ASSESSMENT OF TEACHERS' PERSONALITY AND QUALIFICATION AS MOTIVATING FACTORS TO STUDENTS' LEARNING SOCIAL STUDIES IN COLLEGES OF EDUCATION IN NORTH-WEST ZONE, NIGERIA

BY

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NCE 2002 (FCE, Zaria), B.Ed Social Studies, 2005 (ABU, Zaria)
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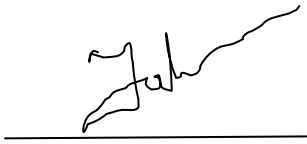
A DISSERTATION PRESENTED TO THE SCHOOL OF POSTGRADUATE STUDIES IN PARTIAL FULFILLLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF EDUCATION (M. ED) SOCIAL STUDIES

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

APRIL, 2019

DECLARATION

I hereby declare that this dissertation titled: "Assessment of Teachers' Personality and Qualification as a Motivating Factors to Students' Learning Social Studies in Colleges of Education in North Western zone Nigeria" was originally carried out by me under the supervision of Prof. H. I. Bayero and Dr. I. D. Abubakar. To the best of my knowledge it has not been previously presented for the award of any degree. All works cited in the work were dully acknowledged in the reference pages of the work. I am liable for my mistake(s) in this work.



Musa Alhaji, SABO
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8th April, 2019

Date

CERTIFICATION

This is to certify that this dissertation titled: ASSESSMENT OF TEACHERS' PERSONALITY AND QUALIFICATION AS MOTIVATING FACTORS TO STUDENTS' LEARNING SOCIAL STUDIES IN COLLEGES OF EDUCATION IN NORTH WEST ZONE, NIGERIA Submitted by Musa Alhaji Sabo has been read and approved for its contribution to knowledge and literary presentations having fulfilled the requirements for the award of Master of Education (M.Ed Social Studies) of the Ahmadu Bello University Zaria.

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Dean, School of Postgraduate Studies

DEDICATION

This Dissertation is dedicated to my beloved parents, family members, teachers and students' of Social Studies in Colleges of Education in North West geopolitical zone of Nigeria.

ACKNOWLEDGEMENTS

In The Name Of Allah, The Most Beneficent and The Most Merciful.

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I would like to register my profound gratitude to my course mates, supporting Staff of the Faculty of Education ABU Zaria as well as all heads of the Department of Social Studies, Staff and NCE Students in all the Colleges of Education I consulted during field research seeking for their opinion and timely responses this include those whom I have not mentioned their names due to inadequate space. May Allah SWT Bless us all and make this work useful for further research and contribution to knowledge.

ABSTRACT

This study assessed Social Studies Teachers' Personality and Qualification and their motivational consequences on the academic performance of Social Studies Students in Colleges of Education in North western Nigeria. The study was guided by Eight (8) Objectives, Research Questions and Null hypotheses each. Survey research method was adopted as the design of the study. The entire population of the study consisted of 7,641.Out of which 196 Teachers, 3,762 NCE II and 3,683 NCE III students were sampled for the study. Questionnaire titled: Assessment of Teachers' Personality and Qualification as Motivating factors to Students' Learning (ATQQ) was developed by the researcher through which data for the study was subjected to the use of Statistical Package for the Social Sciences (SPSS) in computing the descriptive statistics of means and standard deviations to answer the research questions and inferential statistics of the independent samples t-test to test the Null hypotheses. Also, One Way Analysis of Variance (ANOVA) was used in the research in order to test the last two independent samples t-test on gender and different qualifications of the respondents. The analysis of the results indicated that no significance difference was found in the opinion of males and females NCE Students of Social Studies on Teachers' Personality and Qualifications as motivating factors to Learning Social studies in Colleges of Education North west zone as the major finding. The finding established that based on teachers' degree of motivation, NCE female students are lagging behind as a result of gender and feminine related factors. The research supported the importance of building positive personality relationship between teachers and NCE students in the areas of achievement motivation regardless of gender differences. The findings also indicated that unqualified teacher syndrome negate the academic achievement of the students in colleges of education. Therefore, academic status of teachers should be placed on social studies professionals as against other experts in teaching of Social Studies in Colleges of Education. This is to enable

NCE students in colleges of education correspond as professional trained teachers creating a self fulfilling prophecy, positive thinking and value orientation. It was also discovered that personality traits possessed by teachers had also influenced students learning social studies in colleges of education. There is need for teachers to influence students learning social studies with versed personality traits capable of helping students to form new attitudes, knowledge, reflective thinking and problem solving skills. Out of the Eight (8) Null hypotheses formulated, three (3) were retained ($p>0.05$) and five (5) were rejected ($p<0.05$). Based on the findings, the researcher recommended that attention should be given to females NCE students having identified that there are more male NCE Students than females dominating achievement motivation in the Colleges of Education under study .Lastly, the study suggested that a further study could be carried out to examine other factors that impact on academic performance of the NCE Students in Social Studies subject in Colleges of Education of the North-West zone.

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LIST OF ABBREVIATIONS

ANOVA:	One Way Analysis Of Variance
ASSEP:	African Social Studies and Environment Programmes
ASSP:	African Social Studies Programme
ATQQ:	Assessment of Teachers' Personality and Qualification Questionnaire
B.Ed:	Bachelor of Education
CI:	Confidence Intervals
Df:	Significance Difference
ELT:	Experiential Learning Theory
F:	Total Calculated value ratio
FFM:	Five Factor Model
HSD:	Honesty Significant Difference
KITA:	Keep up the Ass
LSQ:	Learning Styles Questionnaire
MBTI:	Myers Briggs Type Indicator
M.Ed	Master of Education
N:	Total Number
NCE:	Nigeria Certificate in Education
NPE:	National Policy on Education
p-value:	level of marginal significant
Ph.D	Doctor of Philosophy
(r) :	Pearson Product Movement Correlation
SD:	Standard Deviation
SOSAN:	Social Studies Association of Nigeria

SPTAMTCMS: Students' Perception of Teachers' Attitude, Method of Teaching and Classroom Management Scale

UNESCO: United Nations Educational, Scientific and Cultural Organisation

USAID: United States Agency for International Development

OPERATIONAL DEFINITIONS OF TERMS

Abstract Perception: This involves the understanding of ideas, qualities and concepts which cannot be seen

Accommodators: This refers to human personality that is good at actively engaging with the world and actually doing things instead of merely reading about or studying them.

Affection: Refer to one's preferences for warmth, disclosure and intimacy.

Agreeableness: This refers to the tendency to be compassionate and cooperative rather than suspicious and antagonistic towards others.

Assimilators: This refers to human personality that is capable of creating theoretical models by means of inductive reasoning.

Motivation: Different energizers given to NCE Students of Social Studies by the Social Studies Teachers

Personality: Perception of Social Studies NCE Students on Social Studies Teachers in Colleges of Education under Study.

Qualification: Professional training attained by Teachers in Colleges of Education under study

Teachers: Refers to the Lecturers of NCE Social Studies in Colleges of Education

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

In any educational system, a teacher is expected to perform significant roles in changing the behaviour of the learners; that is, he lays the foundations for perpetuating society's cultural heritage and energizing human resources towards social progress. This supports the fact that the teacher is an important variable in not only teaching-learning situation, but also an agent in changing behaviour of the learners.Onyekuru (2010) puts a teacher's personality as a crucial factor in arranging the conditions of the learner's environment for effective teaching and no man can be a good teacher unless he has feelings of warm affection towards his pupils with a genuine desire to impart to them what he himself believes to be of value.

A study conducted by United States Agency for International Development (2012) states that teachers contributed about thirty percent (30%) permanent changes in behaviour of student's achievement in later life. His knowledge, skills and attitude are instrumental in creating the conditions for learning. Indeed, it is reasonable to say that teachers and parents have more influence on the future of young people than do the members of other professions. Ladan (2014) describes a teacher as the initiator of the learning process, the facilitator of learning skills, the coordinator of learning sequence and indeed the pivotal element in the entire education development'. This makes the teacher the most formidable determinant of quality learning. Some characteristics of an effective teacher have been discussed in several studies. For example, according to Onyekuru (2010), a teacher is a very significant figure in the school environment where he works and so his/her personality and professional qualification to work tend to have significant implications which cannot be dismissed if academic excellence is to be achieved in our educational institutions. It is very clear that a teacher's way of thinking and beliefs guide his/her behaviour in decision making in or outside the

classroom. It is observed by this researcher that most studies carried out in the past focused on the aspect of teachers' personality in terms of social studies classroom management while neglecting qualification of teachers as a motive to students learning. In reality, a Teacher's personality and qualification are two sides of the same coin and does not affect classroom discipline but do affect teacher-student relationship for academic gains. It is also observed that the extent which a teacher's personality affects students' motivation is very low without given emphasis on his qualification. Needless to say that there is a positive relationship between teacher personality and qualification as motivating factors to students learning of Social Studies in Colleges of Education. Therefore the study is suggesting that a Teacher's personality and qualification should be one of the criteria in the employment of social studies teachers. The behaviour of the teacher should be checked side by side in diverse ways, such as interaction with students, teaching methods, and learning experiences. The teacher should ensure that his personality and qualification speak positively to the students in encouraging them to learn in teacher training institutions in Nigeria.

Most teachers in Nigeria have problem in achieving the goals of teaching as a profession because they are faced with the problems of inadequate exposure to pedagogical skills in teaching, poor classroom management and control, shallow subject matter knowledge, lack of professionalism and inability to motivate learners among others. In order to carry out the teaching task effectively and efficiently, a teacher is to be guided by some principles aspect of teaching and learning which have great implication in promoting students learning. To achieve academic excellence in the primary, Secondary and tertiary levels of education, the personality and qualification of teachers are very vital elements.

Despite the growing body of researches devoted to the study of personality factors, academic performance, and students-teacher relationship across levels of education. The Personality of a teacher according to Akinlana,2012 & Areepattamannil 2011, is a self expression of one to

the outer world. A student starts shaping his personality from birth through his/her interaction with numerous variables; that is, he lays the foundations of his own life. In our modern social life, a healthy personality development enables the individual to perform his social role effectively, to lead an organized happy life and to gain recognition in the society (Gambo, 2012). Schools, as social institutions are the main environmental factor, very effective in the development of personality. Teachers and parents are the ones who influence the students most. Studies have shown that the personality of a teacher particularly in tertiary institutions surely affects his students learning ability. As studies carried out on the classroom teaching learning, it is observed that students while evaluating their teachers in terms of subject mastery, also pay more attention to assessment of their personalities rather than their professional characteristics and thus adopt those personality traits as theirs.

1.2 Statement of Problem

For many years, teaching which used to be regarded as a noble profession has been taking over by impostors who have no interest in classroom teaching, but rather an opportunity at hand (Ladan 2014). The low employment opportunities prevalent in the country have contributed to recruitment of the classroom teachers who are unqualified, who look upon teaching as a stop-gap which should be jettisoned as soon as their dream for the next available jobs are obtained.

Also, there are qualified teachers who received relevant training in education for their teaching in different subject areas up to a minimum level, but are not familiar with the intricacies of teaching especially on how to arouse learners' interest and readiness. For instance, a Geography teacher who teaches Social studies, History or Religious studies in a secondary school is regarded as unqualified teacher as he neither received training in Social studies education, Religious education nor History education as the case may be. Such

teachers are not familiar with the intricacies of teaching; they have low motivational level and may not bother much about their efficiency or teaching effectiveness.

Most of the academic problems are solved if the teacher stimulates learning through his professional qualification and personality. This means that effective teaching implies qualification and positive relationship (personality) with both contributing in students' learning performances. In addition, the essence of being an effective teacher lies on what to do to motivate students' learning; there will be quality if one is self-motivated and responsible as a teacher. The essence of being an effective teacher lies on what to do to motivate students' learning. This is because students draw from their teacher's disposition to form their own attitudes which eventually influence their learning outcomes.

The Effectiveness of teaching depends upon six components as identified by Ezenwani (2010) i.e. appreciating and encouraging students, respect for student personality and equality, social Interaction, professional enthusiasm and motivation, occupational or professional attitudes, and reflective interaction. Improvement in competencies of a teacher is either possible when the teacher properly planned for teaching, maintain class-room environment and maintain personality. Professional attitude of a teacher during teaching in class-room can be adjudged from his personality, knowledge, communication and management skills (Kadiri 2013). Also, the personality of teacher is consider as a basis for standard school build on effective and efficient teachers in terms of personality traits and motivation of learners (Andapai 2013). Consequently, many researchers conducted on the qualities of a teacher in relation to students academic performance without studying the impact of teacher's personality in relation to learning in teacher training institutions and the extent which teacher's personality traits affects students' motivation.

Wilson (2011) states that there is also a positive relationship between teacher personality traits and learning and the personality traits does not affect classroom discipline only but also

affect teacher-student relationship for academic gains. The Teacher's personality suppose to be among the criteria in the employment or recruitment of teachers by employers apart from educational qualification poses. Most of the immoral conducts associated with teachers are resulted from non conformity with the personality of the teacher which could be checked in diverse ways, such as interaction with students, teaching methods, and learning experience. The teacher should ensure that his personality speaks positively to the students in encouraging them to learn in tertiary institutions in Nigeria.

It is in realization of the current trend in the recruitment of unqualified teachers and personality of some teachers teaching in Primary, Secondary Schools and Teacher training Colleges in the North- western Nigeria that prompted the researcher to embark on the present study which is geared towards assessment of Social Studies teachers' personality and qualification as motivating factors to students' learning in Selected Colleges of Education in North-western Nigeria.

The problem of this research hinges on the determination of the extent to which Social Studies teachers' personality and qualification influences characteristics on the attitudinal disposition of learners and their interest towards learning especially in the case of teacher training colleges.

1.3 Objectives of the Study

The major objectives of this study are to assess Social Studies Teachers' Personality and Qualification as Motivating factors to Students' Learning of Social Studies in Colleges of Education in North-Western Nigeria, but specific objectives of the study are to:

i. Find out the opinion of male and female Social Studies students' regarding the impact of teachers' Personality as a motivating factor in learning Social Studies in Colleges of Education in North-Western Nigeria.

ii. Find out in the opinion of male and female Social Studies Teachers' regarding the impact of teachers' personality as a motivating factor in learning Social Studies in Colleges of Education in North- Western Nigeria.

iii. Find out in the opinion of male and female Social Studies students' regarding the impact of teachers' qualification as a motivating factor in learning Social Studies in Colleges of Education in North- Western Nigeria.

iv. Find out in the opinion of male and female Social Studies Teachers' regarding the impact of teachers' qualification as a motivating factor in learning Social Studies in Colleges of Education in North- Western Nigeria.

v. Find out in the opinion of male and female Social Studies Students' of different NCE levels regarding the impact of teachers' personality as motivating factor to learning Social Studies in Colleges of Education in North-Western Nigeria.

vi. Find out in the opinion of male and female Social Studies Students' of different NCE levels regarding the impact of teachers' qualification as motivating factor to learning Social Studies in Colleges of Education in North-Western Nigeria.

vii. Find out in the opinion of male and female Social Studies teachers' with different personality traits regarding the impact of teachers' personality as a motivating factor in learning Social Studies in Colleges of Education in North-Western Nigeria.

viii. Find out in the opinion of male and female Social Studies teachers' with different qualifications regarding the impact of teachers' qualification as a motivating factor in learning Social Studies in Colleges of Education in North-Western Nigeria.

1.4 Research Questions

Based on the objectives stated above, the following Research Questions of the study emerged:

i. Is there any gender difference in the mean opinion scores of Social Studies students' on Social Studies teachers' personality as a motivating factor to learning Social Studies in Colleges of Education in North Western Nigeria?

ii. What is the gender difference in the mean opinion scores of Social Studies students' on Social Studies teachers' qualification as a motivating factor to learning of Social Studies in Colleges of Education in North-Western Nigeria?

iii. Is there any gender difference in the mean opinion scores of Social Studies teachers' regarding the impact of their personality as a motivating factor to learning Social Studies in Colleges of Education in North-Western Nigeria?

iv. Is there any gender difference in the mean opinion scores of Social Studies teachers' regarding the impact of their qualifications as a motivating factor to learning Social Studies in Colleges of Education in North-Western Nigeria?

v. To what extent does the mean opinion score of NCE Social Studies students differ regarding Social Studies teachers' personality, as a motivating factor to learning of Social Studies in Colleges of Education in North-Western Nigeria?

vi. What is the difference in the mean opinion scores of NCE Social Studies students' on the impact of Social Studies teachers' qualifications as motivating factor to learning Social Studies in Colleges of Education in North-Western Nigeria?

vii. What is the difference in the mean opinion scores of Social Studies teachers' of different qualifications regarding its impact as a motivating factor to learning Social Studies in Colleges of Education in North-Western Nigeria?

viii. To what extent does the mean opinion score of Social Studies teachers of different personality traits differ regarding the impact of personality as a motivating factor to learning Social Studies in Colleges of Education in North-Western Nigeria?

1.5 Null Hypotheses

The following Null hypotheses of the study are postulated based on the above Research Questions:

i. There is no significant difference in the mean opinion scores of male and female Social Studies students' regarding the impact of personality as a motivating factor to learning Social Studies in Colleges of Education in North-Western Nigeria.

ii. There is no significant difference in the mean opinion scores of male and female Social Studies students' on Social Studies teachers' qualification as a motivating factor to learning Social Studies in Colleges of Education in North-Western Nigeria.

iii. There is no significant difference in the mean opinion scores of male and female Social Studies teachers' regarding their personality as a motivating factor to learning of Social Studies in Colleges of Education in North-Western Nigeria.

iv. There is no significant difference in the mean opinion scores of male and female Social Studies teachers' regarding their qualifications as a motivating factor to learning of Social Studies in Colleges of Education in North-Western Nigeria.

v. There is no significant difference in the mean opinion scores of NCE II and III Social Studies students' regarding Social Studies teachers' personality as a motivating factor to students' learning of Social Studies in Colleges of Education in North-Western Nigeria.

vi. There is no significant difference in the mean opinion scores of NCE II and III Social Studies students' regarding Social Studies teachers' qualifications as a motivating factor to learning Social Studies in Colleges of Education in North-Western Nigeria.

vii. There is no significant difference in the mean opinion scores of Social Studies teachers' with different personality traits regarding its impact as a motivating factor to learning Social Studies in Colleges of Education in North-Western Nigeria.

viii. There is no significant difference in the mean opinion scores of Social Studies teachers' with different qualifications regarding their qualifications as a motivating factor to learning Social Studies in Colleges of Education in North-Western Nigeria.

1.6 Significance of the Study

The findings of the study on the Assessment of Social studies teachers' qualification and personality as motivating factors to students learning in selected Colleges of Education in North-Western Nigeria have paramount importance to teachers, student-teachers, parent and government. An assessment by USAID (2012) on Universal Basic Education Programme and teaching in the core subjects including social studies in most primary schools in the zone, suggests a very low academic performance as a result of unqualified teachers syndrome. A dominant questions and discussion in the minds of educational stakeholders is; what are those factors that accounts for the poor performance of learners in various schools? Why do students lost interest studying social studies as a career? The findings of this study highlight Teachers' Qualification and Personality as among the factors that should be taken into consideration because of its consequences on motivation of Students and Teachers and performance in Social Studies. The study can enlighten some Teachers on the need to develop positive attitudes, skills and competency as strategies toward motivating their students to learn.

1.7. Scope of the Study

Assessment of Social Studies Teachers' Qualification and Personality as motivating factors to students learning in selected Colleges of Education in North-Western Nigeria is the current topic of research. The study intends to cover all the Colleges of Education in the North-western Nigeria by extension representing Seven (7) states namely; Jigawa, Kaduna, Kano, Katsina, Kebbi, Sokoto and Zamfara states. But due to the time constraints and financial cost implication, the study will cover some of the Colleges of Education out of the twelve (12)

existing Colleges of Education owned by the States and Federal Government in the North western Nigeria. Also, consideration is given to the Colleges of Education with existing Social Studies as a course of study at NCE level in the institutions covered by the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The present chapter reviewed relevant related literature to the study in the following:

a. Theoretical Framework
b. Objectives of Social studies
c. History and Justification for the introduction and teaching of Social Studies in Nigeria
d. Nature and the Scope of Social Studies
e. Teachers' Personality and Students' learning
f. Teachers' Qualifications and Students' learning
g. Motivation and Students' Learning
h. Review of Empirical Studies

2.2 Theoretical Framework

In the context of classroom teaching not only in Social Studies, but also the entire educational pursuits, many students have had a teacher from whom it was difficult to learn. It may have been trouble teaching and understanding an educational subject that didn't particularly correspond with one's personality or it may have been a pedagogy related issue. There are theories identified by scholars on the relationship between a student's learning style and preferred teachers' personality as a motivating factor

2.2.1 Theories and Models of Personality

Each of the different theories and models of personality is in different perspective on the hugely complex area of personality and behaviour. It follows that for any complex subject, the more perspectives we have, then the better our overall understanding will be. As a general introduction to all of these theories and models, it's important to realize that no one fully

knows the extent to which personality is determined by genetics and hereditary factors. Compared to the effects of up-bringing, culture, environment and experience. Nature versus Nurture: no-one knows. Most studies seem to indicate that it's a bit of each, roughly half and half, although obviously it varies from person-to-person. Given that perhaps half of our personality is determined by influences acting upon us after we were conceived and born, It is interesting and significant also that no one actually knows the extent to which personality changes over time.

2.2.1.1 The Freudian Theory of Personality

There are number of theories and models developed by the various scholars in an attempt to establish a link between students' learning and the impact of Teachers' personality on learning. Sigmund Freud (1856-1939) is considered to be the father of psychiatry. Among his many accomplishments is arguably, the most far-reaching personality schema in psychology. According to Obot (2014), the Freudian theory of personality has been the focus of many additions, modifications, and various interpretations given to its core points. He propagated analysis of the psyche or mind by coining new terms and used psychoanalytical approach in understanding behaviour in human minds. The theory was built on the premise that mind is a topographical and dynamic in nature (Nkiru,2012). Freud also believed that the personality of the individual is built around three unified interrelated systems namely; Id, ego and Super ego. There can be little question that he was influenced by earlier thinking regarding the human mind, especially the idea of there being activity within the mind at a conscious and unconscious level yet his approach to these topics was largely conceptual. His theoretical thoughts were as original as they were unique. It is a testament to Freud's mind to know that whether you agree, disagree, or are ambivalent about his theory, it remains as a theoretical cornerstone in his field of Education and Sciences. According to Ezenweani (2010), the adult personality emerges as a composite of early childhood experiences, based

on how these experiences are consciously and unconsciously processed within human developmental stages, and how these experiences shape the personality. Despite many reincarnations, Freud's theory is criticized by many (e.g. for its perceived sexism) and it remains the focus of hot discussions on its relevance today.

Not every person completes the necessary tasks of every developmental stage. When they don't, the results can be a mental condition requiring psychoanalysis to achieve proper functioning.

Freud's Stages of Growth Development

Believing that most human suffering is determined during childhood development, Freud placed emphasis on the five stages of psychosexual development. As a child passes through these stages unresolved conflicts between physical drives and social expectation may arise (Popoola, 2014).These stages are:

- ***Oral*** (0 – 1.5 years of age): Fixation on all things oral. If not satisfactorily met there is the likelihood of developing negative oral habits or behaviours.
- ***Anal*** (1.5 to 3 years of age): As indicated this stage is primarily related to developing healthy toilet training habits.
- ***Phallic*** (3 – 5 year of age): The development of healthy substitutes for the sexual attraction boys and girls have toward a parent of the opposite gender.
- ***Latency*** (5 – 12 years of age): The development of healthy dormant sexual feelings for the opposite sex.
- ***Genital*** (12 – adulthood): All tasks from the previous four stages are integrated into the mind allowing for the onset of healthy sexual feelings and behaviours.

It is during these stages of development that the experiences are filtered through the three levels of the human mind. It is from these structures and the inherent conflicts that arise in the mind that personality is shaped. According to Freud while there is interdependence

among these three levels, each level also serves a purpose in personality development. Within this theory the ability of a person to resolve internal conflicts at specific stages of their development determines future coping and functioning ability as a fully-mature adult (Ladan, 2014).

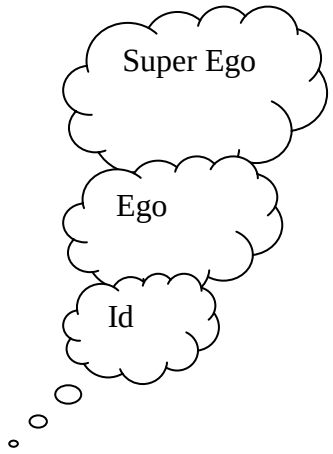


Figure 1: The Relative Position of the Three Interrelating Systems
Source: Ladan (2014)

Super ego

Each stage is processed through Freud's concept of the human mind as a three tier system consisting of the superego, the ego, and the id. The super ego functions at a conscious level. It serves as a type of screening centre for what is going on. It is at this level that society and parental guidance is weighed against personal pleasure and gain as directed by ones id. Obviously, this puts in motion situations ripe for conflict.

Ego

Much like a judge in a trial, once experiences are processed through the superego and the id; they fall into the ego to mediate a satisfactory outcome. Originally, Freud used the word ego to mean a sense of self, but later revised it to mean a set of psychic functions such as judgment, tolerance, reality testing, control, planning, defence, synthesis of information, intellectual functioning, and memory.

Id

The id is the primitive and instinctual part of the mind that contains sexual and aggressive drives and hidden memories. It is the egocentric centre of the human universe, Freud believed id is an impulsive part of our psyche which responds directly and immediately to instincts and within this one level, the id is constantly fighting to have our way in everything we undertake. The personality of a new born baby is containing the id as it operates within the unconscious part of the mind.

The implication of this theory in the assessment of Social Studies personality as a motivating factor to learning Social Studies is that, the personality of Teachers are develops through series of stages and as a result of interactions among three components that started from childhood to adult stage. Students are presented with a conflict between biological drives and expectations of they are many mental illnesses that place the id in the forefront decision making. In particular, there are those whose lives are lived on a totally narcissistic level. Then there are those with anti-social personalities, psychotic like illnesses, and more. In the world of Freud, it is the neurotic person that is most affected by the principles of his theory.

As a result Freud laid out his plan for treatment: psychoanalysis. The treatment has been in use for many years with many adaptations given to it. On the plus side, psychoanalysis do present a client with the structure and time to resolve neurotic issues. On the negative side there is always expressed concern over the cost. Being that it does take time for psychoanalysis to be effective there is an associated cost that can be prohibitive.

2.2.1.2 Myers Briggs Type Indicator (MBTI)

Isabel Briggs Myers (1897-1980) was an American author and co-creator of a personality inventory test. Myers observed the differences in the personality among healthy effective people in the world around her and became determined to understand and describe nature and origin of human beings as well as reasons for the differences among them. The world most

popular personality test inventory known in human history was Myers Briggs Type Indicator (MBTI) which was first published in 1943 and it was originally developed in the United States of America. The Myers Briggs Type Indicator (MBTI) is a widely used and highly regarded system for understanding and interpreting personality, and derives most of its underpinning theory from Carl Jung's Psychological Types ideas and to a lesser extent the Four Temperaments (or Four Rumours). Carl .Jung's theory was essentially developed by Myers Briggs into a usable methodology and system that helps in understanding and assessing personality more easily and accessibly.

The MBT model was developed by Katharine Briggs and her daughter Isabel Briggs Myers in 1943 after their studies particularly of Carl .Jung whose basic concepts relating to this aspect of personality and behavour has been described above.

MBT1 Model Usage

The MBTI model (along with other personality theories and psychometrics models) is particularly useful for:

1. Understanding and developing yourself
2. Understanding and developing others
3. Understanding what motivates others
4. Understanding others' strengths and weaknesses
5. Working in teams - by ensuring that all relevant necessary capabilities are represented in the team
6. Allocating and agreeing tasks and project responsibilities
7. Agreeing roles and development with others and for oneself

Myers Briggs MBTI model is a method for understanding personality and preferred modes of behaving. It is not a measurement of intelligence or competence. emotional state or mental stability or maturity, and that is why it must be used with great care in assessing aptitude for

learning, jobs or careers: people can do most jobs in a variety of ways, and the MBTI gives little or no indication; of commitment, determination, passion, experience, ambition etc., all of which can have a far greater influence on personal success than a single personality test.

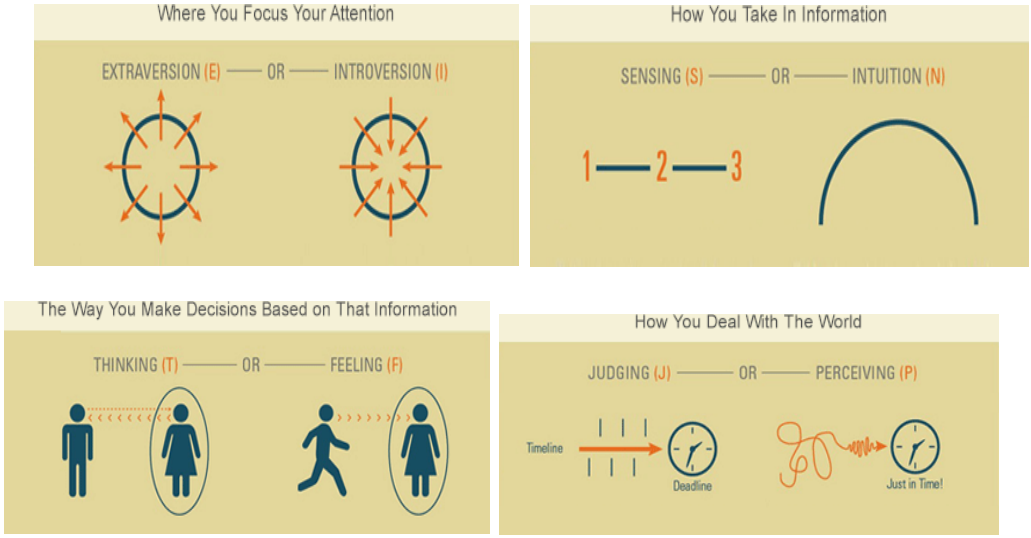


Figure 2: Myers Briggs Type Indicator Model of Personality
Source: Eze (2014)

2.2.1.3 Temperament Theory of Personality- The Four Humours/Humors

The Temperaments theory of personality also known as the Four Temperament/Humours is arguably the oldest of all personality profiling systems (Abot 2014). The Four Temperaments ideas as cited in Eze (2014) can be traced back to the traditions of the Egyptian and Mesopotamian civilizations over 5,000 years ago, in which the health of the both were connected with the elements, fire, water, earth and air, which in turn were related to body organs, fluids, and treatments. Some of this thinking survives today in traditional Eastern ideas and medicine. Also, another school of thought claimed that the Four Temperaments or Four Humours can be traced back reliably to Ancient Greek medicine and philosophy, notably in the work of Hippocrates (c.460-377/359BC- the 'Father of Medicine) and in Plato's (428- 348BC) ideas about character and personality (Eze, 2014).

The Four types of Temperament or Homours

The four types of temperaments are pro-psychological theory that suggests there are four fundamental personality types in human beings. Lassa (2009) states that in 1946, George Balanchine presented a ballet he titled The Four Temperament or Humours used to enable people understand personality. They are seen as avenues into teaching; as each child is considered to possess a unique blend of the four, they can be utilized to find out the extent of relationship between learners' and other factors that motivate learning. According to Lassa (2009) ,the four types of Temperaments as presented by Balanchine in 1946 are:

Sanguine

The sanguine temperament is traditionally associated with air. People with this temperament tend to be lively, sociable, carefree, and talkative as well as pleasure seeking. Sanguine people are impulsive and charismatic. They tend to enjoy social gatherings, making new friends and tend to be imaginative and artistic. They are usually quite creative and often daydream. However, some being alone time is crucial for those of this temperament. Sanguine can also mean sensitive, compassionate and romantic. Sanguine personalities generally struggle with following tasks all the way through; they are chronically late, and tend to be forgetful and sometimes a little sarcastic. Often, when they pursue a new hobby, they lose interest as soon as it ceases to be engaging or fun. They are very much people persons. They are talkative and not shy. Sanguine generally have an almost shameless nature, certain that what they are doing is right. They have no lack of confidence. Sanguine people are warm-hearted, pleasant, lively and optimistic.

Choleric

The choleric temperament is fundamentally ambitious and leader—like. They have a lot of aggression, energy, and/or passion, and try to instill that in others. They are task oriented people and are focused on getting a job done efficiently; their motto is usually "do it now".

They can dominate people of other temperaments with their strong wills, especially phlegmatic types and can become dictatorial or tyrannical. Many great charismatic military and political figures were choleric. They like to be in charge of everything and are good at planning. as they often can immediately see a practical solution to a problem. However, they can quickly fall into deep depression or moodiness when failures or setbacks befall them.

Melancholic

The melancholic temperament is fundamentally introverted and is given to thought. Melancholic people often are perceived as very (or overly) pondering and are both considerate and very cautious. They are organized and schedule oriented, often planning extensively. Melancholic can he highly creative in activities such as poetry, art, and invention and they are sensitive to others. Because of this sensitivity and their thoughtfulness they can become preoccupied with the tragedy and cruelty in the world and are susceptible to depression and moodiness. Often they are perfectionists. Their desire for perfection often results in a high degree of personal excellence but also causes them to be highly conscientious and difficult to relate to because others often cannot please them. They are self-reliant and independent, preferring to do things themselves in order to meet their standards. One negative part of being a melancholic is that they can get so involved in what they are doing they forget to think of other issues. Their caution enables them to prevent problems that the more impulsive sanguine runs into, but can also cause them to procrastinate and remain in the planning stage of a project for very long periods. Melancholic prefer to avoid much attention and prefer to remain in the background; they do, however, desire recognition for their many works of creativity.

Phlegmatic

The phlegmatic temperament is fundamentally relaxed and quiet, ranging from warmly attentive to lazily sluggish. Phlegmatics tend to be content with themselves and are kind.

Phlegmatic are consistent; they can be relied upon to be steady and faithful friends. They are accepting and affectionate, making friends easily. They tend to be good diplomats because their tendency not to judge and affable nature makes reconciling differing groups easy for them. Phlegmatic prefer to observe and to think on the world around them while not getting involved. They may try to inspire others to do the things which they themselves think about doing. They may be shy and often prefer stability to uncertainty and change. Their fear of change (and of work) can make them susceptible to stagnation or laziness, or even stubbornness. They are consistent, relaxed, calm, rational, curious, and observant, qualities that make them good administrators. They can also be passive-aggressive.

The implications of this theory in the assessment of Social Studies teachers' personality and qualification as motivating factors to students learning is that students' perceived teachers who are; supportive, creative, harmonious, cheerful, enthusiastic and warm as simply the best and usually have strong feelings to such an extent that adaptive or non-adaptive behaviour turning one into an adjusted or maladjusted personality. The outcome of students' behaviour depends on the wholesome healthy personality or a defective and deviant personality of their teachers. Also, Ladan (2014) asserts that students are motivated and learn more from teachers with strong academic skills, qualification on the subject being taught, knowledge of individual differences and adult learning. According to this researcher, the positive attitudes of the teachers usually predisposed learners towards academic performance and shape their learning behaviour.

2.2.1.4 The Five Factor Model of Personality

In 1940s, Raymond Cattell developed a 16-item inventory of personality traits and created the 16-Personality Factor Questionnaire (16PF) instrument to measure these traits (Dayo, 2010). Robert McCrae and Paul Costa later developed the Five Factor Model (FFM) which describes personality in terms of Five Broad Factors (Coetzee, 2011). In some of the recent studies

conducted by researchers, it shows that there are agreements on the conformity about the basic personality traits of the individual. It has been stated that every individual possesses five personality traits that shape is behaviour or actions (Martin,Carlson & Burkist 2009). The Five Factor Model of personality are: Extraversion, Neuroticism, Agreeableness, Conscientiousness and Openness to experience.



Figure 3: Five Factor Model of Personality
Source: Coetzee (2011)

The Five Factors Models of Personality will be discuss below;

1. Extraversion

The extraverts tend to be more physically and verbally active whereas the introverts are independent, reserved, steady and like being alone. The person in the middle of the dimension likes a mix between social situations and solitude (Ladan 2014). While Extraverts are adventurous, assertive, frank, sociable and talkative. Introverts are quiet, reserved, shy and unsociable.

2. Agreeableness

The agreeableness scale is linked to altruism, nurturance, caring and emotional support versus hostility, indifference, self-centeredness and jealousy. Agreeable people are altruistic, gentle, kind, sympathetic and warm.

3. Conscientiousness

The conscientious, focused person is concentrating on only a couple of goals and strives hard to perceive them. He is career oriented, while the flexible person is more impulsive and easier to persuade from one task to another. Conscientiousness has been linked to educational achievement and particularly to the will to achieve (Wragg, 2012). The more conscientious a person is the more competent, dutiful, orderly, responsible and thorough he is.

4. Neuroticism

The persons with a tendency towards neuroticism are more worried, temperamental and prone to sadness (Ekpot, 2015). However, the emotional stability is related to calm, stable and relaxed persons, whereas neuroticism is linked to anger, anxiousness and depression. The name neuroticism doesn't refer to any psychiatric defect. A more proper term could be negative affectivity or nervousness (Abot, 2014).

5. Openness

This factor relates openness to new ideas, cultural interests, educational aptitude and creativity (Adekunle, 2011). These individuals are cultured, aesthetic, intellectual and open. (Daso, 2013). The openness to experience can be connected to activities like writing, science and arts (Coetzee, 2011).

The Relationship between the Five Factor Model Personality and Learning

Personality traits are expressed in learning styles, which are in turn reflected in learning strategies, which eventually produce a certain learning outcome (Coetzee, 2011). Personality traits serve as directors or blocks for motivation and learning strategies. Conscientiousness and openness to experience are of special educational interest. Akinlana (2012) has compared the Five Factor Model personality traits with learning strategies and learning outcome and found that particularly conscientiousness and openness were related to learning style. The teachers' personality is related to should be expected as learning outcomes (Evans,2013).

Conscientiousness is related to work discipline, interest in subject matter, concentration and considering studying as quite easy (Denga, 2009). Different ways of learning in higher education have been described by (Adekunle, 2011). Students using the strategic approach are good at organizing their work, managing their time and work hard in their studies. They care about their working conditions and have clear goals for their studies (Kolo 2012). They have an intrinsic motivation and a positive study attitude (Evans, 2013).

Openness is linked with questioning and analysing arguments. (Esu, 2011). It is further related to critical evaluation, searching literature and making relationships (deep approach) (Denga 2009). The students with a deep approach want to find out the deeper meaning in the text. They are critical, logical and relate what they learn to their previous knowledge. Their motivation is intrinsic and they look for a personal comprehension independent of the syllabus. (Denga, 2009) Neuroticism is linked to lack of concentration, fear of failure and experiencing studying as stressful. Moreover neuroticism is linked with a lack of critical ability and problems in understanding how things relate to each other. This can be linked to the surface learning style. The student with a surface approach concentrates on memorising without any concern of finding a deeper meaning or understanding of the material. They are most concerned about getting through the exams and are not really interested in the material itself. Their motivation is extrinsic and they take on a strategic, syllabus-bound approach to studying (Coetzee, 2011))

2.2.2 Theories and Models of Motivation

There are certain motives that encourage individuals to repeat an expected desirable behaviour as a result of gratification put in place. Motivation can be seen as the basic drive for all of human actions (Odiri, 2011). It is also a driving force behind all the actions of an individual with strong impact on the outcomes of his behaviour and how it influences of his needs, direction and emotions (Scott, 2017). There are number of theories and models

explaining the dynamics of teachers' and learners' behaviour as a result of motivation which involves learning needs, choice of subjects/career, desires and ambitions to achieved self esteem needs in later life (Othman & Leng, 2011).

Simon & Boyer (2010) sees motivation as of individual behaviour, thoughts and beliefs that are influenced by inner drive to succeed in later life. Motivation is of different types depending on our emotions and achievement related goals.

Types of motivation

There are different forms of motivation namely: Extrinsic, Intrinsic, Physiological and achievement motivation.

1. Extrinsic Motivation

This is occurring when individuals are motivated by to perform behaviour or engage in an activity to earn a reward or avoid punishment. It is a process whereby learner's behaviour stems directly to an action for the reward or avoidance of punishment (Ladan, 2014).

2. Intrinsic Motivation

For several decades some psychologists tried to explain human bahaviour based on the inherited tendency to produce, organized and alter human bahaviours in terms of instinct (Odiri, 2011). Intrinsic Motivation refers to any behaviour that is driven by internal rewards. In other words, the motivation to engage in a behaviour arises from within the individual because it is naturally satisfying (Abot, 2014).

3. Physiological Motivation

There is no single, widely accepted theory that can explain all human motivation (Popoola, 2014). Physiological Motivation is based on the physiological needs such as the need to keep warm, hunger, desire for money and pleasure (Akpo, 2012).

4. Achievement Motivation

Motivational researchers share the view that achievement motivation is an interaction between situational variables and the individual's deliberate choice of the incentives.

Scott (2017) says achievement motivation shapes human behaviour based on their own self-views and can influence their choices as a result relevant outcomes. It is also a process in which an individual learner is motivated by the desire to acquire good grades, skills, understanding and jobs as a result of accomplished tasks (Daso, 2013).

2.2.2.1 Classical Theories of Motivation

There are many numbers of motivational theories identified by the scholars particularly to explain conditions that motivated individuals and animals to complete a given task or performed these tasks repeatedly. One of these theories is Classical theories of Motivation. The concepts of Classical theories were mainly developed around 1950s. Daso (2013) states that Classical theories of motivation are the building blocks of the contemporary theories developed later. The classical theories of motivation stimulates student's learning behaviour to accomplish the goals needs, desires, wants or drives within the individual learner, school and society. There are many theories of Motivation in Education particularly Social studies. Odiri (2011) maintains that there are three leading classical theories of motivation; Maslow's Hierarchy of Needs, Macgregor's X and Y theory and Hertzberg's two factor theory among others. These leading theories have direct link with the topic under research.

2.2.2.2 Abraham Maslow's Theory of Needs

Over the years scholars have developed a number of different theories to explain factors that motivate children to learn. Educators and parents value motivation in schools for its own sake as well as its long term contribution to students' learning and development of self-esteem (Popoola, 2014). Highly motivated students are easy to identify. They are enthusiastic, interested, involved and curious to learn faster. One of the leading founders of theories of

motivation was developed by Abraham Maslow theory of needs as cited in Othman & Leng (2011), individual learner is motivated by what satisfies his/her needs. Abraham Harold Maslow (1908-1970) was born in Brocklyn, New York city of USA (Popoola, 2014). He was a humanistic psychologist best known for his theory of self-actualizaion which predicted on fulfilling innate human needs in terms of priority (Eze, 2014). Maslow (1954) argues that when learners are motivated, they produce better results especially when their needs are adequately satisfied at appropriate time and place. This theory of Maslow (1954) is based on some assumptions that: There are intrinsic needs that motivate behaviour in order to attain specific goals. Lower needs are powerful and most be satisfied before higher needs. Maslow states that people are motivated to fulfill basic biological needs for food and shelter as well as those of safety, love, esteem and once the lower level needs are achieved, the primary motivator becomes self-actualization (Popoola, 2014). They are closely related to each other and may be arranged from the lowest to the highest development of personality. He proposed five sets of basic needs that can be arranged in a definite hierarchical order below:

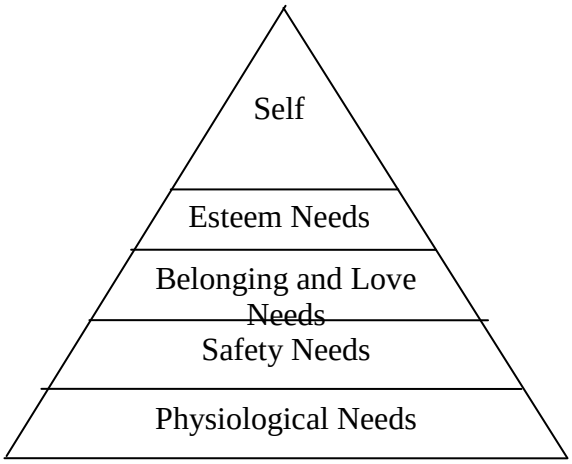


Figure 4: Maslow's hierarchical structure of Needs
Source: Daso, (2013)

The implications of this theory on the recent study on the Assessment of Social Studies Teachers Personality and Qualifications as motivating factors to students'in Colleges of

Education in North Western Nigeria is that, teachers are the satisfiers of the students learning needs and interests. The personality of social studies teachers are expected to be in a goal-directed behaviour that is capable of motivating the learners in developing positive attitudes, right type of values and refusing to those beliefs formed by learners which are obstacles in shaping their learning behaviour. For examples, the learners particularly social studies need to be recognized by receiving approval from teachers, peer groups, religious bodies, community and parent. They need to be secured, freedom to express themselves inside or outside the classroom settings, work safety and healthy. They need to have, food, water, shelter and air. They need to be praises, acknowledged and recognized for classroom participation. But the weaknesses of this theory by Maslow was the failure to acknowledged that needs of the individual differs and if all the needs must be fulfilled before others are activated, people tend to be rational. For example, a man is hungry and have in adequate shelter, that would not stops him from attending mosques or church prayers simply because his lower needs of food and shelter were not met. In reality, the poor people tend to be more religious than the rich. Also, Children from poor family background tend to perform better while in school than those from well enlighten and rich family background. So the theory makes wrong predictions here.

2.2.2.3 Frederick Herzberg - Theory of Motivation

Frederick Herzberg (1923-2000) was an American clinical psychologist who became one of the most influential names in business management. He was among the most influential motivational writers well respected America (Ewetan 2010). He contributed greatly to the way in which managers think about motivation at work. He first published his theory in 1959 in a book entitled ‘The Motivation to Work’ and put forward a two factor content theory which is often referred to as a two needs system. It is a content theory which explains the

factors of an individual's motivation by identifying their needs and desires, what satisfies their needs and desires and by establishing the aims that they pursue to satisfy these desires.

Herzberg's original research was undertaken in the offices of engineers and accountants rather than on the factory floor and involved interviewing over two hundred employees. His aim was to determine work situations where the subjects were highly motivated and satisfied rather than where the opposite was true and his research was later paired with many studies involving a broader sampling of professional people.

In his findings Herzberg split his factors of motivation into two categories called Hygiene factors and Motivation factors. The Hygiene factors can de-motivate or cause dissatisfaction if they are not present, but do not very often create satisfaction when they are present; however, Motivation factors do motivate or create satisfaction and are rarely the cause of dissatisfaction. The two types of factors may be listed as follows in order of importance:

Hygiene Factors (leading to dissatisfaction):

a. Company Policy
b. Supervision
c. Relationship with Boss
d. Work Conditions
e. Salary
f. Relationship with Peers

Motivators (leading to satisfaction):

a. Achievement
b. Recognition
c. The work itself
d. Responsibility
e. Advancement

f. Growth

The dissatisfiers are hygiene factors in the sense that they are maintenance factors required to avoid dissatisfaction and stop workers from being unhappy, but do not create satisfaction in themselves. They can be avoided by using 'hygienic' methods to prevent them.

It is clear from the lists that the factors in each are not actually opposing i.e. the satisfiers are not the opposite of the dissatisfiers. The opposite of satisfaction isn't dissatisfaction but is 'no satisfaction'. Both lists contain factors that lead to motivation, but to a differing extent because they fulfil different needs. The Hygiene factors have an end which once fulfilled then cease to be motivating factors while the Motivation factors are much more open-ended and this is why they continue to motivate.

Herzberg also developed the concept that there are two distinct human needs:

1. **Physiological need**s: avoiding unpleasantness or discomfort and may be fulfilled via money to buy food and shelter.
2. **Psychological needs**: the need for personal development fulfilled by activities which cause one to grow.

The implication of this theory on the current study on the Assessment of Social Studies Teachers' Personality and Qualification as motivating factors to Students' learning of Social studies in Colleges of Education North western Nigeria is that when teachers won recognition, for achieving meritorious awards and 'hardworking staff/personality of the Year' because of their outstanding performance in the Social Studies classroom, there is a possibility on how motivated staff could be and committed to their work for anticipation of the positive effect on good performance.

Over the years there are criticisms that have arisen. For examples, his sample of employees was not representative by of all workers including teachers, but further studies have tended to support his findings. In addition some critics have declared that it is natural for people to take

credit for satisfaction, but to blame dissatisfaction on external factors. Every individual is just that – an individual and theories of motivation cannot realistically apply to each single employee; however, they are useful for identifying the main ways in which people are motivated. Herzberg and his findings have been extremely influential in developments associated with the field of job design and methods of management to provide job satisfaction and motivation.

2.2.2.4 Douglas MacGregor Theory of Motivation

Douglas MacGregor (1906-1964) was born in Detroit, Michigan in USA. MacGregor was also a Professor of Management whose work had profound influenced on the management and Educational Practices (Nadeem 2012).In 1960, Douglas MacGregor formulated a theory suggesting two aspects of human behaviour at work. Akpo (2012) states that the two aspects of human behaviour are in positive and negative forms which he called the negative behaviour as theory X and the positive behaviour Theory Y. According to MacGregor, the perception of managers on the nature of individuals is based on various assumptions.

McGregor's assumptions on Theory X

MacGregor in his book human side of the Enterprises interpreted the two aspects of human behaviour on various assumptions leading to X and Y theory. Ekpot (2015) cited MacGregor's basic assumptions on theory X and Y as follows:

a. An average employee intrinsically does not like to work and tries to escape it whenever it is possible
b. Since the employee does not want to work, he must be persuaded, compelled or warn with a punishment so as to achieve the goals of the organization.
c. A close supervision is required from the part of managers.
d. Employees generally dislike responsibilities.
e. An average employee's needs formal direction.

f. Employees usually resisted to change and new innovations.

McGregor's assumptions on Theory Y

a. Employees may not require external control or threat and coercion to work.
b. Average employees accept responsibilities and dedicated service for the success of the organization.
c. If the job is rewarding and satisfying, then it would result in employees' loyalty, commitment to the organization.
d. The employees have skills and capabilities. Their logical capabilities should be utilized in solving organizational problems.

Thus we can say that the implications of the X and Y theory of motivation on the with the recent study on the Assessment of Social Studies Teachers Personality and Qualifications as motivating factors to students'in Colleges of Education in North Western Nigeria is that teachers personality will enhance good supervision, classroom control and management. Odiri (2011) argues that when learners are well motivated by their teachers especially when given them the opportunities to make contributions, participate actively or discover new ways in the attainment of their learning needs in the classroom, it would lead to the better performance of the learners. Also, teachers should serve as role models who are self disciplined, dedicated to work and give students' a feeling of pride, triumph and committed to learn.

2.2.3 Social Learning Theory

Social learning theories are theories put forward by scholars to assess on how people learn from one another through imitating, observation and character modeling (Eweton,2010). The social learning theory encompasses attention, retention, memory, remembering and forgetting. Daso (2013) argues that the social learning theory is a cognitive aspect of human

behaviour that takes place in social context that can be observed, learn, imitate and share among human beings.

2.2.3.1 Albert Bandura Social Learning Theory

Social Learning theories are those theories of learning and social behaviour which proposes that new behaviours can be acquired through observations, imitating and modeling. One of these leading Social Learning theories was the Social Learning theory developed in 1977 by Albert Bandura (Coetzee 2011). Albert Bandura was a Canadian-American born Psychologist born in 1925 (Akinsolu 2010). Bandura was said to be the originator of Social Cognitive Learning Theory who is probably best known for his modeling study on the self efficacy called "Bobo Doll" (Akinlana 2012). Also, the Bandura's social learning theory explains human behaviour interms of continuous interaction among cognitive, behavioural and the environment (Akinsolu, 2010). He argues that must human behaviour is learned observationally through modeling from the observation of others and the necessary conditions for effective modeling are; attention, retention, reproduction and motivation.

Attention

These are the forces that increases or decreases the amount of attention paid by individuals which resulted into change in behaviour.

Retention

This is recalling what was observed or paid attention to in terms of images, symbols, signs, symbolic coding, character and rehearsal.

Reproduction

This to reproduce the image including physical capabilities and self observation carried out on things or people.

Motivation

Having the ability to imitate what was observed through imagined reinforcement recalled.

The application of the social learning theory in the recent study on the Assessment of Social Studies Teachers Personality and Qualifications as motivating factors to students'in Colleges of Education in North Western Nigeria is that, Students learn great deal from watching over their Teachers in terms of emotions, temperament, humour, generosity, punctuality, cleanliness and seeing the reward or punishment. The theory emphasizes on the use of self reinforcement (reward) and self punishment as two sides of the same motivational coin which expands the potentials for students learning. Students imitate personality of Social Studies Teachers and form part of their new character. They see Social Studies Teachers as their role models and mirror in which young learners visualize the world around them.

2.2.3.2 B.F. Skinner Operant Conditioning

This is a behaviourists theory of learning developed to explain actions resulted into change in behaviours as a result of reinforcement or punishment (Nadeem 2012). The Operant Conditioning was developed by an American Psychologist and Behaviourist Burrhus Fredric Skinner (1904-1990). As cited in Abot (2014),that in 1948 Skinner made a research on the operant conditioning to assess how behaviours are learned by performing association with the outcomes (Adeyemo &Torubeli, 2011). According to Skinner, Reinforcement strengthens a behaviour while punishment weakens it. Skinner believed that we do have such a thing as a mind, but that it is simply more productive to study observable behaviour rather than internal mental events (Abot 2014). The work of Skinner was rooted in a view that classical conditioning was far too simplistic to be a complete explanation of complex human behaviour. He believed that the best way to understand behaviour is to look at the causes of an action and its consequences. He called this approach operant conditioning.

The Operant Conditioning deals with operants - intentional actions that have an effect on the surrounding environment. Skinner set out to identify the processes which made certain operant behaviours more or less likely to occur. Although the Skinner's theory of operant

conditioning was based on the work of Thorndike (1905). Edward Lee Thorndike (1874-1949) was an American Psychologist who spent his entire career at Teachers College in the Columbian University. Thorndike was best known for his law effects. He studied learning in animals using a puzzle box to propose the theory known as the Law of Effect. Skinner is regarded as the father of Operant Conditioning, but his work was based on Thorndike's law of effect. Skinner introduced a new term into the Law of Effect - Reinforcement. Behaviour which is reinforced tends to be repeated (i.e. strengthened); behaviour which is not reinforced tends to die out-or be extinguished (i.e. weakened).

Skinner (1948) studied operant conditioning by conducting experiments using animals which he placed in a Skinner Box which was similar to Thorndike's puzzle box.

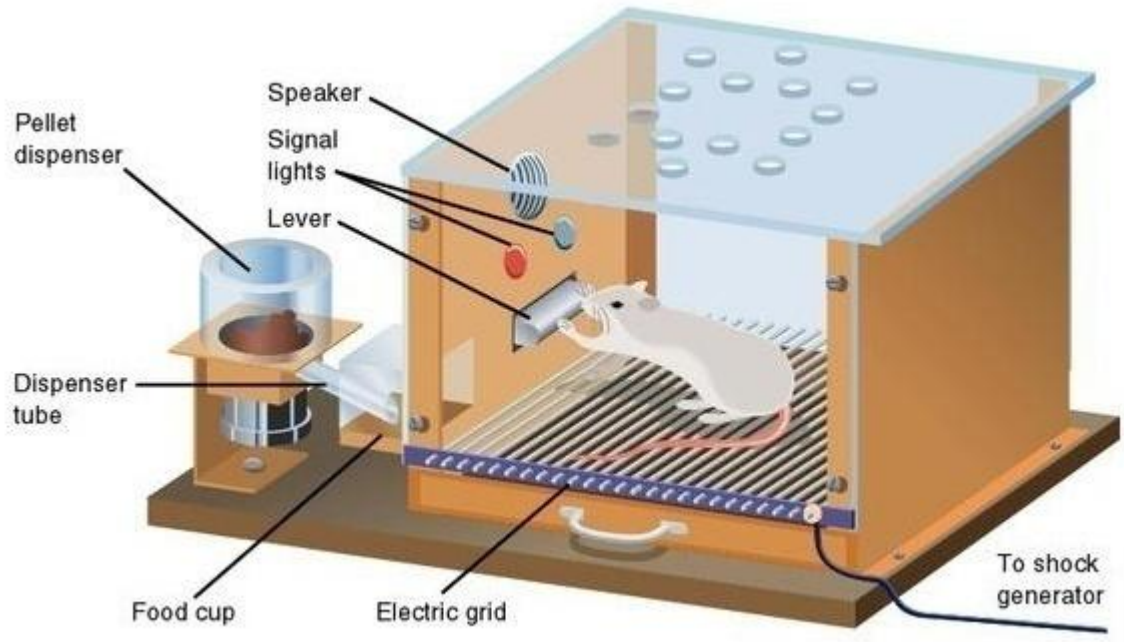


Figure 5: Skinner's Box
Source: Abot, (2014)

Skinner showed how positive reinforcement worked by placing a hungry rat in his Skinner box. The box contained a lever on the side and as the rat moved about the box it would accidentally knock the lever. Immediately it did so a food pellet would drop into a container next to the lever. The rats quickly learned to go straight to the lever after a few times of being

put in the box. The consequence of receiving food if they pressed the lever ensured that they would repeat the action again and again.

What Skinner tries explain is that a positive reinforcement (reward) strengthens a behaviour by providing a consequence an individual finds rewarding. For example, if a teacher gives out sweet each time a child complete his/her homework (i.e. a reward) the child will be more likely to repeat this behaviour in the future, thus strengthening the behaviour of completing his/her homework.

Negative Reinforcement

The removal of an unpleasant reinforcer can also strengthen behaviour. This is known as negative reinforcement because it is the removal of an adverse stimulus which is 'rewarding' to the animal or person. Negative reinforcement strengthens behaviour because it stops or removes an unpleasant experience. For example, if a student who do not complete registration of his/her school fees home, is ask by the school to pay extra amount of money. The will do registration in good time next academic year to avoid further extra charges, thus strengthening the behaviour of completing registration in good time.

Skinner showed how negative reinforcement worked by placing a rat in his Skinner box and then subjecting it to an unpleasant electric current which caused it some discomfort. As the rat moved about the box it would accidentally knock the lever. Immediately it did so the electric current would be switched off. The rats quickly learned to go straight to the lever after a few times of being put in the box. The consequence of escaping the electric current ensured that they would repeat the action again and again.

Application of Operant Conditioning in Social Studies classroom

In the conventional teaching and learning situation similar with the recent study on the Assessment of Social Studies Teachers Personality and Qualifications as motivating factors to students' in Colleges of Education in North Western Nigeria the operant conditioning

applies largely to issues of classrooms and students behaviour management, rather than to learning content. It is very relevant to shaping skills performance (Nwosu 2010). .

A simple way to shape behaviour is to provide feedback on learner's performance, For example, compliments, approval, encouragement and affirmation from a Social Studies Teacher to students. A variable-ratio produces the highest response rate for students learning a new task, whereby initially reinforcement (e.g. uses of praises) occurs at frequent intervals, and as the performance improves reinforcement occurs less frequently, until eventually only exceptional outcomes are reinforced. For example, if a teacher wanted to encourage students to answer questions in the class he should praise them for every attempt (regardless of whether their answer is correct or not). Gradually the teacher will only praise the students when their answer is correct, and over time only exceptional answers will be praised. Unwanted behaviours, such as tardiness and dominating class discussion can be extinguished through being ignored by the teacher (rather than being reinforced by having attention drawn to them).

Knowledge of success is also important as it motivates future learning. However it is important to vary the type of reinforcement given, so that the behaviour is maintained. This is not an easy task, as the teacher may appear insincere if he/she thinks too much about the way to behave.

Operant conditioning can be used to explain a wide variety of behaviours, from the process of learning, to addiction and Language acquisition. It also has practical application (such as token economy) which can be applied in classrooms, prisons and psychiatric hospitals.

However, operant conditioning fails to take into account the role of inherited and cognitive factors in learning, and this is an incomplete explanation of the learning process in humans and animals.

For example, Adeyemo (2010) asserts that primates often seem to solve problems in a flash of insight rather than be trial and error learning. Also, Social Learning Theory by Bandura (1977) suggests that human beings can learn automatically through observation rather than through personal experience (Nwosu, 2010).

The use of animal research in operant conditioning studies also raises the issue of extrapolation. Some Psychologists argues that we cannot generalize from studies on animals to humans as their anatomy and physiology is different from humans, and they cannot think about their experiences and invoke reason, patience, and memory or self-comfort.

2.3. Conceptual Definitions of Social Studies

Social studies is one of the newly introduced subjects in the curriculum of schools in Nigeria. Its introduction into Nigerian schools was dated back to the early 1960s (Mezeiobi 2013). Like many other subjects in Social Science discipline, it is one of the most difficult subjects to define. This is so because it does not portray itself with a single universally accepted definition that can satisfy all shades of opinions globally. Also the varying nature of the factors responsible for its introduction in different countries of the world has left different scholars and students in many universities to define the subject based on how it affects their orientation, national interests, culture and environment. For example, Ogunbiyi (2014) observes that some scholars perceived social studies as basically from the social sciences. Another category viewed social studies as citizenship or civic education. The last group hold a notion that the social studies definition emerge only from the country where it operates. In order not to debate or run away from the subject for lacking definition, scholars are on hand to bail us from the confusion that will set in.

Akubue (2012) Sees Social Studies as the study of Man in his physical, social, economic, science and technological environments and how man interacts with others.

Ikem & Rueben (2012) states that Social Studies as a field of study which takes into cognizance man's in his relationship with Social, Economic, Psychological, Cultural, Science and Technological environments.

Iyamu (2009) Defines Social Studies as a programme of study which a society use to transmit to students the knowledge, skills, attitudes and actions it considers necessary concerning the relationship human beings have with each other and with their wider world.

From the sample of definitions above, one would argue that social studies is centred on Man and Environment. It deals with how man influences and in turn being influenced by his environment in many ways. No doubt social studies is a subject that studied man at home, places of worship, farm, working place, market, at family level, community, at local, state, national and globally. It is a problem solving discipline that used reflective and critical thinking that uses eclectic distillation of knowledge from all fields of human learning for a holistic approach to problems in the society.

2.3.1. Objectives of Social Studies in Primary Schools

With the introduction of Social Studies in the Nigerian Schools in 1960s (Iyamu 2009), government expected that through Social Studies children will develop love and strong attachment to their country and expose children in Primary Schools to better understand the Social and Physical environments, equipping them with the necessary skills needed for their survival . Khan & Abubakar (2016) outlines objectives of Social Studies in Primary schools as follows:

i. Creation of Awareness and Understanding of the Physical, Social Environments:

Social studies in primary school is aimed at training the young children for the understanding of things around us with adequate knowledge of Nigeria's cultural heritage.

ii. Appreciation of the Diversity and Interdependence: This is to develop children capacity to learn and acquire certain character threat and personality in the promotion of positive

attitude necessary for effective citizenship education, cultural integration and respect for the constituted authorities as well as national orientation as well as develop a sympathetic appreciation of the diversity and interdependence of all members of the local community, wider national and international community.

i. Knowledge For Personal Growth Development:

To ensure the acquisition of appropriate knowledge, skills, abilities and competences which is essential to personal development as well as to a positive personal contribution to the betterment of individual to live and contribute in harnessing the abundant natural resources for the development of Nigeria.

ii. Knowledge and skills of understanding Societal Problems:

This is to develop children capacity to learn and acquire certain skills of listening, speaking, writing, reading, language and communication as well as understanding of the Social problems in the society and how these problems can be managed (Adewuya, 2010).

2.3.2. Objectives of Social Studies in Post Primary Schools

It was for the recognition of the potentialities of Social Studies in Primary Schools through unified study of man and a holistic approach in the inculcation of the right type of values and civic virtues of the Nigerian Nation that the aim and objectives of Social Studies in Post Primary Schools had been emphasized (Adewuya, 2010).

Kahn & Abubakar (2016) states that Social Studies are derived from the Nigerian National Goals which are mirror of the National Goals and Objectives of Education in Nigeria.

Therefore, the objectives are:

i. Inculcation of National consciousness and National unity.
ii. Inculcation of the right type of values and attitudes for the survival of the individual in the society.

iii. The training of the mind in the understanding of the world around us with adequate knowledge of Nigeria‘s cultural heritage.

iv. Promotion of effective citizenship education, cultural integration and respect for the constituted authorities as well as national orientation.

v. The acquisition of appropriate skills, abilities and competences by individual to live and contribute in harnessing the abundant natural resources for the development of Nigeria.

vi. Understanding of the Social problems in the society and how these problems can be managed (Akubue, 2012).

2.3.3 Scope and the Nature of Social Studies

Social Studies is an innovation in the curriculum of schools in Nigeria (Ikem & Rueben (2012). Its acceptance by students and teachers in many schools alike has been rough as not many people have been train to teach the subject and instructional materials are too scanty with considerable misconceptions about the subject and its interconnectedness with other social sciences discipline. Mezeiobi, Fubara & Mezieobi (2013) asserts that in Nigeria, social studies mainly operates on the Nigerian environment, what is currently happening in relation to social studies in comparison between the immediate environment and the wider world. This is in line with the consensus reached in Nairobi Kenya by African Social Studies and Environment Programmes (ASSEP) to emphasis the relevance of Social Studies in addressing the societal needs, realities and aspirations of the people of Nigeria (Mezeiobi, Fubara & Mezieobi 2013)**.** Social Studies draw its content or subject matter from mainly the social sciences, the Humanities and other sources including the experiences of the children. Social Studies is a content coverage of syllabus and curriculum programme mainly about Man and his environments from a holistic approach in seeing the world as whole with appropriate

knowledge, skills, values, attitudes, beliefs and other experiences the society consider necessary for its survival (Iyamu, 2009).

2.3.4 History and Justification for the Introduction and Teaching of Social Studies in Nigeria

Social studies education generally has come to the Nigerian scene as a tool for National Development. It is also use as a partial solution to the contemporary problems in the Society. According to Eze (2014), introduction of social studies into the Nigerian schools is very recent and dated back to the early 1960s. However, before the Second World War (1939-1945) social studies did not exist as a separate school subject in many countries of the world (Nkiru, 2012). It was first originated in USA after the second world war because there was need to establish good human relationship and understanding among people of the world as a means of promoting the spirit of democracy, fundamental human rights and social justice to achieve national development.

From USA, social studies spread to Britain for the promotion of unity, respect for the dignity of man and inculcating in the youths the values of democratic ideals among members of the common wealth of nations.

In Germany, social studies is considered as a vital tool for the promotion of discipline, integration and national orientation.

In South Africa, social studies is used to create awareness against racial discrimination, Apartheid and control of HIV/AIDS. Adewuya (2010) stresses that in countries like Nigeria, the justification for the introduction of social studies came as an answer to some national problems. For example, in the late 1960, most educators agreed that the system of education used in the country did not take into cognizance religious, culture and environmental needs of the Nigerian child (Ikem & Rueben (2012). The entire school curriculum used emphasized mainly on foreign cultures rather than exposing learners to the problems in their own society.

Social Studies was considered very relevant in checkmating colonial mentality, foster unity in diversity and heal the wounds of civil wars, inculcation of patriotism and spirit of cultural integration and national consciousness through citizenship education.

Omooba (2009) observes that there was also another reason which arose from the deficiencies of the separate social science subjects (Anthropology, Economics, Geography, Political Science and Sociology) as a means of studying the exact nature of man and the entire society. In 1963, the then western region through a joint educational development programme between the region and the Ohio University in USA organized an integrated approach to the teaching of social studies. This pilot study started in 1963 at Aiyetoro Comprehensive High School jointly pioneered by the western region, Ministry of Education, United States Agency for International Development (USAID) and the Ford Foundation financed the project (Omooba, 2009).

Another giant stride in the development of social studies education in Nigeria took place in 1968 during the conference of African educators held in Mumbasa (Kenya). At this conference countries present were: Botswana, Ethiopia, Ghana, Kenya, Lesotho, Malawi, Nigeria, Sierra Leone, Uganda , Tanzania and Zambia. The conference recommended that social studies should be taught in all teacher training colleges or institutions. Also out of this conference emerged the African Social Studies Programme (ASSP). A year after the Mumbasa conference, a seminar on social studies was held in Ibadan in 1969 with the participants drawn from all over the country except the Eastern region of Nigeria due to the civil war. At this seminar, Social Studies Association of Nigeria (SOSAN) was formed. The purpose of the association was the development of Nation, promotion of social studies ideas. The first president of SOSAN was Prof. Aliyu Baba Tunde Fafunwa and Secretary-General was Mr. M.A.Makinde.

Also In 1969, there was a national curriculum conference and it brought a great success to social studies education in Nigeria. The government having identified with the philosophy of the Nigerian education. The National Policy on Education (NPE) gave social studies a primary importance as a tool to meet the National philosophy. Hence, it was recommended to the federal government that social studies should be taught at all levels, Primary, Secondary and Teacher Training Colleges. There were other conferences that followed the 1969 National Curriculum Conference which held in 1971, 1972 and 1973. At these conferences social studies among other subjects was recommended to start at the three (3) levels of education i.e. Primary, Secondary and Tertiary levels. In 1980, Social Studies came to Ahmadu Bello University Zaria from where it spreads to the other tertiary institutions (Omooba, 2009).

2.3.5 Teachers' Personality and Students' Learning

Some educators emphasize the idea that schools should be child-centred, but probably none will question the statement that the success of our educational endeavours depends to a very great extent, on the teachers who are responsible for implementing the educational programmes. To be a social studies teacher is to be a member of a special profession. A good social studies teacher has to display exceptional empathy, persistence, diligence, sincerity, research orientation, honesty and flexibility as a person (Akinsolu, 2010). The personality of Social studies teachers are the models in the classroom whose attitudes are imitated by the students consciously or unconsciously. They provide sense of direction to the students and are sources of inspiration to them. Thus, the crucial role of teachers' in achieving the goals of social studies education is self-evident. Knowledge of the desirable qualities required in the teacher can help him/her to become an effective professional person. He can develop the qualities of mind and personality which predispose him to success in teaching and establish rapport with students which are prerequisite for learning.

According to Adekunle (2011), effective teaching has no meaning if it does not lead to effective learning. In school settings, students spend a lot of time in association with the teachers and teacher's personality which in turn affects their learning situation in the classroom. It would be important to know what is that teacher's personality which is effective in instilling love of learning in students.

2.3.6 Teachers' Qualification and Students' Learning of Social Studies

Researchers have been trying to identify the characteristics associated with social studies teachers as those things that distinguished them from other subject discipline teachers. Popoola (2014) asserts that when teachers including social studies are given the right professional training, there will be change in their personality, self-motivated and role models to their learners. For example, a Geography teacher who teaches social studies in Junior Secondary School or Tertiary schools may not be familiar with the curriculum trends in social studies, evaluation techniques and the intricacies of teaching the subject (Afe, 2014).Also, the minimum qualification for teaching social studies in most Nigerian schools as prescribed by the NCCE (2013) are: NCE at Primary and Secondary levels, B.Ed at Juniour Secondary and tertiary as the case may be. While M.Ed is exclusively reserved as minimum qualification to teach in teacher training colleges. The argument here is that, if qualification of teachers are to be judged by the certificates obtained as the only motivating factor to students' learning, the students under this arrangement will find it very elusive in drawing teachers' disposition to form their own attitudes which may eventually influence their learning performance(Nwosu, 2010).Some teachers are professionally trained, experienced and skillful, but are finding it difficult to stimulates students learning as a result of being a qualified effective in knowing what to do to motivate learners.

Coetzee (2011) identifies the following social characteristics expected of classroom teachers (including social studies) apart from their other professional qualification and expertise in the field of research:

i. **Enthusiasm**

To be enthusiastic, teachers can create a lively and energetic classroom. Students will be satisfied with whatever teacher teach. The teachers can lead them in the learning process and they follow what teachers perform as well (Cruickshank, Jenkins & Metcalf, 2013). It is mentioned in teaching and learning process (kauchak & Eggen, 2010) that teachers are the models of good behaviour. Enthusiasm is one of the most important factors. They use body language and interesting language to persuade and communicate with their students. A teacher enthusiasm consists of atleast two basic components which include:

(a) A sincere interest in the subject (b) vigour and positive energy (Othman & Leng, 2011).

The consideration is that teachers can communicate with speech voicing their gestures. Moving around the classroom and using their hands to explain some things that are preferable.

ii. **Warmth and Humor**

To make student interested in the subject matter of the lesson requires teachers' having good sense of humour. When teachers perform to laugh, it decreases student's stress (Simon&Boyer, 2010). It is supported that a humour teacher can make students awake at all time (Wragg, 2012). Besides, the warmth signifies the interaction between the teachers and students. If teachers' personality is warm, students will dare to speak and express their idea thereby aiding the learning process. It seems students perceive teachers as being second parents. (Cruickshank, Jenkins& Metcalf, 2013).these scholars maintain that the sense of humour is one of the aspects being very important for classroom teaching and learning to be effective.

iii. **Credibility**

Credibility and trustworthiness which build a supportive and relaxed environment should occur in effective teachers. To pass a decision on whether teachers are credible or not depends on student judgement (Kolo, 2012). Three elements seem important your credentials, the message you send to students and your personality (Stephens & Evans, 2011).

iv. **Knowledgeable**

Many researchers include knowledge as one of teachers personality. Knowledge is essential for classroom teachers particularly social studies. If they cannot memorize lots of subject matter, they will not able to instruct their students adequately. Social studies teachers have to remember everything that is important for their subject matter. Accordingly, being a professional social studies teacher requires a good memory, knowledge updates current affairs to keep faith with the dynamic nature of the subject (Daso, 2013). It is beneficial to be expert in subject which teachers teach. Some researchers have shown that the mastery of the subject is essential.(Adekunle, 2011).

v. Encouraging and Supportive

Successful teachers tend to be encouraging and supportive in their personality (Adepoju, 2010). The overall findings and researches present that positive personality and motivation are relevant to achievement in learning (Akintayo & Onabanjo, 2013). Motivated students succeed in learning not only by themselves but also by encouragement. It motivates students to endeavor on the lesson they might be unwilling to start. It is useful to help them learn from their abilities. Use the word or phrase to support the student when they face obstacle in learning. For instance, “You can do it” “What you’ve done so far is good. What could we do next” “I understand how frustrating this is, but I know you can do it” etc. This method may lead the student to be confident and can be successful in their tasks. (Cruickshank, Jenkins & Metcalf, 2013).

2.3.7 Students' versus Teachers' interaction in Social Studies Classroom management

Classroom management is concerned with a set of students versus teacher's behaviour and activities that are primarily intended to foster students co-operation, motivation and involvement in classroom activities (Simon & Boyer 2010). An effective teacher is not only master of the subject knowledge but also master of class room situation. She/he knows how to handle the class for effective learning of the students. An effective teacher possesses certain essential information and skills otherwise students' learning will be hinged. Students' assessment of an effective teacher is based on how well the teacher carryout the task of teaching that stimulates students interests, readiness and abilities. Different information necessary used by the students to assessed the qualification and personality of their teachers in relation to classroom behaviour includes:

i. Motivational ability of teachers

ii. Intellectual ability (Subject mastery)

iii. Reactions to the emotional stability and temperament

iv. Sense of confidence and independence

v. Physical and emotional health conditions

vi. Social Interactions

vii. Innovative and Creativity

viii, Counselling techniques

ix. Ability to use varieties of teaching techniques and evaluation of learning.

x. Just and fair to all learners.

Adediwuran & Tawo (2009) identifies two groups of students who require attention of the teachers. These are:

i. Students exhibiting too little behaviours of desirable kind and;

ii, Students exhibiting too much behaviour of undesirable kind.

The former group exhibits characteristics such as failing to pay attention, failing to show interest in work, inappropriate interaction, truancy, lethargy and too much dependency. The latter group exhibits characteristics such as physical aggression, inappropriate movement around the classroom. making inappropriate noise, inappropriate challenge to authority, and making destructive criticism and complaints. Undesirable behaviour exhibited by the students in the classroom may also be as result of home conditions, social factors, political factors and previous school experience. A student who is punished at home may show undesirable behaviour at college as part of displacement mechanism.

2.3.8. Useful Strategies in Motivating Social studies Teachers and Students.

The classroom management techniques are varied in nature. Various approaches of classroom management techniques need to be carefully considered by the social studies teachers and used only in appropriate places. A technique found effective in one situation may not be effective to the same extent in another situation (Mezeiobi, 2013). Some of the classroom management techniques used by teachers in motivating students includes:

(i) Mastery over Content Area

Teachers should have a good mastery over the content/lesson to be taught. The students are experts in knowing the level of knowledge a teacher including social studies teachers possesses (Wenglinsky, 2012). Generally, they respect teachers who are versed in the knowledge of the subject matter. Same students are found to create no problems in classes of teachers who are effective in handling their teaching subjects. All teachers should strive to have good mastery of the subject matter as a necessity for factor in motivating learners.

(ii). Appropriate Methods of Teaching

Effective classroom management involves the use of appropriate methods. The participatory methods are has been found to be very much effective in making all students interested in the lesson, though method suitable for one topic may not be so for another (Omooba, 2009). The

teachers are to know the suitability of a method for a topic. Sometimes, students create problems due to inappropriate methods. The teachers takes stock of the level of the students and the material resources available at their disposal and decide the best method suitable for teaching a topic that can elicit maximum student participation. The best methods make the teacher take the role of guide and a helper to the learners.

2.4. Review of Related Empirical Studies

The research carried out by Onyekuru (2010) was to determine Teaching Effectiveness and Personality in relation to student-teacher interactions, motivation and achievement. This is the area of similarity with the current study on the Assessment of Teachers' Personality and Qualification as motivating factors to Students' Learning in Colleges of Education North Western Zone. In the Study by Onyekuru (2010), Twenty seven (27) registered Secondary Schools in Emohua Local Government Area (From the Department of Statistics, Rivers State Ministry of Education, 2010) were divided into Eight (8) clusters. One school was drawn from each cluster using simple random sampling technique giving a total of Eight (8) schools. Ten (10) teachers were drawn from each school also using simple random sampling technique. Hence, a total of Eighty (80) teachers participated in the study. Eight research assistants (one from each participating school) were engaged by the researcher in data collection. These research assistants who were experienced teachers from the participating schools were adequately briefed by the researcher on the exercise of teacher observation using a checklist. That is, they received training on how to make use of a teacher effectiveness checklist to observe and score the teachers as they delivered their lessons in the classrooms. It was found that the teaching effectiveness of Secondary School teachers in Emohua Local Government Area was below average and therefore low. This result could be explained from the fact that, these days, it is common for those who are saddled with the

responsibility of recruiting teachers for public schools to sacrifice professional qualification to personal interest.

Another similarity between the study conducted by Onyekuru (2010) and the current study on the Assessment of Teachers' Personality and Qualification as motivating factors to Students' Learning in Colleges of Education North Western Zone can be observed in terms of the Objectives of the study where both studies targeted at finding out the opinion of male and female Teachers on the personality of Teachers'and how the Personality of Teachers promotes Students' Motivation towards Teaching and Learning. In stating the hypotheses, the current study on the Assessment of Teachers' Personality and Qualification as motivating factors to Students' Learning in Colleges of Education North Western Zone similar in the choice of hypotheses using Null hypothesis to establish there is no significant differences in the opinion of male and female Teachers and Students on the Personality of Teachers as a motives for effective teaching and Learning. In order for this to happen, opinion of male and female students' and that of the male and female teachers on perceptions of their interactions were analyzed, as well as whether or not this interaction significantly impacted motivation and achievements. A descriptive research was used to elicit responses from the targeted respondents with a population and sample size. The two studies also used Statistical Package for Social Sciences (SPSS) in computing the descriptive statistics of means and standard deviation to answer the research question and inferential statistics of the independent samples t-test to test the Null hypotheses. Another area of similarity in the two studies can be seen in their result findings which provided strong arguments in favour of equipping teachers' with the appropriate resources and assistance to appropriately meet the needs of their students both in the classroom and beyond academic instructions. Another suggestion from the two studies is the development of workshops for educators and administrators that may have a positive effect on the proven significance of the teacher-student relationship problem. It also suggests

in the studies, providing students and teachers with measurable and attainable goals to create experiences with an exposure to further there need to have a balance where all students particularly in schools where the females gender are challenged and the students who need additional assistance are provided with the appropriate scaffolds.

However, dissimilarities were also established in the areas of the scope of the study where Onyekuru's study concerned mainly on Mathematics Teachers' and Students' in Secondary Schools with a particular reference to Emohua Local Government Area of Rivers State by extension, Twenty seven (27) Secondary Schools. While the current study was targeted at Social Studies Teachers' Personality and Qualification in Colleges of Education in North Western Nigeria (NCE awarding institutions).

Onyekuru's study used eight clusters with sample random sampling techniques to draw the sample population from each cluster to arrived at Eight (8) Secondary Schools with a total number of Eighty (80) respondents who are mainly Mathematics Teachers drawn from the Eight (8) Secondary Schools with the aid of research assistants among the experienced Mathematics Teachers. While the current study on the Assessment of Social Studies Teachers' Personality and Qualification as Motivating factors to Students Learning in Colleges of Education in North western Nigeria involved Social Studies Teachers and NCE Students in the Twelve (12) Colleges of Education of North western Nigeria with a total population of 7,641 to represent Social Studies Teachers and NCE Students' in the selected Colleges of Education. Teachers were represented by 196 and the students' Population 7,445 covering the study area. In Sampling procedures, a stratified random sampling was used in selecting Students and Teachers' according to gender, levels and Qualifications using Yamane's Statistical Formula adapted by Ekpot (2015) in comprehensive opened-ended Questionnaire items with inputs from Social Studies Classroom male and female Teachers and NCE Students.

Another area of differences between Onyekuru's study on Teacher Effectiveness and Personality in Secondary Schools and the current study on the Assessment of Social Studies Teachers' Personality and Qualification as Motivating factors to Students Learning in Colleges of Education in North western Nigeria is the former used checklist method of eliciting information from the respondents while the latter in recent study used a modified Likert type questionnaire with a closed ended items for the respondents to tick the appropriate among options.

Also, considering a teacher training situation similar to that of the recent research study, Oyeyinka & Oladipo (2011) conducted a study on Personality and Qualification of the Nigerian Teachers: Towards Developing an Effective Teacher Education Framework: A case study of the Tertiary institutions in South-western Nigeria. The study analyzes the teachers' personality and cognitive traits of teacher trainees in higher educational institutions in the selected schools. This is with the view to develop an effective teacher education framework by using inputs from the trainees, in-service teachers and teacher educators and incorporate their ideas into the structuring and organization of not only the educational programmes, but also the admission processes into such programmes. Using inputs from classroom teachers, teacher trainees, teacher educators as well as basic education students, a compilation of the personal and professional characteristics of an effective teacher was drawn. These were developed into a comprehensive open- and close-ended questionnaire covering trainees' perception and attitude to teaching, their belief systems, measures of cognitive and affective characteristics as well as test of personality trait. The main sample for the study comprised three hundred (300) teacher trainees drawn from six (6) universities and 11 colleges of education from south-west Nigeria. The findings showed that Nigerian teachers possessed varied and widely spread personality and qualification and some of which are suited for the teaching profession.

However, one of the areas of similarities with the recent study on the Assessment of Social Studies Teachers' Personality and Qualification as Motivating factors to Students Learning in Colleges of Education in North western Nigeria can be establish from the objectives of the studies where emphasis was given on finding out in the opinion of male and female Students and Teachers on the Personality and qualification of Teachers' and how these two variables impacted positively or otherwise on the teaching and learning situation with inputs from classroom teachers, students, teacher trainees and teachers of various professional characteristics.

The hypotheses were similar to that of the recent study on the Assessment of Social Studies Teachers' Personality and Qualification as Motivating factors to Students Learning in Colleges of Education in North western Nigeria. It was stated in a null or negative form and used a descriptive research to elicit responses from the targeted respondents with a population and sample size. The two studies also used Statistical Package for Social Sciences (SPSS) in computing the descriptive statistics of means and standard deviation to answer the research question and inferential statistics of the independent samples t-test to test the Null hypotheses. A population was drawn using a stratified random sampling similar to that of the recent study on the Assessment of Social Studies Teachers' Personality and Qualification as Motivating factors to Students Learning in Colleges of Education in North western Nigeria.

However, the study could not determine if these attributes are reflective of their (Teachers) personality types prior to exposure to teacher education or not. The study was aimed at covering both tertiary institutions, basic and secondary schools in the south western Nigeria. Findings of the research shows that the Nigerian teachers possessed varied and widely spread personality and some qualifications which are suited to for the teaching and learning. The recent study on the Assessment Social Studies Teachers' Personality and Qualification as a Motivating factors to Students' Learning of Social Studies in Colleges of Education in the

North western Nigeria tries to examine the extent of relationships between Social Studies Teachers' Personality and their Qualifications as well as how these variables stimulates students' learning interest at Teacher training Colleges at NCE levels rather than the University. The study used open-ended and closed-ended questionnaire with 40 items to elicit individual responses.

Wasiu (2012) in a study of Causes of Poor Attitude to work among School Teachers' of both Public and Private Sectors in Bauchi state Nigeria. This study investigated Secondary School teachers and Students' perceptions of the teachers' attitude to work in terms of punctuality, absenteeism, delivery of competent lessons, quality of assessment and positive rapport with the learners and its impact on their learning motivation. The investigation explored the aforementioned teaching elements grouped under one major section about teacher learner rapport. Participants for the study were selected through random sampling from 21 Secondary Schools in Bauchi metropolis. A total number of 200 participants were surveyed for the study. The same questionnaire was administered to 21 secondary school teachers. The questionnaire has elicited the opinions of both male and female Students' and that of the teachers to find out which attitude to work among teachers foster learners' motivation or otherwise in the classroom. From the analysis, it was clear that some students' found some poor attitude to work by teachers as motivating factors to their learning in both positive and negative ways. Although teachers recognize rapport as a crucial factor, they differed from students' in the ranking of their characteristics. This therefore implies that motivating learners requires a teacher to strike a good balance between his teaching methodology and his/her rapport with learners. by using questionnaires for gathering data among respondents from various schools selected, the study concluded that poor attitude to work had a negative impact on the productivity level of teaching as a profession in Nigeria due to poor qualification, proper moral training and development.

The area of contact between the previous research and the recent study on the Assessment of Social Studies Teachers' Personality and Qualifications as Motivating Factors to Students' Learning in Colleges of Education North western Nigeria is that, the former covered mainly teachers' Personality in terms of the established rapport with learners and how its impacted positively or negatively on the learners. The studies are also similar in the statement of hypotheses which were stated in null forms with 8 statements of hypotheses each. Also the objectives of the two studies were to find out in the opinion of the male and female respondents from students' and teachers of different levels and qualifications concerning Teachers characteristics and its impact on the Learners. The major findings of the two studies established that there is no significant difference in the opinion of male and female students' and in respect of the Teacher Characteristics and its impact on Students Learning interest. The research failed to establish on whether these attributes are mostly found in either public or privately Secondary schools owned in Bauchi state. It also failed to generalize Teachers' characteristics on the basis of Personality and Qualification as perceived by Students. Other areas of differences are; the entire study was concerned mainly with the Causes of Poor Attitudes of Teachers in relations to the general teachings rather than a particular reference to a Subject discipline as in the recent Study. Hence the study was delimited to Secondary Schools Teachers in Bauchi rather than the Teachers of Colleges of Education in Bauchi State. The study was entirely an experimental research.

In a study by Kadiri (2013) on the Impact of Lecturer's Personality on Students Learning; A Case study of the Department of Business Administration ABU Zaria the researchers used Yamane's Elementary Statistical Formula similar with that of the one used in the recent study on the Assessment of Social Studies Teachers' Personality and Qualifications as Motivating Factors to Students' Learning in Colleges of Education North western Nigeria to draw the population sampling size and arrived at 400 respondents as population of the study. The

Method of data Collection in the study was a closed ended questionnaire using modified Likert Scale Questionnaire with 4-points to elicit information from the Teachers and Students the hypothesis was tested by using Chi-Square (X^2) technique. Owing to this, the null hypothesis was tested and the analysis shows the critical value $x^2t = 9.488 < x^2c = 209.54$ less than the calculated value and alternative hypothesis was accepted. The study failed to established in their on whether the Impact of Teachers' Personality on Students' Learning in the Department of Business Administration are said to have been the same as in teacher training colleges particularly with emphasis on Social Studies Teachers. The study also failed to suggest for a further studies to be carried out to examine on the Qualification of Teachers and how it impacted on the Students Learning. The study did not emphasize on other social attributes such as; Socio-economic background, family size, gender, status and levels as determining factors in students' Learning.

The areas of differences with the recent study on the Assessment of Social Studies Teachers' Personality and Qualifications as Motivating Factors to Students' Learning in Colleges of Education North western Nigeria is that Kadiri's scope of the study covered only Teachers within the Department of Business Administration not knowing that the result of the findings may drastically change especially when involved more teachers of different institutions with similar Department and Teacher characteristics. The study used Chi-Square in testing the null hypotheses involving two variables while in the recent study on the Assessment of Social Studies Teachers' Personality and Qualifications as Motivating Factors to Students' Learning in Colleges of Education North western Nigeria ANOVA was used to test the null hypotheses.

A study by Ladan (2014) on the Assessment of Teachers' Expectations on Pupils' Self Concept and Academic Performance in Primary schools in Sokoto South Local Government Area of Sokoto State using attitude related factors as behaviours of teachers and pupils,

teachers expectations and self-concept, the effects of teachers' expectations on pupils academic performance, motivation and training to investigate impact of teachers on pupils academic performance using a self-administered questionnaire, the population was 500 respondents including teachers varied qualifications and pupils of different levels. A descriptive survey method was used to elicit information. The result findings show that all attitude related factors that had positive effect with motivation and job commitment having highly significant impact on performance of the learners. The dissimilarities can be established from scope of the two studies the recent study on the Assessment of Social Studies Teachers Personality and Qualifications as motivating factors to students' in Colleges of Education in North Western Nigeria covered Colleges of Education in North Western Nigeria, while in the previous study, the research was delimited to general teaching in primary schools within Sokoto Metropolis.

In another study by Ekpot (2015) on the Teachers' Attitudes and Job Performance in Private Secondary Schools in Jos metropolis the researcher used a cross sectional study with data collected from the Teachers working in Secondary Schools using questionnaire to find out that 26.7% of the variance of job performance was significantly explained by three (3) independent variables, job involvement, job satisfaction and job commitment. Consequently, it was concluded that there is a significant impact of employee related work attitudes on job performance of the Teachers in Secondary Schools. The research further investigates Students' Perception of Teachers' factors (teachers' attitude, method of teaching and classroom management) in the teaching in Private Secondary Schools in Jos Metropolis. The study is a descriptive research similar to that of the recent study on the Assessment of Social Studies Teachers' Personality and Qualifications as Motivating Factors to Students' Learning in Colleges of Education North western Nigeria. Two hundred (200) Students were randomly selected from 5 Private Secondary Schools for the survey study while only 192 representing

96% who responded correctly to the instrument were used for the study. A self- constructed questionnaire titled "Students Perception of Teachers Attitude, Method of Teaching and Classroom Management Scale" (SPTAMTCMS) was used to collect data for the study. The Frequency counts, percentages and chi-square statistics were used to analyse the data collected. All hypotheses were tested at 0.05 level of significance similar with the one used in the recent study. The findings revealed that there was no significant difference between teachers' attitude and Job performance as factors motivating students learning. The area of differences should be observed in the area of scope where the study failed to explained that the expected performance of students in Secondary Schools is based on the teachers' attitude (Personality) and delivery of competent lessons with method of teaching (Qualification). The Study delimited its scope to mainly private Secondary Schools in Jos Metropolis without considering the fact that teachers' of Private Schools are more qualified, skillful than that of the public schools where politics of the sons and daughters of the soil plays key role in the appointment and recruitment of teachers. The study failed to suggest that similar studies should be carried out in public secondary schools or teacher training colleges so as teachers will benefits from its findings.

Summary

The chapter reviews studies carried out previously that are related to this study which tries to assess Social Studies Teachers' Personality and Qualification as Motivating factors to Students' Learning in Selected Colleges of Education in North-western Nigeria. Works of scholars from fields of educational psychology, educational foundations such as sociology of education and Social Studies were reviewed. As observed by interactionists' Abraham Maslow in the study; a teacher is among those significant others that can influence students' learning, a teacher is a mirror in which students' sees themselves reflecting through the teacher's reaction towards him. Therefore in the classroom, the way in which teacher expects his/her students' is the way he /she will react to him and teachers reaction to learners

contribute in the formation of their academic performance. As different studies indicate in the chapter when teacher develop negative personality expectations on students' that is the basis in which the students' looses in interest in teaching learning Social Studies. For instance, when he expects a particular student as low achiever, he may label the same student as always dull. During learning process the teacher /pupil interacts in terms of the label. The learners develop Self-concept, positive attitude and knowledge when teachers' personality and qualification was right. Consequently, this formation will influence his academic performance. Many Studies reviewed in the chapter supported this conclusion. Researches like that of Robert Rosenthal and Lenore Jacobson carried out an experiment and found that teachers' personality and qualification are expectation of the students which encouraged them to correspond to creating a self-fulfilling prophecy, positive thinking and value orientation. In addition based on various studies reviewed factors such as Gender, Socio-economic status, Environment, Language or speech difficulties, Misconceptions about students' learning abilities are some the characteristics teachers use to make expectations of students' academic achievement. Teachers' qualification as found out from the studies relate to academic performance and professional training possessed by a teacher in the field of Social Studies by influencing Students with his versed experiences. For instance, study done in the Sokoto south local government area of Sokoto State which were reviewed in this chapter found that there is significant relationship between Personality of teachers and academic performance of the pupils. It was also discovered in the chapter that Teachers' qualification can have many effects on pupils learning. Some of them include: Development of negative self-concept, Low morale and motivation as well as change in academic performance.

One of the uniqueness of this study is the scope which the study covers. In addition, in most of the studies, the theoretical bases were mainly self fulfilling prophecy. This research however relates teachers' personality and qualification with other symbolic interactionists' theory of Self and personality by Sigmund Freud, Charles Darwin, Fredrick Hertzberg and Carl Jung. In other words, while most other similar researches reviewed in this study are

psychological in their theoretical framework, the research focus on theory under the umbrella of symbolic interactionism as a sociological perspective. The nature of population and sample size (that is 100 male and female Social Studies teachers and 300 students' from nine (9) Colleges of Education selected and even the data collection instruments used in the study were unique from other studies reviewed.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter will review relevant methods and steps in gathering data in the following sub-headings:

a. Research Design
b. Population of the Study
c. Sample and Sampling Procedures
d. Instrumentation
e. Validation
f. Reliability of the Instrument
g. Data Collection Procedure
h. Statistical Analysis Procedure

3.2 Research Design

This study adapted a descriptive survey research method. A descriptive survey research is concerned with the interpretation of those existing beliefs, prevailing practices, taboos superstitions and attitudinal nature of the society (Abot 2014).

3.3 Population of the Study

For the purpose of this research, the general population of NCE students and teachers were drawn from twelve (12) Colleges of Education in the North-Western Nigeria, accredited by NCCE (2014), with total number of 7,641 Teachers and Students in the Department of Social Studies from each College. Thus, there is a total of 3,762 NCE II and 3,683 NCE III Students across these Colleges. A total of 7,445 are the Students population covering the study area. Social Studies Teachers were represented by the total number of 196. There are two (2) Colleges of Education in the North West not offering Social Studies at NCE and with others

offering Social Studies at Undergraduate levels . These were not represented by any population. Below is a table presenting the Population of the study:

Table 1: Population of the Study by Status, Levels and Gender

College	Teachers		Students				
			NCE II		NCE III		
	M	F	M	F	M	F	Total
Adamu Augie COE, Argungu	10	1	200	142	308	109	770
FCE, Kano	16	9	243	125	157	218	768
FCE,Katsina	15	3	178	98	148	86	528
FCE, Zaria	26	10	400	232	608	148	1424
Jigawa State COE, Gumel	9	0	221	133	152	87	602
Kaduna State COE, Kafanchan	10	7	153	177	257	108	652
Sa'adatu Rimi COE, Kumbotso	19	8	216	193	156	124	716
Shehu Shagari COE, Sokoto	22	6	496	247	342	300	1413
Zamfara State COE, Maru	22	3	246	122	210	165	768
Total	149	47	2353	1409	2338	1345	7641

Source: National Commission for Colleges of Education (2016)

3.4 Sample and Sampling Procedures

Difficulties in studying the entire population of all Social Studies Teachers' and NCE Students in the Colleges of Education of the North west zone, necessitated for the use of sampling size technique. Specifically, stratified random sampling technique was used to select Social Studies NCE Students' from each level and Teachers' that filled the structured Questionnaire employed for accurate study. The sample size was drawn from the population sample size formular by Yamane (1979) which was adapted by Ekpot (2015). Yamane (1979) suggests that a sample size for the study with numerical strength in terms of gender and levels, should be determined by the total population divided by the sum of its product and

level of significance. The following Statistical Formula used in generating the sample size:

$$n = \frac{N}{1+N(e)^2}$$

Where n is the Sample size

N= The finite Population

e = limit of tolerable Error (0.05)

1= Unit or a constant

Thus $n = \frac{7641}{1+7641\,(00.5)^2}$

$n = \frac{7641}{1+7641\,(0.0025)}$

$n = \frac{7641}{19.10}$

n= 400

Table 2: Sample for the Study by Status, Levels and Gender

College	Teachers		Students				
			NCE II		NCE III		
	M	F	M	F	M	F	Total
Adamu Augie COE, Argungu	5	1	7	3	13	7	36
FCE, Kano	8	5	6	4	7	2	32
FCE,Katsina	5	1	5	2	4	3	20
FCE, Zaria	16	5	15	11	32	20	99
Jigawa State COE, Gumel	6	0	5	3	8	5	27
Kaduna State COE, Kafanchan	4	3	3	2	11	8	31
Sa'adatu Rimi COE, Kumbotso	7	4	5	3	7	3	29
Shehu Shagari COE, Sokoto	18	4	15	6	35	16	94
Zamfara State COE, Maru	5	3	6	4	10	4	32
Total	74	26	67	38	127	68	400

Adopted from Ekpot (2015) Yamane's Statistical Elementary theory of Population Sampling (1979)

Therefore, all results of the total questionnaires returned were expressed in percentages and based on their validity to interpret the outcome.

From the Ekpot (2015) using Yamane's Statistical Formula, the minimum expected Sample Size for this study was represented by Four Hundred (400) participants', but for the accuracy of study, the researcher increased the sample size to Five Hundred (500). Therefore, a total of 500 Questionnaires items were distributed to the participants. Out these Five Hundred (500), 474 were retrieved as duly completed and returned.

3.5 Instrumentation

Teachers' Personality and Qualification Questionnaire (TPQQ) adopted from Abot (2014) was modified and used by the researcher. The questionnaire used in the research was because it has the tendency to elicit more candid and objective responses. The Questionnaire consists of 60 items of three (3) sections. The Section A is for participants' profile in terms individual social attributes; Age, Gender, Qualification, Status and Level of the participants. The Section B sorted for the opinions of Males and Females participants' on Personality of Social Studies Teachers' as a motivating factor to NCE Students' Learning of Social Studies in the selected Colleges of Education in the North Western Nigeria. The Section C went for the opinions of Males and Females participants' on Qualification of Social Studies Teacherss as a motivating factor to NCE Students' Learning of Social Studies in the selected Colleges of Education in the North Western Nigeria.

3.5.l Validity of the Instrument

An adopted Questionnaire from Abot (2014) containing 100 items was modified by the researcher. A self designed questionnaire with three sections (A,B and C) of 100 items was given to the supervisory team and experts in Sociology of Education and Guidance and Counseling, Statistics and Language specialists in the Faculty of Education and Extension Services, Usmanu Danfodiyo University, Sokoto and ABU Zaria for validation. The

supervisors and the experts scrutinized the instrument for face, construct and content validation. Relevant items in collecting data were determined. These experts reduced 40 items to make it 60 items. This is in line with Osuala (2014) who maintained that the best procedure for validating research instrument is to give it to experts.

3.5.2 Reliability of the Instrument

The reliability of the instrument was obtained after pilot testing the instrument on 50 students and 10 Teachers from none sampled schools of FCE (T) Gusau and Isah Kaita COE Dutsinma. After two weeks of the first test, the same instrument was re-tested to the same group of students. When all the data were collected, the first and second scores were correlated using Pearson Product Moment Correlation Co- efficient(r) and found the reliability index of 0.78 which was considered good enough for the research (Abot 2014).

3.6 Data Collection Procedure

In collecting data needed for the study, a letter was collected from the Department of Arts and Social Science Education to enable the researcher have access to the field work for research from the institutions sampled for data collection. The researcher also employed two research assistants in each sampled College of Education in the North-West. These research assistants were given training on how to administer the items to the targeted Social Studies Teachers and NCE Students. Also, to ensure accurate responses, the researcher increased the Questionnaire items administered to a total of Five hundred (500) items for same number of respondents in the sampled population. The questionnaire was divided into three (3) sections; A, B & C. The section A seeks for the general information of the participants profile. Thus; Gender, Qualification, Status and level. Sections B and C comprises the list of 60 items contained in the questionnaire with regard to the topic which the participants were expected to react to each of the item using 4-points modified Likert scale. The items were put for the

respondents to tick among options: Strongly Agreed (SA), Agreed (A), Strongly disagreed (SD) and Disagreed (D).

3.7 Statistical Analysis Procedure

The data gathered through the questionnaire items were filled and duly completed for the purpose of this research were summarized, computed and organized in a tabular form. The Statistical Package for the Social Sciences (SPSS) was used in computing the descriptive statistics of means and standard deviations to answer the research questions and inferential statistics of independent samples t-test was used to test the Null hypotheses. The sample t-test was used in the research to test the Null hypotheses involving gender differences Male and Female. Also, One Way Analysis of Variance (ANOVA) was used in the research in order to test the last two independent samples t-test on gender and different qualifications of the respondents in terms of more than two variables B.Ed, M.Ed and Ph.D.

CHAPTER FOUR

DATA PRESENTATION, RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents the results of the analysis conducted for the data collected. The result is presented under the following sub headings: introduction, analysis of participants profile, answering the research questions, null hypotheses testing, summary of major findings and discussions.

4.2 Analysis of Participants Profile

This sub-section presents the participants profile with respect to their gender, status, level and qualification using frequencies and percentages.

Table 3. Summary of Participants Gender

Gender	**Number**	**Percent**
Male	318	63.22
Female	182	36.18
Total	**500**	100

From Table 3, there were a total of 500 participants who appropriately indicated their gender in the questionnaire. Out of this number 318 (63.22%) were male and 182(36.18%) were females. Therefore, there were more males than females used in the study.

Table 4: Summary of Participants Highest Educational Qualification

Highest Educational Qualification	**Number**	**Percent**
B.Ed	89	70.64
M.Ed	34	26.98
Ph.D	3	2.38
Total	**126**	**100**

From Table 4, there were a total of 126 participants who appropriately indicated their qualification in the questionnaire. Out of this number 89 (70.6%) were having B.Ed, 34(26.98%) were having M.Ed, and 3(2.38%) had a PhD.

Table 5: Summary of Participants Status

Status	**Number**	**Percent**
Teacher	113	22.47
Student	361	71.77
Total	474	100

From Table 5, there were a total of 474 participants who appropriately indicated their status in the questionnaire. Out of this number 113 (22.47%) were teachers and 361(71.77%) were students.

Table 6: Summary of Participants Level

Level	**Number**	**Percent**
NCE II	188	49.6
NCE III	191	50.4
Total	**379**	100

From Table 6, there were a total of 379 participants who appropriately indicated their level in the questionnaire. Out of this number 188 (49.6%) were NCE II and 191(50.4%) were NCE III.

4.3 Answering the Research Questions

The following section presents the result analysis for answering the research questions. The research questions were answered using descriptive statistics of means and standard deviations.

Research Question One

What are the gender differences in the mean opinion score of Social Studies students' on Social Studies teachers' personality as motivating factor to students' learning of Social Studies in Colleges of Education in North Western Nigeria?

This research question was answered using means and standard deviations and the result is presented in Table 6.

Table 7: Means and Standard deviations on teacher personality by students' gender

Sex	N	Mean	Std. Deviation	Std. Error Mean	Mean Difference
Male	142	96.96	10.269	.862	.045
Female	115	96.91	7.236	.675	
Total	**257**				

From Table 7, an examination of the data on Social Studies teachers' personality as motivating factor to students' learning of Social Studies (Male: Mean=96.96, SD=10.269, N=142; Female: Mean=96.91, SD=7.236, N=115). The 95% CI for the difference in means is -2.189, 2.276 (t=0.041, p=0.967, df=250.5 which shows that there is a difference in the mean opinion scores of male and female Social Studies students' on Social Studies teachers' personality as motivating factor to students' learning of Social Studies in Colleges of Education in North-Western Nigeria.

Research Question Two

What are the gender differences in the mean opinion score of Social Studies students' on Social Studies teachers' qualification as motivating factor to students' learning of Social Studies in Colleges of Education in North-Western Nigeria?

This research question was answered using means and standard deviations and the result is presented in Table 7.

Table 8: Means and Standard deviations on teacher qualification by students' gender

Sex	N	Mean	Std. Deviation	Std. Error Mean	Mean Difference
Male	159	83.45	8.618	.683	-1.968
Female	128	85.41	6.676	.590	
Total	**287**				

From Table 8, an examination of the data on Social Studies teachers' qualification as motivating factor to students' learning of Social Studies (Male: Mean=83.45, SD=8.618, N=159; Female: Mean=85.41, SD=6.676, N=128). The 95% CI for the difference in means is -3.745, -0.190 (t= -2.121, p=0.030, df=284.6 shows that there is a difference in the mean opinion scores of male and female Social Studies students' on Social Studies teachers' qualification as motivating factor to students' learning of Social Studies in Colleges of Education in North-Western Nigeria.

Research Question Three

Is there any gender difference in the mean opinion score of Social Studies teachers' on Social Studies teachers' personality as motivating factor to students' learning of Social Studies in Colleges of Education in North-Western Nigeria?

This research question was answered using means and standard deviations and the result is presented in Table 9.

Table 9: Means and Standard deviations on teacher personality by teachers' gender

Sex	N	Mean	Std. Deviation	Std. Error Mean	Mean Difference
Male	78	97.78	6.474	.733	1.936
Female	13	95.85	9.720	2.696	
Total	**91**				

From Table 9, an examination of the data on Social Studies teachers' personality as motivating factor to students' learning of Social Studies (Male: Mean=97.78, SD=6.474, N=78; Female: Mean=95.85, SD=9.720, N=13). The 95% CI for the difference in means is -

4.063, 7.935 (t=0.693, p=0.500, df=13.8 which shows that there is a difference in the mean opinion scores of male and female Social Studies teachers' on Social Studies teachers' personality as motivating factor to students' learning of Social Studies in Colleges of Education in North-Western Nigeria.

Research Question Four

Is there any gender difference in the mean opinion score of Social Studies teachers' on Social Studies teachers' qualification as motivating factor to students' learning of Social Studies in Colleges of Education in North-Western Nigeria?

This research question was answered using means and standard deviations and the result is presented in Table 10.

Table 10: Means and Standard deviations on teacher qualification by teachers' gender

Sex	**N**	**Mean**	**Std. Deviation**	**Std. Error Mean**	**Mean Difference**
Male	81	88.46	4.207	.467	8.707
Female	16	79.75	8.614	2.153	
Total	**97**				

From Table 10, an examination of the data on Social Studies teachers' qualification as motivating factor to students' learning of Social Studies (Male: Mean=88.46, SD=4.207, N=81; Female: Mean=79.75, SD=8.614, N=16). The 95% CI for the difference in means is 5.904 to 11.509 (t=3.951, p=0.001, df=16.4 shows that there is a difference in the mean opinion scores of male and female Social Studies teachers' on Social Studies teachers' qualification as motivating factor to students' learning of Social Studies in Colleges of Education in North-Western Nigeria.

Research Question Five To what extent does the mean opinion score of NCE Social Studies students differ on Social Studies teachers' personality as motivating factor to students' learning of Social Studies in Colleges of Education in North-Western Nigeria?

This research question was answered using means and standard deviations and the result is presented in Table 11.

Table 11: Means and Standard deviations on teacher personality by students' level

Level	N	Mean	Std. Deviation	Std. Error Mean	Mean Difference
NCE II	140	99.31	9.560	.808	4.826
NCE III	131	94.48	8.085	.706	
Total	**271**				

From Table 11, an examination of the data on Social Studies teachers' personality as motivating factor to students' learning of Social Studies (NCE II: Mean=99.31, SD=9.560, N=140; NCE III: Mean=94.48, SD=8.085, N=131). The 95% CI for the difference in means is 2.702 to 6.951 (t=4.472, p=0.001, df=269 indicated that there is a difference in the mean opinion scores of NCE II and NCE III Social Studies students on Social Studies teachers' personality as motivating factor to students' learning of Social Studies in Colleges of Education in North-Western Nigeria.

Research Question Six

What will be the difference in the mean opinion score of NCE Social Studies students' on Social Studies teachers' qualification as motivating factor to students learning of Social Studies in Colleges of Education in North-Western Nigeria?

This research question was answered using means and standard deviations and the result is presented in Table 11.

Table 12: Means and Standard deviations on teacher qualification by students' level

Level	N	Mean	Std. Deviation	Std. Error Mean	Mean Difference
NCE II	149	87.07	5.231	.429	5.389
NCE III	146	81.68	9.142	.757	
Total	**295**				

From Table 12, an examination of the data on Social Studies teachers' qualification as motivating factor to students' learning of Social Studies (NCE II: Mean=99.31, SD=9.560, N=140; NCE III: Mean=94.48, SD=8.085, N=131).The 95% CI for the difference in means is 2.713, 6.939 (t=4.497, p=0.000, df=266.3 indicated that there is a difference in the mean opinion scores of NCE II and NCE III Social Studies students on Social Studies teachers' qualification as motivating factor to students' learning of Social Studies in Colleges of Education in North-Western Nigeria.

Research Question Seven

What will be the difference in the mean opinion score of Social Studies teachers' of different qualifications on Social Studies teachers' personality as motivating factor to students learning of Social Studies in Colleges of Education in North-Western Nigeria?

This research question was answered using means and standard deviations and the result is presented in Table 13.

Table 13: Means and Standard deviations on teacher personality by teachers' experience

					95% Confidence Interval for Mean	
	N	**Mean**	**Std. Deviation**	**Std. Error**	**Lower Bound**	**Upper Bound**
B.Ed	71	98.7465	4.61587	.54780	97.6539	99.8390
M.Ed	25	94.6800	10.33489	2.06698	90.4140	98.9460
Ph.D	2	86.5000	3.53553	2.50000	54.7345	118.2655
Total	**98**	**97.4592**	**6.90012**	**.69702**	**96.0758**	**98.8426**

From Table 13, the mean personality scores were compared between respondents with qualifications of B.Ed, M.Ed. and PhD. The mean personality scores were 98.7465 (SD=4.62) for B.Ed, 94.6800 (SD=10.33) for M.Ed, and 86.5 (SD=3.54) for Ph.D. The 95% percent confidence intervals for the means are 97.6539 to 99.8390 for B.Ed., 90.4140 to 98.9460 for M.Ed., and 54.7345 to 118.2655 for Ph.D. An independent samples one-way

analysis of variance showed that there is a difference between the personality scores across the three qualifications.

Research Question Eight

To what extent does the mean opinion score of Social Studies teachers of different qualifications differ on Social Studies teachers' qualification as motivating factor to students' learning of Social Studies in Colleges of Education in North-Western Nigeria?

This research question was answered using means and standard deviations and the result is presented in Table 14.

Table 14: Means and Standard deviations on teacher qualification by teachers' experience

					95% Confidence Interval for Mean	
	N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound
B.Ed	79	86.4177	6.27696	.70621	85.0118	87.8237
M.Ed	28	87.1071	6.64630	1.25603	84.5300	89.6843
Ph.D	2	88.5000	3.53553	2.50000	56.7345	120.2655
Total	**109**	**86.6330**	**6.30646**	**.60405**	**85.4357**	**87.8304**

From Table 14, the mean qualification scores were compared between respondents with qualifications of B.Ed, M.Ed. and PhD. The mean qualification scores were 86.4177 (SD=6.28) for B.Ed, 87.1071 (SD=6.65) for M.Ed, and 88.5000 (SD=3.54) for Ph.D. The 95% percent confidence intervals for the means are 85.0118 to 87.8237 for B.Ed., 84.5300 to 89.6843 for M.Ed., and 56.7345 to 120.2655 for Ph.D. An independent samples one-way analysis of variance showed that there is no significant difference between the qualification scores across the three qualifications.

4.4 Null Hypotheses Testing

This section presents the results of the parametric inferential statistics employed to test the null hypotheses. The first six of the null hypotheses were tested using independent samples t-test and the last two were tested using one-way analysis of variance.

Null Hypothesis One

There is no significant difference in the mean opinion scores of male and female Social Studies students' on Social Studies teachers' personality as motivating factor to students' learning of Social Studies in Colleges of Education in North-Western Nigeria.

This null hypothesis was tested using independent samples t-test and the result of the computation is presented in Table 15.

Table 15: Summary of independent samples t-test on teacher personality by students' gender

				95% Confidence Interval of the Difference	
T	**Df**	**P**	**Std. Error Difference**	**Lower**	**Upper**
.041	250.457	.967	1.094	-2.111	2.200

From Table 15, an independent samples t-test was conducted to see if the male and female groups differed on Social Studies teachers' personality as motivating factor to students' learning of Social Studies. An examination of the data indicated that these data are not normally distributed, the number of respondents was not equal, some data was skewed and variances were unequal for the groups. On Social Studies teachers' personality as motivating factor to students' learning of Social Studies (Male: Mean=96.96, SD=10.269, N=142; Female: Mean=96.91, SD=7.236, N=115) the 95% CI for the difference in means is -2.189, 2.276 (t=0.041, p=0.967, df=250.5 using Welch's procedure). The null hypothesis that there is no significant difference in the mean opinion scores of male and female Social Studies students' on Social Studies teachers' personality as motivating factor to students' learning of Social Studies was retained. Therefore, there is no significant difference in the mean opinion scores of male and female Social Studies students' on Social Studies teachers' personality as motivating factor to students' learning of Social Studies in Colleges of Education in North-Western Nigeria.

Null Hypothesis Two

There is no significant difference in the mean opinion scores of male and female Social Studies students' on Social Studies teachers' qualification as motivating factor to students' learning of Social Studies Colleges of Education in North-Western Nigeria.

This null hypothesis was tested using independent samples t-test and the result of the computation is presented in Table 16.

Table 16: Summary of independent samples t-test on teacher qualification by students' gender

				95% Confidence Interval of the Difference	
T	**Df**	**p**	**Std. Error Difference**	**Lower**	**Upper**
-2.179	284.6	.030	.903	-3.745	-.190

From Table 16, an independent samples t-test was conducted to see if the male and female groups differed on Social Studies teachers' qualification as motivating factor to students' learning of Social Studies. An examination of the data indicated that these data are not normally distributed, the number of respondents was not equal, some data was skewed and variances were unequal for the groups. On Social Studies teachers' qualification as motivating factor to students' learning of Social Studies (Male: Mean=83.45, SD=8.618, N=159; Female: Mean=85.41, SD=6.676, N=128) the 95% CI for the difference in means is -3.745, -0.190 (t= -2.121, p=0.030, df=284.6 using Welch's procedure). The null hypothesis that there is no significant difference in the mean opinion scores of male and female Social Studies students' on Social Studies teachers' qualification as motivating factor to students' learning of Social Studies was rejected. Therefore, there is a significant difference in the mean opinion scores of male and female Social Studies students' on Social Studies teachers' qualification as motivating factor to students' learning of Social Studies in Colleges of Education in North-Western Nigeria.

Null Hypothesis Three

There is no significant difference in the mean opinion scores of male and female Social Studies teachers' on Social Studies teachers' personality as motivating factor to students' learning of Social Studies in Colleges of Education in North-Western Nigeria.

This null hypothesis was tested using independent samples t-test and the result of the computation is presented in Table 17.

Table 17: Summary of independent samples t-test on teacher personality by teachers' gender

				95% Confidence Interval of the Difference	
t	**Df**	**P**	**Std. Error Difference**	**Lower**	**Upper**
.693	13.8	.500	2.794	-4.063	7.935

From Table 17, an independent samples t-test was conducted to see if the male and female groups differed on Social Studies teachers' personality as motivating factor to students' learning of Social Studies. An examination of the data indicated that these data are not normally distributed, the number of respondents was not equal, some data was skewed and variances were unequal for the groups. On Social Studies teachers' personality as motivating factor to students' learning of Social Studies (Male: Mean=97.78, SD=6.474, N=78; Female: Mean=95.85, SD=9.720, N=13) the 95% CI for the difference in means is -4.063, 7.935 (t=0.693, p=0.500, df=13.826 using Welch's procedure). The null hypothesis that there is no significant difference in the mean opinion scores of male and female Social Studies teachers' on Social Studies teachers' personality as motivating factor to students' learning of Social Studies was retained. Therefore, there is no significant difference in the mean opinion scores of male and female Social Studies teachers' on Social Studies teachers' personality as motivating factor to students' learning of Social Studies in Colleges of Education in North-Western Nigeria.

Null Hypothesis Four

There is no significant difference in the mean opinion scores of male and female Social Studies teachers' on Social Studies teachers' qualification as motivating factor to students' learning of Social Studies in Colleges of Education in North-Western Nigeria.

This null hypothesis was tested using independent samples t-test and the result of the computation is presented in Table 18.

Table 18: summary of independent samples t-test on teacher qualification by teachers' gender

				95% Confidence Interval of the Difference	
t	**Df**	**P**	**Std. Error Difference**	**Lower**	**Upper**
3.951	16.4	.001	2.204	4.045	13.368

From Table 18, an independent samples t-test was conducted to see if the male and female groups differed on Social Studies teachers' qualification as motivating factor to students' learning of Social Studies. An examination of the data indicated that these data are not normally distributed, the number of respondents was not equal, some data was skewed and variances were unequal for the groups. On Social Studies teachers' qualification as motivating factor to students' learning of Social Studies (Male: Mean=97.78, SD=6.474, N=78; Female: Mean=95.85, SD=9.720, N=13). The 95% CI for the difference in means is 4.045 to 13.368 (t=3.951, p=0.001, df=16.440 using Welch's procedure). The null hypothesis that there is no significant difference in the mean opinion scores of male and female Social Studies teachers' on Social Studies teachers' qualification as motivating factor to students' learning of Social Studies was rejected. Therefore, there is a significant difference in the mean opinion scores of male and female Social Studies teachers' on Social Studies teachers' qualification as motivating factor to students' learning of Social Studies in Colleges of Education in North-Western Nigeria.

Null Hypothesis Five

There is no significant difference in the mean opinion scores of NCE II and III Social Studies students' on Social Studies teachers' personality as motivating factor to students' learning of Social Studies in Colleges of Education in North-Western Nigeria.

This null hypothesis was tested using independent samples t-test and the result of the computation is presented in Table 19.

Table 19: Summary of independent samples t-test on teacher personality by students' level

				95% Confidence Interval of the Difference	
t	**Df**	**P**	**Std. Error Difference**	**Lower**	**Upper**
4.472	269	.000	1.079	2.702	6.951

From Table 19, an independent samples t-test was conducted to see if NCE II and NCE III differed on Social Studies teachers' personality as motivating factor to students' learning of Social Studies. An examination of the data indicated that these data are not normally distributed, the number of respondents was not equal, some data was skewed and variances were unequal for the groups. On Social Studies teachers' personality as motivating factor to students' learning of Social Studies (NCE II: Mean=99.31, SD=9.560, N=140; NCE III: Mean=94.48, SD=8.085, N=131) the 95% CI for the difference in means is 2.702 to 6.951 (t=4.472, p=0.001, df=269. The null hypothesis that there is no significant difference in the mean opinion scores of NCE II and NCE III Social Studies students on Social Studies teachers' personality as motivating factor to students' learning of Social Studies was rejected. Therefore, there is a significant difference in the mean opinion scores of NCE II and NCE III Social Studies students on Social Studies teachers' personality as motivating factor to students' learning of Social Studies in Colleges of Education in North-Western Nigeria.

Null Hypothesis Six

There is no significant difference in the mean opinion scores of NCE II and III Social Studies students' on Social Studies teachers' qualification as motivating factor to students' learning of Social Studies in Colleges of Education in North-Western Nigeria.

This null hypothesis was tested using independent samples t-test and the result of the computation is presented in Table 20.

Table 20: summary of independent samples t-test on teacher qualification by students' level

				95% Confidence Interval of the Difference	
t	**Df**	**P**	**Std. Error Difference**	**Lower**	**Upper**
6.198	229.8	.000	.870	3.676	7.102

From Table 20, an independent samples t-test was conducted to see if NCE II and NCE III differed on Social Studies teachers' qualification as motivating factor to students' learning of Social Studies. An examination of the data indicated that these data are not normally distributed, the number of respondents was not equal, some data was skewed and variances were unequal for the groups. On Social Studies teachers' qualification as motivating factor to students' learning of Social Studies (NCE II: Mean=99.31, SD=9.560, N=140; NCE III: Mean=94.48, SD=8.085, N=131) the 95% CI for the difference in means is 2.713, 6.939 (t=4.497, p=0.000, df=266.3 using Welch's procedure). The null hypothesis that there is no significant difference in the mean opinion scores of NCE II and NCE III Social Studies students on Social Studies teachers' qualification as motivating factor to students' learning of Social Studies was rejected. Therefore, there is a significant difference in the mean opinion scores of NCE II and NCE III Social Studies students on Social Studies teachers' qualification as motivating factor to students' learning of Social Studies in Colleges of Education in North-Western Nigeria.

Null Hypothesis Seven

There is no significant difference in the mean opinion scores of Social Studies teachers' with different qualifications on Social Studies teachers' personality as motivating factor to students' learning of Social Studies in Colleges of Education in North-Western Nigeria.

This null hypothesis was tested using one-way independent samples ANOVA and the result of the computation is presented in Table 21.

Table 21: Summary of one-way ANOVA on teacher personality by teachers' experience

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	550.960	2	275.480	6.434	.002
Within Groups	4067.377	95	42.814		
Total	**4618.337**	**97**			

From Table 21, the mean personality scores were compared between respondents with qualifications of B.Ed, M.Ed. and PhD. The mean personality scores were 98.7465 (SD=4.62) for B.Ed, 94.6800 (SD=10.33) for M.Ed, and 86.5 (SD=3.54) for Ph.D. The 95% percent confidence intervals for the means are 97.6539 to 99.8390 for B.Ed., 90.4140 to 98.9460 for M.Ed., and 54.7345 to 118.2655 for Ph.D. An independent samples one-way analysis of variance showed that there is a significant difference between the personality scores across the three qualifications F(2.95)=6.434, p=0.002, using Welch's procedure (see Appendix H).

A post hoc Tukey's HSD tests were used to examine the differences between the mean personality scores in specific pairs of qualifications, and significant differences in mean personality score were found between the qualifications of B.Ed and M.Ed, p=0.024, and the qualifications of B.Ed and M.Ed, p=0.028, while no significant difference was found between the mean personality scores of respondents with the qualifications of M.Ed and PhD, p=0.210. The null hypothesis that stated no significant difference between the mean personality scores across the respondents' qualifications was rejected. Therefore, there is a

significant difference in the mean opinion scores of Social Studies teachers' with different qualifications on Social Studies teachers' personality as motivating factor to students' learning of Social Studies in Colleges of Education in North-Western Nigeria.

Null Hypothesis Eight

There is no significant difference in the mean opinion scores of Social Studies teachers' with different qualifications on Social Studies teachers' qualification as motivating factor to students' learning in Colleges of Education in North-Western Nigeria.

This null hypothesis was tested using one-way independent samples ANOVA and the result of the computation is presented in Table 22.

Table 22: Summary of one-way ANOVA on teacher qualification by teachers' qualification

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	16.927	2	8.464	.210	.811
Within Groups	4278.394	106	40.362		
Total	**4295.321**	**108**			

From Table 22, the mean qualification scores were compared between respondents with qualifications of B.Ed, M.Ed. and PhD. The mean qualification scores were 986.4177 (SD=6.28) for B.Ed, 87.1071 (SD=6.65) for M.Ed, and 88.5000 (SD=3.54) for Ph.D. The 95% percent confidence intervals for the means are 85.0118 to 87.8237 for B.Ed., 84.5300 to 89.6843 for M.Ed., and 56.7345 to 120.2655 for Ph.D. An independent samples one-way analysis of variance showed that there is no significant difference between the qualification scores across the three qualifications F(2, 106)=0.210, p=0.811. The null hypothesis that stated no significant difference between the mean qualification scores across the respondents' qualifications was retained. Therefore, there is no significant difference in the mean opinion scores of Social Studies teachers' with different qualifications on Social Studies teachers'

qualification as motivating factor to students' learning of Social Studies in Colleges of Education in North-Western Nigeria.

4.5 Summary of Major Findings

i. No significant difference was found between the opinion of male and female Social Studies students' regarding impacts of teachers' personality as a motivating factor to learning Social Studies in Colleges of Education in North-Western Nigeria.

ii. A significant difference was found between the opinion of male and female Social Studies students' regarding impacts of qualifications as a motivating factor learning of Social Studies in Colleges of Education in North-Western Nigeria.

iii. No significant difference was found between the opinion of male and female Social Studies teachers' regarding impacts of their personality traits as a motivating factor to learning Social Studies in Colleges of Education in North-Western Nigeria.

iv. A significant difference was found between the opinion of male and female Social Studies teachers' regarding impacts of their qualifications as a motivating factor to learning Social Studies in Colleges of Education in North-Western Nigeria.

v. A significant difference was found between the opinion of NCE II and NCE III Social Studies students regarding personality traits as a motivating factor to learning Social Studies in Colleges of Education in North-Western Nigeria.

vi. A significant difference was found between the opinion of NCE II and NCE III Social Studies students regarding teachers' qualifications as a motivating factor to learning Social Studies in Colleges of Education in North-Western Nigeria.

vii. A significant difference was found between the opinion of Social Studies teachers' with different qualifications regarding their personality traits as a motivating factor to learning Social Studies in Colleges of Education in North-Western Nigeria.

viii. No significant difference was found between the opinion of Social Studies teachers' with different qualifications regarding Social Studies teachers experience as a motivating factor to learning Social Studies in Colleges of Education in North-Western Nigeria.

4.6 Discussion of Findings

Considering a teacher training situation similar to that of the researcher, Suleiman(2013) conducted a research on the Relationship between Teachers' Personality and Students Academic Achievements in Mathematics in Selected Colleges of Education in South western Nigeria and the study established that there is no significant difference in the mean opinion scores of male and female Mathematics students on the impact of Teachers' Personality and Students' academic performance. In this recent research, no significant difference was also found between the opinion of male and female Social Studies students' on Social Studies teachers' personality as motivating factor to students' learning of Social Studies in Colleges of Education in North- Western Nigeria.

Oyeyinka & Oladipo (2011) conducted a study on Personality and Qualification of Nigerian Teachers: Towards Developing an Effective Teacher Education Framework: A case study of the Tertiary institutions in South-western Nigeria. The study analyzes the teachers' personality and cognitive traits of teacher trainees in higher educational institutions in the selected schools. The findings showed that there is a significant difference in the opinion of male and female students on the Qualification of the Nigerian Teachers: Towards Developing an Effective Teacher Education Framework: A case study of the Tertiary institutions in South-western Nigeria.

A significant difference was also found in this recent study between the opinion of male and female Social Studies students' on Social Studies teachers' qualification as motivating factor to students' learning of Social Studies in Colleges of Education in North-Western Nigeria.

In a study carried out by Onyekuru (2010) on Teaching Effectiveness and Personality of Secondary Schools Teachers in Emohua Local Government Area of Rivers State, Nigeria to find out the relationship between Teaching Effectiveness and Personality of secondary school teachers.Twenty seven (27) registered secondary schools in Emohua Local Government Area (From the Department of Statistics, Rivers State Ministry of Education, 2010) were divided into eight clusters. It was found that the there is no significance difference between the opinion of male and female teachers on teaching effectiveness and Personality of secondary school teachers in Emohua Local Government Area.This result could be explained from the fact that in this recent study, no significant difference was found between the opinion of male and female Social Studies teachers' on Social Studies teachers' personality as motivating factor to students' learning of Social Studies in Colleges of Education in North-Western Nigeria.

A significance difference was found in the study by Kadiri (2013) on the Impact of Lecturer's Personality on Students Learning; A Case study of the Department of Business Administration ABU Zaria the researchers used Yamane's statistical formula to draw the population sampling size and arrived at 400 respondents as population of the study. A significant difference was found between the opinion of male and female Social Studies teachers' on Social Studies teachers' qualification as motivating factor to students' learning of Social Studies in Colleges of Education in North-Western Nigeria.

Eweton (2010) conducted research on the Influence of Teachers' Personality and Experiences on the Academic performance of Senior Secondary Schools Students of Ado-ota and Ifo Local Government areas of Ogun state, it was discovered that there is a significant difference in the opinion of male and female students of different levels on the Influence of Teachers' Personality and Experiences on the Academic performance of Senior Secondary Schools Students of Ado-Ota and Ifo Local Government areas of Ogun state. Also, a significant

difference was found between the opinion of NCE II and NCE III Social Studies students on Social Studies teachers' personality as motivating factor to students' learning of Social Studies in Colleges of Education in North-Western Nigeria.

In another study conducted by Nadeem (2012) concerning Students Perceptions on Teachers Qualification and Students Academic Performance with particular reference to some selected secondary schools in Plateau state, it was found that there is a significant difference in the opinion of male and female students of different levels on Teachers Qualification and Students Academic Performance with a particular reference to some selected secondary schools in Plateau state. However, a significant difference was found between the opinion of NCE II and NCE III Social Studies students on Social Studies teachers' qualification as motivating factor to students' learning of Social Studies in Colleges of Education in North-Western Nigeria.

Andabai Priye (2013) carried out a study on Teacher's Personality and Classroom Management of Tertiary Institutions in Nigeria with a particular reference to some selected Tertiary institutions in the South-Southern Nigeria. The Data were sourced from questionnaire and analyzed using mean and standard deviation, it was established that there is a significant difference in the opinion of male and female teachers on Teacher's Personality and Classroom Management of Tertiary Institutions in Nigeria with a particular reference to some selected Tertiary institutions in the South-Southern Nigeria. This is also affirmed by the recent study where a significant difference was found between the opinion of Social Studies teachers' with different qualifications on Social Studies teachers' personality as motivating factor to students' learning of Social Studies in Colleges of Education in North-Western Nigeria.

Kolawale Ayodele, Aladenusi Oluwakemi & Akinlana Tamidayo (2016) conducted a research on Teachers' Personality, Academic Emphasis, and Students-Lecturers' Relationship

as Determinants of Undergraduates' Academic Achievement Goal Orientation: The Nigeria Experience. A case study of Selected Tertiary Institutions in Oshogbo Osun State Nigeria. The results of their findings revealed that there is no significance difference in the opinion of male and female teachers with varied qualifications on Personality Factors, Academic Emphasis, and Students-Lecturers' Relationship as Determinants of Undergraduates' Academic Achievement Goal Orientation: The Nigeria Experience a study on the Selected Tertiary Institutions in Oshogbo Osun State Nigeria

No significant difference was also found between the opinion of Social Studies teachers' with different qualifications on Social Studies teachers' experience as a motivating factor to students' learning of Social Studies in Colleges of Education in North-Western Nigeria.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This Chapter presents the Summary of the Summary of whole work, provide the conclusion of the Study, the Contributions of the study to Knowledge and proffered recommendations on the basis of the outcome of the research.

5.2 Summary

Teachers' Personality and Qualification as motivating factors to students learning of Social Studies in Colleges of Education North western zone of Nigeria is an interesting topic of research. The research has been trying to identify the characteristics associated with Social Studies teachers' personality and qualification so as to determine whether or not positive Teachers' Personality and Qualification had a significant impact or otherwise on Students motivation and by extension an impact on NCE Students academic performance in Social Studies.

The chapter two of the research unveiled reviewed related literatures with a direct link with the recent study, In the context of most of the reviewed literatures it was established that, an effective teacher should inspire and influence Students' learning. The positive and negative behaviours exhibited by teachers determine, to a large extent, their classroom effectiveness and the impact they have on students' learning and achievement. Several characteristics of teacher responsibilities and behaviours covering his/her personality, classroom management, quality and implementation of instruction, monitoring of students' progress, nurturing students' potential and teacher's qualification in delivering lessons is another influential factor in motivating students to learn determine teaching effectiveness or otherwise of a teacher. Theories and Models of Personality and Motivation were also discussed under the theoretical frame work. These theories identified by scholars in the fields of Psychology and

Behaviourists. The theories indicated the existing relationships between Teachers' and Students' with emphasis on how the latter can be motivated. The Freudian Theory of personality explained that the personality of a Teacher is developed through series of stages. The most recent empirical studies on Personality and Motivation by different authors were reviewed and most authors in their work submitted that to be a Teacher, is to be a member of Special professional body, acquired certain training responsible for implementing the Educational Programmes. The Teachers are to provide sense of direction to their learners. In other words, a good Social Studies Teacher has to display exceptional empathy, persistence, diligence, sincerity, research orientation, honesty and flexibility.

The chapter three of the research work, reviewed relevant methods and steps used in gathering data for the study. However, the study adapted a descriptive survey research design with the interpretation of those existing beliefs, prevailing practices, beliefs, taboos superstitions and attitudinal nature of the participants. There are about 7,641 Population of Participants covering the study area. For the purpose of this research, the general population of NCE students and teachers were drawn from the twelve (12) Colleges of Education in the North-Western Nigeria, accredited by NCCE (2014). A total of 3,762 NCE II and 3,683 NCE III Students across these Colleges. A total of 7,445 is the Students population covering the study area. While the Population of Social Studies Teachers were 196. In sampling procedures, the researcher drew population Size using Yemani's statistical formula arrived at 400 respondents. But for an accurate data, the researcher distributed five hundred (500) Questionnaire items. Out of which, Four Hundred and Seventy Four(474) were retrieved as dully completed and used in computing the descriptive Statistics of means and standard deviations using t-test to test the null hypothesis.

In collection data needed, the researcher employed two helpers from each College of Education, trained them on the procedures for the collection of data and monitored them

while in the field. The Questionnaire items were made up of three Sections with 60 items administered. The total of 474 Questionnaire items were dully filled, completed and retrieved for statistical analysis.

The Chapter four of the research presented the results of the analysis for the data collected in the field made up of 474 items answered the research questions, testing the null hypotheses, mean and standard deviation, summary of major findings and discussions. The analysis was presented based on the participants profile; Gender, Qualification, Status and Level.

Finally, in chapter five the researcher gave summary of his findings, conclusion, and contributions to knowledge, recommendations and suggestion for further studies.

5.3 Conclusions

The findings in this research indicated that there is no significant relationship existing between Teachers' Personality and Qualification as a Motivating factors to students' learning of Social Studies in Colleges of Education in North western Nigeria. This indicates that if teachers are given adequate factors to boost their attitude like motivation, involvement in decisions and goal planning, commendation at improved performance and good working environment, It will help in the formation of personality which will enhance students learning. It can therefore be concluded that the factors that causes teachers' negative attitude at work are lack of concern from the school management, good working environment, absence of motivation and involvement of teachers in decision making. Teaching and Learning Social Studies can be properly succeed, grow or even survive well when adequately address issues affecting Teachers' Personality and Qualification in Colleges of Education North western Nigeria.

5.4 Contribution to Knowledge

This study has contributed to the advancement of knowledge in the following ways:

i. The findings of this study contributed to the existing literatures on Personality, Motivation and Teacher related factors and how these attributes promote teaching and learning Social Studies in Colleges of Education in the North-west zone of Nigeria.

ii. The instrument developed by the researcher such as; the adapted modified Statistical Formula used in generating the sample size and 4-points modified Likert Scale.

iii. The researcher expects that teachers of Social Studies will benefit from the findings on the identified factors that motivate learners, the instructional procedures and strategies to hence improve the performance of Social Studies NCE students particularly the female students as the findings established that NCE female students are often neglected or lagging behind by virtue of gender and feminine roles.

iv. The research supported the importance of building positive personality relationships between Social Studies teachers and NCE Students in Colleges of Education in the North-west zone. Academic excellence should be encouraged among students as indicated by the findings that there are still a critical exiting gaps in the areas of achievement motivation.

v. The academic status of teachers should be placed on social studies professionals as against other experts in teaching of Social Studies in Colleges of Education.

vi. The personality traits possessed by teachers had also influenced students learning social studies in colleges of education and the research suggested that teachers should influence students learning social studies with versed personality traits capable of helping them to form new attitudes, knowledge, reflective thinking and problem solving skills.

5.5 Recommendations

i. The research supports the importance of building positive personality relationships between Social Studies Teachers and Learners, which should in turn serve as motivation to the Social Studies NCE Students' academic achievements. The findings of this study also indicated that these relationships are being nurtured in the Colleges of Education investigated where a critical gap still exists between Female and Male NCE Social Studies Students especially in the areas of achievement motivation.

ii. Female NCE Social Studies Students should be giving equal attention with their male counterparts by the Social Studies Teachers regardless of race, gender disposition and economic status so as to address gender related factors established in the research. From the results findings, it revealed that female NCE Social Studies students are neglected or lagging behind in terms of attention by most Social Studies teachers in some of the Colleges of Education in the North-western Nigeria by virtue of gender and feminine roles. It is recommended that Social Studies Teachers in Colleges of Education should serve as role models for the NCE Students' to emulate regardless of gender or race, set realistic performance goals and help students achieve them by encouraging them to set their own reasonable goals irrespective of gender disposition or bias.

iii. To enhance Social Studies Teachers' Qualification as a motivating factor to NCE Social Studies Students' learning, there is need for training and retraining of Social Studies Teachers in Colleges of Education in the North Western Nigeria. This would improve the academic status of teachers acquainted with the dynamic nature of the subject, thematic, content, methodologies and pedagogical skills appropriate in the delivery of comprehensive lessons.

iv. Appointment of Social Studies teachers' in Colleges of Education should emphasize on Teachers with minimum qualification and well trained in Social Studies Education rather than playing politics of sons and daughters of the soil in the appointment and posting of Teachers.

v. There should be a policy statement banning the recruitment or appointment of teaching staff to teach Social Studies at different NCE levels in Colleges of Education without a satisfied morale and having acquired a professional training in Social Studies Education. This would go a long away in motivating learners to show interest in their choice of the subject.

vi. A refresher training should be organized among the Social Studies teachers with different qualifications on Social Studies at regular intervals so as to update their knowledge and familiarize with the dynamic nature of Social Studies in content, themes, methodologies as well as in the areas of pedagogical teaching skills and tools used in the evaluation of the learning outcomes in Colleges of Education in the North western Nigeria. .

vii. There is need for the Social Studies Teachers with different qualifications to spend most time with the NCE Social Studies Students and should be able to motivate them as a result of using varieties of teaching methods taking into considerations; individual differences, the slow and fast learners, gifted and talented students, convergers, divergers as well as the scanners. This is to make students interested in the subject matter of the lessons having encouraged by the good sense of humour, warmth reception, social interactions and enthusiasm.

viii. There should be remuneration of service for the Social Studies teachers in Colleges of Education so as to enhance their efficiency and effectiveness in teaching and learning Social Studies in the Colleges of Education in the North Western Nigeria. From the

findings in this research, it was discovered that the morale of Social Studies Teachers in Colleges of Education North Western Nigeria was at a very lowest ebb and this had great influenced in the development of positive attitude to work which in turn affects NCE Students motivation. When Teachers are motivated with a well paid Salary and arrears, Promoted as at when due, enjoyed allowances and other entitlements for his/her services, can create a lively personality and energetic classroom whereby NCE Social Studies Students' will be very satisfied and motivated.

5.6 Suggestions for Further Studies

i. Teacher motivation and work experience as a tool for Social Studies students academic achievement among Colleges of Education in the North West, Nigeria.

ii. Socio-economic background and Family size as determining factors in Social Studies student's career choice.

iii. This study suggests that a further study should be carried out to examine other factors that impact on academic performance in Social Studies subject in Colleges of Education, Primary and secondary schools.

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APPENDIX A:

ASSESSMENT OF TEACHERS' PERSONALITY AND QUALIFICATION AS MOTIVATING FACTORS TO LEARNING SOCIAL STUDIES QUESTIONNAIRE (ATQQ)

Dear Respondent,

This questionnaire is designed for the Assessment of Social Studies Teachers' Personality and Qualification as motivating factors to Learning Social studies in selected Colleges of Education in North-Western Nigeria. You are to fill in your responses against each item by ticking among the options provided. All information provided shall be handed with utmost confidentiality and for the purpose of this research only. Thank you

Are you willing to participate in this research? YES [ ] NO [ ]

SECTION A: Participant Profile

Tick the appropriate column you belong to (✓)

1.	Gender:	Male	[ ]	Female	[ ]				
2.	Qualification:	B. Ed.	[ ]	M. Ed.	[ ]	PhD.	[ ]		
3.	Status:	Teacher	[ ]	Student	[ ]				
4.	Level:	NCE II	[ ]	NCE III	[ ]				

Tick the an appropriate response column you belong to (✓)

SECTION B: Personality of Social Studies Teacher as a Motivating factor to Learning Social Studies

item: Statement		SA	A	SD	D
5.	The anxiety of a Social Studies Teachers is a motivating factor to students' learning of social studies.				
6.	Angry hostility of a Social Studies Teachers can serve as a motivating factor to students' learning of social studies.				
7.	Depressive nature of most Social Studies Teachers is a factor motivating Students' learning of social studies.				
8.	Vulnerability of Social Studies Teachers is another motivating factor to students' learning of social studies.				
9	Self consciousness of Social Studies Teachers is a motivating factor to Students' learning of Social Studies.				
10	Impulsiveness of Social Studies Teachers is a motivating factor to students' learning of Social Studies.				
11	Warmth attitude of Social Studies Teachers is a motivating factor to students' learning of Social Studies.				
12	Gregariousness of Social Studies Teachers is a motivating factor to students' learning of Social Studies.				
13	Assertiveness of Social Studies Teachers is a motivating factor to students' learning of Social Studies.				
14	Activity based Social Studies Teachers serve as a motivating factor to students' learning of Social Studies.				
15	Social Studies Teachers who seeks for delivery of an excited lesson is a motivating factor to students' learning of Social Studies.				
16	Social Studies Teachers with positive emotions will serve as a motivating factor to students' learning of Social Studies.				
17	Fantasy of Social Studies Teachers is another motivating factor to students' learning of Social Studies.				
18	An aesthetics appearance dressed Social Studies Teachers motivate students' learning of Social Studies.				
19	State of emotional feelings of Social Studies Teachers' is a motivating factor to Students' learning of Social Studies.				
20	Impulsiveness of Social Studies Teachers is a motivating factor to students' learning of Social Studies.				
21	Actions of Social Studies Teachers' are motivating factor to Students' learning of Social Studies.				
22	Initiative ideas of Social Studies Teachers' are another motivating factor to students' learning of Social Studies.				
23	The valuable importance attached to the teaching of Social Studies by Social Studies Teachers' serves as a motivating factor to Students learning of Social Studies.				
24	Trust and confidence vested on Students' by Social Studies Teachers' is a motivating factor to students' learning of Social Studies.				
25	Social Studies Teachers' ready to learn and help students' in developing study habit is a motivating factor to students learning of Social Studies.				
26	Regards for all learners and opposed to selfishness by Social Studies Teachers is a motivating factor to students' learning of Social Studies.				

27	Compliance to the wishes of others by Social Studies Teachers is a motivating factor to students' learning of Social Studies.				
28	Modesty of Social Studies Teachers' serve as a motivating factor to students' learning of Social Studies.				
29	A tender-mindedness Social Studies Teachers' serves as a motivating factor to students' learning of Social Studies.				
30	Competence in subject matter by Social Studies Teachers' is a factor motivating Students learning of Social Studies.				
31	Punctuality and maintenance of order by Social Studies Teachers' serves as a motivating factor to students' learning of Social Studies.				
32	Dutifulness of Social Studies Teachers' is a motivating factor to students' learning of Social Studies.				
33	Striving for achievement by Social Studies Teachers' serve as a motivating factor to students' learning of Social Studies.				
34	Self discipline of Social Studies Teachers' serve as a motivating factor to students' learning of Social Studies.				
35	Deliberation made by Social Studies Teachers' is a motivating factor to students' learning of Social Studies.				

SECTION C: Qualification of Social Studies Teachers' as Motivating factor Learning Social Studies

Item	Statement	SA	A	S	SD
36	Social Studies Teachers' Competence in the Subject Matter is a motivating g factor to students' learning of Social Studies.				
37	Social Studies Teachers should Integrate his/her teaching with group work and students' le arning activities				
38	Social Studies Teacher's interest in the subject matter is a motivating factor to students learning of Social Studies.				
39	Accommodating new Changes in Social Studies as dynamic nature of Social Studies is a motivating factor to Students' learning of Social Studies				
40	Social Studies Teachers' should acquire certain skills capable of motivating students' in learning Social Studies				
41	Use of varieties of techniques in evaluation of learning outcomes is a motivating factor to students' learning of Social Studies.				
42	Social Studies Teachers' Use of praises is a motivating factor to students' learning of Social Studies.				
43	Social Studies Teachers' interest in the field of research is a motivating factor to students' learning of Social Studies.				
44	Just and fair to all learners by Social Studies Teachers' is another motivating factor to students' learning of Social Studies.				
45	Social interactions by Social Studies Teachers' is a motivating factor to students' learning of Social Studies.				
46	Innovation and creativity of a professionally trained Social studies teacher is a motivating factor to Students learning of Social Studies				
47	Good Management of classroom by Social Studies teachers' is a motivating factor to students learning of Social Studies				
48	Social Studies Teachers' should be up-to-date with recent technologies and innovative methods of teaching and learning social studies as a motivating factor to students learning of Social Studies.				
49	Social Studies Teachers' should pay much attention to all learners is a motivating factor to students learning of Social Studies				
50	Creating a Conducive Learning Environment for learners by Social Studies Teachers' is a motivating factor to students learning of Social Studies				
51	Social Studies Teachers' should ensure safety needs of learners as a motivating factor to students learning of Social Studies				
52	Social Studies Teachers' should assist learners in discovering their talents. Strength and weaknesses.				
53	Social Studies Teachers' Should acquire counselling techniques in dealing with classroom behaviour.				
54	Knowledge of individual differences by Social Studies Teachers' is a motivating factor to students learning of Social				

	Studies.				
55	Understanding Students' learning rates by Social Studies Teachers' is a motivating factor to students learning of Social Studies.				
56	Knowledge of Students' emotional stability by Social Studies Teachers' is a motivating factor to students learning of Social Studies.				
57	Knowledge of learning background by Social Studies Teachers' is a motivating factor to students learning of Social Studies.				
58	Understanding of Students' physiological needs by Social Studies Teachers' is another motivating factor to students learning of Social Studies.				
59	Knowledge of Students' emotional stability by Social Studies Teachers' is a motivating factor to students learning of Social Studies.				
60	Knowledge of Students' attitudes to Group work by Social Studies Teachers' is a motivating factor to students learning of Social Studies.				

APPENDIX B:

T-test Group Statistics on Personality Null One and Two

```
GET
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 /VARIABLES=tpscore
 /CRITERIA=CI(.95).
```

T-Test

[DataSet1] C:\Users\umar\Documents\Sabo Shuni Null One and Two.sav

Group Statistics

	Sex	N	Mean	Std. Deviation	Std. Error Mean
total personality score	1 Male	142	96.96	10.269	.862
	2 Female	115	96.91	7.236	.675

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
total personality score	Equal variances assumed	12.514	.000	.039	255	.969	.045	1.134	-2.189	2.278
	Equal variances not assumed			.041	250.457	.967	.045	1.094	-2.111	2.200

APPENDIX C:

T-test Group Statistics on Motivation Null One and Two

```
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 /VARIABLES=tmscore
 /CRITERIA=CI(.95).
```

T-Test

[DataSet1] C:\Users\umar\Documents\Sabo Shuni Null One and Two.sav

Group Statistics

	sex	N	Mean	Std. Deviation	Std. Error Mean
total motivation score	1 Male	159	83.45	8.618	.683
	2 Female	128	85.41	6.676	.590

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
total motivation score	Equal variances assumed	13.068	.000	-2.121	285	.035	-1.968	.928	-3.794	-.141
	Equal variances not assumed			-2.179	284.605	.030	-1.968	.903	-3.745	-.190

APPENDIX D:

T-test Group Statistics on Personality Null Three and Four 104

```
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 /VARIABLES=tpscore
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```

T-Test

[DataSet2] C:\Users\umar\Documents\Sabo Shuni Null Three and Four.sav

Group Statistics

	Sex	N	Mean	Std. Deviation	Std. Error Mean
total personality score	1 Male	78	97.78	6.474	.733
	2 Female	13	95.85	9.720	2.696

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
total personality score	Equal variances assumed	6.620	.012	.923	89	.358	1.936	2.097	-2.231	6.103
	Equal variances not assumed			.693	13.828	.500	1.936	2.794	-4.063	7.935

APPENDIX E

T-test Group Statistics on Motivation Null Three and Four 105

```
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 /CRITERIA=CI(.95).
```

T-Test

[DataSet2] C:\Users\umar\Documents\Sabo Shuni Null Three and Four.sav

Group Statistics

	Sex	N	Mean	Std. Deviation	Std. Error Mean
total motivation score	1 Male	81	88.46	4.207	.467
	2 Female	16	79.75	8.614	2.153

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
total motivation score	Equal variances assumed	20.861	.000	6.168	95	.000	8.707	1.412	5.904	11.509
	Equal variances not assumed			3.951	16.440	.001	8.707	2.204	4.045	13.368

APPENDIX F

T-test Group Statistics on Personality Null Five and Six

```
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T-Test

[DataSet3] C:\Users\umar\Documents\Sabo Shuni Null Five and Six.sav

Group Statistics

	Level	N	Mean	Std. Deviation	Std. Error Mean
total personality scores	1 NCE II	140	99.31	9.560	.808
	2 NCE III	131	94.48	8.085	.706

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
total personality scores	Equal variances assumed	.871	.351	4.472	269	.000	4.826	1.079	2.702	6.951
	Equal variances not assumed			4.497	266.325	.000	4.826	1.073	2.713	6.939

APPENDIX G

T-test Group Statistics on Motivation Null Five and Six

```
T-TEST GROUPS=level(1 2)
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 /VARIABLES=tmscore
 /CRITERIA=CI(.95).
```

T-Test

[DataSet3] C:\Users\umar\Documents\Sabo Shuni Null Five and Six.sav

Group Statistics

	Level	N	Mean	Std. Deviation	Std. Error Mean
total motivation scores	1 NCE II	149	87.07	5.231	.429
	2 NCE III	146	81.68	9.142	.757

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
total motivation scores	Equal variances assumed	78.607	.000	6.230	293	.000	5.389	.865	3.686	7.091
	Equal variances not assumed			6.198	229.802	.000	5.389	.870	3.676	7.102

APPENDIX H

Statistics Descriptive Homogeneity Welch One way Null Seven and Eight

```
GET
 FILE='C:\Users\umar\Documents\Sabo Shuni Null Seven and Eight.sav'.
DATASET NAME DataSet4 WINDOW=FRONT.
ONEWAY tpscore BY qualification
 /STATISTICS DESCRIPTIVES HOMOGENEITY WELCH
 /MISSING ANALYSIS
 /POSTHOC=TUKEY ALPHA(0.05).
```

Oneway

[DataSet4] C:\Users\umar\Documents\Sabo Shuni Null Seven and Eight.sav

Descriptives

total personality score

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1 B.Ed	71	98.7465	4.61587	.54780	97.6539	99.8390	87.00	112.00
2 M.Ed	25	94.6800	10.33489	2.06698	90.4140	98.9460	61.00	115.00
3 Ph.D	2	86.5000	3.53553	2.50000	54.7345	118.2655	84.00	89.00
Total	98	97.4592	6.90012	.69702	96.0758	98.8426	61.00	115.00

Test of Homogeneity of Variances

total personality score

Levene Statistic	df1	df2	Sig.
4.232	2	95	.017

ANOVA

total personality score

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	550.960	2	275.480	6.434	.002
Within Groups	4067.377	95	42.814		
Total	4618.337	97			

Robust Tests of Equality of Means

total personality score

	Statistic[a]	df1	df2	Sig.
Welch	10.335	2	2.799	.051

a. Asymptotically F distributed.

Post Hoc Tests

Multiple Comparisons

total personality score
Tukey HSD

(I) qualification	(J) qualification	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
1 B.Ed	2 M.Ed	4.06648*	1.52171	.024	.4433	7.6897
	3 Ph.D	12.24648*	4.69151	.028	1.0760	23.4170

2 M.Ed	1 B.Ed	-4.06648*	1.52171	.024	-7.6897	-.4433
	3 Ph.D	8.18000	4.80831	.210	-3.2686	19.6286
3 Ph.D	1 B.Ed	-12.24648*	4.69151	.028	-23.4170	-1.0760
	2 M.Ed	-8.18000	4.80831	.210	-19.6286	3.2686

*. The mean difference is significant at the 0.05 level.

Homogeneous Subsets

total personality score

Tukey HSD[a,b]

qualification	N	Subset for alpha = 0.05	
		1	2
3 Ph.D	2	86.5000	
2 M.Ed	25	94.6800	94.6800
1 B.Ed	71		98.7465
Sig.		.104	.565

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 5.414.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

APPENDIX I

Statistics Descriptive Homogeneity Welch One way Post Hoc Turkey Alpha (0.05)

```
ONEWAY tmscore BY qualification
 /STATISTICS DESCRIPTIVES HOMOGENEITY WELCH
 /MISSING ANALYSIS
 /POSTHOC=TUKEY ALPHA(0.05).
```

Oneway

[DataSet4] C:\Users\umar\Documents\Sabo Shuni Null Seven and Eight.sav

Descriptives

total motivation score

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1 B.Ed	79	86.4177	6.27696	.70621	85.0118	87.8237	62.00	100.00
2 M.Ed	28	87.1071	6.64630	1.25603	84.5300	89.6843	69.00	100.00
3 Ph.D	2	88.5000	3.53553	2.50000	56.7345	120.2655	86.00	91.00
Total	109	86.6330	6.30646	.60405	85.4357	87.8304	62.00	100.00

Test of Homogeneity of Variances

total motivation score

Levene Statistic	df1	df2	Sig.
.707	2	106	.495

ANOVA

total motivation score

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	16.927	2	8.464	.210	.811
Within Groups	4278.394	106	40.362		
Total	4295.321	108			

Robust Tests of Equality of Means

total motivation score

	Statistic[a]	df1	df2	Sig.
Welch	.319	2	2.924	.749

a. Asymptotically F distributed.

Post Hoc Tests

Multiple Comparisons

total motivation score
Tukey HSD

(I) qualification	(J) qualification	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
1 B.Ed	2 M.Ed	-.68942	1.39729	.875	-4.0109	2.6321
	3 Ph.D	-2.08228	4.54885	.891	-12.8953	8.7307
2 M.Ed	1 B.Ed	.68942	1.39729	.875	-2.6321	4.0109
	3 Ph.D	-1.39286	4.65001	.952	-12.4463	9.6606
3 Ph.D	1 B.Ed	2.08228	4.54885	.891	-8.7307	12.8953
	2 M.Ed	1.39286	4.65001	.952	-9.6606	12.4463

Homogeneous Subsets

total motivation score

Tukey HSD[a,b]

Qualification	N	Subset for alpha = 0.05
		1
1 B.Ed	79	86.4177
2 M.Ed	28	87.1071
3 Ph.D	2	88.5000
Sig.		.851

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 5.471.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

APPENDIX J

Table of Specification for Determining Population Sample Size

TABLE OF SPECIFICATION FOR DETERMINING POPULATION SAMPLE SIZE

Assume Population Proportion of 0.5 and Confidence 95%

	Error (e)					
Population Size	±1%	±2%	±3%	±4%	±5%	±10%
500	±	±	±	±	222	83
1,000	±	±	±	385	286	91
1,500	±	±	638	441	316	94
2,000	±	±	714	476	333	95
2,500	±	1,250	769	500	345	96
3,000	±	1,364	811	517	353	97
3,500	±	1,458	843	530	359	97
4,000	±	1,538	870	541	364	98
4,500	±	1,607	891	549	367	98
5,000	±	1,667	909	556	370	98
6,000	±	1,765	938	566	375	98
7,000	±	1,777	956	625	399	98
8,000	±	1,847	961	675	400	98
9,000	±	1,853	965	678	450	98
10,000	±	1,944	980	690	500	98

Source : Taro Yamane's Elementary Statistical Formula for Determining Population Sample Size Table Adopted by Obot (2015)