

**ASSESSMENT OF NIGERIA CERTIFICATE IN EDUCATION (NCE)
TEACHERS' PERFORMANCE IN THE ATTAINMENT OF SOCIAL STUDIES
CURRICULUM OBJECTIVES IN JUNIOR SECONDARY SCHOOLS IN NIGERIA**

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

FEBRUARY, 2016

TITLE PAGE

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Ph.D/Educ/474/2011-2012

**A RESEARCH THESIS SUBMITTED TO THE
DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY, ZARIA**

DECLARATION

I hereby declare that this work entitled Assessment of Nigeria Certificate in Education (NCE) teachers' performance in the attainment of social studies curriculum objectives in Junior Secondary Schools in Nigeria, has been carried out by Femi Adekunle OMONIWA in the Department of Educational Foundations and Curriculum under the supervision of Prof. R.B Bako, Dr. A. Guga and Dr. A. F. Mohammed.

No part of this dissertation was previously presented or submitted elsewhere either in part or whole for any other higher degree. The information cited from the existing literatures has been duly acknowledged in the text and a list of references provided.

Femi Adekunle OMONIWA

Date

CERTIFICATION

This thesis titled “Assessment of Nigeria Certificate in Education (NCE) teachers’ performance in the attainment of social studies curriculum objectives in Junior Secondary Schools in Nigeria” by Femi Adekunle OMONIWA meets the regulations governing the award of the degree of Doctor of Philosophy (Ph.D) in Curriculum and Instruction of Ahmadu Bello University, Zaria and is hereby approved for its contributions to Knowledge and literary presentation.

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DEDICATION

This research work is dedicated to the entire Abomides and Omoniwas at home and abroad.

ACKNOWLEDGEMENTS

First and foremost, I wish to thank God for the strength, courage and wisdom he provided me to start and complete this doctoral programme. It was a lengthy journey which would not have been possible without him. I prayed that the Good Lord will enable me use the knowledge and wisdom that I have attained to serve and honour him for the rest of my sojourn on earth.

I am very grateful to Prof. R .B. Bako, Drs A. Guga and A. F. Mohammed, my supervisors for all their support and professional guidance throughout the course of writing this research work. It would not have been possible without their guidance, critique and corrections of such an excellent leading professionals in this field.

I would like to thank the Federal Government of Nigeria and Federal College of Education, Zaria in particular for giving me this opportunity to further my studies as well as their aid through financial support to make it a reality. My deepest wish is to make a lasting contribution through this research in order to improve the quality of teaching and learning in the Nigerian basic schools and other educational system founded upon it.

My sincere thanks go to the management of Federal College of Education, Zaria- Drs. M. I Maccido (Provost), Ango Ladan (Deputy Provost), Jibrin Lawal (Registrar); and fellow academics in the Department of Curriculum and Instruction namely Dr. Zakari Musa Ya'u (HOD), Mal. Buhari Yahaya (immediate past HOD), Rev. Can. (Dr.) Adeshina .E. Adeniyi, Mal. Idris Alimi Omezia, Dr. (Mrs.) Grace. B. Uyagu, and Mal. Isah Ibrahim. Dr. P.A Matemilola (College Examination Officer) and others too numerous to mention.

I am deeply grateful to those who assisted in proofreading this research work. In the same vein, I register my profound gratitude to Mr. John (IAR, ABU, Zaria) and Mr. Ojo (IACIC,

ABU, Zaria) for their wonderful guidance and assistance as far as statistical analysis is concerned. My unalloyed thanks to the entire members of staff of ABU- Department of Educational Foundations and Curriculum especially Drs Bashir Maina (HOD), H.O. Yusuf, M. O.Dare (Late), Sadiq Muhammed, Ma'ruf Ibrahim and A. A. Dada. This is also extended to Prof. (Mrs) F. Suleiman (of PHE Department), Rahmat AbdulRasheed, Hamid Raji and Pastor Emmanuel Aiyejagbara (PIC-RCCG Open Doors Zone, Samaru).

I want to thank wonderful colleagues who have assisted with literature materials and other relevant information. I really appreciate you all. To my course mates in the postgraduate class, I want to say a very special thanks to you all for your wonderful moral support and assistance one way or another. For those who directly or indirectly helped me during the course of my study, All I can say is to express my deepest appreciation and gratefulness to you all. I would like to express my innermost gratitude to the families of Dr and Mrs. J. O. Omoniwa, Dr. B. I. Omolola, Dr. Richard Ogunleye, Alhaji (Prof) and Hajiya B. A Raji and the entire Abomide family.

Finally, I am deeply grateful to all my family and relatives for all their support especially CSI D. A. Omoniwa (father), Mrs Omolola .M. Omoniwa, Chief Mrs Grace .F. Omoniwa, Mr. Dele Ajayi and wife, Rashidat Aroyehun, Babatunde Rafiu, Anuoluwapo, Moshope, Mayomikun, Darasimi. To a dear mother - Falilat Abomide and Grandparents - Alhaji and Mrs. Wahab .J. Abomide who had to sacrifice all for me, even when they had none, your untimely death is a great loss to me when you are needed most (Adieu). I will not forget my fiancé-turned wife Mrs Temitope Hannah Osarumen Omoniwa for her support and great assistance. Thank you for your understanding too my dear friend, Ayodele Afolayan.

ABSTRACT

This study assessed the Nigeria Certificate in Education (NCE) teachers' performance in the attainment of social studies curriculum objectives in upper basic schools in Nigeria. A total number of eight (8) research objectives, research questions and hypotheses each were formulated in this study. The research design used in this study was descriptive survey, using researcher designed questionnaire and social studies performance test respectively. There were twenty thousand, one hundred and eighty-four (20,184) basic schools in Nigeria with a total population of six million, five hundred and eighty thousand, eight hundred and thirty-five (6,580,835) teachers and students. A sample size of seven hundred and eighty-two (782) respondents was selected for data gathering in this study. The instruments used in this study were validated and adjudged reliable via Cronbach alpha (r) reliability co-efficient of .855. Data analyses were undertaken through the use of descriptive and inferential statistics. The bio-data section of the questionnaire was analyzed using frequency counts and simple percentages. Chi-square and Pearson moment correlation statistics were used in the testing of hypotheses at 0.05 alpha level of significance. The findings of this study revealed that NCE qualification of social studies teachers had significant influence in creating awareness and understanding of man's social and physical environment in the students; NCE social studies teachers' implementation of the curriculum contents are significantly adequate to promote in the students interdependence relationship of their communities aimed at resolving their problems. In addition, the study revealed that significant relationship exists between available instructional materials for teaching and its actual application by NCE social studies teachers in the attainment of curriculum objectives for basic schools. Among others, it was recommended that the recruitment of NCE social studies teachers should be based on merit and thoroughly scrutinized; that efforts should be made to ensure that the curriculum content of social studies is well understood and implemented to effectively attain the objectives of basic education. There is also the need to encourage usage of different practical oriented teaching methodologies such as problem-solving, demonstration and field trip in the teaching and learning of the social studies across the study area.

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OPERATIONAL DEFINITION OF TERMS

The following terms have been defined within the context of its use in this study.

Assessment: Refers to the collection, review, and use of information to ascertain the competence of any teacher (those with NCE qualification) viz-a-viz effective attainment of a set goal in his/her place of assignment.

NCE: Certificate obtained having attended a three (3) years post- secondary education where professional teachers are trained in the pedagogical content as well as in the skills to be effective in teaching-learning process. It is the minimum qualification for teaching in Nigerian basic schools.

Performance: It refers to scores of students' performance in social studies after been exposed to instruction as undertaken by social studies teacher.

Pupils: Learners at the basic education level also, referred to as students.

LIST OF ABBREVIATIONS AND SYMBOLS

Std. Error	-	Standard Error
Std. Dev	-	Standard Deviation
N	-	Number
df	-	degree of freedom
X^2	-	Chi-square
SA	-	Strongly Agreed
A	-	Agreed
SD	-	Strongly Disagreed
D	-	Disagreed
r	-	Pearson moment correlation
>/</=	-	Greater/Less than/Equal to
%	-	Percentage
Freq	-	Frequency
WASSCE	-	West Africa Senior Secondary School Certificate Examinations
JSSCE	-	Junior Secondary School Certificate Examinations

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The issue of education is as old as man himself, for it has to do with the transmission of the cultural values and norms of a given society from one generation to another. But as far as modern education is concerned today, it derives its *raison d'être* and legality from the universal declaration of human rights. This declaration asserted that everyone has a right to education without any form of discrimination as it has become today. It is therefore worthy to note that the importance of education to any nation cannot be over-emphasized. Also, it is in recognition of this importance that the international community and governments all over the world have made commitments for their citizens to have access to education. The provisions of the Nigerian Constitution concurred with the various international conventions and protocols aimed at evolving a new prosperous and peaceful world over which Nigeria is a signatory to.

Among such international human rights instruments that supported education as a fundamental human right include Universal Declaration of Human Rights (1948), the International Convention on Economic, Social and Cultural Rights (1966) and the African Charter on Human and Peoples' Rights (1981) respectively. Indeed, the 1980s saw more backward than forward movement in most countries of the world. It was at that point that the World Conference on Education for All (WCEFA) was held in Jomtien, Thailand in 1990 for the purpose of forging a global consensus and commitment to provide basic education for all. At the end of the conference, a document was produced entitled "World Declaration on Education for All and Framework for Action to meet the citizens basic needs". It added in its communiqué that every person should benefit from educational opportunities designed to meet their basic needs.

This declaration was reaffirmed at the World summit for children also held in 1990, stating that all children shall have access to basic education by the year 2000. These documents became the blue print for all countries of the world, including Nigeria to step up education activities to achieve Education for All (EFA). EFA in Nigeria could be traced back to the introduction of Universal Primary Education (UPE) in the 1950's in two of the then regions of the country and at national level in 1976. Owing to this fact, especially in the general outcry of falling standard of education at all levels, Universal Basic Education (UBE) was introduced in 1999 by the Olusegun Obasanjo's administration at the elementary level to address the hitherto need for reforms. The move by the country's administration as at that time was striving to achieve the Millennium Development Goals (MDGs) and to address the agitations and yearnings of the Nigerian people for functional education. It (UBE) indeed replaces the former UPE established by the same Obasanjo when he was a military head of state. MDG Goals 2 (to achieve universal primary education) and 3 (promote gender equality and women empowerment) became the focus of basic education initiative of the government.

Basic education is therefore the key to human development by any society. It serves as the foundation for sustainable life-long learning and provides for reading, writing and numeracy skills (FME, 1999). It includes lower basic education (Primary 1- 3), middle basic (Primary 4- 6) and upper basic (JSS 1- 3). UBE was conceived as a reformed programme in Nigeria's basic education delivery and is to reinforce the implementation of the national policy on education (NPE) in order to provide greater access and ensure quality throughout the federation as it is free and compulsory. Being compulsory made it unique from the former UPE programme. To achieve maximum success in the realization of the social studies curriculum objectives in the UBE programme, the roles played by teachers cannot be underestimated. From the point of programme development, to the point of its implementation, the services rendered by teachers are indeed worthwhile and indispensable.

The strength for its survival lies on the quality and quantity of teachers employed to take-up teaching appointments under the scheme. Nigerian educational systems has continually witnessed series of transformation process in this direction to make teachers who are at the centre-piece of any educational programme respond to societal changes and keep abreast of themselves. Steps taken in this direction was to avoid the mistakes of the past which brought about the colossal failure in the UPE programme where unqualified persons were employed.

The Nigeria government realizing this fact stated in section 8 sub-section 70 of the National Policy on Education (2004 edition) that the Nigeria Certificate in Education (NCE) shall be the minimum qualification for teachers in the country. This by implication connotes that NCE shall be the minimum qualification for teaching in the basic schools. By and large, the set date (1998) is over and there is convincing evidence to show that many teachers at the basic schools are still Grade II holders till today. In a study by Adeola (2014) relating to this issue, she proffered few assertions that could be responsible for this: one is that even with NCE as the minimum qualification majority of the teachers are incompetent to teach. Cases abound where some cannot communicate fluently in the official mode of communication (English) or that they lack mastery of knowledge. Others could not even differentiate or identify the appropriate method of teaching to use in classrooms, while most others are deficient in their appearance or even in their behaviour as a model to the young learners (students). Two, lack of financial back-up to facilitate their upgrade to NCE was identified.

On the contrary, it is worrisome to note that having the entry qualification of NCE is not what matters but, how it can be translated into achieving the lofty objectives of social studies education in basic schools that the society would derive satisfaction in. To buttress this point, the researcher has observed that most NCE teachers in the North-West geo-political zone of the country have not lived up to expectations in terms of performance and

quality of students turned out from basic schools on yearly basis. Before these students complete their basic education, social studies is one of the compulsory subjects they would offer. It would assist them in the study of man, the people and things around him; how they affect his life and he affects them in turn; and how he solves the problems created for him using other things around him.

The subject “social studies” has received the approval of the Federal Government since its inception to be taught in all basic schools and teacher training institutions in Nigeria as an academic field of study (Atu, 1998). It was considered an appropriate subject which agrees with the philosophy of Nigeria Education towards self realization, better human relationship, individual and national efficiency, effective citizenship, national consciousness, national unity as well as towards social, cultural, economic, political, scientific and technological process. The history of social studies education in Nigeria dated back to the period before independence at the heart of addressing the societal needs via the curriculum.

This effort would not have been completed without recognizing the role played by the Western regional government who first introduced social studies into her school (Aiyetoro Comprehensive High School) in 1955 (Jimoh, 2009). Following the successes recorded in its pilot testing; it was later on extended to other schools within the region. The subject “social studies” according to (Dubey and Barth, 1980), was formally introduced on a national basis at the 1969 national curriculum conference. Owing to its importance, one still lives in doubt as to how realistic NCE teachers can help basic school students tap in its objectives and use such for their betterment in life as they grow.

Invariably, questions arose on whether or not teachers at the basic schools, the most important factor in the effectiveness of schools and in the quality of child’s education are competent to meet the needs and aspirations of the society now and in the nearest future. It is

for this reason that the national policy on education stated that “no educational system can rise above the quality of its teachers”. In order to ensure adequate exposure of teachers to the requirements of basic education during their pre-service training, curriculum operated by colleges of education has been restructured to cater for these needs at all the basic education levels (Garuba, 2003). Thus, the new set of graduates being turned out on yearly basis are more prepared to teach at the basic education levels than as it is with the earlier curriculum operated.

Although, the FG had pronounced NCE as the minimum teaching qualification at the basic school levels (Garuba, 2003), there is still much to be desired as the performance of these teachers continued to generate heated argument among the stakeholders. This is simply because of one challenge or the other faced by teachers in achieving the objectives of basic education in Nigeria. These and many more which had also led to the failure of UPE would this study identified and examined in details and in what ways or manner they stand to pose obstacles to the realization of UBE objectives. However, such issues as instructional facilities, teacher quality, motivation, in-service training, technology and methods of teaching in classrooms among others, shall be looked into. In an attempt to address the lingering issues highlighted above and anticipated to have make or mar the performance of teachers with NCE qualifications at achieving the objectives of junior secondary education in the study area, the present study became eminent.

1.2 Statement of the Problem

The extent to which basic education in the country can help eradicate illiteracy, ignorance and poverty as well as stimulate and accelerate national development depends largely on the performance of her teachers which till the present day is still unsatisfactory. As teachers, they remain the major implementers of any government educational programme

(referring to social studies curriculum) without which it would not succeed. However, the output of the present crops of NCE teachers employed in most schools today leave one in doubt if such trusted policy like the UBE would succeed or otherwise. Concerns raised in this respect became alarming following public discussions on educational standard.

The public unhappiness about this issue becomes more worrisome following the annual release of West African Senior School Certificate Examination (WASSCE) results (Akinsolu, 2010). This examination is a build up to Junior Secondary School Certificate Examinations (JSSCE) which suggests that if students' performance is poor at this level, what more can one say of the JSSCE results. Indeed, students' outcomes do not match with government and parental involvement as confirmed by Akinsolu (2010). It is therefore more appropriate to focus attention on the following specific problems likely to affect this study.

One, the success of such programme like UBE depends solely on the quality and quantity of its teachers without which the issue of performance may not arise. Like the former UPE, unqualified personnel were recruited as teachers which were largely responsible for its failure. And if such is allowed to continue under the present programme, it would jeopardize the objectives of such programme and lead to abysmal waste of tax-payers money. Also, the recommendation of the National Policy on Education (NPE) on keeping the system with quality manpower (referring to NCE teachers) and maintaining the recommended teacher-pupil ratio of 1: 25 would become a mirage. This could further affect the quality of teachers who should be more relevant within the limit of their area of specialization.

Also, the researcher is presumed that with enrolment explosion, the performance of its teachers in the classrooms towards attaining social studies curriculum objectives in the upper basic schools may be undermined. As it has always been the case, enrolment of pupils for this programme is in geometric progression at the expense of infrastructural facilities provided.

The implication for this, is that not only is the capacity of the teachers to teach is stretched but also affect close contact with the students as to examined if knowledge and skills passed unto them prepares them for senior secondary education.

Invariably, it would appear that the performance of teachers with NCE qualifications in attaining the objectives of social studies curriculum in upper basic schools in Nigeria has been dismal and has not led to high quality output of students transiting to senior secondary schools. Consequently, this study seeks to assess the Nigeria Certificate in Education (NCE) teachers' performance viz-a-viz the attainment of social studies curriculum objectives in junior secondary schools in the North-West Geo-Political Zone of Nigeria.

1.3 Objectives of the Study

The main objective of this study was to assess Nigeria Certificate in Education (NCE) teachers' performance in the attainment of social studies curriculum objectives in junior secondary schools in Nigeria. The specific objectives of this study were to:

1. Investigate the extent to which NCE social studies teachers' performance led to the creation of awareness and understanding of man's social and physical environment in junior secondary school students.
2. Ascertain the extent to which NCE social studies teachers' implementation of curriculum contents could assist the junior secondary school students to promote interdependence relationship among its diverse communities and at resolving their problems.
3. Assess the level to which NCE social studies teachers used subject mastery to influence the development of positive attitudes in junior secondary school students.

4. Assess how NCE social studies teachers utilized appropriate teaching methodology to influence students' acquisition of relevant knowledge for personal and societal development at the junior secondary schools.
5. Examine the extent to which NCE social studies teachers utilized instructional materials to influence national identity and integration among the junior secondary school students.
6. Examine the extent to which NCE social studies teachers are committed to influence in the students the capacity to learn and to acquire life skills at the junior secondary schools.
7. Assess the extent to which NCE social studies teachers work experience influence the students to develop a sense of citizenship education at the junior secondary schools.
8. Examine the extent to which NCE social studies teachers utilized infrastructural facilities to influence students' appreciation of the nation's cultural heritage as well its preservation at the junior secondary schools.

1.4 Research Questions

The following questions were formulated in the course of this study to which answers are being sought.

1. To what extent have NCE social studies teachers' performance influenced the creation of awareness and understanding of man's social and physical environment in junior secondary school students in the North-West Geo-political zone of Nigeria?
2. Of what influence has NCE social studies teachers' implementation of curriculum contents assist the junior secondary school students to promote interdependence relationship among its diverse communities aimed at resolving their problems in North-West Geo-political zone of Nigeria?

3. To what extent do NCE social studies teachers utilize subject mastery to influence the development of positive attitudes in junior secondary school students in North-West Geo-political zone of Nigeria?
4. To what extent do social studies teachers' uses of appropriate teaching methods influence students' acquisition of relevant knowledge for personal and societal development across the junior secondary schools in North-West Geo-political zone of Nigeria?
5. To what extent do NCE social studies teachers' utilize instructional materials to influenced national identity and integration among the junior secondary school students of North-West Geo-political zone of Nigeria?
6. To what extent do NCE social studies teachers committed to developing in the junior secondary school students basic life skills and ability to learn in the North-West Geo-political zone of Nigeria?
7. To what extent do NCE social studies teachers work experience influenced the students to develop a sense of citizenship education in the North-West Geo-political zone of Nigeria?
8. To what extent do NCE social studies teachers utilize infrastructural facilities to influence the students to appreciate the nation's cultural heritage as well as its preservation in junior secondary schools of North-West Geo-political zone of Nigeria?

1.5 Hypotheses

The following null-hypotheses would be tested in this study at 0.05 alpha level of significance to ascertain its level of acceptance or otherwise.

1. There is no significant correlation between the social studies teachers with NCE qualification and its influence to create awareness and understanding of man's social and physical environment in the students.
2. There is no significant correlation between the influence of NCE social studies teachers and the implementation of curriculum contents to promote interdependence relationship among its diverse communities aimed at resolving their problems.
3. There is no significant correlation between the subject mastery by social studies teachers with NCE's and its influence in the development of positive attitudes in the students.
4. There is no significant correlation between the opinion of respondents on how social studies teachers with NCE have utilized teaching methods and their influence on students' acquisition of knowledge for personal and societal development.
5. There is no significant correlation between the opinion of respondents on how social studies teachers with NCE's utilize instructional materials and its influence in the promotion of national identity and integration among the students.
6. There is no significant correlation between the opinion of respondents on the commitment of NCE social studies teachers and its influence at developing basic life skills and ability to learn in students.
7. There is no significant correlation between the NCE social studies teacher's work experience and its influence on students' ability to develop a sense of citizenship education.
8. There is no significant correlation between the utilization of infrastructural facilities by social studies teachers with NCE's and its influence at appreciating the nation's cultural heritage as well as in its preservation.

1.6 Basic Assumptions

The present study was premised on the following assumptions:

1. That all teachers who have undergone NCE programme in one school (college) or another will be able to teach professionally and are considered most competent.
2. That the uniformity in the curriculum of all NCE awarding institutions in the Country provides for same quality of outputs (non-graduate teachers).
3. That minimum standards set for this level of education are strictly enforced in terms of teacher qualification, students' enrolment and provision of educational facilities among others.
4. That exposure of student-teachers to various practical courses assists them to achieve the objectives of basic education at the elementary schools.
5. That the methodology adopted by teacher-trainers in all NCE awarding institutions are same and one that will prepare them to cope meaningfully with teaching at the basic schools.
6. That the type of evaluation adopted by NCE awarding institutions is standard and one which also helps to assess the level of pupils' educational attainment in the UBE programme.
7. That irrespective of the college where such qualifications are awarded, any NCE teacher can attain the objective of basic education as spelt out in the policy document.

1.7 Significance of the Study

The mere fact that Nigeria Certificate in Education (NCE) is the minimum entry qualification into the teaching profession in Nigeria after the former (Grade II) was phased out in 1998 suggests why education is placed in high esteem by the government. The present study is however conceived with a view to ascertain the contributions of NCE teachers in the attainment of social studies curriculum objectives in basic education in Nigeria. It is therefore

expected that the findings of this study will in no small way contribute to improving the standard of education in Nigeria and beyond particularly at the elementary levels which constitute the bedrock of any educational system. This study would therefore become beneficial to the following stakeholders (teachers, students, government, curriculum planners, researchers and NCCE) through the contributions it would offer them. Among such benefits accruable to stakeholders from the outcome of this study includes:

The outcome of this study would assist the learners (students) in the upper basic schools to further understand their immediate environment viz-a-viz how their needs and aspirations can be addressed through the objectives of social studies education. It is hoped that this study would provide teachers with the necessary information on how best to implement/interpret the curriculum with a view to solely achieving the objectives of social studies education. In addition to this, it will add up to their maturity and experience on the job which is considered relevant in the course of implementing its curriculum.

Curriculum specialist will be equipped with the right type of information (such as those required in the selection of appropriate educational resources and teaching methodology. It would also help to establish under what condition they can be achieved, initiate plans for the provision and integration of facilities in the implementation of social studies curriculum and in determining how the curriculum is to be evaluated which guides the future career planning of school programmes and activities.

On its part, the government would utilize the outcome of this study as input for planning and implementation of its programmes connected to basic education across the nooks and crannies of the Country. This would form part of their submissions to policy makers for law making and budgetary assistance which they would statutorily execute. Colleges of education (COEs) may use the findings of this study in reviewing their programme objectives. It would

also assist them to be alert in their responsibility of training the would-be-teachers for maximum service delivery in basic schools.

On the part of the NCCE, it would offer them the opportunity to watch closely the operational activities of COEs under their jurisdiction as they implement the minimum standards and to ensure conformity with international best practices as far as school supervision is concerned. This would further help restore confidence in the way and manner personnel of the commission perform their duties without any fear or favour. Finally, this study would provide useful information and reference materials to scholars and researchers interested in the area of programme evaluation of NCE curriculum as well as to adequately plan for material resources for use during its implementation.

1.8 Scope of the Study

This study investigated Nigeria Certificate in Education (NCE) teachers' performance in the attainment of social studies curriculum objectives in junior secondary in Nigeria. The study is limited to COE-NCE graduate-teachers and students from basic schools (upper) in the North West geo-political zone of Nigeria. The zone is comprised of Jigawa, Kaduna, Kano, Katsina, Kebbi, Sokoto, and Zamfara states respectively. However, the study was limited to only NCE graduate-teachers from whatever type of institution (federal, state or privately owned), since their places of training operate under the same minimum standard provided by the NCCE (which is the regulating agency). In the same vein, the research work examined variables relating to teacher's qualification, use of methodology, subject mastery, pupils performance among others to ascertain its influence on the level of performance by NCE teachers.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter discussed extensively the review of related literature considered relevant to the present study. The following sub-headings have therefore been examined: Theoretical framework, Universal Basic Education in Nigeria, Universal Basic Education Commission (UBEC), Objectives of Universal Basic Education, Three- core domains of UBE, UBE Curriculum, Funding of UBE, Facilities and UBE, challenges to attainment of UBE objectives, roles of teachers in the implementation of UBE programme in Nigeria, requirements for effective or quality teachers, indices for assessing performance of basic school teachers in the attainment of UBE objectives in Nigeria, concept of social studies, historical development of social studies in Nigeria, objectives of social studies, resources in the teaching of social studies education at basic schools, key variables in the assessment of NCE teachers in the attainment of social studies curriculum and review of empirical studies.

2.2 Theoretical Framework

The theoretical framework for this research work hinged on the two-factor theory of Fredrick Herzberg and goal-setting theory of motivation by Locke and Latham (1990). Although there are as many theories of motivation as one could count but, only few were considered most relevant and valuable in the work setting. Motivational theories have been categorized into two main groups: content theories and process theories. The content theories tend to focus on the needs of the individual, trying to explain the different factors that contribute to either encouraging or halting a behavior within an individual. These theories are also appropriately known as “need-based theories.” Examples of these are Maslows’ Hierarchy of Needs Theory (1954), Herzberg’s Two-Factor Theory (1959) and McClelland’s Needs Theory (1961). The process theories seem to be much more complex and delve deeply into the thinking process of the individual, trying to explain the “why” or “how” of motivation. These theories explain “why workers (NCE teachers) select behaviors and how they determine whether their choices were appropriate or not” (Hunsaker, 2005). They also seem to have more interest in the personal factors within the individual and the psychology involved in their decisions and motivations. Some of the notable process theories include Vroom’s Expectancy Theory (1964), and Adam’s Equity Theory (1965) (Ruthankoon and Ogunlana, 2003).

In either the content or process theories as explained above, Fredrick Herzberg in a bid to understand the issue of employee satisfaction and motivation in the 1950s and 1960s set out to determine the effect of attitude on motivation by asking people to describe situations where they really felt good and bad about their jobs (Dartey-Baal and Amoako, 2011). Herzberg found out that people who felt good about their jobs gave very different responses from the people who felt bad. The results formed the basis of Herzberg’s motivation-hygiene theory otherwise known as “Two-factor theory”. The conclusions he

drew from this theory were extraordinarily influential and still form the bedrock of good motivational practices in most organizations today (Ratzburg, 2003).

Herzberg's Two-Factor Theory divides motivation and job satisfaction into two groups of factors known as the motivation factors and hygiene factors. According to Frederick Herzberg, "the motivating factors are the six 'job content' factors that include achievement, recognition, work itself, responsibility, advancement, and possibility of growth. Hygiene factors on the other hand, are the 'job context' factors, which include company policy, supervision, relationship with supervision, work conditions, relationship with peers, salary, personal life, relationship with subordinates, status, and job security" (Ruthankoon and Ogunlana, 2003). Basically the theory differentiates the factors between intrinsic motivators and extrinsic motivators. The intrinsic motivators, better known as the job content factors, define things that people actually do in their work; their responsibility and achievements. These factors are the ones that can contribute a great deal to the level of job satisfaction an employee feels at work. The job context factors, on the other hand, are the extrinsic factors that someone as an employee does not have much control over; they relate more to the environment in which people work than to the nature of the work itself (Schermerhorn, Hunt and Osborn, 2003). Herzberg identifies these factors as the sources for job dissatisfaction. "Herzberg reasoned that because the factors causing satisfaction are different from those causing dissatisfaction, the two feelings cannot simply be treated as opposites of one another. The opposite of satisfaction is not dissatisfaction, but rather, no satisfaction. Similarly, the opposite of dissatisfaction is no dissatisfaction. While at first glance this distinction between the two opposites may sound like a play on words, Herzberg argued that there are two distinct human needs portrayed" (Herzberg's Motivation-Hygiene Theory, 2002).

Therefore, the basic premise of the Two-Factor Theory is that if an employer or manager is trying to increase job satisfaction and ultimately job performance for an employee or co-worker, they need to address those factors that affect one's job satisfaction. The most direct approach is to work on the intrinsic, job content factors. Giving the employee encouragement and recognition helps them to feel more valued within the company, as well as giving a sense of achievement and responsibility. Herzberg says, that "the only way to motivate the employee is to give him (her) challenging work in which he (she) can assume responsibility" (Leach and Westbrook, 2000). In the opinion of Riley (2005), this statement can be applied to any job within any industry. If the employee does not feel some responsibility associated with a certain task, he/she will not feel like their work is worthwhile. Also, people must be made to believe that they are capable of attaining a goal before they will commit serious energy [or motivation] to it" (Hunsaker, 2005). Therefore, it is important to include your employees in the decision making and at times the job assignment or delegation. This will help the employee to feel more responsibility and in turn a higher level of motivation.

On the other hand, employers need to consider the level of job dissatisfaction among their employees as well. To directly approach the issue of dissatisfaction in the work place and to try and revitalize the environment a bit, employers need to focus on the hygiene or job context factors. In the two-factor theory, job satisfaction and job dissatisfaction are totally separate dimensions. Therefore, when trying to improve a factor that affects job dissatisfaction, an extrinsic factor, such as the working conditions, this will not alter the employees perception of whether they are satisfied with their work; it will only prevent them from being dissatisfied (Schermerhorn, Hunt and Osborn, 2003).

values and intentions (goals). A goal is defined simply as what the individual is consciously trying to do to produce a result. Locke and Latham postulated that the form in which one experiences one's value judgments is emotional. That is, one's values create a desire to do things consistent with them. Goals also affect behavior (job performance) through other mechanisms. For Locke and Latham, goals therefore, direct attention and action of one who is to work towards its accomplishment. Furthermore, challenging goals mobilize energy, lead to higher effort, and increase persistent effort. Goals motivate people to develop strategies that will enable them to perform at the required goal levels. Finally, accomplishing the goal can lead to satisfaction and further motivation, or frustration and lower motivation if the goal is not accomplished.

After a careful examination of the above theories, the researcher is favourably in support of the goal-setting theory of Locke and Latham as most suitable for this research work. This is because the whole essence of this study dwelt on evaluating the performance of teachers with NCE with a view to determine their capability to attain the objectives of basic education or otherwise. And in as much as the objectives (referred to as goal in the theory) are specific in nature, the value teachers attached to their work propelled them to seek towards its attainment. Bearing in mind that, variables surrounding or around the school or classroom environment plays an important role and could equally be linked to satisfaction or motivation which any teacher could assuage to performing his/her duties.

On the relevancy of this theory which best suit the current research work, it ensures that teachers identify that there are specific objectives which they should be determined to achieve. Even though, somehow difficult in practice but definitely attainable where all the necessary variables (such as in-service training, motivation and learning materials among others) are put in place. Like the UBE programme, its objectives are clearly stated and widely

publicized. So, in a research work like this that is interested in the evaluation of performance of teachers with NCE in the attainment of these objectives. It therefore becomes essential, that teachers as key agents in the educational process be incorporated into any educational programme of the government existing or about to be initiated since the success or otherwise of such programme(s) lies in their hands. More so, the basis of why this study is interested in the evaluation of their performance became imperative since the programme had not been evaluated in this respect from its inception and particularly with these categories of teachers who are saddled to teach at this level of education. Again, the goal setting theory which this study has identified with, allows that since there are specific goals to accomplish. Its failure to achieve such foretell on the curriculum planners to continually review teacher education curriculum as the need arise.

Assessing how the theory would be applicable to this research work, the two cardinal components identified by Locke and Latham (1990) - values and intentions (goals) shall form the basis of its discussion. First, the researcher expects the teacher to attach values to his/her work at all times and this therefore constitute a driving force of his/her success or otherwise on the assigned job. In essence, one's values create a desire to do more things consistently until results are obtained. It is hoped that goals which are specified, difficult and attainable are far better than those not specified, easy and of no goal at all.

Secondly, with the intended goals specified and accessible, the researcher believes if properly understood. It affects job performance of the teachers through other variables that keeps the work going. As was the consensus of the proponents of this theory and supported by the researcher, goals direct attention and actions of the one who is saddled with the responsibility of achieving such goals. Lastly, where the goals such as that of UBE becomes accomplish, it results into satisfaction of not only the teachers and schools but also the

government while its failure could lead to frustration and low motivation. Above all, waste of economic resources of a state and maybe need for its revision or its replacement.

2.3 Universal Basic Education (UBE) in Nigeria

The complex and conflicting nature of education system in Nigeria has led to so many trials and errors in the smooth administration of schools right from the elementary to tertiary levels. This stems from reasons largely due to inconsistencies and lack of continuity in formulating educational policy, objectives and on methods employed to accomplish such objectives. In 1948, the Universal Declaration of Human Rights asserted that everyone has the right to education. Over 40 years later, it became apparent that many people are still being denied this basic human right. Indeed, the 1980s saw more backward than forward movement in most countries of the world. It was at that point that a *World Conference on Education for All* was held in Jomtien, Thailand, for the purpose of forging a global consensus and commitment to provide basic education for all. Universal Basic Education (UBE) is the programme which grew out of that Conference (Dike, 2000).

Back home in Nigeria, President Olusegun Obasanjo formally launched the UBE programme on the 30th September, 1999 at Shehu Kangiwa Square, Sokoto, Sokoto State. The programme is intended to be universal, free, and compulsory. Since the introduction of western education in 1842 (Eya, 2000), regions, states, and federal governments in Nigeria have shown keen interest in education. This can be seen in the introduction of Universal Primary Education (UPE) in the western region on 17th January, 1955 under the Premiership of late Chief Obafemi Awolowo which was free, universal and compulsory. With the introduction of UPE, it marked the beginning of an educational revolution, not only in the West but in Nigeria as a whole. In 1954, there were about 457,000 pupils attending fee-

paying schools but by January 1955, the figure rose to 811,000 representing over 56% increase in the enrollment. The number of primary school teachers rose from 17,000 in 1954 to 27,000 in 1955 (Labo-Popoola, Bello and Atanda, 2009). This was made possible because the government had gone out to train teachers to meet the demands of the programme. The government of the Western Region had to increase its budget from £2.2 million in 1954 to £5.4 million in 1955, (Fafunwa, 1974; Oni, 2006). Actually, 90% of her budget on education was spent on primary education alone. By 1957/58 the recurrent expenditure on education from the funds of the region was £7,884,110, which covered personal emoluments, other charges, special expenditure and grants-in-aids (Taiwo, 1980).

The feat achieved by the Western Region in the UPE programme led the Eastern Region to embark upon its own 8 years free education scheme. Thus, in February 1957, the universal primary education scheme was launched in the Eastern Region using the fire-brigade approach. The government started the programme without adequate planning; thus, the needed finances for thorough execution were grossly inadequate. Summarily put by Oni (2008), almost everything, except the pupils, was absent. Unfortunately, due to pressure and lack of time for proper preparation, the schools were staffed by untrained teachers, therefore of low quality. The programme failed in just 1 year of its implementation (Oni, 2008).

The free and universal education programme was not limited to the Eastern and Western regions of the country. The Lagos Colony, a Federal Territory also floated its own scheme in 1957. At its inception, there were 96 primary schools with 50,182 pupils. These pupils had 1,646 teachers as at that time (Fafunwa, 1991). The Northern Region had been introduced to the Islamic form of education ever before the Christianity (Western) education came into the country. Islamic education came into Nigeria by over 300 years before the arrival of Christian education around the 1840s (Oghuvbu, 2007). Hence, the region did not

bother itself to embark on providing the Western education for her citizens. It seemed to be comfortable with the Islamic education, so they opted out of the race in the provision of free universal primary education (Oni, 2008). So, the Northern region education was somehow retarded because the curriculum of education at that time was of the west, which revolves around the training of personnel for mission work and catechism. Classes were held in churches and teachers' salaries were paid from church funds. Then, Muslim parents did not wholly approve of such education because it was a Christian education in a Christian environment. Their fear was that their children would be converted to Christianity through such education.

Other developments include the publication of *National Policy on Education* in 1977, launching of Universal Free Primary Education at the federal level on 6th September, 1976, and the subsequent launch of UBE in 1999 (Unagba, 2008). It was on records that the UPE programme that originally started as regional project was redesigned by the national government to provide education for the Nigerian citizens by changing the content of UPE (Eddy and Akpan, 2009) to encompass the philosophy of education as articulated in the National Policy on Education. This philosophy emphasizes: the development of the individual into a sound and effective citizen, the full integration of the individual into the community and the provision of equal access to educational opportunities for all citizens at all levels of education both inside and outside the formal school system.

The goal of all these educational programmes is providing functional, universal, and quality education for all Nigerians irrespective of age, sex, race, religion, occupation, or location. UBE is broader than UPE, which focused only on providing educational opportunities to all school age children. UBE stresses the inclusion of girls and women and a number of underserved groups: the poor, street and working children, rural and remote

populations, nomads, migrant workers, indigenous peoples, minorities, refugees, and the disabled. The formal educational system is only one of six components included in basic education in the implementation guidelines as provided by the Federal Government. Others relate to early childhood, literacy and life skills for adults, nomadic population, and non-formal education or apprenticeship training for youth outside the formal education system (Nigeria, 2000).

In 2000, Nigeria's literacy rate was 52 percent (Babalola, 2000). In 1998, only 40% of all heads of households in Nigeria had education at all, 21% had only primary education, 14% had up to secondary education, while only 5% had post-secondary education (UNDP, 1998). Data from the Federal Ministry of Education, Education Statistics (1996) showed that only 14.1 million out of 21 million school-age children are enrolled in primary school. UBE was born from these startling statistics, to promote education among all her citizens.

2.3.1 Universal Basic Education Commission (UBEC)

Basic education is fundamental to human and national development. It constitute the foundation upon which other levels of education are built and a necessary requirement for human and national progress (Tahir, 2006). The provision of basic education for all citizens, according to Ochoyi and Danladi (2008) has attracted a global attention which Nigeria like some other nations is set out to pursue through the Universal Basic Education (UBE) programme. The need for such intervention scheme in the nation's educational system is borne out of the realization of the role of education in an individual's life and in the promotion of social, political and economic development in every nation. It was on this

premise that the national policy on education posited that no nation can rise above the quality of its educational level.

With the official launching of the Universal Basic Education (UBE) programme in Nigeria in September 1999, for the purpose of ensuring that illiteracy is reduced to its barest minimum among the adult population in the nearest future. Universal Basic Education Commission (UBEC) was therefore established by an Act of the National Assembly in 2004 as a body to ensure the proper implementation of the objectives of the UBE programme. It is the responsibility of this Commission to coordinate the activities of the programme throughout its first nine-year 'gestation period', from 2001 to 2009 and beyond (Nigerian Federal Ministry of Education, 2000).

The UBE guidelines is intended to be free, universal and compulsory, thereby emphasizing that parents have an obligation to send their children to school. Furthermore, sanctions will be imposed on persons, societies or institutions that prevent children, adolescents and youth from benefiting from the programme, (Nigerian Federal Ministry of Education, 2000). To this end, the functions of the Commission shall be to -

1. Formulate policy guidelines for the successful operation of the universal basic education programme in the Federation;
2. Receive block grant from the Federal Government and allocate to the States and Local Governments and other relevant agencies implementing the Universal Basic Education in accordance with an approved formula as may be laid down by the Board of the Commission and approved by the Federal Executive Council;
3. Provided that the Commission shall not disburse such grant until it is satisfied that the earlier disbursements have been applied in accordance with the provisions of this Act;

4. Prescribe the minimum standards for basic education throughout Nigeria in line with the National Policy on Education and the directive of the National Council on Education and ensure the effective monitoring of the standards;
5. Enquire into and advise the Federal Government on the funding and orderly development of basic education in Nigeria;
6. Collate and prepare after consultation with the States and Local Governments, and other relevant stakeholders, periodic master plans for a balanced and co-ordinated development of basic education in Nigeria including areas of possible intervention in the provision of adequate basic education facilities which include -
 - (i) Proposals to the Minister for equal and adequate basic education opportunity in Nigeria;
 - (ii) The provision of adequate basic education facilities in Nigeria; and
 - (iii) Ensure that the Basic National Curricula and Syllabi and other necessary instructional materials are in use in early childhood care and development centres, primary and junior secondary schools in Nigeria;
7. Carry out in concert with the States and Local Governments at regular intervals, a personnel audit of teaching and non-teaching staff of all basic education institutions in Nigeria;
8. Monitor Federal inputs into the implementation of basic education;
9. Present periodic progress reports on the implementation of the universal basic education to the President through the Minister;
10. Co-ordinate the implementation of the universal basic education related activities in collaboration with non-governmental and multi-lateral agencies;

11. Liaise with donor agencies and other development partners in matters relating to basic education;
12. Develop and disseminate curricula and instructional materials for basic education in Nigeria;
13. Establish a basic education data bank and conduct research on basic education in Nigeria;
14. Support national capacity building for teachers and managers of basic education in Nigeria;
15. Carry out mass mobilization and sensitization of the general public and enter into partnerships with communities and all stakeholders in basic education with the aim of achieving the overall objectives of the Compulsory Free Universal Basic Education in Nigeria;
16. Carry out such other activities that are relevant and conducive to the discharge of its functions under this Act; and
17. Carry out such other functions as the Minister may, from time to time, determine.

Vision of the UBE Commission

To be a world-class education intervention and regulatory agency for the promotion of uniform, qualitative and functional basic education in Nigeria.

Mission of the UBE Commission

To operate as an intervention, coordinating and monitoring Agency to progressively improve the capacity of States, Local Government Agencies and Communities in the provision of unfettered access to high quality basic education in Nigeria.

Core Values of the UBE Commission

- Honesty and Accountability
- Integrity and Transparency
- Team Work and Commitment

UBE programmes are implemented through close collaborative partnerships between UBEC and State Universal Basic Education Boards (SUBEBs), Local Government Education Authorities (LGEAs) and Basic Education stakeholders at all levels. UBEC is delighted to be at the forefront of this significant national intervention and welcomes the full involvement of all individuals, corporate entities, civil societies and community groups in the drive to achieve Education for All (EFA) and the Millennium Development Goals (MDGs) by 2015. The Universal Basic Education Commission (referred to in this Act as “the Commission”) shall have a Board with the following as members -

- (a) A part-time Chairman who is a seasoned educationist;
- (b) One representative each not below the rank of a director from -The Federal Ministry of Education and The Federal Ministry of Finance;
- (c) One member representing each of the six geo-political zones of the country;
- (d) One representative each from - The Nigeria Union of Teachers, The National Parents/Teachers Association of Nigeria and Women groups or societies;

- (e) Two other members appointed on personal merit to represent a variety of interests;
- (f) One representative each not below the rank of a director from - National Teachers' Institute; National Commission for Colleges of Education; National Commission for Mass Literacy Adult and Non-Formal Education; Nigerian Education Research and Development Council; and National Commission for Nomadic Education;
- (g) The Executive Secretary of the Commission, who is the Secretary and member;
- (h) Two Deputy Executive Secretaries (Technical and Services) who shall assist the Executive Secretary. The Chairman and other members of the Commission shall be appointed by the President on the recommendation of the Minister. Also, the supplementary provisions set out in the Schedule to this Act shall have effect with respect to the proceedings of the Commission and the other matters contained therein.

In pursuance of its goal, the UBE programme aims at making education compulsory at the primary and junior secondary (classes 1–3) school levels. This being one of the cardinal programmes of the government, aimed at demonstrating its strong commitment to international policies geared towards the eradication of illiteracy in Africa. Through the UBE programme, the Nigerian government demonstrates a strong commitment to the Jomtien Declaration (1990) on the promotion of basic education for all as well as the New Delhi Declaration (1991) requiring stringent efforts by the E-9 countries (nine countries of the world with the largest concentration of illiterate adults) to drastically reduce illiteracy within the shortest possible time frame. It is also a demonstration of commitment to the Durban statement of commitment (1998) and Organization of Africa Unity (OAU) Decade of Education for Africa (1997–2006), which requires African states to generalize access to

quality basic education as a foundation stone for sustainable socio-economic development (Nigeria Federal Ministry of Education, 2000).

2.3.2 Objectives of Basic Education

According to the implementation guideline released by the Federal Ministry of Education in February 2000, the programme aimed at achieving the following objectives (FME, 2005).

1. Develop in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion.
2. Provide free, compulsory, universal basic education for every Nigerian child of school age group.
3. Reduce drastically the incidence of school drop-out from the formal school system through improved relevance and efficiency.
4. Cater for drop outs and out of school children/adolescent through various forms of complementary approaches to the provision and promotion of basic education.
5. Ensure the acquisition of the appropriate levels of literacy, manipulative and life skills (as well as the ethical moral and civic values needed for laying the foundation for life-long learning.

To further confirm the above, Obong (2006:7) outlines the specific goals of the UBE programme as follows:

1. Ensuring an un-interrupted access to 9-years formal education by providing free and compulsory Universal Basic Education for every child of school going age.
2. Reducing school drop-out rate and improving relevance, quality and efficiency.
3. Enabling individuals acquire literacy, numeracy, life skills and useful living.

4. Providing mid-day meals to enhance children's access, retention and completion of the school cycle.
5. Emphasizing on curriculum diversification and relevance to effectively and adequately cover individual and community needs and aspirations.
6. Disarticulating junior secondary schools from senior secondary schools.
7. Realigning/Integrating junior secondary education with primary education.
8. Individualizing teaching methods.
9. Introducing rudiment of computer literacy
10. Ensuring appropriate teacher professional development.
11. Encouraging community ownership of schools including participating in decision making process in schools. However, Universal Basic Education programme if properly implemented would help this country achieve the following:

1. Quality education

Education, it has been said, is qualitative to the extent that it is functional. Since the new curriculum for basic education derives from the immediate needs of the Nigerian State, education would therefore be more functional as the recipients of it would then be more useful in the society.

2. Achievement of the MDGs

The MDGs according to Eze (2008) are ends in themselves but they are also the means to a productive life, to economic growth and to peace and stability. The central need for member countries to work towards the attainment of the MDGs is for the eradication of poverty and its attendant horrors which the UBE strives to achieve. When individuals are empowered, poverty paves way for a more fulfilled life.

3. More jobs for Nigerian citizens.

Enrollment of children in schools is expected to increase at an alarming rate with UBE, and with such increase in the number of schools and students, more teachers will be needed to be employed. This would create enormous job opportunities and so more individuals would be engaged in the labour market, thereby bringing about a reduction in the level of unemployment in the country.

4. Curbing of indiscipline and crime

The idle mind is said to be the devil's workshop. When someone is idle and ofcourse religion is not a powerful dynamic force in the individual, crime can take over. UBE is designed to provide individuals with basic education enough to enable them live a more productive life in the society. Furthermore, where many Nigerian children are not taught the values and norms of their society in schools and then perhaps no one mentions them at home either, the children can easily yield to crime. The removal of moral and civic education from the curriculum was indeed a mistake. It made a bad situation worse. But with the UBE curriculum, such values as would help a child grow up as a good citizen have been built back into the curriculum.

5. Reduction in child labour

The International Labour Organization ILO (2001) defines child labour as some type of work done by children under the age of 18. According to them, child labour include full time work done by children under 15 years of age that prevents them from going to school or that exposes them to health risks. Compulsory basic education is the key to ending this exploitation and abuse of a child's right to education. Children who attend school are less likely to be engaged in such hazardous and exploitive jobs. Moreover, since the major reason for child labour is poverty and UBE is supposed to be free, parents would also not have any reason not to send their children/wards to school.

6. Reduction of gender imbalance in educational attainment

The UBE programme will help to produce educated women that can contribute meaningfully and effectively to national development. The development of any nation no doubt depends largely on inputs made by all her citizens, and considering the fact that women constitute about half of the Nigerian population, Nigeria may well be undermining the contribution of about half of its citizens if women are not given opportunity to go to school. Interestingly, the UBE programme focuses on gender imbalance with a view to reducing it to the barest minimum for the benefit of the country.

7. Reduction of the level of poverty

Poverty is a disease. In the face of poverty, people strive frantically and labour so much, engaging in any kind of activity that will fetch them their daily bread. This paves way for a lot of anti-social behaviors such as arm robbery, prostitution, human trafficking, etc. But one factor that can eradicate poverty is employment which itself is gained after an individual have had some sort of training in a school or have learnt some kind of trade or skill, which are all what UBE provides for.

8. Better health for the Nigerian child

Realizing the importance of food for the intellectual as well as the physical well being of an individual, the Federal Government of Nigeria in September 2005, launched its home-grown school feeding and health programme aimed at providing highly nutritious meals to primary and junior secondary school students under the UBE scheme. This for some children could be the only good meal they would be able to have in a day and it will help to enhance their health status. Poverty and consequently poor eating habits increase the risk of child malnutrition which has adverse effect on growth and intellectual development.

9. Help to parents

All parents want to see their children grow up normally. The primary school age is a time when a child goes through remarkable physical changes of all kinds and so their food intake becomes a critical aspect of this growth and development. The UBE programme makes provision for feeding of the students in schools and such would reduce the burden of impoverished parents. Moreover, UBE is free and so parents are also helped to have their children in school and yet spend less.

10. Motivating students to enroll in schools

The rich curriculum of the UBE and also the home-grown school feeding and health programme can encourage students to enroll and be regular at school especially children in rural communities where poverty level is high, school enrollment low and drop- out rate high. A child who would not be sure of getting food at home would rather prefer to go to school where it is certain that he would have a good meal. With this positive attitude developed, the child's interest in school and in learning may from there be ignited.

2.3.3 The Three-Core domains of UBE

UBE is underpinned by three interconnecting domains: access, retention and outcomes. For the goal of UBE to be fully attained, all three domains must be simultaneously addressed by the government, and the agreed targets in children's access to basic education, retention and learning outcomes must be fully achieved (NRI, 2012). If the target for one of these domains is not fully attained, the goal of UBE will be considered to have not been achieved (see Figure 2 below).

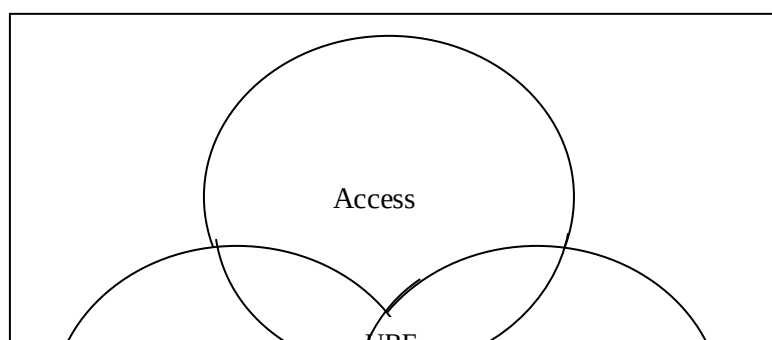


Figure 2: The core domains of universal basic education

2.3.3.1 Access

Access refers to the extent to which children of specified school age under the UBE scheme are able to gain access to a particular level or cycle of education (UNESCO, 1989). In Papua New Guinea (PNG), access is the extent to which all school-age children are able to gain access to basic primary education. The PNG policy has provided access for all children regardless of their backgrounds. The indicators for measuring children's access to education are:

- Net admission ratio;
- Gross admission rate;
- Gross enrolment rate; and
- Net enrolment rate.

2.3.3.2 Retention

Retention refers to children being provided opportunities to remain in school and complete a full cycle of schooling without dropping out after being admitted. However, in reality, not all children who gain access to the first level of formal education continued till they complete their basic education. Children drop out of school for a variety of reasons. Student retention is measured using the following indicators:

- Cohort retention rate; and
- Completion rate. These rates can also be used to calculate the retention of different categories of pupils, such as girls and boys, urban and rural schools, different grades, different cohorts, children with special education needs, and orphaned and vulnerable children.

2.3.3.3 Outcomes (Completion)

Quality outcomes encompass knowledge, skills and attitudes that are linked to positive participation in the society. Quality outcomes in the UBE programme should show gradual increase in the number of children who have completed upper basic education and also a clear reduction in the number of children who engage in street begging, hawking, and other forms of child abuse. In the same vein, Quality of education is often defined in relation to pupil learning outcomes and curriculum relevance. This is because curriculum relevance is at the heart of any education enterprise, and underpins perceptions about the usefulness and utility of what pupils learn in school. In the absence of more reliable and accurate measures of quality, the following proxy measures have been used to measure the quality of pupil learning:

- Pass rate;
- Qualified teachers;
- Pupil-textbook ratio; and
- Teacher-pupil ratio.

Both globally and at country levels- specific strategies are required to achieve the goal of UBE. For example, globally, developed countries are expected to support developing countries with appropriate levels of funding to increase their financial capacity and allow them to achieve the MDG, including the goal of UBE. Nationally, countries that committed themselves towards achieving the goal of UBE are required to develop and implement

country-specific strategies that will make it possible for them to achieve it by the target date of 2015.

2.3.4 UBE Curriculum

To ensure that Nigeria achieves the MDGs on education, the curriculum of basic education has been updated to make it responsive to current problems, contextual forces, both local (national) and global, which impinge on the educational system and the learning process. By curriculum, is meant all planned learning experiences provided by the school to assist the pupils in attaining the designated learning outcomes to the best of their ability (Dada, 1999) Curriculum includes all formal, non-formal and informal contents and processes through which learners gain knowledge, understanding, skills and attitudes, values and appreciations under the guidance of the school. It is actually through the curriculum that the goals of the school are achieved (Adirika, 2000).

Edho (2009), in academic online (2010), asserted that the UBE which prays to offer an uninterrupted 9-year of basic education in Nigeria has witnessed modification and changes in the education system. The 6-3-3-4 system been practiced in the past has been changed in this direction to encompass the new educational programme of government. The new 9-year curriculum was recently developed by the Nigeria Educational Research and Development Council (NERDC) and subsequently approved by the National Council of Education (NCE). The new curriculum has imbedded in the curriculum the objectives of NEEDS (National Economic Empowerment and Development Strategy and the MDGs (Millennium Development Goals).

The new structure aims at providing the child with diverse basic knowledge and skills for entrepreneurship, wealth generation and educational advancement, inculcating right values for independent thinking and providing opportunities for the child to develop

manipulative skills that will enable the child to function effectively in the society and to realize his or her full potential (UBEC, 2008). The curriculum at the lower basic level, that is primary 1-3, provides for elective and compulsory subjects. The same is applicable to the middle basic level, primary 4-6 and the upper basic levels, JSS 1 -3. The compulsory and elective courses are to ensure that UBE graduates acquire an appropriate level of literacy, numeracy, manipulative, communicative and life coping skills. They are expected to acquire appropriate ethical, moral and civic values that would establish, strengthen and fortify scientific and reflective thinking in them, equipping them thus, to cope with life challenges in whatever form.

According to NERDC (2007), among the core compulsory subjects for the lower basic level are - English Language, one major Nigerian language (Igbo, Yoruba and Hausa), Mathematics, Basic Science and Technology, Social studies, Civic Education, Culture and Creative Arts, Religious Studies, Physical and Health Education as well as Computer Studies/ICT. A learner at this level is expected to offer at least one but not more than two of the following electives – Agriculture, Home Economics and Arabic. At the middle basic level, learners are expected to take as core courses all that were offered at the lower basic in addition to French Language. The conditions in relation to the electives remained the same as with the lower basic levels. At the upper basic, some significant changes are evident in the curriculum. Basic Science is separated from Basic Technology so that learners can achieve more in-depth knowledge in each of them. While the electives remain the same with the other levels, a learner may offer all the electives if he so desires but it is however compulsory for him to at least offer one of the elective courses.

The UBE curriculum, in terms of outcome, is being measured using comprehensive and broad profiles, which reveal students' performance as well as teachers' performance. The array of instruments for students evaluation include teacher made tests, classroom

observation and interactions within the society, standardized tests and other methods of evaluation that contribute to the overall assessment profile -these not only reveal the degree of students' mastery of a given body of content but also give a wide broad view of learner's performance and detailed information of their competence (APA, 2008). In terms of workability, UBEC (2008) assert that the UBE curriculum incorporate considerations of analysis of gender equity, citizenship education and national development. The effort, they stated, minimize community's rejection of formal education as earlier noticed in some parts of the country. The UBE reform programme of 2008 made a comprehensive review of basic education curriculum with a view to enhancing relevance to local and national aspirations.

As a dynamic response mechanism, the UBE curriculum is geared towards meeting global educational agenda related to Education for All (EFA). The curriculum has adequately provided for contexts and contents to buttress human rights, scientific and technological pursuits as priority, nationality, natural law; all of which are capable of not only transforming social consciousness but also equipping learners with skills that would make them effective citizens of a new world order (UBEC, 2008). Well (2008) is of the view that viable nations in the world society must be nations that are experiencing growth through increases in the output or amounts of goods and services they produce over time. They must have evidence of new products, better goods and services to sustain their growth at all times. A basic measure of standard of living growth and development in the world today is the Gross Domestic Product (GDP). Unfortunately, UNDP (2004) confirmed that Nigeria manifests a slow economic growth in comparison to her fast population growth.

The implication of this is that people experience continued difficulty in maintaining their living standards not to talk of increasing them. If Nigeria is to develop and meet her socio-economic targets as articulated in the millennium development goals by the year 2015, she needs to take a critical review of the UBE scheme which can turned her economy and

people into a veritable tool for effecting change (Adirika and Oluwagbenga, 2013). It is therefore important at this point to get the true picture of the UBE Programme in Nigeria in clear dimensions of other curricular issues.

2.3.5 Facilities and Universal Basic Education in Nigeria

Educational institutions have been established at all levels, with the hope that the nation's human resources would be transformed into competent and productive agents of development in all sectors of the economy. In order to fulfill their objectives, educational institutions require an environment where teachers, pupils and other personnel will enjoy their stay and perform their duties effectively. According to Akubue (1991), good school environment would foster desirable behavior, creativity, harmonious relationship and problem-solving skills among the pupils. In the educational institutions, facilities constitute essential inputs which could generate favorable learning environment, facilitate interaction and enhance achievement of educational objectives (Abdulkareem and Fasasi, 2007). In fact, school curriculum would be meaningful and functional if required facilities as provided are in adequate quantity at appropriate time.

Educational facilities refer to non-human and non-financial resources. They also include all movable and immovable materials, which are used for teaching, learning and other school activities. They are synonymous with school physical facilities, school material resources, school plant and school facilities. Olagboye (2004) stated that educational facilities consist of instructional resources such as audio and visual aids, graphics, printed materials, display materials and consumable materials. They also include physical resources such as land, building, furniture, equipment, machinery, vehicles, electricity and water supply infrastructure. In another dimension, Ojede (2004) identified three components of educational facilities. These are school infrastructure, such as buildings and playgrounds;

instructional Facilities (teaching-learning materials, equipment and furniture) and school physical environment (beautification of the school environment). Thus, here are different kinds of facilities that could be used for teaching and learning purposes. They are located within and outside school premises.

Demand for educational facilities is on increase in Nigerian schools. This is partly due to the Federal Government's efforts, through educational policies such as Universal Basic Education, to bring all categories of citizens into school and to ensure their retention till graduation. To this end, one would realize government's commitment to the realization of the objectives of its educational programmes and policies such as UBE. This commitment, as demonstrated in the implementation of educational policies, implies a further increase in number of schools and consequently in facilities required. For example, the Nigerian secondary schools, which were 10,608 in the year 2005 (Teachers' Registration Council of Nigeria, 2006), increased to 13,462 in the year 2007 (Teachers' Registration Council of Nigeria, 2007). This is an indication that population of students, teachers and other personnel, is also on increase in the schools. In this situation, greater demands would be mounted on the available facilities. Nwadiani (2001) observed that the facilities are not only over utilized, they are also poorly maintained. Similarly, in a study conducted by Aigboje (2007) on Universal Basic Education in Nigeria, he found out that some school facilities, were inadequate while others were not available at all.

For basic education system to achieve its set goals, the need to put certain educational materials, equipment and facilities in place cannot be over-emphasized. Unfortunately, these facilities are in short supply at all levels of education (Odekunle and Okuwa, 2012). In some, cases, they are non-existence and where they are available at all, they are in deplorable condition. To enhance proper teaching-learning process in our basic schools facilities such as

library and laboratory must be well-equipped and dilapidated buildings must be reconstructed. Also, teaching aids must be made available to teachers to facilitate learning. The school environment should be made conducive and attractive for proper administration.

Nwagwu (1976), Obanya (2000) and Adeyemi (2007) reported that to achieve strong educational foundation, Nigerian Basic schools therefore needs adequate facilities such as blocks of classrooms, furnitures, instructional materials, libraries and some school equipments in order to enhance learning environment. These are expected to be provided for conducive classrooms, effective classroom communication, conducive teaching and learning atmosphere among others. In a comprehensive review of strategies for managing school curriculum, Ekpo (2001), observed that of all the problems plaguing education in Nigeria, the most intractable is the dearth of relevant teaching resources. Similarly, Inyang-Abia (1992) noted the non-availability of instructional materials in most schools in Akwa Ibom State.

2.4 School Based Assessment

Studies in the field of education have established the influence of testing on the process of teaching and learning (Chapman and Snyder, 2000; Wall, 2000; Wall and Alderson, 1993). Test results across the world are used as an indicator of the performance of teachers, schools, and the accountability of the education system. Nigeria, like other countries of the world acknowledges that education is a vital tool for achieving national development. Consequently, she has joined other nations in their march towards worthwhile educational investment and reforms.

The purpose of schooling is to effect changes in the students' behaviour by exposing them to specific experiences through systematic presentation of skills, attitudes, concepts and principles. The teacher uses various techniques to observe the characteristics and behaviour of students that could promote or hinder learning. He can observe the skills used in problem-

solving, listen to students' answer to questions or their comments to note their difficulties and then adjust to teaching accordingly, identify possible misconceptions and take care of them.

At the end of the lesson, he checks whether the students have mastered the concepts taught. The outcome will suggest whether to slow down, change his method, use more instructional aids, revise previous lessons, re-teach a particular concept or move on to the next topic. This process is referred to as assessment. Assessment is "any systematic method of obtaining evidence from posing questions to draw inferences about the knowledge, attitudes, and other characteristics of people for a specific purpose." There are different uses of assessments: diagnostic, formative, needs, reaction, summative. It is therefore part and parcel of the lesson. Teaching cannot be said to have succeeded until assessment has proven so. Nwana (1979) posits that no matter how effective the teacher is, how intelligent the students are, how adequate the audio-visual equipment are, if no provision is made for some evaluation of progress, the teaching efforts may be completely invalidated.

McCormack and Jones (1998) went ahead to outline the relevance of educational assessment to include determining of student progress and helping educators to reflect on their teaching materials, provoking students thoughts and action, encouraging students to ask questions and motivating them to learn. One major reform introduced into the educational system is to make assessment formative, spanning all through the learning process so as to provide students and teachers access to feedback which will help improve learning. It is however regrettable that most schools still practice the traditional method of assessing students in the summative mode.

Many teachers misconceive continuous assessment to imply continuous or repeated testing of the learners. Thus, tests are the only instrument used by teachers to assess students' learning outcomes. The implication is that teachers and learners have the impression that the purpose of education is to pass tests and examination. Teachers therefore, do not make

genuine efforts to ensure meaningfulness and understanding in their teaching. The learners, on their part cram and perm questions in readiness for paper and pencil tests where they will regurgitate such facts. Very little concern is shown for higher mental tasks, thinking and application skills such as ability to apply the knowledge to real life problems, to synthesize new information based on what is learnt to evaluate the outcome of knowledge applied.

In the Nigerian society, this social importance attached to test results and certificates has motivated unhealthy ambition aimed at not only to pass by all means, but also to score high marks, hence students cheat during examination using numerous methods. It is not surprising that a child can finish basic schools without the ability to read, write, do mathematics and acquire basic life skills. Consequently, academic misconduct starts at this foundation level and spreads to other levels of our educational system (Danjuma, 2004; Adekola and Chukwura, 2005).

In most classrooms, assessment is carried out at the end of teaching to identify those that have satisfied the objective of teaching. Teachers do not assess students in the course of teaching to identify their difficulties or possible misconceptions and take care of them by adjusting their methodology. Assessment today is expected to be more sophisticated than it was in the past. Our assessment practices are characterized by poor assessment/non-use of the affective or psychomotor domains in promotion and certification. This has resulted in the production of witty criminals and corrupt intellectuals with attendant risk of further producing their type by genetic multiplication. Crook (2002), opined that from early childhood education to tertiary education, the responsibility of assessing individual students largely lies in the hands of their classroom teachers, except for the involvement of national examinations at the end of secondary education and some examinations for qualification purposes in polytechnics.

2.5 Teachers' Job Performance

Teachers' job performance could be described as the duties performed by a teacher at a particular period in the school system in achieving organizational goals (Obilade, 1999). It could also be described as the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes (Akinyemi 1993; Okeniyi, 1995). However, Meindl (1995) argued that job performance is determined by the worker's level of participation in the day to day running of the organization. Adepoju (1996) asserted that variables of job performance such as effective teaching, lesson note preparation, effective use of scheme of work, effective supervision, monitoring of students' work and disciplinary ability are virtues which teachers should uphold effectively in the school system.

In this regard, the teachers' performance could be measured through annual report of his/her activities in terms of performance in teaching, lesson preparation, lesson presentation, mastery of subject matter, competence, teachers' commitment to job and extra-curricula activities. Other areas of assessment include effective leadership, effective supervision, effective monitoring of students' work, motivation, class control and disciplinary ability of the teachers. Hoyle (1986) argued that schools are established with the aim of imparting knowledge and skills to those who go through them and behind all, as an idea platform for enhancing the set organizational goals.

The most critical measure of any educational system is the assessment of its students. The aim of any research is to determine the extent to which its objectives are achieved or otherwise. If not, why and what can be done to achieve it? The fact that modern education has different levels of aims suggests that we must measure the extent of its success in a

variety of ways (Wainer, 1994). The implication of this is that it is the level of objective that goes a long way to determine the term to use.

Leigh and Mead (2005) clearly bring about the fact that the quality of teaching has come down gradually world over, demonstrate that the skills of teachers have come down due to outdated preparation on the part of the teacher and stagnant compensation schemes by the management of the educational institution. This condition in the recent years for the teacher has led to (1) very few growth opportunities (2) inadequate compensation structure. The condition is worse with disadvantaged students who require excellent teachers but have the least. Leigh and Mead in their suggestion for lifting performance of teachers have emphasized the need for periodical performance appraisal just as it is in the corporate or business organization.

Teachers will have to be periodically evaluated and the compensation structure will have to be based on performance. A stringent policy will have to be developed in order to modernize and enrich teacher quality for hiring, evaluating and compensating. Merit based rewards yielded the best performance. They have indicated how quality matters by comparing the performance of students of an average teacher with that of the performance of students of an excellent teacher.

Griffin (2005) explored that the performance of an individual is determined by three factors i.e. motivation, work environment and ability to do work. Chandrasekar (2011) examined that the workplace environment impacts on employee morale, productivity and job performance both positively and negatively. In another research, Adeyemi (2010) investigated the relationship between the leadership styles of principals and teacher's job performance in secondary schools. He found that the principals mostly used democratic leadership style in schools as compared to autocratic style. It was the most commonly used

leadership style by principals in the schools. His study also determined that there is a direct relationship between leadership styles used by Principals and teachers job performance.

His study concluded that the performance of teachers is better in those schools where principals are having autocratic leadership styles as compared to those schools where Principals are having democratic style of leadership. Thus the autocratic style is the best style of leadership that can improve the productivity and performance of teachers in schools. He also recommended that the principals should use both autocratic and democratic leadership styles in their schools from situation to situation in order to improve teacher's job performance.

It is universally recognized that teachers' instructional performance plays a key role in students' learning and academic achievement (Panda And Mohanty, 2003). There are many factors that influence teachers' job performance such as aptitude, attitude, subject mastery, teaching methodology, personal characteristics, the classroom environment, general mental ability, personality, and relations with students. For development of quality teachers one has to understand the factors been associated with it. Performance of teachers mainly depends on the teacher characteristics such as knowledge base, sense of responsibility, and inquisitiveness; the student characteristics such as opportunity to learn, and academic work; the teaching factors such as lesson structure, and communication; the learning aspects such as involvement and success; and the classroom phenomena such as environment and climate, and organization and management. If the teachers take care of these factors, their performance can be enhanced to the optimum level (Rao and Kumar, 2004).

2.6 Challenges to Attainment of UBE Objectives in Nigeria

The UBE programme of the Federal Government of Nigeria was launched in 1999 and did not take off at the same time in various states of the federation, as a result of which the

assessment of its achievements so far may not be compared. While some states started early, others could not for various reasons peculiar to them and thus, making its implementation differs. However, the challenges it is facing both at the federal and state levels are obvious.

The world over, ability to allocate enough funds for a government initiated programme remains the greatest challenge that any programme could ever have. This is also the case with the funding of the Universal Basic Education in Nigeria and the question of whether its objectives would be attained or not. Between 1999, when the country returned to international participatory democracy and 2009, the central government has spent huge sums of money on the education sector alone, with little or nothing to show for such expenditure (Folorunsho, 2009). It is evident that the Federal Government has not spent up to 15% of its total budget on education in the last fourteen (14) years or thereabout of its uninterrupted democracy. The highest allocation so far was in 2006, when 10.43% of the budget was allocated to education. Several studies have shown that UBE is underfunded (Maduewesi, 2001; UBEP, 2002; Ibukun, 2004 and Nwagwu, 2004).

This pattern of allocation falls below the UNESCO's threshold that 26% of an annual budget should be appropriated to education sector. This certainly affects the smooth implementation of government policies on education and in particular the UBE programme since its inception. This position has been well captured by Dike (2001) and Igbuzor (2006), when they observed that the government is in the habit of allocating less money to the education sector and consequently, limits the successful implementation of its programmes. It is also imperative to note that the phenomenon of corruption is making the implementation of UBE unattainable to a larger extent, thereby making the allocated fund in acute shortage. It must be emphasized that despite the claim of governments that huge sums of money are earmarked in the budget for education, not much effect of the money is visible. The reason

could be that such funds are not released or when released are misappropriated. To allocate and release funds is one thing and to make the judicious use of it is another (Ajayi, 2007).

Another major challenge to successful attainment of the UBE scheme is lack of proper planning on the part of government (UNESCO, 2012). A dearth of statistics on children's enrolment, number of teachers, their qualification and demographic characteristics, statistics on buildings and other learning facilities -all are inadequate at present. This lack of data is capable of scuttling the planning processes (Yusuf and Ajere, 2000). Similarly, it is expected that when data provided for planning is inaccurate, then decisions based on such data would be faulty (Anaduaka and Okafor, 2013). Dare, Onekata and Auwal (2000) pointed out that the National Population Census, for instance, which is expected to provide the most reliable data for educational planning and implementation has always been politicized. Of course, after each head count, figures are rolled out and in some cases; these figures may not quite represent the actual number of people in the locality. When planning is done based on such inaccurate statistical data, surely there would be problem.

Also, poor infrastructures and facilities have constituted a barrier to the implementation and successful attainment of the objectives of UBE programme (Nwosu, 2002). Infrastructures such as laboratories, libraries, classrooms, furniture and fittings are still inadequate in the basic schools in Nigeria. A visit to some of these schools could attest to this point and raise an alarm on the destinations of where monies allocated is been channeled to. Where the infrastructures are available, in several studies they are in a very bad state. In many of the basic schools, inadequate classroom building has resulted in overcrowded classrooms, a situation which is not conducive for effective teaching and learning. There are many other schools with libraries, laboratories and workshops without the required facilities for effective teaching and learning.

Although, government has kept on saying the situation is being addressed through the intervention of Education Tax Fund (ETF), World Bank assistance and the Universal Basic Education Commission (UBEC), but more still need to be done. However, the inadequacy of population data has also affected the provision of instructional materials such as textbooks, laboratory equipment, audio-visual material etc., which in themselves constitute another major challenge to the successful implementation and attainment of the UBE objectives in the country. The importance of textbooks and other instructional materials in the teaching-learning process cannot be over-emphasized. For learning to have taken place, the teacher needs to sensitize his/her pupils' senses of seeing, hearing, smelling, tasting and touching. In order to do this therefore, the teacher must use instructional materials (Ajayi, 2004). Without the provision of adequate textbooks and instructional materials, it will be difficult to implement the school curriculum. As part of measure to achieve the objectives of UBE programme, the Federal Government of Nigeria stated that action in the areas of textbooks and instructional materials will be closely linked to the work of be done on enriching school curricula.

Poor implementation of the new UBE curriculum: The teacher is an important and indispensable tool in the attainment of educational objectives at any level. He is at the centre of knowledge and learning. Curriculum process in Nigeria can be considered as consisting of three (3) levels – what is intended, what is implemented and what is learnt (attained). Curriculum reform can therefore only be effective if teachers are trained and equipped with the right skills to implement the intended curriculum, and such training often does not hold for all teachers except for few amongst them that are selected.

Inadequate Supervision and Monitoring is one among the multifaceted problems of UBE in Nigeria (Olibie, 2001). Regular monitoring of what goes on in basic schools is

necessary for quality assurance in the UBE programme. Shortage of qualified school supervisors and vehicles for effective school supervision has been identified as one of the major constraints of UBE programme (UBEP, 2002). High quality of basic education may not be guaranteed in this country as a result of inadequate supervision and monitoring of UBE programme. This is no surprise when one-time Hon. Minister of Education, Oby Ezenkwensili (2007) concurred that there has been no inspection and supervision of schools in the decade. Supervision is thus, the life-wire concerned with the efficiency and effectiveness of UBE scheme in its drive for result-oriented.

Lastly, issue of poor motivation of teachers has been identified as one essential challenge to the successful implementation and attainment of UBE objectives in this part of the world. There is no doubt that the morale of Nigerian teachers is generally low compared to their counterparts in some developed nations. The teaching profession and teachers themselves are generally relegated to the background in terms of what they are paid as salaries and worst still, is the fact, that salaries are not paid as at when due. For this reasons, schools have been shut down on several occasion due to negligence of the government to their plight (Nwaji, 2007).

2.7 Role of Teachers in the Implementation of UBE in Nigeria

The teacher's position as a central figure in any educational endeavour is universally recognized and as such it is agreed that no educational system can rise above the quality of its teachers (Obanya, 2010). Society therefore expects many things from the teachers. Pupils expect teachers to impart knowledge effectively, parents expect them to ensure discipline and sound moral values among learners, development planners expect them to initiate ideas and actions towards community development, curriculum reformers expect them to adopt innovative technique of teaching, and also adult literacy planners expect them to help pupils

imbibe positive attitude towards national unity and respect for the state (Nakpodia, 2011). Years ago, many laudable educational programme like the universal primary education (UPE) failed mainly because they did not take due account of the teacher factor. Babalola (2003) emphasized that for teachers to be effective, they need quality training and support such as teaching materials and quality teaching environment.

Government is committed to ensuring the success of the Universal Basic Education (UBE) programme and teachers are integral part of the process of its conceptualization, planning and execution. To this end, the on-going efforts to raise the level of their initial professional preparation has been pursued, broadened and intensified (Ohwojeroh, 2010). Moreso, the crucial issue of career-long professional development of serving teachers in areas of in-service programme like sandwich, weekend programme, seminars and workshops have been properly intensified for the actualization of the objective of Universal Basic Education (UBE) programme. The following accredited bodies such as Nigeria Union of Teachers' (NUT), Universities, Colleges of Education, the National Teachers' Institute (NTI), National Board for Technical Education (NBTE) are mobilized to develop a more systematic career improvement orientation and programmes for all categories of teachers.

In pursuance of the Universal Basic Education (UBE) programme, the Federal Government has further charged the NTI with the production of a large number of qualified teachers in the pivotal teachers training programme (PTTP). This programme prepares the beneficiaries for the specific teaching assignment in the Universal Basic Education (UBE), and it was contracted to the National Teachers Institute, Kaduna. So far, the pivotal teachers' training programme (PTTP) has produced about 30,000 additional teachers for the UBE programme. However, it is envisaged that the products of the PTTP will enter the teaching

profession through continuing education programme up to the Nigeria Certificate in Education (NCE) level.

Corroborating the above view, Igborgbor (2000) asserts that the right people at the right time and of course in the right place should be recruited for the UBE programme to make it not only effective and but successful. He believes that the first step is staffing so as to determine the present and future manpower needs for the UBE programme. He further reiterate that the on-going efforts of training and re-training to raise the level of general education of teachers should be vigorously pursued, broadened and intensified for the survival of the programme. Employment of adequate number of well trained and qualified teachers who should be well motivated for improved teaching – learning process is essential for the effective implementation of the programme.

Teachers' knowledge, an intended outcome of pre-service training, is strongly and consistently related to job performance (World Bank, 1995). As a result, teachers are the main medium through which pupils learn, especially during the foundation years, making school the important functional locus of efforts for improving quality. It requires therefore that teachers use their professional attitudes, energy, and motivation in combination with teaching skills in creating quality learning which leads to the attainment of specific educational objectives. Teacher quality is therefore, the most important school –related factor influencing educational achievement (Schon, 1983 and Rice, 2003 in Odekunle and Okuwa, 2012). While acknowledging this fact, the UNESCO Education for All (EFA) Global Monitoring Report noted:

“What goes on in the classroom, and the input of the teacher and teaching, has been identified in numerous studies as the crucial variable for improving learning outcomes. The way teachers teach is of critical concern in any reform designed to improve quality (UNESCO, 2004: 152).”

Over the years, teachers have played a key role in the successful delivery of the education process. No doubt, Babalola (2003) asserted that teachers are the centre for quality improvement in education and upgrading the capacity of teachers would help in giving quality education to basic school children, since they are the foundation upon which a country builds its sustainability. Nigeria have made gradual move towards the 100% target by 2015. This is because, the net enrolment rate in primary education stood at 87.6% in 2006 and 89.6 in 2007 (UNDP, 2007; MDG, 2010). Although there has been tremendous increase in the net enrolment of primary school children, the question is whether this increase has translated to qualitative education in the country or not.

However, studies on assessment of teacher outcomes in relation to the capacity building programmes (outcomes such as development of skills, use of new pedagogical approaches as well as improved mastery of content and attitude to teaching) were carried out by various researchers throughout the country. Their findings revealed that learner centered approach to teaching is lacking and also methods of teaching which elicits high cognitive activities in standards, such as critical thinking are lacking (Uko, Okoh and Omatseye, 2007; and Edet, 2011).

The reasons for non-application of the skills learnt by the teachers during the capacity building programme are attributed to poor condition of schools' infrastructure, (ESSPIN, 2009), insufficient supply of infrastructural materials, and large classroom size, (Edet, 2011). Although the new Basic Education Curriculum was designed to reflect relevance, as it encouraged the acquisition of craft production skills and a culture of entrepreneurship among primary school children to address the issues of street begging and hawking, yet there seems to be little or no progress in this regard. Teachers' competencies play great role in the quality of teaching especially in the use of appropriate teaching methods. Evidence has shown that

teachers have not been able to practice what they learnt during the training programmes (Edet, 2011).

2.7.1 Requirement for Quality Teachers

The attainment of Universal Basic Education (UBE) objectives by the year 2015 will depend on the quality of education received by the school children (Emechebe, 2012). The Universal Basic Education aims at helping basic school children to acquire skills, knowledge and attitudes necessary for active and productive life. These can only be achieved through quality education. The importance of good quality education has been reaffirmed by the Jomtien Declaration, (1990), the Dakar Framework for Action (2000), UNICEF (2000), and UNESCO, (2003).

However, the standard of an educational system maybe is a factor of its teachers, who are the core implementers of its curriculum. The question of how effective they are or otherwise determines the extent of their commitment to realizing the objective of an educational programme such as UBE. No doubt, in recent times many people have been called a teacher, but the question is, can they really be described as an effective teacher. The idea of effective teacher differs from persons to persons. But according to Killen (2006), an effective teacher is the one who has clear objectives of what is to be achieved and set own goals of teaching to accomplish such. Certainly, to be an effective teacher is more complicated and difficult than many people think. To be an effective teacher, one is required to have the following qualities:

Possess Content Knowledge

For many, including teachers, the most obvious requirement to be an effective teacher is the content knowledge of the subject one is handling. According to the McBer Report

(DFES, 2000) pupils expect a teacher to have a good content knowledge to be considered effective, which inspire the pupils' confidence in the teacher. Ferguson and Womackl (1993), stated that effective communication of content knowledge is a hallmark of good teachers. However, having good content knowledge is just one of many vital factors and qualities, which an effective teacher needs to have in order to enhance learning and achievement of goals.

Be a Good Planner

Having good content knowledge is not so effective without a well planned lesson. A lesson plan makes the content and the session interesting and all involving. Good planning facilitates clear explanations, and it provides a wide range of resources suitable to pupils' needs. It assists with effective use of oral questioning, giving instructions, being flexible, and having an impact on the pupils' simulation to encourage their interest and participation. Effective teachers give meaning to the subject by facilitating relevant material to the pupils where possible, and by finding means to stimulate interest on it.

Craig and Dickenson (2003) pointed out that good planning ensures that lessons included periods where pupils are allowed to have discussion in open or close groups or in pairs. Good planning assists the teacher to organize the materials adequately which allows doing more and better during the session. Gurney (2007) also, pointed out that good planning allow the pupils to give the teacher their feedback in order to improve own knowledge, methodology and learning environment if need be. Cruickshenk and Haefele (2001) stated that effective teachers are able to qualitatively do more with the same amount of time. However, good planning also implies classroom management and organization to achieve learning.

Good Classroom Management and Organization

Effective teachers manage and organize the classroom at the beginning of the year, according to the pupils' needs and preferences to create an optimistic and warm learning environment for all the pupils as well as enhance learning. While classroom management focuses on instructions which influence the pupils in terms of psychological behaviour to learn, classroom organization influences the pupils' motivation to learn created from the physical learning environment. Effective teachers organize the classrooms to promote learning and interaction, and to create an optimal learning environment where pupils feel comfortable and relax in terms of decoration, accessibility and mobility. According to Stronge, Tucker and Hindman (2004), part of classroom organization is the furniture arrangement, the accessibility of material, and the decoration. Kohn (1996) stated that furniture arrangement facilitate interaction.

Possess Good Communication Skills

Communication skills are vital for anyone who has a teaching job. Effective teachers are always effective communicators. They communicate clearly about course objectives, content and testing, making sure they provide a rationale for learning particular material and adapt instruction to their pupils' level of knowledge and maturity. Lack of communication means that the pupils will not understand key concepts at all, or they will do incorrectly those assigned work. Effective teacher is someone who takes something that is complex and presents it in a way that can be easily absorbed by the pupils, and through different verbal and non-verbal communications (Prozesky, 2000)

Have Confidence

Teachers' Confidence plays an important role in effectiveness. Confidence to teach subject matter influences the teaching outcomes (Bandura, 1997). If effective teachers believe in themselves, they achieve a lot in the classroom, and the pupils know who is in charge, and

the teacher knows what material to use, and how to teach it. Effective teachers are passionate about teaching and the subject. If the teachers do not love their jobs, the pupils perceive it, influencing in their low motivation. Besides, if they do not love the subject, therefore, how are the pupils going to love it? Effective teachers have an energy that almost makes the glow and they tackle each lesson with a sense of challenge, rather than routine. Gurney (2007) pointed out that when teachers show enthusiasm, and there is interaction in the classroom, the work of learning process is turned into pleasure.

Motivation for Learning

Motivating pupils make them to be more receptive and excited about the subject, make them be aware of the value and importance of learning, and have a better attitude to learn. Effective teachers makes the pupils increase their academic self-concept, show interest in the subject and indicate desire to learn more, and therefore to have a high level of achievement (NWREL, 2001) It has also been stated that pupils see the effective teacher as a motivator and a leader who encourages them to be more responsible for their own learning.

Respect, Fairness and Equity

Respect, fairness and equity are identified as the prerequisite of effective teaching in the eyes of pupils. Kyriacou (1998) stated that mutual respect is an essential feature of the classroom to establish the right climate for effective teaching and learning. He also added that respect requires the pupils to know that the teacher is competent, interested in their progress and committed to it. Effective teachers avoid situations of lack of respect among pupils who do not respect their peers. Fairness is so appreciated by the pupils, and effective teachers respond individually to misbehavior, rather than to the whole class (Stronge et al, 2004). He

added that pupils expects equitable treatment in all situations, either in case of misbehavior, assessment results, religion, ethnic background, age etc. and to avoid favouritism (Peart and campbell, 1999). Therefore, effective teacher continually demonstrate respect to their pupils (inside or outside the classroom), fairness and equity regarding individual situations, age, background, ethnicity, religion, economical status and so forth.

Assessment and Evaluation

Effective teachers really believe every pupil is capable of achieving success, and they do all they can to find ways of making each pupil successful. Effective teachers' expectation towards the pupils, in terms of standard of learning and their behaviour, are high and they help their pupils to meet those high expectations which are essential.

Caring

Effective teachers care about their pupils in order to bring out the best in each of them as well as encourage learning. According to Gurney (2007), learning has been considered as an emotional exercise which allows the pupils to get engaged as it appeals to them emotionally. Besides, Eisner (2002) suggests that teaching is a caring exercise which takes an important role in effective learning process. Showing care includes listening to the pupils, not only when they are in the classroom, but also about their particular lives and/or personal problems. The role of an effective teacher in this situation is to be good listeners, paying attention to and showing understanding through tenderness and patience. According to Stronge et al (2004), pupils perceived effectiveness when teachers show kindness, gentleness and encouragement. Effective teachers demonstrate genuine concern and empathy towards pupils through understanding the pupils' concern and questions.

Knowing the Pupils Individually

Effective caring teachers also know the pupils individually and give them individual attention and develop productive relationships with their pupils. They treat their pupils with respect and expect the same in return, enhancing the pupils learning progress. It is not enough to know the pupils in their formal setting (in the classroom; their learning strategies or learning style) but also, to know them in the informal setting (outside the classroom: likes and dislikes, background, their motivation, aptitude and attitude to learn). These have great effect on behaviour and performance in the classroom, and in their learning process (Cruickshank et al, 2001). Sizer (1999) stated that pupils cannot be taught well if we do not know them.

Teacher - Pupils Relationship

Effective teachers do not only have teacher-pupils relationships in the classroom, but also demonstrate interest in pupils' lives beyond the classroom using a wide variety of strategies to interact with them outside the class, and the educational institution. This according to Kohn (1996) encourages the pupils to perform their best in the classroom. To Stronge et al (2004), social interactions between the teacher and pupils encourage pupils learning and achievement educationally. Besides, it helps introverts or low self-esteem learners to be better integrated into the group. This increases pupils' participation and motivation, which enhances a more favourable learning environment, and challenge the pupils to succeed. Wolk (2002) confirmed that strong relationships with the pupils help to decrease discipline problems. Therefore, a teacher who spends more time interacting socially with the pupils, working directly with them, and demonstrates a sense of fun and willingness to participate in a friendly and personal manner is considered to be effective.

2.8 Indices for Assessing Performance of NCE teachers in the Implementation of UBE in Nigeria

The following determinants can to a large extent constitute the indices for assessing performance of teachers (NCE holders inclusive) in the basic schools towards the attainment of the objectives of basic education or otherwise.

2.8.1 Teacher Resourcefulness

Teacher's resourcefulness is tied to his/her competence in instruction and management of students as well as in the use of materials in the classroom. First, Nigeria educational system requires that all teachers in all educational institution nationwide should be professionally trained. This is with the view of enhancing teacher's commitment to the teaching profession. Hence, the national policy on education (NPE, 2004) stipulates that the minimum qualification for entry into the teaching profession shall be the Nigeria Certificate in Education (NCE).

According to the Teachers' Registration Council of Nigeria (2008) other acceptable qualifications are degrees in education B.A (Ed), B.Ed, B.Sc. (Ed), M.Ed and Ph.D in education. It also emphasized that those with degrees/diplomas in non education field must possess postgraduate diploma in education (PGDE) or Technical Teachers Certificate (TTC). It is not enough to accept or describe someone as a teacher merely because a certificate is presented in support of his/her claims. Rather, the Teachers' Registration Council of Nigeria (TRCN, 2005), posited that teacher trainee must be well equipped with adequate and appropriate characters, professional and academic knowledge and skills in the art of teaching. However, a reasonable number of unqualified teachers are in the teaching field today contributing to low standards in the nations' educational system and also influencing the poor quality of students produced at this educational level.

Goldhaber and Brever (2000) found out a positive relationship between this variable with higher levels of performance by pupils whose teachers held a bachelor's or master's

degree in mathematics than among those whose teachers were out of field. They found out that those pupils whose teachers were certified in mathematics but did not hold post-secondary degree in mathematics did not perform as well as pupils whose teachers held post-secondary degree in mathematics. Darling–Hammond (2001), in his study relating to teachers’ preparedness and effectiveness, found that teachers who are fully prepared through teacher education and licensing were more effective in their fields than those teachers who did not have much professional education. Wilson, Floden and Ferrini- Mundy (2002) reported in their study that pupils of certified mathematics teachers scored higher on certified test than those of uncertified teachers.

According to the synthesis report of a sub regional workshop and four country monographs (1996), it was found that in Uganda, 40% of all primary school teachers are unqualified. Although, the percentage of untrained teachers as reported by Buitenlandse (2008) have reduced to 20% in 2003 and to about 11% in 2006, the formally qualified teachers were generally considered to have received professional training of rather poor quality. Coupled with that, a high teacher-pupil ratio is a common phenomenon. Given the fact that in practice it is not uncommon for a primary school teacher to have more than 150 pupils, one may be surprised to notice that there is a double shift system where one teacher teaches two classes, one in the morning, the other one in the evening as a model of reducing the class size without increasing the teaching force.

Madsen and Cassidy (2005) claim that research findings have shown that experienced teachers are more critical in their classroom teaching than pre-service teachers. Learners find their course materials given by experienced teachers interesting and meaningful. They find that explanations and activities given in class by this category of teachers are clear. Clotfelter, Ladd, and Vigdor (2007) performed a longitudinal analysis of a 10-year administrative data

set for North Carolina, USA and concluded that teacher experience had positive impact on student mathematics achievement. Yala and Wanjohi (2011) and Adeyemi (2010) found that teachers' experience and educational qualifications were the prime predictors of pupils' academic achievement. On the contrary, Ravkin et al (2005) found that teachers' teaching experience and educational qualifications were not significantly related to pupils' achievement.

Lawani (2004) quoting Ajayi (1996) reiterated that classroom teachers are one of the chief determinants of the successful implementation of school curricula: their academic qualification, relevant professional training, working experience among others are most significant determinant to service delivery in the classrooms. Akinsolu (2010) asserts that availability of qualified teachers determined how possible the realization of the social studies curriculum objectives in the Country. Coonen (1987) emphasizes that teachers involved in in-service training were more effective in classrooms as compared to teachers who had not undergone training.

Darling-Hammond (1998) defines well qualified teacher as one who was fully certified and held the equivalent of a major in the field being taught. Although, the formal qualification of a teacher is an important indicator for their knowledge and competence in teaching, it has only limited utility in analyzing how well prepared teachers are for what they have to teach in schools. More detailed knowledge of the courses they have taken during their training needs to be compared to the actual content and skills required to teach the high school's curriculum. Ruthland and Bremer (2002) refer to teacher qualification in two ways – traditional and alternative qualification routes. Traditional certification is when an individual completes an undergraduate degree or post graduate programme in education. Alternative

routes of certification are based on coursework in pedagogy and subject area without a degree in education.

Hardy and Smith (2006) cite short term activities such as mentoring, peer evaluations and workshops as ways other than formal qualifications for improving teaching. Huang and Moon (2009) documents that teacher qualification accounted for approximately 40 to 60 percent of the variance in average of students' achievement in class work. Ashton (1996) notes that teachers with regular state certification receive higher supervisor ratings and students achievement than teachers who do not meet standards, but this observation was based on data with virtually no statistical controls having been imposed. Findings related to teachers academic degrees (for example, bachelors or masters among others) are inconclusive. Some studies suggest positive effects of advanced degrees (Rice, 2003; Wayne and Youngs, 2003). Some argue that the requirement of a second degree raises the cost in terms of teacher education and the time it involves and may prevent quality candidates from choosing this profession (Murnane, 1996).

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graduates diploma in education (PGDE) or Technical Teachers Certificate (TTC). It is not good enough to accept or describe someone as a teacher merely because a certificate is presented in support of the claims. Thus, the Teacher Registration Council of Nigeria (TRCN, 2005), posited that teacher trainee must be well equipped with adequate and appropriate characters, professional and academic knowledge and skills in the art of teaching. It is equally required currently that teachers should update their knowledge, skill, attitudes to enhance teaching and learning. Ukeje cited in (TRCN, 2008) contended that ‘the teacher is more directly related to development of the future of any nation than any member of other professions’. This makes it necessary for Nigerian teachers to see the need for greater depth and knowledge, increased skills in teaching broad knowledge of contemporary civilization, right attitude, ideal and improved characteristics and relationships.

A reasonable number of unqualified teachers are in the teaching field which is a contributing factor to the low standards in our educational system and this influences the poor delivery in our schools by this category of teachers. Goldhaber and Brever (2000) found out a positive relationship between this variable with higher levels of performance among students whose teachers held a bachelor’s or master’s degree in mathematics than among those whose teachers were out of field. They found out that those students whose teachers were certified in mathematics but did not hold post-secondary degree mathematics did not perform as well as students whose teachers held post-secondary degree mathematics.

Darling-Hammond (2001), in his study relating to teachers’ preparedness and effectiveness, found that teachers who are fully prepared through teacher education and licensing were more effective in their fields than those teachers who did not have much professional education. Wilson, Floden and Ferrini- Mundy (2002) reported in their study that students of certified mathematics teachers scored higher on certified test than those of

uncertified teachers. According to (Rodrigues and McKay, 2010) defined experienced teachers as those who have taught for many years (5 years and above) and are able to motivate students and hold their attention, know how to manage their classroom effectively and can change course in the middle of a lesson to take advantage of unforeseen opportunities to enhance students learning.

Madsen and Cassidy (2005) claim that research findings have shown that experienced teachers are more critical in their classroom teaching than pre-service teachers. Learners find their course materials given by experienced teachers interesting and meaningful. They find that explanations and activities given in class by this category of teachers are clear. Clotfelter, Ladd, and Vigdor (2007) performed a longitudinal analysis of a 10-year administrative data set for North Carolina, USA and concluded that teacher experience had positive impact on student mathematics achievement. Yala and Wanjohi (2011) and Adeyemi (2010) found that teachers' experience and educational qualifications were the prime predictors of pupils' academic achievement. On the contrary, Ravkin et al (2005) found that teachers' teaching experience and educational qualifications were not significantly related to pupils' achievement.

2.8.2 Teacher Self - Motivation

Teacher motivation has become an important issue given its importance and how it could assist to impart knowledge and skills to learners. It is argued that satisfied teachers are generally more productive and can influence pupils' achievement (Mertler, 1992). Motivation guide people's actions and behaviours toward achievement of some goals (Analoui, 2000). In work and other contexts therefore, motivation is often described as being-“intrinsic” or “extrinsic” in nature (Sansone and Harackiewicz, 2000). Intrinsic motivation, deriving from within the person or from the activity itself, positively affects behavior, performance, and

well being (Ryan and Deci, 2000). Extrinsic motivation on the other hand, results from the attainment of externally administered rewards, including pay, material possessions, prestige, and positive evaluations among others.

There is a wide range of views about teacher motivation in Africa and South Asia, most of which are country specific. However, there appear to be mounting concerns that unacceptably high proportions of teachers working in public school systems in many developing countries are poorly motivated due to a combination of low morale and job satisfaction, poor incentives, and inadequate controls and other behavioural sanctions. For example, Bennell (2004) reports the 2000 EFA Country Assessment for Pakistan which noted that poor teacher motivation is a colossal problem', which is seriously compounded by political interference .

Yet as teachers' salaries are so low, primary school teachers are sometimes obliged to have a second job to make ends meet for them and their family. All these coupled with frequent delays in the payment of these little salaries, absence of staff accommodation, poor or no staff meals; tend to reinforce absenteeism, low morale and lack of commitment to work (Ward, Penny and Read, 2006). Analoui (2000) asserts that low teacher motivation is reflected in deteriorating standards of professional conduct, including serious misbehavior (in and outside of work), and poor professional performance. Teacher absenteeism is unacceptably high and rising, time on task is low and falling, and teaching practices are characterized by limited effort with heavy reliance on traditional teacher -centred practices. Teachers are devoting less and less time to extra-curricular activities, teaching preparation, and marking.

The fact remains that very little robust evidence is presented to support these views and assertions concerning teacher motivation in developing countries. In the absence of

adequate information, the incidence of poor teacher motivation and misbehaviour could well be seriously over-exaggerated mainly because of the pervasive negative stereotyping of teachers (especially by the media) in many countries. On few occasions when teachers and school managers have been directly asked about teacher motivation, reported levels of morale have generally been quite high. Another study in Ghana also concluded that teacher morale is reasonably high (Acheampong et al, 2003). Only 13 percent of teacher respondents indicated that they did not enjoy teaching'. Although, nearly one-third stated that they did not intend to remain in the teaching profession. Conversely, over 80 percent of primary school teachers interviewed in Sierra Leone said they did not want to be teachers.

Nonetheless, in another study of primary schools in Sierra Leone, primary school head teachers indicated that, if they could, they would replace less than 20 percent 19 of their teachers because they are poorly motivated (Bennell, 2004). In the same vein, this study investigated the effects of motivation on the performance of primary school teachers in Kimaanya-Kyabakuza division. A study by Bennell, Bulwani and Musikanga (2003) revealed that teacher morale also varied noticeably across schools in the same locations. For example, in a small survey of secondary schools in Lusaka, Zambia, the breakdown of head teacher ratings of teacher morale was high 44 percent, moderate/average 22 percent and poor 33 percent. The impact of women teachers on being in a male-dominated profession is also likely to be a salient factor in some countries.

Research by Bratton (1994) indicated that motivational patterns are different among men and women in developing countries with men more concerned with extrinsic rewards (most notably pay) and women focusing more on intrinsic rewards i.e. the satisfaction of teaching children. Another study by Bennell (2004) in Sub Saharan Africa noted that incentives for schools and teachers in the public education system to perform well are frequently weak due to ineffective incentives and sanctions. This was particularly the case

when teachers cannot be effectively disciplined for unacceptable behaviour (absenteeism, lateness, poor teaching, abusive behaviour towards pupils) by school managements because it was very difficult to dismiss them and pay and promotion are largely unrelated to actual performance. This situation was also revealed by Carron (1996) that where teacher pay is very low, there is normally de facto recognition that the 'labour process' in schools has to be organized in such a way that enables teachers the autonomy to generate additional income.

Bennell (2004) further noted that most teachers want to be posted to urban schools for both professional and personal reasons. The size of the rural-urban divide in most countries creates enormous disincentives to being posted to a rural school. He indicated that teachers want to remain in urban areas for a variety of reasons, most notably the availability of good schooling for their own children, employment opportunities for spouses and other household members, the desire to maintain often close knit family and friendship networks, opportunities for further study, and poor working and living conditions in rural schools. The much greater opportunities for earning secondary incomes in urban locations is also a major factor. Being posted to a rural primary school can, therefore, severely affect their ability to undertake further studies as well as earn additional income.

Wayne (1998) asserts that a reward in form of pay has a strong impact on the employees' performance. Bratton (2003), agree with Wayne when they state that pay is one of the most powerful motivating tools. Similarly, Armstrong (1996) emphasizes the value of extrinsic motivation when he says that money provides the means to achieve a number of different ends. Above all he asserts that money in form of pay is the most obvious extrinsic reward. Kiseesi (1998), in her study about job satisfaction of workers recommends that salaries of workers should be paid promptly and that promotion of workers should be accompanied by a corresponding increase in the salary they earn. She observes that salary was a strong force that kept teachers at their jobs. The researcher feels that this is recognition

of the fact that salary is vital in causing satisfaction among workers and hence likely to influence performance.

A study on difference among levels of employees in terms of rewards was researched by Maicibi (2003) who observed that rewards such as sickness payment, contributory pension schemes, free life insurance and subsidized canteens are fairly evenly spread across all levels of employees. Maicibi (2003) in agreement with the above view noted that salary was a job satisfier for junior staff in universities in Uganda, while not a strong satisfier for senior non-teaching and academic staff. Therefore, all teachers in schools need the desire to be satisfied at work and once all teachers are motivated, their performance will definitely increase and they will see a point in what they are doing, which improves the work morale of teachers.

Motivation is not completely a new term. What is interesting about it is that it is commonly assumed to be a good thing that goes in influencing individual's behaviour and performance at work. Teacher motivation naturally has to do with teachers' attitude to work. It has to do with teachers desire to participate in the pedagogical processes within the school environment. It has to do with teachers' interest in student discipline and control particularly in the classroom (Ofoegbu, 2004). Educators are aware that reformers of education may establish new schools, effect changes in structure and curriculum, recommend and prescribe teaching methods and aids, in the end, the teacher will be solely responsible for applying them. Unfortunately, despite the obvious leading role teachers' play in school towards attaining educational objectives several authors including Ndu (1998), Ala-Adeyemi and Afolabi (1990) and the International Labour Organization (ILO, 1990) report lamented that the motivation of teachers had reached an intolerable low point. Rosa Mafia Torres, the Senior Education Adviser in UNICEF, declared that the condition of teachers had for too long become the most critical "Achilles heels" of educational development in our era.

2.8.3 Teachers Knowledge of the subject area

Teachers are by obligation expected to have mastered the basic skills of teaching and possessed the ability to continuously adjust their teaching strategies to meet the diverse needs of their students. This entails knowledge of subject matter, skill in planning, skill in adapting to change, skill in assessment, professional responsibility and interpersonal skills among others. In support of this, Adegboye (2003) opined that subject matter curriculum developers should engage classroom teachers in future curriculum project at the start to the end. Kimberly (2009) on his part stated that teachers must be knowledgeable in their area of study. In truth, if a teacher is not enlightened in his/her subject, then any hope of effectiveness goes right out the window. However, effective teaching could be measured by the level of a teachers' subject matter competence which Mullens (1993) in Fakeye (2012) regarded as a prime predictor of students' learning. Most teachers do not possess the competence of the subject which invariably affects their performance.

Anderson (1991) opined that the teacher must possess the knowledge and skills needed to attain the goal and must be able to use that knowledge and skills if the goals are to be achieved. It has been established that there is a high correlation between what teachers know and what they teach. Thus, the ability to teach effectively depends on the teachers' knowledge of the subject matter. Teachers are handicapped if they are unfamiliar with the body of knowledge taught and teachers characteristics is subject specific in nature. Adediwura and Bada (2007) stated in their study that nobody could teach what he does not understand or know.

They went further to state that they (teachers) must thoroughly understand the content of what they teach. A teacher whose understanding of topic is thorough uses clearer language, their discourse is more connected, and they provide better explanations than those whose

background is weaker. The way the students perceive the teaching in terms of their (teachers) knowledge of content of subject matter may significantly affect the learner's performance. Because of this, the teacher should therefore master the subject matter before teaching commences. Most teachers go into teaching without knowing what to teach. It is to be noted that pedagogical knowledge are not exactly the same thing as knowledge of subject matter, they nevertheless are, intimately linked with it, because teachers' mastery and use of them in the classroom will indicate the depth of their knowledge of subject matter.

The quality of education and performance of students depends on the teachers as reflected in the discharge of their duties. Over time students' academic performance in both internal and external examinations had been used to determine the effectiveness of teachers and teaching (Ajao, 2001). This was buttressed by Ogunsaju (2004) that the academic standard of pupils in all Nigerian educational institutions has fallen considerably below societal expectations. Teachers have been known to have important influence on pupils' academic achievement and they also play a crucial role in educational attainment because the teacher is ultimately responsible for translating educational policies and principles into actions based on practice during interaction with the students (Afe, 2001).

Both teaching and learning depend on teachers: no wonder an effective teacher has been conceptualized as one who produces desired results in the course of his duty as a teacher (Uchefuna, 2001). Considering governments' huge investment in public education, its output in terms of quality of students has been observed to be unequal with government expenditure. Consequent upon the observed deterioration in the academic achievement, attitude and values of secondary school students in public secondary schools, one wonders if the high failure rates and the failure of the students especially in external examinations is not a reflection of the instructional quality in the schools.

Adeogun (2001) opined that the quality of the educational system depends on the quality of its teaching staff and that a school without human resources may not be able to achieve the goal and objectives of the educational system. Adesina (1980) also noted that teachers are the major indicator and determinant of quality education. Highly professional teachers, who are dedicated are needed in schools. According to Nakpodia (2008) in-service training programme is a process for continuous up-dating of teachers' knowledge, skills and interests in their chosen field. It is a means for continued professional growth, which encourages the extension of technical assistance by teachers' educators. In-service teacher education is an integral part of staff development programme, which is organized for teachers while in service. Nakpodia outlined the benefits of in-service training of teachers to include:

- (1) To enable teachers obtain higher academic and professional qualifications in order to improve their positions in the school system.
- (2) To help teacher acquire more conceptual and technical knowledge, skills and competences in their teaching subjects and pedagogy in order to improve their efficiency in classroom instruction.
- (3) To enable the teachers to be adequately equipped to meet up with the new changes in the school system in the 21st century. Akinbode (1996) in an earlier study had established that investment in the form of in-service training was a crucial factor in the development of job commitment. The result of the study showed that teachers who had low commitment to the profession prior to training became highly committed after they were given opportunity to go for in-service training. Thus, in-service training served to boost teachers' moral and thus, engendered positive work performance among them.

In his contributions, Aitken (2004) defines in-service training as the ongoing training of practicing teachers, which is typically arranged by school management boards (SUBEBs)

that employed them. He reported that Education Review Office (ERO) of New Zealand carried out a case study of in-service training in school nationally. The study was based on direct observation and discussion between review officers and stakeholders, documentary materials especially self- review information supplied by schools and provided by earlier reports on the schools.

The reports indicated that in-service training has many objectives, which include specific learning activities tailored to the development needs of teachers and schools; as well as running of nationwide courses funded by the Ministry of Education to equip teachers to deal with curriculum and other changes. Their findings include the following facts: effective in-service training enhances teacher performance which in turn brings about improvement in students achievement; in-service training of teachers is the key mechanism to equip schools to respond to so many challenges been faced at the moment. It was also found that in-service training, unlike pre-employment training, can affect all practicing teachers, and can thus have a wider and more immediate impact on the effectiveness of the teaching workforce as a whole. The importance of in-service training was stressed by teachers during their nationwide strike in 2008 as key to the successful performance of their duties and in the attainment of educational goals (Newswatch News Magazine, 2008).

In the same vein, the educational sector through her institutions of learning will keep abreast with events outside the classroom as it adopt and put to use ICT. Across the world today, ICT otherwise referred to as information and communication technology has brought about a remarkable changes which affects not only modern societies but the educational system as well. Because of this demands, educational institutions are forced to use ICT to teach the skills and impart knowledge on its pupils realizing its effect on everyday life. In order to achieve this, in-service training of teachers on the use of ICT to teaching and

learning process could be the best solution. Educational curricula and classrooms facilities have been restructured or revisited, in order to bridge the existing technology gap for its use in teaching and learning at the UBE schools. This restructuring process requires effective adoption of technologies into existing environment in order to provide learners with specific knowledge of specific subject areas, to promote meaningful learning and to enhance professional productivity (Tomei, 2005).

The use of ICT in the classroom teaching-learning is very important for it provides opportunities for teachers and students to operate, store, manipulate, and retrieve information, encourage independent and active learning, and self-responsibility for learning such as distance learning, motivate teachers and students to continue using learning outside school hours, plan and prepare lessons and design materials such as course content delivery and facilitate sharing of resources, expertise and advice. This versatile instrument has the capability not only of engaging students in instructional activities to increase their learning, but of helping them to solve complex problems to enhance their cognitive skills (Jonassen and Reeves, 1996).

Generally, three objectives are distinguished for the use of ICT in education (Plomp, Tem-Brummelhis and Rapmund, 1996): (i) The use of ICT as object of study; refers to learning about ICT, which enables students to use ICT in their daily life. (ii) The use of ICT as aspect of discipline or profession; refers to the development of ICT skills for professional or vocational purposes. (iii) The use of ICT as medium for teaching and learning; focuses on the use of ICT for the enhancement of the teaching and learning process (Drent and Meelissen, 2007). It is a fact that teachers are at the centre of curriculum change and they control the teaching and learning process. Therefore, they must be able to prepare young

people for the society in which the competency to use ICT to acquire and process information is very important (Plomp et al, 1996).

ICTs in schools provide an opportunity to teachers to transform their practices by providing them with improved educational content and more effective teaching and learning methods. It also improves the learning process through the provision of more interactive educational materials that increase learner motivation and facilitate the easy acquisition of basic skills. The use of various multi-media devices such as television, videos, and computers applications offers more challenging and engaging learning environment for students of all ages (Haddad and Jurich, 2006). A study conducted by the International Institute for Communication and Development (IICD) indicated that 80 percent of its participants felt more aware and empowered by their exposure to ICT in education, and 60 percent stated that the process of teaching as well as learning were directly and positively affected by the use of ICTs (International Institute for Communication and Development, 2007). ICTs in the developing countries have the potentials to enhance the education experience for children who:

- Live in rural and remote-rural locations;
- Have special learning needs;
- Have physical disabilities constraining their access to schools;
- Have dropped out and/or have kept themselves out of schools for various reasons and;
- Aim for excellence and fail to get satisfied in the current system.

Teacher and learners in the developing world are no longer solely dependent on physical media such as printed textbooks which are often times outdated. With today's technology, one even has ability to access experts, and professionals in their fields of interest,

around the world at any given time. In India, various ICTs have been employed over the years to promote primary and secondary education. These include radio, satellite based, one-way and interactive television, and the internet. However, there have been enormous geographic and demographic disparities in their use. Some states in the country currently have an enabling environment in place that allows for a greater use of ICTs for education, whereas other states lack such an enabling environment making the use of ICTs for this purpose very sporadic (Dabla, 2009).

2.8.4 Teachers skillful use of Instructional Materials

Teaching at any level requires that the learners be exposed to some form of simulation. Adekunle (2008) noted that teaching resources means anything that can assist the teacher in promoting teaching and learning. When the pupils are given the chance to learn through more senses than one, they can learn faster and easier. The use of instructional materials provides the teacher with interesting and compelling platforms for conveying information since they motivate learners to learn more. Furthermore, the teacher is assisted in overcoming physical difficulties that could have hindered his effective presentation of a given topic.

Larson (2001) quoted Lane (1994) who noted that the use of electronically mediated instruction to duplicate the traditional face to face classroom has resulted in a shift from teacher- to student-centred classes. In this situation the responsibility for learning is shifted to the pupils. The teacher facilitates the learning by acting as a coach, resource guide and companion in learning. The use of instructional materials does not only encourage teachers and learners to work collaboratively but also results in more cooperative learning activities among the pupils.

Ikerionwu (2000) refers to instructional materials as objects or devices which help the teacher to make learning meaningful to the learners. Similarly, Ezeigbe (1994) classified them

into two as visual materials, made up of reading and non-reading materials and audio-visual materials comprising electronically operated and non-electronically operated materials. They stated that these resources are either used individually or collectively in any meaningful teaching and learning situation of all school subjects.

The purpose of instructional materials is to promote efficiency of education by improving the quality of teaching and learning. Incorporating these tools and materials present, support and reinforces teaching. According to Aduwa-Ogiegbaen and Imogie (2005) these materials and resources including audio tape recorders, video tape recorders, slide projectors, opaque projectors, over head projectors, still pictures, programmed instruction, filmstrips, maps, chart, graphs and many more offer a variety of learning experiences individually or in combination to meet different teaching and learning experiences. Other investigators including Jimoh (2009), Yeager (2000), Nwanyanwu (1999), Bozimo (1992) and Ogbondah (2008) have similarly emphasized the importance of instructional materials and resources in the effective delivery of lessons at the primary schools.

These views have been corroborated by international investigators including Bolick, Berson, Coutts and Heinecke (2003), Killen (2006), Kadzera (2006), Abdo and semela (2010), Jotia and Matlale (2011) and Dahar and Faize (2011). Bolick, Berson, Coutts and Heinecke (2003) observed that while some educators are fascinated by the potential of instructional materials in enhancing teaching and learning, other teachers lagged behind in using instructional materials to teach. However, achieving these laudable goals of conscientious utilization of instructional materials and resources in social studies teaching and learning has been very challenging in developing countries such as Nigeria. As noted by Garuba (2003), the Nigerian teacher operates from a deficient environment where teaching and learning is seriously impoverished particularly in the rural set up. And even in the urban

areas only few schools are connected to the national grid while virtually all the rural schools do not enjoy basic facilities like pipe borne water and electricity.

The most available instructional materials are textbooks and chalkboards. These were predominantly used in the classrooms. Other instructional materials such as charts, graphs, diagrams, cartoons, posters, pictures, maps/atlas which are locally available and inexpensive are not provided (Jimoh, 2009; Okobia, 2011). Arisi (1998) noted that more than 90% of the schools she investigated in Edo State lacked instructional materials. In a comprehensive review of strategies for managing school curriculum, Ekpo (2001), observed that of all the problems plaguing education in Nigeria, the most intractable is the dearth of relevant teaching resources. Similarly, Inyang-Abia (1992) noted the non-availability of instructional materials in most schools in Akwa Ibom State.

Jotia and Matlale (2011) found that teachers' use of instructional materials was very inadequate and this invariably had impact on pupil's performance in primary school leaving certificate examination. Similarly, Abdo and Semela (2010) reported low use of instructional media in primary schools of Gedeo zone in Southern Ethiopia. In Malawi, Kadzera (2006) noted that there was infrequent use of higher order instructional technologies such as overhead projectors, videos and computers in Teacher Training Colleges. Advances in technology have brought instructional materials especially the projected and electronic materials to the forefront as the most radical tools of globalization and social development which have affected the classroom teaching/learning situation positively.

Teaching is not complete until knowledge has been successfully transferred which in most cases may not just be tied to teacher effectiveness or teaching skill but the instructional materials used in the learning process. According to Jimoh (2009), ordinary words or verbalization has been found to be inadequate for effective teaching. Instructional materials serve as a channel through which message, information, ideas and knowledge are

disseminated more easily. They can therefore be manipulated, seen, heard, felt or talked about. These materials facilitate activities and they are anything or anybody the teacher turns to for help in learning process. Bozimo (2002) advised that there are ever increasing numbers of audio and visual materials available to schools.

The teachers should take advantage of the opportunities to procure excellent films and recordings covering a wide range of subject matters in social studies curriculum. While acknowledging that the issue of instructional materials may not be easily resolved, it is important to remark that teachers should not use lack of instructional materials as an excuse not to teach well (Killen, 2008). It should be recognized that alternatives are out there and teachers should refrain from depending solely on the local education council for the provision of ready-made materials. Nwadiani (1998) acknowledged that schools in Nigeria are fast decaying. The "rot" in the system ranges from shortage of all teaching and learning resources, except students, to lack of effective leadership and proper motivation of teachers.

2.8.5 Good Class Management

Hoffman (1980) described it as the number of pupils per teacher in a class. Kedney (1989) saw it as a tool that can be used to measure the performance of the education system. In relation to size, Stepaniuk in Adeyemi (2008) reported that the rational utilization of classroom space depends upon class-size. Adeyemi (1998) reported that average class-size influences the cost of education while capital cost could be reduced by increasing the average class-size in schools. On the contrary, Nwadiani (2000) argued that the higher the class size, the lower the cost of education. He contended however, that most classrooms are over-crowded spreading resources thinly and thereby affecting the quality of education in place.

Adeyemi (2008) working on the influence of class size on the quality of output in senior secondary schools in Ekiti State, Nigeria found that schools having an average class

size of ≤ 35 obtained better results than those having > 35 . Data from the Third International Mathematics and Science Study referred to in Averett and McLennan (2011) indicate that larger class size countries obtained higher achievement scores. On investigating the effect of class size on student achievement: evidence from Bangladesh, Asadullah (2005) concluded that reduction in class size in secondary grades is not efficient in a developing country like Bangladesh.

As school population increases, so also the class size increases. According to Dror (1995), class size has become a phenomenon often mentioned in the educational literature as an influence on pupils' feelings and achievement, on administration, quality and school budgets. He noted that class size is almost an administrative decision over which teachers have little or no control. Research shows that pupils in the early grades perform better in small classes. This is especially the case for pupils from disadvantaged backgrounds, who experience even larger performance gains than average pupils when enrolled in smaller classes. Small class sizes enable teachers to be more effective, and research has shown that children who attend small classes in the early grades continue to benefit over their entire lifetime (NEPC, 2014).

In large class, Eicher (1994) reiterated that teachers may find it easy to stream pupils according to their ability, while commitment to work may stand a test of time. In terms of numerical strength, the National Policy on Education (1977 revised in 1981 and 2004) specified 20 in pre-primary, 20 in primary and maximum of 40 in secondary school. These specifications however, are unrealistic in some areas as a result of dense population and shortage of classrooms. Kolo (1991) from his studies put the size of a large class as ranging from 30-33 and small class from 8-15. Indiana's Prime Time and Star (2003) viewed the average class size as ranging from 21-31.

In a study of teacher mobility, Wisconsin and Helming (1991) found that large class sizes and excessive responsibilities contribute to high stress levels of job dissatisfaction among teachers. This research offers new insights into the complexities of teacher workload and by implication suggests avenues by which pupils' achievement may be enhanced. They further found that teacher in-service opportunities (professional development programmes) must accompany reduced class sizes so that appropriate teaching can be developed and reinforced to boost student achievement (Olatunde, 2010).

Kolawole (1982) observed that the relationship between class size and student achievement is negative, such that the larger the class, the lower the student achievement will be. Ajayi and Ogunyemi (1990) in their study of the relationship between instructional resources and students academic achievement in Ogun State found no significant relationship between class size and student academic achievement. Adeyela (2000) found in her study that large class size is not conducive for serious academic work. Afolabi (2002) found no significant relationship among class size and students learning outcomes.

Overpopulated classrooms are considered to be unconducive for both teachers and students when it comes to the issue of continuous assessment marking and the ability to give individualized attention to students needing extra help. (FME, 2005). Edge (1980) reported that in large classes, the provision of an opportunity for discussion or for any kind of oral input to the written work is difficult. To Hayes (1997), there is the possibility of students copying or cheating. In teaching large classes in Nigeria , Ihebuzor (1989), Nolasco and Arthur(1991) cited in Osasona (1996) enumerated the following as problems of teaching large classes: students negative attitude to learning new things; discipline problems; students using the mother tongue when asked to work in pairs or group. noise making ;lack of opportunity for developing individuals communicative skills and problems of boredom in

teaching and testing as well as teacher domination. As Coleman (1989) in Osasona (1996) puts it, large classes are obsessions for teachers.

2.8.6 Ability to identify and apply relevant teaching methods

The method employed by teachers in an attempt to impart knowledge on the learners is referred to as methodology. Omotosho (1991) sees teaching method as the strategy or plan that outlines the approach that teachers intend to take in order to achieve the desired objectives. It involves the ways teachers organized and use techniques of subject matter, teaching tools and teaching materials to meet teaching objectives. Fafunwa (1970) said most untrained teachers point accusing fingers at students rather than on themselves when the students are unable to carry out the expected behaviour at the end of the lesson or examinations. Therefore teachers' plan should include:

1. Choice of appropriate teaching method
2. Choice of appropriate teaching materials
3. Intensive research on the topic to be taught
4. Determination of the objectives for the lesson

Ferguson (1992) and Koffinan (1980) carried out a study on the effect on instructional methodology and students' performance. These instructional methods he referred to as technical skills of teaching. At the end of the study, they found out that only effective method(s) of teaching can bring about effective learning, hence teachers creative and dynamic in this regard to ensure that there is an increase in average students' performance in their subject areas.

Furthermore, a teaching strategy could simply be refers to as an approach, method or a combination of carefully designed classroom interactions that could be followed meticulously to teach a topic, concept or an idea (Olorundare, 2010). He reiterated further

that there are as many teaching strategies or methods that a classroom teachers could use. The search for innovative teaching strategies is borne out of the fact that different situations exists - teaching topics, learners' cognitive readiness, concepts being taught, skills intended to be developed in learners demand for different teaching approaches to be used. Therefore, a teacher who is not aware of a variety of such strategies can neither attempt to use them in the first place nor use them adequately.

For Achor (2008), teaching modes are learner- centred, interest arousing and activity oriented. They also include conceptual change strategy, field/excursion, guided-discovery, experimental/labouratory and demonstration methods. He added that most of the above stated are regarded as modes of instruction (teaching strategies) as the teachers are required to employ a number of them while teaching. To Ukoha (2008), the concept of utilization presupposes that appropriate instructional materials would have been identified, provided and selected for instruction. However, it is widely accepted that there is no 'best method' of teaching. A successful teacher of any subject must therefore of necessity use several methods in one lesson. Knowledge of how teaching methods affect pupils' learning may help educators to select methods that improve teaching quality, effectiveness, and accountability to learners and the public. It may also help them keep up with information technology, globalization and to avoid the status quo (Foster, Pinkest and Husman, 1991).

Organizing for effective teaching in schools is centered on certain factors such as what to teach, when to teach and how to teach. The teacher does not only teach the most relevant, meaningful and useful materials for specific students, he must also recognize and adopt a good and well-researched method of teaching that guarantees better understanding and also stimulates and motivate the students. Tawari (1986) observed that teaching methods that encourages students centered activities for developing reasoning and process slides

through scientific approach are conspicuously lacking. For effective teaching to take place, the teacher must stimulate, encourage and maintain active participation of the pupils, through the selection of appropriate teaching methods. This would require a balance between what is taught and how it is taught. Thus, successful teaching in schools does not depend only on the teachers' mastery of the subject matter but also the teaching method employed. Hence, Ogbonna (2000) opines that one of the most influential factors in teaching is the teacher's method of teaching.

Ukeje cited in (TRCN, 2008) contended that the teacher is more directly related to development of the future of any nation than any member of other professions. This makes it necessary for Nigerian teachers to see the need for greater depth of knowledge, increased skills in teaching, broad knowledge of contemporary civilization, right attitude, ideal and improved characteristics and relationships. This can only be enhanced by teacher's competency in his/her place of primary responsibilities (i.e basic schools and in particular on the students). There are hues and cries among stakeholders in education over the growing rate of failure and subsequent drop-out in Nigeria secondary schools in recent times. Stakeholders in education blamed students for general unpreparedness to study as one of the major causes of their failure. Teachers also are blamed for lack of dedication to their jobs which has inadvertently affected the academic performance of students.

Whosoever is to be blamed, the general view is that high quality teachers are education's best resources and assets (Ayodele, 2004). Adeogun (2001) opined that the quality of the educational system depends on the quality of its teaching staff and that a school without human resources may not be able to achieve the goal and objectives of the educational system. Adesina (1980) also noted that teachers are the major indicator and determinant of quality education. Highly professional teachers, who are dedicated are needed

in schools. It has been established that there is high correlation between what teachers know and what they teach. Thus the ability to teach effectively depends on the teacher's knowledge and knowledge occurs in a variety of forms. The teacher whose understanding of a topic is thorough, use clearer language and they provide better explanation than those whose background is weaker. The way the pupils perceive the teachers in terms of their (teachers) knowledge of content of subject matter may significantly affect the pupils' academic performance.

More detailed knowledge of the courses they have taken during their pre-employment training needs to be compared to the actual content and skills required to teach the basic school's curriculum. The knowledge that teachers need about pupils in order to connect with them is gained through interaction (Kosgei, Mise, Odera and Ayugi, 2013). Thus, the ability to teach effectively depends on the knowledge of teachers and knowledge that exists in many forms. Teacher effectiveness will be hampered if the teachers are not familiar with the body of knowledge that is taught and teacher effectiveness is specific (Olaleye, 2011). The implication of this, for teachers, is that teachers must thoroughly understand the content of what they teach. Teachers who master the material will pass a language more clearly and provide better explanations than those with weaker backgrounds. Perspective of students to teachers in this mastery of the material has a significant influence on students' academic performance.

The quality of education and performance of pupils depends on the teachers as reflected in the discharge of their duties. Over time pupils' academic performance in both internal and external examinations had been used to determine the effectiveness of teachers and teaching (Ajao, 2001). This was buttressed by Ogunsaju (2004) that the academic standard of pupils in all Nigerian educational institutions has fallen considerably below

societal expectations. Teachers have been known to have important influence on pupils' academic achievement and they also play a crucial role in educational attainment because the teacher is ultimately responsible for translating educational policies and principles into actions based on practice during interaction with the students (Afe, 2001). Both teaching and learning depend on teachers: no wonder an effective teacher has been conceptualized as one who produces desired results in the course of his duty as a teacher (Uchefuna, 2001).

Considering governments' huge investment in public education, its output in terms of quality of students has been observed to be unequal with government expenditure. Consequent upon the observed deterioration in the academic achievement, attitude and values of secondary school students in public secondary schools, one wonders if the high failure rates and the failure of the students especially in external examinations is not a reflection of the instructional quality in the schools. Therefore, the ineffectiveness of teachers in classroom interaction with the students could be responsible for the observed poor performance of students and the widely acclaimed fallen standard of education in Nigeria.

2.9 Concept of Social Studies

The concept of social studies has widely been defined by notable number of scholars depending on individual or group perspectives. It is however, a general consensus that social studies is the study of the relationship between man and his physical environment. Iyamu (1998) viewed social studies as that aspect of education meant to help people learn how to get along with others and achieve a pre-determined results. The National Council for Social Studies in the United States of America has officially defined the subject as:

An integrated study of the social sciences and humanities to promote civic competence and help young people develop the ability to make informed and reasoned decisions as citizens of culturally diverse, democratic society in an interdependent world (NCSS 1992).

In line with this, social Studies can therefore be described as a discipline which attempts to modify or change the learners' behaviours in the directions of acceptable values and attitudes through a process of studying human relationship with his or her environment. And with the desire to provide solutions to various complementing problems in order to ensure his/her survival, having been equipped with the necessary tools such as values, attitudes, skills and knowledge (Lawal, 1993). To Iloeje (1993), social studies is defined as the study of man, the people and things around him; how they affect his life and he affects them in turn; how he lives peacefully with them and how he solves the problems created for him using other things around him. Udoh (1993) express social studies education as an integrative field of study which probes man's symbiotic relationships with his environments, endow man with the reflective or contemplative capacities, intellectual, affective, social and work skills to enable him understand his world and its problems, and to rationally solve or cope with them living in a society.

In his own contributions, Ogundare (1989) opines that social studies in Nigeria are aimed towards social attitude formation. It is an interdisciplinary subject that attempts to integrate knowledge from the various disciplines of social sciences to dealing with the problems prevailing in the society. Okobiah (1984) observed that social studies is the modern attempt at an integrated study of a topic, a problem, an issue, a concern and an assumption. It is therefore a subject through which man learns about problems of survival in his environment. The subject provides useful background knowledge for pupils transiting to senior secondary schools where they will offer subjects as Economics, Government, Geography and History respectively.

Adaralegbe (1980) described social studies as a study of how man influences and in turn is influenced by his physical, social, political, religious, economic, scientific and

technological environment. In their opinion, DuBey and Barth (1980) expressed that social studies is the investigation of human activity. These may be at home, at work, at the workshop, in politics or at everywhere man is engaged in his busy programme of living. The Nigerian Education Research Council (NERC) (1980) affirmed the nature of social studies as deriving its knowledge, values, skills and methods from the social sciences and natural sciences. DuBey (1980) explained that social studies is not an amalgamation of these subjects, however, he expressed that each discipline becomes a tool in the mastery of social studies education and in understanding as well as the application of its methods.

The National Council of Social studies (1916) defined social studies as a field of study which deals with man, his relations with other men and his environment. Similarly, the Mombasa Conference of 1968 defined social studies as the learning of man and his interaction with his environment. In all the definitions, three things are common – the man himself, his relationships or interactions with other people and his interaction with the environment. Social studies as one of the basic school subject, includes and uses the knowledge of other subjects as Geography, Economics, Sociology, Anthropology, History, Religion, Science, Music, Psychology among others. Social studies is designed to employ the theories, ideas and principles developed in the social sciences, and meaningfully integrate and interpret them in an attempt to enable a child or learner study man as he relate with his immediate environment.

It endorses the view that a child exists in a world in which he is surrounded by people, objects, institutions and events. All these factors affect the child as he struggle to survive. It is important to reiterate that social studies draws its contents from the social science subjects and from the environment where the child lives and integrates them in order to help the child develop a complete knowledge and method of reflective thinking. The subject is so important

because most of life's decision one may take as an individual have to do with events of the past (history), physical and cultural objects (geography), power struggle (political science), satisfaction of unlimited wants and needs with limited resources (economics) as well as understanding the values, customs and cultures of groups and relationships among men in general (sociology and anthropology).

2.10 Origin and Historical Development of Social studies in Nigeria

Social Studies as an integrated discipline was not in existence in Nigeria during the colonial era (1840-1960). What was found in the primary and post primary schools in the country as at then was the teaching of a kind of curriculum called "General Knowledge" (Udoh, 1989). Of course, the Nigerian child was therefore being educated outside his/her own environment, his/her society and culture. It was more appropriate at that time to know and explain concepts from European examples. Shortly before independence, the need for social studies education sprang up in a bid to help address many of the societal challenges. The development of Social Studies in Nigeria however came earlier than those of other countries in Africa. This was because as early as 1958, the Ohio State University in the United States of America had sponsored some Nigerians for training programmes in Social Studies.

The arrival of the recipients of such training programmes greatly influenced their thoughts about Social Studies. For instance, they perceived the social ills that accompanied Nigeria's transition from colonial era to independence. They discovered the high rate of acculturation among Nigerians and the rate at which the nation's cultural traditions were breaking down. They therefore, felt that the only way to salvage the country was to train the young ones in a manner that would provide them with opportunities to catch up with the new problem of change (Lawal, 2003). This pattern of Social Studies thoughts was also complemented with an earlier effort at introducing the subject on an experimental basis in the Northern Nigeria teacher training institutions as a formal school subject. However, between

1964 and 1965, Social Studies had been introduced into Nigeria through the Northern Education Project and the Aiyetoro Comprehensive High School Project of Western Nigeria. The effort and determination of Western regional government towards the introduction of social studies into her school (Aiyetoro Comprehensive High School) in 1955 is commendable (Makinde, 1977).

During the same period, the then Western Nigeria Ministry of Education began preparation for the propagation of the subject by convening a conference and agreeing to an outline of the Social Studies syllabus for secondary school classes I and II. This was later assigned to the Department of Social Studies in Aiyetoro Comprehensive High School with the assistance of the Ford Foundation Aid and the Comparative Education Study and Adaptation Centre (CESAC). The experimental teaching of Social Studies did not experience a total success in the Eastern Nigeria due to the civil war. The Northern states' education committee of the Interim Common Services Agency (after the creation of six states from the existing Northern States), however made a decision that Social Studies should be introduced into schools and colleges in the Northern states.. By 1969, Social Studies department was firmly established in the Institute of Education, Ahmadu Bello University in Zaria.

In that very year, a national curriculum conference was held in Lagos and this gave a better national recognition to the subject as a means of achieving national objectives of education. 1970 witnessed another tremendous position change in Social Studies as materials produced for primary and teacher's colleges in the Northern states were out and the CESAC's book were modified and refined. More states such as Lagos, Kwara and Kaduna began to introduce the subject in 1971. Representatives from the East Central State Ministry of Education also attended Social Studies Association of Nigeria (SOSAN) Conference in 1971 with the full support for the teaching and learning of the subject. With the first National Curriculum Workshop held in Ibadan under the sponsorship of the Nigeria Education

Research Council (NERC), the first ever National Social Studies Syllabus for primary schools was produced. Concepts, nature, objectives, teaching strategies, teaching aids, evaluation techniques were all discussed at the conference.

Based on the necessity for training of pre-service Social Studies teachers in primary schools, the Nigeria Education Research Council (NERC) produced syllabus for teachers colleges in 1972 and the Institute of Education, ABU, Zaria introduced the subject into its Post Graduate Diploma in Education (PGDE) programme. In the same year, a degree course in Social Studies in ABU, Zaria and Nigeria Certificate in Education (NCE) programme in Advanced Teacher's College Sokoto was introduced. The years 1973, 1974 and 1975 witnessed another development at the Institute of Education, University of Lagos, where the subject was introduced at Associate ship and NCE levels. 1976 was another year when Universal Free Primary Education was launched throughout the country, and the teaching of Social Studies in the primary schools replaced separate subjects of the social sciences.

It became compulsory in teacher's colleges. In 1978, two-year Bachelor of Education (B.Ed) degree programmes in Social Studies was also introduced at ABU, Zaria. By 1980, the discipline of Social Studies was offered at all levels of our educational system and the National Policy on Education made it a core subject in primary and junior secondary schools. In 1981, the NERC now Nigerian Educational Research and Development Council (NERDC), thought it wise to review the National Primary Social Studies Curriculum Guide which was produced in 1971. The revised guide was published by the Federal Ministry of Education in 1983". 1981 and 1984 witnessed another rapid development because many more universities started post-graduate degree programmes in Social Studies. Typical example of such institutions included: Ife, Ibadan, Ilorin, Lagos, Nsukka and Jos. The Joint Consultative Committee (JCC) also approved the Junior Secondary School Social Studies Syllabus (Udoh, 1989).

The National Teacher's Institute did not only produce the Grade II Social Studies Syllabus and texts, it also went ahead to write course books on Social Studies for NCE for Distance Learning System, the distribution of which started in January 1990. Almost all colleges of education now offer Social Studies in their current programmes. Degree and post-graduate programme in Social Studies are now being offered in more than ten universities in Nigeria. The skepticism on the nature, scope and philosophy of Social Studies has been over to some extent. It is now a compulsory subject in the first nine years of a Nigerian child's education courtesy of the new 9-year Basic Education Curriculum launched in 2007.

2.11 Objectives of Social studies curriculum in Junior Secondary Schools

The following objectives are set to be achieved in the teaching of social studies at the basic schools level (both primary and junior secondary) in Nigeria. At the primary school levels, they are taught so as to:

- i. Create awareness and understanding of the evolving social and physical environment as a whole, its natural man-made cultural and spiritual resources, together with the national use and conservation of these resources for development;
- ii. Develop a capacity to learn and acquire certain skills that are essential to the formulation of satisfactory professional life and the forming of sound judgment e.g. (observation, analysis and inference);
- iii. Ensure the acquisition of knowledge that is relevant and regarded as an essential pre-requisite to personal development as well as positive personal contributions to the betterment of mankind.
- iv. Develop in the children positive attitudes to citizenship and a desire in them to make a positive personal contribution to the creation of a united Nigeria

- v. Develop a sympathetic appreciation of the diversity and interdependence of all members of the local community and the wider national and international communities so that they would become aware of the problem of this country and the world in general;
- vi. Develop an appreciation in children, the nation's cultural heritage and a desire to preserve such heritage.

At the secondary school level, it is directed at:

- i. Developing a positive sense of cooperation, social and moral responsibility;
- ii. To foster a basic understanding of the nation's process of development through the study of the physical environment and social/political institutions, as well as the national economy and how it relates to other economies;
- iii. Promoting national identity and integration within Nigeria's varied historical origin and inter-related cultures; and
- iv. Developing an understanding of the world of science and of inter-relationship between nations. Definitely, these laudable goals and objectives of teaching social studies in the nations' educational system are hinged on the national philosophy of education as stated in the NPE (FRN, 2004).

- 1. A free and democratic society
- 2. A just and egalitarian society
- 3. A great and dynamic economy
- 4. A united, strong and self-reliant nation
- 5. A land of full opportunities for all citizenry.

2.12 Resources in the Teaching of Social Studies Education at the Basic schools

Teaching resources in social studies connote anything that can assist the teacher in promoting teaching and learning in and outside the classroom. Norwood (1949) cited by Adekunle (2010) observed that though there are vast quantities of social studies materials, yet there are two important considerations which the teacher would face in using these aids effectively- the teacher must know where he can find them and must select those materials which will best fit his particular needs. He further highlighted some other considerations in selecting classroom materials. These include the need for materials to be adaptable in content, format and style to the age and reading level of the group using them.

Resources in social studies include human, place and material resources (Adekunle, 2010). The teacher (human resource) is concerned with the management of instructional materials and an epitome for repetition of knowledge which he transmits to the learners. There is much to be said for the use of human resource other than the teacher as resources for learning. Resource places include places that have much value for the purpose of classroom teaching. Such places of interest that could be visited include museum, factories, palaces, geographical features sites, historical buildings and so on. Materials consist of the major tools the teacher employs in transmitting knowledge. These include environment resources, print materials as textbooks or semi-text (i.e charts, maps, pictures, photographs which are commercially made) and non- texts which include models, real objects, video, films, and audio aids. Some resources available in a variety of forms in the teaching of social studies are:

1. Textbooks: Are among the most instructional materials readily available for use in the classroom for the implementation of social studies curriculum, hence the heavy reliance on textbooks especially in the developing countries. They are, of course, another traditional instrument of instruction. In its most rigid form, a textbook represents a series of lessons

which demands the teacher's initiative. Rice (1982) gave some assumptions for rational textbook selection in social studies to include: source of subject content, students' primary resources for learning, and tool for translation of curriculum into the local school teaching programme.

2. Audio-visual devices: There are varieties of audio-visual devices and materials. Its application ranges from the use of small cameras by an instructor to show close-ups within the classroom to an airborne studio broadcasting to many states. Self contained classroom television system, camera, video tape recorded, radio and filmstrips offer exciting possibilities for all sorts of teaching. Video tape would be of help in the class role playing activities. Television as one great electronic device helps to shape our changing world. It is a powerful medium which can be used to improve the quality of instruction, enrich the curriculum and extend the benefits of such schooling to others. Filmstrips are also effective for teaching social studies curriculum and it served two purposes. One, presentation of a film could prelude a discussion lesson and lastly, to stimulate and activate pupils' interest on a topic.

3. Pictures and Charts: Pictorial presentation is effective particularly for pupils having reading difficulties or small vocabularies. Pictures help to illustrate and bring a sense of reality to what is taught, while charts contain the lesson material itself. While pictures stimulate interest, create correct impression and bring lesson to life, charts, on the other hand, are valuable in the presentation of materials to be taught in their simplest form. When pictures are used, the teacher should use a variety of them in order to impress his point on the pupils. When charts are used to stress some important facts, they should be clear and large enough to be seen from any part of the classroom.

4. **Real objects:** This category of material resources is valuable in the teaching of social studies as it remained the actual or real object for use by subject teachers in the classroom. They are sometimes called *realia* and can have powerful impact on pupils' interest and motivate them to learn. These things bring the real outer world into the classroom. Real objects are valuable in teaching topics that are related to culture, agriculture, currencies and so on.

5. **Resource Centres:** A resource centre has different meanings. But generally, it refers to a place or space where the students and teachers may find information and instructional materials not available in the classroom. Among these may be toys, maps and references or library materials, instructional equipment, real objects or specimen and artifacts. Some major resource centre of educational value to social studies is the library, the immediate environment, museums and national archives.

6. **Maps:** The studying, drawing and interpreting of maps are activities essential in the teaching of social studies. Maps indicate economic and physical features, location of places, political boundaries, cultural limitations, occupational zones etc. the teacher should therefore, expose her pupils to the use of maps so that correct interpretations can be given to the maps used in social studies. Other resources which are not limited to the above could include newspapers and models

2.13 Empirical Studies

Nakpodia (2011) conducted a study titled teacher factors in the implementation of Universal Basic Education programme in junior secondary schools in the south senatorial district of Delta State. The purpose of the study was to examine those teachers' factors that would or otherwise affect the smooth implementation of the UBE scheme in the study area. For this reason, three research questions and hypotheses each were formulated and tested to

guide the study. The research design employed in this study was descriptive study, involving a population of Two Thousand and Forty (2,040) teachers. A sample size of Two Hundred and Five (205) teachers was selected at random for this study from One Hundred and Twenty (120) junior secondary schools in the area.

Questionnaire was the sole instrument used for data collection from the respondents and data analysis was done using mean and z-test statistics. It was found that urban teachers' implementation of the UBE programme was significant to those in the rural areas. Also, the experienced teachers' implementation of the programme did not differ from the less experienced teachers. In addition, the perceptions of professional and non-professional teachers in the implementation of the programme did not differ. It was recommended among others that since there is need for community recruitment of teachers, government should recruit professional teachers into the schools for students to achieve permanent literacy and communicate effectively. In the same vein, that seminars and workshops should be organized for teachers; and government should intensify more efforts in effective supervision of teachers to acquaint them with new ideas in the implementation of the Universal Basic Education programme.

The study conducted by Nakpodia (2011) differs from the present study in several ways, although there are few areas in which they both have similarities. The former study was interested in teacher-related factors affecting the implementation of UBE scheme in Delta State whereas, the present study is evaluating the performance of teachers with NCE towards attaining the objectives of Basic Education in North-West Geo-political zone of Nigeria. While the population and sample size for the former study was smaller compared with the one proposed for the present study. Same research designs were adopted but different statistical procedure. The former study was limited to only junior secondary schools

in a senatorial zone of a state; however, the present study covers a geo-political zone with seven (7) states involving all her basic schools. It is important to state that more than one research instrument would be use in the present study as against the sole instrument used in the former study.

In another study was carried out by Oguntimehin (2004) on National Teachers' Institute Nigerian Certificate in Education Programme: Teaching personnel effectiveness in Ogun State. The study was conceived on the need to examine the teaching personnel effectiveness in the training of NTI (NCE) students in the study area. It is a descriptive survey research, using ex-post facto design. The subjects used for the study were NTI (NCE) students selected using proportional sample fraction of 10%. A total of One Thousand, Five Hundred and Thirty-One (1,531) NTI-NCE students, ten (10) NCE programme co-ordinators and Seventy-One (71) lecturers of Olabisi Onabanjo University, Ago- Iwoye as facilitators consisted of the target population of this study. These were drawn from the nine (9) study centres spread across the state with registered students put at 1,531. The centres are: Ota, Imeko, Isara, Ijebu-Ode, Ayetoro, Abigi, Ipokia, Ilaro and Abeokuta respectively. Three research instruments namely: Current Students Assessment Questionnaire, Coordinators Assessment Questionnaire and Observation Checklist, were used for data collection. Research data were analyzed using simple percentage, mean, standard deviation and student t-test. The findings showed among others that teaching personnel were qualitatively inadequate but quantitatively adequate. Based on the findings, it was recommended that tutors with higher qualifications than Bachelors degree should be employed for effective teaching in the programme.

A close examination of the above study by Oguntimehin (2004) revealed similarities and differences from the present study been carried out. The former study dwelt on

evaluation of the teaching personnel effectiveness in the NTI-NCE programme in Ogun State. A reflection on the quality of students produced and how they can effectively performed their duties in schools as a teacher. Also, the research design shares a common feature with the present study only that, sampling procedure differs. The population and sample size been considered for the present study is however, larger when compared with the former study. While the respondents of the former study were students, programme co-ordinators and facilitators; the present study is looking at teachers and pupils at the basic education levels. Two research instruments- questionnaire and checklist were used for data collection in the former study, the present study would in addition to this, include test to be administered on the teachers.

Williams (2002) conducted a research work titled evaluation of Nigeria Certificate in Education (NCE) programme in the training of Christian Religious teachers in Nigeria. The intent of this study was to enable the researcher who is a major stakeholder in the implementation of NCCE minimum standard take a wholistic view of the programme if the set objectives have been achieved through it or not. Since the programmes run by the institute has not been evaluated from its inception. Empirical research design was employed in this study involving all academic staff, students and NCE CRS graduates (those from 1994 set when the NCCE curriculum graduated the first set).

Stratified random sampling technique was adopted in this study to select thirteen (13) colleges of education offering CRS. These are made up of six (6) federally owned colleges and seven (7) state owned. Specifically, NCE II and III students were selected totaling Two Hundred and Fifty- five (255) from two colleges sampled from each zone. Only Eighty-four (84) academic staff was involved in this study. Structured questionnaire were developed for this study, each for the academic staff and students to respond to.

Six null hypotheses were formulated in this study and tested using t-test and one way analysis of variance (ANOVA) statistical methods. However, three of the hypotheses tested were upheld while the rest three were out rightly rejected after the test. The findings of this research showed that the set objectives for the training of CRS teachers were laudable and were being achieved through an effective implementation of the programme. The course contents were also found to be adequate but some were identified for revision. It was however, discovered that students enrolment is increasing astronomically without a commensurate increase in staff strength. In the same vein, textbooks, instructional materials and equipment, infrastructure and staff support were found to be limited. Therefore, it was recommended that standard of teaching and learning be improved upon for the production of qualitative teachers that will work for the effective implementation of the programme and in the attainment of the set objectives.

It is important to mention that the above study by Williams (2002) was keen on the evaluation of NCE programme in the production of CRS teachers using the same instrument (NCCE minimum standard). This study is slightly different from the present study because performance of teachers after graduation viz-a-viz the attainment of the objectives of basic education is been looked into. Population and samples for this study are taken from colleges of education in the country using stratified sampling techniques. Again, students from NCE II and III respectively were selected for this study, using questionnaire to collect the required information. While six hypotheses were formulated and tested in this study, seven hypotheses and research questions each have been formulated for the present study.

In his study, Atu (1999) carried out an investigation on evaluation of final year NCE students on the adequacy of the NCCE social studies programme for citizenship education. The purpose of this study was to assess the social studies curriculum on NCE III students'

with a view to ascertain its adequacy in the inculcation of effective citizenship education in their prospective pupils upon taken up employment. Five (5) research questions and Eight (8) null hypotheses were formulated in this study to guide the research work and tested at 0.05 level of significance using one way analysis of variance (ANOVA) and t-test statistical procedures. Whereas, the research design employed in this study was survey method.

In order to select an appropriate sample for this study, the following criteria were set in motion. Selections were made on ownership of the colleges, geographical location, NCCE accredited colleges and from colleges who have been exposed to atleast three-year implementation of the NCCE curriculum. However, three (3) colleges each were selected from the two blocks of northern and southern Nigeria based on federal and state ownership respectively. The population of this study involved all the final year social studies teacher-trainees in the conventional colleges of education. Two major instruments were used in obtaining data from twelve (12) colleges of education sampled for this study. They are the NCE basic citizenship achievement test (NCEBAT) and NCCE content opiniaonaire (NECO). From the analysis, the following findings were established. First, that the respondents recorded 81.7% success on achievement test. Thus, indicating that the NCCE is achieving its stated objectives. Secondly, 62% of the respondents displayed favourable attitudes as to the adequacy of their opinion preparation. Based on its findings, it was recommended that the scope of assessing the NCE teacher-trainees be widened by evolving a package for assessing their feelings and opinions at least before graduation rather than restricting it to the level of academic achievement alone.

An understanding of the above study by Atu (1999) explains that it focuses on the evaluation of final year NCE students on the adequacy of social studies curriculum for citizenship education. In the same vein, the interest of this study is on final year NCE social

studies students in colleges of education whereas, the present study centred on employed basic school teachers who might have spent some years on the job. As it is presently done today, unequal number of research questions and hypotheses were prepared and formulated in the former study. However, same number of research questions and hypotheses were prepared for this present study. It is interesting to note, that while federal and state ownership of schools were employed in the selection of sampled schools; the present study on the contrary will select basic schools on purposive and cluster sampling techniques from four (4) states in the North-West geo-political zone of the country.

In his contributions, Obiunu (2011) investigated the perception of secondary school teachers on the Universal Basic Education programme as an educational reform policy in Uvwie Local Government Area of Delta State. Relevant literatures were reviewed in the area of study specifically highlighting conceptual framework and current issues. About three (3) research questions and two (2) hypotheses were developed for the study. The population of teachers selected for the study comprised of all secondary school teachers in Uvwie Local Government Area of Delta. One Hundred (100) teachers were randomly selected through proportionate random sampling from five (5) secondary schools in the study area. A questionnaire titled Perception of teachers on the UBE was employed to collect data for the study; subjected to face and content validity with a reliability of 0.71. While mean analysis was used for the research questions, the z-test was used in the analyses of the hypotheses. The results indicated that teachers have low perception of the UBE while there is no significant difference between male and female, rural and urban in the perception of teachers on the UBE as an educational reform policy. The conclusion was that teachers seem not be aware of the objectives and the goals of the UBE and also that teachers are inadequately prepared to implement the programme. This ultimately will affect the quality and success of the

programme in the long run if adequate measures are not devised to correct its anomalies as not to be a failure like the former UPE programme.

It could be deduced from the above study by Obiunu (2011) that the researcher was interested on the perception of secondary school teachers on the UBE programme as an educational reform. However, the former study was limited to only one Local Government Area of Delta State, the present study is covering about twelve (12) Local Government Areas from four (4) states of North-West geo-political zone of Nigeria. Beyond the questionnaire that was used in the former study, the present study will however added teachers-test to collect relevant data from the respondents. Differences were observed in the population of the study, sample size adopted and statistical procedure employed when compared with the present study been undertaken.

Owolabi's (2012) studied on the Effect of Teacher's qualification on the Performance of senior secondary school Physics students: Implication on Technology in Nigeria. He purposed to determine whether the status of the teacher has any impact on the performance of students in Physics or not. Survey type of research design was adopted for the study, with a sample of One Hundred (100) senior secondary school Physics students. Teachers that prepared and presented the students in each school for 2009/2010 West African School Certificate Examination in Physics in Ekiti-State was part of the sample selected in this study.

The year's result summary for each school was collated with the bio-data of their respective Physics teachers. Four hypotheses were postulated and tested at 0.05 significance level. The data collated were analyzed using inferential statistics. The results revealed that students taught by teachers with higher qualifications performed better than those taught by teachers with lower qualifications. It was also showed that students performed better in physics when taught by professional teachers. The result also showed that teacher's gender

has no effect on their ability to impart knowledge on the students, much as he/she is a skilled teacher in that field of study. However, the experience of the teacher is significant at impacting the students' academic performance in Physics. Based on the findings, it was recommended that experienced teachers with professional qualifications in higher level should teach Physics at the certificate class.

A study carried out by Makewa, Role, Too and Kiplagat (2012) evaluated teacher factors associated with mathematics performance in primary schools in Kenya. The focus of their study was to investigate teacher-related factors associated with performance in mathematics in public day primary schools in Nandi Central district, Kenya. Seventy-four (74) mathematics teachers participated in this study. Stratified, random and purposive sampling techniques were used to obtain the samples for the study. Data collection was done using questionnaire which had been validated and subjected to a pilot study to establish its reliability. Each subscale of the questionnaire yielded a cronbach's alpha reliability coefficient of 0.60 and higher.

The study employed descriptive statistics and inferential statistics (t-test) to analyze gathered data. The study revealed that the majority of mathematics teachers in Nandi Central district schools were trained with a teaching experience of between 11- 20 years. However, they gave an average rating on the mathematics teachers' use of learning resources, teaching methodology, teacher preparation, commitment, and assessment and evaluation. Further, teachers in high performing school rated the attitudes towards mathematics, teaching methodology, commitment, preparation, and use of learning resources, evaluation and assessment higher than their counterparts in the low performing schools. Future research in this direction was recommended on teacher preparation with teacher induction and professional development.

A critical observation of the above study reveals that while evaluation of teacher factors associated with mathematics performance in primary schools in Kenya was undertaken, the present study was interested in the performance of NCE teachers in attaining the objectives of basic education in Nigeria. The objectives of basic education for which performance of teachers is been measured against is broad in nature compared to a single subject which the former study is interested in. Mathematics teachers constitute the main respondents of the former study whereas, teachers in four (4) core subjects would be involved in the present study. The former study employed three sampling techniques while the present one, would concentrate on only two- random and cluster sampling techniques. In addition to questionnaire been used in the former study, the present study would add teacher-test to it.

Investigation on the effects of teachers' effectiveness on students' academic performance in public secondary schools in Delta State, Nigeria was conducted by Akiri (2013). The study considered as descriptive survey in nature, was targeted at teachers and students drawn from forty-two (42) public schools in Delta State in the 2006/2007 school year. A sample size of Three Hundred and Fifty (350) respondents was used in the study and adopting stratified random sampling technique. The instruments used for the study was a researcher designed questionnaire and rating scale respectively. The questionnaire tagged teacher effectiveness questionnaire was designed to elicit information from the school administrators and students.

Three research hypotheses were tested at 0.05 level of significance using Pearson Product Moment Correlation, t-test and one way analysis of variance. The results showed that effective teachers produced better performing students. However, the observed differences in students' performance were statistically not significant. This could be due to the influence of student and school environment related factors which were not included in the study. It was

conclude that teachers' effectiveness is not the only determinant of students' academic achievement.

There are slight differences and similarities between the former study and the present one in certain areas. One, the topic of interest of the former study focuses on the effect of teacher effectiveness on students' academic performance. In a particular subject area or combination was not included. However, the present study seeks to evaluate the performance of teachers with NCE in the attainment of the objectives of basic education in Nigeria. Out of the research instruments proposed for use in the present study, rating scale will not be included but replaced with teacher-test. Two, differences was also observed in the population of the study, sample size and sampling techniques respectively. While the former study formulated three (3) research hypotheses, the present study has seven (7).

In a similar study carried out by Sofowora (2010) on improving the standard and quality of primary education in Nigeria: A case study of Oyo and Osun States. The study was conceived on the need to examine government effort at ensuring quality education at the primary schools in the South-West, Nigeria. Triangulation approach was employed. Six Hundred teachers were selected through stratified sampling technique. Data was collected using questionnaire prepared alongside four point rating scale. The result showed that 54% of the schools in the two (2) states are yet to implement the 1:30 teacher-pupil's ratio as stipulated in the national policy on education. School attendance registers ($F=0.059$, df (1526) $p > 0.809$) and record of works are badly kept in the schools ($F=0.11$, df (152) $p > 0.7$).

The classroom test and examination questions given to the students are defective and not reliable ($F =0.22$, $df =(1513)$ $P> 0.83$). Also, the language of construction was bad ($F =0.439$, $df =(1,519)$ $P> 0.539$). It was revealed that there were more female teachers (66%)

than male (31%). The study recommended among others, that proper record keeping habit should be cultivated; provision of modern laboratories and ICT facilities; that workshops and training should be provided to equip teachers on how to develop reliable and quality test items; and the need to construct modern classrooms equipped with basic amenities so that there will be facilities for the accomplishment of the 9-year basic education.

From the above study of Sofowora (2010), the researcher has demonstrated his willingness to examine the effort of government in improving the standard and quality of primary education in South-West geo-political zone of Nigeria. The study was limited to two states- Oyo and Osun; with a different sample size and instrument for data collection. However, the two studies shares a similarities with one another, in that the former study was interested in the effort of government in improving primary education while the present study tries to examine how the performance of teachers with NCE qualification can result in the attainment of the objectives of basic education in Nigeria.

Joshua, Joshua and Kritsonis (2006) conducted a study on use of student achievement scores as basis for assessing teachers' instructional effectiveness: Issues and research results. The purpose of this study was to determine the nature of the attitude of secondary school teachers toward the use of student achievement scores (SAS) as the basis to assess teachers; and how this attitude measure was influenced by their professional status, and the purpose(s) of the assessment exercise. The study was a survey research design, with its population consisted of all the secondary school teachers in Akwa-Ibom State, numbering about 3000. The sample consisted of 480 teachers randomly selected from the population using stratified random sampling technique, with gender and school geographical location as the bases of stratification.

Twenty Local Government Areas (LGAs) were randomly selected from the 31 LGAs in the State. In each of the selected 20 LGAs, one secondary school was randomly selected in such a way that out of the 20 schools selected, 10 were at urban areas, and the other 10 were at the rural areas. In each selected school, 24 teachers (12 males and 12 females) were randomly selected for the sample, giving a total of 480 teachers (240 males and 240 females; 240 from urban areas and 240 from rural areas). The instrument for data collection was a questionnaire constructed by the researchers and vetted by four professionals in educational research, measurement and evaluation. The instrument consisted of six items, each with four Likert-type response categories of 'strongly agree', 'agree', 'disagree', and 'strongly disagree' (scored 4, 3, 2, and 1 respectively).

The reliability of the instrument was ascertained using the split-half correlation analysis method with the associated Spearman-Brown Prophecy formula. The reliability estimate was 0.94. The 480 copies of questionnaire were administered on the selected teachers personally by the researchers, with the assistance of some teachers in the respective schools. This strategy yielded 100% return rate. The three hypotheses were tested with population t-test, independent t-test and dependent t-test statistical analysis techniques at 0.05 level of significance.

The results showed that secondary school teachers displayed a significantly negative attitude to this teacher assessment approach; that this attitude was not significantly influenced by the professional status of the teachers; and that this attitude, when the purpose of teacher assessment is summative, is significantly more negative than the attitude when the purpose of teacher assessment is formative. It was concluded that Nigerian teachers are not different from their counterparts abroad in their showing disdain or condemnation to the use of student achievement scores as indicators of teacher's competence, performance or effectiveness.

Therefore, great care is required in the use of assessment results in our schools, especially in attempts to blame teachers for poor academic performance of learners.

A close examination of the above research work conducted by Joshua, Joshua and Kritsonis (2006) shows a slight difference and similarities with the present study. Joshua and co's study was carried out in only one state in the South-South geo-political zone, though it covers both gender and school location – urban and rural schools. While it adopted questionnaire as the sole instrument, the present study is using multi-instruments, covers four states in the North-West geo-political zone of Nigeria. Also, the present study is considering the use of more than two sampling techniques – simple random, purposive and cluster, the study by Joshua and co adopted only one sampling technique. The population in the present study is far larger than that the other study.

2.14 Summary

This chapter discussed extensively on the review of literature relating to the evaluation of performance of teachers with NCE qualifications on the attainment of the objectives of basic education in North-West Geo-political zone of Nigeria. Several literature materials have been examined on the evolution and conceptual meaning of UBE, objectives of UBE, UBE curriculum, funding of UBE, teachers, facilities and indices for assessing the performance of teachers towards achieving the stated objectives of UBE in Nigeria. In-service training, facilities, teacher quality, technology, class size and teachers' competence are few of the indices discussed in this chapter. However, the UBE programme was Nigeria's commitment to the global international declaration aimed at making education free for all by 2015. It was made free, universal and compulsory for all school going-age children irrespective of their gender, tribe, religion, or nationality. The UBE programme metamorphosed from Universal Primary Education (UPE), an initiative of the western

regional government and federally re-launch in 1976 on a national scale. After two decades, the UBE programme was repackaged to address the inadequacies observed and which led to the failure of the former UPE.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discussed the methodology adopted to carry out the study. In view of this, the following sub-headings were examined to include: research design, population, sample and sampling technique, research instrument, validity of the instrument, pilot study and reliability of the instrument. Others considered in this study are procedure for data collection and procedure for data analysis respectively.

3.2 Research Design

The descriptive survey research design was adopted for this study. Descriptive survey research design was chosen because it has the advantage of producing good responses from a wide range of people. This according to Ijaiya in Rasaq and Bello (2000) dwelt on the need to conduct a study on an entire population of people or items by collecting relevant data from samples considered as true representatives of the entire population. It is a method usually

adopted when handling a large population as it relates to issue of this nature that involves systematic collection of data from population of study through the use of an appropriate test instrument. Information supplied in the subsequent sub-chapters of this methodology suggested that the above research design was adequately used bearing in mind the population, sample size and sampling technique, collection of data, analysis and its interpretation respectively.

3.3 Population

The population for this study was made up of NCE teachers and students of basic schools in the North-West Geo-Political Zone of the Country. There are Twenty Thousand, One Hundred and Eighty-Four (20,184) basic schools in the North-West zone of Nigeria with NCE teachers' population at Seventy-Six Thousand, Six Hundred and Thirty-Six (76,636) and Seven Million, Seven Hundred and Sixty-Nine Thousand, Seven Hundred and Forty-Four (7,769,744) students' as contained in UBEC records obtained for 2012/2013 academic calendar. In view of this, the targeted population for this study was put at Six Million, Five Hundred and Eighty Thousand, Eight Hundred and Thirty-Five (6,580,835) excluding the figures of teachers and students from Kaduna State which was used for the pilot study. The distribution of the population figure which clearly showed the number of schools, teachers and students were presented as follows:

Table 3.3.1: Target Population of NCE Teachers and Students for this study in North-West Geo-Political Zone.

S/N	States	No. of	NCE Teachers	Total No. of	Pupils	Total No.
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		Schools	Male	Female	Teachers	Male	Female	of Pupils
1.	Jigawa	2,272	7,128	1,311	8,439	352,873	298,390	651,263
2.	Kaduna	4,408	10,251	11,812	22,063	684,299	559,183	1,243,482
3.	Kano	5,691	11,652	3,281	14,933	1,210,219	1,068,667	2,278,886
4.	Katsina	2,426	6,923	2,851	9,774	1,026,568	701,649	1,728,217
5.	Kebbi	1,885	5,542	2,578	8,120	388,701	219,682	608,383
6.	Sokoto	2,000	4,162	1,517	5,679	574,002	308,590	882,592
7.	Zamfara	1,502	5,740	1,888	7,628	258,406	118,515	376,921
Grand Total		20,184	51,398	25,238	76,636	4495068	3,274,676	7,769,744

Source: www.ubeconline.com.data/html (2013).

3.4 Sample and Sampling Techniques

The sample size for this study was four hundred (400) teachers and three hundred and eighty-two (382) students. This according to Gay (1996) is the most suitable sample size, because beyond a certain point (say at approximately N=5,000) population size is almost irrelevant and the above selected sample size was therefore recommended. Equally, Krejcie and Morgan (1970) lending their support for the above sample size recommended that for a population of figure relatively higher than Seventy-Five Thousand (75,000) subjects, a sample size of Three Hundred and Eighty-Two (382) be used. In view of the above statements credited to Gay and Krejcie and Morgan, the researcher was believed to be adequately guided by the choice of sample size selected for this study. In confirmation of the above, Gay, Mills and Airasian (2006) were in full support that samples should be as large as possible; in general, the larger the sample, the more representative it is likely to be, and the more generalizable the results of the study are likely to be.

Cluster and purposive sampling techniques was adopted for selecting the respondents in this study. Four (4) states out of the seven (7) states that comprised North-West Geo-political zone were selected in this study using dip and pick method from where data was collected. The chosen states are: Kano, Katsina, Kebbi and Sokoto states respectively. From this states, two (2) senatorial zones; two (2) Local Government Areas per senatorial zone; and two (2) basic schools per Local Government Area were covered in the study. Altogether, Thirty-Two (32) basic schools were selected for the study involving eight (8) schools per state (See appendix for list of selected schools). The sample distributions of respondents according to their chosen states were presented in table 3.4.1 below. According to Rasah and Ajayi (2000) cluster random sampling technique is a sampling procedure used by researchers in situations when it is difficult or almost impossible to obtain a complete listing of the elements of a given target population.

Table 3.4.1: Sample distribution of Teachers and Students for this study in North-West Geo-Political Zone of Nigeria

S/N	States	Sampled NCE Teachers			Sampled Pupils		
		M	F	T	M	F	T
1.	Kano	117	31	148	88	75	163
2.	Katsina	72	26	98	73	50	123
3.	Kebbi	56	22	78	30	19	49
4.	Sokoto	43	15	58	43	22	65
Total		288	94	382	234	166	400

Source: Researcher's adopted sample table (2013).

Information supplied from the above sampled table showed that Two Hundred and Eighty-Eight (288) male NCE teachers and Ninety- Four (94) female NCE teachers were sampled in this study. Out of this, One Hundred and Forty-Eight (148) of the respondents are from Kano; Katsina has Ninety-Eight (98) respondents; Kebbi has Seventy-Eight (78) and Sokoto also has Fifty- Eight (58) respondents respectively. Out of the total number of students sampled, Two Hundred and Thirty-Four (234) are male and One Hundred and Sixty-

Six (166) are females. Kano has One Hundred and Sixty- Three (163) respondents; Katsina with One Hundred and Twenty-Three (123); Kebbi with Forty-Nine (49) and Sokoto having Sixty-Five (65) respectively. On the other hand, purposive sampling technique considered in the selection of respondents (NCE teachers and students of social studies) is a sampling procedure in which the researcher purposely selects certain groups as samples because of their relevance to the investigation under consideration (Rasaq and Ajayi, 2000).

3.5 Instrumentation

For the purpose of data collection in this study, the researcher designed instruments of structured questionnaire for the teachers and an objective performance test for the students. This became necessary since there are no ready-made instruments for such purposes. Below is the description of each of the instruments mentioned.

Teachers' Questionnaire

Questionnaire is a series of relevant questions or statements prepared in a written form on paper specifically to elicit information from the target population of a given study by a researcher (Rasaq and Bello, 2000). The choice of questionnaire for this study was because it is easy to administer, scored and interpreted. More so, it was considered one of the most suitable research instruments for obtaining the relevant data for this magnitude of study. The questionnaire was tagged "social studies teachers questionnaire" (SOSTRQN) and consisted of nine (9) sections namely A, B, C, D, E, F, G, H and I respectively.

Section A was made up of five (5) items used to obtain information relevant to each respondent's personal data. These are gender, years of teaching experience, age, and zones among others. Section B elicited respondents' opinion on how NCE qualification had assisted social studies teachers to create awareness and understanding of man's environment and

section C elicited respondents' perception on how social studies curriculum contents had assisted NCE teachers to attain basic education objectives. Section D elicited respondents' opinion on how subject mastery by NCE teachers have been harnessed to develop positive attitudes in the pupils and section E elicited respondents' opinion on how NCE social studies teachers had used teaching methodology to help pupils acquire knowledge for personal and societal development.

Section F elicited respondents' opinion on how NCE social studies teachers had used instructional materials to promote national identity and integration and section G elicited respondents' opinion on how NCE teachers' commitment had led to the acquisition of basic life skills. Section H elicited respondents' opinion on how NCE teacher's experience had helped to develop sense of cooperation, social and moral responsibility in pupils and section I elicited respondents' opinion on how NCE teachers had used infrastructural facilities to help pupils appreciate the nation's cultural heritage. Each of the variables contained eight (8) items. See appendix H for citation.

In section A, respondents were required to fill/tick the best answer from the available options while Section B was designed alongside Likert modified four-point rating scales of Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD). Points allotted are as follows: Strongly Agreed= 4, Agreed= 3, Strongly Disagreed= 2 and Disagreed= 1points respectively (See appendix A).

Students' Performance Test

It is one form of written examination given to students to undertake in social studies to ascertain the level of their understanding, mastery of knowledge, assimilation and as well, in the assessment of teachers' performance in schools. This is with a view to predict or

otherwise the realization of the objectives of social studies curriculum as was the interest of this study. Test was conducted in social studies (multiple choice type) on students of junior basic two (II) classes in the selected schools. It was made up of forty (40) questions and rated over One Hundred (100) marks.

Each question answered rightly carries two and half ($2\frac{1}{2}$) marks. The choice of performance test in this study became necessary as it had become one of the most suitable instruments to assess NCE teachers viz-a-viz the attainment of social studies curriculum objectives in basic schools. It (performance test) was streamlined to cover different content areas with a view to make the recipients self-dependent and highly intellectual after the completion of their academic programmes (See appendix B for the performance test).

3.5.1 Validity of the Instrument

To establish the validity of the instrument(s), the researcher designed questionnaire was given to the researcher supervisors and other experts in the field of measurement and evaluation in Ahmadu Bello University, Zaria to vet for face and content validity. They scrutinized the instrument with a view to identify items that are not required and/or suggested relevant ones that are essential for inclusion in the research instrument. It was also to correct ambiguous statement in the research instrument and offered possible suggestions that are needful for the final draft of the instrument. However, comments made by both the supervisors and experts were considered satisfactory and a welcome opinion useful in this exercise. Corrections made were amended and items reconstructed. Also, the performance test questions were extracted from the past NECO JSS examination questions which had already been validated by the board and revalidated in this study before it use.

3.5.2 Pilot Study

A pilot study was conducted in Capital school, Malali and Government Secondary School, Kagoro using ten (10) respondents comprised of NCE social studies teachers of J.S II classes. It involved the administration of five (5) copies of research questionnaire on NCE social studies teachers from each of the school completed in two (2) weeks. Equally, fifteen (15) students were administered with performance test from both schools within the same period. Wimmer and Dominick in Abbas (2004) concurred that a pilot study should be conducted before the main study to pilot test the instruments and ensure that possible ambiguity that may be associated with the study is removed. In view of this, the researcher decided using respondents that would not participate in the actual research study so as not to be conversant with the instrument(s) beforehand. With the pilot study conducted, it paved way for the final draft of the instrument(s) before the commencement of the field work after necessary approval had been sought from the supervisors.

3.5.3 Reliability of the Instrument

The data collected from the pilot study was subjected to reliability test using cronbach alpha method. It was analyzed using Pearson moment co-efficient of correlation statistics aided Statistical Package for Social Sciences (SPSS). The reliability of the instrument was to help ascertain the consistency in the opinion of respondents on items relating to the research instrument. The teachers' questionnaire was tested using the Cronbach reliability method and a coefficient score of 0.855 was obtained. The reliability co-efficient was considered adequate for the internal consistency of the instrument.

This was a confirmation of test of reliability as supported by Spiegel (1992), Stevens, (1996) and Olayiwola (2010). According to them, an instrument is considered reliable if it lies between 0 and 1, and that the closer the calculated reliability coefficient is to zero, the less reliable is the instrument, and the closer the calculated reliability co-efficient is to 1, the

more reliable is the instrument. Also, the performance test was further subjected to reliability test using test-retest method and a reliability co-efficient of 0.79 was obtained. This therefore confirms the reliability of the data collection instrument used as fit for the main work. See appendix L for reference.

3.6 Procedure for Data Collection

In an attempt to carry out this study, a letter of introduction was collected from the researcher's Department of Educational Foundations and Curriculum, Ahmadu Bello University, Zaria to the respective States Universal Basic Education Boards (SUBEBs) to request for the release of vital documents. Also, to seek for their approval and permission to conduct the study on the respondents who constituted their employees (that was done after returning from the fieldwork). Considering the hectic nature of this work, the researcher in addition employed research assistants (that is teachers) in each of the selected schools who were trained on modalities to administer the instruments and to retrieve same from the respondents back to the researcher. According to Mokobia (2010) in Mokobia and Okoye (2011), the need for research assistants was to ensure maximum cooperation among the participating staff as well as for high retrieval percentage. This exercise was completed in Twelve (12) weeks under classified phases involving Three Hundred and Eighty-Two (382) NCE teachers and Four Hundred (400) students. The instruments were carefully marked and packed in an envelope to avoid mix-up and reduce loss in transit during this exercise. See appendix K for the citation of letter of introduction.

3.7 Procedure for Data Analysis

The data collected for this study was analyzed using various statistical methods. The Bio-data variables of the respondent's questionnaire were subjected to frequency count and

simple percentages. The stated null-hypotheses were tested using chi-square and pearson product moment correlation (PPMC) procedure. Hypotheses 1- 3 were tested using chi-square statistics while hypotheses 4 - 8 were analyzed using pearson product moment correlation. All hypotheses were tested at 0.05 alpha level of significance for acceptance or rejection. PPMC was used because it helps to measure relationship that exists between two variables. It is widely used in the social sciences as a measure of the strength of linear dependence between two variables. The entire analyses were analyzed using Statistical Package for Social Sciences (SPSS vers 17).

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSIONS

4.1 Introduction

Data collected for the assessment of the Nigeria Certificate in Education (NCE) teachers' performance to the attainment of social studies curriculum objectives for junior secondary schools in North West Geo-political zone of Nigeria were statistically analyzed in this chapter. The teachers' responses were accompanied with the performances of their pupils tested along with the administration of the instrument. The chapter consisted of an analysis of the demographic characteristics of the teachers and their opinion on the variables analyzed along the study's objectives and research questions. In the analysis of the study objectives and research questions, frequencies and percentage scores were used along with mean scores computed on the four point scale used in the measurement. Mean score of 2.5 and above were generally considered for agreement while mean score of 2.4 and below were considered to be negative and in disagreement with the notion of the item cum variable. The research

hypotheses were tested along with a discussion of the findings and a brief summary of activities that took place at the end of the chapter.

4.2 Demographic characteristics of the respondents

Four hundred NCE teachers along with the performances of their pupils in the test selected across junior secondary schools in the North-West Geo-Political Zone of Federation were involved in the study. Their personal data selected along their opinion on the variables were the states, gender, location of schools, type of College of Education attended and years of teaching experience. These variables are classified in frequencies and percentages in tables in this section. Table 4.1 shows the classification of the teachers by their states in which their school are located.

Table 4.2.1: Classification of the Teachers by their states in the Zone

States	Frequency	Percent (%)
Kano	111	27.8
Katsina	122	30.5
Kebbi	74	18.5
Sokoto	93	23.3
Total	400	100.0

The table showed that 111 or 27.8% of the teachers were from schools located in Kano state. Of the total respondents 122 or 30.5% were from schools located in Katsina state while 74 or 18.5% were from schools in Kebbi state. The remaining 93 teachers were from schools in Sokoto state. This classification shows clearly the respondents could be said to be a fair representation of all the schools in North West geopolitical zone of the country. Table 4.2 shows the classification of the teachers by sex.

Table 4.2.2: Classification of the Teachers by their Gender

Sex	Frequency	Percent (%)
Male	234	58.5
Female	166	41.5
Total	400	100.0

In the above table 4.2.2, 234 or 58.5% of the respondents were males while 166 or 41.5% were females. This means that the study captured the opinion of male and female teachers in the zone and thus eliminates possible bias attributable to gender consideration.

Table 4.2.3: Classification of the respondents by Location of their schools in the Zone

Location of schools	Frequency	Percent (%)
Urban	207	51.8
Rural	193	48.3
Total	400	100.0

The table showed that 207 or 51.5% of the respondents were from schools located in urban areas of the zone while 193 or 48.3% were from schools in the rural settings. By these distributions, the study could be said to have covered all the schools within the zone.

Table 4.2.4: Classification of the respondents by ownership of the Colleges of Education they attended

Type of COE	Frequency	Percent (%)
Federal	208	52.0
State	167	41.8

Private	25	6.3
Total	400	100.0

From the classification in the above table, 208 or 52.0% of the teachers attended Federal Colleges of Education while 167 or 41.8% attended State Colleges of Education. Only 25 or 6.3% of the teachers attended private colleges of Education. This means that all the colleges of education available in the country were represented in the study.

Table 4.2.5: Classification of the respondents by their Years of Teaching Experience

Years of teaching experience	Frequency	Percent
1 - 5years	58	14.5
6 - 10years	127	31.8
11 - 15years	136	34.0
16 - 20years	66	16.5
Above 20years	13	3.3
Total	400	100.0

Teachers who had between 1 and 5years of teaching experience in the table were 58 or 14.5% of the total respondents. Those who had between 6 and 10 years of teaching experience were 127 or 31.8% while 136 or 34.0% have between 11 and 15years of teaching experience. Those with between 16 and 20years of teaching experience were 66 or 16.5% of

the total. Only 13 or 3.3% of the teachers had over 20 years of teaching experience. With this distribution of the teachers across the years of experience on the job, they could be expected to provide valid information on the attainment of social studies curriculum objectives for basic education in Nigeria with respect to the Nigeria Certificate in Education (NCE).

4.3 Analysis of Research Questions

The main objective of this investigation was to assess the contributions of the Nigeria Certificate in Education (NCE) teachers in the attainment of social studies curriculum objectives of junior secondary schools in Nigeria. This objective was devolved into specific objectives and investigated with the following research questions as follows:

Research Question One: What extent has social studies teachers with NCE qualifications influenced the creation of awareness and in understanding of man's social and physical environment in junior secondary schools of North-West Geo-political zone of Nigeria? The aim here was to evaluate the extent to which NCE qualifications of social studies teachers in junior secondary schools has helped in creating awareness and understanding of man's social and physical environment in the students taught social studies in the zone. The opinions of the teachers were assessed with a number of items listed in Table 4.3.1. The table showed the frequencies and percentages expressed along the four point scale used in the instrument. The mean for each of the item was computed on the four point scale.

Mean score of 2.5 and above were considered to be in agreement with the suggested notion of the item cum variable while mean of 2.4 and below would imply disagreement. Items used for the assessment were basically on the level of exposure adopted by the NCE teachers in the teaching of the subject at the junior secondary school level. These included among others, exposure of learners to social institutions and their functions within the environment, understanding of the physical components (water, air and land) of the environment and their importance, supervision of pupils in the production of local crafts,

creating awareness among the pupils of resources in man's physical environment and encouraging pupils to relate with one another for mutual benefits among others. The mean score were used for the discussion because of the need to know the direction of opinion expressed for a particular item cum variable as far as the contribution towards the attainment of social studies curriculum objectives at the junior secondary schools by NCE social studies' teachers is concerned.

Table 4.3.1: Respondents' opinions on NCE teachers' performance to the attainment of social studies curriculum objectives in the creation of awareness and understanding of man's social and physical environment in students

NCE teachers' creation of awareness of social studies' objective	Strongly agree		Agree		Disagree		Strongly Disagree		Mean
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	
1. NCE teachers exposed the learners to social institutions and its functions within the environment through what they teach.	152	38.0	186	46.5	30	7.5	32	8.0	3.15
2. I have observed only few NCE teachers understand the physical components (water, air and land) of the environment and its importance.	124	31.0	111	27.8	57	14.3	108	27.0	2.63
3. Failure on the part of most NCE social studies teachers to supervise the production of local crafts among their students is not the best way to create awareness of its culture.	131	32.8	145	36.3	42	10.5	82	20.5	2.81
4. Most of the teachers handling social studies are qualified but incompetent on how to create to awareness of its physical environment.	105	26.3	133	33.3	99	24.8	63	15.8	2.70
5. All NCE social studies teachers have in one way or the other used the influence of their qualification to awaken learners' interest to physical features in its environment.	124	31.0	95	23.8	92	23.0	89	22.3	2.64
6. Most of the NCE social studies teachers	53	13.3	135	33.8	118	29.5	94	23.5	2.37

have failed in their responsibilities to create awareness of resources in man’s physical environment through what they teach.										
7. Qualified NCE teacher who understands the value of social relations will continue to encourage her students to relate with one another for mutual benefits.	198	49.5	137	34.3	45	11.3	20	5.0	3.28	
8. In my school, only social studies teachers with NCE background create awareness of man’s social environment by practically demonstrating what culture entails.	112	28.0	168	42.0	52	13.0	68	17.0	2.81	
Aggregate mean score									2.80	

The mean score (3.15) in the table for item 1 shows that the respondents were of the view that NCE teachers usually exposed the learners (students) to social institutions and its functions within the environment through what they teach. This is an integral aspect of the curriculum in the basic education programme as it relates to social studies' objective. However, there were some inconsistencies in the exposition of social studies' students by the NCE teachers. For example, the respondents were of the opinion that only few NCE teachers understand the physical components (water, air and land) of the environment and its importance in their teaching of the social studies' curriculum. This was expressed with a mean score of 2.63 by the respondents in the second item of the table. In the same vein, the respondents were of the view that failure on the part of most NCE social studies teachers to supervise the production of local crafts among their students is not the best way to create awareness of the culture which constituted as aspect of the curriculum objective. This was indicated with a mean score of 2.81 for item 3 in the table.

To buttress this point, the respondents were of the view that with a mean score of 2.70 most of the teachers handling social studies are qualified but incompetent on how to create to awareness of its physical environment. But the respondents agreed with a mean score of 2.64 that all NCE social studies teachers have in one way or the other used the influence of their qualification to awaken learners' interest to physical features in their environment. This could explain why they disagreed with the notion that most of the NCE social studies teachers have

failed in their responsibilities to create awareness of resources in man's physical environment through what they teach.

The respondents agreed with a mean score of 3.28 that qualified NCE teacher who understands the value of social relations will continue to encourage their students to relate with one another for mutual benefits and that in their respective schools, only social studies teachers with NCE background create awareness of man's social environment by practically demonstrating what culture entails during such teaching and learning of the subject. With an aggregate mean score of 2.80, it could thus be said that the NCE teachers performance to the attainment of social studies' curriculum of creating awareness and understanding of man's social and physical environment in students within the North-West Geo-political zone could be substantial. The significance of the contribution is subjected to statistical test in the related hypothesis.

Research Question Two: What is the influence of social studies teachers with NCE's on the implementation of curriculum contents to foster interdependence of relationship between its diverse communities aimed at resolving their problems among junior secondary school students in North-West Geo-political zone of Nigeria? The aim here was to identify the NCE teachers' performance viz-a-viz the implementation of social studies curriculum contents to foster interdependence of diverse communities especially at resolving their problems. The assessment was conducted with a list of items on which the teachers expressed their views in Table 4.3.2. The expressed views are classified in frequencies and percentages along the four point scale and their respective mean scores were computed and indicated in the table.

Table 4.3.2: Respondents' opinions on NCE teachers' implementation of social studies curriculum contents to foster interdependence of diverse communities aimed at resolving their problems.

NCE teachers' implementation of social studies curriculum contents	Strongly agree		Agree		Disagree		Strongly Disagree		Mean
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	

1. I am confident that social studies curriculum contents can cater for all the learning needs of students beyond the present time.	147	36.8	157	39.3	47	11.8	49	12.3	3.01
2. I am satisfied with the curriculum contents of social studies at the basic school such that it helps to reduce the rate of school drop-out among the students.	141	35.3	160	40.0	67	16.8	32	8.0	3.03
3. Social studies curriculum is too simple but comprehensive as to help its learners acquire knowledge for personal development.	133	33.3	176	44.0	59	14.8	32	8.0	3.03
4. In my assessment, social studies curriculum would help promote national integration among of students if well implemented at this level.	154	38.5	133	33.3	66	16.5	47	11.8	2.99
5. I have observed how deficient social studies curriculum contents is, hence its inability to develop in the students' ability to acquire basic life skills.	79	19.8	135	33.8	97	24.3	89	22.3	2.51
6. Social studies curriculum is well planned to teach the students about moral values accepted within the society.	273	68.3	78	19.5	18	4.5	31	7.8	3.48
7. I feel no other subjects can offer students what it takes to appreciate its cultural diversities than social studies curriculum contents.	112	28.0	164	41.8	42	10.5	79	19.8	2.78
8. Social studies curriculum contents can help learners learn only a little of his/her social obligations in the society.	96	24.0	76	19.0	107	26.8	121	30.3	2.37
Aggregate mean									2.93

Indications in the above table suggests that the respondents were of the view that the social studies curriculum contents could help to foster interdependence of diverse communities at resolving their problems across the North-West Geo-political zone. In the first item of the table, the mean score for the respondents is 3.01 which clearly indicated that most of them were confident that the social studies curriculum contents can cater for all the learning needs of students beyond the present time. The mean score (3.03) for the second item is a clear demonstration that most of the respondents were satisfied with the curriculum contents of social studies at the junior secondary school level with the intent that it is helping to reduce the rate of school drop-out among students in the zone. The respondents were of the view that though the social studies curriculum is simple but that it is comprehensive enough

to help its learners acquire knowledge for personal development. This was obtained in the third item with a mean value of 3.03 and in the fourth item with a mean score of 2.99.

The respondents were of the view that social studies curriculum would help promote national integration among the students if well implemented at the junior secondary school level. The respondents agreed with a mean score of 2.51 that they however observed some deficiencies in the social studies curriculum contents which could affect its ability to develop in the students' ability to acquire basic life skills. They however agreed with a mean score of 3.48 that the social studies curriculum is well planned to teach the students about moral values that are accepted within the society. They were therefore of the opinion that no other subject can offer students what it takes to appreciate the cultural diversities than that offered by the social studies curriculum contents. This could better explain why the respondents disagreed with the notion that social studies curriculum contents can only help learners learn only a little of his/her social obligations in the society. From the aggregate mean score of 2.93 for the table, it could be said that the respondents agreed that the social studies curriculum contents could be considered adequate towards the attainment of a specific objective as stated from the zone.

Research Question Three: To what extent have social studies teachers with NCE's utilized subject mastery to influence the development of positive attitudes in junior secondary school students of North-West Geo-political zone of Nigeria? The subject mastery by NCE social studies teachers was assessed here in relation to which skill is exhibited by the students after been exposed to teaching and learning processes. Among others, the influence of subject mastery by social studies teachers has led to the development of positive attitudes in the students such as cooperation among each other as well as to cultivate positive attitude to work as contained in items of Table 4.3.3. The mean scores used for this discussion gave a direction opinion as to what was been expressed by the respondents.

From the opinions expressed in the table, the respondents could be said to have agreed that the subject mastery by NCE social studies teachers had influence the development of positive attitudes in the students from the zone. In item 1, the mean score was 3.07 which clearly agreed with the opinion that all social studies teachers used their knowledge of social studies to influence the behaviour of students at the junior secondary school level before they transit into adulthood. The respondents did not agreed as indicated with a mean score of 2.43 that exposure of most social studies teachers in the subject has helped in cultivating negative attitude among students which the society frown at. In this same perspective, they did not agree that the knowledge acquired by most of the social studies teachers has produced students with questionable characters and therefore unfit for the society. The mean score for the item was 2.37 and the respondents completely disagreed with the notion that every social studies teacher has failed to proof their worth in terms of subject mastery as far as character disposition by the learners is concerned.

Table 4.3.3: Respondents' opinions on the influence of subject mastery by social studies teachers with NCE's on the development of positive attitudes in students.

Evaluation of NCE teachers' mastering towards	Strongly agree		Agree		Disagree		Strongly Disagree		Mean
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	
1. I have observed that all social studies teachers used their knowledge of social studies to influence the behaviour of students at this stage before they become adults.	187	46.8	117	29.3	31	7.8	65	16.3	3.07
2. Exposure of most social studies teachers in the subject has helped students cultivate negative attitude which the society frown at.	64	16.0	135	33.8	129	32.3	72	18.0	2.43
3. The knowledge acquired by most of the social studies teachers has produced students with questionable characters and unfit for the society.	66	16.5	110	27.5	129	32.3	95	23.8	2.37
4. Every social studies teacher have failed to proof their worth in terms of subject mastery as far as character disposition by the learners is concerned.	60	15.0	138	34.5	85	21.3	117	29.3	2.35
5. I have observed that large number of	111	27.8	155	38.8	61	15.3	73	18.3	2.76

social studies teachers lacks the understanding of how they can use their knowledge to mold their students' way of thinking.									
6. Knowledge acquired by NCE teachers handling social studies to transform the behaviour of students is not properly channeled for its purpose.	54	13.5	124	31.0	110	27.5	112	28.0	2.30
7. In my opinion, the knowledge garnered in social studies as a teacher has assisted my students to see themselves as their brothers' keeper.	165	41.3	137	34.3	40	10.0	58	14.5	3.02
8. I see all social studies teachers engaging their students in class activities aimed at developing positive attitude to work in them.	141	35.3	147	36.8	35	8.8	77	19.3	2.88
Aggregate mean score									2.67

The respondents however agreed that a large number of social studies teachers lack the understanding of how they can use their knowledge to mold their students' way of thinking. This was indicated with a mean score of 2.76 for item 5 in the table. In item 6, they disagreed with a mean score of 2.30 with the suggestion that knowledge acquired by NCE teachers in handling social studies to transform the behaviour of pupils is not properly channeled for the desired purpose. Thus, they agreed that knowledge garnered in social studies as a teacher would assist the students to see themselves as their brothers' keeper. This was indicated with a mean score of 3.02 for item 7 in the table. In item 8, the respondents agreed that all social studies teachers engage their students in class activities aimed at developing positive attitude to work in them. Going by the aggregate mean score of 2.67 for the table, it could be said that the respondents were of the opinion that subject mastery by NCE social studies teachers has influenced the development of positive attitudes among students of North-West Geo-political zone.

Research Question Four: To what extent do social studies teachers with NCE's utilized appropriate teaching methodology to influence students' acquisition of relevant knowledge for personal and societal development in the North-West Geo-political zone of Nigeria? The assessment here was the use of appropriate teaching methodology to enable their students

acquired relevant knowledge for personal and societal development. For this assessment, the methodologies used in the teaching of the social studies and their influence by NCE teachers were assessed for this objective. Among the methodology listed for teaching social studies included simulation, laboratory, inquiry, project and demonstration methods. Others were field trip, Question and Answers (in developing thinking processes), the conventional lecture method, discussion, problem solving, Home Work, dramatization and construction. The mean scores here were used for the purpose of discussions to ascertain the level of comprehension by its respondents. Each of the two variables addressed items independently in Tables 4.3.4 (a) and 4.3.4 (b) below.

Table 4.3.4 (a): Respondents' opinions on the use of methodologies for teaching social studies at the Junior secondary schools.

Methods used by NCE teachers in teaching	Always used		Used		Rarely used		Never used		Mean
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	
Simulation	146	36.5	114	28.5	68	17.0	72	18.0	2.84
Laboratory	50	12.5	119	29.8	87	21.8	144	36.0	2.19
Inquiry	105	26.3	106	26.5	91	22.8	98	24.5	2.55
Project	148	37.0	82	20.5	57	14.3	113	28.3	2.66
Demonstration	161	40.3	121	30.3	72	18.0	46	11.5	2.99
Field Trip	131	32.8	79	19.8	118	29.5	72	18.0	2.67
Question and Answers (in developing thinking processes)	216	54.0	96	24.0	41	10.3	47	11.8	3.20
Lecture	229	57.3	55	13.8	32	8.0	84	21.0	3.07
Discussion	219	54.8	112	28.0	22	5.5	47	11.8	3.26
Problem-solving	116	29.0	115	28.8	94	23.5	75	18.8	2.68
Home Work	214	53.5	105	26.3	33	8.3	48	12.0	3.21
Dramatization	89	22.3	87	21.8	149	37.3	75	18.8	2.48
Construction	62	15.5	83	20.8	173	43.3	82	20.5	2.31
Aggregate mean									2.80

From expressed opinions by the respondents in the table, some of the teaching methodologies adopted by NCE teachers in the teaching and learning of social studies includes: simulation, inquiry, project, demonstration and field trip methods. Others equally used are Question and Answers (in developing thinking processes), Lecture, Discussion, Problem solving and Home work. Of these methodologies, the discussion method was ranked the most used with a mean score of 3.26. Next in the hierarchy of usage were Home Work, Question and Answers (in developing thinking processes) and lecture methods. Other methodologies listed were used but not in high ranking as those of the above four. The laboratory method along with dramatization and construction were not really used as indicated by their mean scores in the table. Table 4. 3.4 (b) shows the opinion of the teachers on the application of the methodologies in the teaching of social studies.

Table 4.3.4 (b): Respondents’ opinions on the application of the methodologies for teaching social studies in the Junior secondary schools.

Evaluation of teaching methods by NCE teachers	Strongly agree		Agree		Disagree		Strongly Disagree		Mean
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	
1. In most of my classes, I use varieties of teaching methods to disseminate information aimed at making the students acquire relevant personal knowledge.	199	49.8	131	32.8	17	4.3	53	13.3	3.19
2. Simulation is the most suitable method of teaching in social studies class which helps any student to strive to develop his/her society.	138	34.5	171	42.8	23	5.8	68	17.0	2.95
3. From the varieties of teaching methods listed above, only field trip and inquiry methods have the capacity to make learners develop on his/her own volition.	109	27.3	168	42.0	70	17.5	53	13.3	2.83
4. Using any of the above methods of teaching in classrooms by social studies teacher may not produce a worthwhile individual who could contribute to his/her society.	68	17.0	91	22.8	154	38.5	87	21.8	2.35
5. The success of a student in what he/she learns in the classrooms lies only in the ability of his/her teacher to select the right method of teaching.	186	46.5	100	25.0	50	12.5	64	16.0	3.02
6. Using laboratory as a method of teaching in social studies class should not be encouraged, as it may help students have wrong ideas of how to develop their society.	96	24.0	149	37.3	59	14.8	96	24.0	2.61
7. Discussion method is the most commonly used of all the other methods of teaching for personal growth.	180	45.0	140	35.0	27	6.8	53	13.3	3.12
8. Problem-solving should be encouraged in the teaching of social studies at all levels both for personal and societal development.	145	36.3	178	44.5	40	10.0	37	9.3	3.08
Aggregate mean score									2.89

The mean scores in the table showed that the teachers used varieties of teaching methods in the teaching and learning of the subject across the selected schools from the zone. The mean score for item 1 (3.19) clearly demonstrated that NCE teachers used varieties of teaching methods to disseminate information aimed at making the students acquire relevant personal knowledge. This further explained why some of the teachers agreed that simulation is

a more suitable method of teaching social studies in the classrooms and that it helps students to strive to develop their society. In the table, the mean score was 2.95. The respondents were of the opinion that from the varieties of teaching methods available, field trip and inquiry methods have capacity to make learners develop on their own volition.

But the respondents did not agree that using any of the above methods of teaching in classrooms by social studies teacher may produce a worthwhile individual who could contribute his/her quota maximally to the society. The mean score for the item (4) was 2.35. But they agreed with a mean score of 3.02 that the success of any student in what he or she learns in the classrooms depends only in the ability of his/her teacher to select the right method of teaching. The respondents were of the opinion that using laboratory as a method of teaching social studies class should not be encouraged because it may help students have wrong ideas of how to develop their society.

The respondents were therefore in total agreement with a mean score of 3.12 that discussion method is the most commonly used of all the other methods of teaching for personal growth in social studies among those selected from the schools in the zone. They were of the opinion that problem-solving should be encouraged in the teaching of social studies at all levels both for personal and societal development because of its inherited advantages. The aggregate mean score for the table was 2.89, this means that the respondents were of the view that the NCE teachers could be said to be applying appropriate methodologies in the teaching of social studies across the junior secondary schools within the zone.

Research Question Five: What extent has social studies teachers with NCE's utilized instructional materials to influence national identity and integration among the junior secondary school students in North-West Geo-political zone of Nigeria? The examination of the extent to which NCE social studies teachers used instructional materials to influence

national identity and integration among its students were presented in two stages. In the first phase, the available instructional materials for teaching and learning of the subject were assessed. The usage of the instructional materials by the NCE teacher constituted the second phase of the assessment. The items used for the assessment of the two variables were presented in Tables 4.3.5 (a) and 4.3.5 (b) respectively.

Table 4.3.5 (a): Respondents’ opinions on the use of available instructional materials for teaching social studies in junior secondary schools

Instructional materials used for teaching	Always used		Used		Rarely used		Never used		Mean
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	
Textbooks	200	50.0	149	37.3	11	2.8	40	10.0	3.27
Workbooks	128	32.0	165	41.3	62	15.5	45	11.3	2.94
Charts	100	25.0	137	34.3	100	25.0	63	15.8	2.69
Maps	68	17.0	186	46.5	71	17.8	75	18.8	2.62
Globes	66	16.5	57	14.3	143	35.8	134	33.5	2.14
Film Slides	33	8.3	102	25.5	133	33.3	132	33.0	2.09
Community Resources	86	21.5	123	30.8	125	31.3	66	16.5	2.57
Internet	125	31.3	93	23.3	77	19.3	105	26.3	2.60
Pictures	104	26.0	139	34.8	77	19.3	80	20.0	2.67
Improvised Materials	134	33.5	115	28.8	75	18.8	76	19.0	2.77
Atlas	65	16.3	74	18.5	127	31.8	134	33.5	2.18
Radio	128	32.0	82	20.5	97	24.3	93	23.3	2.61
Diagrams	147	36.8	105	26.3	46	11.5	102	25.5	2.74
Cartoons	89	22.3	107	26.8	58	14.5	146	36.5	2.35
Aggregate mean									2.59

From the table, textbooks, workbooks, charts, map and community resources were some of the instructional materials available for use in the teaching of social studies at the junior secondary schools. Others were internet, pictures, improvised materials radio and diagrams. All these items were scored relatively high as available for the teaching of the subject. But globes, film slides, Atlas and cartoons were not rated to be available for use in the teaching and learning of the subject across the selected schools within the zone. The opinion of the respondents on the application of instructional materials for the teaching and learning of the subject in the schools are tabulated in frequencies and percentages in Table 4.3.5 (b).

Table 4.3.5 (b): Respondents' opinions on the application of available instructional materials for teaching social studies in the schools

Evaluation of instruction materials used by NCE teachers	Strongly agree		Agree		Disagree		Strongly Disagree		Mean
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	
1. Adequate use of suitable instructional materials by NCE social studies teachers would help to promote oneness among the students irrespective of their background.	238	59.5	98	24.5	29	7.3	35	8.8	3.35
2. A combination of all the above instructional materials would possibly not aid the promotion of national identity in the minds of the students.	49	12.3	189	47.3	82	20.5	80	20.0	2.52
3. There is no best way social studies can be well taught at this level without using appropriate instructional materials for easy understanding by the students.	212	53.0	131	32.8	25	6.3	32	8.0	3.31
4. The use of instructional materials by NCE social studies teachers can only help promote national identity and integration if it were made for that purposes.	148	37.0	87	21.8	75	18.8	90	22.5	2.73
5. I have observed that NCE social studies teachers can effectively use instructional materials to promote national identity if they are sincere in achieving the UBE objectives.	198	49.5	139	34.8	22	5.5	41	10.3	3.24
6. Only few topics in social studies required the use of instructional materials especially when handling such topics related to national integration.	76	19.0	128	32.0	118	29.5	78	19.5	2.51
7. Most of the social studies teachers only utilized instructional materials when visitors came calling in their school rather than in the promotion of national integration.	97	24.3	171	42.8	53	13.3	79	19.8	2.72
8. I feel is not advisable for social studies teachers to use instructional materials (such as Nigerian flag, coat of arm etc) in teaching topics related to national identity since the students are young.	64	16.0	139	34.8	123	30.8	74	18.5	2.43
Aggregate mean score									2.84

The only item in this table where the respondents were found to have disagreed dwelt on the notion that using instructional materials (such as Nigerian flag, coat of arm etc) by social studies teachers is not advisable. This is especially in the teaching of some topics related to national identity since the students may likely not understand because of their age. The teachers did not agree with this opinion. On the other hand, they were of the view that adequate use of suitable instructional materials by NCE social studies teachers would help to

promote oneness among the students irrespective of their background. They agreed that a combination of all the above instructional materials would possibly not aid the promotion of national identity in the minds of the students. All the same, they were of the opinion that there is no best way social studies can be well taught at the level of junior secondary school without the use of appropriate instructional materials for easy understanding by the students. These were scored relatively high in items 1 to 3 in the table.

In item 4, the respondents were of the view that the use of instructional materials by NCE social studies teachers can only help promote national identity and integration if it were made for that purposes. Thus, the respondents agreed that NCE social studies teachers can effectively employ the use of instructional materials to promote national identity if they are sincere in achieving the UBE objectives. The mean score for this level of agreement was 3.24. Equally, the respondents were of the view that only few topics in social studies required the use of instructional materials especially as such topics are related to national integration. This opinion was expressed with a mean score of 2.51 for item 6 of the table. This could account for the opinion in item 7 where the respondents agreed that most of the social studies teachers only utilized instructional materials when visitors came calling in their school rather than in the promotion of national integration. From the aggregate mean of 2.84, it could be said that the teachers adequately used instructional materials in the teaching of social studies to promote national identity and integration among the students of the Geo-political zone.

Research Question Six: To what extent are social studies teachers with NCE's committed to developing in the junior secondary school students basic life skills and ability to learn in North-West Geo-political zone of Nigeria? The commitment by NCE social studies teachers to help develop capacity to learn and to acquire life skills among the students was examined in relation to their primary assignment aimed at making the students to learn and discharge their duties as expected. The responses of the teachers to the items used in the assessment are

classified into frequencies and percentages on a four point scale in Table 4.3.6. The mean scores based on the four point scale were presented for the respective items.

With respect to the commitment of NCE social studies teachers, there is no doubt in the fact that they were of the affirmative. This was clearly indicated by the positive mean scores for all the items in the table. For example, the respondents agreed that all teachers at the basic schools including those handling social studies are committed to their primary assignment aimed at making the pupils to learn. And that all social studies teachers willingly accept to commit themselves to help junior school students learn what they ought to learn about essential life skills (justice, fairness etc). The respondents agreed that the acquisition of life skills by junior secondary school students can only be made possible where NCE teachers are determine to offer what is good for their future through effective commitment to their job. These were expressed with mean score not lower than 3.60 for items 1 to 3 in the table.

Table 4.3.6: Opinion of respondents on commitment of social studies teachers with NCE's to developing basic life skills and ability to learn in the students

Extent of commitment by NCE social studies teachers	Strongly agree		Agree		Disagree		Strongly Disagree		Mean
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	
1. All teachers at the basic schools including those handling social studies are committed to their primary assignment aimed at making the students to learn.	164	41.0	145	36.3	51	12.8	40	10.0	3.08
2. All social studies teachers willingly accept to commit themselves to help basic school students learn what they ought to learn about essential life skills (justice, fairness etc).	88	22.0	172	43.0	69	17.3	71	17.8	2.69
3. Acquisition of life skills by basic school students can only be made possible where NCE teachers are determine to offer what is good for their future.	117	29.3	131	32.8	81	20.3	71	17.8	2.74
4. Failure on the part of most social studies teachers to discharge their duties as expected has contributed to poor learning and assimilation by the students.	114	28.5	150	37.5	64	16.0	72	18.0	2.77
5. Every social studies teacher remain committed to their work as shown in the ways they attend to classes, direct and guide the students and supervise their conduct and attitudes.	139	34.8	167	41.8	57	14.3	37	9.3	3.02
6. The only way through which social studies teachers can assist the students to acquire life skills (such as justice, fairness, equity etc) as handlers of the subject is to refuse to be committed to work.	97	24.3	56	14.0	153	38.3	94	23.5	2.33
7. I have observed that unless social studies teachers are committed to work, acquisition of life skills becomes unattainable and could affect the child later on in life.	126	31.5	178	44.5	55	13.8	41	10.3	2.97
8. Only a few number of social studies teachers have interest in the academic growth of their students especially at this level.	148	37.0	132	33.0	77	19.3	43	10.8	2.96
Aggregate mean score									2.77

The respondents therefore agreed that failure on the part of most social studies teachers to discharge their duties as expected could contribute to poor learning and assimilation by the students. This explained the expressed opinion in item 5 where the respondents were of the view that every social studies teacher remain committed to their work as shown in the ways they attend to classes, direct and guide the students and supervise their conduct and attitudes in the schools and during classes. However, the respondents

completely disagreed with the view that the only way through which social studies teachers can assist the students to acquire life skills (such as justice, fairness, equity etc) is when its handlers refuse to be committed to work.

They therefore agreed that unless social studies teachers are committed to work, acquisition of life skills becomes unattainable and could affect the child later on in life. Ironically, the respondents agreed that only a few number of social studies teachers have interest in the academic growth of their students especially at this level. With an aggregate mean score of 2.77 in the table, the teachers could be said to have high level of commitment to the teaching of the subject in the schools within the zone.

Research Question Seven: To what extent do social studies teachers' work experience influenced the students to develop a sense of citizenship education in the North-West Geopolitical zone of Nigeria? The aim here was to determine the extent to which teachers' work experience in the teaching of the subject could be said to have assisted the students in developing a sense of cooperation along the moral and social responsibility expected of them by their communities. The assessment is revolving round the mastery of the subject matter, ability to develop social responsibilities, cultivate a sense of cooperation in the students and as well, such that they can mix freely with one another and provide a helping hand to each other when the need arises.

The items used in the assessment are classified into frequencies and percentages in Table 4.3.7 with corresponding means computed on the four point scale. The performances of the students which were collected for the purpose of evaluation were incorporated in this assessment. The mean scores of the performance for the overall schools were 28.23 with a standard deviation of 9.659 and a standard error of 0.483. This variable was correlated with the selected variables of the NCE teachers in the determination of their contribution towards the attainment of social studies' curriculum objective in the selected schools from the zone.

Table 4.3.7: Opinion of the respondents on the extent to which social studies teachers' work experience influenced the students to develop a sense of citizenship education.

Evaluation of work experience on the attainment of the objective	Strongly agree		Agree		Disagree		Strongly Disagree		Mean
	Freq	%	Freq	%	Freq	%	Freq.	%	
1.No one teacher can succeed in his/her teaching career without appropriate working experience to help students developed team spirit.	185	46.3	117	29.3	67	16.8	31	7.8	3.14
2.Moral values require experience of any social studies teacher employed at the junior secondary schools to be taught even above mastery of the subject matter.	79	19.8	169	42.3	100	25.0	52	13.0	2.69
3.NCE social studies teacher without teaching experience will find his/her work difficult trying to develop social responsibilities in his/her students.	133	33.3	183	45.8	53	13.3	31	7.8	3.05
4.I sometimes use my wealth of experience to help students identify and understand moral responsibilities expected of them by the society.	150	37.5	159	39.8	59	14.8	32	8.0	3.07
5.It is more important that teachers should apply their wealth of experience in the way they handle students at the junior secondary schools to cultivate a sense of cooperation.	115	28.8	156	39.0	78	19.5	51	12.8	2.84
6.Without experience, a good social studies teacher would find it difficult to succeed in his/her responsibility to manage team spirit among the students of the basic schools.	151	37.8	139	34.8	53	13.3	57	14.3	2.96
7.I find it difficult to believe that teacher's experience would hamper the ability of students to mix freely with one another and provide a helping hand too.	90	22.5	166	41.5	53	13.3	91	22.8	2.64
8.The height of my experience as a social studies teacher would help to develop and promote mutual co-existence among the students.	133	33.3	185	46.3	24	6.0	58	14.5	2.98
Aggregate mean score									2.92

The expressed opinions of the respondents in the table are clear indications that NCE social studies' work experience in junior secondary school social studies could help in developing a sense of citizenship education in the students they teach. For example, the respondents agreed that no teacher can succeed in his/her teaching career without appropriate working experience to help students developed team spirit. And that moral values required experience of any social studies teacher employed at the junior secondary schools to teach it

even above mastery of the subject matter. These are scored 3.14 and 2.69 for items 1 and 2 in the table respectively. In item 3, the respondents agreed with a mean score of 3.05 that NCE social studies teacher without teaching experience will find his/her work difficult when trying to develop social responsibilities in his/her students.

A further merit of teaching experience is reflected in item 4 of the table where the respondents agreed with a mean score of 3.07 that sometimes they use their wealth of experience to help students identify and understand moral responsibilities expected of them by the society. In item 5 of the table, the respondents agreed that it is more important that teachers should apply their wealth of experience in the way they handle students at the junior secondary schools to cultivate a sense of cooperation. Also, that without experience, a good social studies teacher would find it difficult to succeed in his/her responsibility to promote team spirit among the students of the junior secondary schools. Thus, the respondents agreed that experience in the teaching of social studies would help NCE teachers to develop and promote mutual co-existence among their students in the junior secondary schools.

Research Question Eight: To what extent do social studies teachers utilized infrastructural facilities to influence the students' appreciate the nation's cultural heritage as well as its preservation in the North-West Geo-political zone of Nigeria? The examination here was based on how infrastructural facilities provided for NCE teachers' use have contributed to the teaching of social studies in junior secondary schools aimed at assisting them appreciate the nation's cultural heritage as well as for its preservation. The students' performance in the test administered along with the data collected was used along this variable for assessment. The opinions of the teachers on items used for assessment were presented in frequencies and percentages of Table 4.3.8 with the mean scores computed on the four point scale.

Table 4.3.8: Opinion of respondents on the influence of infrastructural facilities for social studies teachers with NCE's to enable students appreciate the nation's cultural heritage and for its preservation.

Evaluation of basic infrastructure for the teaching of social studies in the schools	Strongly agree		Agree		Disagree		Strongly Disagree		Mean
	Freq	%	Freq	%	Freq	%	Freq.	%	
1. Infrastructural facilities provided at the basic schools will go along way in assisting the students to appreciate the pattern of physical structures in their vicinity.	168	42.0	176	44.0	35	8.8	21	5.3	3.23
2. The quantities of infrastructure provided in basic schools would be an eye opener to how students would better appreciate the nation's heritage such as road network.	137	34.3	164	41.0	38	9.5	61	15.3	2.94
3. Instead of the resources being provided in the junior secondary schools to help students appreciate and sustain her cultural heritage, they have rather become a conduit pipe for wastages.	138	34.5	125	31.3	83	20.8	54	13.5	2.87
4. Assisting the students to appreciate the nation's heritage is impossible without infrastructure among others.	121	30.3	119	29.8	106	26.5	54	13.5	2.77
5. Only standard schools such as the ones have had the privileged to work in, can boost of facilities which could help the students appreciate their culture.	116	29.0	120	30.0	76	19.0	88	22.0	2.66
6. Adequate maintenance of infrastructural facilities provided in school will not only boost the nation's heritage but remains the only way it can be preserved and appreciated by the students.	148	37.0	146	36.5	47	11.8	59	14.8	2.96
7. Few infrastructural facilities that is available in all junior secondary schools would not add value to the knowledge of pupils on how to preserve and appreciate their culture.	93	23.3	150	37.5	86	21.5	71	17.8	2.66
8. The quantity of infrastructures provided in junior secondary schools is less important as it do not affect how and what part of societal values is to be appreciated.	152	38.0	82	20.5	100	25.0	66	16.5	2.80
Aggregate mean score									2.86

The respondents were clearly of the view that infrastructural facilities could be a major contributor to the effectiveness of NCE teachers in the attainment of social studies curriculum objectives for junior secondary education in the zone. A clear demonstration of this assertion was seen across the entire items of the table. For example, the respondents were

of the view that infrastructural facilities provided for basic schools will go a long way in assisting the students to appreciate the pattern of physical structures in their environment. And that the number of infrastructure provided in junior secondary schools could be a pointer to how students would better appreciate the nation's heritage such as road network. These are clearly indicated in items 1 and 2 of the table with mean scores of 3.23 and 2.94 respectively. In item 3 of the table, the respondents were of the view that there was a problem of maintenance which makes the facilities incapable of effectively aiding the teaching and learning of the subject. They were of the view that instead of the resources being provided in the junior secondary schools to help students appreciate and sustain the cultural heritage, they have rather become a conduit pipe of wastages. This would imply that the provided facilities have become avenues by which the resources of the schools were drained.

In spite of the mismanagement of these facilities in the teaching of the subject, the respondents agreed in item 4 with a mean score of 2.77 that assisting the students to appreciate the nation's heritage is impossible without the essential infrastructure among others. Irrespective of the high regard for infrastructural facilities for effective teaching and learning of the subject to take place, the respondents were of the view that only standard schools can boast of such facilities. Reasons adduced here could best explain the opinion in item 6 where the respondents were of the view that adequate maintenance of infrastructural facilities provided within schools under review will not only boost the nation's heritage but remains the only way it can be preserved and appreciated by the students. In item 7, the respondents were of the opinion that the few infrastructural facilities that are available in all junior secondary schools would not add value to the knowledge of students on how to preserve and appreciate their culture. And in item 8, they agreed that the quantity of infrastructures provided in junior secondary schools are inadequate and could provide enough influence on the part of societal values is to be associated with and thus be appreciated. The

aggregate mean for the table was 2.86 which would imply that the respondents were of the view that provision of infrastructures is vital for NCE teachers in the attainment of social studies curriculum objectives for junior secondary education in the zone. The actual relationship between the infrastructural facilities and the contribution of NCE social studies' teachers towards the attainment of the curriculum objectives in the schools was conducted in the test of related hypotheses.

4.4 Hypotheses Testing

The null hypotheses formulated to establish the statistical validity of the solution proffered for the research questions of the study are tested in this section. The null hypotheses were tested at 0.05 alpha level of significance to ascertain its level of acceptance or otherwise. The hypotheses were tested as follows:

Hypothesis 1: There is no significant correlation between the social studies teachers with NCE qualification and its influence to create awareness and understanding of man's social and physical environment in the students.

This hypothesis was tested by subjecting the expressed opinions depicted with the observed frequencies on the four point scale by the respondents as indicated in Table 4.4.1 to a chi-square procedure to establish the significance of the expressed opinion on the extent of relationship between the NCE qualification of social studies teachers and their creation of awareness and understanding of man's social and physical environment in the students. Table 4.4.1 present the summary of the test. In the table, the expected counts are printed below the observed frequencies.

Table 4.4.1: Chi-square on extent of relationship between the NCE qualification of social studies teachers and their creation of awareness and understanding of man's social and physical environment in the students

Item No.	SA	A	D	SD	Total
1	152	186	30	32	400
	124.88	138.75	66.88	69.5	
2	124	111	57	108	400
	124.88	138.75	66.88	69.5	
3	131	145	42	82	400
	124.88	138.75	66.88	69.5	
4	105	133	99	63	400
	124.88	138.75	66.88	69.5	
5	124	95	92	89	400
	124.88	138.75	66.88	69.5	
6	53	135	118	94	400
	124.88	138.75	66.88	69.5	
7	198	137	45	20	400
	124.88	138.75	66.88	69.5	
8	112	168	52	68	400
	124.88	138.75	66.88	69.5	
Total	999	1110	535	556	3200
Chi-Square = 336.402, df = 21, P-value = 0.000					
(X ² at 21 df and at 0.05 = 32.7)					

The test revealed that the respondents agreed that NCE qualification of social studies teachers is significantly correlated with their creation of awareness and understanding of man's social and physical environment in the students they teach in the selected schools within the zone. This was indicated in the table as observed chi-square value of 336.402 obtained at 21 Degree of Freedom (df). The observed significant level obtained in the test is 0.000 ($P < 0.05$). The critical value of Chi-square at the 21 df is 32.7 and at 0.05 level of significance. From these observations, there is enough evidence to reject the null hypothesis that there is no significant correlation between the social studies teachers with NCE qualification and its influence to create awareness and understanding of man's social and

physical environment in the students. The result and analysis of the relevant data revealed that the NCE qualified teachers significantly contribute to the attainment of social studies' curriculum objectives by creating awareness and understanding of man's social and physical environment in the students.

Hypothesis 2: There is no significant correlation between the influence of social studies teachers with NCE's and the implementation of curriculum contents to foster interdependence of its diverse communities aimed at resolving their problems.

The significance of the social studies curriculum contents for the attainment of this objective was tested by subjecting the expressed frequency scores in Table 4.4.2 to a chi-square test. The result of the test was summarized in Table 4.4.2. In the table, the expected counts are printed below depicting the observed frequencies on the four options. The result in the table revealed that the teachers were of the view that the social studies curriculum contents could significantly help to foster interdependence among its diverse communities and at resolving their problems from the zone. The observed chi-square value (468.694) obtained in the test was higher than the critical value of 32.7 at the same 15 degree of freedom and at a fixed probability level of 0.05. The significant level obtained in the test was 0.000 ($P < 0.05$). This means that there is sufficient evidence to reject the null hypothesis.

Table 4.4.2: Chi-square on significance of social studies curriculum contents to help foster interdependence among its diverse communities and at resolving their problems.

Item No.	SA	A	D	SD	Total
1	147	157	47	49	400
	142.01	135	62.93	60.06	
2	141	160	67	32	400
	142.01	135	62.93	60.06	
3	133	176	59	32	400
	142.01	135	62.93	60.06	
4	154	133	66	47	400
	142.01	135	62.93	60.06	
5	79	135	97	89	400
	142.01	135	62.93	60.06	
6	273	78	18	31	400
	142.01	135	62.93	60.06	
7	112	164	42	79	397
	140.94	133.99	62.46	59.61	
8	96	76	107	121	400
	142.01	135	62.93	60.06	
Total	1135	1079	503	480	3197
Chi-Square = 468.694, df = 21, P-value = 0.000					
(X ² at 21 df and at 0.05 = 32.7)					

The null hypothesis which states that there is no significant correlation between the influence of social studies teachers with NCE's and the implementation of curriculum contents to foster interdependence among its diverse communities aimed at resolving their problems is therefore rejected. This in other words means that the teachers were of the view that the curriculum content for social studies used in the schools could significantly leads to the attainment of this objective.

Hypothesis 3: There is no significant correlation between the subject mastery by social studies teachers with NCE's and its influence in the development of positive attitudes in the students. The frequency scores on the subject mastery by NCE social studies teachers in junior secondary schools and how it influenced the development of positive attitudes in the

students was examined in Table 4.4.3. The hypothesis was tested with the chi-square procedure in order to establish the significance of the expressed opinion as it relate to development of positive attitudes in the students from the selected schools in the zone. The result of the test was summarized in Table 4.4.3 showing the presentation of the expected counts. The observed counts for the respective items and options used in the measurement of the respondents' opinion were subsequently presented as follows:

Table 4.4.3: Chi-square on the relationship between subject mastery by NCE social studies teachers and how it influenced the development of positive attitudes in the junior secondary school students.

Item No.	SA	A	D	SD	Total
1	187	117	31	65	400
	106	132.87	77.5	83.62	
2	64	135	129	72	400
	106	132.87	77.5	83.62	
3	66	110	129	95	400
	106	132.87	77.5	83.62	
4	60	138	85	117	400
	106	132.87	77.5	83.62	
5	111	155	61	73	400
	106	132.87	77.5	83.62	
6	54	124	110	112	400
	106	132.87	77.5	83.62	
7	165	137	40	58	400
	106	132.87	77.5	83.62	
8	141	147	35	77	400
	106	132.87	77.5	83.62	
Total	848	1063	620	669	3200
Chi-Square = 468.694, df = 21, P-value = 0.000					
(X ² at 21 df and at 0.05 = 32.7)					

The result of the test revealed that the respondents were of the opinion that subject mastery by NCE social studies teachers in the subject has significantly influenced the development of positive attitudes in the students of junior secondary schools where they teach. This conclusion was drawn from an observed chi-square value of 468.694 obtained at 21 degree of freedom (df) compare with a critical value of 32.7 at the same 15 degree of

freedom. The observed significant level obtained in the test was 0.000 ($P < 0.05$). With these observations, there is enough evidence to reject the null hypothesis. Therefore, the null hypothesis which states that there is no significant correlation between the subject mastery by social studies teachers with NCE's and its influence in the development of positive attitudes in the students is thus rejected. From the point of view of the respondents, mastery of the subject by NCE teachers has significant impact on their input at developing a positive attitude in the students of junior secondary schools from the zone.

Hypothesis 4: There is no significant correlation between the opinion of respondents on how social studies teachers with NCE have utilized teaching methods and their influence on students' acquisition of knowledge for personal and societal development.

To test this hypothesis, the mean scores for opinions expressed by the respondents were correlated using the Pearson Product Moment Correlation (PPMC) procedure. This became necessary to establish the relationship between the availability of methods of teaching and their actual application by the NCE teachers towards the attainment of the social studies' curriculum objectives in the junior secondary schools within the zone. The use of the PPMC was based on the fact that the two variables were measured on (four point) interval scale. The summary of the result was presented in Table 4.4.4.

Table 4.4.4: Correlation between methods of teaching and their actual application by NCE teachers in the attainment of the social studies curriculum objective for junior secondary students

Variables	N	Mean	Std. Dev.	Std. Error	df	r-calc.	P-value
Methods	400	2.80	0.606	0.030	398	0.415	0.000
Methods' usage	400	2.89	0.533	0.027			

(r-critical at 398 df and at .05 =0.098)

The result revealed that the two variables were significantly correlated. This was indicated with an observed correlation coefficient of 0.415 obtained at 398 degree of freedom. The observed significant level was 0.000 ($P < 0.05$). The observed correlation

coefficient of 0.415 is higher than the critical value of 0.098 at the same degree of freedom. With these observations, there is enough evidence to reject the null hypothesis. Therefore, the null hypothesis which says there is no significant correlation between the opinion of respondents on how social studies teachers with NCE have utilized teaching methods and their influence on students' acquisition of knowledge for personal and societal development is thus rejected. This implied that the use of the different methods of teaching in the subject could significantly lead to the attainment of social studies curriculum objective in the students from North West Geo-political zones.

Hypothesis 5: There is no significant correlation between the opinion of respondents on how social studies teachers with NCE's utilized instructional materials and its influence in the promotion of national identity and integration among the students.

The instructional materials for the teaching and learning of the subject were assessed in Table 4.4.5 (a) while their actual applications by the NCE social studies teachers were examined in Table 4.4.5 (b). These two variables were correlated using the Pearson Product Moment Correlation (PPMC) procedure in order to determine the extent of relationship between them with respect to the attainment of the social studies curriculum objectives in the selected schools located within the zone. A summary of the result were presented in Tables 4.4.5 (a & b).

Table 4.4.5: Correlation between instructional materials for teaching and their actual application by NCE teachers in the attainment of the social studies curriculum objective for junior secondary school students

Variables	N	Mean	Std. Dev.	Std. Error	df	r-calc.	P-value
Materials	400	2.5944	.64027	.03201	398	0.530	0.000
Materials' usage	400	2.8419	.51161	.02558			

(r-critical at 398 df and at .05 =0.098)

From the result obtained in the table, the two variables were significantly correlated. This conclusion was deduced from an observed correlation coefficient of 0.530 obtained at

398 degree of freedom (df) compare with a critical value of 0.098 at the same degree of freedom. The observed significant level obtained in the test was 0.000 ($P < 0.05$). With these observations, there is sufficient evidence to reject the null hypothesis. Therefore, the null hypothesis which states that there is no significant correlation between the opinion of respondents on how social studies teachers with NCE's utilized instructional materials and its influence in the promotion of national identity and integration among the students is thus rejected. From the related data, use of instructional materials could be a significant factor in the attainment of the social studies curriculum objective among school pupils of the zone.

Hypothesis 6: There is no significant correlation between the opinion of respondents on the commitment of social studies teachers with NCE's and its influence at developing basic life skills and ability to learn in students.

The NCE social studies teachers' commitment to duties and its associated impact in their contribution to the attainment of social studies' curriculum objectives was examined in Table 4.4.6. The mean scores were correlated with academic performance of the students from the test conducted along their respective schools for this hypothesis. The hypothesis was tested with the Pearson Product Moment Correlation procedure and the result was summarized in Table 4.4.6 below.

Table 4.4.6: Correlation between commitment of NCE social studies teachers' and pupils performance in their ability to learn basic life skills in schools

Variables	N	Mean	Std. Dev.	Std. Error	r-calc.	df	P
Commitment	400	2.77	0.536	0.027	0.229	398	0.000
Performance	400	28.23	9.659	0.483			

(r-critical at 398 df and at .05 =0.098)

The result revealed that social studies teachers with NCE's commitment to duties are significantly correlated with the performance of their students' to learn basic life skills in schools within the zone. The observed correlation coefficient for the relationship between the

two variables was 0.229 obtained at 398 degree of freedom (df) compare with a critical value of 0.098 at the same degree of freedom. The observed significant level obtained in the test was 0.000 ($P < 0.05$). With these observations, there is sufficient evidence to reject the null hypothesis. Therefore, the null hypothesis which says there is no significant correlation between the opinion of respondents on the commitment of social studies teachers with NCE's and its influence at developing basic life skills and ability to learn in students within the zone could thus be rejected. From the results, higher commitment of NCE teachers would likely lead to improvement in the performance of the students they teach and therefore towards a productive attainment of the social studies curriculum objective.

Hypothesis 7: There is no significant correlation between the social studies teacher's work experience and its influence on students' ability to develop a sense of citizenship education.

The opinion of respondents on the influence of social studies teachers work experience in the attainment of the social studies curriculum objectives was examined in Table 4.4.7. In this test therefore, the mean score of the variables were calculated and correlated with the performances of the students who were administered with a test. The results of the test analysis were subjected to Pearson Product Moment Correlation procedure as contained in Table 4.4.7.

Table 4.4.7: Correlation between NCE social studies teachers' work experience and performance of pupils' in their ability to learn basic life skills in schools

Variables	N	Mean	Std. Dev.	Std. Error	r-calc.	df	P
Experience	400	2.9197	.51860	.02593	0.192	398	0.000
Performance	400	28.23	9.659	.483			

(r-critical at 398 df and at .05 =0.098)

From the result shown in table 4.4.7, teaching experience of NCE social studies teachers was significantly correlated with the performances of students' in relation to their ability to develop a sense of citizenship education. Figures in the table indicated an observed

correlation coefficient of 0.192 was obtained at 398 degree of freedom (df) and compared with a critical value of 0.098 at the same degree of freedom. The observed significant level obtained in the test was 0.000 ($P < 0.05$). This observation provides enough evidence to reject the null hypothesis. The null hypothesis which says that there is no significant correlation between the social studies teacher's work experience and its influence on students' ability to develop a sense of citizenship education is therefore rejected. The above result revealed that NCE teachers work experience could be a major factor towards the attainment of social studies curriculum objective within the zone.

Hypothesis 8: There is no significant correlation between the utilization of infrastructural facilities by social studies teachers with NCE's and its influence at appreciating the nation's cultural heritage as well as in its preservation. The role of infrastructure in the attainment of curriculum objective of social studies in junior secondary schools was examined in Table 4.4.8. The mean scores of the respondents in the table were correlated with the performance of students tested viz-a-viz the appreciation of the nation's cultural heritage and its preservation. The summary of the test of relationship between the variables was presented in Table 4.4.8.

Table 4.4.8: Correlation between the utilization of infrastructural facilities by social studies teachers with NCE's and its influence at appreciating the nation's cultural heritage as well as in its preservation in schools within the zone

Variables	N	Mean	Std. Dev.	Std. Error	r-calc.	df	P
Infrastructures	400	2.8606	.54865	.02743	0.207	398	0.000
Performance	400	28.23	9.659	.483			

(r-critical at 398 df and at .05 =0.098)

The result revealed that the two variables were significantly correlated. This was indicated with an observed correlation coefficient of 0.207 obtained at 398 degree of freedom. The observed significant level was 0.000 ($P < 0.05$). The observed correlation coefficient of 0.207 is higher than the critical value of 0.098 at the same degree of freedom.

With these observations, there is enough evidence to reject the null hypothesis. This would imply that the provision and use of infrastructures for teaching and learning of social studies is a major factor in its attainment of the curriculum objectives in schools across the zone.

4.5 Summary of the Findings

The major findings of this study revealed that:

1. NCE qualification of social studies teachers had significant influence in creating awareness and understanding of man's social and physical environment in the students.
2. NCE social studies teachers' implementation of the curriculum contents are significantly adequate to promote in the junior secondary school students interdependence relationship among its diverse communities and at resolving their problems.
3. Subject mastery by NCE social studies teachers in basic schools had significantly influenced the development of positive attitudes in the students.
4. Teaching methodologies utilized by NCE social studies teachers significantly influenced students' acquisition of knowledge both for personal and societal development.
5. Instructional materials used by NCE social studies teachers influenced students' ability towards national identity and integration in the study area.
6. The commitment of NCE social studies teachers had significantly influenced their ability to develop basic life skills in students.
7. The NCE social studies teacher's work experience in junior secondary schools significantly influenced the development of citizenship education in their students.

8. The utilization of infrastructural facilities by NCE social studies could significantly influenced the students' appreciation of the nation's cultural heritage as well as in its preservation.

4.6 Discussion of the Findings

This study assessed the Nigeria Certificate in Education (NCE) teachers' performance in the attainment of social studies curriculum objectives in Junior Secondary Schools in North West Geo-political of Nigeria. A total of eight null hypotheses were tested in line with the specific objectives and research questions of the study. In hypothesis I, the relationship between social studies teachers with NCE qualification and its influence on the creation of awareness and understanding of man's social and physical environment in the students from the schools within the zone was tested. The result of the test conducted using chi-square procedure revealed that the respondents were of the opinion that the NCE qualification of social studies teachers is significantly correlated with creation of awareness and understanding of man's social and physical environment in the students towards the attainment of social studies' curriculum within the zone. The null hypothesis was therefore rejected.

From the analysis of the relevant items of the variables, it was observed that the NCE qualification have the potentials of making the teachers to exposed the learners to social institutions and their functions within the environment, awaken learners' interest to physical features and make them understand the value of social relationships through creation of awareness of man's social environment. The finding here contradicts the report of Owolabi's (2012) reports from a study titled "Effect of teacher's qualification on the performance of senior secondary school Physics students: Implication on Technology in Nigeria. The study revealed that students taught by teachers with higher qualifications performed better than those taught by teachers with lower qualifications. To Adeola (2014), he asserted "that even

with NCE as the minimum qualification, majority of the teachers are incompetent to teach” since the interest nowadays is on paper qualification. The NCE as minimum qualification here was found to have significant influence on the attainment of social studies curriculum objectives in junior secondary schools within the zone

Null hypothesis II tested the significance of the implementation of curriculum contents (by NCE teachers) to promote interdependence relationship among its diverse communities aimed at resolving their problems using the junior secondary school students from the zone. The result of the test revealed that the respondents were of the view that the curriculum content could be considered adequately significant for the attainment of this objective in Nigeria. The null hypothesis was therefore rejected in line with its findings. However, this finding is consistent with Emechebe, (2012) who posited that the attainment of Universal Basic Education (UBE) objectives by the year 2015 will depend on the quality of education received by the school children.

The subject mastery by social studies teachers with NCE’s in junior secondary schools and its influence on the development of positive attitudes in students was tested in null hypothesis III. The result of the test showed that the respondents were of the opinion that subject mastery by NCE social studies teachers significantly influenced the development of positive attitudes in the students they teach from the zone. The null hypothesis was subsequently rejected. From the related items of the variable, it was observed that subject mastery by NCE social studies teachers has a positive impact on their ability to influence the development of positive attitudes in the students. The findings here is consistent with Williams (2002)’s report from a research work titled evaluation of Nigeria Certificate in Education (NCE) programme in the training of Christian Religious teachers in Nigeria. The report stated that the course contents were found to be adequate but some aspects were identified for amendment.

It was however, discovered that students enrolment is increasing astronomically without a commensurate increase in staff strength. Babalola (2003) also asserted that teachers are at the centre for quality improvement in education and upgrading the capacity of teachers would help in giving quality education to basic school children, since it is the foundation upon which a country builds its sustainability.

The methods of teaching social studies and its actual application were tested in null hypothesis IV. The result of the test revealed that the two variables were significantly correlated against one another to ascertain its adequacy in the attainment of curriculum objectives in basic education within the zone. The null hypothesis was therefore rejected. From the items for the variable, it was observed that actual application of the methodologies revolved mostly around discussion method which was ranked as the most used. Next in line were Home Work, Question and Answers (in developing thinking processes) and lecture methods. Others were (simulation, inquiry, project, demonstration, field trip methods and problem solving methods. The laboratory method along with dramatization and construction were not found to have average usage. The findings here agreed with Edet, (2011) who asserted that teachers' competencies play great role in the quality of teaching especially in the use of appropriate teaching methods. And that evidence has shown that teachers have not been able to practice what they learnt during their pre-service training.

In null hypothesis V, the significance in the relationship between instructional materials and their influence on the feasibility of social studies teachers with NCE's to achieve the stated objective was tested. The result revealed that the two variables were significantly correlated against one another viz-a-viz the attainment of social studies curriculum objectives in the junior secondary schools. The null hypothesis was therefore rejected. The finding here is a reflection of Ogbondah (2008) who emphasized the importance of instructional materials and resources in the effective delivery of lessons at any level of

education. The finding here contradicts the reports of Abdo and Semela (2010) who reported low use of instructional media in primary schools of Gedeo zone in Southern Ethiopia. In their contributions, Jotia and Matlale (2011) found that teachers' use of instructional materials was very inadequate and this invariably had negative impact on student's performance in school terminal examinations.

The relationship between the social studies teachers with NCE's commitment and students' ability to acquire basic life skills was tested. The students' performances from the test conducted along with the instrument administration were used in this analysis. The result showed that the teachers' commitment to their assigned duties was significantly correlated with their ability to develop basic life skills in the students. The null hypothesis was unanimously rejected as attested by the responses of the respondents. The findings here agreed with Nakpodia, (2011) where it stated some of the expectation of individuals and the society on the teachers. That students expect teachers to impart knowledge effectively, parents expect them to ensure discipline, sound moral values on learners, development planners expect them to initiate ideas and actions towards community development, curriculum reformers expect them to adopt innovative technique of teaching, and also adult literacy planners expect them to help students imbibe positive attitude towards national unity and respect for the state. The finding is in line with the report of Akiri (2013) from an investigation on the effects of teachers' effectiveness on students' academic performance in public secondary schools in Delta State, Nigeria where it was concluded that teachers' effectiveness is not the only determinant of students' academic achievement.

The methods of teaching social studies and its influence on students' acquisition of relevant knowledge for personal and societal development were tested in null hypothesis IV. The result of the test revealed that the two variables were significantly correlated against one another to ascertain its adequacy in the attainment of curriculum objectives in junior

secondary education within the zone. The null hypothesis was therefore rejected. From the items for the variable, it was observed that the actual influence of the methodologies revolved mostly around discussion method which was ranked as the most used. Next in line were Home Work, Question and Answers (in developing thinking processes) and lecture methods. Others were (simulation, inquiry, project, demonstration, field trip methods and problem solving methods. The laboratory method along with dramatization and construction were not found to have average usage. The findings here agreed with Edet, (2011) who asserted that teachers' competencies play great role in the quality of teaching especially in the use of appropriate teaching methods. And that evidence has shown that teachers have not been able to practice what they learnt during their pre-service training.

In null hypothesis V, the significance in the relationship between instructional materials and their influence on students' acceptability of national identity and integration was tested. The result revealed that the two variables were significantly correlated against one another viz-a-viz the attainment of social studies curriculum objectives in the junior secondary schools. The null hypothesis was therefore rejected. The finding here is a reflection of Ogbondah (2008) who emphasized the importance of instructional materials and resources in the effective delivery of lessons at any level of education. The finding here contradicts the reports of Abdo and Semela (2010) who reported low use of instructional media in primary schools of Gedeo zone in Southern Ethiopia. In their contributions, Jotia and Matlale (2011) found that teachers' use of instructional materials was very inadequate and this invariably had negative impact on pupil's performance in school terminal examinations.

The relationship between the social studies teachers with NCE on commitment to work and students' ability to acquire basic life skills was tested. The students' performances from the test conducted along with the instrument administration were used in this analysis.

The result showed that the teachers' commitment to their assigned duties was significantly correlated with their ability to develop basic life skills in the students. The null hypothesis was unanimously rejected as attested by the responses of the respondents. The findings here agreed with Nakpodia, (2011) where it stated some of the expectation of individuals and the society on the teachers. That students expect teachers to impart knowledge effectively, parents expect them to ensure discipline, sound moral values on learners, development planners expect them to initiate ideas and actions towards community development, curriculum reformers expect them to adopt innovative technique of teaching, and also adult literacy planners expect them to help students imbibe positive attitude towards national unity and respect for the state. The finding is in line with the report of Akiri (2013) from an investigation on the effects of teachers' effectiveness on students' academic performance in public secondary schools in Delta State, Nigeria where it was concluded that teachers' effectiveness is not the only determinant of students' academic achievement.

Null hypothesis VII tested the significance of the relationship between the social studies teachers work experience and the development of citizenship education in their students. The result of the test revealed that NCE teachers work experience has significant relationship with their students' ability to develop sense of citizenship education. The null hypothesis was therefore rejected.

Null hypothesis VIII tested the relationship between utilization of infrastructural facilities in junior secondary schools and NCE teachers' influence in assisting the students to appreciate the nation's cultural heritage as well as in its preservation. The result revealed that the two variables were correlated and subsequently rejected. From the related items of the variable, it was observed that the respondents were of the view that appropriate utilization of infrastructure in all junior secondary schools is essential to the attainment of the curriculum objective of social studies in the study area. The finding here are consistent with Nwadiani

(2001) who observed that facilities are not only over utilized in some schools but that they were also poorly maintained. And Aigboje (2007) who reported from a study on Universal Basic Education in Nigeria found out that some school facilities were inadequate while others were not available at all. The findings here are in line with Odekunle and Okuwa (2012) who stated that “for basic education system to achieve its set goals, the need to put certain educational materials, equipment and facilities in place cannot be over-emphasized. Unfortunate, these facilities are in short supply at all levels of education”

4.7 Summary

In this chapter, the report of findings of data analysis undertaken on a research work titled “Assessment of Nigeria Certificate in Education (NCE) teachers’ performance in the attainment of social studies curriculum objectives in junior secondary schools in Nigeria” was presented. Eight research questions and hypotheses each were tested and the results analyzed. The data analysis suggested whether or not NCE teachers can live up to expectation by attaining social studies curriculum objective at this level. The analysis took two patterns. The first was descriptive in nature using frequency, simple percentages and tables to demonstrate the trends of respondents’ opinion on bio data from the questionnaire. Items in this category that have been analyzed included gender, teaching experience, location of school, and its ownership. The second pattern involved higher level of statistical analysis and interpretations where the eight null- hypotheses formulated were tested. In all cases, chi-square (X^2) and correlation statistical methods were used in testing the hypotheses at 0.05 level of significance. Best (1981) is of the opinion that choosing 0.05 i.e 5% probability level represent a rejection point of a hypothesis for committing a type 1 error. The use of this level of significant is considered most valid for studies that are related to Arts, social sciences and education.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presented the entire summary of the concluded research work titled “Assessment of Nigeria Certificate in Education (NCE) teachers’ performance in the attainment of social studies curriculum objectives in Junior Secondary Schools in North West Geo-political zone of Nigeria”. Other parts of the chapter included the conclusion, recommendations, implication of the findings, contributions to knowledge and limitation of the study among others.

5.2 Summary

This study assessed the Nigeria Certificate in Education (NCE) teachers’ performance to the attainment of social studies curriculum objectives in junior secondary schools in Nigeria. Since the Universal Basic Education programme (UBE) was launched to help in the eradication of illiteracy, ignorance and poverty as well as stimulate and accelerate national development. It therefore becomes imperative that if it must succeed, the efforts of NCE teachers cannot be jeopardize. The teachers however, to effectively implement the junior

secondary school objectives especially for subject like social studies are lacking resulting in the recruitment of NCE holders which is also the minimum teaching qualification.

A lot of issues have been raised over the dismay performance of students in the subject coupled with public's unhappiness about the annual failure in such public examinations like West African Senior School Certificate and NECO. The problem is further compounded by the increased enrolment of students into the basic education programme. Among others, the questions are does the NCE qualification truly provide prospective teachers with the competency required for the attainment of the curriculum objectives of basic schools? Is the curriculum content adequate for the attainment of basic education in relation to the NCE social studies' teachers?

To what extent does the NCE teachers' qualification influence their subject mastery, use of teaching methods and instructional materials towards the development of basic life skills, sense of citizenship education, appreciation of the nation's cultural heritage and as well their preservation towards the attainment of the social studies curriculum objectives among pupils in the North-West Geo-political zone? These among others were investigated in this study.

To fully carry out the assessment of the Nigeria Certificate in Education (NCE) social studies teachers' performance in the attainment of social studies curriculum objectives in junior secondary schools across the North West Geo-political zone. A structured questionnaire designed and partitioned along the specific objectives of the study (See appendix A) was used for data collection. Along with the questionnaire, a test instrument for the students taught by the NCE social studies teachers was constructed to reflect knowledge of basic life skills, a sense of citizenship education and appreciation of the nation's cultural heritage along with their preservation.

The questionnaire was validated and pilot-tested for reliability and consistency index. The tested instrument was then administered to a total seven hundred and eighty-two (782) respondent selected across the basic schools in the zone through stratified random sampling procedure. For each of the schools selected, a performance test was conducted for the respective pupils. Students' performance was then selected along the number of teachers per schools. Data collected were analyzed with the Statistical Package for the Social Sciences (SPSS ver. 17). Procedures for data analysis included summary statistics, chi-square procedure and Pearson Product Moment Correlation used in the test of the null hypotheses.

The study was structured into five chapters. Chapter one gave the background of the study, statement of the problem, the objectives, research questions, and the study's hypotheses. The significance and scope of the study were also given within the chapter. Chapter two consisted of the review of related literatures to the study. The literatures included theoretical framework, Universal Basic Education in Nigeria, role of teachers in the implementation of UBE in Nigeria, indices for assessing performance of NCE teachers in the implementation of UBE in Nigeria, concept of social studies, origin and historical development of social studies in Nigeria, objectives of social studies in basic schools, resources in the teaching of social studies education at the basic schools and empirical studies among others.

In chapter three, the methodologies used in study were stated. These included the research design, population, sample and sampling procedure, instrumentation, validity and reliability of the instruments, pilot study, procedure for data collection and method of statistical analysis of the data.

The statistical analysis and interpretation of the findings from the analyzed data were presented in chapter four. The chapter is made up of the description of demographic variables of the respondents, their opinions on the investigated variables as they relates to NCE social

studies teachers in the attainment of the social studies curriculum objectives for the basic schools were tested in the study. Eight null hypotheses were tested. All the null hypotheses were rejected.

5.3 Conclusion

From the analysis of data and hypotheses tested for this study, the following conclusions are drawn:

1. The NCE certified social studies teachers have the requisite ability for the attainment of the social studies curriculum objectives for junior secondary education in Nigeria.
2. That NCE social studies teachers' implementation of curriculum contents at the junior secondary schools would greatly assist the students to understand how communities relate and could resolve their immediate problems.
3. The NCE social studies teachers have the mastery of the subject enough for the attainment of the curriculum objectives for junior secondary schools.
4. The use of appropriate teaching methodologies could lead to effective attainment of the curriculum objective of social studies at the junior secondary schools.
5. Effective use of instructional materials is an integral factor in the attainment of the curriculum objective of junior secondary schools by NCE social studies teachers in the zone.
6. NCE social studies teachers' commitment to their work has significant relationship with their students' performance in developing basic life skills.
7. NCE social studies teachers' work experience has significant relationship with their students' performance in developing a sense of citizenship education.
8. The provision of infrastructural facilities for the teaching and learning of social studies is significantly correlated with NCE social studies teachers ability to assist the students in appreciating the nation's cultural heritage and as well as their in its preservation.

5.4 Recommendations

Based on the findings from the analyzed data, the researcher recommended as follows:

1. That recruitment of NCE social studies teachers should be scrutinized thoroughly before employment to ascertain their certification and competence.
2. Efforts should be made to ensure that the curriculum content of social studies is well understood and implemented by NCE teachers to effectively foster mutual relations among the communities and in settling their disputes.
3. Teachers of social studies should be sponsored for professional in-service training through workshops, seminars, induction and orientation programme on periodic basis to enhance their mastery of the subject.
4. There is need to encourage the use of different practical oriented teaching methodologies such as problem-solving, demonstration and field trip in the teaching and understanding of social studies.
5. Stakeholders involved in the day-to-day administration of junior secondary schools should ensure that instructional materials such as improvised objects, internet, pictures, workbook and community resources are adequately provided for its daily use.
6. Efforts should be made that supervision, monitoring and evaluation of the uses of these instructional materials are put in place.
7. There is need to appraise motivational needs of NCE social studies teachers from time-to- time as it would help to enhance their commitment to the job and ascertain what their real needs are.
8. NCE social studies teachers should be provided with the required exposure on modern form of teaching by way of relating their work to improve the academic performance of students in the classrooms.

9. There is need for more utilization of infrastructural facilities and material resources for the teaching and learning of social studies in junior secondary schools if truly its objectives is to be achieved.

5.5 Suggestions for further studies

This investigation was undertaken at the junior secondary school level. It would be of academic interest to replicate this same study at a higher level of education in other Geopolitical zones of the Federation towards enhancing the performances of students in the discipline.

5.6 Contributions to Knowledge

The study after been subjected to intensive empirical processes have proven the fact that NCE teachers have the capacity to help attain the social studies curriculum objectives in junior secondary education in Nigeria. It has therefore contributed to knowledge as reflected in the following ways:

1. Through the quality of teachers that is required for the successful implementation of UBE objectives in Nigeria.
2. That the present social studies curriculum contents is capable of achieving the objectives of junior secondary education in Nigeria if well taught and probably evaluated for possible improvement.
3. That social studies teacher can only be relevant to their work if given the right exposure to help them teach the subject with the combined efforts of theoretical and practical knowledge.
4. That promoting the teaching and learning of social studies which lead to the attainment of junior secondary school objectives would only be possible if appropriate instructional materials are provided and well utilized.

5. By ensuring that NCE social studies teachers do not over relied on the appropriate authorities to provide the needed instructional materials but instead employed their creativity to improvise such.

5.7 Implications of the findings

The issue of poor performance in the teaching and learning of social studies could partly be attributed to the educational qualification of teachers especially with the NCE holders. This study had established that authentic and certified NCE social studies teacher could be effective in their job performance especially in the attainment of social studies curriculum objectives for junior secondary education in Nigeria. Among others, the study pointed out that the problem of poor performance cannot rest on the qualification of NCE certificate alone. But the attachment of other factors. This call on stakeholders (administrators and curriculum planners) in the education sector to device a means of verifying certificates of teachers before they are employed.

5.8 Limitation of the Study

The study carried out was confronted with the following limitations. These are:

1. Problem of accessibility of the researcher to useful information especially the statistical information of UBE schools, teachers and pupils across the North-West Geo-Political zone.
2. Language barrier was another obstacle confronted with in the administration of the instruments. More worrisome is the fact, that most NCE teachers in the Zone were unable to communicate fluently in English Language despite been the official language.
3. Bureaucratic process often observed trying to seek approval and permission of SUBEBs in the affected zone to enable the researcher carry out his study was better imagined than confronted with.

4. Even though, time and money is not always accepted as obstacle for the conduct of any research work. It limited the ability of the researcher to provide ample time for the respondents to fill the questionnaire.
5. Some of the questionnaires were filled haphazardly while others lost in transit. On the test that was administered, it was highly observed that something is fishing concerning the way pupils attended to them.

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Appendix A

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

SOCIAL STUDIES TEACHERS' QUESTIONNAIRE (SOSTRQN)

Dear Respondents,

I am a postgraduate student of the above named institution currently undertaking a research work. The research work is titled “Assessment of Nigeria Certificate in Education (NCE) teachers’ performance in the attainment of social studies curriculum objectives in Junior Secondary schools in Nigeria”. Your participation and cooperation are needed in filling out this questionnaire as honestly and unbiased as possible. There is no right or wrong answer in your response, only your honest view is needed. The possible benefit of your participation is that, the results of this study will help to promote and encourage teachers with NCE to live above board and work towards attaining the objectives of social studies curriculum in Basic Education in Nigeria and in North-West Geo-Political Zone in particular. It is purely an academic exercise and be rest assured that any information supplied by you shall be kept confidential as much as possible. I sincerely thank you in advance for your willingness to participate in this study.

Section A: Respondents’ Personal Data

Instruction: Please indicate or fill an appropriate column from the options that best suit your questions from lettered A-D.

1. State/Senatorial Zone:
2. Name of School:
3. School Location: (a) Urban () (b) Rural ()
4. Which one of the following COEs did you attend?
(a) Federal () (b) State () (c) Private ()
5. How long have you been working? (a) 1-5yrs () (b) 6- 10yrs () (c) 11- 15yrs ()
(d) 16- 20yrs () (e) 21yrs and above ()

Section B: Extent to which S/S teachers with NCE’s have helped to create awareness and understanding of man’s social and physical environment in the students.

S/N	Item statements	SA	A	SD	D
1.	NCE teachers exposed the learners to social institutions and its functions within the environment through what they teach.				
2.	I have observed only few NCE teachers understand the physical components (water, air and land) of the environment and its importance.				

3.	Failure on the part of most NCE s/s teachers to supervise the production of local crafts among their students is not the best way to create awareness of its culture.				
4.	Most of the teachers handling s/s are qualified but incompetent on how to create to awareness of its physical environment.				
5.	All NCE s/s teachers have in one way or the other used the influence of their qualification to awaken learners' interest to physical features in its environment.				
6.	Most of the NCE s/s teachers have failed in their responsibilities to create awareness of resources in man's physical environment through what they teach.				
7.	Qualified NCE teacher who understands the value of social relations will continue to encourage her students to relate with one another for mutual benefits.				
8.	In my school, only s/s teachers with NCE background create awareness of man's social environment by practically demonstrating what culture entails.				

Section C: Influence of social studies teachers with NCE in the implementation of curriculum contents at fostering interdependence of its diverse communities and to resolve their problems

S/N	Item statements	SA	A	SD	D
1.	I am confident that s/s curriculum contents can cater for all the learning needs of students beyond the present time.				
2.	I am satisfied with the curriculum contents of s/s at the basic school such that it helps to reduce the rate of school drop-out among the students.				

3.	S/S curriculum is too simple but comprehensive as to help its learners acquire knowledge for personal development.				
4.	In my assessment, s/s curriculum would help promote national integration among of students if well implemented at this level.				
5.	I have observed how deficient s/s curriculum contents is, hence its inability to develop in the students ability to acquire basic life skills.				
6.	S/S curriculum is well planned to teach the students about moral values accepted within the society.				
7.	I feel no other subjects can offer students what it takes to appreciate its cultural diversities than s/s curriculum contents.				
8.	S/S curriculum contents can help learners learn only a little of his/her social obligations in the society.				

Section D: Level to which subject mastery by NCE S/S teachers have been harnessed to develop positive attitudes in their students.

S/N	Item statements	SA	A	SD	D
1.	I have observed that all s/s teachers used their knowledge of s/s to influence the behaviour of students at this stage before they become adults.				
2.	Exposure of most s/s teachers in the subject has helped students cultivate negative attitude which the society frown at.				

3.	The knowledge acquired by most of the s/s teachers has produced students with questionable characters and unfit for the society.				
4.	Every s/s teacher have failed to proof their worth in terms of subject mastery as far as character disposition by the learners is concerned.				
5.	I have observed that large number of s/s teachers lacks the understanding of how they can use their knowledge to mould their students way of thinking.				
6.	Knowledge acquired by NCE teachers handling s/s to transform the behaviour of students is not properly channeled for its purpose.				
7.	In my opinion, the knowledge garnered in s/s as a teacher has assisted my students to see themselves as their brothers' keeper.				
8.	I see all s/s teachers engaging their students in class activities aimed at developing positive attitude to work in them.				

Teaching Methods used by NCE teachers in the teaching of social studies in JSS.

S/N	Items	Always Used	Frequently Used	Rarely Used	Never
1.	Simulation				
2.	Labouratory				
3.	Inquiry				
4.	Project				
5.	Demonstration				
6.	Field Trip				
7.	Question and Answers (in developing thinking processes)				
8.	Lecture				
9.	Discussion				
10.	Problem-solving				
11.	Home Work				
12.	Dramatization				
13.	Construction				

Section E: How S/S teachers with NCE's used appropriate teaching methodology to help students acquire relevant knowledge for personal and societal development

S/N	Item statements	SA	A	SD	D
1.	In most of my classes, I use varieties of teaching methods to disseminate information aimed at making the students acquire relevant personal knowledge.				
2.	Simulation is the most suitable method of teaching in s/s class which helps any student to strive to develop his/her society.				

3.	From the varieties of teaching methods listed above, only field trip and inquiry methods have the capacity to make learners develop on his/her own volition.				
4.	Using any of the above methods of teaching in classrooms by s/s teacher may not produce a worthwhile individual who could contribute to his/her society.				
5.	The success of a student in what he/she learns in the classrooms lies only in the ability of his/her teacher to select the right method of teaching.				
6.	Using laboratory as a method of teaching in s/s class should not be encouraged, as it may help students have wrong ideas of how to develop their society.				
7.	Discussion method is the most commonly used of all the other methods of teaching for personal growth.				
8.	Problem-solving should be encouraged in the teaching of social studies at all levels both for personal and societal development.				

Instructional Materials used by NCE teachers to aid the teaching of social studies in JSS.

S/N	Items	Always Used	Frequently Used	Rarely Used	Never
1.	Textbooks				
2.	Workbooks				
3.	Charts				
4.	Maps				
5.	Globes				
6.	Film Slides				
7.	Community Resources				
8.	Internet				
9.	Pictures				
10.	Improvised Materials				
11.	Atlas				
12.	Radio				
13.	Diagrams				
14.	Cartoons				

Section F: Extent to which S/S teachers with NCE's used instructional materials to influence national identity and integration among the JSS students

S/N	Item statements	SA	A	SD	D
1.	Adequate use of suitable instructional materials by NCE s/s teachers would help to promote oneness among the students irrespective of their background.				
2.	A combination of all the above instructional materials would possibly not aid the promotion of national identity in the minds of the students.				

3.	There is no best way s/s can be well taught at this level without using appropriate instructional materials for easy understanding by the students.				
4.	The use of instructional materials by NCE s/s teachers can only help promote national identity and integration if it were made for that purposes.				
5.	I have observed that NCE s/s teachers can effectively employ the use of instructional materials to promote national identity if they are sincere in achieving the UBE objectives.				
6.	Only few topics in s/s required the use of instructional materials especially when handling such topics related to national integration.				
7.	Most of the social studies teachers only utilized instructional materials when visitors came calling in their school rather than in the promotion of national integration.				
8.	I feel is not advisable for s/s teachers to use instructional materials (such as Nigerian flag, coat of arm etc) in teaching topics related to national identity since the students are young.				

Section G: Extent of Commitment of NCE S/S teachers to help develop capacity to learn and acquire life skills in students

S/N	Item statements	SA	A	SD	D
1.	All teachers at the basic schools including those handling social studies are committed to their primary assignment aimed at making the students to learn.				
2.	All s/s teachers willingly accept to commit themselves to help students learn what they ought to learn about essential life skills (justice, fairness etc).				
3.	Acquisition of life skills by students can only be made possible where NCE teachers are determine to offer what is good for their future.				
4.	Failure on the part of most s/s teachers to discharge their duties as expected has contributed to poor learning and assimilation by the students.				
5.	Every s/s teacher remain committed to their work as shown in the ways they attend to classes, direct and guide the students and supervise their conduct and attitudes.				
6.	The only way through which s/s teachers can assist the students to acquire life skills (such as justice, fairness, equity etc) as handlers of the subject is to refuse to be committed to work.				
7.	I have observed that unless s/s teachers are committed to work, acquisition of life skills becomes unattainable and could affect the child later on in life.				
8.	Only a few number of s/s teachers have interest in the academic growth of their students especially at this level as reflected in their conduct and belief.				

Section H: Extent to which S/S teachers work experience have assisted the students to develop a sense of co-operation, social and moral responsibility.

S/N	Item statements	SA	A	SD	D
1.	No one teacher can succeed in his/her teaching career without appropriate working experience to help students developed team spirit.				
2.	Moral values require experience of any s/s teacher employed at the basic schools to be taught even above mastery of the subject matter.				
3.	NCE s/s teacher without teaching experience will find his/her work difficult trying to develop social responsibilities in his/her students.				
4.	I sometimes use my wealth of experience to help students identify and understand moral responsibilities expected of them by the society.				
5.	It is less important that teachers should apply their wealth of experience in the way they handle students at the basic schools to cultivate a sense of cooperation.				
6.	Without experience, a good s/s teacher would succeed in his/her responsibility to manage team spirit among the students of the basic schools.				
7.	I find it difficult to believe that teacher's experience would hamper the ability of students to mix freely with one another and provide a helping hand too.				
8.	The height of my experience as a social studies teacher would help to develop and promote mutual co-existence among the students.				

Section I: Extent to which S/S teachers utilized infrastructure provided at the JSS to assist students to appreciate the nation's cultural heritage.

S/N	Item statements	SA	A	SD	D
1.	Infrastructural facilities provided at the basic schools will go along way to assist the students appreciate the pattern of physical structures in their vicinity.				
2.	The quantities of infrastructure provided in basic schools would be an eye opener to how students would better appreciate the nation's heritage such as road network.				

3.	Instead of the resources being provided in the basic schools to help students appreciate and sustain her cultural heritage, they have rather become a conduit pipe for wastages.				
4.	Assisting the students to appreciate the nation's heritage is impossible with only infrastructure among others.				
5.	Only standard basic schools such as the ones have had the privileged to work in, can boost of facilities which could help the students appreciate their culture.				
6.	Adequate maintenance of infrastructural facilities provided in school will not only boost the nation's heritage but remains the only way it can be preserved and appreciated by the students.				
7.	Few infrastructural facilities that is available in all basic schools would not add value to the knowledge of students on how to preserve and appreciate their culture.				
8.	The quantity of infrastructures provided in basic schools is less important as it do not affect how and what part of societal values is to be appreciated.				

Appendix B

SOCIAL STUDIES PERFORMANCE TEST (SSPT)

Instruction: Attempt all objective questions by choosing the correct answer from the list of options provided; each carries equal marks of 2½.

1. Who sells newspaper and magazines to the public? (a) editor (b) correspondent

- (c) reporter (d) printer (e) vendor.
2. The ability to adjust in a new environment by a man is known as
(a) accommodation (b) acceptability (c) flexibility (d) assimilation (e) adaptability.
 3. How can we make sure that certain aspects of our culture are preserved? (a) expelling all foreigners (b) travelling and seeing other culture (c) eating with fork and knife (d) engaging in cultural activities from time to time (e) travels for cultural purposes.
 4. Which one of the following is responsible for misbehavior among the youths? (a) broken homes (b) large families (c) extended homes (d) small homes (e) stable homes.
 5. All the following are common crimes in Nigeria today except (a) cheating (b) armed robbery (c) slavery (d) impersonation (e) drug trafficking.
 6. The following are the qualities of a good leader except (a) intelligence (b) kindness (c) patience (d) patriotism (e) rigidity.
 7. Which of these is the most popular source of information to most Nigerians? (a) email (b) newspaper (c) radio (d) satellite (e) television.
 8. Which ethnic group in Nigeria uses hat on constant basis as part of their dressing? (a) efik (b) fulani (c) hausa (d) yoruba (e) igbo.
 9. The pattern of behaviour of a group is determined by the following except.....
(a) composition (b) number (c) objectives and goals (d) type and nature of leadership (e) values and aspiration.
 10. Road transport is the most widely used because it is the (a) cheapest (b) commonest (c) fastest (d) most universal (e) most important.
 11. We can conserve our mineral resources by (a) using them judiciously (b) not exploiting them (c) saving them in a place (d) selling them for money (e) using them as we want.
 12. Why some parents pay the bride price of their daughters is because they (a) are tired of seeing their daughters not married (b) have enough resources to throw away (c) want to ease things for their in-laws (d) want grandchildren (e) want to show off.
 13. The following characteristics can make a person to be identified with a group except (a) dressing type (b) how he walks (c) skin completion (d) the language he speaks (e) type of religion.
 14. Transportation can be categorized into, ... and
(a) air, water, road (b) land, water, air (c) road, rail, air (d) road, water, air (e) water, rail, road.
 15. Technology can best be used for the development of human race in these ways except (a) easing the production of goods and services (b) improving transportation (c) making communication easier and faster (d) producing destruction weapons (e) providing health facilities.
 16. One of the importance of transportation to national economy is that it (a) allows people to know many places (b) discourages suspicion (c) give access to goods and services (d) promote communal interaction (e) making accessibility very important.
 17. School authorities can encourage the students to obey school rules and regulations by (a) introducing harsh punishment to deter law breakers (b) giving the prefers authority to deal ruthlessly with offenders (c) counseling students to know the value of disobedience to constituted authorities (d) harassing students that breaks any school rules (e) allowing all the teachers to use cane.
 18. People prefer air transport to other forms of transport in long distant journeys because it is the (a) cheapest (b) fastest (c) most economical (d) most reliable (e) most comfortable.

19. Science and technology should be encouraged in Nigerian schools in order to
(a) build more schools (b) buy aeroplanes (c) create more resources (d) generate revenue (e) produce future scientists.
20. A family which is made up of a man, his wife and the children is called
(a) compound (b) conjugal (c) extended (d) nuclear (e) kinship
21. The primary aim of marriage is to/for (a) love making (b) companionship
(c) having more hands on the farm (d) increase in family income (e) recognition in the society.
22. Which of the following is not a means of electronic communication? (a) broadcast
(b) telecommunication (c) wireless communication (d) telex (e) gesture communication.
23. Which of the following cannot be kept for future use? (a) pepper (b) corn (c) fish
(d) banana (e) yam.
24. Which of these is not a harmful substance? (a) expired can-food (b) sweet banana
(c) stale food (d) rotten food (e) unripe fruits.
25. Which of these is not a good method of storage? (a) bagging (b) sealing (c)
refrigeration (d) selling (e) drying.
26. Which of the following is not a legal economic activities? (a) bribery (b) farming
(c) fishing (d) trading (e) manufacturing.
27. Which of the following is not a duty of a student in a school setting? (a) discipline (b)
late coming (c) honesty (d) late coming (e) respect for teachers.
28. The following are measures on how to prevent children and women trafficking in
Nigeria except (a) advocacy (b) national awards to the traffickers (c)
crusade against the perpetrators (d) legislation on capital punishment to the offenders
(e) public enlightenment.
29. We can keep our sources of water clean through the following except (a)
use of harmful chemical for fishing (b) by covering our wells (c) constant repairs of
vandalized water pipes (d) refraining from dumping refuse in the rivers (e) use of
clean containers to fetch water from the wells.
30. Which of the following is not a traditional way of saving? (a) finance houses (b) pots
(c) ground (d) relations (e) thrift collectors.
31. The following are possible steps the government could take to reduce the incidence of
armed robbery except (a) create job opportunities (b) give micro-credit
loans to youths (c) shoot armed robbery at sight (d) organize crusade against armed
robbery
(e) give youths the freedom to operate, but within limits.
32. Which of the following is not a contributory factor to antisocial behaviour in
children?
(a) environmental influence (b) genetic inheritance (c) policy of assimilation (d)
improper socialization (e) unsound moral education.
33. Science and technology have helped in solving the problem of weeds through the use
of (a) fire (b) germicide (c) insecticide (d) herbicide (e) pesticide.
34. Which of the following best describes social group? (a) a set of people related by
blood (b) people from the same village only (c) set of people with criminal tendency
(d) people co-operating with each other for specific purposes (e) group of people who
wish to govern a nation.
35. Lack of co-operation in a community leads to (a) companionship
(b) conflict (c) determination (d) compensation (e) condemnation.

36. Social disorder in the society is sometimes caused by (a) obedience of subjects (b) truthfulness of the leaders (c) unequal distribution of resources (d) honesty of the leaders (e) loyalty of followers.
37. A community is a group of people (a) living apart (b) fishing with their net (c) farming in the garden (d) holding community meeting (e) living in a given area of land.
38. What does community development require from everybody? (a) co-operation, contribution and participation (b) corruption, bribery and selfishness (c) fighting, laziness and begging (d) migration, idleness and sleeping (e) plotting, destruction and breaking of laws.
39. The following are different aspects of culture except (a) dancing (b) dressing (c) language (d) economic status (e) tribal marks.
40. People having the same ancestral lineage are members of the same (a) clan (b) class (c) peer (d) society (e) club

Appendix C

SOCIAL STUDIES SYLLABUS for J.S.S II

1. People and their Environment: Social Groups and Group Behaviour

2. Culture: Marriage and Drug Abuse
3. Social Issues and Problems: Drug Trafficking, poverty, corruption, cultism, accidents in the school.
4. Science, technology and Society: Science and Technology in development, modern science and technology and societal development.
5. Communication: Communication and Information and Communication Technology (ICT).
6. Family I: Living together in the family
7. Culture II: Types of food in our culture, common dresses, common hair styles, adornment, religion
8. School community: Our school, members of the school community,
9. Science Technology and society: Home appliances and dangers in its wrong use.
10. Storage: Meaning, ways, reasons and things to store
11. National Economy: Savings, resources, transportation,
12. Health Issues: Harmful substances, drug Abuse and water supply.

Appendix D

SOCIAL STUDIES MARKING SCHEME

1. E 2. E 3. D 4. A 5. C 6. E 7. C 8. C 9. B 10. B
11. A 12. E 13. B 14. B 15. D 16. E 17. C 18. B 19. E 20. D

21. B 22. E 23. D 24. B 25. D 26. A 27. B 28. B 29. A 30. A
31. C 32. B 33. D 34. D 35. B 36. C 37. E 38. A 39. D 40. A

Appendix E

ALLOCATION OF STATES ACCORDING TO GEO-POLITICAL ZONES

S/N	Zones	No. of States	States
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1.	North-Central	7	Benue, Kogi, Kwara, Nassarawa, Niger, Plateau & FCT
2.	North-West	7	Jigawa, Kaduna, Kano, Katsina, Kebbi, Sokoto, & Zamfara
3.	North-East	6	Adamawa, Bauchi, Borno, Gombe, Taraba & Yobe
4.	South-South	6	Akwa- Ibom, Bayelsa, Cross- River, Delta, Edo & Rivers
5.	South-East	5	Abia, Anambra, Ebonyi, Enugu & Imo
6.	South-West	6	Ekiti, Ogun, Ondo, Osun, Oyo & Lagos

Source: <http://trecumng.com/opentalk/viewot.php>

Appendix F

POPULATION OF PRIMARY SCHOOL TEACHERS FOR THIS STUDY ACCORDING TO STATES AND QUALIFICATIONS IN NORTH-WEST GEO- POLITICAL ZONE

S/N	States	Below TC II			TC II			NCE			First Degree with Teach Qual.		
		M	F	T	M	F	T	M	F	T	M	F	T
1.	Jigawa	323	27	350	2,381	1,160	3,541	7,128	1,311	8,439	574	73	647
2.	Kaduna	3,362	1,819	5,181	4,255	3,647	7,902	10,251	11,812	22,063	919	998	1,917
3.	Kano	23,421	5,629	29,050	10,455	2,268	12,723	11,652	3,281	14,933	992	234	1,226
4.	Katsina	1,197	295	1,492	6,005	1,848	7,853	6,923	2,851	9,774	467	189	656
5.	Kebbi	3,498	692	4,190	4,070	829	4,899	5,542	2,578	8,120	332	109	441
6.	Sokoto	3,996	657	4,653	3,007	629	3,636	4,162	1,517	5,679	568	229	797
7.	Zamfara	04	233	237	2,321	508	2,829	5,740	1,888	7,628	404	103	507
Total		35,801	9,352	45,153	32,494	10,889	43,383	51,398	25,238	76,636	4,256	1,935	6191

Source: www.ubeconline.com.data/html 2012

Appendix G

POPULATION OF JSS TEACHERS ACCORDING TO STATES AND QUALIFICATIONS IN NORTH-WEST GEO-POLITICAL ZONE

S/N	States	Below TC II		TC II		NCE		First Degree with Teach Qual.	
		M	F	M	F	M	F	M	F
1.	Jigawa	-	-	62	02	2,133	117	527	67
2.	Kaduna	-	55	-	14	1,580	1,352	590	627
3.	Kano	1,726	325	902	282	3,170	-	170	-
4.	Katsina	35	25	24	16	1,220	821	216	144
5.	Kebbi	22	19	56	25	1,310	804	234	96
6.	Sokoto	208	98	376	135	1,446	628	316	145
7.	Zamfara	-	227	-	-	1,642	822	253	100
Total		1,991	749	1,420	474	12,501	4,544	2,306	1,179

Appendix H

POPULATION OF PRIMARY SCHOOL PUPILS IN NORTH-WEST GEO-POLITICAL ZONE

S/N	States	No. of Schls	Male Pupils	Female Pupils	Total Pupils
1.	Jigawa	1,918	303,604	232,595	536,199
2.	Kaduna	4,026	566,049	482,639	1,048,688
3.	Kano	5,335	1,036,525	940,585	1,977,110
4.	Katsina	2,175	911,238	618,145	1,529,383
5.	Kebbi	1,635	296,193	168,856	465,049
6.	Sokoto	1,890	527,109	291,455	818,564
7.	Zamfara	1,314	192,451	91,188	283,639
Total		18,293	3,833,169	2,825,463	6,658,632

ENROLMENT POPULATION OF JSS PUPILS IN NORTH-WEST GEO-POLITICAL ZONE

S/N	States	No. of Schls	JSS 1		JSS 2		JSS3		Total		G/Total
			M	F	M	F	M	F	M	F	
1.	Jigawa	354	13,544	39,121	22,210	17,247	13,515	9,427	49,269	65,795	115,064
2.	Kaduna	382	49,754	26,019	36,705	26,796	31,791	23,729	118,250	76,544	194,794
3.	Kano	356	59,301	46,588	58,122	45,293	56,271	36,201	173,694	128,082	301,776
4.	Katsina	251	35,598	25,472	49,293	27,508	30,439	30,524	115,330	83,504	198,834
5.	Kebbi	250	30,796	19,953	29,277	15,694	32,435	15,179	92,508	50,826	143,334
6.	Sokoto	110	16,704	6,267	15,759	6,318	14,430	4,550	46,893	17,135	64,028
7.	Zamfara	188	21,983	9,325	21,927	8,935	22,045	9,067	65,955	27,327	93,282
		1,891	227,680	172,745	233,293	147,791	200,926	128,677	661,899	449,213	1,111,112

Appendix J

STATES AND LOCAL GOVERNMENT AREAS IN THE NORTH WEST GEO-POLITICAL ZONE OF NIGERIA

Jigawa State- Dutse (26)

- ▶Auyo
- ▶Babura
- ▶Birni Kudu
- ▶Biriniwa
- ▶Buji
- ▶Dutse
- ▶Gagarawa
- ▶Garki
- ▶Gumel
- ▶Guri
- ▶Gwaram
- ▶Gwiwa
- ▶Hadejia
- ▶Jahun
- ▶Kafin Hausa
- ▶Kaugama Kazaure
- ▶Kiri Kasamma
- ▶Kiyawa
- ▶Maigatari
- ▶Malam Madori
- ▶Miga
- ▶Ringim
- ▶Roni
- ▶Sule-Tankarkar
- ▶Taura
- ▶Yankwashi

Kaduna State- Kaduna (23)

- ▶Birni-Gwari
- ▶Chikun
- ▶Giwa
- ▶Igabi
- ▶Ikara
- ▶Jaba
- ▶Jema'a
- ▶Kachia
- ▶Kaduna North

- ▶Kaduna South
- ▶Kagarko
- ▶Kajuru
- ▶Kaura
- ▶Kauru
- ▶Kubau
- ▶Kudan
- ▶Lere
- ▶Makarfi
- ▶Sabon-Gari
- ▶Sanga
- ▶Soba
- ▶Zango-Kataf
- ▶Zaria

Kano State- Kano (44)

- ▶Ajingi (Kano South)
- ▶Albasu (Kano South)
- ▶Bagwai (Kano North)
- ▶Bebeji (Kano South)
- ▶Bichi (Kano North)
- ▶Bunkure (Kano South)
- ▶Dala (Kano Central)
- ▶Dambatta (Kano North)
- ▶Dawakin Kudu (Kano Central)
- ▶Dawakin Tofa (Kano South)
- ▶Doguwa (Kano South)
- ▶Fagge (Kano Central)
- ▶Gabasawa (Kano North)
- ▶Garko (Kano South)
- ▶Garum Mallam (Kano Central)
- ▶Gaya (Kano South)
- ▶Gezawa (Kano Central)
- ▶Gwale (Kano Central)
- ▶Gwarzo (Kano North)
- ▶Kabo (Kano North)
- ▶Kano Municipal (Kano Central)
- ▶Karaye (Kano South)
- ▶Kibiya (Kano South)
- ▶Kiru (Kano South)
- ▶Kumbotso (Kano Central)
- ▶Kunchi (Kano North)

- ▶Kura (Kano Central)
- ▶Madobi (Kano Central)
- ▶Makoda (Kano North)
- ▶Minjibir (Kano North)
- ▶Nassarawa (Kano Central)
- ▶Rano (Kano South)
- ▶Rimin Gado (Kano North)
- ▶Rogo (Kano South)
- ▶Shanono (Kano North)
- ▶Sumaila (Kano South)
- ▶Takai (Kano South)
- ▶Tarauni (Kano Central)
- ▶Tafa (Kano North)
- ▶Tsanyawa (Kano North)
- ▶Tudun Wada (Kano South)
- ▶Ungogo (Kano Central)
- ▶Wurawa (Kano Central)
- ▶Wudil (Kano Central)

Katsina State- Katsina (34)

- ▶Bakori (Katsina South)
- ▶Batagarawa (Katsina Central)
- ▶Batsari (Katsina Central)
- ▶Baure (Katsina North)
- ▶Bindawa (Katsina North)
- ▶Charanchi (Katsina Central)
- ▶Dandume (Katsina South)
- ▶Danja (Katsina South)
- ▶Dan Musa (Katsina Central)
- ▶Daura (Katsina North)
- ▶Dutsi (Katsina North)
- ▶Dutsin-Ma (Katsina Central)
- ▶Faskari (Katsina North)
- ▶Funtua (Katsina South)
- ▶Ingawa (Katsina North)
- ▶Jibia (Katsina Central)
- ▶Kafur (Katsina South)
- ▶Kaita (Katsina Central)
- ▶Kankara (Katsina North)
- ▶Kankia (Katsina North)
- ▶Katsina (Katsina Central)
- ▶Kurfi

- ▶Kusada (Katsina North)
- ▶Mai'Adua (Katsina North)
- ▶Malumfashi (Katsina South)
- ▶Mani (Katsina North)
- ▶Mashi (Katsina North)
- ▶Matazu (Katsina South)
- ▶Musawa (Katsina South)
- ▶Rimi (Katsina Central)
- ▶Sabuwa (Katsina North)
- ▶Safana (Katsina Central)
- ▶Sandamu (Katsina North)
- ▶Zango (Katsina North)

Kebbi State- Birnin Kebbi (21)

- ▶Aleiro (Kebbi Central)
- ▶Arewa-Dandi (Kebbi North)
- ▶Argungu (Kebbi North)
- ▶Augie (Kebbi North)
- ▶Bagudo (Kebbi North)
- ▶Birnin Kebbi (Kebbi Central)
- ▶Bunza (Kebbi Central)
- ▶Dandi
- ▶Fakai
- ▶Gwandu (Kebbi Central)
- ▶Jega (Kebbi Central)
- ▶Kalgo (Kebbi Central)
- ▶Koko/Besse (Kebbi Central)
- ▶Maiyama (Kebbi Central)
- ▶Ngaski (Kebbi South)
- ▶Sakaba
- ▶Shanga (Kebbi South)
- ▶Suru (Kebbi North)
- ▶Wasagu/Danko
- ▶Yauri (Kebbi South)
- ▶Zuru

Sokoto State- Sokoto (23)

- ▶Binji (Sokoto North)
- ▶Bodinga (Sokoto South)
- ▶Dange-shuni (Sokoto South)
- ▶Gada (Sokoto East)
- ▶Goronyo (Sokoto East)

- ▶Gudu (Sokoto North)
- ▶Gwadabawa (Sokoto East)
- ▶Illela (Sokoto East)
- ▶Isa (Sokoto East)
- ▶Kware (Sokoto North)
- ▶Kebbe (Sokoto South)
- ▶Rabah (Sokoto East)
- ▶Sabon birni (Sokoto East)
- ▶Shagari (Sokoto South)
- ▶Silame (Sokoto North)
- ▶Sokoto North (Sokoto North)
- ▶Sokoto South (Sokoto North)
- ▶Tambuwal (Sokoto South)
- ▶Tangaza (Sokoto North)
- ▶Tureta (Sokoto South)
- ▶Wamako (Sokoto North)
- ▶Wurno (Sokoto East)
- ▶Yabo (Sokoto South)

Zamfara State- Gusau (15)

- ▶Anka
- ▶Bakura
- ▶Birnin Magaji
- ▶Bukkuyum
- ▶Bungudu
- ▶Gummi
- ▶Gusau
- ▶Kaura
- ▶Namoda
- ▶Maradun
- ▶Maru
- ▶Shinkafi
- ▶Talata Mafara
- ▶Tsafe
- ▶Zurmi

Appendix K

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

Our Ref: DE/S.25

Date: _____

Dear Sir,

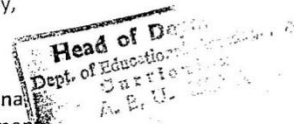
LETTER OF INTRODUCTION

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

Thanks in anticipation of your kind response.

Yours sincerely,


Dr. Bashir Maina
Head of Department



Appendix L

Reliability Results on: Teachers' Questionnaire and Social studies Performance Test

a.) SOCIAL STUDIES TEACHERS' QUESTIONNAIRE

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	10	100.0
	Excluded ^a	0	.0
	Total	10	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.855	.885	91

Item Statistics

	Mean	Std. Deviation	N
NCE teachers exposed the learners to social institutions and its functions within the environment through what they teach.	3.7000	.48305	10
I have observed only few NCE teachers discuss about the physical components (water, air and land) of their environment and its importance with the pupils.	2.8000	.42164	10
Failure on the part of most NCE s/s teachers to supervise the production of local crafts among their pupils is an attempt not to explore resources in the local environment.	2.4000	1.17379	10

Most of the teachers handling s/s have not put in their best to help pupils have a better focus of who they are and how topics learnt (marriage, culture) could boost their understanding of the environment.	1.7000	.67495	10
All NCE s/s teachers use examples, charts and videos to help pupils awaken their interest of physical features in its environment and its uses.	2.2000	.91894	10
Most NCE s/s teachers are not creative to help pupils understand their social environment by providing them with practical oriented knowledge.	2.5000	.52705	10
NCE qualified teachers of s/s can be seen assisting the pupils to understand their immediate environment by providing examples and illustrations in support of what they teach in classrooms.	3.0000	.66667	10
In my school, practical- oriented assignment given by s/s teachers alone helps to create awareness of what the social systems is in the pupils.	2.8000	1.03280	10
I am confident that s/s curriculum contents can cater for all the learning needs of pupils beyond the present time.	3.8000	.42164	10
I am satisfied with the curriculum contents of s/s at the basic school such that it helps to reduce the rate of school drop-out among the pupils.	2.6000	.84327	10
S/S curriculum is too simple but comprehensive as to help its learners acquire knowledge for personal development.	2.4000	.69921	10
In my assessment, s/s curriculum would help promote national integration among of pupils if well implemented at this level.	2.2000	1.03280	10
I have observed how deficient s/s curriculum contents is, hence its inability to develop in the pupils ability to acquire basic life skills.	3.4000	.84327	10
S/S curriculum is well planned to teach the pupils about moral values accepted within the society.	2.4000	.69921	10
I feel no other subjects can offer pupils what it takes to appreciate its cultural diversities than s/s curriculum contents.	3.6000	.69921	10
S/S curriculum contents can help learners learn only a little of his/her social obligations in the society.	2.8000	.42164	10
I have observed that all s/s teachers used their knowledge of s/s to influence the behaviour of pupils at this stage before they become adults.	2.7000	.82327	10
Exposure of most s/s teachers in the subject has helped pupils cultivate negative attitude which the society frown at.	1.9000	.73786	10

The knowledge acquired by most of the s/s teachers has produced pupils with questionable characters and unfit for the society.	2.0000	.94281	10
Every s/s teacher have failed to proof their worth in terms of subject mastery as far as character disposition by the learners is concerned.	2.8000	.63246	10
I have observed that large number of s/s teachers lacks the understanding of how they can use their knowledge to mold their pupils' way of thinking.	1.7000	.48305	10
Knowledge acquired by NCE teachers handling s/s to transform the behaviour of pupils is not properly channeled for its purpose.	2.3000	1.15950	10
In my opinion, the knowledge garnered in s/s as a teacher has assisted my pupils to see themselves as their brothers' keeper.	2.5000	.52705	10
I see all s/s teachers engaging their pupils in class activities aimed at developing positive attitude to work in them.	2.3000	.67495	10
Simulation	3.2000	.42164	10
Labouratory	2.4000	.51640	10
Inquiry	2.1000	.87560	10
Project	2.1000	.56765	10
Demonstration	1.4000	.51640	10
Field Trip	1.5000	.84984	10
Question and Answers (in developing thinking processes)	2.8000	.63246	10
Lecture	2.2000	.78881	10
Discussion	1.8000	.91894	10
Problem-solving	2.1000	.56765	10
Home Work	1.9000	.99443	10
Dramatization	2.2000	.63246	10
Construction	1.4000	.69921	10
In most of my classes, I use varieties of teaching methods to disseminate information aimed at making the pupils acquire relevant personal knowledge.	3.6000	.69921	10
Simulation is the most suitable method of teaching in s/s class which helps any pupil to strive to develop his/her society.	2.8000	.42164	10

From the varieties of teaching methods listed above, only field trip and inquiry methods have the capacity to make learners develop on his/her own volition.	1.8000	.42164	10
Using any of the above methods of teaching in classrooms by s/s teacher may not produce a worthwhile individual who could contribute to his/her society.	2.0000	1.05409	10
The success of a child in what he/she learnt in the classrooms lies only in the ability of his/her teacher to select the right method of teaching.	2.8000	.78881	10
Using laboratory as a method of teaching in s/s class should not be encouraged, as it may help pupils have wrong ideas of how to develop their society.	2.9000	.99443	10
Discussion method is the most suitable method of teaching for personal growth.	2.2000	1.31656	10
Problem-solving should be encouraged in the teaching of social studies at all levels both for personal and societal development.	2.3000	.67495	10
Textbooks	3.0000	.81650	10
Workbooks	2.0000	.47140	10
Charts	1.7000	.82327	10
Maps	2.0000	.81650	10
Globes	1.5000	.52705	10
Film Slides	2.8000	.78881	10
Community Resources	2.3000	.67495	10
Internet	1.8000	1.13529	10
Pictures	3.0000	.81650	10
Improvised Materials	2.8000	.78881	10
Atlas	1.7000	.67495	10
Radio	2.0000	.66667	10
Diagrams	1.6000	.69921	10
Cartoons	2.2000	.91894	10
Adequate use of suitable instructional materials by NCE s/s teachers would help to promote oneness among the pupils irrespective of their background.	3.4000	1.07497	10

A combination of all the above instructional materials would possibly not aid the promotion of national identity in the minds of the pupils.	2.8000	.78881	10
There is no best way s/s can be well taught at this level without using appropriate instructional materials for easy understanding by the pupils.	2.0000	.47140	10
The use of instructional materials by NCE s/s teachers can only help promote national identity and integration if it were made and use for that purposes.	1.3000	.67495	10
I have observed that NCE s/s teachers can effectively employ the use of instructional materials to promote national identity if they are sincere in achieving the UBE objectives.	2.5000	.52705	10
Only few topics in s/s required the use of instructional materials especially when handling such topics that are related to national integration.	2.5000	.70711	10
Most of the social studies teachers only utilized instructional materials when visitors came calling in their school rather than in the promotion of national integration.	2.6000	1.07497	10
I feel is not advisable for s/s teachers to use instructional materials (such as Nigerian flag, coat of arm etc)at this level to teaching topics related to national identity since the pupils are young at this stage.	2.3000	.82327	10
All teachers at the basic schools including those handling social studies are committed to their primary assignment aimed at making the pupils to learn and make a meaningful impart in the society.	3.5000	.52705	10
All s/s teachers willingly accept to commit themselves to help basic school pupils learn what they ought to learn about essential life skills (justice, fairness etc).	2.0000	1.05409	10
Acquisition of life skills by basic school pupils can only be made possible where NCE teachers are determine to offer what is good for their future.	2.2000	.78881	10
Failure on the part of most s/s teachers to discharge their duties as expected has contributed to poor learning and assimilation by the pupils.	2.2000	.91894	10
Every s/s teacher remain committed to their work as shown in the ways they attend to classes, direct and guide the pupils and supervise their conduct and attitudes.	2.5000	1.17851	10
The only way through which s/s teachers may not assist the pupils to acquire life skills (such as justice, fairness, equity etc) as handlers of the subject is to refuse to be committed to work.	3.6000	.69921	10

I have observed that unless s/s teachers are committed to work, acquisition of life skills becomes unattainable and could affect the child later on in life.	2.5000	.52705	10
Only a few number of s/s teachers have interest in the academic growth of their pupils especially at this level as reflected in their conduct and behaviours.	2.2000	.42164	10
No teacher can succeed in his/her teaching career without appropriate working experience to help pupils developed team spirit.	2.3000	1.25167	10
For any s/s teacher to help pupils inculcate moral values in them, experience is not required.	2.5000	.52705	10
NCE s/s teacher without teaching experience will find his/her work difficult trying to develop social responsibilities in his/her pupils.	2.5000	.97183	10
I sometimes use my wealth of experience to help pupils identify and understand moral responsibilities expected of them by the society.	3.0000	.81650	10
It is less important that teachers should apply their wealth of experience in the way they handle pupils at the basic schools to cultivate a sense of cooperation.	2.1000	.99443	10
Without experience, a good s/s teacher would not succeed in his/her responsibility to manage team spirit among the pupils of the basic schools.	2.3000	1.33749	10
I find it difficult to believe that teacher's experience would hamper the ability of basic school pupils to mix freely with one another and provide a helping hand too.	2.3000	.67495	10
The height of my experience as a social studies teacher would assist the pupils to develop and promote mutual co-existence among themselves.	2.5000	.97183	10
Infrastructural facilities provided at the basic schools will go along way to assist the pupils appreciate the pattern of physical structures in their vicinity.	3.7000	.67495	10
The quantities of infrastructure provided in basic schools would be an eye opener to how pupils would better appreciate the nation's heritage such as road network.	2.5000	1.08012	10
Instead of the resources being provided in the basic schools to help pupils appreciate and sustain her cultural heritage, they have rather become a conduit pipe for wastages and corruption.	2.3000	.67495	10
Assisting the pupils to appreciate the nation's heritage is impossible with only infrastructure among other resources.	1.9000	.99443	10

Only standard basic schools such as the place I work can boost of facilities which could help the pupils appreciate their culture.	2.8000	.63246	10
Adequate maintenance of infrastructural facilities provided in my school will not only boost the nation's heritage but remains the only way it can be preserved and appreciated by the pupils.	2.2000	.78881	10
Few infrastructural facilities that are available in all basic schools would not add value to the knowledge of pupils on how to preserve and appreciate their culture.	2.2000	.78881	10
The quantity of infrastructures provided in basic schools is less important as it may not affect how and what part of societal values is to be appreciated.	2.4000	.96609	10

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.418	1.300	3.800	2.500	2.923	.316	91

b.) STUDENTS' PERFORMANCE TESTS

Raw scores of the two sets of tests for determining the coefficient of reliability of the test instrument

S/N	X	Y	X ²	Y ²	XY
1	60	49	3600	2401	2940
2	58	65	3364	4225	3770
3	63	70	3969	4900	4410
4	66	67	4356	4489	4422
5	53	73	2809	5329	3869
6	80	50	6400	2500	4000
7	72	79	5184	6241	5688
8	68	57	4624	3249	3876

9	62	64	3844	4096	3968
10	56	61	3136	3721	3416
11	64	70	4096	4900	4480
12	77	75	5929	5625	5775
13	61	70	3721	4900	4270
14	53	71	2809	5041	3763
15	55	75	3025	5625	4125
N=15	$\sum X = 948$	$\sum Y = 996$	$\sum X^2 = 60866$	$\sum Y^2 = 67242$	$\sum XY = 62772$

Note: x and y are first and second tests scores of STUDENTS

Pearson Product Moment Correlation was employed in the computation of reliability index for social studies achievement test after the pilot study was conducted to ascertain the credibility of this instrument for the actual field work.

The formula for calculating Pearson Product Moment Correlation is given below:

$$R = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{(N(X^2) - (\sum x)^2)(N(Y^2) - (\sum y)^2)}}$$

$$R = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{(N(X^2) - (\sum x)^2)(N(Y^2) - (\sum y)^2)}}$$

N = Number of respondents

X is test scores at first administration

Y is test scores at second administration

$\sum x$ is scores at first administration is summed

$\sum y$ is scores at second administration is summed

$\sum x^2$ is scores at first administration is squared and summed

$\sum Y^2$ is scores at second administration is squared and summed

$(\sum x)^2$ is scores at first administration is summed and squared

$(\sum Y)^2$ is scores at second administration is summed and squared

Where

N=15	$\sum X = 948$	$\sum Y = 996$	$\sum X^2 = 60866$	$\sum Y^2 = 67242$	$\sum XY = 62772$
------	----------------	----------------	--------------------	--------------------	-------------------

Pearson Product Moment Correlation formula is:

$$r = \frac{N(\sum xy) - \sum (x) \sum Y}{\sqrt{(N(\sum X^2) - (\sum X)^2)(N(\sum Y^2) - (\sum Y)^2)}}$$

$$= \frac{15 * 62772 - 948 * 996}{\sqrt{(15 * 60866 - 948^2)(15 * 67242 - 996^2)}}$$

$$= \frac{15 * (60866)^2 - 15 * 67242 - (62772)^2}{\sqrt{(15 * 60866 - 948^2)(15 * 67242 - 996^2)}}$$

$$= .793$$

$$r = .79$$

Appendix M

RESULTS OF ANALYSIS OF NULL-HYPOTHESES

Hypotheses	Statistical techniques used	Df	Decisions
1	Chi-square	21	Rejected
2	Chi-Square	21	Rejected
3	Chi-Square	21	Rejected
4	PPMC	398	Rejected
5	PPMC	398	Rejected
6	PPMC	398	Rejected
7	PPMC	398	Rejected
8	PPMC	398	Rejected

\