

Below are the responses of the respondents on each research question. Research questions 1-7 were answered using frequencies and percentages

Research Question 1: To what extent is Hausa language curriculum in Colleges of Education in Nigeria is being implemented?

Table 11: Responses of Teachers and students on the NCE Hausa language curriculum content coverage in Colleges of Education in Nigeria

S/N	Variables	Covered		Not covered	
		F	%	F	%
1	History and Development of Hausa Language	207	44.00	259	56.00
2	Hausa grammar	308	66.00	158	34.00
3	Use of Hausa	212	46.00	254	54.00
4	Introduction to Hausa oral and written literature	227	48.70	239	51.30
5	Hausa prose	196	42.10	270	57.90
6	Hausa people and their culture	220	47.20	246	52.80
7	Methodology of Teaching Hausa 1	203	43.60	263	56.40
8	Introduction to general Linguistic	226	48.50	240	51.50
9	Hausa phonetics/ phonology	242	52.00	224	48.00
10	Methodology of teaching Hausa 11	213	45.70	253	54.30
11	Hausa Morphology	239	51.30	227	47.70
12	Hausa syntax	258	55.40	208	44.60
13	Hausa Research method	241	51.70	225	48.30
14	Hausa Translation	200	43.00	266	57.00
15	Hausa oral Literature	208	44.60	258	55.40
16	Hausa occupation and Craft	209	44.80	257	55.20
17	Hausa Advanced Orthography	255	54.70	211	45.30
18	Hausa Drama	245	52.60	221	47.40
19	Hausa Poetry	240	51.50	226	48.50
20	Varieties of Hausa	200	43.00	266	57.00
	Percentage mean		49.80		50.20

Table 11 showed the extent of Hausa language curriculum content coverage in Colleges of Education in Nigeria. The curriculum coverage is below average since the respondents opined that majority of the courses are not covered. Of the course units that constituted NCE Hausa language courses, only eight (8) were said to be covered according to the respondents as the percentage of the responses were above fifty-five percent (55). The course units are no. 2, 9, 11, 12, 17, 16, 18 and 19. According to table 11, 308 respondents representing 66%

agreed that Hausa grammar was covered, 242 respondents representing 52.00% believed that Hausa phonetic/phonology was covered and 239 respondents representing 51.30 % agreed that Hausa morphology is covered while for Hausa syntax 258 respondents representing 55.40% indicated that it was covered. Furthermore, the following courses; Hausa research metrology, Hausa advanced orthography, Hausa drama and Hausa poetry were also covered as indicated in the table, where 241 respondents representing 51.70%, 255 respondents representing 54.70% and 245 respondents representing 52.60% and 240 respondents representing 51.50% responded that the course units were covered. However, majority of the respondents responded that 12 courses out of twenty courses were not covered in the Colleges of Education as indicated in the table. The courses that were not covered included; history and development of Hausa 259, (56.60%), Use of Hausa 254 (54.00%), Introduction to Hausa oral and written literature 239(51.30%), Hausa prose 270(57.90%), Hausa people and their culture 246 (52.80%) and Methodology of Teaching Hausa one 263(56.40%). Other course units that the respondents responded that they were not adequately covered included; Introduction to general linguistics 240(51,50%) Methodology of teaching Hausa II 253(54.30%), Hausa translation 266(57%), Hausa oral literature 258(55.40%), Hausa occupation and craft 257 respondents representing 55.70%, and Varieties of Hausa 266 respondents, representing 57.00%.. It is understood from the table above, that the NCE Hausa language curriculum was not adequately covered as majority of the courses, 12, out of 20 were not properly covered. The overall average percentages means of the respondents that responded positively on the implementation NCE Hausa language curriculum content in Colleges of Education were 49.80% and those that responded that most courses were not

fully implemented was 50.20%. This indicated that the Hausa language curriculum was not fully implemented.

Question 2: What are the methods utilized by the Hausa language lecturers in the delivery of Hausa language curriculum in Colleges of Education in Nigeria? The research question was answered using percentages and frequencies and detailed interpretation were presented.

Table 12: Responses of respondents on the methods utilized by lecturers in teaching Hausa Language curriculum in colleges of education in Nigeria

S/N	Variables	Always		Sometimes		Rarely		Never	
		F	%	F	%	F	%	F	%
1	Lecture method	70	64.81	38	35.18	00	00.00	00	00.00
2	Discussion	36	33.33	55	50.92	12	11.11	05	4.62
3	Demonstration	29	26.85	61	56.48	11	10.18	07	6.48
4	Laboratory	10	9.259	63	58.33	21	19.44	14	12.96
5	Project	61	56.48	40	37.03	06	5.55	01	0.92
6	Excursion/field trip	40	37.03	52	48.14	11	10.18	05	4.62
7	Group	33	30.55	62	57.40	10	9.259	03	2.77

Key = F=Frequency % =Percentage

Table 12 shows methods utilized by the Hausa language lecturers in the delivery of NCE Hausa language curriculum in Colleges of Education in Nigeria. From the table, it can be seen that for lecture method, 70 respondents representing 64.81% indicated that they employed the method always, 38 lecturers representing 35.18% employed the method sometimes. For discussion method 36 respondents representing 33.33% utilized the method always, 55 respondents representing 50.92% employed it sometimes, 12 respondents representing 11.11% opined that they employed the method rarely, while 5 lecturers representing 4.62% responded that they never utilized the method. This showed that the lecture method was frequently used as a teaching method.

The table clearly revealed that only negligible number of respondents used the discussion method always, majority of the respondents indicated that they utilized the discussion method sometime. This indicated that there was no optimum utilization of teaching strategies by the Hausa language lecturers in teaching NCE Hausa Language curriculum implementation. On demonstration method, only 29 respondents representing 26.85% responded that they utilized the method in teaching and 11 (10.18%) responded that they rarely employed the method, while 7 respondents representing 6.48% responded that they never utilized the method in teaching the NCE Hausa students in Colleges of Education. On laboratory technique, only 10 respondents representing 9.25% responded that the method was always utilized, 63 respondents (58.33%) utilized it sometimes, while 21 respondents representing 19.44% employed the strategy rarely and 14 respondents representing 12.96% responded that the method was never employed. As regards the project method as one of the expected method to be utilized by the Hausa language lecturers, 61 respondents (56.48%) responded that the strategy was employed, while 40 (37.03%) respondents used it sometimes, 6 respondents representing 5.55% rarely utilized the strategy and 1 respondent (0.92%) responded that the methods was never utilized. On excursion/field trip technique, 40 (37.03%) respondents responded that it was always used, 52 (18.14%) respondents responded that the method was sometimes used while 11 respondents representing 10.18% said the lecturers rarely utilized the method and 5 (4.62%) indicated respondents that the method was never used in Colleges of Education in Nigeria. Furthermore, on the grouping strategy of instruction, 33 (30.55%) respondents used it always, 62 (57.10%) used it sometimes, 10 respondents (9.25%) used it rarely, while 03 (2.77%) of the respondents never used it.

On the whole, the table revealed that lecturers utilized almost all the teaching methods in implementing Hausa language curriculum with the lecture method as the most frequently used while laboratory was the least frequently used.

Research Question 3: To what extent are the required instructional materials available for the implementation of Hausa language curriculum in the Colleges of Education in the Nigeria?

Research question three was answered using percentages and frequencies.

Table 13: Responses of Teachers on the availability of instructional materials for the implementation of NCE Hausa language curriculum in Colleges of Education in Nigeria

S/N	Variables	Available		Not available	
		F	%	F	%
1	Qualified Lecturer	69	63.88	39	36.11
2	Textbooks	64	59.25	44	40.74
3	Office facilities	38	35.18	70	64.81
4	Language laboratories	26	24.07	82	75.92
5	Cultural rooms	30	27.77	78	72.22
6	Cultural villages	40	37.03	68	62.96
7	Computers	45	41.66	63	58.33
8	Internet Facilities	42	38.88	66	61.11
9	Video/DVD/CD	41	37.96	67	62.03
10	Tape recorders	23	21.29	85	78.70
11	Auditorium	67	62.03	41	37.96
12	Lecture Theatres/classes	56	51.85	52	48.14
13	Projectors	40	37.03	68	62.96
14	Film strips/Slides	28	37.03	80	62.96
Total Percentage			59.30		66.20

Table 13 revealed the level of the availability of instructional materials for the implementation of NCE Hausa language curriculum in colleges of education. The table clearly indicated that instructional materials and resources were not adequately available in

the colleges of education. On qualified lecturers and other instructional materials, the responses of the respondents showed that resources were averagely available. The respondents indicated that the instructional materials were available as follow; qualified lecturers 69 (62.88%), textbooks 64 (59.25%), Auditorium 67 (62.03%) and lecture theatre/classes 56 respondents representing 51.85%. Ten(10) out of the 14 items listed instructional materials for the implementation of Hausa language curriculum in Colleges of Education in Nigeria were identified as not in some Colleges. The items included; office facilities 70 (64.81%) language laboratories 82 (75.92%), cultural rooms 78 (72.22%), cultural villages 68 (62.96%) and computer 63 (58.33%). Other items that the respondents responded that they were not available included; internet facilities 66 (61.11%), video/DVD/CD 67(62.03%), tape recorder 85 (78.70%), projectors 68 (62.96%) and film strips/slides which has 80 respondents that responded that the item was not adequately available in Colleges of Education in Nigeria. This indicated that most of the instructional materials necessary for teaching Hausa language in Colleges of Education were not adequately available.

On the whole resources/instructional materials for the implementation of NCE Hausa language curriculum in Colleges of Education in Nigeria were grossly inadequate.

Research Question 4: Howadequate are the instructional materials for the implementation of Hausa language curriculum in the Colleges of Education in Nigeria?

Table 14: Responses of Teachers on the Adequacy of instructional materials for the implementation of NCE Hausa language curriculum in colleges of education in Nigeria

S/N	Variables	Adequate		Not Adequate	
		F	%	F	%
1	Qualified Lecturer	50	46.29	58	53.70
2	Textbooks	62	57.40	46	42.59
3	Office facilities	50	46.29	58	53.70
4	Language laboratories	48	44.44	60	55.55
5	Cultural rooms	42	38.88	66	61.11
6	Cultural villages	48	44.44	60	55.55
7	Computers	50	46.29	58	53.70
8	Internet Facilities	47	43.51	61	56.48
9	Video/DVD/CD	38	35.18	70	64.81
10	Tape recorders	42	38.88	66	61.11
11	Auditorium	59	54.62	49	45.37
12	Lecture Theatres/classes	37	34.25	71	65.74
13	Projectors	49	45.37	59	54.62
14	Film strips/Slides	28	46.29	80	53.70
Total Percentage means		44.40	55.60		

Table 14 revealed the teachers' responses on the adequacy of instructional materials. It is clearly indicated in table 14 that instructional materials necessary for Hausa language curriculum implementation were not adequate, because out of the 14 items only 2 were said to be adequate as responded by the respondents (Lecturers), as against 12 items which the respondents indicated that they were inadequate. Textbooks, 62 (57.40%) respondents and auditorium 59 (54.62%) respondents responded that they were adequate. Majority of the respondents indicated that the instructional materials were grossly inadequate. The following items said not to be adequately available were qualified Lecturers 58 (53.70%), office facilities 58 (53.70%), Language laboratories 60 (55.55%) and cultural room 66 (61.11%). Other instructional material that the respondents indicated were not adequately available

included; cultural village 60 (55.55%), computers 58 (53.70%), internet facilities 61 (56.48%) and video/DVD/CD 70 (64.81%). The respondents further indicated that other items not adequately available in the Colleges of Education were; Tape recorder 66 (61.11%), lecture theatres/classes, 71 (65.74%), projectors 59 (54.62%) and filmstrips/slides which 80 respondents representing 53.70% believed that they are grossly inadequate. On the whole, the table revealed that most(12 out of 14(85%) of the instructional materials/resources for the implementation of NCE Hausa Language curriculum were grossly inadequate in the college of Education in Nigeria.

Research Question 5: To what extent are the available instructional materials for implementation of Hausa language curriculum in the Colleges of Education in Nigeria utilized?

Table 15: Responses of teachers on the utilization of instructional materials for the implementation of NCE Hausa language curriculum in Colleges of Education in Nigeria

S/N	Variables	Utilized		Not Utilized	
		F	%	F	%
1	Qualified Lecturer	63	58.33	45	41.66
2	Textbooks	69	63.88	39	36.11
3	Office facilities	59	54.62	49	45.37
4	Language laboratories	21	19.44	87	80.55
5	Cultural rooms	42	38.88	66	61.11
6	Cultural villages	50	46.29	58	53.70
7	Computers	70	64.81	38	35.18
8	Internet Facilities	69	63.88	39	36.11
9	Video/DVD/CD	50	46.29	58	53.70
10	Tape recorders	40	37.03	68	62.96
11	Auditorium	70	64.81	38	35.18
12	Lecture Theatres/classes	59	54.62	49	45.37
13	Projectors	10	09.25	98	90.74
14	Film strips/Slides	10	09.25	98	90.74
Total Percentage			45.10		54.90

Table 15 revealed that the responses of the lecturers on the utilization of instructional materials for the implementation of NCE Hausa Language curriculum in colleges of education in Nigeria. From the table, 7 items out of 14 had positive responses; as were; qualified lecturers (Human resources) 63 (58.33%), textbooks 69 (63.88%), office facilities 59 (54.62%), computers 70 (64.81%) and 69 (63.88%), Auditorium and lecture theatre/class got 70 (64.81%) and 59 (54.62%). However on the other side, seven variables received the negative responses as follows: language laboratories 87 (80.55%) cultural rooms 66 (61.11%), video/DVD/CD 58 (53.70%) and tape recorders 68 (62.96%), projectors 98 (90.74%) and filmstrips/slide had 98 respondents representing 90.74% who said

that instructional materials were not utilized. On the whole, the percentage mean for the utilization is 45.10, while for not utilized is 54.90. It is therefore deduced from the table that more than half of the instructional materials were not utilized.

Research Question 6: What are the lesson preparations techniques used by the Hausa language lecturers in the implementation of Hausa language curriculum in Colleges of Education in Nigeria?

Table 16: Observation Schedule for Classroom Teaching Of NCE Hausa language rating the features observed by ticking ‘YES’ or ‘NO’ as applicable.

Lesson Features	Yes		No	
	F	%	F	%
Class Atmosphere				
Conduciveness of the classroom to the teaching of Hausa Language	10	55.6	8	44.4
Arrangement of seats in e line with eh strategy used, ease of movement and proper ventilation	8	44.4	10	55.6
Instructional Objectives				
Instructional objectives well communicated to the students	7	38.9	11	61.1
Content and activities of the lesson relate to the objectives of the lesson.	10	55.6	8	44.4
Coverage of relevant aspects of the topic based on the objectives.	8	44.4	10	55.6
Teaching Techniques				
Evidence of well-planned and internally consistent lesson.	7	38.9	11	61.1
Evidence of subject matter mastery by the lecturer	12	66.7	6	33.3
Variety and effectiveness of procedures/strategies in line with the principle of Hausa Language	7	38.9	11	61.1
Use of lecture/project/concept mapping analogies/topic study/Dramatization/Combination of methods	7	38.9	11	61.1
Skill in questioning (type, frequency, relevance, distribution, provocativeness, answerability)	11	61.1	7	38.9
Reflection of real-life challenges and problems in classroom teaching.	7	38.9	11	61.1
Skill and language of communication of lecturer.	12	66.7	6	33.3
Provision of effectiveness of relevant instructional materials and equipment	8	44.4	10	55.6
Involvement of student in class activities and discussion.	11	61.1	7	38.9
Evaluation and Assignment				
Adequate evaluation of attainment of instructional objectives.	8	44.4	10	55.6
Coverage of the six domains viz knowledge comprehension, application, analysis, synthesis and evaluation	7	38.9	11	61.1
Relevant and adequate assignment of the issues taught.	8	44.4	10	55.6
Relevant and adequate home/out of class projects or activities based on the concept taught.	10	55.6	8	44.4
Total Percentage means 48.851.2				

Table 16 showed the personal observation of the researcher of classroom teaching, preparation of lesson, instructional objectives, teaching techniques and lesson evaluation. On the conduciveness of the classroom 10(55.6%) observed, it was satisfactory that the classroom were conducive for teaching Hausa as against 8(44%) that are not conducive. And for the arrangement of seats in the class in line with the strategy used to ease movement and proper ventilation, only 8 (55.6%) of the classrooms satisfied the approved condition as observed by the researcher as against 10 (55.65%) out of 18 classrooms observed that did not satisfy criteria for good seating arrangement. This showed that majority of the classes observed had poor seating arrangement.

On communication of instructional objectives to the students, 7 (38.9%) out of the 18 lecturers observed to have a good communication of their lessons' instructional objectives to the students as against 11 (61.1 %) that the researcher believed to have poor communication of their lessons instructional objectives to their students, 10 (55.6%) out of the 18 lecturers observed also related the activities and content of the objectives of the lessons to the students as against 8 (44.4%) lecturers observed. As regards to covering relevant aspects of the topic based on the objectives 10(55.6%) poorly cover relevant aspects of the topic based on the objectives of the lessons as against 8(44.4%) who showed a good performance.

Furthermore, on teaching techniques only 7(38.9%) had evidence of well planned and internally consistent lessons, while 11(61.1 %) lacked well planned and internally consistent lessons as observed by the researcher, 12(66.7%) showed mastery of the subject matter of the courses they taught while 6 (33.3%) of the lecturers, showed poor mastery of the subject matter. On variety and effectiveness of procedures / strategies in line with the principle of Hausa language, 7(38.9%) were observed to have the skills as against 11(61.1%) lacked

skills on the use of lecture/ project/ concept mapping / dramatization and combination of methods, only 7(38.9%) who clearly showed lack of the questioning skills on reflecting the real life challenges and problems in classroom teaching. 7(38.9%) lecturers were observed to have the skills, while 11 (61.1%) lecturers lacked the skills, 12 (66.7%) of the lectures observed, were found to have skills in language of communication, while 6(33.3%) lacked the skills of language of communication. On provision of effectiveness of relevant instructional material and equipment only 8 (44.4%) were observed to had this competence as against 10 (55.6%) that were found to be incompetent. Furthermore, 11 (61.1%) lecturers were observed to involve students in class activities.

On evaluation and assignment 8(44.4%) lecturers were observed to adequately evaluate attainment of instructional objectives of their lessons as against 10 (55.6%) who lacked that attribute. The researcher also observed the coverage of six cognitive domains; knowledge, comprehension, application, analysis, synthesis and evaluation. 7 (38.9%) of the lecturers, showed element of coverage of the six domains as against 11 (61.1%), who did not cover the six domains. On issuing relevant and adequate assignment on the topics taught, the observation of the researcher revealed that only 8(55.6%) of the lecturers were fair and issuing relevant and adequate home / out of class projects or activities based on the concept taught. The observer believed that 10 (55.6%) out of the 18 lecturers displayed good skillful strategies. On the same issue 8(44.4%) observed were found to be very poor.

On the whole, the researcher's observation revealed that the Hausa lecturers lesson's preparation techniques were below average as the overall percentage means was 48.80, they also showed some weaknesses in lessons preparation especially in arrangement of seat in the class in line with the strategy used to ease movement and proper ventilation,

communication of instructional objectives to the students, and on covering relevant aspects of the topic based on the objectives.

Research Question 7: What is the extent of the difference that exists between Federal and States Colleges of Education in the implementation of Hausa Language curriculum in Nigeria?

Table 17: Mean ranking of responses of difference between Federal and States Colleges of Education NCE Hausa Language curriculum implementation in Nigeria.

	College type	N	Mean Rank	Sum of Ranks
Implementation of Hausa language curriculum	Federal	236	225.03	53107.50
	State	222	230.17	50177.50
	Total	458		

According to table 16 in the mean ranking of respondents from Federal and State owned Colleges of Education, there was no difference in the implementation of Nigeria Certificate in Education Hausa language curriculum in Federal and States Colleges of Education in Nigeria. The calculated mean ranking regarding the implementation of Nigeria Certificate in Education Hausa Language curriculum in federal and states colleges of education in Nigeria were 225.03 and 230.17 by respondents from state and federal owned colleges of education respectively. Their sum of rankings was 53107.50 and 50177.50. This implied that the implementation of Nigeria Certificate in Education Hausa language curriculum in federal and States Colleges of Education in Nigeria was not significantly different.

4.4 Hypotheses Testing

The hypotheses number 1-6 were tested using nonparametric statistics in form of chi-square statistics at 0.05 level of significance.

Null hypothesis 1: There is no significant difference in the opinion of respondents (teachers and students) on the implementation of Hausa language curriculum in colleges of education in Nigeria

Table 18: Chi- square (χ^2) statistics on the implementation of Nigeria Certificate of Education Hausa Language curriculum in Colleges of Education in Nigeria

Variable	Total Frequency of coverage	Total Frequency Not covered	Df	X^2 computed	X^2 Critical	P	Remarks
NCE Hausa language curriculum content coverage	4549	4771	19	119.475	30.144	0.000	Significant coverage

X^2 computed > X^2 critical at df 19

Table 18 showed that NCE Hausa language curriculum content coverage in Colleges of Education in Nigeria is significant. This is because the computed chi square value of 119.475 was higher than the chi square critical value at df 19, and the calculated p value of 0.000 was found to be lower than the 0.05 alpha level of significance. The total frequency of coverage is 3549 and the frequency of not coverage is 4771 that was about 49.80% and 50.20% respectively. Therefore, the null hypothesis which state there is no difference in the responses of respondents (students and lecturers) is hereby rejected. And the alternate hypothesis is accepted that there is a significant NCE Hausa language curriculum content coverage in Colleges of Education in Nigeria.

Null hypothesis2: There is no significant difference in the responses of the respondents on the strategies utilized by the Hausa lecturers in the implementation of Hausa language curriculum in Colleges of Education in Nigeria.

Table 19: Summary of Chi-Square (χ^2) statistic on the method of teaching utilized by the Hausa lecturers in Colleges of Education in Northwest Geopolitical Zone, Nigeria.

		Always	Never	Total	Df	χ^2 Value	Prob.
Variables							
Methods of	F ₀	43	65	108	1	4.481	0.34
teaching utilized by	F _E	54.0	54.0				
Hausa lecturers							
χ^2 value = 4.481, df=1 (p > 0.05)				χ^2 crit = .034			

The result on the table 19 revealed that 43 (39.81) of the lecturers responded that the varieties of methods meant for the implementation of curriculum was utilized, while 65 (60.18) responded that it was not adequately utilized. Furthermore, the statistical computation indicated that the χ^2 value of 4.481, df 1 (P < 0.05) was obtained. This means, since χ^2 calculated is greater than the χ^2 critical of .034, null hypothesis is therefore rejected.

Chi-square was further conducted on each individual item in table 19, (Refer to Appendix J) and the result indicated that there is a significant difference in strategies utilized by lecturers in implementation of Hausa language curriculum in colleges of education of Nigeria. Majority of the respondents responded that some of the strategies especially the lecture method which 70 (64.81%) believed that Hausa lecturers are utilizing it. And in all the 7 items, χ^2 value = 4.481 is greater than the χ^2 critical, therefore, null hypothesis is rejected.

Null hypothesis 3: There is no significant difference in the responses of the respondents on the availability of instructional materials for the implementation of Hausa language curriculum in colleges of education in Nigeria.

Table 20: Chi-Square on the availability of instructional materials for the implementation of Nigeria Certificate in Education Hausa language curriculum in Colleges of Education in Nigeria.

Variables		Available	Not Available	Total	Df	χ^2 Value	Prob.
Availability of resources/ instructional materials	F ₀	47	61	108	1	1.815	.178
	F _E	54.0	54.0				

χ^2 Value=1.815, df 1, (P<0.05). χ^2 crit=.3.841

The result revealed that 41 (37.96) of the lecturers responded that there is adequate resources/instructional t for the implementation of Hausa language curriculum in Colleges of Education, while 61 (56.48) responded that the resources/instructional were not adequate. Furthermore, the statistical computation indicated that the χ^2 value of 1.815, df 1(P<0.05) was obtained. This means, there is no significant difference in the opinion of the respondents on the availability of resources/ instructional materials for the implementation of Hausa language curriculum in colleges of education in Nigeria.

Furthermore, chi-square test was conducted on individual items (Appendix K). In the table chi-square statistics revealed that there is no significant difference as regard the opinions of the respondents on the availability of instructional materials for the implementation of NCE Hausa language curriculum in Colleges of Education in Nigeria. Because, majority of the respondents showed that there is unavailability of the instructional infrastructures. Because in 8 items (1, 2, 4, 5,7,10, 12 and 14) out of 14 items, χ^2 critical 3.841 is greater than the χ^2 calculated, therefore, null hypothesis was retained.

Null hypothesis 4: There is no significant difference in the responses of respondents on the adequacy of instructional materials for the implementation of Hausa language curriculum in colleges of education in Nigeria.

Table 21: Chi-Square (χ^2) on the adequacy of Resources/Instructional materials necessary for the implementation of Nigeria Certificate in Education Hausa language curriculum in colleges of education in Nigeria.

Variables		Adequate	Not Adequate	Total	Df	χ^2 Value	Prob.
Adequacy of resources/instructional materials	F ₀	44	64	108	1	3.704	.054
	F _E	54.0	54.0				
χ^2 Value=3.704, df 1, (P<0.05).						χ^2 crit=.3.841	

Table 21 showed the result of chi-square (χ^2) analysis of the adequacy of resources/instructional materials in Colleges of Education for the implementation Hausa language curriculum. The result revealed that 44 (40.74) of the respondents responded that the resources/instructional materials were adequate, while 64 (59.25) responded that the materials were not adequate. However, the statistical computation indicated that the χ^2 value of 3.704, df 1(P>0.05) was obtained. This means, there was no significant difference on the opinion of respondents with regards to the adequacy of instructional materials based on the outcome of research question 4, it is to say that respondents agreed that instructional materials in colleges of Education were inadequate and therefore null hypothesis is retained.

And chi-square test was also conducted on individual items (Appendix K), the result revealed that, 10 items; 1, 2, 3, 4, 5, 6, 7, 8, 11, and 13 showed that the teachers respondents indicated that resources/instructional materials necessary for the implementation of Hausa language curriculum in Colleges of Education in Nigeria were grossly inadequate, because in these 10

items, χ^2 critical 3.481 was less than the χ^2 calculated. It is only on 4 items that the χ^2 calculated is greater than the χ^2 critical.

Null Hypothesis 5: There is no significant difference in the opinion of the respondents on the utilization of instructional materials for implementation of Hausa language curriculum in Colleges of Education in Nigeria.

Table 22: Chi-Square χ^2 on the utilization of Instructional materials necessary for the implementation of Nigeria Certificate in Education Hausa language curriculum in Colleges of Education in Nigeria.

Variables		Utilized	Not Utilized	Total	df	χ^2 Value	Prob.
Utilization of	F_0	46	62	108	1	3.704	.054
resources/ instructional materials	F_E	54.0	54.0				
χ^2 Value=3.704, df 1, (P<0.05).						χ^2 crit=.3.841	

Table 22 showed that chi-square test χ^2 result the utilization of resources/instructional materials in Colleges of Education for the implementation Hausa language curriculum. The result revealed that 46 (42.59%) of the respondents responded that the resources/instructional materials were utilized, while 62 (57.40%) responded that the materials were not utilized. The statistical computation indicated that the χ^2 value of 3.704, df 1 (P>0.05) was obtained. The result obtained from chi-square statistic on individual items (Appendix L) revealed that in items 1, 3, 4, 5, 6, 9, 10, 12 and 13 out of the 14 items, the χ^2 critical 3.841 was greater than χ^2 calculated χ^2 value of 3.704. This means that the majority of the respondents (Teachers) indicated that there was no significant utilization of instructional materials/resources for implementation of NCE Hausa language curriculum in Colleges of Education in Nigeria.

Hence the null hypothesis was retained.

Hypothesis 6: There is no significant difference in the preparation techniques used by the lecturers in Federal and State Colleges of Education.

Table 23: Classroom preparation technique used by the Hausa lecturers in State and Federal Colleges of Educations

Variables		Yes	No	Total	df	χ^2 Value	Prob.
Observation of teachers' preparation techniques	F ₀	10	8	18	1	.222	.637
	F _E	9.0	9.0				
χ^2 Value = .222, df 1, (P < 0.05).						χ^2 crit = 3.841	

Table 23 showed chi-square (χ^2) result on the observation of lecturer's with regards to classroom preparation techniques in Colleges of Education for the implementation Hausa language curriculum. The result revealed that 10 (55.55) of the researcher observed that there was no significance difference in the classroom preparation technique among the Hausa lecturers for the implementation of Hausa language curriculum in Federal Colleges of Education and States Colleges of Education, while 8 (44.44) the researcher observed revealed that there was a significant difference in the classroom preparation among the Hausa language lecturers in the preparation technique for the implementation of Hausa language curriculum. However, the statistical computation indicated that the χ^2 value of .222, df 1 (P > 0.05) was obtained. This means, there was no significant difference in the classroom preparation technique used by the Hausa language lecturers for the implementation of Hausa language curriculum and therefore null hypothesis is retained.

In addition chi-square test was conducted on the same observation result (Appendix M) and it revealed that the χ^2 critical was greater than the χ^2 calculated in all the 18 items. This means

that all the respondents indicated that there is no significant difference in the lecturers' preparation technique between the lecturers in the Federal Colleges of Education and States Colleges of Education in Nigeria. Hence null hypothesis is hereby retained.

Hypothesis 7: There is no significant difference in the opinion of the respondents on the implementation of Hausa language curriculum in federal and states Colleges of Education in Nigeria. Hypothesis number 7 was tested using MannWhitney test and following result were obtained.

Table 24: MannWhitney Test showing the difference in the implementation of NCE Hausa language curriculum in Federal and States Colleges of Education in Nigeria.

	ownership of college	N	Mean Rank	Sum of Ranks	Z- score	P- value
Implementation of NCE Hausa language in Colleges of Education in Nigeria	State	236	224.03	53107.50	0.419	0.675
	Federal	222	230.17	50177.50		
	Total	458				

Result of the Non-Parametric tests of MannWhitney statistics showed that there was no significant difference in the implementation of Nigeria Certificate in Education Hausa language curriculum in federal and states Colleges of Education in Nigeria.

This was due to the fact that the calculated p-value of 0.675 was found to be higher than, the 0.05 alpha level of significance. The calculated mean ranking regarding the implementation of Nigeria Certificate in Education Hausa language curriculum in federal and states colleges of education in Nigeria were 225.03 and 230.17 by respondents from state and Federal owned Colleges of Education respectively. The sums of rankings were 53107.50 and 50177.50 by respondents from state and Federal owned colleges of education respectively.

This implied that the implementation of Nigeria Certificate in Education Hausa language curriculum in Federal and States Colleges of Education in Nigeria was not significantly different. Therefore the null hypothesis which states that there is no significant difference in the implementation of Nigeria Certificate in Education Hausa language curriculum in Federal and States Colleges of Education in Nigeria is hereby accepted and retained.

4.5 Summary of Major Findings

Analysis of the data from the research questions and hypotheses of the research revealed the following major findings:

1. the contents of the NCE Hausa language curriculum were not fully covered in the Colleges of Education in Nigeria
2. the teaching methods mostly used for the delivery of Hausa language curriculum in Colleges of Education in Nigeria were lecture and project methods. Other methods used at a smaller scale were discussion, demonstration, laboratory, excursion and group work
3. instructional materials/resource commonly available in Colleges of Education for the teaching of Hausa language included qualified lecturers, textbooks, auditorium, lecture theatres/classes. Those not commonly available included language laboratories, projectors, cultural villages, cultural rooms etc.
4. the available resource/instructional materials in Colleges of Education were not adequately available for the implementation of Nigeria Certificate in Education Hausa language curriculum.

5. the utilization of many resources/instructional materials such as language laboratories, cultural rooms and villages, videos, tape recorders, projectors, film slide/strips for the implementation of Nigeria Certificate Education Hausa language curriculum in Colleges of Education in Nigeria was low.
6. The lesson preparation techniques used by the Hausa lecturers of Colleges of Education included creating conducive environment, identifying lesson's objectives, mastering the subject content, selection of suitable methods, evaluation techniques, appropriate questions and preparing home or class projects.
7. There was no significant difference in the implementation of Nigeria Certificate in Education Hausa language curriculum between Federal and States Colleges of Education in Nigeria.

4.6 Discussion of Findings

Extent of the Hausa language curriculum content coverage

The analysis of the data collected for this study provided valuable information on the factors that are prerequisite for implementation of NCE Hausa curriculum. The first objective of the study is to examine the extent to which NCE Hausa language curriculum is implemented in Colleges of Education in Nigeria. Majority of the respondents (108 teachers, 354 students) were of the opinion that the contents of the NCE Hausa language curriculum were not fully covered in the Colleges of Education in Nigeria. The null hypothesis was therefore accepted that there is no significant difference in the coverage of NCE Hausa curriculum content coverage in Colleges of Education in northwest geopolitical zone of Nigeria. The finding agreed with the studies conducted by Shi-Jer, Hua-Lin & Tien-Sheng (2010) who pointed out that the reason for difficult curriculum implementation is broad aims and unclear objectives

of the curriculum content, and Morris and Scott (2003) in Tugba (2010) believed that many policies failed to be implemented because they were ambiguous or insufficiently specific. Also, Desimone (2002) in Enfield, & Smith (2010))believe that policy makers need to formulate clear, specific and consistent directives with helpful procedures so that the policy would be more likely to be executed as intended. The results further agreed with finding of the findings of Giard, Girolametto, Weitzman and Green burg (2011), Fuligni, Howes, Lara Cinisomo and Karoly (2009) Giard et al, (2011) found out that difficulty in implementing curriculum conceit have connection between professional development on the teachers' role of facilitating s role of facilitating peer interaction and the implementation of these strategies in the classroom. While the result by Fuligul et al, (2009) showed an association between professional development experiences and teacher's beliefs and practices and suggested high levels of formal training for enhancing quality of teacher /student interaction Furlliermore, Mitchell (2009), Usmani, Suraiya, Zamil & Shammot (2012) Boscandin et.al, (2008) provide further support for this finding. They believed teacher's expertise was highly related to students' achievement and further maintained teachers' professional development and curriculum implementation are not separable. Teachers' qualification and over-crowded classroom setting were identified as serious impediment to effective implementation of curriculum content. This fact is obviously justifiable, as many teachers were not professionally competent.

However, the results do not agreed with the findings of Australian, Primary Principal Association - APPA (2008) and UNESCO (2013) further agreed with the above finding, APPA (2008) maintained that when curriculum is overloaded, if there are too much to teach within the valuable instructional time, low coverage of curriculum may he resulted.

UNESCO (2013) believed that an overloaded/overcrowded curriculum was blamed for low levels advisement among students and delays in the development of critical competencies and the coverage of an extensive subject matter tended to take priority in depth learning, given the relatively little time provided for implementing the curriculum.

In Hypothesis 2: On the methods of teaching methods utilized by the Hausa language lecturers in the implementation of Hausa Language curriculum in Colleges of Education in Nigeria. It was found out that the teaching methods mostly used for the delivery of Hausa language curriculum in Colleges of Education in Nigeria were lecture and project methods. Other methods used at a smaller scale were discussion, demonstration, laboratory, excursion and group work. This finding confirmed the finding of Babafemi (2007), who stated that most of the teaching methods used by the Hausa language lecturers were mostly lecture method. Ofoha's study (2011) further affirmed the finding of the study that majority of the lecturers' adherence to traditional teaching method (lecture method) which lack practical substance.

In hypothesis three, which stated that there is no significant difference in the responses of the respondents on the availability of instructional materials for the implementation of Hausa language curriculum in Colleges of Education in Nigeria? The finding revealed that the instructional material commonly available in Colleges of Education for the teaching of Hausa language includes qualified lecturers, textbooks, auditorium, and lecture theatres/classes. Those not commonly available included language laboratories, projectors, cultural villages, cultural rooms etc. The finding confirmed the finding of Okoli and Okorie (2015), Unal (2013), Nwagu (2007) and Igu (2007) who pointed out that instructional materials for the Hausa language curriculum implementation were in short

supply. In other words the instructional materials were not available in Colleges of Education for Hausa language curriculum implementation. Other findings that affirmed this finding were Moses and Chimezie (2013) who pointed out that basic instructional materials are not available in our school and this affects the curriculum implementation, Osarenren and Irobor's finding (2012) revealed that there was unavailability of human and material resources in the public institutions and that the available human and material resources did not meet the National Universities Commissions' minimum standard. Furthermore, Unal (2013) and Tanner and Tanner (2001) as cited by Akozbek (2008), Bachenheimer (2011) agreed confirmed the finding of this study as their studies revealed that the success of a curriculum implementation depends largely on the teachers handling and they are not available in colleges. Ali's (2006) in Celik (2010) and Towe (2007) in addition stated that if human and material resources in schools are unavailable, then it may be impossible to implement curriculum. Smith B, Benjamaporn (2012) further confirmed the finding of the study by observing that the unavailability of classroom, laboratories and libraries are a symbol of low educational quality and affect curriculum implementation. Other scholars who support the findings are FAWE (2001) Smith & Benjamaporn (2012) and Rassekh (2013) all indicated that lack of instructional materials lower curriculum implementation.

Research question 4 and Null hypothesis 4 result showed that majority of the respondents indicated that available instructional materials in Colleges of education are not adequate for the implementation of Hausa language curriculum. Majority of the respondents believed that 10 out of 14 items were not adequate. This was further supported by chi-square statistic result which revealed χ^2 calculated 3.841 in 10 out of 14 items are greater than the χ^2 critical and therefore null hypothesis is accepted.

This result agreed with finding of Kasssem (1998) in Farsi & Sharif (2014) who believe that inadequate learning facilities lower curriculum implementation. Farsi & Sharif (2014) also supported Kassam's argument that said policy implementation requires adequate resources and further argued that inadequate and insufficient human and materials hinder implementation of quality education policy.

Furthermore, Moses and Chimezie (2012) validated the finding that instructional resources are not adequate in our educational system, Towe (2007) and Gelen (2015) further argued that inadequate quantity and quality of human and material resources hinder curriculum implementation as their studies revealed.

Other scholars who validate these findings are Iraki (2014), who believe that human resource was inadequate to effectively implement the curriculum. The instructional materials were also found to be insufficient to help carry out proper curriculum implementation. Finding also agreed with the work of Gershenson, Seth, Alison, & Andrew (2015) which stated that, there is a general lack of adequate instructional materials particularly pupils text in nomadic school system. These materials are highly important, they aid students in comprehending lessons and therefore facilitate curriculum implementation. Therefore, it is the responsibility of the government to provide adequate, appropriate and timely instructional materials in colleges of education.

Research question 5, null hypothesis 5, revealed that there was low utilization of most of the instructional materials identified for implementing of NCE Hausa language curriculum in Colleges of education in Nigeria. The finding agreed with the findings of Bunyi, Wangia,

Mukoma & Limboro, (2011) as well as Uzodimma (2008) who conducted a study on the availability, adequacy and utilization of instructional materials and resources. The result of

their studies showed that only print materials were utilized in curriculum delivery while the other listed new technological resources were not sufficiently utilized. The finding that new technological resources are not sufficiently utilized in teaching is not surprising as some university or college lecturers are not committed to their duties and responsibilities. They exhibit non-challant attitude towards the utilization of new technological and other instructional resources. Other studies that support this finding are Okoli and Osuafor (2008) and Ifeakor (2008) who reported a similar situation on the utilization of material resources in secondary schools. From their respective studies they found out that resources are poorly provided and underutilized by teachers in secondary schools. This in fact, hinders curriculum implementation by such implication affect the performance of students in schools. Most of the Hausa language studio visited were deserted and covered by dust. Colleges of Education should be guided by NCCE specifications since it is the regulatory agency. This finding is in conformity with the lamentation of Filani (2006) in Bunyi, Wangia, Mukoma & Limboro, (2011) who conducted a research on the utilization of instructional material for teaching business education and found out that it was very disturbing to note that teaching of business education programmes in schools was very much retarded in terms of technological and modern equipment. Study showed that most of the new technological resources were not available in the Federal and State universities. The study by Ifeakor and Okoli (2010) showed that print materials, computer and its gadgets, intranet connections and audio and video tapes were the few new technological resources available in the Colleges of Education. But the other new technological resources such as over-head projectors, digital video disc, Interactive CD- ROM, Television, radio, fax machine, Internet connectivity, Extranet wide Area Network (WAN), Satellite broadcast, World Wide Web (www) and computer software

programmes were among the new technologies that were not sufficiently available in the universities. This result is indicative of the underfunding of the universities in Nigeria by the Federal and State governments; hence there is dearth of new technological resources in Nigerian universities. Uzodimma (2008) buttressing this point stated that the amount of money available to higher institutions in Nigeria for procurement of quality instructional, learning and research facilities and their maintenance is grossly inadequate and not utilized.

In hypothesis number 6, the finding revealed that the lesson preparation technique used the Hausa language lecturers in Colleges of Education included creating conducive environment, identifying lesson's objectives, mastering the subject content, selection of suitable methods, evaluation techniques, appropriate questions and preparing home or class projects. This agreed with finding of McBer (2000); Jasman (2002); Anderson (2004) in Usman-Abdulqadri (2009). Their studies pointed out that teaching methodology is one of the necessary qualifications of a teacher. If a teacher has appropriate professional qualification he can have a schematic presentation of the specific structural elements of instruction follows: i) lesson planning, that is the teacher's pre-lesson activities and actions (for example, organization of content into thematic units, transformation of teaching material into teachable knowledge, definition of teaching goals, methodological organization of teaching, time planning, selection of evaluation process). Planning can vary, depending on whether it is short-term (weekly lesson planning or unit planning) or long-term (for the entire semester or academic year); ii) teaching performance, that is enforcing the choices made during planning (didactic organization, teaching path, application of teaching forms, direct actions of the teacher, use of teaching methods and aids; iii) Evaluation of teaching, meaning evaluating the results mainly by assessing student performance (e.g. goals, forms, basic principles,

assessment techniques). They further maintained that teachers must have the curriculum knowledge. The school curriculum is a tool, which, in a way, determines the didactic choices of a teacher. Teachers should, therefore, know the curriculum, textbooks, the rules and laws of the education system and, as a whole, the state's role in education (Shulman 1996: 10, Shulman 1997: 9-10). At the same time, however, the demands of society today call for a critical approach to the curriculum and its adaptation to the needs deriving from context.

Furthermore, this finding also agreed with the findings of Maria (2011), shulman (1996) and Ernest (2001) as cited by Usman-Abdulqadri, (2009) who pointed out that general pedagogical knowledge relates to the organization of the classroom, to motivating and retaining students' attention, pooling resources, learning theories and pedagogical theories. Usman-Abdulqadri, (2009) refers to "principles and strategic classroom management and organization, which exceed the knowledge of specific subjects (Usman-Abdulqadri, 2009) This type of knowledge is nonetheless acknowledged, as it secures a framework of mental representations necessary for the comprehension and interpretation of the school classroom. Moreover, this knowledge is absolutely essential for lesson planning, as it guides the teacher's didactic choices. They further suggested that Knowledge of content assistteachers to evaluate the contexts in which he teaches and act accordingly, as his actions are defined by surrounding circumstances; in other words, there are no predetermined attitudes that would suit every occasion.

In essence, for the NCE Hausa curriculum in specific, all subjects curriculum to be effectively implemented, teachers should be train and retrain to have the professional competence and for them to be able to function well as teachers.

In hypothesis 7. The finding showed that no significant difference existed between the State and Federal colleges of in the implementation of NCE Hausa curriculum. This finding relate to the fact that the quantity and quality of teachers/lectures in the institutions were the similar. The criterion used in the lecturers' recruitment is the same in both the federal and state Colleges of Education. This is saying that the teachers or lecturers qualities and qualification are the same. And on the issue of instructional materials and resources, the observation of the researcher revealed that there is no significant difference in provision of the materials in either the Federal or the State Colleges of Education. This also applied to the availability, adequacy as well as the utilization of the instructional materials. Furthermore, on the strategies employed by the lecturers in both types of the colleges indicated no significant differences, as in most of the cases observed by the researcher the lecture method which is too traditional and less effective compared to other more effective methodologies as project method, excursion, use of language laboratories, which some of the school visited lacked the language laboratories. It was the differences in lecturers' qualification, supply of instructional materials, availability, adequacy and utilization of such materials may bring about differences in the implementation of NCE Hausa curriculum in colleges of education in Nigeria but it was similar in both the Colleges (States and Federal)

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

This study titled “Assessment of the implementation of Nigeria Certificate in Education Hausa language curriculum in Colleges of Education in Nigeria”, had seven specific objectives which included, to examine the extent to which Hausa language curriculum is being implemented; determine the strategies utilized by the Hausa language lecturers in the implementation of Hausa Language curriculum, investigate the availability of instructional materials for implementation of Nigeria Certificate of Education Hausa language curriculum; assess the adequacy of instructional materials for implementation of Hausa language curriculum; determine the utilization of instructional materials by the Hausa language lecturers; investigate the difference that exists in the implementation of Hausa language curriculum in Federal and State Colleges of Education in Nigeria, and find out the lesson preparation techniques use by the Hausa language lecturers in the implementation of Hausa language curriculum in Colleges of Education in Nigeria. Seven corresponding research questions and seven hypotheses were also formulated

Furthermore, descriptive survey design was employed to generate data for the study. Multi sampling design was used to select 468 respondents (108 teachers, 360 students) in six sampled Colleges of Education in North West geopolitical zone of Nigeria. The data collected were presented in tables using frequencies, percentages and six null hypotheses were tested by means of chi square and MannWhitny statistics at 0.05 level of significance. The findings included among others that, the contents of the NCE Hausa language curriculum were not fully covered in the Colleges of Education in Nigeria, the teaching

methods mostly used for the delivery of Hausa language curriculum in Colleges of Education in Nigeria were lecture and project methods. Other methods used at a smaller scale were discussion, demonstration, laboratory, excursion and group work, instructional materials commonly available in Colleges of Education for the teaching of Hausa language included qualified lecturers, textbooks, auditorium, and lecture theatres/classes. Those not commonly available included language laboratories, projectors, cultural villages, cultural rooms and the available resource/instructional materials in Colleges of Education were not adequately available for the implementation of Nigeria Certificate in Education Hausa language curriculum, the utilization of many resources/instructional materials such as language laboratories, cultural rooms and villages, videos, tape recorders, projectors, film slide/strips for the implementation of Nigeria Certificate Education Hausa language curriculum in Colleges of Education in Nigeria was low, the lesson preparation techniques used by the Hausa lecturers of Colleges of Education included were no significant lesson preparations techniques use by the Hausa lecturers in the implementation of Hausa language curriculum in colleges of education in the Nigeria, there was no significant difference in the implementation of Nigeria Certificate in Education Hausa language curriculum between Federal and States Colleges of Education in Nigeria.

On the whole, the findings of the study revealed that all the necessary substances for the implementation of NCE Hausa language curriculum were not inadequate. For example, teachers as the nerve centre for curriculum implementation were inadequate both in quality and in quantity; the instructional materials were not available, inadequate and were scarcely utilized.

5.2 Conclusion

Based on the findings of this study, it was concluded that the prescribed requirements in NCEHausa programme which included adequate facilities; Classrooms, Laboratories Studios or Museums, Staff Offices, Books in the Library, Equipment; Personnel (academic and others); Mode of Teaching and Graduation Requirement. These instructional materials were not fully available and therefore inadequate. And there is no concerted effort from the governments and colleges' management toward providing these instructional materials and resources for implementation of NCE Hausa curriculum in the Colleges of Education. It is unarguably clear that these inherit problems; under funding, inadequate classrooms, shortages of instructional materials/resources, and underutilization of these where they exist hinder curriculum implementation of NCE Hausa language curriculum in Colleges of Education in Nigeria. This means that the products of this particular education system will be incompetent, untrained teachers to teach Hausa language in secondary schools, and naturally these problems will lead to production of inefficient and half backed teachers who will later come to teach in both our primary and secondary school levels. Also, in the final analysis this will affect the education negatively and no doubt will hamper the educational development in the country and issue of EFA (Education for All) and vision 2020 is not going to be realizable, because, the challenges of implementing Hausa language curriculum in Nigerian Colleges of Education are synonymous with the problems of general education in Nigeria.

5.3 Recommendations

Based on the findings of the research, the following recommendations were made;

1. The number of lecturers should be made to commensurate with students' size; it will enhance their effectiveness and guarantee their efficient curriculum implementation.
2. Opportunities should be provided for the lecturers to attend seminars, workshops and conferences on techniques and methodologies of teaching
3. Functional and qualified nonacademic staff should be employed to handle language laboratories, textbook and related allied materials in Colleges of Education.
4. NCE Hausa programme should be subjected to accreditation and reaccreditation and course units should be based on the availability and adequacy of instructional materials
5. Government and other stakeholders should pool their resources together to ensure that NCE Hausa instructional materials are adequately provided, since education for all is the responsibility of all.
6. Some courses need to be redesigned to capture the actual life of Hausa people and to achieve the objective of equipping the student-teacher with basic skills of listening, speaking, and writing the Hausa language.
7. National Commission for Colleges of Education (NCCE) should provide a regulatory body that regulates the provision of instructional materials, funding, staffing and monitoring of academic and nonacademic activities in Federal and States Colleges to ensure equality in Hausa language curriculum implementation.

5.4 Contribution to Knowledge

The study established that;

1. The effort of producing qualified teachers of Hausa for Basic schools is being challenged by the inadequacy of basic instructional resources required for the teacher training of such teachers at the NCE level.
2. The contents of the Hausa language curriculum are not fully covered thus making it difficult to attain the overall goals of the curriculum.
3. There is much more to be done by Hausa language curriculum developers and implementers at the NCE level to ensure appropriate content and full coverage during implementation.

5.5 Suggestions for further Study

A study of this nature cannot cover every area; hence there is need for further studies in the field to advance knowledge on curriculum implementation.

Further research can be carried out as:

1. NCE Hausa language curriculum content in relation to student's mental readiness.
2. Conduct a qualitative study on NCE Hausa language curriculum implementation in relation to students' performance.
3. Impact of TETFund intervention on NCE Hausa language curriculum implementation.
4. Students' perception of NCE Hausa language curriculum content coverage.

5. In-depth study of students NCE Hausa courses combinations in colleges of education in Nigeria.

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APPENDIX A
AHMADU BELLO UNIVERSITY, ZARIA
DEPARTMENT OF EDUCATIONAL FOUNDATION AND CURRICULUM
ZARIA -- NIGERIA

Dear Respondents,

I am a Postgraduate student in the department of educational foundation and curriculum, Ahmadu Bello University, Zaria. I am undergoing a PhD Degree in Curriculum and Instruction. My research topic is, “Assessment of the Implementation of Nigeria Certificate in Education Hausa Language Curriculum in Colleges of Education in Nigeria”. I assure you that all information given by you or your school will be treated confidentially and will be used strictly for academic purpose.

Thanks.

Students’ Questionnaire on Content Coverage of Hausa curriculum

Section A: Socio-Demographic Information

Name of Institution: _____

Gender: Male

 Female

Subject Combination: _____

College Type: Federal

 State

Section B: Content Coverage

Kindly tick (√) against the contents either ‘covered’ or ‘not covered’ in the Hausa curriculum.

Item	Content	Covered	Not Covered
1	History and Development of the Hausa Language		
2	Hausa Grammar		
3	The use of Hausa		
4	Introduction to Hausa Oral and Written Literature		
5	Hausa Prose.		
6	Hausa People and their Culture		
7	Methodology of teaching Hausa L1		
8	Introduction to General Linguistics.		
9	Phonetics/Phonology of Hausa		
10	Methodology of Teaching Hausa L1		
11	Morphology of Hausa		
12	Hausa Syntax		
13	Hausa Research Methods		
14	Translation (Theory and Practice)		
15	Hausa Oral Literature		
16	Hausa Occupations and Crafts.		
17	Advanced Hausa Orthography		
18	Hausa Drama		
19	Hausa Poetry		
20	Varieties of Hausa		

APPENDIX B

Lecturers' Questionnaire on Content Coverage of Hausa curriculum

Dear Respondent,

This questionnaire is purely for academic purposes, kindly respond as it applies to you by ticking (✓) and filling.

Thanks.

Section A: Socio-Demographic Information

Name of Institute: _____

Qualification: B.Ed/B A (ed)

B.A + PGDE

M.A + PGDE

Ph.D without Education Qualification

Ph.D with Education Qualification

Teaching Experience: Below 5 years

5-10 years

11-15 years

16 years above

Sex: Male

Female

Type of institutions: Federal

State

Section B: Content Coverage

Kindly tick (√) against the contents either covered or not covered in the 'Hausa curriculum.

Item	Content	covered	Not covered
1	History and Development of the Hausa Language		
2	Hausa Grammar		
3	The use of Hausa		
4	Introduction to Hausa Oral and Written Literature		
5	Hausa Prose.		
6	Hausa People and their Culture		
7	Methodology of teaching Hausa L1		
8	Introduction to General Linguistics.		
9	Phonetics/Phonology of Hausa		
10	Methodology of Teaching Hausa L1		
11	Morphology of Hausa		
12	Hausa Syntax		
13	Hausa Research Methods		
14	Translation (Theory and Practice)		
15	Hausa Oral Literature		
16	Hausa Occupations and Crafts.		
17	Advanced Hausa Orthography		
18	Hausa Drama		
19	Hausa Poetry		
20	Varieties of Hausa		

APPENDIX C

Questionnaire on availability/Adequacy and Utilization of resources/ instructional materials

S/N	Facilities, Equipment and Resources	AVAILABILITY		ADEQUACY		UTILIZAITON	
		Available	Not Available	Adequate	Not Adequate	Utilized	Not Utilized
1	Qualified lecturers						
2	Textbooks						
3	Office facilities						
4	Language laboratories						
5	Cultural room						
6	Cultural village						
7	Computers						
8	Internet facilities						
9	CD/DVD/Video						
10	Tape recorders						
11	Auditorium						
12	Lecture theatres/Classes						
13	Projector						
14	Filmstrips/film slides						

APPENDIXD

Methods for Hausa language Curriculum Implementation

Kindly tick (√) the appropriate responses on each of the various methods use for teaching Hausa Curriculum in your college.

SN	Strategies	Always	Sometimes	Rarely	Never
1	Lecture method				
2	Discussion				
3	Demonstration				
4	Laboratory				
5	Project				
6	Excursion/Field Trip				
7	Group Work				

APPENDIX E

Observation Schedule for Lesson Preparation of Teaching Hausa Language for the Implementation of NCE Hausa Curriculum

Rating the features observed by ticking 'Yes' or 'No' as applicable.

ITEM	LESSON FEATURES	YES	NO
	Class Atmosphere		
1	Conduciveness of the classroom to the teaching of Hausa Language		
2	Proper seating arrangement to ease movement and allow proper ventilation.		
	Instructional Objectives		
3	Instructional objectives well communicated to the students.		
4	Extent to which the content and activities relate to the objectives.		
5	Coverage of relevant aspects of the topic based on the objectives.		
	Teaching Techniques		
6	Evidence of well-planned and internally consistent lesson.		
7	Evidence of subject matter mastery by the lecturer.		
8	Variety and effectiveness of procedures/strategies in line with the principles of special education.		
9	Use of lecture/project/concept mapping. Analogies/Topic study/Dramatization/Combination of methods.		
10	Skill in questioning (type, frequency, relevance, distribution, provocativeness, answerability).		
11	Reflection of real-life challenges and problems in classroom teaching.		

14	Skill and language of communication of the lecturer.		
15	Provision and effectiveness of relevant instructional materials and equipment.		
16	Involvement of students in class activities and discussion.		
Evaluation and Assignment			
17	Evaluating learning instruction towards attainment of stated behavioral objectives of the lesson		
18	Coverage of the six domains which include knowledge, comprehension, application, analysis, synthesis and evaluation.		
19	Relevant and adequate assignments on the issues taught.		
20	Relevant and adequate home/out of class projects or activities based on the concepts taught.		

APPENDIX F

Hausa language curriculum NCE 1-3

NCE 1 – FIRST SEMESTER(COURSE AND STATUS)

COURSE CODES	COURSE TITLES	CREDIT UNITS	STATUS
HAUL1 111	History and Development of the Hausa Language	2	C
HAUL1 112	Hausa Grammar	2	C
HAUL1 113	The use of Hausa	1	C
HAUL1 114	Introduction to Hausa Oral and Written Literature	2	C
TOTAL		7	

NCE1 - SECOND SEMESTER

COURSE CODES	COURSE TITLES	CREDIT UNITS	STATUS
HAUL1 121	Hausa Prose.	2	C
HAUL1 122	Hausa People and their Culture	2	C
HAUL1 123	Methodology of teaching Hausa L1	1	C
HAUL1 124	Introduction to General Linguistics.	2	C
TOTAL		7	

NCE II - FIRST SEMESTER

COURSE CODES	COURSE TITLES	CREDIT UNITS	STATUS
HAUL1 211	Phonetics/Phonology of Hausa	2	C
HAUL1 212	Methodology of Teaching Hausa L1	1	C
HAUL1 213	Morphology of Hausa	1	C
HAUL1 214	Hausa Syntax	2	C
TOTAL		6	

NCE II – SECOND SEMESTER			
COURSE CODES	COURSE TITLES	CREDIT UNITS	STATUS
HAUL1 221	Hausa Research Methods	1	C
HAUL1 222	Translation (Theory and Practice)	2	C
HAUL1 223	Hausa Oral Literature	1	C
HAUL1 224	Hausa Occupations and Crafts.	1	E
TOTAL		5	

NCE III – FIRST SEMESTER	
TEACHING PRACTICE	6

NCE III - SECOND SEMESTER			
COURSE CODES	COURSE TITLES	CREDIT UNITS	STATUS
HAUL1 321	Advanced Hausa Orthography	2	C
HAUL1 322	Hausa Drama	1	C
HAUL1 323	Hausa Poetry	2	C
HAUL1 324	Varieties of Hausa	2	C
TOTAL		7	

SUMMARY Course Status	Total
Compulsory Courses	31 Credit Units
Elective Courses	01 Credit Units
Total	32 Credit Units

APPENDIX G: An introductory letter



DEPARTMENT OF EDUCATIONAL FOUNDATION AND CURRICULUM

Faculty of Education

AHMADU BELLO UNIVERSITY, ZARIA

Email: efceduc@abu.edu.ng

Vice-Chancellor: Professor Abdullahi Mustapha, B.Sc (Hons) Pharm (ABU), Ph.D (London), FPSN

Ag. Head of Department: Dr. Bashir Maina, B.Ed (Unimaid), M.Ed., Ph.D (ABU)

Our Ref: DEFC/S.25

Date: 2nd February, 2016

The Dean
School of Languages
Federal College of Education
Kano.

Dear Sir,

LETTER OF INTRODUCTION

The bearer, MUHAMMAD MUDASSIR HUSSAIN, with Registration Number PI4EDFC9039, is a student in this department. He/She is carrying out research, being part of requirement for graduation, in PhD Curriculum and Instruction. He/She needs certain information in your organization. Kindly, allow him/her have access to information in your organization. The information obtained will be used for research purpose only. The topic of his/her research is:

Assessment of the Implementation of Nigeria's Certificate in Education House Language Curriculum Colleges of Education in Nigeria.

Thanks in anticipation of your kind response.

Yours sincerely,

Dr. Bashir Maina
Head of Department

Head of Department
Dept of Educational Foundations &
Curriculum Studies

APPEXDIX H

Table 18a Chi square statistics on the implementation of Nigeria Certificate of Education Hausa Language curriculum in Colleges of Education in Nigeria

S/n	Variables		Taught	Not taught	Total	X^2 cal	X^2 crit.	Df	Prob.	Decision
1	History and Development of Hausa and Language	F ₀	41	68	108	6.68	3.841	1	.010	S
		F _E	54	54						
2	Hausa grammar	F ₀	52	56	108	.148	3.841	1	.700	NS
		F _E	54	54						
3	Use of Hausa	F ₀	41	67	108	6.25	3.841	1	.012	S
		F _E	54	54						
4	Introduction to Hausa oral and written literature	F ₀	66	42	108	5.33	3.841	1	.012	S
		F _E	54	54						
5	Hausa prose	F ₀	38	70	108	9.48	3.841	1	.002	S
		F _E	54	54						
6	Hausa people and their culture	F ₀	48	60	108	1.33	3.841	1	.248	NS
		F _E	54	54						
7	Methodology of Teaching Hausa 1	F ₀	42	66	108	5.33	3.841	1	.021	S
		F _E	54	54						
8	Intro. To general Linguistic	F ₀	58	50	108	.593	3.841	1	.441	NS
		F _E	54	54						
9	Hausa phonetics/ phonology	F ₀	50	58	108	.593	3.841	1	.441	NS
		F _E	54	54						
10	Methodology of teaching Hausa	F ₀	73	35	108	13.37	3.841	1	.001	S
		F _E	54	54						
11	Hausa Morphology	F ₀	38	70	108	9.48	3.841	1	.002	S
		F _E	54	54						
12	Hausa syntax	F ₀	68	40	108	7.25	3.841	1	.007	S
		F _E	54	54						
13	Hausa Research method	F ₀	49	59	108	.926	3.841	1	.336	NS
		F _E	54	54						
14	Hausa Translation	F ₀	47	61	108	8.81	3.841	1	.178	NS
		F _E	54	54						
15	Hausa oral Literature	F ₀	59	49	108	.926	3.841	1	.336	NS
		F _E	54	54						
16	Hausa occupation and Craft	F ₀	57	51	108	.333	3.841	1	.564	NS
		F _E	54	54						
17	Hausa Advance Orthography	F ₀	52	56	108	.148	3.841	1	.700	NS
		F _E	54	54						
18	Hausa Drama	F ₀	68	40	108	7.25	3.841	1	.700	NS
		F _E	54	54						
19	Hausa Poetry	F ₀	45	63	108	3.00	3.841	1	.085	NS
		F _E	54	54						
20	Varieties of Hausa	F ₀	47	61	108	1.81	3.841	1	.178	NS
		F _E	54	54						

Keys: Fo=frequency observed, Fe= frequency expected, X^2 crit=3.841, P=0.05 S=Significant,

N S=No Significance

APPENDIX I

Table 18b Chi square statistics on the implementation of Nigeria Certificate of Education Hausa Language curriculum in Colleges of Education in Nigeria

s/n	Variable		Taught	Not taught	Total	X ² cal	X ² crit.	Df	Prob.	Decision
1	History and Development of Hausa and Language	F ₀	167	191	358	1.60	3.841	1	.205	NS
		F _E	179.0	179.0						
2	Hausa grammar	F ₀	256	102	358	66.24	3.841	1	.001	S
		F _E	179.0	179.0						
3	Use of Hausa	F ₀	171	187	358	.715	3.841	1	.398	NS
		F _E	179.0	179.0						
4	Introduction to Hausa oral and written literature	F ₀	161	197	358	3.62	3.841	1	.057	NS
		F _E	179.0	179.0						
5	Hausa prose	F ₀	158	200	358	4.92	3.841	1	.026	S
		F _E	179.0	179.0						
6	Hausa people and their culture	F ₀	172	186	358	.547	3.841	1	.459	NS
		F _E	179.0	179.0						
7	Methodology of Teaching Hausa 1	F ₀	161	197	358	3.62	3.841	1	.054	NS
		F _E	179.0	179.0						
8	Intro. To general Linguistic	F ₀	168	190	358	1.35	3.841	1	.245	NS
		F _E	179.0	179.0						
9	Hausa phonetics/ phonology	F ₀	192	166	358	1.88	3.841	1	.169	NS
		F _E	179.0	179.0						
10	Methodology of teaching Hausa	F ₀	140	218	358	16.99	3.841	1	.001	S
		F _E	179.0	179.0						
11	Morphology	F ₀	201	157	358	5.40	3.841	1	.020	S
		F _E	179.0	179.0						
12	Hausa syntax	F ₀	190	168	358	1.35	3.841	1	.245	NS
		F _E	179.0	179.0						
13	Hausa Research method	F ₀	192	166	358	1.88	3.841	1	.169	NS
		F _E	179.0	179.0						
14	Hausa Translation	F ₀	153	205	358	7.55	3.841	1	.006	S
		F _E	179.0	179.0						
15	Hausa oral Literature	F ₀	149	209	358	10.05	3.841	1	.002	S
		F _E	179.0	179.0						
16	Hausa occupation and Craft	F ₀	152	106	358	8.145	3.841	1	.004	S
		F _E	179.0	179.0						
17	Hausa Advance Orthography	F ₀	203	155	358	6.43	3.841	1	.011	S
		F _E	179.0	179.0						
18	Hausa Drama	F ₀	177	181	358	045	3.841	1	.833	NS
		F _E	179.0	179.0						
19	Hausa Poetry	F ₀	195	163	358	2.86	3.841	1	.091	NS
		F _E	179.0	179.0						
20	Varieties of Hausa	F ₀	153	153	358	7.55	3.841	1	.006	S
		F _E	179.0	179.0						

APPENDIX J

Table 19: Chi-Square on the strategies utilized by the Hausa lecturers in the implementation of Nigeria Certificate Education Hausa language Curriculum in colleges of education in Nigeria.

s/n	Variable		Always	Sometimes	Rarely	Never	Total	X ² cal	X ² crit.	Df	Prob.	Decision
1	Lecture method	F ₀	70	38	-	-	108	9.48	3.841	1	.002	S
		F _E	54	54	-	-						
2	Discussion method	F ₀	36	55	12	5	108	58.29	3.841	1	.001	S
		F _E	27	27	27	27						
3	Demonstration	F ₀	29	61	11	7	108	67.25	3.841	1	.001	S
		F _E	27	27	27	27						
4	Laboratory	F ₀	10	63	21	14	108	66.29	3.841	1	.001	S
		F _E	27	27	27	27						
5	Project	F ₀	61	40	6	1	108	90.44	3.841	1	.001	S
		F _E	27	27	27	27						
6	Excursion	F ₀	40	52	11	5	108	56.81	3.841	1	.001	S
		F _E	27	27	27	27						
7	Excursion/Field trip	F ₀	33	62	10	3	108	76.74	3.841	1	.001	S
		F _E	27	27	27	27						

Key: Df= Degree of freedom, S=Significant, NS= No Significant

APPENDIX K

Table 20: Chi Square on the availability of instructional materials for the implementation of Nigeria Certificate in Education Hausa language curriculum in colleges of education in Nigeria.

s/n	Variable		Available	Not Available	Total	X ² cal	X ² crit.	Df	Prob.	Decision																																																																																																																																																																														
1	Qualified Lecturer	F ₀	69	39	108	8.33	3.841	1	.054	NS																																																																																																																																																																														
		F _E	54	54							2	Textbooks	F ₀	64	44	108	3.70	3.841	1	.054	NS	F _E	54	54	3	Office facilities	F ₀	38	70	108	9.48	3.841	1	.002	S	F _E	54	54	4	Language laboratories	F ₀	26	82	108	29.03	3.841	1	.054	NS	F _E	54	54	5	Cultural rooms	F ₀	30	78	108	21.33	3.841	1	.054	NS	F _E	54	54	6	Cultural villages	F ₀	40	68	108	7.25	3.841	1	.007	S	F _E	54	54	7	Computers	F ₀	45	63	108	3.00	3.841	1	.083	NS	F _E	54	54	8	Internet Facilities	F ₀	42	66	108	5.33	3.841	1	.021	S	F _E	54	54	9	Video/DVD/CD	F ₀	41	67	108	6.25	3.841	1	.012	S	F _E	54	54	10	Tape recorders	F ₀	23	85	108	35.59	3.841	1	.071	NS	F _E	54	54	11	Auditorium	F ₀	67	41	108	6.25	3.841	1	.012	S	F _E	54	54	12	Lecture Theatres/classes	F ₀	56	52	108	.148	3.841	1	.700	NS	F _E	54	54	13	Projectors	F ₀	40	68	108	7.25	3.841	1	.007	S	F _E	54	54	14	Film strips/Slides	F ₀	28	80	108
2	Textbooks	F ₀	64	44	108	3.70	3.841	1	.054	NS																																																																																																																																																																														
		F _E	54	54							3	Office facilities	F ₀	38	70	108	9.48	3.841	1	.002	S	F _E	54	54	4	Language laboratories	F ₀	26	82	108	29.03	3.841	1	.054	NS	F _E	54	54	5	Cultural rooms	F ₀	30	78	108	21.33	3.841	1	.054	NS	F _E	54	54	6	Cultural villages	F ₀	40	68	108	7.25	3.841	1	.007	S	F _E	54	54	7	Computers	F ₀	45	63	108	3.00	3.841	1	.083	NS	F _E	54	54	8	Internet Facilities	F ₀	42	66	108	5.33	3.841	1	.021	S	F _E	54	54	9	Video/DVD/CD	F ₀	41	67	108	6.25	3.841	1	.012	S	F _E	54	54	10	Tape recorders	F ₀	23	85	108	35.59	3.841	1	.071	NS	F _E	54	54	11	Auditorium	F ₀	67	41	108	6.25	3.841	1	.012	S	F _E	54	54	12	Lecture Theatres/classes	F ₀	56	52	108	.148	3.841	1	.700	NS	F _E	54	54	13	Projectors	F ₀	40	68	108	7.25	3.841	1	.007	S	F _E	54	54	14	Film strips/Slides	F ₀	28	80	108	25.03	3.841	1	.073	NS	F _E	54	54						
3	Office facilities	F ₀	38	70	108	9.48	3.841	1	.002	S																																																																																																																																																																														
		F _E	54	54							4	Language laboratories	F ₀	26	82	108	29.03	3.841	1	.054	NS	F _E	54	54	5	Cultural rooms	F ₀	30	78	108	21.33	3.841	1	.054	NS	F _E	54	54	6	Cultural villages	F ₀	40	68	108	7.25	3.841	1	.007	S	F _E	54	54	7	Computers	F ₀	45	63	108	3.00	3.841	1	.083	NS	F _E	54	54	8	Internet Facilities	F ₀	42	66	108	5.33	3.841	1	.021	S	F _E	54	54	9	Video/DVD/CD	F ₀	41	67	108	6.25	3.841	1	.012	S	F _E	54	54	10	Tape recorders	F ₀	23	85	108	35.59	3.841	1	.071	NS	F _E	54	54	11	Auditorium	F ₀	67	41	108	6.25	3.841	1	.012	S	F _E	54	54	12	Lecture Theatres/classes	F ₀	56	52	108	.148	3.841	1	.700	NS	F _E	54	54	13	Projectors	F ₀	40	68	108	7.25	3.841	1	.007	S	F _E	54	54	14	Film strips/Slides	F ₀	28	80	108	25.03	3.841	1	.073	NS	F _E	54	54																				
4	Language laboratories	F ₀	26	82	108	29.03	3.841	1	.054	NS																																																																																																																																																																														
		F _E	54	54							5	Cultural rooms	F ₀	30	78	108	21.33	3.841	1	.054	NS	F _E	54	54	6	Cultural villages	F ₀	40	68	108	7.25	3.841	1	.007	S	F _E	54	54	7	Computers	F ₀	45	63	108	3.00	3.841	1	.083	NS	F _E	54	54	8	Internet Facilities	F ₀	42	66	108	5.33	3.841	1	.021	S	F _E	54	54	9	Video/DVD/CD	F ₀	41	67	108	6.25	3.841	1	.012	S	F _E	54	54	10	Tape recorders	F ₀	23	85	108	35.59	3.841	1	.071	NS	F _E	54	54	11	Auditorium	F ₀	67	41	108	6.25	3.841	1	.012	S	F _E	54	54	12	Lecture Theatres/classes	F ₀	56	52	108	.148	3.841	1	.700	NS	F _E	54	54	13	Projectors	F ₀	40	68	108	7.25	3.841	1	.007	S	F _E	54	54	14	Film strips/Slides	F ₀	28	80	108	25.03	3.841	1	.073	NS	F _E	54	54																																		
5	Cultural rooms	F ₀	30	78	108	21.33	3.841	1	.054	NS																																																																																																																																																																														
		F _E	54	54							6	Cultural villages	F ₀	40	68	108	7.25	3.841	1	.007	S	F _E	54	54	7	Computers	F ₀	45	63	108	3.00	3.841	1	.083	NS	F _E	54	54	8	Internet Facilities	F ₀	42	66	108	5.33	3.841	1	.021	S	F _E	54	54	9	Video/DVD/CD	F ₀	41	67	108	6.25	3.841	1	.012	S	F _E	54	54	10	Tape recorders	F ₀	23	85	108	35.59	3.841	1	.071	NS	F _E	54	54	11	Auditorium	F ₀	67	41	108	6.25	3.841	1	.012	S	F _E	54	54	12	Lecture Theatres/classes	F ₀	56	52	108	.148	3.841	1	.700	NS	F _E	54	54	13	Projectors	F ₀	40	68	108	7.25	3.841	1	.007	S	F _E	54	54	14	Film strips/Slides	F ₀	28	80	108	25.03	3.841	1	.073	NS	F _E	54	54																																																
6	Cultural villages	F ₀	40	68	108	7.25	3.841	1	.007	S																																																																																																																																																																														
		F _E	54	54							7	Computers	F ₀	45	63	108	3.00	3.841	1	.083	NS	F _E	54	54	8	Internet Facilities	F ₀	42	66	108	5.33	3.841	1	.021	S	F _E	54	54	9	Video/DVD/CD	F ₀	41	67	108	6.25	3.841	1	.012	S	F _E	54	54	10	Tape recorders	F ₀	23	85	108	35.59	3.841	1	.071	NS	F _E	54	54	11	Auditorium	F ₀	67	41	108	6.25	3.841	1	.012	S	F _E	54	54	12	Lecture Theatres/classes	F ₀	56	52	108	.148	3.841	1	.700	NS	F _E	54	54	13	Projectors	F ₀	40	68	108	7.25	3.841	1	.007	S	F _E	54	54	14	Film strips/Slides	F ₀	28	80	108	25.03	3.841	1	.073	NS	F _E	54	54																																																														
7	Computers	F ₀	45	63	108	3.00	3.841	1	.083	NS																																																																																																																																																																														
		F _E	54	54							8	Internet Facilities	F ₀	42	66	108	5.33	3.841	1	.021	S	F _E	54	54	9	Video/DVD/CD	F ₀	41	67	108	6.25	3.841	1	.012	S	F _E	54	54	10	Tape recorders	F ₀	23	85	108	35.59	3.841	1	.071	NS	F _E	54	54	11	Auditorium	F ₀	67	41	108	6.25	3.841	1	.012	S	F _E	54	54	12	Lecture Theatres/classes	F ₀	56	52	108	.148	3.841	1	.700	NS	F _E	54	54	13	Projectors	F ₀	40	68	108	7.25	3.841	1	.007	S	F _E	54	54	14	Film strips/Slides	F ₀	28	80	108	25.03	3.841	1	.073	NS	F _E	54	54																																																																												
8	Internet Facilities	F ₀	42	66	108	5.33	3.841	1	.021	S																																																																																																																																																																														
		F _E	54	54							9	Video/DVD/CD	F ₀	41	67	108	6.25	3.841	1	.012	S	F _E	54	54	10	Tape recorders	F ₀	23	85	108	35.59	3.841	1	.071	NS	F _E	54	54	11	Auditorium	F ₀	67	41	108	6.25	3.841	1	.012	S	F _E	54	54	12	Lecture Theatres/classes	F ₀	56	52	108	.148	3.841	1	.700	NS	F _E	54	54	13	Projectors	F ₀	40	68	108	7.25	3.841	1	.007	S	F _E	54	54	14	Film strips/Slides	F ₀	28	80	108	25.03	3.841	1	.073	NS	F _E	54	54																																																																																										
9	Video/DVD/CD	F ₀	41	67	108	6.25	3.841	1	.012	S																																																																																																																																																																														
		F _E	54	54							10	Tape recorders	F ₀	23	85	108	35.59	3.841	1	.071	NS	F _E	54	54	11	Auditorium	F ₀	67	41	108	6.25	3.841	1	.012	S	F _E	54	54	12	Lecture Theatres/classes	F ₀	56	52	108	.148	3.841	1	.700	NS	F _E	54	54	13	Projectors	F ₀	40	68	108	7.25	3.841	1	.007	S	F _E	54	54	14	Film strips/Slides	F ₀	28	80	108	25.03	3.841	1	.073	NS	F _E	54	54																																																																																																								
10	Tape recorders	F ₀	23	85	108	35.59	3.841	1	.071	NS																																																																																																																																																																														
		F _E	54	54							11	Auditorium	F ₀	67	41	108	6.25	3.841	1	.012	S	F _E	54	54	12	Lecture Theatres/classes	F ₀	56	52	108	.148	3.841	1	.700	NS	F _E	54	54	13	Projectors	F ₀	40	68	108	7.25	3.841	1	.007	S	F _E	54	54	14	Film strips/Slides	F ₀	28	80	108	25.03	3.841	1	.073	NS	F _E	54	54																																																																																																																						
11	Auditorium	F ₀	67	41	108	6.25	3.841	1	.012	S																																																																																																																																																																														
		F _E	54	54							12	Lecture Theatres/classes	F ₀	56	52	108	.148	3.841	1	.700	NS	F _E	54	54	13	Projectors	F ₀	40	68	108	7.25	3.841	1	.007	S	F _E	54	54	14	Film strips/Slides	F ₀	28	80	108	25.03	3.841	1	.073	NS	F _E	54	54																																																																																																																																				
12	Lecture Theatres/classes	F ₀	56	52	108	.148	3.841	1	.700	NS																																																																																																																																																																														
		F _E	54	54							13	Projectors	F ₀	40	68	108	7.25	3.841	1	.007	S	F _E	54	54	14	Film strips/Slides	F ₀	28	80	108	25.03	3.841	1	.073	NS	F _E	54	54																																																																																																																																																		
13	Projectors	F ₀	40	68	108	7.25	3.841	1	.007	S																																																																																																																																																																														
		F _E	54	54							14	Film strips/Slides	F ₀	28	80	108	25.03	3.841	1	.073	NS	F _E	54	54																																																																																																																																																																
14	Film strips/Slides	F ₀	28	80	108	25.03	3.841	1	.073	NS																																																																																																																																																																														
		F _E	54	54																																																																																																																																																																																				

APPENDIX L

Table 21: Chi- Square on the adequacy of Instructional materials necessary for the implementation of Nigeria Certificate in Education Hausa language curriculum in colleges of education in Nigeria

s/n	Variable		Adequate	Not Adequate	Total	X ² cal	X ² crit.	Df	Prob.	Decision
1	Qualified Lecturer	F ₀	63	45	108	.593	3.841	1	.441	NS
		F _E	54	54						
2	Textbooks	F ₀	62	46	108	2.37	3.841	1	.124	NS
		F _E	54	54						
3	Office facilities	F ₀	50	58	108	.594	3.841	1	.441	NS
		F _E	54	54						
4	Language laboratories	F ₀	48	60	108	1.33	3.841	1	.248	NS
		F _E	54	54						
5	Cultural rooms	F ₀	42	66	108	5.33	3.841	1	0.21	NS
		F _E	54	54						
6	Cultural villages	F ₀	42	66	108	1.33	3.841	1	.248	NS
		F _E	54	54						
7	Computers	F ₀	50	58	108	.593	3.841	1	.441	NS
		F _E	54	54						
8	Internet Facilities	F ₀	47	61	108	1.81	3.841	1	.178	NS
		F _E	54	54						
9	Video/DVD/CD	F ₀	38	70	108	9.481	3.841	1	.002	S
		F _E	54	54						
10	Tape recorders	F ₀	42	66	108	5.33	3.841	1	.021	S
		F _E	54	54						
11	Auditorium	F ₀	59	49	108	.928	3.841	1	.336	NS
		F _E	54	54						
12	Lecture Theatres/classes	F ₀	37	71	108	10.70	3.841	1	.001	S
		F _E	54	54						
13	Projectors	F ₀	49	59	108	.926	3.841	1	.336	NS
		F _E	54	54						
14	Film strips/Slides	F ₀	28	80	108	25.03	3.841	1	.000	S
		F _E	54	54						

APPENDIX M

Table 22: Chi- Square on the utilization of instructional materials is necessary for the implementation of Nigeria Certificate in Education Hausa language curriculum in colleges of education in Nigeria

s/n	Variable		Utilized	Not Utilized	Total	X ² cal	X ² crit.	Df	Prob.	Decision
1	Qualified Lecturer	F ₀	63	45	108	3.00	3.841	1	.083	NS
		F _E	54	54						
2	Textbooks	F ₀	39	39	108	8.33	3.841	1	.004	S
		F _E	54	54						
3	Office facilities	F ₀	59	49	108	.926	3.841	1	.336	NS
		F _E	54	54						
4	Language laboratories	F ₀	21	87	108	40.33	3.841	1	.074	NS
		F _E	54	54						
5	Cultural rooms	F ₀	42	66	108	5.33	3.841	1	.0451	NS
		F _E	54	54						
6	Cultural villages	F ₀	50	58	108	.593	3.841	1	.441	NS
		F _E	54	54						
7	Computers	F ₀	70	38	108	9.481	3.841	1	.002	S
		F _E	54	54						
8	Internet Facilities	F ₀	69	39	108	8.33	3.841	1	.004	S
		F _E	54	54						
9	Video/DVD/CD	F ₀	50	58	108	.593	3.841	1	.441	NS
		F _E	54	54						
10	Tape recorders	F ₀	40	68	108	7.25	3.841	1	.077	NS
		F _E	54	54						
11	Auditorium	F ₀	70	38	108	9.481	3.841	1	.002	S
		F _E	54	54						
12	Lecture Theatres/classes	F ₀	59	49	108	.926	3.841	1	.336	NS
		F _E	54	54						
13	Projectors	F ₀	10	98	108	71.70	3.841	1	.0441	NS
		F _E	54	54						
14	Film strips/Slides	F ₀	10	98	108	71.70	3.841	1	.001	S
		F _E	54	54						

APPENDIX N

Table 23: Classroom preparation technique used by the Hausa lecturers in State and Federal Colleges of Educations

SN	Items		Yes	No	Total	X ² cal	X ² crit.	Df	Prob.
	Class Atmosphere	F ₀	10	8	18	.222	3.841	1	.637
1	Conduciveness of the classroom to the teaching of Hausa Language	F _E	9.0	9.0					
2	Arrangement of seats in e line with the strategy used, ease of movement and proper ventilation	F ₀	8	10	18	.222	3.841	1	.637
		F _E	9.0	9.0					
3	Instructional Objectives	F ₀	7	11	18	.889	3.841	1	.346
	Instructional objectives well communicated to the students	F _E	9.0	9.0					
4	Content and activities of the lesson relate to the objectives of the lesson	F ₀	10	8	18	.222	3.841	1	.637
		F _E	9.0	9.0					
5	Coverage of relevant aspects of the topic based on the objectives.	F ₀	8	10	18	.222	3.841	1	.637
		F _E	9.0	9.0					
6	Teaching Techniques	F ₀	7	11	18	.889	3.841	1	.346
	Evidence of well-planned and internally consistent lesson.	F _E	9.0	9.0					
7	Evidence of subject matter mastery by the lecturer	F ₀	12	6	18	2.000	3.841	1	.157
		F _E	9.0	9.0					
8	Variety and effectiveness of procedures/strategies in line with the principle of Hausa Language	F ₀	7	11	18	.889	3.841	1	.346
		F _E	9.0	9.0					
9	Use of lecture/project/concept mapping analogies/topic study/Dramatization/Combination of methods	F ₀	7	11	18	.889	3.841	1	.346
		F _E	9.0	9.0					
10	Skill in questioning (type, frequency, relevance, distribution, provocativeness, answerability)	F ₀	11	7	18	.889	3.841	1	.346
		F _E	9.0	9.0					
11	Reflection of real-life challenges and problems in classroom teaching.	F ₀	7	11	18	.889	3.841	1	.346
		F _E	9.0	9.0					
12	Skill and language of communication of lecturer.	F ₀	12	6	18	2.000	3.841	1	.157
		F _E	9.0	9.0					
13	Provision of effectiveness of relevant instructional materials and equipment	F ₀	8	10	18	.222	3.841	1	.637
		F _E	9.0	9.0					
14	Involvement of student in class activities and discussion.	F ₀	11	7	18	.889	3.841	1	.346
		F _E	9.0	9.0					

15	Evaluation and Assignment Adequate evaluation of attainment of instructional objectives.	F ₀	8	10	18	.222	3.841	1	.637
		F _E	9.0	9.0					
16	Coverage of the six domains viz knowledge comprehension, application, analysis, synthesis and evaluation	F ₀	7	11	18	.889	3.841	1	.346
		F _E	9.0	9.0					
17	Relevant and adequate assignment of the issues taught.	F ₀	8	10	18	.222	3.841	1	.637
		F _E	9.0	9.0					
18	Relevant and adequate home/out of class projects or activities based on the concept taught.	F ₀	10	8	18	.222	3.841	1	.637
		F _E	9.0	9.0					
