# AN APPROACH TO FRAMING FOUNDATION COURSES IN EDUCATION FOR THE N.C.E.:- A CASE STUDY OF THE EXISTING CURRICULUM OF KANO, SOKOTO AND ZARIA ADVANCED TEACHERS' COLLEGES

BY

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# A B S T R A C T

The school is a purposive institution and education is an intentional activity. If the educational purpose a school seeks to attain could be equated to an objective the study of objectives of Foundations of Education is important. The researcher decided to undertake this study to ascertain what exactly were the declared purposes for teaching Foundations of Education in the three Advanced Teachers' Colleges of Kano, Sokoto and Zaria affiliated to the Institute of Education, Ahmadu Bello University, Zaria.

The researcher was interested in confirming or rejecting that:

(a) There are no explicit objectives at present- in the teaching of Foundations of Education in the Advanced Teachers' Colleges under study

(b) The Syllabus in Foundations at N.C.E. level is not meeting some of the immediate needs of Teacher Education Programme in Nigeria.

(c) The instructional approach employed by many of the lecturers of Foundations of Education at the Advanced Teachers' Colleges tends to make the subject less relevant to the needs

of the students and objectives of Teacher Education.

(d) A programme in Foundations of Education that would be suited to the needs of the students and the profession can be developed through relevant guidelines.

One set of questionnaire was developed for both lecturers and students. Background data was requested along with some questions about stated objectives, national objectives of teacher education, instructional techniques, facilities, equipment, and scope of the syllabus on Foundations of Education. In addition five expert judges were selected to determine the degree to which each of the techniques of instruction in item five of the questionnaire could be used most effectively in the teaching of Foundations of Education at the N.C.E. level. The judges were required to indicate in order of preference for each technique by writing A, B, C, in the appropriate columns of each row (technique).

Short interview schedules were used to obtain information on Foundations of Education from discussions with the moderators, principals and lecturers in Foundations of Education of the Advanced Teachers' Colleges.

The study has shown that there are no explicit objectives for the syllabus on Foundations of Education at the ATCs under study. There was disagreement between the lecturers and students on the understanding of the national objectives of teacher education. It was also discovered that instructional techniques were not flexible and that facilities and equipments were inadequate. Guidelines for remedies were therefore suggested.

## APPROVAL PAGE

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The undersigned certify that they have read, and recommend to the Faculty Board of Education for acceptance, a thesis entitled:

> An Approach to framing foundation courses in Education for the N.C.E.:- A case study of the existing curriculum of Kano, Sokoto and Zaria Advanced Teachers' Colleges

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DEDICATION

This thesis is specially dedicated to my mother Madam Asiawu Abeni Aiyegboyin for her support for me during my early education.

# A C K N O W L E D G E M E N T

Many people have contributed in one way or another to the production of this thesis. The author is grateful to them all.

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My thanks are due to the Principals, Lecturers of Education and some students of the four Advanced Teachers' Colleges whose co-operation made the collection of the data for this thesis possible.

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With emphasized expression of gratitude to my wife I acknowledge her understanding, constant encouragement and inspiration which provided me with much determination and endurance with which I was able to complete this study. I hereby express sincere gratitude and indebtedness to her for the support which helped me in no small measure.

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# C_H_A_P_T_E_R__I

## THE PROBLEM AND DEFINITION OF TERMS USED

### 1. THE PROBLEM

### 1.1 Introduction:

"Foundations of Education" is one of the major subjects being offered in the Advanced Teachers' Colleges in Nigeria. Foundations of Education is used here to refer to Comparative Education, Philosophy, Sociology, Psychology and History of Education which make up the subject. Foundations of Education is regarded as the professional aspect of the teacher education in the Advanced Teachers' Colleges. This subject is so vitally regarded in Nigeria that a "Pass" in the subject is a necessary condition for the award of the N.C.E. certificate.

Informal discussion and interview with students reveal that topics in the Foundations of Education are often unrelated and uninteresting. Although many of these revelations were not scientifically collected, it however points to the need to re-examine the curriculum in this important area of the N.C.E.

Infact, it is part of the nature of education that programmes must be constantly reviewed and evaluated. In support of this view Dickson (1968) has this to say:

> Education today is suffering because of lack of systematic evaluation in teacher education. It is one thing to plan a course of training for teachers but it is quite another thing to forecast how future teachers will behave once they take full responsibility for their own classrooms.

A critical analysis of the syllabus now in use for the Foundations of Education in the N.C.E. Course indicates no evidence of any scientific or logical plan of the curriculum.

From a personal experience of teaching foundations of education supported by review of literature the formulation of objectives seems to be one of the vital steps in the development of any curriculum as well as in instructional strategies or approaches.

To clearly understand the problems involved in the (NCE) curriculum, it is necessary to examine important criteria of a good curriculum. Formulation of objectives has been regarded as one of the most vital elements in curriculum development. In support of the claim for the role of objectives in education programmes we might examine Tyler's (1958) assertion that the formulation

of educational objectives is one of the most important problems in curriculum development. He stated further that to the extent that the objectives are valid, the education programme has the possibility of being significant. Contributing to this view, Taba (1962) said that the beginning of all educational endeavour is the clarification of objectives. Here again, W. Kenneth Richmond (1969) was in support of stated objectives when he said that given clearly stated objectives, the mature student at any rate is the best person to decide how to reach them by dove-tailling what he needs to know with what he already knows.

A clear sense of direction was again nicely illustrated in a publication which appeared in 1969 - "A Philosophy of Nigerian Education" - under the title of "Teacher Education" by Professor A. Babs Fafunwa (1969) who claims that a good curriculum must have these characteristics:

(1) It must have definite and dynamic objectives based on the values of the society and the need of the child as a citizen and a skilled individual.

(2) It must be flexible and must provide for the

growth that is essential in order to meet the stated objectives or implied objectives.

(3) It must have built into it a process of constant evaluation to help determine the extent to which the educational process is meeting the goals as stated in terms of the end product.

The justification for this study in Nigeria could also be seen through the statement of Stiles and Parker (1969) when they aptly said:

> Teacher education programmes have been studied more than researched. Innovations have tended to be implanted and imitated with a minimum of evaluation. Practices and procedures have evolved rather than developed through controlled experimentation . . . The past decades has seen programmes of teacher education centre of intense controversy; the prospects are that this will become a field of more concentrated and more objective research in the years ahead.

The principle of using objectives to determine the process of learning has been found to be greatly ignored in many educational institutions in Nigeria.

## 1.2 STATEMENT OF THE PROBLEM

The purpose of this study is to examine the problems of the existing curriculum of the Foundation Courses in Education for the award of the Nigerian Certificate of Education with a view of designing a model that will improve the quality of teaching this subject in the Advanced Teachers' Colleges in Nigeria.

In doing this, the study will seek to focus on the following questions:

(1) What are the explicit or implicit objectives at present in the N.C.E. teacher education curriculum?

(2) To what extent are the objectives of teacher education in Nigeria being fulfilled in the N.C.E. Course (in Foundations of Education) in the three institutions being studied?

(3) Is the curriculum in Foundations of Education at the N.C.E. level consistent with the relevant National Objectives of Teacher Education?

(4) Are the contents of the Foundations of Education relevant to the needs of the students?

(5) What should the components of the curriculum in Foundations of Education at this level look like?

## 1.3 HYPOTHESES FOR THE STUDY:

The following hypotheses were developed for this study. The researcher is interested in confirming or rejecting that:

(1) There are no explicit objectives at present in the teaching of Foundations of Education in the Advanced Teachers' Colleges.

(2) The syllabus in Foundations of Education at N.C.E. level is not meeting some of the immediate needs of Teacher Education Programme in Nigeria.

(3) The instructional approach employed by many of the lecturers of Foundations of Education at the Advanced Teachers' Colleges is not relevant to the needs of the students and objectives of Teacher Education.

## 1.4 SIGNIFICANCE OF THE STUDY

The results of this study may be varied but mention may be made of the following:

(1) The results of the study would point out areas of problems to be solved in developing Foundations of Education Curriculum. It would also provide a basis for further investigations and it would help Lecturers of the subject to improve their existing curriculum.

(2) The researcher being a Lecturer of Foundations of Education at the Advanced Teachers' College, Zaria could make use of results of study in planning future programmes on the subject for the Department of Education, Advanced Teachers' College, Zaria.

(3) The results would be of help to prospective Lecturers of Foundations of Education in all the Nigerian Advanced Teachers' Colleges especially the newly established ones (21). There are about twenty-one newly established Advanced Teachers' Colleges now in Nigeria.

(4) It is hoped that the results of this study would spark off interest among teacher educators in Nigeria to examine and design their own curriculum.

(5) N.C.E. Correspondence Courses are now being organised by the Institute of Education, Ahmadu Bello University, Zaria. The results of this study would be of use to the organisers of the programme.

## 1.5 SCOPE AND LIMITATIONS OF THE STUDY

This study was conducted among 3 A.T.Cs of Kano, Sokoto and Zaria in the Northern States instead of the entire ATCs in Nigeria for which Foundations of Education is a requirement. The study was therefore limited due to the amount of time and money available for it. Moreover, other ATCs in the Northern part of Nigeria are still young. Although the definition of Foundations of Education includes Comparative Education, Philosophy, Sociology, Psychology and History of Education (Okala, 1971), this investigation (study) will be limited in scope to Sociology of Education. Focusing on this aspect, though not all embracing will afford the chance of an indepth investigation and analysis as it relates to the subject of Foundations of Education. Participants in this study were Lecturers, students,

principals and moderators of the subject. Such use of students is justifiable on the grounds that some Lecturers tend to give inflated answers in defence of their work.

## 1.6 DEFINITION OF TERMS USED

The following terms are defined with regards to their specific use in this study:

N.C.E - Nigerian Certificate in Education.

Curriculum - a group of courses and planned experiences which student has under the guidance of the school or college.

Problems - those factors of conditions which constitute barrier or hinderance to effective teaching and learning.

Curriculum Organisation - a systematic arrangement of curriculum materials for the definite purpose of teaching.

Curriculum Implementation - Putting the curriculum to work as a point of departure for teaching and as a system of predicting behavioural

outcomes. This is the point where the message of the curriculum planner is communicated to and interpreted by the teacher for a specific group or groups of students.

Teaching - the act of providing activities, materials and guidance that facilitates learning in either formal or informal situations (C.V. Good 1959).

Professional Training - A sequence of courses basic to specialised training for teaching career.

Lecturer - The individual officially designated by any University or College for the purpose of giving educational instruction to students.

Principal - Any official responsible for the management or direction of an educational institution.

Moderators - Persons other than the internal examiner who are called on to modify, verify or suggest changes in examination questions,

and also who modify, verify or suggest changes as external examiners of marked scripts.

"Foundations of Education" - as that aspect of the Advanced Teachers' College programme which refers to the Professional education, ie. History, Philosophy, Sociology, Psychology and Comparative Education.

Behavioural Objectives - objectives that will result in precise and observable changes in a pupil's behaviour and which can be measured.

Curriculum Process - A continuous cycle of activities in which all elements of the curriculum are considered and inter-related.

RNCC - Report of the National Curriculum Conference.

RNCPTC - Report of the National Conference of Principals of Teachers' Colleges.

RNPE - Report of the National Policy on Education.

ATEA - Association for Teacher Education in Africa.

ATC - Advanced Teachers' College.

N.E.R.C.- Nigerian Education Research Council.

# C_H_A_P_T_E_R__II

## 2. REVIEW OF RELATED LITERATURE

### 2.1 Elements of Curriculum

Most writers maintain that there are four major stages in the process of curriculum development. These are: selection of objectives, selection and organisation of content, selection and organisation of learning experience and evaluation. But a proper review of Nicholls and Nicholls, (1972) throws a proper insight into an organised curriculum planning arrangements. They maintain that in planning of curriculum the following should be taken into consideration:

(a) The careful examination, drawing on all available sources of knowledge and informed judgement of the objectives of teaching, whether in particular subject courses or over the curriculum as a whole.

(b) The development, and trial use in schools, of those methods and contents which are judged most likely to achieve the objectives which teachers agree upon.

(c) The assessment of the extent to which the development work has in fact achieved its objectives. This part of the process may also be expected to provoke new thought about the objectives themselves.

(d) The final element is therefore feedback of all the experience gained, to provide a starting-point for further study.

This last point suggests that curriculum development is a cyclical process and it is indeed helpful to think of it in this way.

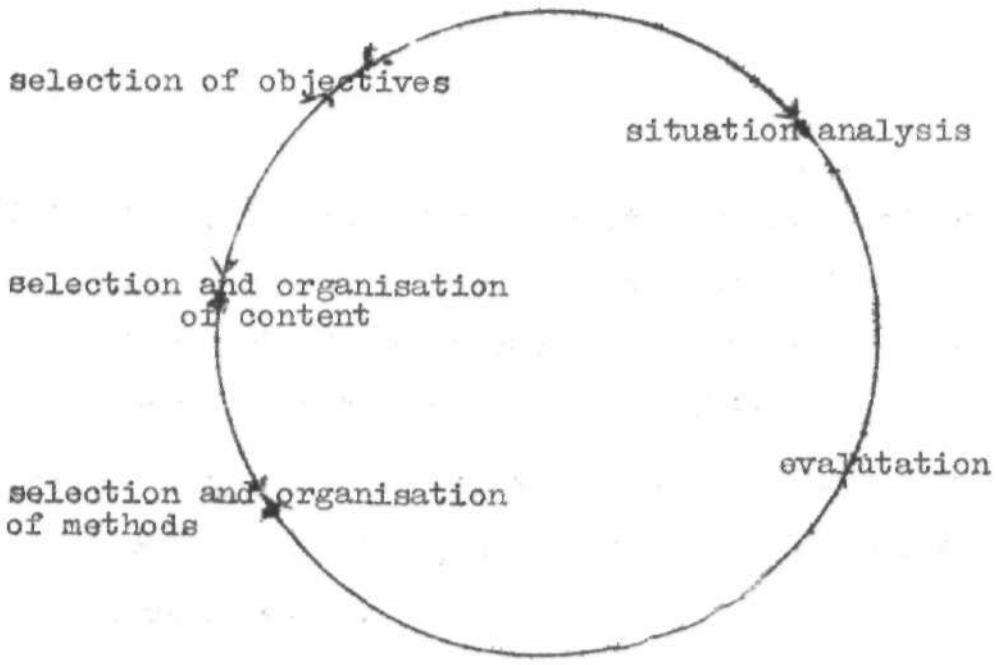



Fig. I Elements of Curriculum (Nicholls & Nicholls)

A study of the above diagram will show that there are a number of ways of planning the whole or part of a curriculum. Each way may have its own strengths and weaknesses, as well as its own advocates. For the purpose of this study the 'objectives approach' is utilised as the basic frame of reference for conceptualising and analysis the study.

## 2.2 The Role of Objectives in Curriculum

We have attached considerable importance to the formulation of objectives because we strongly believe not only in its directional and guiding roles but also in Tyler's (1958) assertion that the formulation of educational objectives is one of the most important problems in curriculum development. What can be deduced from this statement of Tyler's is that the formulation of clear objectives forms one of the fundamental tasks of curriculum development and reform. If any curriculum is to be planned, and if efforts for continued improvement are to be made, it is necessary to define clearly the objectives that are being aimed at. Such objectives will become the criteria by which content (syllabus is outlined, instructional procedures (such as the use of concepts,

models and methods) are developed, and tests and examinations are prepared. Therefore one might argue that constructing a curriculum and all that are involved like teachers, text-books, equipment, organisation and methods are appropriate only in the light of objectives of instruction. Tyler (1971) enumerated further that not only does the idea of clearly stated objectives direct activities in learning situation, but also adds that before content is outlined, tests and examinations are prepared, objectives must be clearly stated.

Bloom (1969) says that a number of behavioural changes are likely to result from learning experiences. Some of these behavioural changes that may occur may not be desirable. To save time and resources, the desired behavioural changes must be identified and clearly stated. Taba (1962) has added that the beginning of all educational endeavour is the clarification of objectives. Stenhouse (1975) for example said that the objectives approach is an attempt to improve practice by increasing clarity about ends.

From the above statements of curriculum experts it is therefore necessary that the effective curriculum developer typically begins with general objectives.

He then refines the programme through a series of successive approximations. He does not start with a blueprint and he is not in much of a hurry to get his ideas represented by a blueprint. Therefore one might argue that planning of Foundations of Education curriculum which is the professional aspect of teacher-education at the Advanced Teachers' Colleges should be based on clearly stated objectives.

## 2.3 Considerations in Selecting Objectives

We must be concerned not only with the objectives of the curriculum but also with the source from which they are derived. K.V. Feyeriesen (1970) says that objectives are derived from the needs of the individual, the nature and needs of society and a system of values. R.W. Tyler (1971) accepting this view, goes on to say that no single source of information is adequate to provide a basis for wise and comprehensive decisions about the objectives of a programme. John Kerr (1971) further said the level of development of the pupils, the needs and interest; social conditions and problems in which the children are likely to encounter; the nature of the subject matter and types of learning which can arise from the study of the subject matter, are sources

of educational objectives. In constructing a curriculum, it is therefore necessary to check all available sources for necessary objectives.

## 2.4 Formulating Objectives

The idea of having a clearly prepared statement of what one hopes to achieve before working out how to set about it seems to be such a simple and sensible one and yet it has received little attention from teachers in the past. Denis Lawton (1973) accepted this view by his assertion that objectives should describe the behaviour of the pupils and the context of what behaviour. This is what some curriculum theorists called behavioural objectives - that is - objectives that will result in precise and observable changes in a pupil's behaviour and which can be measured. Eisner (1969) has made an important distinction between what he calls instructional objectives and expressive objectives. Whereas with instructional (and presumably behavioural) objectives a teacher must predict exactly what behavioural changes will take place if teaching is successful, in the case of expressive objectives there is no such certainty, nor is it desirable. Lawton (1973) says that an expressive

objective describes an educational encounter. It identifies a situation in which children are to work, a problem with which they are to cope, a task in which they are to engage, but it does not specify what form that encounter, situation, problem or task they are to learn. An expressive objective provides both the teacher and the student with an invitation to explore, defer or focus on issues that are of peculiar interest, or important to the engineer. An expressive objective is evocative rather than prescriptive. Lawton went further to show how objectives are necessary in curriculum design by expressing that there are long and short-term objectives.

## 2.5 Behavioural Objectives in Curriculum Design

The use of behavioural objectives in instruction is characteristic of a culture which sets a high value on efficiency and productivity. Such a culture seeks to measure accomplishment in standard units. Theoretical justification for behavioural objectives comes from behavioural psychology, (Kendler, 1959).

Kneller (1974) added that teacher education institutions that advocate the use of behavioural objectives transmit methods of instruction that are standardized,

empirically tested, and aimed at measurable results. Such methods work best in school systems that are highly sensitive to the economic and behavioural determinants of educational practice. Atkin (1974) is also of the opinion that current attention to specification of curriculum objectives in terms of pupils' performance represents an attempt to provide direction for collection of data that will result in more informed choice among competing alternatives.

Those who argue against the use of behavioural objectives usually do so on four main grounds, although several additional arguments are frequently brought forward. One argument claims that stating objectives behaviourally leads to an over-emphasis on trivial outcomes of learning with a corresponding neglect of important outcomes. While it is true that it is much easier to express what might be called trivial behaviours as operational objectives and that these are frequently given as examples, usually to illustrate a point simply and clearly, it does not necessarily follow because of this that trivial outcomes need be emphasised at the expense of those of greater importance.

By stating objectives clearly and explicitly we are

in a position to assess the importance of what we are trying to teach and to reject that which is unimportant and trivial. Much that is trivial and unimportant can be taught under the umbrella of a fine sounding aim:

(a) to develop an appreciation of good literature.
(b) to help pupils to become good citizens.
(c) to develop the ability to discriminate.

Aims such as these can lead the teacher to present both trivial and important activities for pupils; an interpretation of what these aims mean in terms of pupil behaviour can lead to a clear distinction between them. But objectives shown below are behavioural and clear-cut.

(a) Name two characters in the literature book.
(b) State four attributes of a good citizen.
(c) Explain the ways people discriminate.

Critics of the use of behavioural objectives (Atkin, 1963) and (Eisner, 1969) also argue that by stating objectives in advance teachers are not able to take advantage of opportunities which occur unexpectedly in the classroom. This is not so; teachers can use these unexpected opportunities and direct them towards objectives which are considered important and desirable. Regarded in this way, unexpected opportunities

lead to progress rather than to mere diversion. On the other hand, a teacher with predetermined objectives might be accused of using such opportunities for entertainment purposes or as a temporary diversion.

The fact that behaviourally expressed objectives lend themselves to assessment brings forth criticism from some quarters, together with another argument that there are other important outcomes of education besides those which can be assessed. The first of these arguments is part of the strong feeling that is sometimes expressed against measurement of all kinds, and yet teachers are constantly making evaluative judgements of their pupils' abilities and performance. To the proponents of the second argument one can only urge patience and experiment; we must either wait for someone else to develop measuring devices for those behaviours that are currently thought to be 'unmeasurable' or, better still, we must try to devise some ourselves.

The difficulty of writing objectives in certain areas of the curriculum causes some critics to reject the whole idea of objectives. It is true that it is very difficult to express objectives in behavioural terms in the arts and the humanities, but this is no reason for not trying.

In these areas of the curriculum it is not uncommon to find objectives which begin 'to appreciate . . .' This is a very vague expression with variety of possible interpretations. An example of an objective expressed in this way will illustrate the kind of difficulties involved. In an English course an objective might be that the pupils will appreciate good literature. What does this mean? How does the teacher know when the pupil is appreciating good literature? What is good literature? Is the pupil achieving this objective if he has at home a large collection of books, or if he is a member of the library, or if he is emotionally moved after reading Dickens, or if he can recite the plot of novels read recently in class? Teachers need to decide what they mean by "appreciation" of literature for the purpose of this particular course and exactly what their pupils will be doing when they are appreciating literature. Only then can they know if their pupils are making progress in the desired direction.

## 2.6 Content and Objectives

K.V. Feyereisen (1970) is of the opinion that if the areas of content are used to determine the objectives,

they will in all probability prejudice the objectives. In addition, areas of content as variables if included would pre-determine the content, curricular - organisation, scope and sequence variables. For better explanation, since the overall objectives of the instructional system should describe the characteristics of the output, they should not be biased by the inclusion of the influencing variables, which are more appropriately used as guides for deciding learning experiences. In other words, the ends (objectives) should determine the means (process) rather than the means determining the ends. Unfortunately this principle has been ignored in Advanced Teachers' Colleges Foundations of Education Curriculum. What can be deduced from here is that in making content decisions the statement of objectives is vital.

It is clear to us that the objectives should determine the organisation of the content, other decisions about the scope of content, content sequence, methods of instruction and instructional media. All these reflect the objectives of the programme.

## 2.7 Evaluation and Objectives

An effective educational programme requires and

depends heavily on the amount and quality of the evaluation data fed into it. A.J. Fiorino (1970) maintains that unless the objectives of the system are stated, there is nothing to evaluate and all the functions performed in any system should have objectives. He went further to state that in developing a statement of objectives that will facilitate evaluation, the following questions can serve as a guide:

(1) Are all the reasonable objectives for the programme included?

(2) Are the objectives derived from the overall objectives of the programme (e.g. Teacher-education objective)?

(3) Are the objectives practical in terms of the ability of the students, staff and resources available?

(4) Are the objectives clearly stated in behavioural terms?

In support of this view, Allen and Cooper (1968) accept performance criteria by saying:

> The formulation of performance criteria requires the specification of instructional and programme goals in terms of behaviours to be exhibited by the trainee when instruction has been completed ...

> Careful formulation of performance criteria liberates the planners from describing the programme in terms of traditional "courses".

In his own contribution, Scholock (1968) also has this to say: "The objectives of a teacher education programme should be specified in terms of the competencies needed by teachers to bring about the outcome desired in pupils".

The process of evaluation is therefore essentially the process of determining to what extent the educational objectives are actually being realized by the programme of curriculum and instruction. Lecturers of A.T.Cs should be concerned with their students progress towards a wide range of objectives, but the corollary to this is that assessment should be as wide in its scope as is the range of objectives.

## 2.8 The Theorical Background of the Study

The relationship as established by the preceeding paragraphs indicate that the procedures used in constructing curriculum begin with the identification and statement of the objectives of a programme: through a process of systems analysis, the preconditions necessary to achieve the objectives are identified and stated as objectives. The

process of determining preconditions continues until the objectives of the procedures are identified. Following the stating of the objectives, content, methods, media and evaluation, decisions are made.

It is therefore clear that in constructing a curriculum, K.V. Feyereisen (1970) says that there is a functional relationship between external variables and the objectives and content variables possibly the scope, sequence and evaluation variable, and also with the curriculum organisation, methods and materials variables. This statement shows that in constructing a curriculum external variables and internal variables are necessary for identification. To construct a curriculum then we must start with a new foundation. This foundation is the objectives of the programme.

Existing designs for constructing curriculum including Tyler models (1949); K.V. Feyereisen; Conceptual System for Designing Curriculum (1970); Broudy, Smith and Bunnett System (1964); Kerr Curriculum Theory Model (1968); Wheeler Model (1970) were used for sources of information.

One objection to the whole curriculum model based on the four-stage progression from objectives to content to

organisation to evaluation is that this is far too simple. For one reason, it is open to Brunner's suggestion that leaving evaluation until the final stage of the curriculum process is rather like doing military intelligence after the war is over; in other words evaluation should take place at every stage. This would make the curriculum model a cyclical one rather than a linear model. This is probably very much in keeping with Tyler's (1949) original thinking in this subject and the curriculum theorist who has converted the linear model into a cyclical form is Wheeler (1970).

If Tyler's (1958) statement that said the formulation of objectives is one of the most important problems in curriculum development, and that if the objectives are valid, the education programme has the possibility of being significant is anything to go by this means that for any content, methods, learning experiences and evaluation to be valid, they must be based on stated objectives.

If the outcomes of the investigation show that there are no stated objectives, then the 'objectives approach' will be utilised for framing a new curriculum on Foundations of Education for the Advanced Teachers' Colleges under study.

## 2.9 The National Objectives of Teacher Education

In the attempt of this study to use the 'objectives approach', one might suggest then to identify the objectives of teacher-education in Nigeria.

Until the National Curriculum Conference (RNCC 1969), National Conference of Principals of Teachers' Colleges (RNCPTC 1971) and Seminar on National Policy on Education (1974), it was fashionable for the Nigerian educational scholar and the discerning layman to complain about Nigeria's lack of a philosophy of education.

The National Conference on Curriculum Development (1969) and the Seminar on National Policy on Education (1974), were composed of Nigerians from different works of life - classroom teachers, school headmasters, Ministry officials, representatives of labour, industry and business and university scholars - identified new national objectives for Nigerian education bearing in mind the needs of youths and adults in the tasks of nation building and national reconstruction for the social and economic well-being of the individual and the society.

In the search for national philosophy of education the conference posed certain questions, For instance,

what should be the role and function of public education in developing the individual's ability to participate in national progress and national reconstruction? What education values and attitudes are worth developing?

For analysing the issues and critical concerns in Nigerian education and in an attempt to formulate recommendations for action about them, the Conferences used two sources of data:

(a) social forces and trends including knowledge of the existing educational practices in Nation's schools;

(b) implications for educational theory and practices with particular reference to the definition of a national philosophy, goals, and objectives of education.

The conferences therefore used these two sources to uphold the values of the educational system of Nigeria. The conferences, for the first time put down what values they think their school children should uphold after their education. The significance of these values is that all skills, abilities and knowledge acquired by school children as directed by teachers should be for specific purposes.

The recommendation of the conferences was that:

Nigerian Education at all level should recognise and positively emphasise the following educational values:

(a) respect for the worth and dignity of the individual;

(b) faith in man's ability to make rational decisions;

(c) the guarantee of fundamental human freedoms in the social, economic and political spheres;

(d) moral and spiritual values in interpersonal and human relations;

(e) shared responsibility for the common good of society;

(f) the promotion of the emotional, physical and psychological health of all children.

(RNCC 1969) and (RSNPE 1974) RNPE (1977).

To meet any national objectives, it is necessary to introduce innovations which would promise to enable formal education to play roles which are most clearly co-ordinated with those played by other institutions involved in nation building.

One of the essential features of our schools is that greater attention should be given to developing values and attitudes associated with modernization and inculcate a nation-building ethic in students.

## 2.10 Philosophy of Nigerian Education

The purpose of any defined values for a nation or a society is to draw up a set of objectives meant to be accomplished. It is on the awareness of this that the conferences recommended that the philosophy of education for Nigeria should be:

> geared towards self-realisation, better human relationship; self and national economic efficiency; effective citizenship; national consciousness; national unity; social and political progress; scientific and technological progress; national reconstruction.
> (RNCC 1969), (RNCPTC 1971) and RNPE 1977).

If what is stated under our national philosophy of education should be accomplished, the conferences presented the following as our national educational objectives:

(a) the inculcation of the right types of values and attitudes for the survival of the individual and the society.

(b) the training of the mind in building valueable concepts generalizations and understanding of the world.

(c) the acquisition of the appropriate skills, and abilities and competencies of both a mental and

physical nature as equipments for the individual to live in his society and

(d) the acquisition of a relevant and balanced knowledge of facts about local and world phenomena.

(RNCC 1969), (RNCPTC 1971), (RSNPE 1974) and (RNPE 1977).

In the pursuit of the objectives outlined above, it should be ensured that traditional institutions and values are preserved as much as possible but modified or changed when necessary to serve the needs of a modern society. The RNCC 1969, RNCPTC 1971, RNSPE 1974 and RNPE 1977 did not end their conferences on the identification of National educational objectives based on National philosophy of education but also went further to identifying objectives for various levels of education for Nigeria.

Philosophy of Nigerian Teacher Education Programme

As on other educational levels the RNCPTC 1971 conference believes that Teacher Education in Nigeria must recognise the worth of the individual prospective teacher, give him an equal opportunity to learn, and provide within his intellectual horizon selected functional experiences that will enhance his job as a teacher.

The Conference affirms its faith in the teacher as the keyman in the entire educational programme. The quality of his training makes or mars the end-result of his job as a teacher. The purpose of teacher education should seek to help the individual teacher to grow and develop as a person, provide him with skills and professional abilities to motivate children to learn and help him in acquiring the right types of understandings, concepts, values and attitudes necessary not only to survive in the schoolroom but also in the society in which he lives.

Purpose of Teacher Education

In the light of the recognition of philosophy of Nigerian Teacher Education Programme, the conference identified what the objectives of Teacher Education in Nigeria should be. The conference presented the following as what Teacher Education in Nigeria should be:

(1) To produce a highly motivated, conscientious and successful classroom teacher for all level of our education system;

(2) to encourage further the spirit of inquiry, creativity, nationalism, and belongingness;

(3) to help the prospective teacher to fit into the social life of his home, his immediate and non-immediate communities;

(4) to provide him with intellectual and professional background adequate for his assignment and adaptable to any changing situation in the life of his country;

(5) in sum, to produce knowledgeable, progressive and effective teachers who can inspire children to learn.
(RNCPTC 1971) and (RNPE 1977).

In Nigeria, we generally ignore objectives and to a large extent we shoot straight for content and examinations. This approach is educationally unsound in that it is too subjects-matter oriented. On inspecting any teacher's colleges hand-book in Nigeria today, it will be discovered that the syllabus for any given course has no aims and objectives.

Today, students in Nigeria are demanding relevance because they are of the view that the content we offer them is irrelevant to their needs and aspirations. This is nothing but a pointer to the fact that the students

are not made aware of the objectives of our syllabuses or programmes as evidenced in the N.C.E. Foundations of Education syllabus in the three A.T.Cs under study.

# C_H_A_P_T_E_R___III

## 3. DESIGN AND PROCEDURE

This chapter summarises the methods used in the study. The survey method was used in collecting data. This involved the use of questionnaire and an interview schedule. Two way analysis of variance and the Chi-square were also employed.

### 3.1 Constructing and Pilot-Testing the Questionnaire

In a study like this it was especially necessary to provide a means of establishing the validity and estimating reliability of instruments to be used in investigation before administering it to the subjects. A questionnaire was constructed, carefully writing out each item based on the hypotheses for the study.

Akin Fatile (1973) quoting Good and Carter (1954) indicated that a questionnaire is:

> a form prepared and distributed to secure responses to certain questions; as a general rule, information about conditions or practices of which the respondents are presumed to have knowledge ... The questionnaire is a major instrument for data-gathering in descriptive survey studies, as is used to secure information from varied and widely scattered sources.

My Research Advisers were consulted in validation of the content of the questionnaire. This led to elimination and re-writing of some of the items. A test-retest of the questionnaire was carried out in a similar college to 3 Advanced Teachers Colleges in this study. A reliability coefficient of 0.68 was obtained.

Ten Lecturers in Education Department at A.T.C. found qualified for participating in the study agreed to complete the questionnaire forms in a pilot-study of the instrument. In addition five expert judges were selected to determine the degree to which each of the techniques of instruction in item five of the questionnaire could be used most effectively in the teaching of Foundations of Education at the N.C.E. level. The judges were required to indicate in order of preference for each technique by writing A, B, C, in the appropriate columns of each row (technique).

As a result of the pilot-test, nine questions were essentially unaltered and two other questions were re-written. One item was dropped from the five alternatives of the answers to a question because it was not suitable.

The reactions and suggestions of the lecturers and judges were used as a means of determining the suitability of the instrument.

Year three students were ramdomly sampled in a stratified method in a quota subject sampling. It was explained to them that the information collected would be treated as confidential. Moreover, every attempt was made to protect the anonymity of each respondent. It was further explained that the result of the research would improve the standard of the N.C.E. in Nigeria especially the professional aspect.

## 3.2 The Instruments Used

One of the hypotheses of the study was that there were no explicit objectives at present in the teaching of foundations of education in the Advanced Teachers' Colleges and that the syllabus on foundations of education of N.C.E. level is not relevant to the national objectives of teacher education. The hypothesis includes that the instructional approach employed by many of the lecturers of foundations of education at the Advanced Teachers' Colleges is less effective to the needs of the students.

In order to test these hypotheses it was necessary to collect data using the instruments outlined below.

## 3.3 The Questionnaire for Lecturers and Students

One set of questionnaire was developed for both the lecturers and the students. This was read by colleagues who made several useful comments, many of which were taken into consideration in preparing the working version.

Reference to Appendix A, background data was requested along with some questions about stated objectives, national objectives of teacher-education, instructional techniques, facilities, equipment, and scope of the syllabus on foundations of education. For comparative purposes, the items were the same for both lecturers and students. It is pertinent to do this to avoid inflated answers to the questionnaire. The data collected from the students were used for supplemental and verification purposes.

In the questionnaire, the Bales system of observation (Galtung 1967) in which questions are described as "closed" or "open" was used. Closed questions presented all the expected possibilities and the respondent merely ticked the ones that applied. Open questions allowed the respondent to state his own views in the space provided for the purpose. The questions would not present choices in the open questions system.

## 3.4 An Interview Schedule

Short interview schedules were to obtain information on foundations of education from discussions with the moderators, principals and lecturers in foundations of education of the Advanced Teachers' Colleges. Good and Carter (1954) described the interview as an oral questionnaire. An interview schedule was further described by this statement:

> The best instrument available for sounding people's behaviour, future intentions, feelings, attitudes, and reason for behaviour would seem to be the structured interview coupled with an interview schedule that includes open-ended, closed, and scale items. (Fred Kerlinger, 1973).

From the data collected in this study using interview and questionnaire, the above quotation is justified.

This formal aspect of the interview was particularly useful in providing data that might not be up-to-date or might not even exist in published form. According to DuBey who commenting on educational research in Nigeria, said:

> With the rapid expansion of education, publication of data is sometimes months or years behind actual development, and that where documents were available the interview was a good method of cross-validation of such data. (DuBey 1972.)

There proved to be considerable agreement between the two sources.

Analysis of Variance and Chi-Square

Two-way Analysis of variance was employed in the analysis carried out in question 5. In the analysis for students, the average responses of the 20 students in each College for each of the Instructional Techniques were used to reduce heterogeneity. This was also used for the lecturers since there was an unequal number of lecturers in the survey, otherwise the analysis would have been that of an un-orthogonal classification.

In case of questions 2, 3, 7, 8 and 9 a Chi-square analysis was employed and where there were a 2 x 2 contigency table, Fisher's Continuity Correction was also incorporated.

# C_H_A_P_T_E_R__IV

## 4.1 RESULTS AND ANALYSIS OF DATA

The major areas in which investigation were directed included finding out the source of the existing syllabus on foundations of education being used in the A.T.Cs under study. Since a syllabus is more valid and reliable when all sections of the society take part in its formation, investigation was also directed at finding out those who participated in the planning of the existing syllabus.

Another area of investigation was to find out whether there were any explicit or implicit objectives for the foundations of education syllabus at the Advanced Teachers' Colleges under study. If there were no officially stated objectives in the syllabus, did the lecturers select their own objectives based on the implicit objectives of the syllabus?

The units objectives in the syllabus were also investigated. The ability of the lecturers to use the broad objectives to arrive at unit objectives were also measured.

The lecturers' understanding of the national objectives of teacher education was also investigated. This area looked

into whether the national objectives were consistent with or adaptable to or not consistent with the present N.C.E. syllabus. The relationship between the national objectives of teacher education and the syllabus on foundations of education was therefore looked into.

The teaching techniques employed by the lecturers of foundations of education were also investigated in order to know whether flexibility had been used in selecting teaching techniques.

Since the selection of a teaching technique is usually based on specification of objectives, materials and facilities the question of facilities and materials constituted another area of investigation.

## 4.2 The Lecturers in Foundations of Education

To teach the above subject successfully the lecturers must possess the required professional skills which come through training and practice. Formal education in all the fields alone would not do. Certain experience in teaching would have educated the lecturers about the approach or approaches to the framing of foundations of education as a subject. Table 1 contains the facts about experience and professional and academic qualifications of the lecturers.

Table 1 Experience and Qualifications of Lecturers Teaching Foundations of Education at the three A.T.Cs.

| EXPERIENCE | QUALIFICATIONS | | | | | |
|---|---|---|---|---|---|---|
| Years of Service | B.A/ B.Sc | B.A. + P.G.D.E. | B.Ed | M.Ed | Ph.D | Total |
| 0 - 1 | 3 | 4 | 6 | 1 | 0 | 14 |
| 2 - 4 | 0 | 1 | 2 | 1 | 1 | 5 |
| Over 5 years | 0 | 1 | 0 | 0 | 0 | 1 |
| T O T A L | 3 | 6 | 8 | 2 | 1 | 20 |

According to table 1, fourteen lecturers had taught for only a year and the remaining six taught for more than two years. The range was four months to five years. Though all the lecturers are qualified to lecture at the N.C.E. level, the experience of teaching of most of the lecturers gives room for concern. 70% of the lecturers had one year of experience and below. Moreover, there were only three post-graduate holders amongst the lecturers of foundations of education. It could therefore be inferred that majority of the lecturers of foundations in the A.T.Cs had not got sufficient experience in the teaching of the subject.
S.A. Banjo (1975) said that life is a school and experience

is the school teacher. This statement is an apt description of what is happening among the A.T.C. lecturers under study.

4.3 Preparation of the syllabus: Foundations of Education

With regard to the syllabus on Foundations of Education for the N.C.E., who participated in the preparations

Table 2 Source of the Syllabus

| | | Lecturers' Responses | | Students' Responses | |
|---|---|---|---|---|---|
| | | Yes | No | Yes | No |
| 1. | Institute of Education, A.B.U., Zaria | 3 | 0 | 10 | 0 |
| 2. | Federal Ministry of Education. | 0 | 0 | 2 | 0 |
| 3. | State Ministry of Education | 0 | 0 | 0 | 0 |
| 4. | The Lecturers who teach the Subject | 0 | 0 | 16 | 0 |
| 5. | It was handed over to me. | 17 | 0 | 32 | 0 |
| | Total = | 20 | 0 | 60 | 0 |

As shown by Table 2, 85% of the lecturers agreed that the present syllabus was inherited by them. This is further

confirmed by the letters from the Heads of Department of Education of the three A.T.Cs under study (see Appendix B. 1, 2 & 3). The present syllabus came into operation in 1964. To confirm this further the students also showed that the syllabus was handed over to them. Out of 60 students, 51.3% agreed to the inheritance of the syllabus. There is therefore the agreement among students and lecturers on the inheritance of the syllabus. The 1964 A.T.Cs syllabus on Foundations of Education therefore probably is ready for a review. (Appendix C.)

## 4.4 Objectives of the Syllabus

Hypothesis:

There is no difference between the views of the lecturers and students on the explicitness of the general statement of objective on the syllabus.

Table 3 General Objectives of the Syllabus

| Respondents | Stated | Implied | Neither | Total |
|---|---|---|---|---|
| Lecturer | 0 | 1 | 19 | 20 |
| Student | 10 | 7 | 43 | 60 |
| T o t a l | 10 | 8 | 62 | 80 |

$X^2$ = 5.0537 which is not significant at .05 level.

The null hypothesis is not rejected. Looking at the table we find that majority of students as well as the lecturers are of the opinion that the objectives is neither explicitly stated nor implied.

Unit Objectives of the Syllabus

Hypothesis:

There is no difference between the views of the lecturers and students on the explicitness of the unit statement of objectives on the syllabus.

Table 4 Unit Objectives of the Syllabus

| Respondent | Stated | Implied | Neither | Total |
|---|---|---|---|---|
| Lecturer | 0 | 1 | 19 | 20 |
| Student | 0 | 18 | 42 | 60 |
| T o t a l | 0 | 19 | 61 | 80 |

$X^2$ = 5.1768 which is not significant at the 0.05 level and degree of freedom 2. On the basis of the $X^2$ value the null hypothesis is not rejected. Hence the conclusion that both lecturers as well as students are of the opinion that the unit objectives are neither stated nor implied.

Teacher Education Objectives

Hypothesis:

There is no difference between the views of the lecturers and students on the consistency of the syllabus with the National Objectives of Teacher Education.

Table 5 Teacher Education Objectives

| Respondent | A | B | C | Total |
|---|---|---|---|---|
| Lecturer | 5 | 11 | 4 | 20 |
| Student | 10 | 17 | 33 | 60 |
| T o t a l | 15 | 28 | 37 | 80 |

A = Consistent with the National Objectives of Teacher Education

B = Adaptable to the National Objectives of Teacher Education in Nigeria.

C = Not consistent with the National Objectives of Teacher Education.

$X^2$ = 7.5762 which is significant at 0.05 level. Hence the null hypothesis was rejected. Thus there is disagreement between the lecturers and students on the consistency of the syllabus with National Objectives of Teacher Education. This disagreement may be due to the fact that one of the parties (students or lecturers) may not understand the

national objectives of teacher education. For interpretation a conventional rule draws the line at p = 0.05 and regards a hypothesis as probably false for values of p smaller than this (that is, for values of $X^2$ larger than the value corresponding to a p of 0.05).

## 4.5 Instructional Techniques

Lecturers and the students were requested to tick against the teaching techniques that described what operated in their A.T.Cs in the teaching of foundations of education. Experts were also requested to do so. They were requested to indicate in order of preference for each technique by writing A, B, C, in the appropriate columns of each row (A = Frequently used; B = Sometimes used; C = Never used).

Hypothesis:

(a) There is no significant difference among the instructional techniques in usage.

(b) There is no significant difference between the ratings of the experts.

Two Way Analysis of Variance

The two-way analysis of Variance was employed in all the analysis carried out in this question. The following results were obtained from the computed responses of experts, lecturers and students.

The following are the means of the experts:

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| 2.14286 | 1.90476 | 2.61905 | 2.19048 | 1.85714 |

The Standard Error for comparison of any two means
= 0.04824.

Table 6[A] Instructional Techniques (Experts)

(ANOVA)

| D.F | S.S | M.S. | F | Source |
|---|---|---|---|---|
| 20 | 10.057143 | 0.5028 | 2.11 | Instructional Techniques |
| 4 | 7.71429 | 1.92857 | 8.08* | Experts |
| 80 | 19.085714 | 0.2385 | | Error |
| 104 | 36.857143 | | | Total |

*Highly significant at 0.01 level.

Experts

Error of M.S. = 23857 is a measure of the total variance. According to Table $6^A$ F ratio for experts = 8.08 which is highly significant at the 0.01 level of significance. Differences exist between the responses of the experts means

$$= \sqrt{S^2 \frac{1}{r^1} \; t \frac{1}{r^2}} = 0.15074$$

$$r^1 = r^2 = 21$$

$$S.e = \sqrt{0.23887(\frac{1}{21} t \frac{1}{21})} = 0.15074$$

Lecturers' means

The following are the means of the lecturers of the three A.T.Cs.

| Zaria | Kano | Sokoto |
|---|---|---|
| 1.69048 | 1.58095 | 1.39048 |

The error for comparison of any two means = 0.39048.

Table $6^B$ Instructional Techniques (Lecturers)

(ANOVA)

| D.F. | S.S | M.S. | F | Source |
|---|---|---|---|---|
| 20 | 9.00984 | 0.45049 | 8.93 | Methods |
| 2 | 0.96794 | 0.48397 | 9.59* | Lecturers |
| 40 | 2.01873 | 0.05045 | | Error |
| 62 | 11.996508 | | | Total |

*Significant at the 0.01 level.

According to Table $6^B$ F ratio = 9.59 on 2 and 40 d.f. which is highly significant at the 0.05 level of significance (i.e. differences do exist between the lecturers of the three colleges considered with regards to the methods of instruction in the survey). In actual fact the responses of the Zaria lecturers are quite significantly different from those of Kano and Sokoto. So also are the responses of Sokoto and Kano lecturers significantly different.

Students' Means

The following are also the students' means.

| Zaria | Kano | Sokoto |
|---|---|---|
| 1.75476 | 1.6500 | 1.78571 |

Table $6^C$ Instructional Techniques (Students)

(ANOVA)

| D.F. | S.S. | M.S. | F | Source |
|---|---|---|---|---|
| 20 | 3.70770 | 0.18538 | 7.59 | Methods |
| 2 | 0.21246 | 0.10623 | 4.35* | Students |
| 40 | 0.97754 | 0.02444 | | Error |
| 62 | 4.89770 | | | Total |

*Significant at the 0.05 level.

Reference to Table $6^C$ F ratio = 4.35 on 2 and 40 d.f. which is significant at the 0.05 level of significance that is differences exist among the group of students of the three colleges considered with regards to instructional techniques in the survey.

Comparison of the 3 groups of Respondents i.e. Experts, Lecturers and Students

| Experts | Lecturers | Students |
|---|---|---|
| 2.14286 | 1.47619 | 1.73810 |

Standard error for comparison of any two means = 0.08303

Table $6^D$ Instructional Techniques
(Experts, Lecturers and Students)

(ANOVA)

| D.F. | S.S | M.S. | F | Source |
|---|---|---|---|---|
| 20 | 1.62381 | 0.08119 | 1.2 | Methods |
| 2 | 4.73810 | 2.36905 | 32.73* | Groups |
| 40 | 2.89524 | 0.07238 | | Errors |
| 62 | 9.25714 | | | Total |

F ratio from Analysis of Variance Table $6^D$ is 32.73 which is highly significant at the 0.01 level i.e. difference do exist between the responses of the three groups of respondents (Experts, Lecturers and Students).

The F ratio for Instructional techniques was not significant. Hypothesis was therefore, retained. Moreover, F ratio for Experts was found to be 8.08 which was significant at 0.05 level (Table 6A). Thus the experts disagree on their mean ratings. This shows that there is no best way of teaching Foundations of Education.

Turkey's method (Glass and Stanley, 1970) was used as post hoc text to determine pairs of experts with significant disagreements. This was also discovered among lecturers and students.

It was found that differences between experts 1 and 2, 4 and 1, 2 and 5 were non significant whereas the

difference between expert 3 and each of the remaining four experts was significant, again differences between experts 5 and 1, 5 and 4  2 and 4 are also significant.

It was found that the differences between Zaria and Kano groups of lecturers, Zaria and Sokoto group of lecturers and Kano and Sokoto group of lecturers are all significant.

It was found that the only pair with significant difference was Kano group of students and Zaria group of students. Differences between Zaria and Sokoto groups on one hand and between Sokoto and Kano groups on the other hand were found to be non-significant.

That is, the experts' responses are clearly different from both the students and the lecturers' responses. Furthermore, the responses of the students are clearly different from those of the lecturers.

The experts' responses tend towards "frequently used" while the lecturers' and students' responses hang between "sometimes" and "never" used. This revelation therefore justifies the hypothesis that the methods of instructions being used by most of the lecturers in the teaching of foundations of education are not relevant

to the needs of the students and the objectives of teacher education of the nation.

Reasons for the Frequent use of Lecture Method

All of the 20 lecturers of foundations of education from the three A.T.Cs responded that the most popular of the methods employed for teaching was the lecture method. Only 2 of the respondents modified their responses by adding class discussion. All of the students responded that the method of teaching was through the lecture method. 61.6% of the student respondents revealed that the teacher-student ratio is in adequate for any other approach. In addition 18% of the students indicated that the scope of the syllabus makes other approaches unsuitable except lecture method if the syllabus is to be covered. Another 18% students responded that the lecture method is the easiest of the teaching techniques.

## 4.6 Facilities and Equipments

For numbers 7, 8 and 9 the formula used is found below:

O = Observed

E = Expected value

$$X^2 = \frac{\sum(O - E)^2}{E}$$

Q. 7 Which of the following items are available for use in your Education Department?

Table 7 Facilities and Equipments

| | Lecturers' Responses | | | Students' Responses | | |
|---|---|---|---|---|---|---|
| | Yes | No | Total | Yes | No | Total |
| 1. Over-head Projector and portable screen | 3 | 17 | 20 | 16 | 44 | 60 |
| 2. Filmstrip/Slide Projector tape | 4 | 16 | 20 | 13 | 47 | 60 |
| 3. Television sets and video tape | 0 | 20 | 20 | 4 | 56 | 60 |
| 4. Modelling Facilities | 1 | 19 | 20 | 2 | 58 | 60 |
| 5. Duplicating Facilities | 3 | 17 | 20 | 21 | 39 | 60 |
| 6. Portable Cassettee Tape Recorder | 1 | 19 | 20 | 0 | 60 | 60 |
| 7. Radio | 9 | 11 | 20 | 0 | 60 | 60 |
| | 21 | 119 | 140 | 56 | 364 | 420 |

The calculated $X^2$ value of the random sample is 47.18 for the students and 18.35 for the lecturers, both of which with 6 degree of freedom at 5% confidence interval are significant values, for they are both higher than the Fisher's $X^2$ table value of 12.592. So we can confidently deduce that both students and lecturers reject that the educational equipment mentioned above are available for use in the Education Department for the students and the lecturers.

How would you describe the use of the following in your College?

Table 8 Text-books and Journals

| | Lecturers' Responses | | | | Students' Responses. | | | |
|---|---|---|---|---|---|---|---|---|
| | Frequently used | Sometimes used | Never used | Total | Frequently used | Sometimes used | Never used | Total |
| 1. Encyclopaedia | 6 | 12 | 2 | 20 | 1 | 6 | 53 | 60 |
| 2. Handbooks of Research in Teaching | 1 | 3 | 16 | 20 | 0 | 0 | 60 | 60 |
| 3 Good Dictionaries of | 16 | 2 | 2 | 20 | 13 | 21 | 26 | 60 |
| 4. Dictionaries of Education | 11 | 6 | 3 | 20 | 8 | 15 | 37 | 60 |
| 5. Books on Nigerian Education published 1964-'75 | 10 | 5 | 5 | 20 | 16 | 22 | 22 | 60 |
| 6. Books on African Education published in Nigeria | 11 | 4 | 5 | 20 | 14 | 23 | 23 | 60 |
| 7. Journals of Education published in Nigeria | 3 | 16 | 1 | 20 | 6 | 22 | 32 | 60 |
| 8. Journals of African Education | 5 | 12 | 3 | 20 | 0 | 21 | 39 | 60 |
| 9. Books on *Methodology* | 12 | 4 | 4 | 20 | 28 | 28 | 4 | 60 |
| 10. Newspapers | 5 | 8 | 7 | 20 | 10 | 25 | 25 | 60 |

From the table of ramdom sample shown above, the following $X^2$ values were obtained. 163.04 for students and 81.12 for lecturers, both of which, with 18 degree of freedom, is significant when compared with the $X^2$ value of 28.869 at the 5% point on the $X^2$ table. Thus it is obvious that while students believe that the items stated are never used, lecturers do say so not with as much vehemence as the students.

Which of the following exist in your Education Resource Centre (Room)?

Table 9 Education Resource Centre

| | Lecturers' Responses | | | Students' Responses | | |
|---|---|---|---|---|---|---|
| | Yes | No | Total | Yes | No | Total |
| 1. Storage for Education materials | 1 | 19 | 20 | 3 | 57 | 60 |
| 2. Display gallary for Education materials | 1 | 19 | 20 | 1 | 59 | 60 |
| 3. Lecturers' Cupboards | 6 | 14 | 20 | 8 | 52 | 60 |
| 4. Notices and display boards | 3 | 17 | 20 | 9 | 51 | 60 |
| 6. Periodicals | 9 | 11 | 20 | 5 | 55 | 60 |
| 7. Portable chairs and tables | 6 | 14 | 20 | 0 | 60 | 60 |
| | 29 | 111 | 140 | 27 | 393 | 420 |

The calculated $X^2$ values of 21.11 for students and 16.09 for the lecturers which with degree of freedom of 6 is significant at the 5% point. (The table value is 12.592.) Hence both lecturers and students agree that the materials mentioned are not available in their education resource centres.

All the A.T.Cs had electricity supply which made it possible for them to use modern facilities. The availability of teaching materials determines sometimes what techniques are eventually selected for teaching.

Analysis of Table 9 probably suggests that none of the Colleges had a resource centre entirely devoted to teaching and activities of Foundations of Education and also for keeping and displaying of Foundations of Education materials.

At Kano A.T.C., the audio-visual room built by the USAID is in disarray since the departure of the experts. One of the lecturers said that there was no Nigerian capable of manipulating the complicated teaching facilities and equipments after the departure of USAID experts.

Facilities for teaching Foundations of Education in these A.T.Cs could be described as poor and not very encouraging. This could have a limiting effect on the selection of teaching techniques.

## 4.7 Scope of Foundations of Education

There is the unanimous agreement between the lecturers and students respondents that sociology and comparative education are not taught at present in the A.T.Cs. Students' and lecturers' responses revealed that there was nothing of such taught in these Colleges. If the National Conference of Principals of Teachers' Colleges (1971) which affirmed that the following should be regarded as Foundations of Education: Psychology, Sociology, Comparative, History and Philosophy of Education is anything to go by, therefore, the present scope of the syllabus is not comprehensive enough.

### Suitability of the Syllabus

Table 10 Suitability of the Syllabus

| | | Responses | Percentage |
|---|---|---|---|
| Is the present Syllabus in Foundations of Education | (a) adequate | 3 | 15% |
| | (b) a little bit inadequate | 17 | 85% |
| | (c) very inadequate | 0 | 0% |
| | (d) completely unsuitable | 0 | 0% |
| | T o t a l | 20 | 100% |

Lecturers' Responses

Table 10 shows that 17 (85%) of the lecturers say that the syllabus is a little bit inadequate while 3 (15%) say it is adequate. Nobody took the extreme, that is, no lecturer condemned the syllabus as completely unsuitable.

Five moderators of the N.C.E. Education papers were interviewed.

The interview set out to ascertain from the moderators if there were stated objectives for Foundations of Education of the N.C.E. which they moderate. The interview also went further to know the source of the existing syllabus. The moderator confirmed that there were no objectives for the subject. The answer obtained on the source of the syllabus was that it was inherited from Advanced Teachers' College, Zaria. The Principal and also the Head of Department of Education of one of the A.T.Cs revealed that on his appointment, he carried along with him from Zaria many of the syllabuses now being used in the Education Department. He was formerly the Acting Principal of the Advanced Teachers' College, Zaria.

The Chief Moderator however pointed out that it was suggested that all Heads of Education Department should meet as soon as possible to put all aspect of education syllabus in order and proper division (Board of Examiners

and Moderators Meeting: 6 November, 1976).

The Chief Moderator however agreed that evaluation of the students were based on the content of the present syllabus alone and that stated objectives would be advisable.

From the discussion with members of staff (lecturers) it was noticed that majority of them are new in the Education Departments. It was also observed that two of the members of the Education Departments were working on stated objectives to teach the students but these were not stated on the syllabus.

There was no communication between the moderators of foundations of education at Ahmadu Bello University, Faculty of Education, Zaria and the lecturers who are the examiners of this subject. Many of them are not aware of the moderators at Ahmadu Bello University, Zaria. To confirm this, here is an extract from the minutes of Board of Examiners and Moderators November 6, 1976:

> It is ideal for the moderators to go to individual colleges for moderation. The moderators are to be familiar with all sections of the syllabus where examination questions are usually drawn.

This simply shows the gap between the moderators and the lecturers (Examiners).

The meeting went further to suggest that the moderators should regard the examiners as colleagues. The relationship should not be that of master and servant nor superior and inferior. There should be constant dialogue between the examiners and the moderators.

New Syllabus on Foundations of Education

During the course of the circulation of my questionnaire among the lecturers and Heads of Department of Education of the three Advanced Teachers' Colleges coupled with my interviews, the Heads of Department of Education of these Colleges quickly came together to plan another syllabus (see Appendix D).

The weaknesses of the old syllabus are still apparent in the new one. The new syllabus is content oriented and not based on stated objectives. Though the new syllabus is broken into units, there are no unit objectives. One might say that the hurriedly planned syllabus has not changed the trend of the research.

## 4.8 IMPORTANT ISSUES

A review of the various statistical tables has highlighted some major issues.

Qualification and Experience of the Lecturer

In all the A.T.Cs, 17 out of 20 are professionally and academically qualified, only 3 are not professionally qualified.

But what is of great concern is the inexperience of majority of the lecturers. 14 out of 20 have only got 1 year and below in the teaching of Foundations of Education at the A.T.Cs. If majority of the lecturers lack the experience, then the problems of selecting objectives which need experience and professional education is then at stake. A sound academic training alone is not enough. Experience is one of the major requirements necessary for identification and implementation of objectives of syllabuses.

As a result of lack of experience, most of the lecturers agreed that their efforts were directed to covering the syllabus rather than to accomplishing stated objectives of the syllabus.

Content and Scope of the Syllabus

The selection of content for the existing syllabus appears not to have been determined by any stated objectives.

Examination considerations must have been the main determining factors in selecting content and teaching techniques for the syllabus. Moreover, inexperience is another factor that must have been responsible for the continuing usage of this syllabus because the scope is not up-to-date.

Facilities and Equipments

Few facilities do exist in Departments of Education of these A.T.Cs for any effective teaching of Foundations of Education. None of the A.T.Cs had Educational Resource Centre in which educational materials could be kept or exhibited.

The important problems now are how to identify Foundations of Education objectives in order to select content, teaching techniques, facilities and equipments that would lead to the accomplishment of such objectives.

# CHAPTER V

## 5 GUIDELINES FOR FRAMING FOUNDATIONS OF EDUCATION SYLLABUS

Areas of weakness identified during this study apart from lack of objectives are the ineffectiveness of the instructional approach being used by the lecturers of the subject, and lack of relationship between the National Objectives of Teacher Education and the syllabus of Foundations of Education. The recommendations of the National Conference of Principals of Teachers' College (1971) is one of the only three such documents which deal with the national educational objectives on teacher education in more specific terms.

### 5.1 Foundations of Education Defined

In an attempt to formulate objectives on Foundations of Education, it is imperative to know what Foundations of Education means.

According to the Report of National Conference of Principals of Teachers' Colleges held in 1971 (Aug. 8-13), the conference affirmed that the following should be regarded as Foundations of Education: Foundations studies in Psychology, Sociology, Comparative Education, History and Philosophy of Education integrated in such a way as

to serve the needs of the child and the adolescent in the community.

The foundations of education are the values, traditions, factors, and forces which influence the kind, quantity and quality of experiences the school offers its learners. They are found in many sources under various titles. The foundations as discussed by most authorities could be classified under the following headings:-

Historical Foundations

Historical foundations refer to a systematic analysis of educational developments during a given period of time. Historical foundations may be found in the form of a chronological recording of educational incidents pertaining to education or by delineating and tracing various educational movements during a selected period of time.

Philosophical Foundations

Philosophical foundations refer to the philosophies, values ideals, and ideologies because they represent points of view which guide the development of the curriculum at a particular time. To give meaning and purpose to life,

each facet has to be viewed from a frame of reference which represents in general terms one's philosophy.

Psychological Foundations

The psychological foundations of education are those knowledges and understandings relating to the nature of the learner and the learning process. These understandings strongly influence the content and arrangement of the experiences provided for learners. Thus, foundation studies is undergirded by psychological foundations.

Social Foundations

Social foundations are defined as the concepts and theories of the way that groups manifest themselves in their culture. Social foundations of curriculum is the area of study which analyzes the relationships of individuals, groups, and institutions which have existed in the culture and through which human activity has been conducted.

Comparative Foundations

Comparative foundations is the system to compare educational structure in different countries. Moreover it examines what factors and values affect education over a period of years or time.

## 5.2 The Role of Foundations of Education

James A. Johnson (1971) and his associates are of the opinion that the Foundations of Education constitute the very basis of professional teacher education. They are in agreement further that through a study of the Foundations of Education, among other things, the future teacher develops an understanding of the administration of present-day schools; becones aware of the school's role in society and of its responsibility for helping to solve our social problems; comes to appreciate the proud heritage of the teaching profession; begins to formulate his own educational philosophy, and develops an understanding of curricula. These are necessary for consideration in an attempt to formulate objectives for Foundations of Education.

Freeman Butts (1971) asserted that traditionally the foundation studies have been regarded as performing a dual role namely:

(1) Preparing the teacher to do effectively the job of modifying the behaviour of the child.
(2) Preparing the teacher to come to grips with the difficult and delicate problem of promoting renewal of the cultural heritage of society.

There is wide-spread feeling in educational circles that the foundation studies as taught at present fail woefully in both roles, hence the general drive towards renewal in foundation studies.

Professor Butts however seems to have selected the second role as the primary purpose of Foundations of Education, and presents three approaches to its teaching. He says, "The essence of my argument is that the foundations of education should focus upon the role of education in society: to enable the individual educator to understand the functioning, the problems, and the direction in which his society is moving, so that he can contribute as an educator to the welfare of his community, his nation, and the international order. Now the foundations of education are made up of the interpretation or intersection of:

(a) the problems of modernising society,

(b) the characteristic of trends of modern education, and

(c) the scholarly knowledge of the relevant humanistic and behavioural disciplines." The Western Council of the ATEA (Yoloye & Nwosu) suggests that the most effective foundations curriculum might be one that focusses on the problems of modernizing society directly.

This point of view raises the question therefore of whether a foundation studies curriculum based on problems of modernizing society should be a complete replacement for the teaching of the disciplines currently regarded as foundations studies, as part of the teacher education programme.

While it is agreed that a foundations curriculum based on problems of modernizing society is likely to perform the second role more effectively than one based on the disciplines, it is recognized that the disciplines also have something to contribute to the performance of the first role.

This raises the issue whether one may not conceive of a second kind of foundations studies geared specifically towards the performance of the first role. Foundations of Teaching or Foundations of Learning might be possible labels for this second kind of foundation studies.

Having said that, of course, the problem again arises whether or not an approach through the disciplines for this brand of foundation studies could not be replaced by an approach through problems of teaching or problems of learning.

This issue is not really within the scope of this study and therefore is not considered in great detail but it is good to put on record that the issue of the continued teaching of the disciplines of philosophy, psychology, sociology, etc., still remains and it is considered appropriate at the N.C.E. level.

The foundations area is in the same predicament as the whole concept of education itself - a condition in which many people have, or profess to have, some expertise, and in which those who can be called "experts" find it difficult to agree among themselves. The divergence of opinions and the doubt and scepticism about foundations of education are well represented in many books and workshops. It is however believed that foundational studies area is where the problem of relevance in education can begun to be tackled.

The Nigerian National Workshop on Teacher Education Curriculum (1971) came to some conclusions on foundation studies. The panel in its report has these to say:

The foundational studies group has found it necessary to declare its stand openly and to provide, in good faith, a rationale for their stand.

(i) The panel shares the conviction of the N.E.R.C. that the foundational studies area has an important role to play in the preparation of the Nigerian teacher at any level, and therefore should be offered as a separate unit; and

(ii) The panel believes that, for the effective teaching of the subject, for maximal transfer effects, and in the light of the real and practical aims and objectives of the foundational studies, a combination of approaches should be adopted. For married to the new observational, case-study approach, such that while the theory supplies the frame of reference the teacher guides the students' observation, the discussion of his classroom observations go to validate or modify the theory. Both should be complementary.

The panel feels compelled to adduce some reasons for their stand. These reasons are by no means exhaustive:

(i) There is need to teach the foundations as a separate subject because methodology teachers generally have neither the inclination, nor the expertise, nor even

the time, to 'drag in' the areas covered by the foundations.

(ii) Again, the methodology teachers, where they are competent and broadminded enough to include the social, philosophical and psychological backgrounds of their subjects, mention only items pertinent to their subjects and do not provide that integrated and non-fragmentary understanding that the foundations seek to give. The foundations supply, or are meant to supply, 'something general' from which the different subject specialists can select, develop in depth, and apply to their subjects. We note that this is what Dr. Yoloye did in his brief to the science group, in which he argues for the inclusion of the philosophy, the psychology and the sociology of science teaching as part of science education. We support the inclusion but go on to add that this is a statement of one of the ways that the foundations could and should be applied in the teaching of any subjects. This examplification, of course, cannot take place where the teacher has no knowledge of the the theory he is asked to apply. Therefore, we

believe that there is need for separate foundational studies course to provide the integrative out-look and the fundamentals on which the specialists can draw for immediate and on-the-job application.

(iii) We are not unaware of the problem of relevance and transfer and the panel has given long thoughts to the various suggestions on this. The panel believes that the area of the foundations is definitely more theoretical than any other aspect of the professional preparation of the teacher. It therefore suggests that though the criteria of relevance and functionality apply, yet not in the same sense or degree as in these subjects. Their relevance and transferability can best be judged, among other things, from the way the teacher handles his subject, from his breadth of out-look, from his understanding of the pupils he is teaching, and from a lively awareness of why he is teaching. That is, his knowledge of the foundations should suffuse and permeate his teaching, giving it quality and tone.

(iv) Finally, the new Nigerian teacher needs to develop an orientation which provides:

(a) a common understanding of the foundational purpose and theory of public education which can only be measured in the sensitivity with which he teaches;

(b) a sense of common responsibility for whatever happens in education - which makes totally inadequate for him to remain aloof from educational debates and formation of educational policy. (The teacher must acquire what Freeman Butts has called 'policy oriented knowledge and a sense of their responsibility for the disciplined use of such knowledge'; and

(c) a realization that the teaching profession ought to be unified enterprise, not a collection of horizontally and vertically segregated elements.

The last paragraph of this report a, b, and c also featured in the 1974 (April 4 - 8th) Zaria National Workshop on Teacher Training Programme. There seems to be an agreement between the two reports.

## 5.3 General Objectives of Foundations of Education

Having indicated the nature of the possible aims of foundation studies in education, suggestions will now be made concerning the objectives which should guide curriculum development and reform in Advanced Teachers' Colleges. Such objectives will reflect the overall objectives inherent in the nature of education which can be achieved by studying the subject. It is our intention to state them in clear and simple terms which should be meaningful to all categories of foundations lecturers. Furthermore, in order to help our lecturers in the selection and organization of suitable learning experiences and preparation of valid evaluation devices, the objectives will be classified into three domains - cognitive, affective and psychomotor (Bloom 1969). Such a classification, we hope, would also help to discuss our curricula and evaluation problems with greater precision.

The cognitive domain includes those objectives which deal with recognition of knowledge and the development of intellectual abilities. It is the domain in which most of the work in curriculum development has taken place. Suggestions (by the researcher) under the domain are:

1. To promote an understanding of the various aspects of the educational enterprises;

2. To learn patterns of relationships and interaction as for example, between peer-groups (pupil-to-pupil); between children and adults (pupil-teacher and pupil-parent relationships); and other pattern in the child's society.

3. To acquire adequate knowledge of the learner in particular:-

   (i) Knowledge of growth and development of children - physical, mental, social and emotional.

   (ii) Knowledge of the learning processes.

   (ii) Knowledge of the problems of adjustment.

4. To develop the teacher's ability to apply this knowledge in learning - teaching situations.

5. To equip him with the knowledge of evaluation procedures and develop his ability to apply them.

6. To help the teacher acquire knowledge of himself as an individual, and as a member of the society.

7. To make the teacher familiar with the channels of communication between himself and those who control policy at community and governmental levels.

8. To help him acquire the knowledge of the existing policies governing the educational system.

The second part of the classification is the affective domain. It includes objectives which describe changes of interest, attitudes and values, and the development of appreciations and adequate adjustment. Under this domain we suggest:

1. To develop attitudes that can promote the social, political and economic unity and solidarity of the nation.

2. To develop the individual's cultural and aesthetic values.

3. To help him play a more intelligent and practical roles in the execution of policies in education.

4. To instil in the teacher certain ideals which make for professional competence, and to help him acquire ability to implement them.

The psychomotor domain emphasizes some manipulation of material and objects or some mechanical skills.

A certain amount of overlap is inevitable in our classification because the general objectives listed above are expressed in terms of inter-related attributes of the individual student whose intellectual enrichment is to be fostered by his study of foundations of education. While we do not regard our general objectives as being perfect or fool proof, we do hope that, at least, our classification should form a useful basis for discussions which should contribute to a judicious balance among the cognitive, psychomotor and affectives in the subject. At present we have not achieved such a balance.

in the subject. At present we have not achieved such a balance.

Since Sociology of Education is selected as a guide-line and to narrow down the scope of the title, the following broad objectives are suggested.

## 5.4 Major Objectives for Sociology of Education

The following are suggested as broad objectives for Sociology of Education.

### Suggested Major Objectives

The students should be able to:-

(a) know the role of the family in both the cultures and sub-cultures of the society.

(b) know the school as a sorting, selecting agency considering values, goals, social, economic factors, etc.

(c) understand the roles of the school and the community in providing education for the learner.

(d) appreciate the roles and functions of agencies of education other than the school and community.

(e) understand the effects of mass communication on education.

(f) know about socialisation and culture with examples from their own experience.

(g) develop interest on several other agents of socialisation in Nigeria and how they affect the achievement in individual students.

## 5.5 Formulating Specific Objectives and Contents For Sociology of Education

The objectives mentioned above are general and open-ended to meet the varied needs for Advanced Teachers' College students. To be useful for classroom use, however, the general objectives have to be broken into more specific objectives indicating observable, preferably measurable changes, in the learner's lesson or course. A meaningfully stated (specific) objective, then, is one that succeeds in communicating intent; "the best statement is one that excludes the greatest number of

From a social point of view, education is carried on in an organized social environment, largely through interpersonal processes. How a student responds in the classroom, for example, might depend on such factors as the organizational structure of the school, the procedures of the classroom, the objectives of the teacher and of the student, the reactions a student gets from his fellow students, his parents and friends. A social scientist would probably try to arrange all possible factors into a model which could be used to explain the inter-relationships of factors in a specific classroom or school and the causes of individual student responses and response patterns.

Just as there are many organizations participating in the formal education of student, so there are many social systems that contribute to his total learning. The school is only one of these systems, and in some cultures it plays a very small role.

Sociology of education attempts to view formal schooling in the larger perspective of what is called socialization; that is, the process by which a person learns to adequately perform the social roles expected

of him by his society. Culture is one name given to what he learns in this socialization process. Culture is the total way of life of the people of a particular society, and it includes knowledge and skills, beliefs, morals, values, laws, languages, tools, institutions, family-living and child-raising practices, and political, social and economic arrangements.

A lecturer who understands that this whole complex of behaviours and behaviour probabilities which we call culture is learned is in a better position to see his teaching as but one part of the child's total socialization. Such a lecturer can see the child in a much broader social context than that of the classroom. Most children come to school having already learned the fundamentals of a specific subculture; each child's subculture differs in some respect from the teacher's, and for many children the differences are enormous. Such cultural diversity further complicates the educational questions of what to teach and how to teach each individual student. In Nigeria, whatever the real effect of school may be on subculture children, the formal purposes of the school include socialization and selection. The school's main socialization purpose is

to teach the basic skills portion of the culture. At the same time there is a good deal of informal learning taking place as a result of interaction with the child's peer group and its social systems, and with the social systems of the school and the teacher. The child who is best able to adapt to these new cultures, different from the child's family culture in significant ways, is the child who will be regarded as the ideal student. Through the feedback a child gets from his peers and teacher, he learns which of his behaviours are acceptable to the cultural norm of the school. His questions, for example, and his investigative behaviours may be supported or punished by a confident or a threatened teacher. The teacher, who is like a parent in many ways, may modify a child's attitude toward his familial parents.

The child either learns new behaviours and modifies other behaviours to a degree acceptable to the dominant culture, or he is given a reserved seat on the drop-out train. In this sense, the school serves as a selection agency. Society expects schools to select students for allocation to future adult roles. The selection is based on achievement, which is based on how well each individual was taught.

It is usually possible to identify many more objectives than can be achieved in a particular course of instructional unit. Thus it is very useful to be selective when compiling a final list. The following criteria for appraising the adequacy of objectives to be included are however outlined:

Considerations in Selecting Objectives

1. The objectives indicate learning outcomes that are appropriate to the instructional area.

2. The objectives represent all logical outcomes of the instructional area.

3. The objectives are attainable by these particular students.

4. The objectives are in harmony with the philosophy of the school in which the instruction is to be given.

5. The objectives are in harmony with the basic principles of learning (Gronlund, 1970).

The following are the suggested modules, units and

objectives for the N.C.E. course on Sociology of Education:

Modules, Units and Objectives

Module 1: The Child/Family

Unit 1: The Child

Unit Objective: The student should be able to: Identify the child as a member of the family, kinship group, cultural, religious and social groups.

Unit II: The Family as a social institution and educational agency.

Unit Objectives: The student should be able to:

(a) describe how the family exercises a strong influence over the life of the learner.

(b) describe how social classifications affect learning in schools.

(c) identify the "conjugal" - husband, wife and children - and "corporate" structures in Nigeria.

(d) (d) recognise the role of "corporate" family in character building and citizenship.

(e) analyse modernisation and the decline of parental power and authority.

(f) identify family socio-economic factors affecting learning.

(g) demonstrate knowledge of the background of idividual child in class.

Module II: Teachers and Peer Groups

Unit I: The individual roles of teachers:

Unit Objectives: The student should be able to:

(a) identify the role of the teacher in the learning process.

(b) to examine the role of the teacher as:
  (i) a member of the organisation.
  (ii) a member of the profession.

(c) to enumerate the role of teachers in local and outside communities.

Unit II: Peer group

Unit Objectives: The students should be able to

(a) summarise several ways in which the school serves to socialise and to select; what are several differences at the elementary, secondary and post-secondary levels.

(b) recognise how a child does adjust to the new cultures of school, teacher and peers.

(c) describe how the factors of peer influence, community dynamics, and social class can each differentially affect the achievement of individual students.

Module III: School and Community

Unit 1:

Unit Objectives: The students should be able to

(a) list several special properties of schools as opposed to the typical social system.

(b) identify organisations which participate in the control of local schools.

(c) cite several ways in which the traditional roles of school and community have changed.

(d) summarise several merits and contrasting deficiencies of the Nigerian Education advancement.

Unit II:

Unit Objectives: The students should be able to

(a) describe several subcultures which may be found in urban area, a suburb; a rural community.

(b) distinguish between the roles of the school and the community in providing education for the learner.

(c) summarise the cultural reasons for tension between schools and families today; specify the two approaches to resolving this tension.

(d) briefly describe several new approaches to the school-community relationship (Hint: decentralisation, "community-schools", resource-centres, commercial education).

Module IV: Other Education Agencies

General Objectives: The students should be able to:

(a) know agencies of education other than the school and the community (e.g. Mass Communication - press, radio, television; Religion, etc).

(b) understand the effects of mass communication on education.

(c) understand the roles of organised religions and discuss their impact on children's learning.

(d) know why there were Quranic and Christian schools before 1926 and what changed them.

Below is an example of a plan suggested. This plan is on module 1.

The Child and the Family

Module 1

Unit 1: identification of the role of the family in the cultures and sub-cultures of the society in relation to the child.

General Objectives:

(a) to understand the fact that people live in ever-widening communities.

(b) to learn about the major roles played by the members of a family.

Specific Objectives

i. to enumerate the essential characteristics of a member of the family;

ii. to explain (a) the "nuclear" and (b) the "extended" family;

iii. to specify by listing the duties of every member of their families and the rights of individuals within the families;

iv. to say reasons for inter-dependence within the home.

v. to draw the pyramid of authority of the family.

Overview

The Family:

The family is the first social institution and the

most important socializing agency with whom the child has contact until formal schooling begins. Largely as the result of the influence of the family the child is the social being that he is upon entering school between five and six years of age. Recent findings regarding compensatory education verify the importance of early childhood to later learning.

Socialization is a vital part of the school curriculum and it builds on the learnings of the child in his family. If the family were a standard unit, this would be a simple task for the school. However, families differ greatly in the social atmosphere they provide. For example, the role of the father, the mother, or child in the family may differ between social classes or even among families within the same class. The concept of father in a learning experience may have vastly different meanings to the children in a group because of their family background. The teacher and curriculum worker should be aware of the role of the family in both the cultures of subcultures of the society and, in so far as is possible, should have specific information about the family life of the students for which the curriculum is planned.

Members of the Family

In Nigeria, there are two types of family:

(a) the nuclear or the immediate family, and

(b) the extended family.

(a) The nuclear or immediate family:

The nuclear family is usually a small family. Its members are the man, his wife and their children. In other words, the father, the mother and their children; no more. There are not many families of the nuclear type in Nigeria. They are usually found in highly urban centres.

(b) The extended family:

The extended family stretches much wider than the nuclear family. In Nigeria, the members of the extended family are all the people who are related by blood through the father or the mother. You can see then that the extended family is made up of several nuclear families and the people related to them.

In the past, the members of an extended family lived together in one house or one large compound which they

called their family house or family compound. Today, however, many members of the family live in different places with their own nuclear families, but they are still members of the extended family and they still keep their connection with the other members of the extended family. They also carry out the duties expected of them wherever they may be.

In developing countries like Nigeria and some other parts of Africa as well as in China, families are usually of the extended type. In industrial Western Europe and America, however, the family is usually of the nuclear type.

The functions of the various institutions in society tend to overlap, plus the fact that they change as the nature of the society changes. Such a change has been observable in the last hundred years in what sociologist have called a decline in the functions of the family. When Nigeria was primarily a rural society, the family was a close-knit economic unit with each member making his contribution. The shift toward an urban industrialized society has completely changed some aspects of the family's functions. An example of a function formerly

performed by the family that has been almost completely shifted to the school is vocational education. The child is seldom able to work alongside his parents today in learning a trade.

As the functions of the family change and decline, critics bemoan the situation with a variety of reactions, such as:

(a) parents no longer care for their children.

(b) The society is disintegrating and cannot stand long.

(c) The schools are taking over the responsibility of the home which is unwarranted.

A closer analysis of the conditions would indicate that there are basic changes occurring in the society affecting its institutions. In developing the curriculum, there is a need to redefine the role of the school to determine the functions of the society it should perform and the functions which can best be performed by other institutions under prevailing conditions.

The family unit remains both legally and socially the primary institution in our culture. The prerogatives

of the family are extensive. The family may or may not value education or be supportive of the school and its curriculum. It may or may not wish to assume responsibility for teaching values or sex education to its children. Overall, the family may be expected to indicate some preferences in the matter of educating its children.

Curriculum planning requires a knowledge of the family structure in the community and the experiences planned should relate to the needs of the people served by the school. Every effort should be made to provide interaction and communication between the home and the school. More can be accomplished when each is supportive of the other.

OUTLINE OF CONTENT

1. The family as an agency of socialization.
2. The members of the family - nuclear and extended.
3. The functions of the family.
4. Effect of social change especially urbanisation on the family.

INITIATORY ACTIVITIES

Answer the following questions individually:

1. Is the home a community? Give reasons.
2. Make a list of the types of communities you can think of.
3. If nobody in the family worked, what would happen to its members?
4. Why must we help those members of the family who are too old or unable to work?
5. Draw your own family tree.
6. How do various families in your area earn their living?
7. What do you think you can do to be a useful member of your family?

DEVELOPMENT

1. The Family as an Agent of Socialization

Class work: Each student will complete a form on personal particulars to provide information on family

backgrounds of members of the class. See the sample below:-

1. Name of student .....
2. Age: .....
3. Place of Birth - Village ..... State .....
4. Were you brought up by your parents/guardians? .....
5. Father's occupation .....
6. Father's highest educational qualification ..... .....
7. Mother's occupation .....
8. Mother's highest educational qualification ..... .....
9. No. of brothers .....
10. No. of sisters .....
11. Where do you come among the children in the order of birth? .....
12. No. of other children in the family .....
13. No. of other adults in the family .....
14. Total number of people in the family .....
15. To whom were you most attached Father/Mother/ Brother/Sister/other people in the family .....

16. Name one thing you did which pleased your father very much .....

17. Name one thing you did which made your father very angry .....

18. Name one thing you did which pleased your mother very much .....

19. Name one thing you did which made your mother very angry .....

20. What do you value most in what your parents or others did for you .....
.....

The lecturer will collect the completed forms, make them available to students and help them to work out group reports. See example below, Table 11.

Table 11: Group I: NCE 1 SIZE OF FAMILIES

| No. in Class | 4 and Below | 5 - 8 | 9 - 12 | 12 and above |
|---|---|---|---|---|
| 30 | 1 | 16 | 8 | 5 |

The group should work out group reports for fathers' and mothers' qualifications and occupations in a similar manner.

Individual Assignment

Write an essay on - My Early Childhood. Emphasize

(a) how it was influenced by the family in which you grew up, your relatives and friends.

(b) What you did then but would now do differently and why?

Culminating:

Show films on families in various cultures and discuss similarities and dissimilarities in the ways children are brought up. (Show still pictures if films are unobtainable.)

Materials:

1. Films: Motion films on families in various cultures.
2. The Library.
3. Teacher-made questionnaire on personal particulars.

Evaluation

1. How would you explain the family as an agent of socialisation?
2. Differentiate between nuclear and extended families.

3. Identify the functions of the family.

4. Explain why there are changes in the functions of the family in Nigeria today.

# C H A P T E R VI

## 6. CONCLUSIONS AND RECOMMENDATIONS

### 6.1 Summary

The letters from the Heads of Department of Education of the A.T.Cs (Appendix B, 1, 2 & 3) show that the Foundations of Education syllabus has no stated objectives. This is further strengthened by the fact on Tables 3 and 4. Even a general over-view of the syllabus confirms that objectives are absent from the syllabus.

According to Bloom (1960) who asserted that behaviour changes of very many kinds can take place during the process of teaching and some of them may not be desirable. To prevent wastage, therefore, Bloom emphasised further that behaviours we want to develop must be defined. This is nothing but a pointer to the fact that objectives should be defined for any subject. A syllabus that has no objectives leads to worthless exercise.

Table 2 has clearly shown that the syllabus was inherited and this dates back to 1964. The new syllabus shows the same structure. For a syllabus to be valid and

reliable, the participants should be from and outside the Colleges. All interested citizens, parents of the learners and scholars from all of disciplines must work with teachers, principals and supervisors in planning curriculum (Glen Hass 1974).

Other areas of weakness identified during this study apart from lack of objectives are the ineffectiveness of the instructional approach being used by the lecturers of the subject, and lack of relationship between the National Objectives of Teacher Education and the syllabus on Foundations of Education. The scope of the present syllabus is not as comprehensive and facilities and equipments are found to be inadequate.

The absence of stated objectives has a crippling effect on the techniques of teaching, selection of content, appropriate use of materials because these items help to achieve objectives.

It will therefore suffice to agree with Babs Fafunwa (1969) who said "In Nigeria we generally ignore aims and objectives and to a large extent, the selection of learning experiences; we shoot straight for content and examination." Without objectives the teaching of Foundations of Education in these Colleges has not been for citizenship and

professional education. The issue has been to know facts for their own sake and pass examination.

What can save the lecturers and the A.T.C. students is to have clearly stated objectives and not to cover the syllabus for the sake of covering it. The lecturers will have time to use the techniques they know can achieve the desired behaviour changes if objectives are clearly stated.

Today, students the country over are demanding relevance because they are of the view that the content being offered them is irrelevant to their needs and aspirations (Fafunwa 1969). Foundations of Education as a subject should therefore be made relevant to the needs and aspirations of the students by stating clearly the objectives the course intends to accomplish.

## 6.2 RECOMMENDATIONS

### Objectives

In any type of enterprise, there are always established purposes which such enterprise stands to achieve; that is any organisation exists to provide

something directly or indirectly for the benefit of the citizens or consumers. Such are the organisation's objectives. Without such objectives it is difficult to see how management can operate. It is, in effect, essential for an organisation to determine its goals in terms that all its members can understand and appreciate.

In practice this is seldom done overtly as it is always held that the organisation's objectives are implicit in its very nature. The assumption can be dangerous as it could lead to loss of perspective resulting in the managers, supervisors and operatives losing sight of the fact that they owe a responsibility to serve some citizens or consumers. The above principles are necessary in foundations of education.

It is therefore recommended that general and unit objectives should be written on the syllabus in that, lecturers and students would understand. The students, if interested in the objectives would invariably like the subject which is the professional aspect of their training.

However, foundations of education objectives cannot be separated from the national objectives. The National

Policy on education is an attempt to develop the country and as such the national objectives are necessary in formulating foundations of education objectives. Apart from taking the national objectives into consideration, the syllabus would be more meaningful when the professional aspect is added. This could be added through the teacher education objectives as stated in the Nigerian Policy on Education. In this case, the syllabus must be given broad objectives based on national objectives and teacher education objectives of the country.

When the objectives are stated, they must be attached to the syllabus and made available to lecturers and students alike.

Efforts should be made to educate the students on the national objectives of teacher education and it should not be assumed that all education lecturers understand the national objectives of teacher education of Nigeria.

Content of Foundations of Education

Objectives when drawn up, should control the selection of all foundations of education topics. Rastogi (Appendix B[3]) says: "I do not find any where statement of

objectives of the syllabus and each one of us is interpreting them in our own way". This was a remark from one of the Heads of the Education Departments. If objectives are stated first and if they are stated clearly and based on appropriate considerations, they offer considerable guidance on the selection of appropriate content. Therefore in planning this subject, attention should be given first to what the students would achieve before thinking about the content and methods.

Instructional Techniques

There is no sense in just giving long lists of teaching techniques. Techniques standing by themselves without goals and objectives to govern them can lead to aimless exercises. So goals and objectives are needed in the planning of foundations of education to apply instructional techniques.

Just as a set of objectives might be achieved through different content, so might different methods serve the same objectives. Again, this provides the opportunity for both lecturer and students to achieve

variety, flexibility and choice. Moreover, a statement of objectives which includes different types of objectives is likely to require a variety of methods for its achievement. Not only does this variety add interest for the students and the lecturer, but, and this is of far greater importance, it increases the possibilities of learning for the student, since all students do not learn best via the same methods.

Evaluation of Foundations of Education

Curriculum development is concerned with the planning of learning opportunities which will best give students the chance to make progress towards stated objectives considered desirable. Assumptions underlying this approach are that the curriculum can be improved and that students' progress towards the objectives is the main criterion for determining the success of the curriculum. An important difference from the kind of assessment is that the student is not measured against himself. If a course were directed to the achievement of, say, six objectives, then students' progress towards all six should be measured in some way. It is therefore recommended that assessment in foundations of education

should be as wide in its scope as is the range of objectives.

The role of the moderators of the foundations of education of the ATCs should be reviewed. Questions should be set on objectives and not on acquisition of facts. The present system of question pool should be squarely based on the objectives of the course. Moderators and lecturers of this subject must come together in the planning of the syllabus to make summative evaluation easier.

Planning Foundations of Education Syllabus

The lecturer is a very active participant in the planning of total programme of the Colleges and of the learning opportunities within his particular domain(s) of the curriculum. Past and present syllabuses and practices revealed that the lecturer was the final curriculum planner for his "class". Now that the college organisation is rapidly abandoning the notion of a standard-size class as the instructional unit and substitution of varied size groups with much individualised instruction, the role of the lecturer in planning should also change. In all the ATCs, the lecturers should have

no "class" of their own but instead be responsible for various groups and individual within his domain(s). Their planning responsibility then becomes one of continuing development of the particular learning programmes through which they guide their students and of planning with individual students for their continuing progress through these programmes.

Role of the Student

The student is the major untapped resource in curriculum planning at the ATCs. Students are in the best position to explain many of the advantages and deficiencies of the present curriculum. Their ideas and reactions are of very great importance. Learning is significantly improved by putting greater responsibility on the student. Too little use is made of lecturer-student planning. The understanding and skills of planning are among the most important outcomes of education in our society. It is therefore strongly recommended that student-lecturer planning should be taken into consideration.

External Participants

Various persons outside ATCs also have significant roles to play in planning a programme of learning opportunities for students.

Curriculum specialists and evaluation specialists from the Ministry of Education, moderators of the examinations, Institute of Education, parents and others in the community are needed in the system.

Integration of Foundation Courses

For integration in foundations of education a series of problems and topics clearly related to the teaching situation, equally clearly geared to the interest and background of the students and as far as possible, offering opportunity for linking elements from the various educational disciplines and demonstrating their significance and inter-play should be occasionally discussed. The essence of such a device would be that the student would be presented with practical problems and invited to consider their philosophical, psychological, sociological, historical and comparative ramifications before arriving at personal conclusions. Such studies should

not be delayed to the later stage of the programme.

Such a device implies a high proportion of individual and group work, and demands that the staff responsible develop a variety of imaginative teaching approaches in order to overcome the many difficulties. At the same time the lecturers responsible would be called upon to work as a team, to share in the planning and execution of the whole programme irrespective of their personal specialisms. The practical difficulties involved are very considerable. The participation of individual members of staff can be planned only to a limited extent since the timing and nature of their contributions will largely be determined by the response of the students at each phase of the course. Moreover, a very high degree of imagination, initiative and, not least, of teaching skill would be required of lecturers.

Education Resource Centre

Organising for instruction requires a complicated allocation of available facilities, equipment, and materials. Having satisfactory facilities, equipment, and materials should not be minimized in establishing

the curriculum because of their contribution to the effectiveness of the colleges.

The facilities should be designed according to the specific purpose for which they will be used. Instead of having the standard classroom, the classroom should reflect the kinds of activities that will occur there. The researcher therefore strongly recommends educational resource centres for each of these ATCs where lecturers and students would meet for discussions, investigations, study, short courses and conferences. The centre should also be used for development and testing of teaching materials.

The training of the teacher of teachers is one of the most important aspects of any educational system and those who are put in charge of it must realise that it is much more difficult and carries greater responsibility than teaching at the elementary, secondary or university level. It requires not only erudition but also maturity and a professional skill on the part of those who undertake this work, (Majasan, 1969). This is an apt description of foundations of education lecturers in the training of teachers in the Advanced Teachers' Colleges.

Finally, the researcher hopes that the outcome of this study and the recommendations would assist others in carrying out further researches on foundations of education with the view to improve the subject. The teaching of foundations of education is very vital not only for the professional aspects but also for his enrichment and the methodology aspect of teacher education.

APPENDIX A

THE QUESTIONNAIRE

1. Name .....

2. Name of A.T.C. .....

3. Qualification(s) .....

Note: Foundations of Education refers to Comparative Education, Sociology, Psychology, History and Philosophy of Education which make up the subject.

O B J E C T I V E S

Please check Yes or No

1. With regards to the syllabus (curriculum) on Foundations of Education for the N.C.E. (Nigerian Certificate in Education), who participated in the preparations?

| | Yes | No |
|---|---|---|
| 1. Institute of Education, ABU., Zaria | | |
| 2. Federal Ministry of Education | | |
| 3. State Ministry of Education. | | |
| 4. The Lecturers who teach the subject | | |
| 5. It was handed over to me | | |

Check YES or NO

2. From your experience and knowledge of the syllabus for Foundations of Education, what would you say about its objectives?

| | YES | NO |
|---|---|---|
| (a) Objectives are clearly stated | | |
| (b) Objectives can only be implied | | |

3. Check YES or NO

Concerning the units (sections) of the syllabus, what would you say about the objectives?

| | YES | NO |
|---|---|---|
| Objectives are stated for each unit | | |
| The objectives are only implied | | |

4. The following are some of the objectives of teacher education in Nigeria

1. To produce a highly motivated, conscientious and successful classroom teacher for all levels of our educational system.
2. To encourage further the spirit of iniquiry, creativity, nationalism, and sense of belonging.
3. To help the prospective teacher to fit into the social life of his home, his immediate and non-immediate communities.

4. To provide him with intellectual and professional background adequate for his assignment and adaptable to any changing situation in the life of his country.

5. In sum, to produce knowledgeable, progressive and effective teachers who can inspire children to learn.

From your knowledge of the syllabus in Foundations of Education at the N.C.E. level, would you say the syllabus is: (Tick only one please)

A. Consistent with the National Objectives of Teacher Education.

B. Adaptable to the National Objectives of Teacher Education in Nigeria.

C. Not consistent with the National Objectives of Teacher Education.

INSTRUCTIONAL TECHNIQUES

5. In the following, tick against teaching techniques that are listed on the left, the column that describes what operates in your A.T.C. (College) in Foundations classes.

| | Frequently used | Sometimes Used | Never Used |
|---|---|---|---|
| Lecture method ... ... | | | |
| Class discussion led by the lecturer ... ... | | | |
| Lecture-demonstration by another lecturers from a special field ... ... | | | |

| | | | |
|---|---|---|---|
| Presentations by a panel of lecturers or students ... ... ... | | | |
| Reports to class by individual student ... ... ... ... | | | |
| Students report given by individuals .. | | | |
| Group reports to class ... ... | | | |
| Debates on current issues by students . | | | |
| Textbook assignment ... ... ... | | | |
| Required term papers ... ... ... | | | |
| Optional term papers ... ... ... | | | |
| Group or Individual reports on published research studies and experiments ... ... ... | | | |
| Library research on topic or problems . | | | |
| Use of pre-tests and post-tests ... | | | |
| Gaming and simulation ... ... ... | | | |
| Tutorials led by lecturer ... ... | | | |
| Individualised instruction ... ... | | | |
| Field trips ... ... ... | | | |
| Class Projects ... ... ... | | | |
| Use of exhibits and displays by lecturers ... ... ... ... | | | |
| Micro or mini-teaching ... ... | | | |

6. (a) Which of the methods mentioned in (5) is the most popular in teaching Foundations of Education in your College .....

(b) Which of the following give(s) the fullest reason(s) for the use of the method in (a)?

(1) It is the easiest teaching technique.

(2) Considering time, the scope of the syllabus makes other approaches unsuitable.

(3) Teacher-student ratio is inadequate for any other approach.

(4) It is the best technique for teaching Foundations of Education.

(5) Students seem to learn more from this approach.

(6) The limitation of funds restricts us to the use of this approach.

## FACILITIES AND EQUIPMENTS

7. Put a check (✓) under YES or NO for each item. Which of the following items are available for use in your Education Department?

| | | YES | NO |
|---|---|---|---|
| (1) | Over-head Projector and portable screen | | |
| (2) | Filmstrip/Slide Projector .... ... | | |
| (3) | Television sets and video tape ... | | |
| (4) | Modelling Facilities ... ... ... | | |
| (5) | Duplicating Facilities ... ... ... | | |
| (6) | Portable Cassette Tape Recorder ... | | |
| (7) | Radio ... ... ... ... ... | | |

8. How would you describe the use of the following in your College?

(Re-act by using a check (✔ ) where appropriate.)

| | Frequently used | Sometimes used | Never used |
|---|---|---|---|
| 1. Encyclopaedia ... | | | |
| 2. Handbooks of Research in Teaching ... ... | | | |
| 3. Good Dictionaries ... | | | |
| 4. Dictionaries of Education | | | |
| 5. Books on Nigerian Education published 1964-75 | | | |
| 6. Books on African Education published in Nigeria | | | |
| 7. Journales of Education published in Nigeria | | | |
| 8. Journals of African Education ... ... | | | |
| 9. Books on Methodology | | | |
| 10. Newspapers ... ... | | | |

9. Which of the following exist in your Education Resource Centre (Room)?

| | Yes | No |
|---|---|---|
| 1) Storage for Education materials ... | | |
| 2) Display gallary for Education materials ... ... ... | | |
| 3) Lecturers' Cupboards ... ... ... | | |
| 4) Notice and display boards ... ... | | |
| 5) Wall maps ... ... ... ... | | |
| 6) Periodicals ... ... ... ... | | |
| 7) Portable chairs and tables ... ... | | |

## G E N E R A L

10. Tick the appropriate one(s) please.

Which of the following aspect of Foundations of Education is NOT taught in your College?

A. Psychology of Education.

B. Sociology of Education.

C. History of Education.

D. Philosophy of Education.

E. Comparative Education

11. Tick the ONE that applies:

Is the present syllabus in Foundations of Education:

A. Adequate?

B. a little bit inadequate?

C. very inadequate?

D. Completely insuitable.

APPENDIX B[1]

ADVANCED TEACHERS' COLLEGE ZARIA
INSTITUTE OF EDUCATION, A.B.U.
P.M.B. 1041,
ZARIA

Telephone 2081, 2082
Telegrams: ATCOLL Zaria

Ref No: EDU/HEAD/VOL.1/152 Date: 12th Nov. 1976

Mr. M.O. Oladebo,
Advanced Teachers' College,
Zaria.

Sir,

RE-EDUCATION SYLLABUS - HISTORY OF

Your letter of recent on the above topic refers please.

I would like to state that the present Education Syllabus being used in this College and which comprises of Philosophy, Psychology and Principles of Teaching was handed over to me when I joined the A.B.U. early in 1973. It seemed from all indications that the Syllabus came into being around 1964 and was meant to be used by Kano and Zaria A.T.Cs for the training of

> "Primary Headmasters, primary school Inspectors,
>
> Teacher Training Personel, and Secondary School Teachers"

as was stated in its heading.

2. The objectives of the Syllabus are not stated as such, but could only be implied.

Yours faithfully,

(Signed)

J.Y. BELLO
Head of Education Dept.

APPENDIX $B^2$

ADVANCED TEACHERS COLLEGE (A.B.U.)
P.M.B. 3045
KANO NIGERIA

PRINCIPAL: TIMOTHY A.F. AFOLAYAN, B.A. (LOND), PGCE (HULL)
M.Ed (Ohio)

Telephone 3101 Telegram: ATCOLL

Ref No..... Date 6th Sept., 1976.

Dear Mr. Oladebo,

Reference your letter dated 3rd September, 1976, the syllabus in use at present was inherited from the Advanced Teachers College, Zaria.

Now Advanced Teachers Colleges, Zaria, Kano and Sokoto are using the same syllabus with slight modifications each year. There are however, no stated objectives.

Yours faithfully,

(Signed)

J.A. KUTEYI
For: Head of Department.

APPENDIX B3

Department of Education,
Advanced Teachers' Coll.,
Sokoto.

Date 21st Sept., 1976.

Mr. O.M.O.O. Oladebo
A.T.C. Zaria.

Dear Mr. Oladebo,

I received your letter dated 30.8.76 enquiring about the History of the Education Syllabus now being used in A.T.C. Sokoto, Kano, Zaria, etc. I am sorry I could not send an early reply as I had gone on leave.

Yes, I inherited the present syllabus, but I am very keen to improve and modify it. In this connection I had also had a talk with the Head of the Education Department, A.T.C., Kano, and Zaria, in April, 1976. I very much wish that some thing should be done immediately.

I do not find any where statement of the objectives of the Syllabus and each one of us is interpreting them in our own way.

Thanks for your attention in this matter.

Yours sincerely,

(Signed)

Dr. K.G. Rastogi
Head of the Department of Education.

# APPENDIX C

## N.C.E. EDUCATION SYLLABUS FOR KANO & ZARIA A.T.C s FOR THE TRAINING OF PRIMARY SCHOOL HEADMASTERS, PRIMARY SCHOOL INSPECTORS, TEACHER TRAINING & SECONDARY SCHOOL TEACHERS.

A. Introduction to Educational Psychology and Child Study.

1. The Child- his needs, his interests. Understanding of child development to age 12. The effect of heredity and environment on the individual (with special reference to the African child):

   (a) intellectually
   (b) socially
   (c) morally
   (d) emotionally
   (e) etc. etc. . . .

   To achieve an intimate and objective knowledge of children, all students are expected to make a detailed study of a child in his/her own environment during the third year - this should be available to examiners for the final examination.

2. Adolescence:

   (a) Physical growth, puberty, sex instruction (what it is, and by whom it should be given).
   (b) Mental growth/development.
   (c) Emotional development, integration, the self-control of the emerging personality.
   (d) Social adjustment, adolescent grouping, adolescent problems of adjustment, delinquency.
   (e) Moral and spiritual growth, character, responsibility.

3. How do we learn? (students practical experience)

The general nature of the process: factors influencing learning.

Learning Theories:

(a) Behaviorism
(b) Conditioning
(c) Field theories
(d) Gestalt
(e) Insight (Discovery)?

Thinking and problem solving. Remembering and Forgetting: Transfer of Learning, Personality Development.

4. Intelligence:

(a) nature of
(b) levels of
(c) I.Q. concept
(d) Intelligence tests -- Revisions and development (Goddard, = Terman, Stanford).
(e) The effect of the home and education on the intelligence of the child.
(f) Nigerian testing unit and language problems (N.B. TEDRO).

5. Measurement in Education:

(a) General nature and purpose of Education Measurement
(b) Concept of test reliability and validity
(c) Diagnosis, achievement and aptitude tests

(d) Test construction
(e) Objective and essay type tests
(f) Interpretation of test results

6. The Nature and purpose of Guidance

(a) Educational Guidance
(b) Vocational Guidance
(c) Teachers' Role in Guidance
(d) The Role of Headmaster in Guidance
(e) The purpose and use of pupil progress reports
(f) Other Records and their use.

B. Principles of Teaching

1. What is teaching?

(a) Teacher as knowledge transmitter
(b) Teacher as a leader of learners
(c) Teacher as curriculum interpreter
(d) Teacher as innovator and agent of change
(e) The teacher's place in the community.

2. The effective teacher and school administrator.

(a) Identification of the successful classroom teacher

(b) Identification of the successful school administrator

(c) (i) Responsibilities of the school administrator - Primary and Secondary

(ii) Roles of the primary school headmaster and principal of Training Colleges with reference to staff, pupils, public or community, finance, ministry, school records, buildings, and equipment, orders, library facilities, catering, etc.

3. Some problems of the teacher -

(a) Authority and discipline (classroom management)

(b) Individual differenences (bright, backward, and emotionally disturbed child)

(c) Motivation and interest.

4. Teachers Training in Nigeria

The roles of the State and the local authority in Education.

2. Aims and Implications of Education

(1) Scope and function of educational philosophy

(2) An outline of the educational doctrines of Rousseau, Pestalozzi, Plato, Herbert, Froebel, Montessori, Dewey, Brunner.

(3) The main features of the present system in the Federation.

(4) The ideas of liberal and vocational education.

(5) Adult Education.

3. The meaning and Use of the Curriculum

(a) Purpose of the curriculum

(b) Organization of Curriculum - Scope and sequence

(c) Curriculum change

(d) The teacher and the curriculum

(e) The learners and the curriculum

(f) Curriculum as it applies to Nigeria.

4. School Organization and Administration (Primary and Secondary)

(a) The school site

(b) Effective use of available facilities, school ground classroom, etc.

(c) Promotions

(d) The school time-table

(e) Staffing and staff meetings

(f) Admission of pupils

(g) Extracurricular activities.

5. Attitude of teachers to work and pupils (mental and character formation).

6. Methods:

(a) General methods of teaching

(b) Lesson planning

(c) Progressive assessment.

7. Audio-Visual Education (Practical and Theoretical application and experiences).

8. New Approaches to teaching

(a) Programmed instruction

(b) Language Laboratory

(c) Team Teaching

(d) Educational T.V.

9. Teaching Practice - 12 weeks.

NB: It is hoped that on account of limited staff and present heavy load of students the following be treated on departmental basis.

(a) Special methods of subject teaching (Primary and Secondary).

(b) Primary, Secondary School and Teachers Training Curriculum.

C. History, Philosophy and Administration of Education

1. History and Philosophy

History and Development

(1) Indigenous education

(2) Moslem Education

(3) Missionary Education

Its development 1571-1925

Its development 1926-1960

(B) A BRIEF DISCUSSION OF THE FOLLOWING NATIONAL OBJECTIVES OF EDUCATION

(i) Objectives of Primary Education

(ii) Objectives of Secondary Education

(iii) Objectives of Teacher Education

(iv) Objectives of Technical Education

(v) Objectives of Higher Education.

TERM TWO

COURSE 103 TRADITIONAL OR INDIGENOUS EDUCATION IN NIGERIA.

(a) Aims of traditional education

(b) Curriculum and Methodology of traditional education

(c) An analysis of the merits and demerits of traditional education.

(d) Impact of modernization on traditional education.

TERM THREE

COURSE 104

1. A brief History of Education in Ancient Greece (Sparta and Athens) and Rome.

Stressing: The objectives, curriculum, control and administration of education.

2. Educational Doctrines of Socrates, Plato and Quintillian.

YEAR II — Term One

COURSE 105 - Islamic Education

(a) A Brief examination of what constituted 'education' in Saudi Arabia before the birth of Prophet Mohammed.

(b) Education in Saudi Arabia in the time of Prophet Mohammed, stressing the objectives, curriculum and methods of teaching.

(c) The philosophy of Islamic Education.

(d) History of Islamic Education in Nigeria.

(e) The curriculum of a typical Nigerian Koranic school examined to discover the merits and demerits of Islamic Education.

(f) Recommendations for improvement.

Term Two

COURSE 106 - Teaching Practice

Schools of Philosophy: viz - Idealism, Naturalism, Realism, Pragmatism and Existentialism.

THIRD TERM

COURSE 107 - The Curriculum

(a) The meaning and scope of curriculum

(b) Curriculum Planning

(c) Curriculum Design

(d) Curriculum change

(e) Curriculum Evaluation

(f) The Teacher and the Curriculum

(g) The Learner and the Curriculum

(h) Curriculum as it applies to Nigeria, particularly primary, secondary and Teacher Education.

YEAR II

Term One

COURSE 108 - Teaching Practice

A. An outline of Education of:

(a) Roussenu

(b) John Locke

(c) Herbart

(d) Pestalozzi

(e) Montessori

(f) Froebel

(g) Dewey

The Teaching Profession in Nigeria

B. (i) A brief History of Teacher Training in Nigeria

(ii) Categories of teachers in Nigeria

(iii) The status of teachers in Nigeria

(iv) A brief history and activities of the N.U.T.

(v) Recommendations/suggestions for improvement of

(a) Teacher training

(b) Status of teachers

(c) The activities of the N.U.T.

Term Two

COURSE 109

A brief History of the Development of Western Education in Nigeria.

(a) Missionary and government activities in provision of education in Southern Nigeria 1842-1929.

(b) Spread and Development of Education for 1929-1951

(c) The period of self determination in Education in Nigeria 1951-1966.

(d) Development in Education in Nigeria since 1966 to present time.

Note: Consideration to be given to objectives, curriculum, finance, control and administration of Education at each stage.

Term Three

COURSE 110 - ORGANIZATION AND ADMINISTRATION OF EDUCATION

(a) Main features of the present system of education in Nigeria.

(b) The role of the L.E.As and the School Boards in administratering education.

(c) The role and structure of the Ministries of Education.

COURSE 111 - Seminars on the following crucial issues in Nigeria Education.

(a) Adult Education

(b) Women Education

(c) Liberal and Vocational Education

(d) Control and Administration of Education - e.g. Schools' Take-over.

(e) The 'Falling Standard' of Education

(f) Education and National Unity

(g) Education and Culture

(h) The Education gap

(i) Education for leisure

(j) Education and the Nation's Manpower needs.

(k) The U.P.E. - Prospects and problems.

## EDUCATIONAL PSYCHOLOGY

Year I Term I

COURSE 201 - Introduction to Psychology.

(a) Definition

(b) Nature and purpose of Educational Psychology

(c) Educational Psychology and the Scientific method.

COURSE 202

Fundamental Needs of the child and the role of home, school and society in meeting these needs.

COURSE 203

The principles of Human Development - General Nature of Growth.

COURSE 204 Child Development up to Age 12

(a) Development from Pre-natal to Birth

(b) Physical and motor development

(c) Intellectual Development and Language

(d) Social and moral Development

(e) Emotional development.

Term II Year I

COURSE 205 The Effect of Heredity and Environment on Child Development.

COURSE 206 Individual Differences - Educational Implications.

COURSE 207 Developmental Tasks in Relation to

(a) The characteristics of infancy

(b) Early childhood

(c) Middle childhood.

COURSE 208 The Endocrine System and Human Behaviour.

Year I, Term III

COURSE 209 Adolescence

(a) Physical growth, puberty, Heterosexual Development and Sex instruction.

(b) Mental growth/Development.

(c) Emotional Development (fear, anxiety and anger).

(d) Social adjustment; adolescence groupings; problems of adjustment and Delinquency.

(e) Moral and spiritual growth; character formation and responsibility.

(f) Developmental Tasks in relation to the characteristics of the adolescence.

COURSE 210 Problems of Discipline In Schools.

YEAR II TERM I

COURSE 211 Personality Development

(a) Definition

(b) Theories of Personality

(i) Freud's Psychoanalytic theory

(ii) Trait Theory - Psychometric View point

(iii) Sheldon's Heridity View point - Constitutional Psychology

(iv) Other factors influencing personality development with emphasis on the role of the family and school.

(v) Personality types.

COURSE 212 - CHILD STUDY

(a) Why study a child?

(b) Ways of studying a child

(c) Practicum - To be completed during the first or second Teaching Practice.

YEAR II TERM II

COURSE 213 Promoting Personal and Social adjustment of pupils.

(a) Detecting mal-adjustment

(b) Causes of mal-adjustment

(c) Teacher's - Parent's role in solving mal-adjustment problems.

COURSE 214 The Teacher

(a) Causes of Teacher's mal-adjustment

(b) Effect of teacher-mal-adjustment on pupils

(c) Improving teacher/administrator relations.

COURSE 215 Piaget

(a) Stages of Cognitive Development

(i) Sensori motor

(ii) Preoccupational

(iii) Concrete operations

(iv) Formal operations

(b) Application of above in the development of curriculum and classroom practice in Nigeria.

YEAR II TERM III

COURSE 216 Development of Intelligence and mental processes.

(a) Concept and theories of Intelligence

(b) Factors Influencing Intelligence e.g. Heridity, environment etc.

(c) I.Q. Concept Versus Intelligence

(d) Intelligence-Test Development

(e) Measuring Intelligence

(f) Constancy and Reliability of Intelligence tests (TEDRO NIGERIA)

COURSE 217 Teaching Exceptional children

(a) The Exceptional Child - Gifted.

(b) Slow learning children

(c) Educational Implications.

YEAR III TERM I

COURSE 218. LEARNING

(a) The general nature of the process

(b) Factors that Influence Learning/Principle of learning.

(c) Motivation

(d) Transfer of learning

(e) Memory - Remembering and Forgetting

COURSE 219 Learning Theories

(a) Associationism/Connectivism
Thorndike

Behaviourism/Conditioning - Watson

(b) Reinforcement - Classical and operant conditioning
Parlov and Skinner.

(c) Field Cognitive Theories of Gestalt Psychology - e.g. "whole", "Insightful" and "Discovery" learning (Khler's Experiments).

COURSE 220 General purpose and nature of Education measurement.

(a) Evaluation:

(i) Values of marks and Reports

(ii) Pitfalls in marking and Reporting

(iii) Improving marking and Reporting.

(b) Concept of test Reliability and Validity.

(c) Diagnostic tools in Education, e.g.

(i) Measures of character and Personality

(ii) Measures of interest

(iii) Study-skill tests

(iv) Achievement tests

COURSE 221 TESTS AND EXAMINATIONS:

(a) Types of tests.

(b) Test Construction

(c) Interpretation of test results.

YEAR III TERM III

COURSE 222 Guidance and Counselling

(a) Theory of Guidance and Counselling and History

(b) Purpose of Guidance and Counselling

(c) Information services, sources, evaluation and use.

(d) Guidance Service Models in Schools

(e) Importance of tests in Guidance and Counselling programmes.

(f) Career planning and placement Services in Schools.

(g) Problems confronting Guidance Services in Nigerian Schools.

2. (a) Revision and

(b) Examination.

SYLLABUS COURSE FOR 300: PRINCIPLES AND PRACTICE OF EDUCATION

YEAR ONE

FIRST TERM

COURSE 301.

(a) What Teaching is.

(b) Formal and Informal Teaching.

COURSE 302, The Attributes/Qualities of an Ideal Teacher; for example,

(a) Bright and cheerful disposition

(b) Firmness and determination

(c) Fair judgement and impartiality

(d) Scholarship

(e) Sincerity and candidness.
Must be a leader, a reformer, etc.

COURSE 303 The Art of Classroom Management

(a) Ways of Making Management effective

(b) The classroom - its organization and the nature of the class/school environment for effective teaching and learning

(c) What a teacher should know about the children

(d) The relationship between the teacher and the children. What this relationship should be, and how it can be fostered for successful teaching.

(e) Errors in Management to Avoid.

SECOND TERM - GENERAL METHODS OF TEACHING

COURSE 304 Types of Methods & Their limitations:

(a) The Project Methods
(b) The Lecture Method

(c) The Dramatic Method

(d) Questioning and Problem Methods

(e) Indication and Deduction Methods.

(f) Individual Method

(g) Group Method

(h) Class Method

(i) Activities in the lesson (i.e. types of activities pupils engage in during a lesson).

COURSE 305 The Art of Questioning

(a) Types **and** purposes of Questions

(b) Guidelines for Questioning

(c) The Teacher's Questions

(d) The Pupils' Questions

(e) Receiving and dealing with the answers

(f) When and how to question.

YEAR TWO

FIRST TERM

COURSE 306: LESSON PLANNING

(a) The Syllabus

(b) The Scheme of Work

(c) Lesson Notes - Steps in preparation of Notes

(d) The problem of Time-Table

(e) What the Inspectors look for in Teaching Practice.

COURSE 307 AUDIO-VISUAL EDUCATION

(a) Importance of Audio-Visual in teaching

(b) Types of Audio-Visual Aids and their uses

(i) Realia (life specimens)

(ii) Chalkboard

(iii) Electrically operated aids (e.g. films and slides, radio, T.V.).

(iv) Pictures and pictorial representation, maps, etc.

(v) Community Resources (e.g. Human Beings, Industries/Factories).

SECOND TERM

NOTE: 1. The first six weeks - Teaching Practice.

2. Detailed Treatment of problems arising from teaching practice.

COURSE 308 Discipline and Order

(a) What discipline is and how it differs from class order

(b) Factors contributing to good discipline

(c) Obstacles and Discipline.

THIRD TERM

COURSE 309 Rewards and Punishment

(a) Principles underlying punishment and reward

(b) Types of Punishment and Reward

(c) Types of Offences in the School

(d) Methods of reducing school offences

(e) Habits and character formation (Desirable and undesirable Habits).

COURSE 310: School Records

(a) To be kept by the Principal/Head Master:

(i) The Log Book

(ii) The Admission Register

(iii) The Visitor's Book

(iv) Punishment Log Book (Black Book).

(v) Stock Book and Department Vote Account/ Book.

(vi) Transfer Certificate

(b) To be kept by Individual Teacher:

(i) Class Attendance Register

(ii) School Diary and Record of Work

(iii) Individual Record Card/Cumulative Record Card.

(iv) Manual - Work Record

(v) Class Inventory Book.

YEAR THREE

FIRST TERM

NOTE 1. The first six weeks - Teaching Practice

2. Detailed Treatment of Problems arising from teaching practice.

COURSE 311 Motivation and Interest

COURSE 312 A brief discussion of the following terms as used in education:

(a) ATTENTION - kinds of attention and how to arouse children's attention in classes.

(b) Imagery and imagination

(c) Interest and Memory

(d) Fatique; causes and remedy

(e) Recall and Forgetting; Factors that aid recall.

SECOND TERM

COURSE 313 New Approaches to Teaching:

(a) Programmed Instruction

(b) Language Laboratory

(c) Team Teaching

(d) Micro Teaching

COURSE 314 School Management

(a) What school Management is.

(b) Responsibilities of the School Administration (Headmaster/Principal)

(i) Planning

(ii) Decision making

(iii) Coordinating

(iv) Supervising

(v) Evaluating (Assessing)

(c) Roles of the Primary School Headmaster and Principals of Secondary School and Teachers' College with reference to staffing and staff meetings, pupils, school site, public or community, finance, Ministry of Education, buildings and equipments, orders, library facilities, promotions, catering, etc.

THIRD TERM

COURSE 315: The Teacher's role in the Community.
Revision & Examination.

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