

**INFLUENCE OF TEACHER QUALITY AND CHANGES IN MINIMUM STANDARDS
ON PERFORMANCE OF PRIMARY EDUCATION EDUCATORS IN COLLEGES OF
EDUCATION, NIGERIA**

BY

Grace Benjamin UYAGU

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

MAY, 2015

**INFLUENCE OF TEACHER QUALITY AND CHANGES IN MINIMUM STANDARDS
ON PERFORMANCE OF PRIMARY EDUCATION EDUCATORS IN COLLEGES OF
EDUCATION, NIGERIA**

BY

**Grace Benjamin UYAGU
Dip. DELSU, 1996, B.A (Ed) (DELSU, 2000), M.Ed (ABU, 2009)
Ph.D/EDUC/02210/2010-2011**

**A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES,
THROUGH THE DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND
CURRICULUM, AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL
FULFILLMENT FOR THE AWARD OF DOCTOR OF PHILOSOPHY
IN CURRICULUM AND INSTRUCTION**

MAY, 2015

DECLARATION

I declare that this dissertation entitled “Influence of Teacher Quality and Changes in Minimum Standards on Performance of Primary Education Educators In Colleges Of Education, Nigeria” has been carried out by me in the Department of Educational Foundations and Curriculum, under the supervision of Dr. A. Guga, Dr. A.F. Mohammed and Dr. H.O. Yusuf. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at any university.

Grace B. UYAGU

Signature

Date

CERTIFICATION

This dissertation entitled: “Influence of Teacher Quality and Changes in Minimum Standards on Performance of Primary Education Educators in Colleges of Education, Nigeria” by Grace Benjamin UYAGU, meets the requirements governing the award of the degree of Doctor of Philosophy in Educational Foundations and Curriculum of Ahmadu Bello University, Zaria; and is approved for its contribution to knowledge and literary presentation.

Dr. A. Guga
Chairman, Supervisory Committee

Date

Dr. A.F Mohammed
Member, Supervisory Committee

Date

Dr. (Mrs.) H.O. Yusuf
Member, Supervisory Committee

Date

Dr. B. Maina
**Head, Department of Educational
Foundations and Curriculum**

Date

Prof. A. Z. Hassan
Dean, School of Postgraduate Studies

Date

DEDICATION

This study is dedicated to my husband Benjamin D. Uyagu and my three children Chukwuemeke, Adaeze and Chukwunwike for their love, support and understanding.

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude and appreciation to God Almighty, the epitome of success as the source of inspiration, grace and strength needed to carry out this study. A special thank you to my able supervisors, Dr. A. Guga for the academic leadership exhibited and strong support given by him, Dr. A.F. Mohammed for his contributions and Dr. (Mrs.) H.O. Yusuf for her guidance and encouragement. I pray to Almighty God to bless them abundantly and continue to guide them in future. My appreciation also goes to my Head of Department Educational Foundations and Curriculum in Ahmadu Bello University, Dr. Bashir Maina, Mallam Yahaya Buhari, HOD Curriculum and Instruction F.C.E., Zaria, my colleagues, Omoniwa Femi, Rabi, Lyamson including the entire management of Federal College of Education, Zaria for their assistance in one way or the other.

My sincere thanks also goes to my research assistants from different sampled colleges PES Department that I used for this study, Rita Apapo Jatar from FCE(T) Asaba, Vincent from Mosoga, Ekokotu from Agbo, Ujuga from Port-Harcourt, Diamond Micheal from Ilesha, Jega and Umar from Shehu Sahagari Sokoto, Aliyu from Kano, Maruf from Kumbotso, Basseyy from Zaria, Lawal from Gidan Waya, thank you for helping me to achieve this additional qualification.

I cannot forget to show my appreciation to my respondents made up of lecturers, NCE II and NCE III students, leaders and PES teachers from the selected colleges and staff schools used for this study. My gratitude also goes to Director of NCCE Academic Programme for his assistance in making his officers available for my interview.

Similarly, I am indebted to my husband Uyagu Benjamin, my sister Peace Diamond, my children, Chukwuemeke, Adaeze, Chukwuwibe, my typist, Emmanuel Ayo and all those who

have contributed directly and indirectly to the success of my programme, but time and space could not permit inclusion of their names. May Almighty God recompense you all. “Amen”.

ABSTRACT

This study focused on influence of teacher quality and changes in minimum standards on performance of Primary Education educators in Colleges of Education, Nigeria. It focused on issues which influence PED educators implementing curriculum changes. In this study, nine objectives were formulated which covered different variables which include: the extent of influence of the educational levels of PED educators and increase in course content on the implementation of changed PED minimum standards in Nigerian Colleges of Education. Nine (9) null hypotheses and nine (9) research questions were formulated based on the objectives of the study. The theoretical framework of the study hinged on models of curricular dissemination by adopting Context, Input, Process and Product Evaluation (CIPP) and Integrated Curriculum Evaluation Model (ICEM). This study adopted ex post facto research design; The targeted population covered the eighty-three colleges of education in Nigeria with total of seventy-seven thousand, three hundred and eighty six (77,386) made up of seventy six thousand, five hundred and twelve (76,512) PES students and Eight Hundred and Forty-Two (842) PES educators. A purposive sampling technique was adopted in selecting the sample for the study. Three geopolitical zones, namely, North West, South West and South South were selected for the study. The study also adopted 20% of the colleges as sample size. A total of thirteen colleges made up of four (4) federal and nine (9) state colleges of education were sampled. An interview was conducted on NCCE officers, while questionnaires were administered to PES educators, NCE II and NCE III PES students, including PES products teaching in staff schools and their head teachers. The research questions were subjected to simple percentages while the hypotheses were tested using chi-square at P value of $P < 0.05$ level of significance for acceptance or rejection and all the tested hypotheses were rejected. The findings among others revealed that PES educators' area of specialization has significant influence on the implementation of the changed PES minimum standards in Nigerian colleges of education. Based on the above findings, it was recommended amongst others that effort should be made to ensure that only specialized professionally trained PES educators be assigned to implement the changed minimum standard curriculum in colleges of education. Also, the changes of minimum standards should not be done too often, the act that mandated every five years of changes should be strictly adhered to by the NCCE.

TABLE OF CONTENTS

| | | | | | | | | | | | |
|---------------------------------|---|---|---|---|---|---|---|---|---|---|-------|
| Title Page | - | - | - | - | - | - | - | - | - | - | -i |
| Declaration | - | - | - | - | - | - | - | - | - | - | -iii |
| Certification | - | - | - | - | - | - | - | - | - | - | -iv |
| Dedication | - | - | - | - | - | - | - | - | - | - | -v |
| Acknowledgement | - | - | - | - | - | - | - | - | - | - | -vi |
| Abstract | - | - | - | - | - | - | - | - | - | - | -viii |
| Table of Contents | - | - | - | - | - | - | - | - | - | - | -vix |
| List of Figures | - | - | - | - | - | - | - | - | - | - | -xiii |
| List of Tables | - | - | - | - | - | - | - | - | - | - | -xiv |
| List of Abbreviations | - | - | - | - | - | - | - | - | - | - | -xvii |
| Operational Definition of Terms | - | - | - | - | - | - | - | - | - | - | -xix |

CHAPTER ONE: INTRODUCTION

| | | | | | | | | | | | |
|-----|---------------------------|---|---|---|---|---|---|---|---|---|-----|
| 1.1 | Background to the Study | - | - | - | - | - | - | - | - | - | -1 |
| 1.2 | Statement of the Problem | - | - | - | - | - | - | - | - | - | -13 |
| 1.3 | Objectives of the Study | - | - | - | - | - | - | - | - | - | -14 |
| 1.4 | Research Questions | - | - | - | - | - | - | - | - | - | -15 |
| 1.5 | Research Hypotheses | - | - | - | - | - | - | - | - | - | -16 |
| 1.6 | Basic Assumptions | - | - | - | - | - | - | - | - | - | -17 |
| 1.7 | Significance of the Study | - | - | - | - | - | - | - | - | - | -17 |
| 1.8 | Scope of the Study | - | - | - | - | - | - | - | - | - | -19 |

CHAPTER TWO: REVIEW OF RELATED LITERATURE

| | | | | | | | | | | |
|---------|--------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|-----|
| 2.1 | Introduction | - | - | - | - | - | - | - | - | -20 |
| 2.2 | Theoretical Framework | - | - | - | - | - | - | - | - | -20 |
| 2.2.1 | The Key Actors in the Process of Changing Minimum Standard | - | - | - | - | - | - | - | - | -27 |
| 2.2.2 | Types of Curriculum Change | - | - | - | - | - | - | - | - | -27 |
| 2.2.3 | Process of Curriculum Change | - | - | - | - | - | - | - | - | -29 |
| 2.3 | Concept of Teacher Quality | - | - | - | - | - | - | - | - | -30 |
| 2.3.1 | Teacher Quality and Job Performance | - | - | - | - | - | - | - | - | -32 |
| 2.3.1.1 | Degree Level Influence on Students Performance | - | - | - | - | - | - | - | - | -34 |
| 2.3.1.2 | Years of Teaching Experience Influence of Students Performance | - | - | - | - | - | - | - | - | -34 |
| 2.3.1.3 | Certification Status | - | - | - | - | - | - | - | - | -36 |
| 2.3.1.4 | Knowledge of Teaching and Learning | - | - | - | - | - | - | - | - | -38 |
| 2.3.2 | Factors that Determine Teacher Quality in School | - | - | - | - | - | - | - | - | -40 |
| 2.3.3 | Training as a Good Determinant of Teacher Quality | - | - | - | - | - | - | - | - | -43 |
| 2.4 | Teacher Training Institutions | - | - | - | - | - | - | - | - | -47 |
| 2.4.1 | Teacher Education that meets Teacher and Students Needs | - | - | - | - | - | - | - | - | -50 |
| 2.5 | Problems of PES Teacher Training Programme | - | - | - | - | - | - | - | - | -54 |
| 2.6 | National Commission for Colleges of Education (NCCE) and NCE PES Minimum Standard | - | - | - | - | - | - | - | - | -54 |
| 2.7 | Changes in NCE PES Minimum Standards | - | - | - | - | - | - | - | - | -59 |
| 2.8 | Empirical Studies | - | - | - | - | - | - | - | - | -64 |
| 2.9 | Summary and Implications | - | - | - | - | - | - | - | - | -74 |

CHAPTER THREE: RESEARCH METHODOLOGY

| | | | | | | | | | | |
|-------|--------------------------------|---|---|---|---|---|---|---|---|-----|
| 3.1 | Introduction | - | - | - | - | - | - | - | - | -76 |
| 3.2 | Research Design | - | - | - | - | - | - | - | - | -76 |
| 3.3 | Population | - | - | - | - | - | - | - | - | -77 |
| 3.4 | Sample and Sampling Technique | - | - | - | - | - | - | - | - | -78 |
| 3.5 | Instrumentation | - | - | - | - | - | - | - | - | -80 |
| 3.5.1 | Validation of Instrument | - | - | - | - | - | - | - | - | -81 |
| 3.5.2 | Pilot Testing | - | - | - | - | - | - | - | - | -82 |
| 3.5.3 | Reliability of the Instrument | - | - | - | - | - | - | - | - | -82 |
| 3.6 | Method of Scoring | - | - | - | - | - | - | - | - | -82 |
| 3.7 | Procedures for Data Collection | - | - | - | - | - | - | - | - | -83 |
| 3.8 | Methods of Data Analysis | - | - | - | - | - | - | - | - | -84 |

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

| | | | | | | | | | | |
|-----|------------------------------------------------|---|---|---|---|---|---|---|---|------|
| 4.1 | Introduction | - | - | - | - | - | - | - | - | -85 |
| 4.2 | Demographic Characteristics of the Respondents | - | - | - | - | - | - | - | - | -86 |
| 4.3 | Responses to Research Questions | - | - | - | - | - | - | - | - | -92 |
| 4.4 | Test of Hypotheses | - | - | - | - | - | - | - | - | -124 |
| 4.5 | Summary of Major Findings | - | - | - | - | - | - | - | - | -139 |
| 4.6 | Discussion of Findings | - | - | - | - | - | - | - | - | -140 |

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

| | | | | | | | | | | |
|-----|-----------------|---|---|---|---|---|---|---|---|------|
| 5.1 | Summary | - | - | - | - | - | - | - | - | -149 |
| 5.2 | Conclusion | - | - | - | - | - | - | - | - | -153 |
| 5.3 | Recommendations | - | - | - | - | - | - | - | - | -155 |

| | | | | | | | | | |
|-----|------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|------|
| 5.4 | Suggestions for Further Studies | - | - | - | - | - | - | - | -156 |
| | References | - | - | - | - | - | - | - | -158 |
| | Appendices | - | - | - | - | - | - | - | -169 |
| | APPENDIX A: Questionnaire for PES Students and Lecturers (LSQTR) | - | - | | | | | | -176 |
| | APPENDIX B: Observation Schedule | - | - | - | - | - | - | - | -178 |
| | APPENDIX C: Interview(NCCE) | - | - | - | - | - | - | - | -180 |
| | APPENDIX D: Types of colleges, number of students and lecturers running PES | | | | | | | | |
| | programme 2008/2010 | - | - | - | - | - | - | - | -181 |
| | APPENDIX E: Population of Students and Academic Staff in Colleges of Education in | | | | | | | | |
| | Nigeria in Year 2010 | - | - | - | - | - | - | - | -185 |
| | APPENDIX F: Sampled Schools, Students and Lecturers according to State and | | | | | | | | |
| | Geo-political Zones | - | - | - | - | - | - | - | -186 |
| | APPENDIX H: Sampling Techniques | - | - | - | - | - | - | - | -187 |

LIST OF FIGURES

| | |
|---------------------------------------------------------------------------------------------------------------------------------------|------|
| Fig. 1: Percentage representation of the respondents from the three geopolitical zones | -86 |
| Fig. 2: Percentage representation of respondents by the location of their colleges | -88 |
| Fig. 3: Percentage distribution of the respondents by their highest educational qualifications | -89 |
| Fig. 4: Percentage representation of the respondents by their academic disciplines | -90 |
| Fig. 5: Percentage classification of the entry qualification of the respondents | -91 |
| Fig. 6: Percentage rating of influence of PES educators' qualification on implementation of changed PES minimum standard | -94 |
| Fig. 7: Percentage rating of the influence of educators' professional training on the implementation of changed PES minimum standard | -98 |
| Fig. 8: Percentage rating of the effect of years of teaching experience on the implementation of the changed PES minimum standard | -101 |
| Fig. 9: Percentage rating of the influence of areas of specialization on implementation of the changed PES minimum standard | -105 |
| Fig. 10: Percentage rating of effect of increased course content on PES educators' implementation of the changed PES minimum standard | -108 |
| Fig. 11: Percentage rating of effect of course contents on PES educators' job satisfaction | -112 |
| Fig. 12: Percentage rating of mode of teaching effects on PES educators' job performance | -115 |
| Fig. 13: Percentage rating of admission requirements effect on implementation of the changed PES minimum standard | -118 |
| Fig. 14: Percentage rating of the effect of facilities on implementation of the changed PES minimum standard | 122 |

LIST OF TABLES

| | | | |
|--------------|-----------------------------------------------------------------------------|-----------|------|
| Table 3.3.1 | Distribution of PES staff and students for 2008/09 and 2009/2010 | | |
| | Academic Session | - - - - - | -77 |
| Table 3.3.2: | Types of colleges, number of students and lecturers running PES | | |
| | programme 2008/2010 (see Appendix D) | - - - - | -181 |
| Table 3.3.3: | Population of Students and Academic Staff in Colleges of Education in | | |
| | Nigeria in Year 2010 (see Appendix E) | - - - - | -185 |
| Table 3.4.2: | Sampled Schools, Students and Lecturers according to State and | | |
| | Geo-political Zones (see Appendix F) | - - - - | -186 |
| Table 3.4.1: | Category of School, Students, Lecturers, Head Teachers, PES | | |
| | Teachers and NCCE Officials | - - - - | -78 |
| Table 4.1: | Classification of the respondents by their geopolitical zones | | -86 |
| Table 4.2: | Classification of the respondents by the location of their colleges | | |
| | of Education | - - - - | -87 |
| Table 4.3: | Classification of the respondents by their highest education qualifications | | -89 |
| Table 4.4: | Classification of the respondents by their academic disciplines | | -90 |
| Table 4.5: | Classification of the respondents by their entry qualification in to the | | |
| | teaching profession | - - - - | -91 |
| Table 4.6: | Opinions of the respondents on the effect of PES educators’ | | |
| | qualification on implementation of changed PES minimum standard | | -93 |
| Table 4.7: | Opinions of the respondents on influence of educators’ professional staff | | |
| | training on the implementation of the changed PES minimum standard | | -97 |

| | | | | | | | | |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|------|
| Table 4.8: | Opinion of the respondents on influence of educators' years of teaching experience on the implementation of the changed PES minimum standard | - | - | - | - | - | - | -101 |
| Table 4.9: | Opinions of the respondents on influence of educators' areas of specialization on implementation of the changed PES minimum standard | | | | | | | -104 |
| Table 4.10: | Respondents opinion on the extent increased course content influence PES educators' implementation of the changed PES minimum standard | | | | | | | -107 |
| Table 4.11: | Opinions of the respondents on influence of influence changes in course contents on PES educators' job satisfaction | - | - | - | - | | | -111 |
| Table 4.12: | Opinions of the respondents on influence of change in mode of teaching on the PES educators' job performance | - | - | - | - | | | -114 |
| Table 4.13: | Opinions of the respondents on influence of admission requirements on implementation of the changed PES minimum standard in the colleges | | | | | | | -117 |
| Table 4.14: | Opinions of the respondents on the influence of facilities on implementation of the changed PES minimum standard | | | | | - | - | -121 |
| Table 4.15: | Chi-square on influence of educational level on their implementation of the changed PES minimum standards in NCOE | | | | | - | - | -125 |
| Table 4.16: | Chi-square on influence of educators' areas of specialization on their implementation of the changed PES minimum standards in NCOE | | | | | | | -127 |
| Table 4.17: | Chi-square on influence of increase in course contents on PES educators' implementation of the changed PES minimum standards in NCOE | | | | | | | -129 |
| Table 4.18: | Chi-square on influence of PES educators' implementation of the changed PES minimum standards on the job satisfaction in the colleges | | | | | | | -132 |

| | | |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------|------|
| Table 4.19: | Chi-square on influence of PES educators' implementation of the changed PES minimum standards on the job satisfaction in the colleges | -133 |
| Table 4.20: | Chi-square on influence of PES students' admission requirements on PES educator's implementation of the curriculum in the colleges | -135 |
| Table 4.21: | Chi-square on influence of facilities and material resources on the PES educator's implementation of the curriculum in the colleges | -136 |

ABBREVIATIONS

| | | |
|--------|---|------------------------------------------------------------------|
| PES | - | Primary Education Studies |
| FGN | - | National Policy in Education |
| FRN | - | Federal Republic of Nigeria |
| EFA | - | Education for All |
| MDGs | - | Millennium Development Goals |
| SITTE | - | Societies Information Technology and Teacher Education |
| AACE | - | Association for the Advancement of Company in Education |
| UNESCO | - | United Nations Educational, Scientific and Cultural Organization |
| UBE | - | Universal Basic Education |
| UPE | - | Universal Primary Education |
| NCE | - | National Certificate in Education |
| NCCE | - | National Commission for Colleges of Education |
| TRCN | - | Teacher Registration Council of Nigeria |
| OAU | - | Obafemi Awolowo University |
| ABU | - | Ahmadu Bello University |
| TQ | - | Teacher Quality |
| NCOE | - | Nigerian Colleges of Education |
| ICEM | - | Integrated Curriculum Evaluation Model |
| CIPP | - | Context, Input, Process and Product Evaluation |
| NCTAF | - | National Commission on Teaching and Americans Future |
| CPE | - | Centre for Public Education |
| NCOE | - | Nigerian Colleges of Education |

| | | |
|---------|---|----------------------------------------------------------|
| NCE | - | Nigerian Certificate in Education |
| SOS | - | Social Studies |
| NTE | - | National Technological Education |
| ETS | - | Educational Testing Service |
| NCLBA | - | No Child Left Behind Act |
| NTI | - | National Teacher Institute |
| TTC | - | Technical Teachers Certificate |
| PTTC | - | Pivotal Teacher Training Certificate |
| NCATE | - | National Certificate Accreditation for Teacher Education |
| TETFUND | - | Tertiary Education Trust Fund |
| SD | - | Strongly Disagreed |
| D | - | Disagreed |
| A | - | Agreed |
| SA | - | Strongly Agreed |

OPERATIONAL DEFINITION OF TERMS

Continuous Changes: It refers to subsequent reviewing or modification of contents of a programme without considering the actual stipulated period meant for the changes to be carried out.

Minimum Standard: This is a curriculum operated by all colleges of education in Nigeria which is the main outlet of professional teachers in the country and is developed and periodically reviewed by the National Commission for Colleges of Education (NCCE).

Job Performance: This refers to the work related activities expected of an employee and how well those activities were executed.

PES Educators: It refers to all teachers that are teaching in Primary Education Studies departments in Nigerian Colleges of Education.

Teacher Quality: This entails effective and excellent teaching that improves students learning and satisfaction and ensures their skills acquisition and competences that are appropriate for their areas of responsibility that would meet the needs of labour work force.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is the vital instrument for social and economic mobility at the personal level and an instrument for transformation of society at the national level. The maxim that no educational system can rise above the quality of its teachers clearly demonstrates the roles of teachers in national development (FGN, 2004). This realization enforces each country to make vigorous efforts to produce qualified persons to take up the teaching of her citizens as teaching is a versatile field that requires at all times, the correct identification of indices of development(s) in the society. Its versatility makes it imperative that teachers be an embodiment of constant search for updated knowledge, latest information, skills and breakthroughs, in various fields of life (Adeorun, Oni, Oladipo, Onuoha and Yakasai, (2009).

In Nigeria as in many other developing countries such as South Africa, Ghana, education has usually been considered to be the cornerstone and pillow of economic growth and developments. Oredein and David (2007) believed that to survive in the competitive world of economy, quality education is the key variable. Grounded in this belief, education reforms have taken place that are directed towards improving the quality of education. These reforms are demanding greater performance and commitment from teachers, holding teachers responsible for the performance of students mostly right from primary schools.

Primary school pupils have the right to be taught by competent teachers who give a clear understanding of how pupils imbibe instructions and such teachers must acquire appropriate skills and knowledge in terms of educational background and area of specialization to carry out their assignment. Primary education serves as the foundation level of all other educational levels

by providing the children with a good preparatory ground for further education. In realization of the important role and the place of primary education in National development and globalization, there has been agitation for more functional, qualified and competent teachers to handle the teaching of basic education pupils across the nation. This agitation and concern for quality primary education is reflected in the compulsory introduction of Primary Education Studies (PES) in all colleges of education in Nigeria. It is also reflected in the inauguration of education for all (EFA) in Jomtien (Thailand) in 1995 and Dakar in 2000 (Sofowora, 2010). This was followed by a meeting called by the 56th General Assembly of the United Nations to discuss the implementation of the Millennium Development Goals (MDGs).

According to Sofowora (2010), the effort at ensuring quality primary education was not left to government alone but to such societies as Information Technology and Teacher Education (SITE), Association for the Advancement of Computing in Education (AACE) and the Information society, also sponsored and organized international conferences and workshops aimed at ensuring quality access to primary education were considered. However, at the global level, the United Nations came up with a target that all member states should seek to achieve the following goals on Basic education:

- Ensuring that by the year 2015, all children particularly girls, children in difficult circumstances and those belonging to ethnic minorities should have access to a complete, free, compulsory and good quality primary education.
- Ensure that the learning needs of all young people are in line with the MDGs.
- Eradicate extreme illiteracy, poverty and hunger.
- Achieve universal primary education by 2015. (Sofowora 2010, p. 13)

For the above mentioned points to be achieved, the important point to note is the area of how to get quality teachers that will be able to teach the pupils and meet their individual educational needs and aspirations. It demands for teachers that are specifically trained to be able to inculcate quality skills and knowledge to the pupils being carefully considered. Then, the focus should be on production of qualified PES teachers and the need for continuous changes in minimum standard of the teacher training institutions.

Nigeria as one of the signatory countries to the Universal Declaration Conference, was compelled to implement the UNESCO (2001) mandate to provide high standard and good quality primary education for every child. In 1999, former president of Nigeria, Olusegun Obasanjo launched the Universal Basic Education (UBE) as a strategy to bring quality education to every child. Omotayo, Ihebereme, Maduewesi, (2008) attribute poor management and lack of quality assurance as responsible factors for the failure to realize the goals of primary education.

The Universal Basic Education (UBE) programme launched in September, 1999 was designed as an improvement on the Universal Primary Education (UPE). Obanya (2000) summarizes Basic Education at that level, as a type, and form of learning needed to build firm roots for literacy and numeracy, to inculcate basic life skills and more importantly, to consolidate the skills of learning how to learn. Sofowora (2010) articulate further that the launch of UBE will lead to other problem in primary education that is, disparity between the expected school enrolment and the actual enrolment. Poor management of information leads to conflicting statistics about the number of primary schools. The inability of the country to meet the target set for Primary Education Studies to effectively handle primary schools. Omotayo et al (2008), identifies problems responsible for poor implementation of primary school to include: financial problems, incompetent instructors, overcrowded classrooms, continuous changes in minimum

standard and lack of quality control and proper implementation. Consequently, the above problems led to the decline in standard at all levels of education. Presently, there is the challenge of professionally qualified teachers (Sofowora, 2010). According to Egwu (2009), there are alarming difference between teachers certified qualifications, most especially in PES departments, NCE Level; and their actual teaching competence and performance on the job. Statistics revealed that a large number of teachers having below the National Certificate in Education (NCE) abound in North-East and North West (70%). Based on statistics obtained from Teachers' Registration Council of Nigeria (2004), the short fall in competent, certified and qualified teachers are: 969,078 for early childhood care development education, 338,147 for primary education, 581 for JSS, 1,580,000 for adult literacy and 12,329 nomadic education (Sofowora, 2010).

This however, takes the form of what is regarded as Quality Assurance. Quality Assurance according to Egwu (2009), is a mechanism used to evaluate the efficiency and appropriateness of teaching and learning in educational institution so as to ensure the delivery of high quality education. It is also a holistic method of identifying and resolving problem within the educational system in order to ensure continuous and quality improvement. It can also be described as means of disseminating information regarding the quality of primary education. Sofowora (2010), further explained that the challenges of lack of quality or qualified teachers, quality of teaching and facilities must be resolved if schools are to offer quality education.

Bara'u (2009) emphasized that the significant roles played by teachers in modifying, expanding and rejuvenating the curriculum content in an effort to meet the needs of the students, parents and the society cannot be underestimated. The implementation of any educational

systems curriculum depends to a large extent on the availability of the right type of personnel and their willingness to impart the desired knowledge to the learners.

This study examined the operational functions of PES school, which is the major unit saddled with the production of teachers for basic education levels. It is imperative that a good foundation is laid for Nigeria educational system especially at the foundation level because one area in which the implementation of the past and present curricular in Nigeria schools has been handicapped is the area of lack of qualified teachers to teach in the educational institutions (Ajayi, 1985). This serves as a means of ensuring that the quality of the teaching force in primary school, is increased and only qualified teachers handle primary classes.

It was rightly pointed out by Fabunmi (1997), who observed that the governments (federal and states) have had to create PES department in all colleges of education and universities and encourage primary school teachers to seek admission into these institutions for further training by providing in-service training. According to National Educational Quality Assurance Policy (2004), Nigeria is concerned with eight (8) components of quality standards itemized as learner achievement and standards; learners welfare and participation; guidance and support, leadership and management, school community relationship; learning environment, teaching and learning; curriculum and other activities (FGN, 2004). The above mentioned eight (8) components of quality standards can be achieved when the products of PES are well trained since some of the above components are embedded in the PES minimum standards. The objective of PES as reflected in the minimum standard NCCE (2009), include:

1. Discuss intelligently the main ideas that have affected and affect the development and practice of education in Nigeria.

2. Examine the main psychological, health and socio-economic factors that may help or hinder a child's educational performance.
 3. Study learner's approximately to determine the most effective ways of relating to them to ensure their maximum achievement.
 4. Develop, select and effectively use appropriate curriculum processes, a strategy, instruction materials and methods for maximum learner achievement.
 5. Broaden learned perspective in effort to lay solid educational foundation for children.
 6. Demonstrate desirable attributes in moral and character required of children trainers.
 7. Discuss intelligently, major issues affecting teacher education and their professional issues attainment.
 8. Identify major problems of basic education in Nigeria and their corresponding solution.
- (NCCE 2009, p. 32)

A closer look at the above stated primary education studies objectives show that majority of the components listed could be attained through proper implementation of PES minimum standard.

Educational system will continue to expand for a long time in the nation if teachers will be able to teach to reflect the eight components of the quality assurance policy and to achieve the above listed objectives of PES. Instead, personnel teaching in the PES department have gone to these institutions with the aim of increasing their life time earning as well as attaining a higher socio-economic status of being guaranteed a "secured job" (Bara'u, 2009). Quantitative expansion of Primary Education Studies (PES) requires quantitative increase in teaching personnel. It suffices to point out, that as important as the quality of teaching personnel is, so is

their quality. Both constitute the back-bone for fruitful academic achievements of PES products as well as the success of primary school pupils.

The recognition given to primary education as the foundation for other level of education has led to the compulsory establishment of Primary Education Studies Department now upgraded to a School in all Colleges of Education, federal, state and privately owned colleges (FGN, 2004). This is to ensure that primary education is handled by teachers who have been professionally trained to teach. The trained teachers and officials of the ministry of education are accusing the low level of education over teacher's performance and parent's attitudes vis-a-vis their children education. The teachers union and the society on the other hand, are pointing accusing fingers at the recruitment of unqualified teachers and absence of proper monitoring by means of supervision and inspection. They also point at the lack of in-services training and the shortage of teaching materials in teacher training colleges and primary schools, non-challant attitudes of the learners and teachers to their duties, lack of recognition given to teaching profession in comparison to other professions. This shows that everyone is to be blamed (Fabunmi, 1997).

Teacher education programmes have been introduced for all levels of education (Oyeinike, Adesoji and Adebayo, 2009). One of such was the Advanced Teachers' Colleges, known today as Colleges of Education. These institutions fall under the supervision of the National Commission for Colleges of Education (NCCE) and are responsible for awarding Nigeria Certificate in Education (NCE) to its graduates. Today, there are Eighty Three (83) such colleges in Nigeria. In addition to these are faculties of education in almost all the universities in the nation, which produce graduate teachers with Bachelor of Education (B.Ed) degree and Postgraduate Diploma in education for graduates of other disciplines who desire to become

professional teachers. There are also various institutes of education in universities that offer refresher and in-service training programs for teachers.

In these institutions, students are trained to form habits that will help them become capable teachers who will shoulder responsibilities, be initiative and be of good conduct worthy of emulation to their future pupils/students. The minimum standard lays emphasis on subject mastery and pedagogy. To be eligible for the award of NCE/B.Ed, a student must earn required units (usually 128) to graduate. These cover education courses, research projects, general studies, teaching practice and a double major or two teaching subjects (NCCE, 2002). Evaluation is by means of continuous assessment and an end of semester examination.

The teacher is expected to be a specialist in whatever subjects he/she is trained in, while the education courses are to prepare him/her for competent classroom work. According to Ukpo (2005), despite these arrangements, Nigeria still has a significant number of unqualified teachers. Universal access to education has been a prime target for Nigeria since the middle of the 1970s when the universal primary education (UPE) scheme was launched. Pupils enrolment burgeoned rapidly from 6.2 million in the 1975/76 session to 14.8 million in 1992 (Singla and Gupta, 2007). However, this brought in its wake a plethora of changes, some positive, others mostly problematic. The major one was a severe dearth of quality of teachers. Trainees were rushed through short-term, often ineffective training programmes predictably, the scheme collapsed.

An attempt to combat the problem of non and under-qualified teachers as earlier on mentioned, led to the establishment of the Teachers' Registration Council in 1993 with the sole responsibility of determining the standards of knowledge and skill to be attained by person seeking to become registered as teachers (TRCN, 1993). Furthermore, its precepts include among others:

Compulsory registration of all professional teachers.

- Make the Nigerian Certificate in Education (NCE) the minimum requirement qualification of teachers.
- Mandatory continuing professional education programme for in-service teachers.

These precepts above created a number of challenges for teacher education and in effect, basic education.

- The recognition of NCE as the minimum employment requirement of teachers had resulted in the phase-out of the Grade II teachers training colleges to have the bulk of the nation's primary school teachers trained.
- With the inception of Universal Basic Education (UBE) in 2000, the demand for teachers arose astronomically. A pivotal teacher training programme was introduced as an interim measure to meet the shortfall in teacher demands for the implementation of the UBE.
- All teachers with certificates below the NCE were required to upgrade such certificate through-retraining programmes within a limited time. Some of the affected teachers made efforts to upgrade their qualification to that of NCE, while a significant number (about 49%) still possessed qualifications below NCE as required by the law.
- The NCE qualifies a teacher for professional work at the primary and junior secondary school levels of education. (TRCN 1993 p. 23).

To meet up with this challenge, the colleges of education were required to incorporate English, mathematics and primary education studies as compulsory courses for pre-service NCE teachers. This was to make them effective all round teachers at the primary education level.

However, the general concern is the implication of TRCNs directive in ensuring quality basic education since the orientation of the curriculum content of the colleges of education is in

specialized training of specific subject areas. This is against the general all round “knowledge” needed to teach in the primary schools. Therefore, providing the variety of general knowledge/trainings and facilities needed for all the programmes has become a major barrier to effective teacher training and consequently, for implementing the Basic Education Programme.

Since the establishment of Primary Education Studies Department in Colleges of Education in Nigeria, there had been continuous changing of the minimum standard at one level or the other. This is an attempt to encompass the needed knowledge that will qualify the would be basic school teachers to be able to lay a good foundational education for the pupils, this study examined effectiveness of the changed minimum standard on the job performance of the Primary Education Studies educators even in their various schools of employment.

The National Commission for Colleges of Education (NCCE), was established by an Act in 1989 as the third Leg of the tripod of excellence in the supervision of tertiary education in Nigeria. Its mandate includes inter alia, the laying down of minimum standards for all programmes of teacher education and accrediting certificates and other academic awards in the colleges of education. Since its inception, the NCCE has been pursuing very doggedly the commission’s goals of quality assurance (Egwu, 2008). In line with this, Aminu pointed out that:

In all your dealings with institutions, whether it be over funds, or accreditation or the establishment of new units or whatever, you should be fair but firm. This body cannot compromise on accountability, and poor quality in teacher education will be a national disaster which we must avoid by insisting on only the best. Humanitarian or political kindness to any institution or programme will eventually prove costly to the nation. (Aminu, 2008 p. 32).

The above account was part of the deliberation of series of workshops organized by NCCE to produce a dynamic minimum standard that meets the aspirations of the society. In

practical terms, different stakeholders and organizations contributed towards the development of the new minimum standard in one way or the other in an attempt to minimize some deficiencies noted in the previous ones. These efforts have been made to ensure productive and efficient teachers for the basic education level of our education system. The essence of the changed minimum standards according to NCCE (2008) are:

- Hoped to meet the Federal Ministry of Education's attempt to produce the current minimum standards that will prepare the way for the production of specialist teachers for basic education level.
- To reveal the efforts of NCCE in responding to change and ensuring quality of NCE graduates through this revised minimum standards.
- To ensure that revised minimum standards contribute in enhancing education and national development by producing qualified teachers for all schools (NCCE, 2008 p. 32).

The origin of the NCE minimum standards in Nigeria dates back to the period before the establishment of National Commission for Colleges of Education (NCCE) when some universities notably Ahmadu Bello University, Zaria (ABU), Obafemi Awolowo University, Ife (OAU) and the University of Nigeria, Nsukka through their instruments of affiliation catered for the academic standards and certification needs of the then Advanced Teachers Colleges. Although, these universities carried out the task creditably well through their institutes and faculties of education, there was no priority in standards and practices. Consequently, universities have confidence in products of affiliated teachers colleges and reflected same in their admission policies by giving preference to such NCE graduates over the graduates of non-affiliated colleges.

Hence, on its establishment as an agency to monitor and control quality among colleges of education; the first main task was to review and harmonize the minimum standards for the training of NCE teachers across the country. This initial task of the commission culminated into the production of the first edition of the harmonized NCE minimum standards in 1990. According to NCCE (2008), the commission has evolved a comprehensive curriculum process in response to both the changing needs in the education sector and the statutory periodic reviews to which the minimum standards are subjected every five years. This process entails the production of draft minimum standards arising out of broad-based stakeholders consultative activities and development as well as critique workshops where the initial drafts are thoroughly reviewed and refined before the final drafts are presented to the honourable Minister of Education for approval.

The minimum standards embody the highlights of the decisions of experts and stakeholders in the various disciplines that are offered in the colleges of education on what should be the context of the various NCE programmes. From the above aforementioned issues raised, this study therefore, sought to analyse the production of PES teachers for basic education level in Nigeria. From this point of view of the various changes carried out on PES minimum standard in Colleges of Education between 2009-2012 was focused upon. This is of great concern because primary education has always been regarded as the foundation on which other levels of education are built upon. Hence, the need to consider change in the quality of instructor's minimum standard of teacher training institutions and the evaluation of the performance of the PES educators form the basis of concern in this study.

1.2 Statement of the Problem

Teacher Quality (TQ) is very important in the education process. However, there are many discrepancies in the teacher qualities and their use in the classroom. Still, there is little research about the role of TQ and their achievements in the educational process in Nigerian colleges of education. This situation needs to be examined in the perspective of Basic Education success or failures in this regard. (Oyenike, Adesoji, Adebayo, Onucha and Yakassai, 2009).

It is one thing to have a good plan on paper; it is another to see to the successful implementation of the plan. One becomes worried to see that curriculum plans take this shape. There is often disparity between policy pronouncements and policy implementations in Nigeria. The crux of the problem of basic education in Nigeria is the quality of teachers to implement the policy because innovations in education often take a lot of inputs and preparations before implementation. Adeshina (2004) pointed out that many innovations in education relied a lot on the preparedness of the teachers who are termed the curriculum implementers.

Also, Goldhaber and Brewer (1996) were of the view that it is common to see a wide gap between a revised curriculum and resources needed for the success of its implementation. The popular expectation is for the revised curriculum to have carefully considered the required resources in its implementation but the reverse is the case and this has constituted a problem in Nigeria education system. It has been observed that many lecturers in PES often securing employment on the basis that they will proceed on further training on their chosen discipline but as soon as they are employed, that is the end. Instead of having qualified and specialized PES teaching staff, the reverse is the case. It is not a hear say that absence and inadequate instructional materials have constituted a problem out of the numerous problems affecting the successful implementation of the minimum standards of Nigerian colleges of education

particularly in PES departments now a school. Also, the issue of unrealistic plans of action such as teacher-students ratio, unconducive classroom setting and infrastructure in the revised curriculum is another problem which is very obvious.

Change is inevitable for the growth and development of any establishment, family or society, such is the call for continuous changes in PES curriculum depicted by the minimum standard. Hence, this study shall analyse and evaluate on the changes in PES minimum standard between year 2009-2012 in terms of content, instructional materials, teaching facilities, teaching personnel, infrastructure, teacher student ratio, admission requirement and mode of teaching. It also examined the issue of teacher quality in the area of educational levels, professional training, year of teaching experience and year of graduation and how these have influenced their performances.

1.3 Objectives of the Study

This study thereby sought to:

1. examine the extent of influence of the educational levels of PES educators on the implementation of changed PES minimum standards in Nigerian Colleges of Education (NCOE).
2. ascertain the extent to which PES educators professional training affects their performance in implementing changed PES minimum standards in NCOE.
3. establish the influence of PES educators years of teaching experience on the implementation of the changed PES minimum standards in NCOE.
4. examine the degree of influence of PES educators' area of specialization on the implementation of the changed PES minimum standards in NCOE.

5. determine the extent to which increase in course contents influence PES educators in the implementation of changed PES minimum standards in NCOE.
6. ascertain the extent to which changes in minimum standards course contents have affected PES educators' job satisfaction in NCOE.
7. determine if changes in mode of teaching as mandated in the minimum standard have any influence on PES educators' job performance in NCOE.
8. find out if admission requirements have influence on PES educators' implementation of the changed PES minimum standards in NCOE.
9. ascertain the adequacy and utilization of PES facilities needed to enhance the implementation of changed PES minimum standards in NCOE.

1.4 Research Questions

This dissertation attempts to provide answers to the following questions:

1. Do the educational levels of PES educators have influence on the implementation of the changed PES minimum standards in NCOE?
2. To what extent do PES educators' professional training influence their job performance in the implementation of changed PES minimum standards in NCOE?
3. What is the influence of PES educators' years of teaching experience on the implementation of changed PES minimum standards in NCOE?
4. What is the influence of PES Educators' area of specialization on the implementation of the changed PES minimum standards in NCOE?
5. To what extent does increase in course contents influence PES Educators in the implementation of changed PES minimum standards in NCOE?

6. To what extent do changes in PES course contents influence PES educators' job satisfaction in NCOE?
7. To what extent do changes in mode of teaching influence PES educators' job performance in NCOE?
8. Does PES students' admission requirement have any influence on PES educators' implementation of changed PES minimum standards in NCOE?
9. Are there adequate and effective utilization of PES facilities needed for the implementation of changed PES course content in NCOE?

1.5 Research Hypotheses

The following null hypotheses were tested in the course of this study.

- Ho1:** Educational levels of PES educators have no significant influence on the implementation of changed PES minimum standards in NCOE.
- Ho2:** PES educators' professional training has no significant influence on their performance in the implementation of changed PES minimum standards in NCOE.
- Ho3:** PES educators' years of teaching experience have no significant influence on the implementation of changed PES minimum standards in NCOE.
- Ho4:** PES educators' area of specialization has no significant influence on the implementation of changed PES minimum standards in NCOE.
- Ho5:** Increase in course contents has no significant influence on PES educators' implementation of changed minimum standards in NCOE.
- Ho6:** Changes in PES course content have no significant influence on PES educators' job satisfaction in NCCE.

Ho7: Changes PES mode of teaching have no significant influence on job performance of PES educators in NCOE.

Ho8: PES students' admission requirements have no significant influence on PES educator's implementation of changed minimum standards in NCOE.

Ho9: Adequate and effective utilization of PES facilities needed have no significant influence on the implementation of changed PES minimum standards in NCOE.

1.6 Basic Assumptions

This study was conducted with the assumption that:

- i. It is not every PES educator that is qualified to teach in PES department.
- ii. Basic Education especially lower (primary) will improve tremendously if it will be handled by teachers specially trained to do that.
- iii. Teacher Quality (TQ) has a strong influence on academic achievement of students.
- iv. There are no adequate facilities and infrastructures to implement the changed minimum standards.
- v. PES teaching staff job satisfaction and instructional delivery has been affected by the continuous changes in minimum standards.

1.7 Significance of the Study

Poor implementation of minimum standards also leads to poor realization of its core objectives thereby resulting in constant changes in minimum standard. In view of this, the study will contribute to existing knowledge in the following areas.

In most of the Nigerian colleges of education, there are number of unspecialized PES teaching staff earning government money in the name of salary at the end of the month; and yet destroying the future of young learners. This study will provide information for teachers and would be teachers on how to enhance competency in knowledge, attitude and skills with regard to basic education curriculum content. Furthermore, it will assist in determining adequacy and relevant use of instructional materials.

Also, this study will assist PES students to know the changing nature of PES as a course of study either in colleges of education or universities. This will be in terms of the varieties of curriculum contents, different pedagogical skills and evaluation procedures. Also, students are good users of the library, a copy of the study could serve as one of the reading materials which would provide necessary information on teachers quality. It would also serve as a reference point to readers in PES and other departments in Nigerian College of Education.

The essence of a research is to correct the situation on ground. In view of this fact, educational administrators and society in general have been complaining over the performance of PES students; consequently, the study of this nature will help to identify whether the cause was due to absence of PES specialized teaching staff or other factors and point to the way out. Furthermore, the study will provide an insight to administrators (provost, head of department and NCCE) on the need for recruitment of qualified and specialized PES teaching staff that would help students to perform very well in class test and be encouraged in studying harder.

The findings of this research will guide government in its book development policy. In this regard, the NERDC in collaboration with textbook writers and publishers shall enhance the quality of textbooks in line with changes in PES minimum standard. The study will guide the employers of PES educators on the need to motivate and make them aware of the challenges they

may encounter when implementing curriculum changes. They must also be assured that challenges are there to build them up and not to destroy them.

The findings of this study will also assist the employers of basic education teachers in getting competent, skilful and knowledgeable PES NCE holders that will catch the pupils young and lay a solid education foundation for them. Lastly, the outcome of this study will also benefit curriculum planners by making available to them the required information which could help in the review of NCE teacher education curriculum in the country. That is, it will expose the core area of teacher education (PES) as it has been and what needs to be done to help produce qualitative teachers.

1.8 Scope of the Study

This study focused on influence of teacher quality and continuous changes in minimum standards of job performance of Primary Education Studies (PES) Educators in Nigerian Colleges of Education. The study strived to ensure the job satisfaction of PES Educators in Colleges of Education in order to prevent brain-drain in terms of PES specialist and to improve Nigeria standard of education by laying good educational foundation for basic school children. Hence the study covered all the Colleges of Education in Nigeria. PES teaching staff and PES students were covered by this study. It was delimited to PES teaching staff and PES students in Nigerian Colleges of Education; relevant documents that is, minimum standard, students' academic performance records and records of facilities in teaching PES students were examined.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter is on the review of related literature on Influence of Teacher Quality and Continuous Changes in Minimum Standards on PES educators' Performance in Nigerian Colleges of Education. This chapter covered the following issues:

- Theoretical framework.
- The key actors in the process of changing minimum standards.
- Types of curriculum changes.
- Concept of teacher quality.
- Teacher quality and job performance
- Factors that determine teacher quality in school.
- Training as a good determinant of teacher quality.
- Problems of PES teacher training programmes.
- National Commission for Colleges of Education (NCCE) and PES Minimum Standards.
- Changes in PES NCE minimum standards.
- Empirical studies.
- Summary and implications.

2.2 Theoretical Framework

The theoretical framework of this research hinges on models of curricular dissemination. Therefore, this study will adopt the various Models of Curriculum Dissemination, Theory of Context, Input, Process and Product Evaluation (CIPP) cited by Bara'u (2009), and Integrated Curriculum Evaluation and Model (ICEM) developed by Singla and Gupa (2007) because they are the most appropriate theories in view of the fact that the present study has its focus on

curriculum content methods, instructional materials, and evaluation in all the process of the various revisions on the minimum standard of PES curriculum.

McBeath (1997) articulates curriculum dissemination as “the process of informing teachers about new or revised curriculum (minimum standard) ideas, documents or materials so that they understand and accept the innovation...” if we accept curriculum dissemination as a process of affecting a change, we must of necessity, identify the point of commencement and termination of the action of change, the key actors that will facilitate the action of the process as well as the product of the process and their values. This model is appropriate theory on which this study hinges on because it embraces the major variables in this study that is the “teacher quality” and changes in minimum standard.

Furthermore, minimum standard is a working tool that gives a sense of direction on what to do and how to do it for the purpose of realizing any educational goals, attempts to capture appropriate contents in order to facilitate the realization of the needs of the society as reflected in objectives, (Uwatt 2009). Societal needs are never the same from one generation to another; therefore, efficiency is inevitably susceptible to desirable changes from time to time in order to be functional in the training of skilled labour to cater for the diverse needs of the people. This is one of the reasons that led to the continuous changes of minimum standard been used in Nigerian Colleges of Education. Whenever such changes are made, they are bound to be communicated to the key actors, the teachers, who interact personally with learners to give meaning and form to the new ideas. In reality, it is often observed that policy makers usurp the roles of other stakeholders, arrogating to themselves the duty of curriculum planners, developers, executioners as well as reviewers thus having to package the new ideas to teachers for information and usage.

In the case of the curriculum change, we can identify the point of commencement to be the learning environment where the contents and the learners interact under the guidance and directives of the teacher (Ivowi, 2008). The teacher, who is in the position to articulate the relevance of the curriculum content to the educational objectives, he is the brain box that gives meaning to the learning concepts, activates the learners to participate effectively in the learning process and evaluates the entire learning process (Uwatt, 2009). In this capacity, the teacher can decisively tell the policy makers the level of realization of the content, the aspect of the content that requires change or emphasis and the meanings and values to be attached to the new ideas. The teacher mentioned above with the role across to him will not be just any teacher, but demands for quality teacher which is the focus of this study.

It means any attempt to change any minimum standard; there must be a request for quality teacher to implement it. This is because according to Bishop (1985), the teacher is also in the position to guide in taking decision on what level it is most suitable to introduce the new ideas. In the case of colleges of education, the changes in minimum standard requires quality lecturers to handle the affair of the entire process but in a situation where there are no specialist then the entire process will be heading towards a disaster. Hence, there is a correlation between the lecturers and the process of change into a new minimum standard. The point of termination of the process of change in minimum standard is again the classroom where lecturer takes the new ideas to the learners. Such valuable disposition of the teacher should be brought to bear on the process of change in the curriculum.

Awotunde and Ugodunluwa (2004:153), defined evaluation as the process of measuring, obtaining and providing useful information for judging decision alternatives. They also identified four types of educational decisions required in the CIPP model. These are:

- a) Planning decisions to design objectives;
- b) Structuring decision to design instruction procedures;
- c) Implementing decision to use, monitor and improve these procedures and
- d) Recycling decisions to judge and react to the outcomes produced by these procedures.

The CIPP model consists of context evaluation, input evaluation, process evaluation and product evaluation.

Context Evaluation

The aim of this evaluation is to provide a rationale for determining curriculum objectives, according to Awotunde and Ugodunluwa (2004) who assert that this is the most basic kind of evaluation which defines the relevant environment, describes the desired and actual conditions pertaining to that environment, define unmet needs and unused opportunities and diagnose the problems that prevent needs from being met and opportunities from being used. This diagnosis of problems may enable the evaluation to develop objectives whose attainment may lead to the improvement of a system or programme.

This method of evaluation (context) requires the evaluation to describe the status of an educational setting and then compare present and possible system outputs. The conclusion reached by the evaluator is supposed to contain the set of specific objectives which instructional programme of a system could be designed.

Contextual evaluation and what it intends to achieve according to this study could be relevant to primary education studies (PES) in Nigeria colleges of education (NCE) since it takes into consideration the philosophy, objectives and the historical antecedents of the PES curriculum and its operation. In line with content evaluation, this study seeks to provide

empirical data to support the Nigerian government in making programmes of study of the primary school to be relevant to the needs of the society and the learner. It could also serve as a way forward in resolving problem of unspecialized PES teaching Staff.

Input Evaluation

The aim of this type of evaluation according to El-Yakub (2007) is to supply available resources in order to achieve the desired objectives, it also helps to ensure:

- i) The nature of available capacities of the programme,
- ii) Potential strategies for achieving programme objectives identified through context evaluation and
- iii) Designs for implementing a selected strategy.

El-Yakub (2007) comments that input evaluation helps decision makers in selecting and designing procedures deemed suitable for promoting objectives revolves around the mastery of certain objectives in the subject. Input evaluation according to this study is aimed at providing information to determine how to utilize human and material resources to achieve the desired standard in Nigerian Colleges of Education (NCE). Primary Education Studies (PES) minimum standard needs this kind of evaluation to work effectively and efficiently on the part of the teachers and students. The input segment of the model will also assist decision makers to have a clear picture of what is going on in the system, such as the need for resources to be involved in the training and retraining of trade and unqualified PES administrators, relevant PES textbooks, relevance of adequate teaching materials to meet up with the changed PES minimum standards. Others are the sufficient and furnished classrooms, adequate facilities, conducive learning environment and so on. The proposal for enrolment, training process, relevant instructional

materials required as well as adequate welfare for both staff and students of Primary Education Studies (PES).

Process Evaluation

This evaluation as cited by Bara'u (2009) provides periodic feedback to the managers of the programmes that had been designed, approved and are being run. Awotunde and Ugodulunwa (2004) observed that process evaluation has three-fold purposes:

- i) To detect or predict defects in the procedural design or its implementation programme decision stage;
- ii) Provide information for programme decisions;
- iii) To maintain record of the procedure as it occurs.

Process evaluation monitors the actual procedure in education in order to assist in educational decision making and to help in overcoming procedure difficulties and other related issues. The periodic feedback provided could help in running PES programme in accordance with the approved regulations on the continual changes in minimum standard.

The process evaluation according to this study is relevant to the PES minimum standard in which the study identified a number of ways such as adequate implementation of the changed curriculum, provision and supervision of model of teaching, time table for PES and school activities, provision of PES workshop, needed facilities and so on.

Product Evaluation

This evaluation, according to El-Yakub (2007) cited by Bara'u (2009) has to do with measuring and interpreting the attainment of an educational programme when it is being run. This method involves four stages:

- a) Devising operational definition of objectives;
- b) Measuring criteria associated with the objectives;
- c) Comparing the measurement with absolute or relative standard and
- d) Making rational interpretations of context, input and process evaluation.

The CIPP model of curriculum evaluation is relevant to this study where procedure for the programme was suggested to cover PES courses, objectives, learning process, instructional materials, training and retraining of teaching staff, staff requirements/qualifications and welfare facilities for both staff and students to ensure maximum production of high academic performance in the study area. Evaluation procedures were set to cover the PES minimum standard as obtained in other courses.

Also, Singla and Gupta (2007) Integrated Curriculum Evaluation Model (ICEM) is also adopted for this study. It comprises:

- **Objective Evaluation:** This involves determining and evaluating the objectives of the programme. This study will be incomplete without determining the objectives of PES programmes in our colleges of education.
- **System Evaluation:** Curriculum is implemented in a system which consists of inputs, process and output. The implementation of the changed PES minimum standard will be worthless if the inputs, process and output of PES programme is not carefully considered.
- **Esoteric Evaluation:** Involves co-curricular activities, research development efforts, updating faculty staff promotion of self study and innovation in teaching-learning strategies, continuous updating of curriculum and community interactions.

The ongoing study seemed to be relevant to the theories of evaluation as discussed and explained above.

2.2.1 The Key Actors in the Process of Changing Minimum Standard

The concept of the key actors in the change process according to Marsh (1992), starts with the classroom teachers who are seen in the field as a farmer cultivating the seeds, nurturing and pruning the plants to the desired form. They indeed can tell the policy makers which seeds can sprout within short/long time, how much it takes to nurture the plant to fruition and which soil is most appropriate for a given seed. This requires a quality teacher.

In addition to this, we also have the curriculum planners, who collate the inputs from teachers, study the feasibility of the new proportions in teacher's input, carry out trial testing to confirm or disprove where necessary and make appropriate presentation to the policy makers. Also, the policy makers have to fine-tune the ideas into functional guidelines. The society is not left out because they are the ones who articulate the areas of needs.

2.2.2 Types of Curriculum Change

The types of changes carried out in a curriculum revolve round the spread of new knowledge, skills or techniques. Based on MacDonald (1991), there are two types of curriculum change which are: top-bottom and bottom-top. In top-bottom, curriculum change, the nature of running the system is very prescriptive and therefore, denies subordinates the opportunity of making inputs in the administrative procedure; and this type of change is authoritative-based. It does not encourage teacher's collaboration in the curriculum development and review process. According to Ivowi (2006), this type of change in curriculum does not encourage teachers' collaboration in the curriculum development and review processes. The genesis of top-bottom pattern is often traced to the false thinking by policy makers that curriculum issues are too technical and compact for classroom teachers to make any meaningful input as well as the crave

to wield power and authority around the top cadre in the system. This is one of the problem that has necessitated this study.

The bottom-top pattern according to Uwatt (2009), evolves from the teacher meaning perspective. It projects the fact that a yearning gap exists between the ideas and realities of curriculum implementation. The idea is the assumption that the curriculum has been reviewed, new ideas infused and sent down the main stream for implementation while the reality is that the key actors to implement the changes are grappling with both the task of getting to know what the entire thing is all about and putting it aside when it seems to make no meaning to them.

This has to do with what the teacher understands and accepts as new knowledge or change as well as the value he places on the new ideas. Inevitably, the teachers' understanding of the new body of knowledge helps to give meaning and the attendant form/structure to pass on the ideas to learners, while acceptance engenders the commitment to execute the new ideas. Gap exists when in concrete terms, the new ideas or knowledge exist only on papers and not actualized in the classroom.

Macdonald (1991) is of the opinion that teachers' understanding, their sense of responsibility, their commitment to effective delivery of educational experiences to their learners, are significantly enhanced when they own the ideas and equally author the means by which ideas are translated into classroom practice. He further observed that resistance comes when teachers are struggling with meaning of changes as well as the implications they have on the lives of the learners. Indeed, Macdonald encourages policy makers to put in place facilities to get teachers discover what is required of them, how they can share in the innovation and translate them into programming and classroom practice. The researcher will like to say here that teacher quality determines the sustainability of changes in minimum standard.

2.2.3 Process of Curriculum Change

Fulhan (1991) and McBeath (1997) articulate the process of curriculum changes to include five phases which are:

- i. The orientation needs phase
- ii. Initiation/mobilization/adoption phase
- iii. Implementation/initial use phase
- iv. Continuation/incorporation/routinization institutionalization and
- v. Outcomes phase.

The orientation needs phase attempts to identify individuals who will be involved in the teaching of the new curriculum. This will help curriculum reviewers to ascertain in concrete terms, the extent to which the changes correlate with the needs of the learners and subsequently, that of the society. The second phase invites the teachers to make inputs in terms of the meaning and values they give to the changes. The implementation is dedicated to the trial testing of accepted changes into actual use in the classroom, the result of which shall be used to fine-tune the final change package. The fourth phase presents the final package denoting the content clearly, the objective, instructional strategies/materials and the evaluation method as shall be built into the curriculum and carrying the official government stamp for wide usage. The outcome stage generates feedback that gives us room to say whether the change was really worthwhile, the amount of effort, attention and funds put into it.

2.3 Concept of Teacher Quality

Teacher quality and quality of teaching have long been identified as factors that are linked to students' achievements. Leigh (2007) opined that teachers' quality means the ability of teacher to raise students' performance on tests as well as skills; and also work well with other teachers and school administrators for the purpose of raising the performance of students. In line with the above definition, Amoor (2010) was of the view that, it is pertinent to say that teacher quality entails effective and excellent teaching that improves students learning and satisfaction. It also ensures that skills and competences that are appropriate for their areas of responsibility that would meet the needs of labour workforce.

Based on the above conceptions, a quality teacher therefore, means teacher mastering the subject he/she teaches and how to teach it to the students; understand how students learn and what to do when they are having difficulty, be able to use effective teaching methods for those who are learning easily as well as those who have special needs. Teacher quality is an important determinant of student learning outcome especially in PES with a programme that specially takes care of the foundation level of education.

Ferguson (1992) concluded from his research in Ghana that "good teachers have distinguishable impacts on students' examination scores". Sanders (1996) found that the single largest factor affecting academic growth of population of students is differences in effectiveness of individual classroom teachers. He further propounded that the higher a teacher is qualified, the higher his or her level of education in the teaching profession.

Doza (2009), explained that in the past twenty years, the United States has witnessed and responded to the growing and intensified public demand to raise student academic achievement. This demand reflects the dynamic shifts in the economy and society over the past three centuries.

The 19th century American economy was primarily agriculture-based with a rural based society. The early and mid 20th century economy of the United States could be described as industrial with an urbanized society base. The advancements in technology during the late 20th and 21st centuries have expanded its economy to one that is knowledge-based globally and digital driven socially.

According to Sander (1996), “research tells us the influence of teachers is the single most important factor in determining students’ achievement”. The one factor that can make the most difference in improving a student’s achievement is a “knowledgeable, skilful teacher” in front of the classroom, says a new report by the National Commission on Teaching and Americans Future (NCTAF, 2004).

The characterization of teacher quality is of great interest to educational researchers as well as the general public. According to Rice (2003), “five broad categories of measurable and policy relevant indicators to organize the teacher characterizes are assumed to reflect teacher quality”. These areas include: teacher experience, teacher preparation programmes and degrees, teacher course work, teacher test scores; and teacher certification. These are some of the areas that this study will look into teacher quality.

There are many predictors that have been associated with students’ performance. These variables include: student demographics, Teacher Quality; school climate, class size and teacher salary. It was of interest to issues which educational factor had the greatest influence on students’ achievements and this is the focus of this study. Therefore, the study seeks to establish which among the factors is the most single important to enhance student’s performance. The study will provide sufficient empirical data to ascertain the factors that will enhance PES educators’ performance in Colleges of Education.

2.3.1 Teacher Quality and Job Performance

The success of an organization depends on the effective performance of employees and such performance will depend to a large extent on their knowledge and skills and not necessarily on the modernization of work processes and procedures. According to Suleiman (2012), teacher job performance is one of the most important factors determining the quality of education. The entire education system will be shaky if the performance of teacher is weak and ineffective particularly the trainers of primary school teachers. Therefore, effective job performance of teachers is imperative for any educational improvement.

There are several factors that contribute to a teacher's performance. In considering the quality of the teacher, that is the professional qualities and personal qualities of the teacher, there must be correlation, in order for the teacher to be able to perform his job effectively. It is in line with the above that Shulman (1987) elaborated on the knowledge bases needed for effective teaching to include content knowledge, pedagogical content, knowledge of education ends, purposes and values, curriculum knowledge including materials and programmes, knowledge of learners and characteristics, knowledge of educational contexts including characteristics of classrooms, schools, communities and cultures and general pedagogical knowledge including principles and strategies for classroom management and organization.

The roles of PES educators have been expanding as a result of continuous changes in PES minimum standard. To this end, they are expected to take up expanded roles and responsibilities including curriculum developers, action researcher, team leader, decision maker and member of management (Murphy, 1995) and as such lecturers are inevitably in need of continuous lifelong learning to update themselves with new knowledge, competence and

attitudes to meet all these challenges. Numerous initiatives in teacher education and development aimed at improving teacher performance have been made but there is need for regular involvement of PES educators in minimum standard changing process if their effectiveness is to be maximized

Teacher quality and performance shall be discussed considering related factors such as teacher certification, teacher degree level and teaching experience. According to Ferguson (2007), performance means that which is intended to be or actually is expressed or indicated. It means something that is conveyed or significant. It also means an interpreted goal, intent or end. Sage (2006) pointed out that the philosophy behind tracking the progress of each student lay in a term, called “value added”. Sage (2006) believed that students had the right to progress in school at least at the same rate they had done in the past. This means schools added value to a student during the school year. Sage in his research found that “low achieving students gain about 14 points each year on the state test when taught by the least effective teachers, but gain more than 53 points when taught by the most effective teachers”. He outlined a correlation between quality teaching and student performance. He concluded that good teachers certainly make a difference.

Darling Hammond (1999) supported these researchers when they pointed to the importance of a quality classroom teacher to the success of students. Ferguson, (2007) also pointed out that there are other factors, both student-related and teacher related, that can influence student achievement. This is as a result of their meta-analysis of research regarding the correlation between teacher certification scores, teacher quality and student achievement. They advocated that an inexperienced teacher can hinder student achievement. Based on this, they defined professional certification as being certified in the subject area. Their study concluded that teacher is likely to be more productive and effective in teaching.

2.3.1.1 Influence of Teacher Qualification on Students' Performance

When examining the influence of teacher degree level of student performance many of the results are not positive (Goldhaber 2007:58). It was emphasized here that the traditional teacher salary schedule gives teachers pay increases based on the factors; the number of years of teaching experience and a teacher's degree level. They observed that more master degrees are awarded in the field of education yearly than any other area.

In evaluation the effect of teacher degree level on educational performance by Goldhaber (2007), it was suggested that the reason for increased student achievement in specific content areas was because of "subject-specific training, rather than the teacher ability that leads to these findings. They later identified the major factors that make high performance in school to include past students' performance the areas in which the teacher received training rather than seniority or teacher preference.

Several other studies suggested that advance degrees in the education field do not translate into better teachers: Clotfelter et al (2007) suggested there are small or negative effects associated with a teacher having a graduate degree. Their findings suggested a graduate degree does not produce higher student achievement.

2.3.1.2 Influence of Teaching Experience on Students' Performance

Hanushek and Revkin (2006) in their study found that years of experience can be correlated to student performance, although sometimes it is a weak correlation. They suggested that the correlation between years of experience and student achievement is statically weak in many instances; and therefore cannot contribute to a strong assumption of the effect. Among researchers who agree that teaching experience is positively correlated with higher student

performance is Felter (2006). He stated that years of teaching experience are a consistent predictor of higher test scores. He also stated that “teacher experience measured by the average number of years in service, is positively related to test results.

Multiple studies indicate teaching experience peaks at a certain point. For example, the Centre for Public Education (CPE) suggested “teaching experience, typically five years or more, produces higher student results, teachers with more than five years in the classroom seem to be the most effective. Although it is easy to test measurable characteristic such as degree level and years of experience, quality teaching is much more complex. Darling Hammond (2007) suggested that teacher quality is the most influential factor in student performance. More important than the positive impacts of teacher quality on student performance is the negative impact of a poor teacher on a student.

The only way to assess teacher competences according to Falus (2002), is to observe teachers at work, in the school. Class visits offer a direct means of doing this but appropriate data can also be collected regarding new or experienced teachers by looking at student accomplishments or by interviewing headmasters, college students and parents. Valga (2007) was of the opinion that requirement defined in terms of teacher competence cannot fully replace qualification requirements since the latter must be measurable in an unambiguous and economical way. Indicators of teachers qualifications, the so-called, explicit and simple to measure in order to provide a clear and reliable criterion for awarding qualifications regardless of where a candidate completed teacher training studies (TDA, 2005).

2.3.1.3 Certification Status

Certification status is a measure of teacher qualifications that combines aspects of knowledge about subject matter and about teaching and learning. Its meaning varies across the states because of differences in licensing requirements, but a standard certificate generally means that a teacher has been prepared in a state-approved teacher education programme at the undergraduate or graduate level and has completed whether a major or a minor in the field(s) to be taught plus anywhere from 18 to 40 education credits, depending on the state and certificate area, including between 8 and 18 weeks of student teaching. (The norm is about 30 education credits and about 12 to 15 weeks of student teaching). There are only a few states that have requirements outside these parameters; however, individual teacher education programmes often require more preparation than the state demands in education, in clinical practice and in the content area(s) to be taught. Most states now also require one or more tests of basic skills, subject matter knowledge and teaching knowledge or skills as the basis for the initial or continuing license or for admission to teacher education.

While most states have been increasing their standards since the 1980s, more than 30 states still allow the hiring of teachers who have not met their licensing standards, a practice that has been on the increase in some states as demand has grown in recent years. Some allow the hiring of teachers with no license, others issue emergency, temporary or provisional licenses to candidates who, depending on the state, may or may not have met varying requirements (e.g. a bachelor degree, a certificate in another teaching field, a basic skills test). In line with (TDA, 2005), more than 40 states have also initiated alternate route provisions for candidates who enter through post baccalaureate programmes. Most of these are masters' degree programmes which offer an education degree that meets all of the normal state requirements but does so in a fashion

tailored to individuals, like mid-career entrants, who already have a bachelor's degree. Some states allow candidates to complete a short summer course of study and assume full teaching responsibilities, with or without completing additional course work.

In times of relatively low demand in Denmark, like most of the 1980s, virtually all teachers were certified and there was too little variability to find effects of this variable in large-scale studies. Most studies of the influence of training and certification on teacher performance are from the high-demand era of the 1960s and 1970s and from the 1990s when demand increased again. Studies in different subject matter fields that compare teachers with and without preparation have typically found higher ratings and greater students learning gains for teachers who have more formal preparation for teaching. In a review of research, Evertson, Hawley, and Zlotnik (1985) concluded:

The available research suggests that among students who become teachers, those enrolled in formal pre-service preparation programmes are more likely to be effective than those who do not have such training. Moreover, almost all well planned and executed efforts within teacher preparation programmes to teach students specific knowledge or skills seem to succeed, at least in the short run (p. 8)

Other studies point out the differences in the preparation and practices of teachers with differing amounts and kinds of preparation. A number of studies suggest that the typical problems of beginning teachers are lessened for those who have had adequate preparation prior to entry (Adams, Hutchinson, & Martray, 1980; Glassberg, 1980; Taylor & Dale, 1971). Studies of teachers admitted with less than full preparation... with no teacher preparation or through very short alternate routes... have found that such recruits tend to be less satisfied with their training (Darling-Hammond, 1992, Bents & Bents, 1990).

2.3.1.3 Knowledge of Teaching and Learning

Studies have found a somewhat stronger and more consistently positive influence of education course work on teachers' effectiveness, Ashton and Crocker (1987) found significant positive relationships between education course work and teacher performance in four of seven studies they reviewed – a larger share than those showing subject matter relationships. Evertson, Hawley and Zlotnik (1985) reported a consistent positive effect of teachers formal education training on supervisory ratings and student learning, with 11 of 13 studies showing greater effectiveness for fully prepared and certified vs. uncertified or provisionally certified teachers. With respect to subject matter course work, 5 or 8 studies they reviewed found no relationship and the other three found small associations.

Reviewing findings of the National Longitudinal Study of Mathematical Abilities, Begle (1979) found that the number of credits a teacher had in mathematics methods courses was a stronger correlate of student performance than was the number of credits in mathematic courses or other indicators of preparation. Similarly, Monk's (1994) study of students; mathematics and science achievement found that teacher education course work had a positive effect on student learning and was sometimes more influential than additional subject matter preparation, in an analysis of science teaching, Perkes (1967 - 68) found that teachers' course work credits in science were significantly related to students; achievement on tasks requiring problems solving and applications of science knowledge. Teachers with greater training in science teaching were more likely to use laboratory techniques and discussions and to emphasize conceptual appellations of ideals, while those with less education training placed more emphasis on memorization.

In a study of more than 200 graduates of a single teacher education programme, Ferguson and Womack (1993) examined the influences on 13 dimensions of teaching performance of education and subject matter course work in Missouri in United States, NTE subject matter test scores, and GPA in the students major. They found that the amount of education course work completed by teachers explained more than four times the variance in teacher performance (16.5 percent) than did measures of content knowledge (NTE scores and GPA in the major), which explained less than 4 percent. In a similar study in Japan which compared relative influences of different kinds of knowledge on 12 dimensions of teacher performance for more than 270 teachers, Guyton and Farokhi (1987) found consistent strong, positive relationships between teacher education course work performance and teacher performance in the classroom as measured through a standardized observation instrument, while relationships between classroom performance and subject matter test scores were positive but insignificant and relationships between classroom performance and basic skill scores are almost non-existent. Another programme-based study by Denton and Lacina (1984) found positive relationships between the extent of teachers' professional education coursework and their teaching performance, including their students' achievement.

It may be that the positive effects of subject matter knowledge are augmented or offset by knowledge of how to teach the subject to various kinds of students. That is, the degree of pedagogical skill may interact with subject matter knowledge to bolster or reduce teacher performance as Byrne (1983) suggested:

It is surely plausible to suggest that insofar as a teacher's knowledge provides the basis for his or her effectiveness, the most relevant knowledge will be that which concerns the particular topic being taught and the relevant pedagogical strategies for teaching it to the particular types of pupils to whom it will be taught. If the teacher is to teach fractions, then it is knowledge of

fractions and perhaps, of closely associated topic which is of major important... similarly, knowledge of teaching strategies relevant to teaching fractions will be important (p. 14).

The kind and quality of in-service professional development as well as pre-service education may make a difference in developing this knowledge. Several recent studies have found that higher levels of student achievement are associated with mathematic teachers' opportunities to participate in sustained professional development grounded in content-specific pedagogy linked to the new curriculum they are learning to teach (Cohen and Hill, 1997; Willey and Yoon, 1995, Brown, Smith, and Stein, 1995). In these studies, both the kind and extent of professional development mattered for teaching practice and for student achievement.

The previous study by Ferson and Womock (1993) in United States is relevant to this study because issue of teachers knowledge of completed coursework is dully researched into which is one of the areas the current study is looking into. PES students over the years have been facing problems of specialized teaching staff, though the previous study is different from this current study because it focused on effect of changes in PES minimum standard and teacher quality in Nigeria colleges of education. The above reviews have looked into various studies of other authors that are relevant to the current study.

2.3.2 Factors that Determine Teacher Quality in School

According to Dasko (2002), a teacher is a person that imparts knowledge to people, teach them how to read and write; and explains how problems are solved. A teacher guides the children and advices them about different matters in relation to the studies and life. Quiriton (2002) also noted that a teacher is more than someone who passes on knowledge but also provides the interaction, relationship, understanding and encouragement to enable a person or a

child to reach the full potential. An experienced teacher is the one who provides opportunities that allow the learners to learn by themselves, since learners do not learn by being told but by finding out for themselves, just like universities' students doing independent research.

An experienced teacher is the one that teaches, guides, instructs, trains or helps another in the process of learning (Webster, 2013). A teacher is a key to the learning process of students in the classroom. Amoor (2010) added that the success of any educational reforms depend largely upon having good quality teacher. In regards to teacher experience, several studies have found a positive relationship between teacher experience and student outcomes; Rice (2003), Goldhaber et al (1996), Hedge et al, (1994) and Greenwald et al, (1994). Rice, (2003:32) reports teacher preparation programmes and degrees as:

Research suggest that the selectively/prestige of the institution a teacher attended has a positive effect on students' achievements, particularly at the secondary level. This may be particularly a reflection of the cognitive ability of the teacher. Evidence suggests that teachers who have earned advanced degrees have a positive impact in high school subjects achievement when the degrees earned were in these subjects.

The educational qualification of teachers and their experience according to Amoor (2010) affect teacher quality. Unqualified teachers will not be able to perform efficiently. This is the case in most of our colleges where part-time teachers are hired instead of full time teachers. An inexperienced teacher does not know how to and what to teach. These factors constitute poor teacher quality in PES, teacher are expected to be well equipped with high level of theory but also a strong operational ability. Therefore, in a situation where PES educator lacks it, it may result to poor teacher quality.

Also in a close relationship to teacher experience are teacher preparation programmes and degree; teacher coursework and teacher certification. The relationship between student

achievement and teacher coursework has also been evaluated; and empirical evidence to support this is reported by documented research. Rice (2003:35), states the following:

Teacher coursework in both subject area taught and pedagogy contributes to positive education outcomes. Pedagogical coursework seems to contribute to teacher effectiveness at all grade levels, particularly when coupled with content knowledge. The importance of content coursework is most pronounced at the High School Level.

This is in agreement with the research question on teacher's professional training as raised in chapter one of this work. Several studies have shown that literacy levels or the verbal abilities of teachers have been shown according to Doza (2009), to be associated with higher levels of students' achievement (Darling-Hammond, 1999). Rice (2003) reported that "studies show that National Teachers Examination (NTE) and other state-mandate tests of basic skills and/or teaching abilities are less consistent prediction of teacher performance". The effect of pre-service teachers field experience and their students' achievement has not been widely reported. It has been reported that field experience has had a positive effect in reducing anxiety and improving professionalism in the new teacher (Rice, 2003:35).

In regards to certification, current evidence suggest that teacher certification in content specific areas has a positive effect on student achievement. This also relates to a research question on area of specialization as raised in chapter one of this study. Goldhaber et al (1996) report "teacher certified in a particular subject and those with Bachelor's or masters degrees were associated with higher student performance in those areas". In more recent finding by Rice (2003).

Research has demonstrated a positive effect on certified teachers on PES achievements when the area of certification is PES. Studies show little clear impact of emergency or alternative-route certification in student performance in PES, as compare to teachers who acquire standard certification. (Rice 2003:35).

Based on the above explanations, ETS (2013) added that any definition of teacher quality must be made within the context of the No Child left Behind Act (NCLBA). Their definition of qualified teacher is based on considerable compelling research and solid professional judgment that good the teachers must know the subjects they teach.

To be qualified, educational testing service (ETS, 2013), says teacher must meet three general requirements, have a bachelor's degree, be licensed and demonstrate subject matter competence in each academic subject they teach. The research is of mixed feeling concerning the performance of PES students, if they actually have competent and specialized instructors.

2.3.3 Training as a Good Determinant of Teacher Quality

Training can be referred to as the process of equipping someone with the needed skills, knowledge and the confidence to perfectly exercise one's duty. There is definitely the need for teachers to be properly trained to enable them possess the right knowledge, skills and attitude which will qualify them to be professional teacher and a finally leads to effective delivery of the educational system especially primary education which is one of the most important level of education. According to Goldhaber (2002), the basic skills and abilities of the teaching-learning process are developed in a teacher through professional training. It can be termed as the preparation for life-long journey into the teaching profession. Lisko (2004) was of the view that the primary aim of teacher training is to develop educational skills that are compatible with education policies and to enable teachers to deliver these policies.

Freeman and Gulbert (2006) and Olagboye (2004) refer to training as the acquisition of specific skills by an individual for the purpose of performing a particular task. Suleiman (2012) in line with the above describes training as the acquisition of technology which permits

employees to perform their present jobs to standards. The essence of the training is to ensure that one is able to develop the abilities, skills and knowledge that is, needed to discharge one's duty whenever the need for it arises. It can be stated that the training of PES teaching staff implies the acquisition of skills at work places which will help to improve their performance.

Darling-Hammond (2006) sarcastically puts it that untrained teachers often end up blaming the students for their own lack of skills such as "I knew if I wanted to go on teaching, there was no way I could do it without training. The primary aim of teacher training is to develop educational skills that are compatible with educational policies and to enable teachers to deliver these policies. According to Gustaffson (2013), it is a complex task to define teaching practice (an aspect of teacher training) that has an impact on student performance since what counts as an effective teaching strategy varies by student age group, personality, learning ability and social background; and different strategies call for different teacher skills. Several other factors need to be taken into consideration: the ability to convey knowledge, communication skills, knowledge of the subject matter and professional development attainment: the task revolving round competent training of teachers has led to the introduction of primary education studies specialization which is part of this study.

In June 2004, the Hungarian government approved the national Bologna-strategy and a teacher training subcommittee of the National Bologna Committee was set up in the same year. It was soon decided that the earlier dual training structure would be replaced by a new multi-level, linear structure, a number of new clauses were added to the set of teacher training regulations which addressed the problems of old system and outlined a new approach to teacher training (Falus, 2002). The most important element of the reform is that teaching qualifications are now awarded at the second master stage of the multi-level training system. At the first level of

training, students acquire the foundations of their chosen subjects-according to a standardization curriculum. The above reform is to ensure competency and effectiveness in teaching and this is in line with the focus of this study on effect of teacher quality and continuous changes in minimum standard on the training of PES teachers in Nigerian Colleges of Education. The researcher is hereby of the view that teaching-quality greatly depends on teachers' type of training either at pre-service or and in-service.

As reported by Nyiro (2006), countries with successful teacher training programmes enforce strict selection criteria in granting admission (one in six applicants are admitted to teacher training programmes in Singapore and one in ten in Finland). Countries with successful and unsuccessful programmes differ in their selection strategies. Successful countries are selective in admitting applicants while less successful systems allow great numbers of candidate teachers to obtain their academic degrees leaving the selection process to schools.

In Hungary, an excessive number of students are enrolled in teacher training programmes and different specializations are offered in skewed proportions. It is both impossible and uneconomical to deliver quality teacher training to congregations of this size. This can be compared to the situation of teacher education in Nigeria in which student-teacher ratio is ignored in teacher training institutions.

Teacher training programmes were chosen by schools leavers with poorer than average skills (Valga, 2007) and since there were relatively few applications for a large number of places, applicants were practically freely admitted. If students bring with them poor levels of knowledge and skills, training cannot maintain high standards. However, those students who are suitable for a teaching career who are equipped with entry competences that can provide the foundations for the acquisition of a set of effective methodological tools in the course of their studies will be a

better student-teachers. These competences include advanced literacy and numeracy, good social skills, effective communication and aptitude for long life learning and a desire to share knowledge. All of these can be assessed by a selection procedure, in the course of training. The writer is of the opinion that the same procedure can as well be followed in the training of PES students in Nigerian Colleges of Education.

The detailed training requirements mention several modern methods which are markedly by missing from current training. It is also stated that a large element of programme should be taught in small groups. The traditional teacher training curriculum encompasses three broad areas. One of which, the history of education, is not a compulsory subject in several countries. It is highly debatable whether this increasingly voluminous subject area should remain part of the compulsory curriculum of the new shorter training programme. This study is of the view that pedagogy and educational theory courses in PES course content should be modernized.

There is definitely the need for PES teachers to be properly trained to enable them possess the right knowledge, skills and attitude which will qualify them to be professionally teachers and finally leads to effective delivery of the education system, especially primary education which is one of the most important level of education. Professional training of PES staff is particularly important considering the objectives of teacher education as outlined by National Policy on Education (FGN, 2004, 4th edition).

To produce highly motivated, conscientious and efficient classroom teachers for all levels of education system, to encourage further the spirit of enquiry and creativity in teachers, to help teachers fit into social life of the community and society at large and to enhance their commitment to National objectives, to produce good ground adequate for their assessment and to

make them adapted to changes to any changing situation not only in the life of their country but also in the wider world, to enhance teachers' commitment to the teaching profession.

In view of the foregoing discussion, it could be observed that through the policy statements, teacher training programme has been given high aspect and commitment, with the aim of imparting the quality control of teacher education, the effectiveness of teachers in the delivery process so as to raise and even maintain the standard of education as they are the bedrock of education development.

2.4 Teacher Training Institutions

Teacher education is a programme designed for people who have the interest and ambition to become trained and professional teachers. Teacher training cannot be separated from teacher education. Teacher education according to UNESCO (1992), is the training of those person who are directly responsible for the education of pupils or students - PES educators inclusive. "It further argued that the term is used to describe the process of professional preparation of those persons who are by the nature of their function, designated as teachers.

Afe (1995) also argued that a good teacher education programme must seek to assist the individual teacher to grow and develop as a persons, provided him with necessary skills and professional abilities that will help him become an effective teacher in the community. This study is of the view that by nature of teacher's job, the teacher is a leader who is also training his followers i.e., the learners to become leaders of tomorrow and hence, required necessary skills and professional abilities.

Audu (2008) also considers teacher education as a formal process of producing qualified and professionally competent teachers that will take charge of the nation's education system.

From the above definition, the importance of teacher training programme cannot be overemphasized, depending on the need and type of teachers to be produced, the objective of teacher education if properly implemented, it could all be achieved. This is part of the reason why the study focused on the effect of teacher quality and continuous changes in minimum standard on PES educators' job performance in Nigeria Colleges of Education.

The institution set to give teacher training programmes are National Teachers' Institute (NTI), Colleges of Education, Faculties of Education in the Universities, schools of department of education in the polytechnics and any other institution that may be approved by government from time to time.

The qualifications to obtain from these institutions apart from NCE include, Degrees in education B.Sc/B.A Ed, M.ED and Ph.D (Lawal, 2011). While those with degree/diplomas in non-education fields must possess Postgraduate Diploma in Education (PGDE), professional diploma in education (PDE) of Technical Teachers Certificate (TTC) and Pivotal Teacher Training Certificate (PTTC). All these are for effective delivery of education and especially primary education, as a now-a-days, apart from NCE teacher, there are degree holders teaching in primary schools whereby effective delivery of primary education will be strengthened. This is very important since primary education is the foundation of every other levels of education. Hence, the study is on the effect of teacher quality and continuous changes in the minimum standard on PES educators' performance in colleges of education.

In the research work conducted by Mitchell (2005), he cited solid evidence that well trained teachers increased students' achievements and his presentation supports the following:

- High quality pre-service teacher preparation provides beginning teachers with the knowledge and skills needed for effective teaching in today's heterogeneous classroom.

- Programmes that circumvent high quality pre-service teacher preparation place the beginning teachers – and the students they serve – at a disadvantage, many unqualified beginners leave the field: those who remain and acquire professional knowledge and skills through required master’s programmes eventually catch up. However, in the meantime, vulnerable children suffer and the achievement gap persists.
- High quality pre-service preparation is expensive and should enjoy strong support from federals, state and local policy.
- All preparation programmes - not just those studied for research purposes – should provide evidence that they prepare candidate with the foundational knowledge and skills to positively affect student learning. NCATE accredited institutions must provide such evidence.
- All pathways to teaching should undergo review according to national standards.
- Professional development schools should become norm for teacher induction. Teachers, like other professionals, do not emerge from universities and colleges as fully formed professionals, but they do have a foundation of knowledge on which to base their practice. Under competent supervision, they become increasingly effective.
- To help solve the most egregious failure of or current system, many hard-to-staff schools should be re-configured as professional development schools. Such schools should be staffed by master teachers who have a track record of successful teaching in similar settings. States and districts should coordinate approaches and form partnership with teacher preparation programmes so that many teacher candidates gain clinical experience in hard-to-staff schools.

- More comprehensive assessments of teacher knowledge and performance are needed for teacher licensing. Foundation and the federal; government should invest in the development of assessment instruments to strengthen state licensing. (Mitchell 2005 pp. 15-20).

Based on the study carried out by Mitchell (2005), this study is of view that it is not all teacher education that meets teacher and students needs. While the specifics of what makes a good PES teaching staff may not always be clear, the realities of the classroom and understanding of how students learn suggest that the task of educating a PES teaching staff is not a simple one. Darling-Hammond, Holtzman, Gatlin and Vasquez (2005) suggested what a good teacher requires.

2.4.1 Teacher Education that meets Teacher and Students Needs

- **An Understanding of the Subject Matter:** All PES teaching staff needs the understanding of the subject matter so that teachers not only understand core ideas, but how to structure those ideas and understand how those ideas relate to each other.
- **Pedagogical Content Knowledge:** So that teacher can make ideas accessible to other and recognize how others' understanding of ideas depends upon their prior experience and the context.
- **Knowledge of Development:** So that teachers can formulate productive learning experiences by understanding children's adolescents' thinking behaviour, interests and current knowledge as well as understanding the troubles they might experience with particular domains at particular contents (Udo, 2006). Teachers must be able to

understand “how to support further growth in a number of domains: social, physical and emotional, as well as cognitive”.

- **An understanding of Differences:** In this case, the teacher can truly connect with their students understanding “differences that may arise from culture, language, family, community, gender, prior schooling, or other factors that shape people’s experiences,. As well as differences that may arise from developed intelligences, preferred approach to learning or specific leaning difficulties”.
- **Understanding of Students’ Assessment:** So that teachers can construct and use evaluation of students’ strengths and weaknesses.
- **A Command of Teaching Strategies:** So that teachers can address a variety of goals and use multiple pathways to support students’ various ways of learning.
- **A Knowledge about Curriculum Resources and Technologies:** So that teachers can help students learn to find and use a wide array of resources for framing and solving problems, rather than only those from a single source or textbook,.
- **An Ability to Analyse and Reflect on Teaching Practice:** So that teachers can “assess the effects of their teaching and improve their instruction”.

The above points according to Udo (2006) and Mitchell (2005) reflects teacher education that meets teacher and students needs in training for teaching profession.

The detail teacher training requirements mention several modern methods which are markedly missing from current training. The discussion on training of teachers will be incomplete without a briefing on the role of teaching practice in teacher training. Every study focusing on a good strategy observed in teacher training highlights the importance of teaching practice and school placement (also known as residency programme). In the study carried out by

Davidson (2008), the massive expansion of teacher training has not been accompanied by a proportional increase in the number of schools participating in teaching practice scheme, which has a negative impact on quality. A further problem is that participating schools are of excellent standards (far exceeding the national average) and are thus unsuitable for preparing trainees for the reality shock they are likely to encounter at their first work place.

Nagy (2004), was of the view that the current 2-4 week period of in-school; training is to be extended to six months, which requires several additional senior teachers, or mentors, assisting the trainees' work. At present, very few teacher training institutions offer mentor training (training programmes for teachers assisting teacher trainees during the first practice) in relating this to the PES specialist to mentor those PES trainees in training as suggested by Nagy (2004). A programme of this kind can only be developed by a co-operative effort between subject specialist teacher's general educators and education policy professionals for each individual field. Instructors of teaching methodology (with the exception of those in charge of organizing placement) do not maintain regular contact with teachers at school participating in teaching practice schemes. It is difficult enough to fit the observation of the growing number of trainees practice classes into their work schedules, let alone accommodate training courses for mentors. While the extended period of teaching practices - one of the key components of quality teacher training - is a welcome change both the necessary human resources and material conditions are missing.

Another area worth of consideration in teacher training is on the issue of funding of teacher training programme. Quality teacher training is not cheap especially in producing PES specialist. At present, teacher training is one of the relatively low cost higher education programmes. This is probably among the reasons why substantially more students are admitted

in the field of education considering the TETFUND sponsorship currently assistance in Nigerian education. At Ph.D, students of education are receiving ₦1,050,000 science students are receiving ₦1,500,000. However, only 60% of nursery and primary school teacher trainees and 40% of secondary school teacher trainees choose a tertiary career, that is a large share of the modest resources allocated for teaching training is utilized in sectors other than education (Polony, 2004). The main source of funding for teacher training is the per-student grant received from the central budget for education and maintenance.

The problem of underfunding training institutions has persisted with little change for years. Hanunshak (2003) pointed it out that tight budgets force training institutions to give preferences to cheaper forms of education: lectures given to large groups of students cost less than seminars held in small groups. There is serious risk that the huge numbers of new PES teachers with dubious professional backgrounds will further weaken the position of subjects intended to equip pupils with general foundational knowledge and natural sciences with irreversibly lose their footing in public education. The only solution is to limit the number of student places in parallel with making teaching careers more attractive (TDA, 2005). If teachers' working conditions do not change, there will be nothing to reverse the current negative self selection effect. International experiences show that in addition to improving teachers' salaries, several measures can be introduced to make this career more attractive. The fact remains how many candidates actually willingly apply on their own, to specialize in PES teaching?

2.5 Problems of PES Teacher Training Programme

Lately, it was discovered that the products of teacher education programmes of Nigerian universities and colleges of education are of low quality as the three major factors that determine quality (i.e. the process of selecting teacher education candidate, the programme of study during the training of the student-teachers and the institutional factors which include staffing, physical facilities and funding) do not work in favour of academic excellence in most Nigerian Teacher Institutions. Lawal (2011) was also of the view that underfunding which persisted for nearly a decade, has posed a variable danger to merit and achievement of standards for many teacher education institutions and PES programme is not left out. This resulted to other problems like poor infrastructural facilities, poor equipment, unstable industrial relations, poor reading culture and even examination malpractice. Indeed, poor funding of teacher education became a cause of worry to education list as it affects the merit and standard of the certificate awarded to education graduates (Lassa, 2000).

Also, printed materials that would support self education effort by teachers are lacking particularly in PES discipline. The curriculum offered in many training institution is outdated and irrelevant often failing to address non-conventional teaching strategies, methods to adopt new schools curricula; and the realities of school, classrooms and communities where teachers actually teach. Often times, PES curriculum has been changed but has it recorded any tangible success? This is also a focus of this study.

2.6 National Commission for Colleges of Education (NCCE) and PES Minimum Standard

The origin of minimum standard in Nigeria dates back to the period before the establishment of the NCCE when various universities, through their instruments of affiliation, catered for the academic standards and certification needs of colleges of education. Kabiru

(2002) commented that though the universities carried out the assignments commendably through their institutes and faculties of education, there was no parity in standards and practices. Consequently, universities had more confidence in products of their affiliate colleges of education and reflected same in their admission policies; for example, it was common to find universities admitting NCDE graduates from their affiliate colleges for a two-year B.ed degree programmes, while providing for a three-year B.ed programme for products of the same NCE programmes affiliated to other sister universities.

According to NCCE (2008), the early usage of NCE minimum standard can be traced to some universities, notably Ahmadu Bello University Zaria, Obafemi Awolowo University Ife, and the University of Nigeria Nsukka through their instruments of affiliation, catered for the academic standards and certification needs of the then Advanced Teacher College. Therefore, when the NCCE came into being as the third leg of the tripod of excellence in Nigerian tertiary education, part of its primary mandate had to do with, “laying down of minimum standards” for the NE programmes and setting out “criteria for accreditation of colleges of education” in Nigeria (Ihemetu, 2013 pp. 25-28). In search for viable minimum standard for NCE teachers and to ensure professional preparation, the NCCE was established.

NCE PES Minimum Standard

The NCE PES minimum standard was designed by the NCCE that is the National Commission for Colleges of Education, which was established by Decree No. 3 Act of 1989 which set up the commission (Junaid, 2008). Since then, the commission has evolved a comprehensive curriculum process in response to both the changing periodic reviews to which the minimum standards are subjected every five years. This process entails the production of draft minimum standards arising out of broad-based stakeholders consultative activities and

development as well as critique workshops where the initial drafts are thoroughly reviewed and refined before the final drafts are presented to the Honourable Minister of Education for approval. The minimum standards thus, embody the highlights of the decisions of experts and stakeholders in the various disciplines that are offered in the colleges of education on what should be the contents of the various NCE programmes.

This study is of the view that a lot of changes have been occurring most especially on PES minimum standards. Base on the Act that establishes NCCE as a commission, the review or changes in minimum standards of colleges of education ought to be every five years. But presently the changes have got to a point that standard is changed more than once, so the point here that whether NCCE are even considering the challenges of PES educators on the basis of the continuous changes of the minimum standards.

It has been discovered by the means of this study that the continuous changes of the PES minimum standards has touched different aspects of the PES minimum standard such as:

- Course content,
- Admission requirements
- Mode of teaching
- Personnel
- Primary school subjects and
- Facilities.

The course content is mostly affected in such that, in some years the number of courses to be offered are increased, while in some years, the course codes are changed. Also in some years, the course content outlines are increased by introducing new topics. For more clarifications on this

contact, the photocopies of different PES minimum standards are attached to the Appendix I of this work.

Review of NCE PES Minimum Stand 2009-2012 Academic Session

This section consist of the facilities, personnel, mode of teaching, admission requirements and PES course content for the years 2009-2012 academic session as available in PES minimum standards.

The Facilities

The following are the main facilities recommended by the minimum standards:

- a. Adequate classrooms well furnished.
- b. Adequate provision for staff offices and necessary furniture also needs to be made.
- c. Office equipment: to include computer and typewriter, software for children.
- d. A spacious and well equipped workshop should be made mandatory where activities relating to:
 - i. Wood work
 - ii. Tie and dye
 - iii. Painting arts works
 - iv. Home economics
 - v. Science
 - vi. Moulding (wet mounting etc)
 - vii. Water (tap and sink)
 - viii. Demonstration school

The facilities recommended vary based on the changed minimum standards. Photocopies are attached to the Appendix I of this work.

Personnel

The personnel have been divided into two which are - academic staff and non-academic staff. For the purpose of this study, the focus shall be on the academic staff. A minimum of five academic staff professionally competent to handle the PES subject components should be provided. At least a master degree in education is required with teaching qualification not below NCE is required for employment as an academic staff in the Department. The staff/student ratio is 1:25. Also, these changes in the required personnel based on the changes in different PES minimum standard as attached to the appendix of this study.

Mode of Teaching

The expected medium of instruction for PES at all levels will be English. The recommended modes of teaching for PES are in broad terms. Emphasis is on the effective use of activity methods like questioning, response, practical including a compulsory exhibition and excursion. Apart from the above methods, different methods were also introduced based on the changed minimum standards in the attached photocopies at the appendix of this work.

Admission Requirements

In the admission requirements for the year 2009 session, the applicants require five (5) O'level passes in five subjects at two sittings of which credit in English language or mathematics was optional but based on the subsequent changes there is variation in the admission requirements. See the appendix I for more information.

PES Course Content

The PES course contents were designed by the National Commission for Colleges of Education in collaboration with seasoned academics and experts in all aspects through the

Decree 3 Acts that established it in the year 1989. Majority of the continuous changes in PES minimum standards occur at the course contents level. Some of the changes affect the course codes while in some cases, the changes affects the entire outline of the course. There are some situations in which the changes introduce new courses to the semester's work and lead to increase in number of courses offered in that particular semester's work. For example, in the year 2009, five courses were offered in first semester, which include PES 111, PES 112, PES 113, PES 114, PES 115 and in 2010 after a little review on the minimum standard brought changes to the number of courses offered in PES first semester to include: PES 111, PES 112, PES 113, PES 114, PES 115, PES 116, PES 117, PES 118, PES 119.

The changes do not only affect the course code but the course outlines inclusive. For more information on the course contents, see the attached photocopies at the appendix I of this work.

2.7 Changes in NCE/PES Minimum Standard

The term minimum standard is often used to refer to the former academic programme provided by higher institution of study as reflected in courses on the time-table. In this sense, it might also be used to refer to a particular course of instruction or syllabus (Giltig, Hoadley and Jansea, 2002:21). Change in minimum standard is an ongoing trend, which invariably mirrors change in the society at large (Department of Education, 1997:32). Changes in minimum standard by Lovat and Smith (2003:192), is a subset of educational change.

According to Lovat and Smith (2003:194), any change means changing the “old” for the “new”. Those whose interests lie in the “old” can be expected to do anything to retain it. Those whose interests lie in the “new” can be expected to do everything to promote it. Changes in

minimum standard places more emphasis on making or becoming different from the old or the former state of the course of study in a particular institution. Steyn and de Waal (2001:97) explains that minimum standard represents the different programmes and learning opportunities or teaching programmes that can provide the education needs of the target group. This means that it is important for the minimum standard of schools to change in order to address the need of the target group in this case PES educators in Nigerian Colleges of Education. Change is a lifelong process, similar to learning, that is continuous an ongoing (McCombs & Whister, 1997:166). It is the duty of educators together with their supporters to see to it that the changed minimum standard is grown to full fruition no matter how laborious.

It is necessary to recognize that change is not always easy and that people may feel threatened by it. People need to be given the opportunity to talk about their fears and concerns, both in groups and individually (Readani 2007:15). Even educators who are open to change feel uncertainty about what kind of changes will be most effective and how best to recognize that change is not always easy and that people may feel threatened by it. People need to be given opportunity to talk about their fears and concerns, both in groups and individually (Rendani 2007:15). Even educators who are open to change feel uncertainty about what kind of changes will be most effective and how best to go about making them. Disquiet, frustration and despondency abound as well as the sense that “we are already doing so much how can we possibly do more?” (Rendani, 2007:16).

Just as the world has become more sophisticated in their sphere so significant changes have taken place in the educational setting. According to Steyn (1995:1) motivational techniques that were once effective have lost impact, values and job expectations have changed. This is because the teacher’s job is more demanding in student-centred classrooms. Teaching in

students-centred classroom “requires constant planning, continuous innovation, a sensitive system of monitoring students’ performance and well developed skills in maintaining order without being authoritarian”, Chall (2000:28). It is now accepted that the successful modern economies and societies requires citizens with a firm foundation of general education; with the desire and ability to continue to learn, to apply and to develop new knowledge, skills and technologies; to move flexibly between occupations; to accept responsibilities for personal performance; to set and achieve appropriate standards and to work cooperatively (Gultig, Lubisi, Parker and Wedekind, 2002:4).

According to Taylor (1993:94), reconceptualization of minimum standard does not take place in a social vacuum. Any minimum standard reconceptualization, must take account of and response to the pressures for change coming diverse educational constituencies and interest groups. Nigeria has experienced unparallel changes since the desire and quest for a transformation democratic government in years back. When a country experiences a change of government, policy changes are inevitable. Change in any domain of life of a country does not always meet with approval Rendani (2007:17). Change or reform can appear threatening and therefore bring resistance. It can bring suspicion, fear and dissatisfaction (Pretorius, 1999:5).

According to Piek (1999:131), it is the quality of the educators, the provosts and accreditors including their knowledge, background and progressiveness, that will guarantee success. Pretorius (1999:43) changing the old minimum standard is a changeling and complex task that requires enthusiasm, motivation and dedication from all parties involved in the interest of education.

There are different aims why minimum standard has to be changed.

1. So that classrooms can be changed into interesting stimulating and challenging learning sites where teachers and learners can share common resources (Pretorius, 1999:44).

2. Change is facilitated by empowering contexts in which individuals feel ownership, respect, personal support and trust (McCombs & Whistler, 1997:66). Minimum standard should be relevant and appropriate to current and anticipated future needs of the individuals, society, commerce and industry (Gultig et al, 2002:5).
3. Change is primarily aimed at building the country into an international role player through enhancement of a culture of lifelong learning (Olivier 1998:10). Grobler (2003:23) explained further that cultural and social expectations that refer to changes in society such as unemployment pattern, societal values, economic patterns, community expectations, level of parental literacy and numeracy are forces that compel implementing of changed minimum standards in college of education.
4. According to Grobler (2003:34) the educational system of Nigeria has undergone major changes since independence in 1960 and thus it stands to reason that the advisory services offered to educators should have changed drastically. More effective support to educators during a major change in minimum standard could for example, act as a positive force that could drive a change in the entire system of education (McCombs and Whistler 1997:161). This suggests that teachers need to be supported and encouraged to take increased responsibility for their own learning and professional development. At times of change particularly the type that evolves PES, even the most well adjusted individual or cohesive family or organization will require extra support.
5. The white paper emphasized the need for major changes in education and training in Nigeria in order to normalize and transform teaching and learning. It also stressed the need for a shift from the traditional aims and objectives approach to outcomes-based education. It promoted a vision of a prosperous, truly united, democratic and

internationally competitive country with literate, creative and critical citizens leading productive, self-fulfilled lives in a country, free of violence, discrimination and prejudice (Department of Education, 2002:4).

The main features of change in minimum standard as identified by Gultig, Hoadley and Jansen (2002:16) includes:

1. The active learner and ideas of uniqueness and difference whereby every student can learn and succeed, but most necessarily on the same day in the same way and thus support of uniqueness and difference of individual learners.
2. The active teacher who, rather than following a prescriptive syllabus, makes decisions about what to teach and how to teach it.
3. The relative importance of induction over deduction.

Based on this study, the researcher is of the view that it is the responsibility of the PES educators to ensure that the various anxieties associated with changes in minimum standard are overcome since it is they who have the power of making quite fundamental choices. Change is also certainly about feelings and perceptions and any successful approach. Fullan (2001:1) believes if you ask people to brainstorm words to describe change, they come up with mixture of negative and positive terms. On the one side, there is fear, anxiety, loss, danger, panic; on the other, exhilaration, risk-taking, excitement, improvement and energizing. For better or for worse, change arouses emotions. Change raises hope because it offers growth and progress, but it also stirs fear of the challenge to competence and power. Despite their theoretical training, educators are often confused when faced with such radical changes in the curriculum and as a result, struggle to apply the new ideas in their classes (Jacobs, Valcalisa and Gawe, 2004:314) strategy for change must expect to deal effectively with peoples' feelings and perceptions.

Conclusively, Lovat and Smith (2003:210) opined that if change is to be successful, there should be a greater deal of emphasis and time spent on developing an explicit and shared perception of the problem and/or clearly identified and share reasons for the change.

2.8 Empirical Studies

Every research work relates in one way or the other to different scholars' previous work. It was in line with this that different research works conducted by different authors were looked into in this study. The work of Oyenike, Adesoji and Adebayo (2009) titled "Teacher Training Quality and Effectiveness in the Context of Basic Education: An Examination of Primary Education Studies Programme in two Colleges of Education in Nigeria," was reviewed. The work is a case study conducted with four (4) objectives and four research questions. The study was conducted using two (2) colleges of education in Nigeria. Total of 327 respondents were used comprising of nine NCCE officials, twenty nine lecturers, one hundred and seventy (170) PES students, eighty five PES graduates, thirty four (34) head teachers. The finding revealed that the teacher trained had no well articulated understanding of the concept of basic education or even primary education studies, on which their training was based. Closely tied to this is that, majority of the students were enthusiastic about the programme. The work is relevant to this study since it focused on area of teacher quality. However, it differs because it did not consider how continuous changes in minimum standard and teaching staff job performance and job satisfaction which are some of the areas that the present study focused on.

A research work conducted by Adeshina (2011): "Impact of Primary Education on Attainment of Nigeria Vision 20:20:20", adopted a survey design in which six hundred primary school teachers from Oyo State were randomly sampled. A twenty (20) items questionnaire was used. The work tested three (3) hypotheses; the findings revealed that primary education

standards have impact on the nation's attainment of Nigeria's vision 20:20:20. It was also found that the level of teachers' qualification at the primary school significantly influenced the standard of primary education in the country. The work is similar to the present study considering the need for quality education, starting from primary education level. But it has not consider the specialization of the type of teachers that are to teach in the primary school and the need for suitable acquisition of the needed knowledge and skill through appropriate curriculum implementation. This is the area this study is looking into.

The work of Akinfe, Olofinniyi and Fashiku (2012), has on "Teachers quality as correlates of students' academic performance in Biology in Senior Secondary School of Ondo State, Nigeria" made use of descriptive survey. It used a total respondents of 200 students senior secondary school (SSS III) in guiding the study. Four research questions were raised and answered. The study has revealed that the role of professionally qualified/trained teacher is an important teacher quality which enhances students' academic achievement in biology. The study is relevant to the present study as it considered the importance of teacher qualification to teaching. But it only utilized secondary schools and found on only one state out of the 36 states of Nigeria. It did not consider how changes in minimum standard have affected teachers' performance and their job satisfaction and the effect it has on learners' academic performance.

Darling-Hammond (2000) conducted a study in Israel titled "Teacher Quality and Students' Achievement: A Review of State Policy Evidence". In the work, the researcher's design made use of a case study in which data from 50 states survey policies of the 1993-94 schools and staffing survey (SASS) and National Assessment of Educational Progress (NAEP) were used. The study examined the ways in which teacher qualifications and other school inputs were related to students' achievement across states.

The findings of both the quantitative and qualitative analyses suggest that policy investments in the quality of teachers may be related to improvements in students' performance. Quantitative analyses indicated that measures of teacher preparation and certification were by far the strongest correlates of students' achievement in reading and mathematics both before and after controlling students poverty and language status. State policy survey and case study data were used to evaluate policies that influence the overall level of teacher qualifications within and across states. This analysis suggested that policies adopted by states regarding teacher education, licensing hiring and professional development may make an important difference in the qualifications and capacities that teachers bring to their work. The implication for state efforts to enhance quality and equity in public education are discussed. The study is similar to the present study since it determines the issue of teacher quality on students achievement and differ in terms of the type of design and number of respondents used.

The work of Okimedim (2007) titled: "An Evaluation of the Planning and Implementation of NCE – Primary Education Studies (PES) Curriculum for the Nigerian Primary Schools" was also reviewed. His population sample covered 360 students randomly selected from twelve (12) colleges of education in Nigeria, 24 headmasters and 620 lecturers. The researcher made use of questionnaire, documents and interview for collection of data. The researcher made use of descriptive survey. The researcher's work was guided by the following research questions:–

1. What are the relationships between NCE- Primary Education Studies (PES) and primary school?
2. How adequate are the resources, infrastructural equipment for the proper implementation of NCE - Primary Education Studies (PES) in colleges of education?

3. How effective are the predominant teaching strategies used in implementation of NCE - Primary Education Studies (PES)?

The study revealed that teachers specialized in PES major were more resourceful in the teaching of Primary school pupils. It also revealed that the needed resource materials for training of PES student teachers are grossly inadequate.

The researcher further recommended that the teaching methods needed to be overhauled towards identifying the best method that could be used for effective teaching of the curriculum. This was necessary since all the methods or combination of all the methods could not be said to work at the same time. It also recommended that B.ED and M.ED PES programmes be mounted in universities so as to strengthen and give hope to NCE - Primary Education Studies (PES) in colleges of education.

The previous study is similar to this present study because they both worked with PES students and PES curriculum. They both discussed issues such as methods, mode of teaching, code of PES teaching resources. This present study is wider in scope and it's different from Okimedim (2007) research in the sense that the present study considered the effect of continuous changes in minimum standard while the former only evaluated the planning and the implementation of PES curriculum.

This review also put into consideration the work of Bala (2009) titled: "An Assessment of Effects of Mode of Instruction on Students' Performance in Mathematic in Secondary Schools in Adamawa State". The study involved 336 students made up of (200 males and 136 females). It used a quasi-experimental design with pre-test, post-test wisely adopted. The researcher adopted teacher made achievement test in mathematics concepts, skills and problem solving. The work was guided by the following research questions:

- 1) What is the effect of mode of teaching on student's performance in mathematic concept acquisition?
- 2) What is the effect of language instruction on the students' performance in mathematical skills acquisition?
- 3) What is the effect of language of instruction on students' performance in problem solving ability?

It was discovered that the various mode of teaching adopted in the teaching of Mathematics in secondary schools have significance effects on the students performances.

The previous work relates to the present study since they both focused on the performance of the learner and how students learning can be effectively done. But while the present study dwells on the PES educators in colleges of education, the previous study was on mathematic in secondary school.

Another work of interest Uyagu (2009) titled "Effects of Instructional Usage and Teachers' Quality on Students' Mathematics Performance in Senior Secondary Schools in Zaria Local Government Area of Kaduna State". The study uses an experimental design and the scope covered all public secondary schools in Zaria local government area of Kaduna state. The work made use of forty (40) SSI students randomly selected from two secondary schools and Mathematics Achievement Test was used as an instrument for data collection.

The following research questions were used to guide the study such as:

- 1) What are the effects of utilization of instructional materials on students' performance in mathematic in the study area?
- 2) What are the effects of the teachers' qualifications on students' mathematic performance in Zaria LGA?

3) To what extent does the availability of instructional materials enhance students' performance in mathematics in Zaria LGA?

The study recommended among others that government should ensure the adequate employment of dedicated qualified mathematics teachers to teach the subject in all secondary schools in the study area in particular and Nigeria in general.

The previous work is related to this present study because it considered the issue of teacher quality as it affects learners' performance in their various disciplines. However the previous work was limited to students performance in mathematics in secondary schools in a local government in Kaduna state while the present study considered PES educators performance in colleges of education in Nigeria as a whole.

A study carried out by Betiku (2002) titled: Factors responsible for poor performance of students in school Mathematics and its suggested remedies. The study was carried out to examine some selected factors through empirical strategy that have contributed to poor performances in school mathematics. The students found that some incompetent mathematics teachers in the school system,. Psychological fear of the subject, large classes, contributed to poor performances of students in school mathematics. It was recommended among others that:

- i) Mathematics laboratory should be established
- ii) Results of deliberations of workshops, conferences should be revisited and made open to the mathematics teachers.
- iii) Competent and qualified teachers should be employed from time to time to teach the subject in secondary schools and that their teacher's salaries be increased to motivate them in doing their job properly.

The work is related to the present study in that both tackled the problem of learners' poor performances. Although there is a difference between Betiku's (2002) work and the present study in such that Betiku's work is limited to mathematics while the present study focuses on PES educators in Nigerian colleges of education and teacher quality. While the previous study just saw it as one of the factors that affects students' performance in teaching and learning of mathematics, the present study made teacher quality the main focus.

Bara'u (2009) carried out a study titled "Impact of teacher-quality on Islamic studies teaching and learning in junior secondary schools in Kaduna state." The study was guided by five (5) research question which are as follow:

- i) To what extent do the qualifications of teachers influence teaching and learning in Islamic studies
- ii) What are the criteria for recruitment of Islamic studies teachers in junior secondary school in Kaduna state?
- iii) What are the methodology and instructional materials prevalent in Islamic studies teaching and learning in junior secondary schools.
- iv) How often do Islamic studies teachers attend workshops and conferences to update their knowledge?
- v) To what extent do the job satisfaction and performance of Islamic studies teachers affect teaching and learning in junior secondary schools in the study area?

It was found that majority of the teachers hardly attend conferences to update their knowledge due to lack of support on the part of the school and these were instances of unqualified teachers due to shortage of staff as a result of increase of students enrolment numbers in secondary schools.

The researcher made use of descriptive survey, and sampled 20 schools out of which 8 teachers were selected from each school which provided 60 Islamic teachers and 20 principals that were used for the study. The sample used was in line with Crusius and Channel (2001) who observed that the sample of any given research can be 10% of the population.

The researcher was able to collect the necessary data for the work through questionnaire instrument which was tagged principals and teacher's questionnaire (PTQ) with 47 items. The study recommended that: (i) educational authorities in Kaduna state, however, should take into cognizance the quality of teacher posted to junior secondary schools because of the impact they put on teaching and learning, also distribution of Islamic studies teachers to junior secondary schools should be on the bases of principles of fair play, justice and equity. This could provide equal opportunities to all secondary schools irrespective of location, year of establishment and other salient considerations.

It was also recommended that there should be adequate provision of teaching/learning facilities which could assist the teacher to facilitate his teaching. Adequate supply of light should also be made which could help the school maintain and utilize electronic gadget ion the school especially the audio-visual materials that make learning faster.

The previous study has a lot in common with the present study particularly in the area of teacher quality. This is very important since the teacher is the implementer of the curriculum. The two studies attempted to tackle problems facing teaching and learning and both proffered solution to problems of learners' poor performances. The previous study was different from the present since the scope of the previous study covered junior secondary schools in Kaduna state, while the present study covers colleges of education in some geopolitical zones. The present

study considered PES educators in Nigerian colleges of education while the previous study was on the teaching of Islamic studies in junior secondary schools.

The work carried out by Adeniyi (2003) titled “Teacher Quality and Quantity as correlates of secondary school student’s academic performance in Ogun State, Nigeria. He selected one hundred (100) principals out of the two hundred and fifty four (254) secondary schools in the state, using stratified random sampling techniques. He used questionnaire as the main instrument for data collection, with the principals as respondents.

The following are some of his findings:

- i) That there is a high positive relationship between teacher quality and quantity and secondary school academic performance
- ii) That students’ academic performance may be a product of learners’ characteristics, environmental conditions and other teachers’ variables
- iii) That the government may not expect much improvement in the teachers’ output if the input in terms of human resources are below average.

It was in line with his above findings that he recommended that Ogun state should take cognizance of both quality and quantity of teachers they post to secondary schools because of their effect on the students’ performance in public examination like senior secondary certificate examination SSCE.

The previous study is similar to this present study because they both took cognizance of the place of quality teacher in the performance of students. But while Adeniyi (2003) did the work at the secondary school level, the present study focused on NCE students. Also the previous study blamed the government for inadequate provision of quality and quantity teachers in Ogun State. But the present study sees qualification as well as good or adequate remuneration

of PES lecturer as motivative factor for effective input in the students' teaching-learning situation.

Ikeotuoye and Nwosu (2005), conducted a study titled "Teachers' Qualification and Teachers' Experience as Factors in the Performance of Students. The study covered eight (8) randomly selected secondary schools in Federal Capital Territory FCT, Abuja. The objectives of the study were:

- i) To find effect of teacher quality on students performance in English, Mathematics, Chemistry, Physics and Biology.
- ii) To find out the extent of which teachers experience affect students performance in Mathematics, Chemistry, Physics and Biology.

A total sample of four hundred and five (405) students and one hundred and eighty six (186) teachers were used. Data were collected on students SSCE May/June 1994 examinations along side with the use of questionnaires on student's performance in English, Mathematics, Chemistry, Physics and Biology. A spearman ranking correlation coefficients was used for analyzing their data.

Among their findings are:

- i) Teachers qualification and experience are important factors contributing to students' performance
- ii) That experience generally showed stronger relationship than qualification with students' performance.

The study recommended that:

- i) Government should employ highly qualified and experienced teachers to teach Mathematics, English, Chemistry, Physics and Biology in secondary schools in FCT for better academic performance of students.

The study is similar to the present study because they both recognized the issue of teacher qualification as an important factor that determines learner performance in their studies. The current study sees both teachers' qualification, changes in minimum standard, teachers' years of teaching experience, model of teaching and teaching/learning facilities as important factors responsible for PES teaching staff performance. The current study sampled NCE II, NCE III students, lecturers, product of NCE PES programme, headmasters and some NCCE officials who had one thing or the other to do with PES minimum standards but the previous study sampled students and teachers of secondary schools.

2.9 Summary

This study has been able to review different materials that are relevant to this study in the area of teacher quality, changes in minimum standard and those that have to do with learners' performance in different areas focusing on Primary Education Studies in particular. The researcher has found out based on the reviews that not much has been done on the areas of changes in minimum standard. This implies that though change is inevitable, but they are necessity for learners and they address a need for a target group. It also implies that support to educator during a major change in minimum standard could act as a force that could drive a positive change in the minimum standard. The main applications of this review is that the findings of the previous studies have given tremendous support to the present study such that the

researcher was able to have the knowledge of the area covered and the techniques employed by the previous researchers. Majority of the related studies were conducted at the primary and secondary level of education and majority of them adopted experimental design and could not cover much. Hence the review has afforded the researcher to identify appropriate design for this work.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discussed the methodology used in conducting this research, carried out in the study. This chapter focused on the following sub-headings: research design, population, sample and sampling techniques, research instruments, validity of the instruments, reliability of the instrument, pilot study, methods of scoring, procedure for data collection and procedure for data analysis.

3.2 Research Design

In this study, an ex-post facto research design was used. Ex-post facto design is a non-experimental research technique in which pre-existing groups are compared on some dependent variables. According to Doza (2009), the main reason for utilizing ex-post facto design is due to the many cause and effect relationships in education that are not amendable to experimental manipulation. Ex-post facto design allows researchers to study the relationship where experimental manipulation is difficult or impossible. A second advantage to the use of ex-post facto research is that it allows the researcher to investigate many relationships in a single research project. Adopting this type of research design in this study allowed the researcher to investigate the relationship between teaching staff certification, variable of teaching experience, area of specialization, educational level and PES educators' performance. In addition to this, the examination of the relationship between changes in minimum standard (course content, mode of teaching, admission requirement, personnel and facilities) were determined. The use of a correlation research design for this study permitted predictive relationships among variables observed and measured. This correlation design also supported the researcher's effort in

determining whether positive or negative relationships existed between implementation of the changed minimum standard and PES educators' educational level, year of teaching experience, specialization as well as establishing relationships with regard to PES educators' job performance in term of changes in minimum standard (course content, mode of teaching facilities).

3.3 Population

Table 3.3.1 Distribution of PES staff and students for 2008/09 and 2009/2010 Academic Session

| Types of colleges of education | 2008/2009 | | | 2009/2010 | | | Grand total | Lecturer |
|--------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|------------|
| | Male | Female | Total | Male | Female | Total | | |
| Federal | 95,333 | 5,460 | 14,993 | 5,847 | 4,170 | 10,017 | 25,040 | 235 |
| State | 17,222 | 8,629 | 25,851 | 15,661 | 9,331 | 24,992 | 50,843 | 572 |
| Private | 300 | 205 | 505 | 86 | 68 | 154 | 659 | 35 |
| Total | 27,055 | 14,294 | 41,289 | 21,594 | 13,569 | 35,163 | 76,512 | 842 |

Source: NCCE Planning and Statistics Unit, 2012.

The target population for this study was seventy-seven thousand, three hundred and eighty-six (77,386) respondents. The population of this study was made up of all Colleges of Education in Nigeria located in the six geo-political zones. These were North-West, North East, North Central, South-South, South-West and South-East respectively. There are Eighty Three (83) established and recognized Colleges of Education in Nigeria (federal, state and privately owned).

The total population for this study was Seventy-Seven Thousand, Three Hundred and Eighty Six as shown on table 3.3.1. It was made up of Seventy-Six Thousand, Five Hundred and Twelve (76,512) PES students and eight hundred and forty-two (842) PES educators for the year 2008/2009 and 2009/2010 academic sessions. In addition to this, five (5) academic programme officers of NCCE, eighteen (18) PES teachers already employed in staff schools and nine (9) head teachers of basic education schools comprised the population figure. This brings the Total population of the study to Seventy Seven Thousand Three Hundred and Eighty Six (77386). The specific population table containing information of PES educators and students for this study can be traced to Appendix D. Also, a detailed population distribution table of students and academic staff of colleges of education in Nigeria, according to school ownership and Geo-political Zones for the year 2010 session can be found in Appendix E.

3.4 Sample and Sampling Technique

Table 3.4.1: Category of School, Students, Lecturers, Head Teachers, PES Teachers and NCCE Officials

| School ownership | NCE 2 Student | NCE 3 Student | Total | Lecturers | Head Teachers | PES Teachers | NCCE Officials |
|------------------|---------------|---------------|------------|------------|---------------|--------------|----------------|
| Federal | 74 | 54 | 128 | 64 | 4 | 8 | 5 |
| State | 129 | 125 | 254 | 165 | 5 | 10 | |
| Total | 203 | 179 | 382 | 229 | 9 | 18 | |

Source: NCCE Planning and Statistics Unit, 2012.

The total sample for this study was six hundred and forty-three (643). A sample is a part of the population that a researcher desires to use for his or her study for the purpose of data collection (Awotunde and Ugodulunwa 2004). In selecting a sample, Nwana (1982) believes that there are no fixed percentages or number that is ideal rather, it is the circumstance of the study that determines what number of sample is to be taken. For this reason, the current study adopted (20%) as the sample size as supported by both Osuala's (2007) and Nwana's (1982) assertion. In

view of this, three (3) geo-political zones were selected for this study. These are North-West, South West and South-South respectively. Thirteen (13) Colleges of Education were also selected to include four (4) federal and nine (9) state owned colleges of education. Out of this, One Hundred and Twenty- Eight (128) students were selected from Federal Colleges of Education. Also, a total of (254) students were sampled in the nine (9) state colleges of education. See table 3.4.1 for further information on the sample.

For information on sampled schools, students and educators, see table 3.4.2 on appendix F at the back of this research work for clarification. From the table 3.4.1 above the sample size for PES educators were determined by considering all PES lecturers in all the selected colleges of education which gives Two Hundred and Twenty Nine (229) lecturers and Three Hundred and Eighty Two (382) sampled students as shown on table 3.4.2. A purposive sampling and simple random sampling procedure were adopted in this study to draw out the respondents. This is so because the researcher considered the fact that some of the colleges did not have staff schools attached to them. Therefore, the total sample for the study was Six Hundred and Forty Three (643) respondents as shown on table 3.4.1, made up of:

1. PES students year 2 and year 3 (382)
2. Trained PES teachers to determine their effectiveness and challenges in teaching at the basic school level (18).
3. PES educators (lecturers) as the NCE curriculum implementers (229)
4. Officials of the National Commission for Colleges of Education (NCCE) as the policy makers and programme evaluators (5)
5. Head teachers of Basic Education Schools (9)

3.5 Instrumentation

Olaofe (2010) asserted that every research work requires one form or combination of instruments in one way or the other for the purpose of obtaining information required for testing hypotheses and answering research questions. This study used observation, interview and questionnaire which were designed by the researcher. Information obtained from the sources of literature reviewed were incorporated in the design of each instrument.

A questionnaire consists of series of list of question – items, or statements relating to the variable or problem being investigated (Kajang, David and Jatau, 2004). This instrument was specifically designed by the researcher in the form of close ended type and was sub-divided into two parts namely sections A and B. Section A sought to elicit respondents’ personal data such as sex, level of educational qualification, age, marital status, qualification and school ownership while section B was sub-divided alongside influence of PES lecturers on students’ performance, type of teaching, adequacy of PES facilities, admission requirement and change in course content and training.

Questionnaire was used in this study because it is relatively effective in administering and score and when carefully constructed, it gives an objective and reliable information. This instrument as tagged “Lecturers and Students Questionnaire (LSQTR)”, was used in collecting data from the PES lecturers and students to ascertain/confirm their level of academic involvement. It was scored using Likert Modified Four Point rating Scale of Strongly Agreed (SA), Agree (A), Disagreed (D) and Strongly Disagreed (SD), Very Good, Good, Fair, Poor and Very Adequate, Adequate, Fairly Adequate, Not Adequate, respectively. See Appendix A for the draft copy of the questionnaire.

Another tool for collection of data from the respondents in this study was observation schedule. It is a direct contact with the situation through any of the body senses. This study adopted a participant observation on object(s) of interest particularly in the study area. The researcher presented herself as observer directly to understudy areas of teaching and learning of PES courses in the selected colleges of Education from the different geo-political zones of the country. See Appendix B for the observation schedule as provided for in this study. The study considered using observation schedule as imperative for this research work because it enabled the researcher to obtain firsthand information and rate the state of facilities available. Five (5) PES educators were observed.

An interview is a conversation between two or more people where questions are asked by the interviewer to elicit facts or statements from the interviewee. This instrument is similar to questionnaire only that it involves face-to-face or personal questioning. For the purpose of this study, five NCCE academic staff officials were interviewed. See Appendix C for the contents of the structured interview.

3.5.1 Validation of Instrument

According to Kajang et al (2004), validity is the accuracy with which the researcher's instrument measures what it is intended to measure. In this regards, the designed instruments for this study were given to the three supervisors in Educational Foundations and Curriculum Department, A.B.U., Zaria to vet for face and content validity. They systematically went through the instruments to identify items that were not required and suggested relevant ones that were essential for inclusion in the research instruments. The corrections were effected accordingly.

3.5.2 Pilot Testing

A pilot test was conducted in Federal Colleges of Education Technical Potiskum using questionnaire, observation and collection of records for the period of eight (8) weeks. The researcher used samples that would not participate in the actual research study so that the respondents would not be conversant with instruments beforehand. With pilot study, a way was paved for the final draft of the instrument for onward commencement of field work.

3.5.3 Reliability of the Instrument

The process through which a researcher established the consistency of research instrument is called reliability (Kerlinger and Bodunde, 2004). The reliability of this study was established after the researcher conducted a pilot study. It established the appropriateness of the research instrument. Cronbach reliability was used and an alpha based on standardized items level of .87 was obtained using the questionnaire for PES lecturers and students. This reliability co-efficient was considered adequate for the internal consistencies of the instruments. This was a confirmation of test of reliability which according to Spiegel (1992) and Stevens (1986), an instrument is considered reliable if its reliability coefficient 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 coefficient is to 1, the more reliable is the instrument. This therefore confirms the reliability of the instrument used for the work.

3.6 Method of Scoring

The method of scoring used for this study, varied as it was with different respondents and different responses. In the area where questionnaire was administered to the lecturers, four Likert scale of agreed, strongly agreed, disagreed and strongly disagreed were awarded scores ranging

from 1-4. Also, the research utilized quality indicator such as Very Adequate, Adequate, Fairly Adequate and Not Adequate in aspects which consisted of the major component areas of the instrument dealing with curriculum issues, institutional organization, administration and control issues, funding issues, facilities utility issues and staff and students matters. Also, performance indicator (PI) which consisted of sub-division of quality indicators expressed in measurable terms namely Very Good, Good, Fair and Poor were also being used.

A rating scale which consist of ordinal score (scale) of either 1, 2, 3 or 4. A score of (1) indicates complete absence of an indicator being measured. A score of (4) indicated a complete presence of an indicator depending on whether the performance level of an indicator was expressed on a four Likert point scale. For example, for regularity of an indicator, 'not adequate' attracted a score of one (1), 'fairly adequate' attracted a score of (2) and 'adequate' attracted a score of (3) and 'very adequate' attracted a score of (4). For very good, good, fair and poor indicators, a score of 4, 3, 2 and 1 respectively was awarded.

3.7 Procedures for Data Collection

The respondents for this research work were PES educators, students, officials of NCCE and those of demonstration basic schools. In order to administer the instruments on the respondents, a letter of introduction was obtained from the researcher's department of Educational Foundations and Curriculum, Ahmadu Bello University, Zaria addressed to the respective institutions and agency via the Chief Executive. This was to secure their permission and approval to conduct the study on the selected respondents in a duration of three months.

Research assistants were appointed and trained on how to administer the instruments on the respondents. Where necessary, explanation was provided to boost their morale in responding

promptly to the research instruments. The research instruments were mailed back to the researcher by the research assistants after being filled by the respondents.

3.8 Methods of Data Analysis

The data collected for this study were analyzed using different statistical procedures. The Bio-data variables of the respondents were subjected to simple percentages. The research questions were analyzed using descriptive statistics such as mean and simple percentages. Due to the discrete nature of the data involved, non parametric statistic is used. However, the null hypotheses were analyzed using Chi-Square $(\chi)^2$ to ascertain if there existed significant influence or not. Chi-square tests enable research to compare observed and expected frequencies objectively, since it is not always possible to tell just by looking at them whether they are “different enough” to be considered statistically significant. Statistical significance in this case implies that the differences are not due to chance alone but instead may be indicative of other processes at work.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

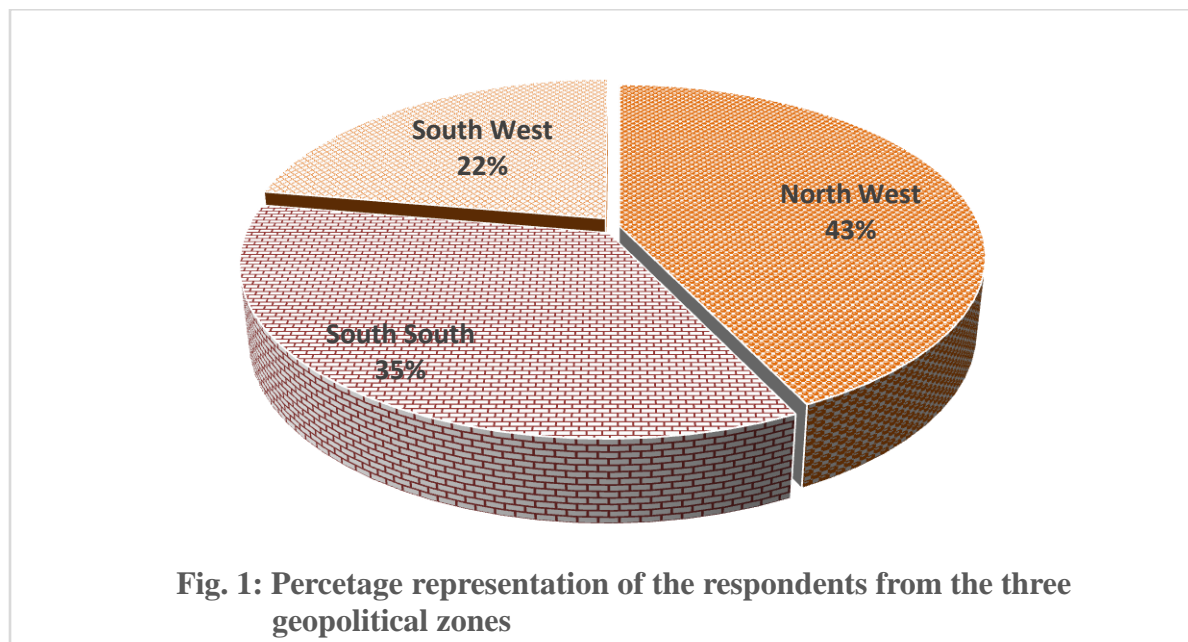
4.1 Introduction

Data collected with three sets of instruments were analyzed in this chapter. The questionnaire was used for the educators of the PES. Data from instruments administered to Head teachers and PES Teachers teaching in the basic schools were used as appendages to the result of the main instrument. Opinions expressed in the structured interview were also used as appendages to the findings from the data. In this Chapter, therefore the researcher presents the statistical analyses, and interpretations of the results of the expressed opinions on the items and variables used in the assessment of the variables investigated as indices of the influence. The chapter consisted of an analysis of the demographic characteristics of the respondents and their opinion on the variables which were analyzed along the study's objectives and research questions. In the analysis of the objective and research questions frequencies and percentage scores were used. Charts were used for illustrations where needed for enhanced comprehensive understanding of the responses. The research hypotheses were tested along with a discussion of the findings at the end of the chapter.

4.2 Demographic characteristics of the respondents

Table 4.1: Classification of the respondents by their geopolitical zones.

| Zones | No. of Respondents | Percent |
|-------------|--------------------|---------|
| North West | 163 | 43 |
| South South | 133 | 35 |
| South West | 85 | 22 |
| Total | 381 | 100 |



Their personal data selected along their opinion on the variables were the location of their geopolitical zone, class, gender, father's educational status, parent's marital status, religion, age, and parents' socio-economic status. Out of the total number (381) of respondents to the main instrument 144 (37.8%) were lecturers while 237 (62.2%) were students. A total 186 (48.8%) were male and 195 (51.2%) were female. Though these two variables were not directly connected with the assessment but their presence helped to give an idea of the structure of the

group. In Table 4.1, the classification of the respondents by their geopolitical zones are presented. Figure 1 shows the graphical illustration of the percentage representations.

The table 4.1 and the figure (1) showed that 163 (43%) of the respondents were from the North West zone, 133 (35%) were from South-South and 85 (22%) were from the South West zone. Thus the respondents could be said to represent a broad spectrum of the Colleges of Education in Nigeria.

Table 4.2 shows the locations of the colleges involved in the study. The percentage scores are graphically represented in Figure 2.

Table 4.2: Distribution of the respondents by the location of their colleges of Education

| Location | No. of Respondents | Percent |
|-----------------|---------------------------|----------------|
| Agbor | 43 | 11 |
| Alayode | 16 | 4 |
| Asaba | 21 | 6 |
| Gidan Wire | 31 | 8 |
| Ikere Ekiti | 16 | 4 |
| Ilesha | 23 | 6 |
| Kano | 60 | 16 |
| Mosogar | 26 | 7 |
| Ondo | 30 | 8 |
| Rivers | 43 | 11 |
| Sokoto | 45 | 12 |
| Zaria | 27 | 7 |
| Total | 381 | 100 |

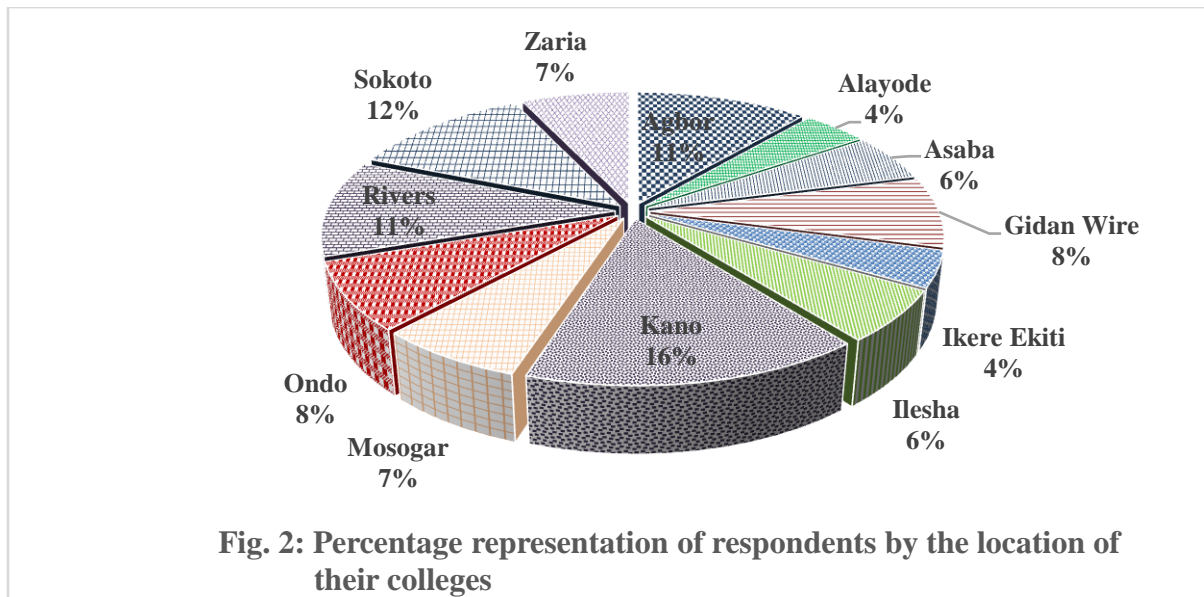
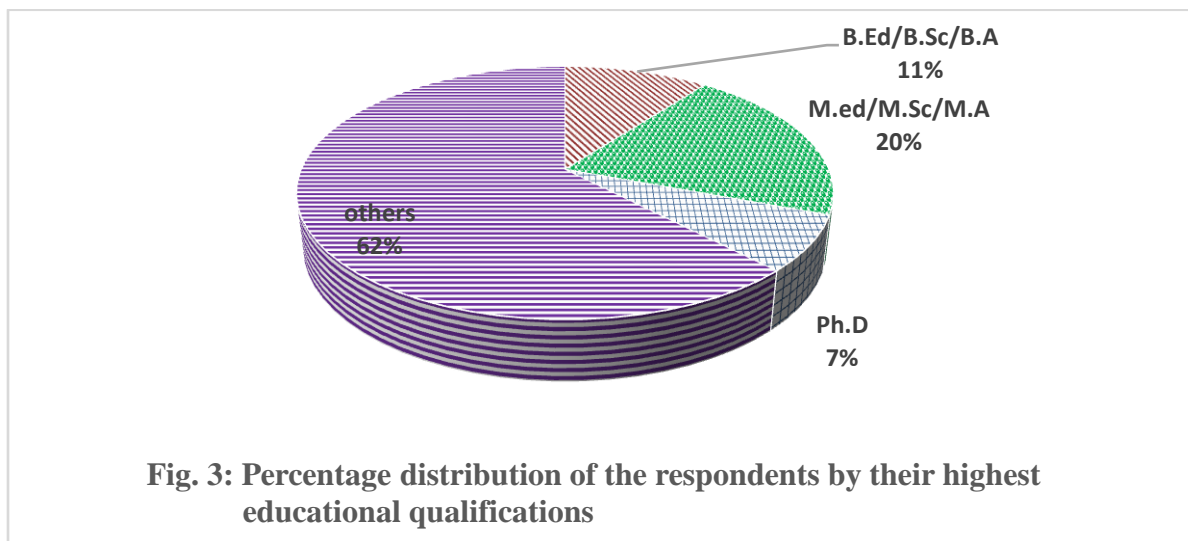


Table 4.2 and the graph showed that 43 (11%) of the respondents were from Agbor, 16 (4.2%) from Alayode, 21 (6%) from Asaba. Respondents from College of Education Gidan Wire were 31 (8%), 16 (4%) were from Ikere Ekiti, 23 (6%) from Ilesha, 60 (16%) from Kano and 26 (6.8%) from Mosogar respectively. Those from Adeyemi College of Education Ondo were 30 (8%), 43 (11%) were from Port Harcourt in Rivers state and 45 (12%) of the total respondents were from College of Education Sokoto. The study could thus be said to have fairly representative sample from colleges of Education in the country.

Table 4.3 shows the respondents by their highest educational qualifications at the time of the survey. The percentage scores are graphically illustrated in Figure 3

Table 4.3: Classification of the respondents by their highest educational qualifications

| What is your level of educational qualification | No. of Respondents | Percent |
|-------------------------------------------------|--------------------|---------|
| B.Ed/B.Sc/B.A | 40 | 11 |
| M.ed/M.Sc/M.A | 77 | 20 |
| Ph.D | 27 | 7 |
| Others | 237 | 62 |
| Total | 381 | 100 |

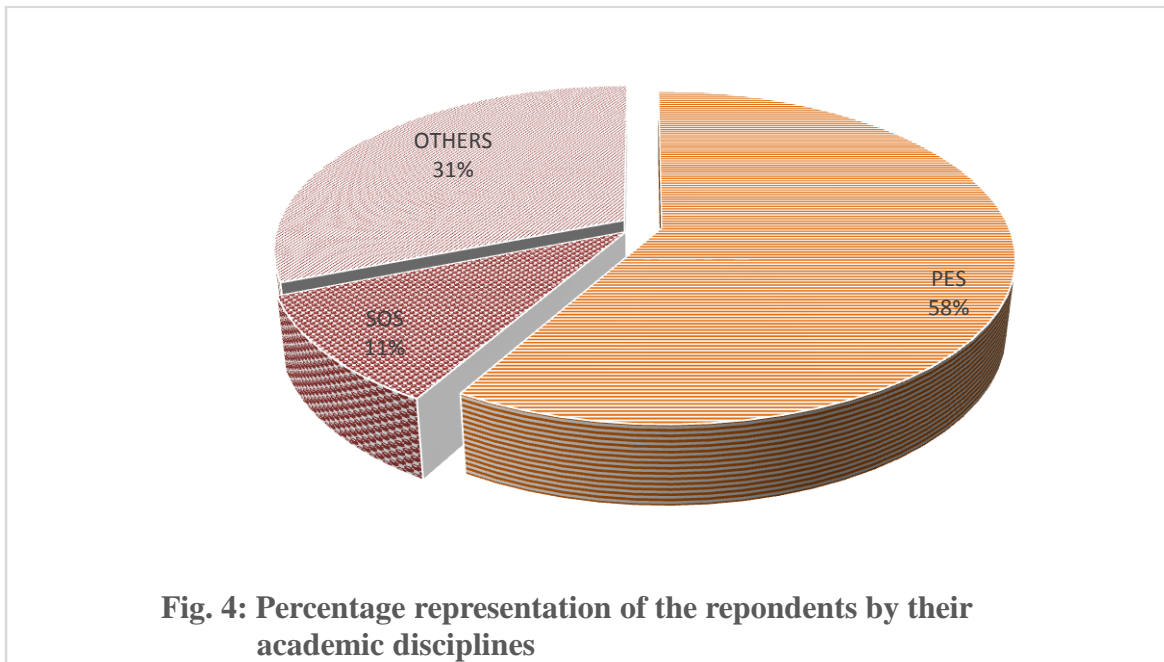


In table 4.3 and the chart, 40 (11%) of the respondents were with the B.Ed, B.SC or BA degree while 77 (20%) had master degree. Only 27 (7%) of the total respondents had Doctorate degree. The students classified as others were generally not expected in this educational categorizations and they accounted for 237 (62%) of the total respondents.

Table 4.4 shows the classification of the respondents by their academic or professional disciplines. The percentage scores for the frequencies are graphically presented in Figure 4.

Table 4.4: Classification of the respondents by their academic disciplines

| What is your professional discipline | Frequency | Percent |
|---------------------------------------------|------------------|----------------|
| PES | 222 | 58 |
| SOS | 41 | 11 |
| Others | 118 | 31 |
| Total | 381 | 100 |

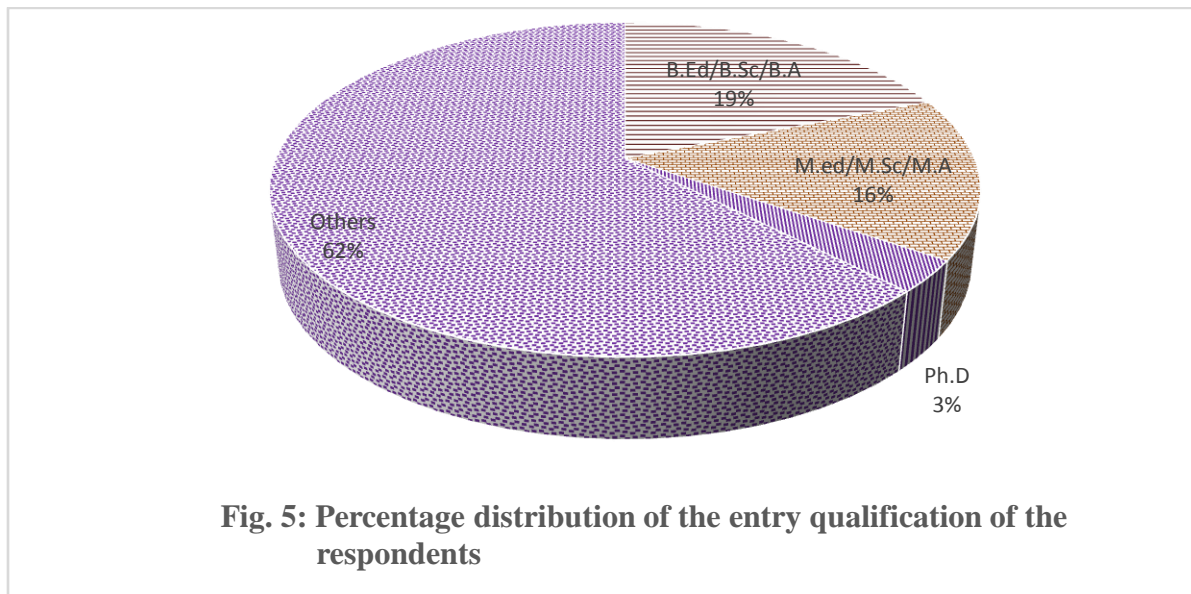


Respondents from the PES department accounted for 222 (58%) of the total while those from SOS were 41 (11%). Other disciplines that were represented in the study were classified together and constituted 118 (31%) of the total respondents. Though the focus was on Primary Education study and therefore accounted for 58% of the respondents but effort was made to include other disciplines to balance the expressed opinions on the investigated variables.

Table 4.5 shows the entry qualifications of the teachers lecturers into the colleges.

Table 4.5: Distribution of the respondents by their entry qualification in to the teaching profession

| What is your highest entry educational qualification into the teaching occupation | No. of Respondents | Percent |
|------------------------------------------------------------------------------------------|---------------------------|----------------|
| B.Ed/B.Sc/B.A | 72 | 19 |
| M.ed/M.Sc/M.A | 60 | 16 |
| Ph.D | 12 | 3 |
| NCE students | 237 | 62 |
| Total | 381 | 100 |



From table 4.5, 237 (62%) represent the number of students involved. Among the lecturers, 72 (19%) of the total respondents found the teaching profession with First degree while 60 (16%) joined with master degree. Only 12 (3%) entered the profession with Doctorate degree. Of the total number of the respondents, 147 (39%) said they have the opportunity to obtain an in-service training. This number included both the lecturers and the students who have had such opportunity.

4.3 Responses to Research Questions

Research Question 1: What is the influence of the educational levels of PES educators on the implementation of the changed PES minimum standards in NCOE?

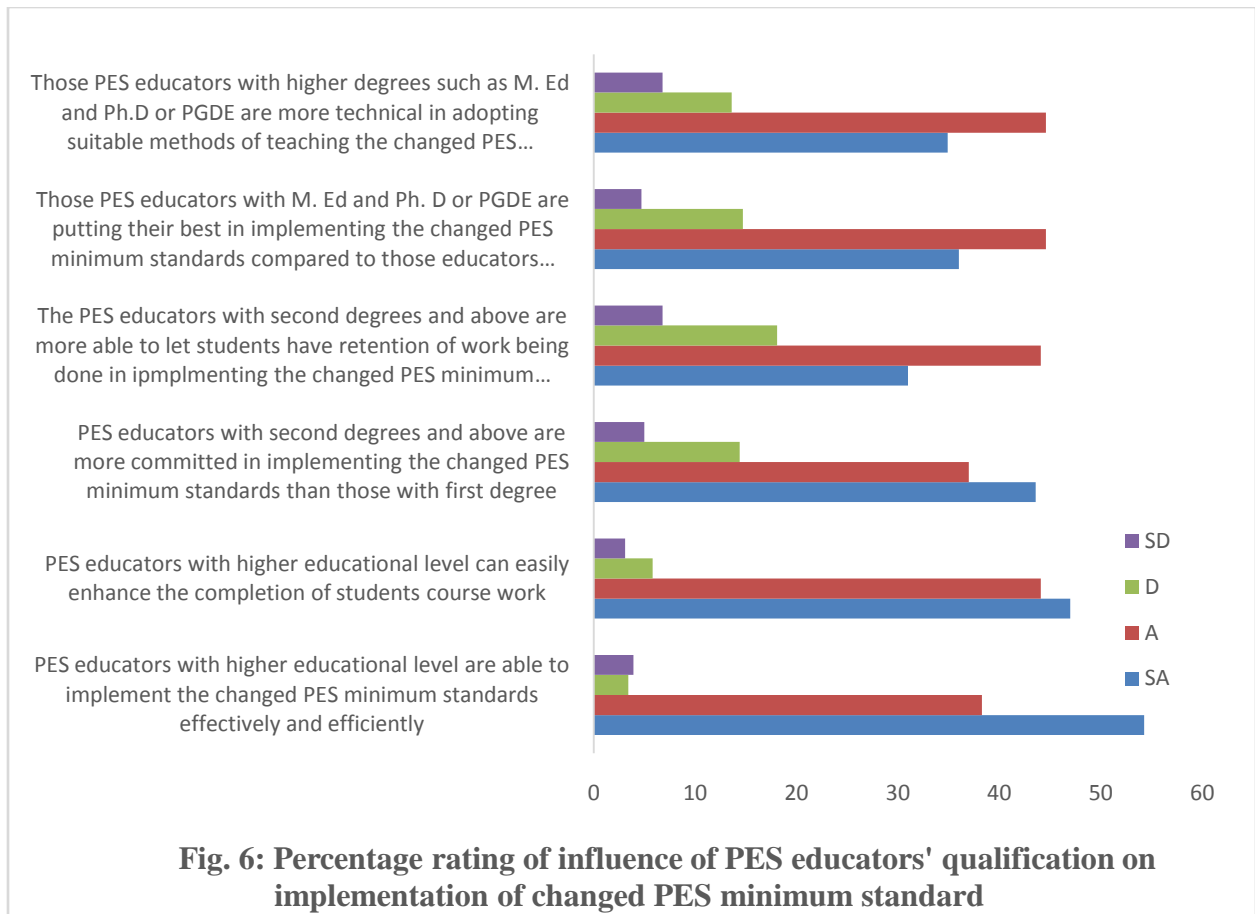
Towards establishing the influence of teacher quality and continuous changes in minimum standards on job performance of primary education studies (PES) educators in the colleges of education, the impacts of the lecturers' educational level was assessed here as the first specific objective. No comparative approach was used in the analysis since the overall impression of the respondents is what is required. This was investigated with the first research question of the study which stated as follows: What is the influence of educational levels of PES educators on the implementation of the changed PES minimum standards in NCOE? The aim here is to examine the influence of educational levels of PES educators on the implementation of changed PES minimum standards in Nigerian Colleges of Education. The examination was carried out from the main instrument as well as the opinion from the Head teachers and PES teachers teaching at the Basic Schools (primary). However, only the expressed opinion from the respondents administered with the main instrument are tabulated and graphed. The opinions of the respondents on the items used in this assessment are scored on a four point scale and tabulated in frequencies and percentages in Table 4. 6. The percentages are illustrated in Figure 6.

Table 4.6: Opinions of the respondents on the effect of PES educators' qualification on implementation of changed PES minimum standard

| Influence of PES teaching staff qualification on implementation of changed PES minimum standard | SA | | A | | D | | SD | | Mean |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|------|-------|------|-------|------|-------|-----|------|
| | Freq. | % | Freq. | % | Freq. | % | Freq. | % | |
| 1. PES educators with higher educational level are able to implement the changed PES minimum standards effectively and efficiently | 207 | 54.3 | 146 | 38.3 | 13 | 3.4 | 15 | 3.9 | 3.4 |
| 2. PES educators with higher educational level can easily enhance the completion of students course work | 179 | 47.0 | 168 | 44.1 | 22 | 5.8 | 12 | 3.1 | 3.3 |
| 3. PES educators with second degrees and above are more committed in implementing the changed PES minimum standards than those with first degree | 166 | 43.6 | 141 | 37.0 | 55 | 14.4 | 19 | 5.0 | 3.2 |
| 4. The PES educators with second degrees and above are more able to let students have retention of work being done in implementing the changed PES minimum standards than those with only first degree qualification | 118 | 31.0 | 168 | 44.1 | 69 | 18.1 | 26 | 6.8 | 3.0 |
| 5. Those PES educators with M. Ed and Ph. D or PGDE are putting their best in implementing the changed PES minimum standards compared to those educators with just first degree qualifications | 137 | 36.0 | 170 | 44.6 | 56 | 14.7 | 18 | 4.7 | 3.1 |
| 6. Those PES educators with higher degrees such as M. Ed and Ph.D or PGDE are more technical in adopting suitable methods of teaching the changed PES minimum standards compared to those educators with just first degree | 133 | 34.9 | 170 | 44.6 | 52 | 13.6 | 26 | 6.8 | 3.1 |

SUMMARY OF THE TABLE

| Total Scores | SA/A | % | SD/D | % |
|--------------|------|------|------|------|
| 2284 | 1903 | 83.2 | 383 | 16.8 |



In the table 4.6 and the chart, 207 (54.3%) and 146 (38.3%) of the respondents strongly agreed and agreed respectively that of the PES educators with higher educational level are able to implement the changed PES minimum standards effectively and efficiently more than those with lower educational qualifications. But 13 (3.4%) and 15 (3.9%) of the respondents disagreed and strongly disagreed with the opinion respectively in the table. In preference for the higher educational qualification of the educators, 179 (47.0%) and 168 (44.1%) of the respondents strongly agreed and agreed respectively that PES educators with higher educational level could easily enhance the completion of students course work but 22 (5.8%) and 12 (3.1%) of the respondents did not agree with this notion. The preference of the higher educational or professional qualification is further extended to the item 3 of the table where 166 (43.6%) and

141 (37.0%) of the respondents strongly agreed and agreed respectively that PES educators with second degrees and above were more committed in implementing the changed PES minimum standards than those with first degree. Though 55 (14.4%) and 19 (5.0%) of the respondents disagreed and strongly disagreed with the opinion but their divergent view could be said to be negligible. In the same vein 118 (31.0%) and 168 (44.1%) of the respondents strongly agreed and agreed respectively that the PES educators with second degrees and above were more able to let students have retention of work being done in implementing the changed PES minimum standards than those with only first degree qualification. But 69 (18.1%) and 26 (5.0%) of the respondents did not agree with this opinion as they disagreed and strongly disagreed respectively.

From the response to the fifth item in the table and in the chart, the preference for educators with higher qualification is mostly based on the perception of their commitment to the job. This is clearly demonstrated in the chart and in the table where 137 (36.0%) and 170 (44.6%) of the respondents strongly agreed and agreed respectively that those PES educators with M. Ed and Ph. D or PGDE put in their best in implementing the changed PES minimum standards compared to those educators with just first degree qualifications. Though 56 (14.7%) and 18 (4.7%) of the respondents disagreed and strongly disagreed with the opinion but theirs was relatively low and negligible. And in item 6 of the table, 133 (34.9) and 170 (44.6%) of the respondents strongly agreed and agreed respectively that those PES educators with higher degrees such as M. Ed and doctorate degree or PGDE were more technical in adopting suitable methods of teaching the changed PES minimum standards compared to those educators with just first degree. Therefore, it could be said that the educational levels of PES educators has influence on the implementation of the changed PES minimum standards in colleges of Education.

Research Question 2: To what extent do PES educators' professional training influence their job performance in the implementation of changed PES Minimum Standards in NCOE?

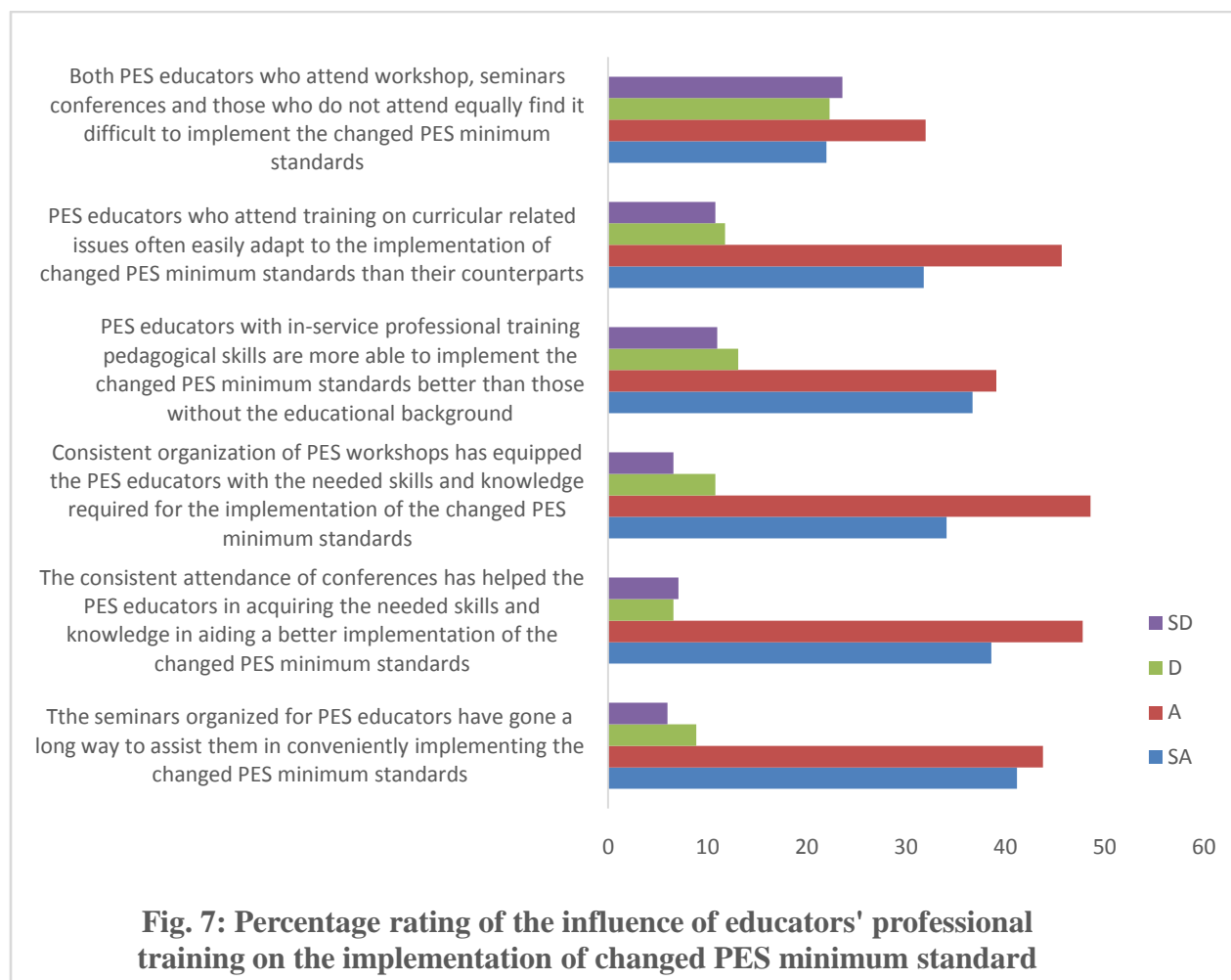
The influence of professional staff training of the educators on the implementation of changed PES minimum standard was the next variable examined in line with the second research question of the study stated as: To what extent do PES educators' professional training affects their performance in the implementation of changed PES minimum standards in NCOE? The aim here is to ascertain the extent to which PES educators' professional training influence their performances in the implementation of the changed PES minimum standards in the Colleges of Education. Table 4.7: Present the opinions of the respondents in frequencies and percentages on the modified four point likert scale. The percentages were graphically illustrated in Figure 7.

Table 4.7: Opinions of the respondents on influence of educators’ professional staff training on the implementation of the changed PES minimum standard

| Influence of professional staff training on the implementation of changed PES minimum standard | SA | | A | | D | | SD | | Mean |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|------|-------|------|-------|------|-------|------|------|
| | Freq. | % | Freq. | % | Freq. | % | Freq. | % | |
| 1. The seminars organized for PES educators have gone a long way to assist them in conveniently implementing the changed PES minimum standards | 157 | 41.2 | 167 | 43.8 | 34 | 8.9 | 23 | 6.0 | 3.2 |
| 2. The consistent attendance of conferences has helped the PES educators in acquiring the needed skills and knowledge in aiding a better implementation of the changed PES minimum standards | 147 | 38.6 | 182 | 47.8 | 25 | 6.6 | 27 | 7.1 | 3.2 |
| 3. Consistent organization of PES workshops has equipped the PES educators with the needed skills and knowledge required for the implementation of the changed PES minimum standards | 130 | 34.1 | 185 | 48.6 | 41 | 10.8 | 25 | 6.6 | 3.1 |
| 4. PES educators with in-service professional training pedagogical skills are more able to implement the changed PES minimum standards better than those without the educational background | 140 | 36.7 | 149 | 39.1 | 50 | 13.1 | 42 | 11.0 | 3.0 |
| 5. PES educators who attend training on curricular related issues often easily adapt to the implementation of changed PES minimum standards than their counterparts | 121 | 31.8 | 174 | 45.7 | 45 | 11.8 | 41 | 10.8 | 3.0 |
| 6. Both PES educators who attend workshop, seminars conferences and those who do not attend equally find it difficult to implement the changed PES minimum standards | 84 | 22.0 | 122 | 32.0 | 85 | 22.3 | 90 | 23.6 | 2.5 |

SUMMARY OF THE TABLE

| Total Scores | SA/A | % | SD/D | % |
|---------------------|-------------|----------|-------------|----------|
| 2286 | 1758 | 76.9 | 528 | 23.1 |



Indications in table 4.7 and the chart are that the respondents were of the view that educators' professional training has major influence on the implementation of the changed PES minimum standards. In the first item of the table, 157 (41.2%) and 167 (43.8%) of the respondents strongly agreed and agreed respectively that the seminars organized for PES educators have gone a long way to assist them in conveniently implementing the changed PES minimum standards of the colleges. Only 34 (8.9%) and 23 (6.0%) of the respondents disagreed and strongly disagreed with this opinion. In the second item, 147 (38.6%) and 182 (47.8%) of the respondents strongly

agreed and agreed respectively that the consistent attendance of conferences by PES educators have helped them in acquiring the needed skills and knowledge which further aids them in the implementation of the changed PES minimum standards in the colleges. The percentages of disagreement as indicated in the table is relatively low which implies that this was more or less a consensus opinion among lecturers and students in the colleges. A further confirmation of this trend of opinion is seen in item 3 of the table where 130 (34.1%) and 185 (48.6%) of the respondents strongly agreed and agreed respectively that the consistent organization of PES workshops has helped to equip the PES educators with the needed skills and knowledge required for the implementation of the changed PES minimum standards and in item 4, 140 (36.7%) and 149 (39.1%) of the respondents strongly agreed and agreed respectively that the PES educators with in-service professional training pedagogical skills were more able to implement the changed PES minimum standards better than those without the educational background. But 50 (13.1%) and 42 (11.0%) of the total respondents disagreed and strongly disagreed with this opinion.

The influence of the professional training of the educators on the implementation is seen to be enhanced by their easy adaptation to the prevailing environment in the colleges. This is clearly demonstrated in the graph and in the table where 121 (31.8%) and 174 (45.7%) of the respondents strongly agreed and agreed respectively that the PES educators who attend training on curricular related issues often easily adapt to the implementation of the changed PES minimum standards than their counterparts who were not exposed to such professional training. In item 6, 84 (22.0%) and 122 (32.0%) of the respondents strongly agreed and agreed respectively that both PES educators who attended workshop, seminars or conferences and those who did not attend equally find it difficult to implement the changed PES minimum standards.

The percentage of disagreement here was relatively high as 85 (22.3%) and 90 (23.6%) of the respondents disagree and strongly disagreed with the suggestion.

The Head teachers and PES teachers at basic schools confirmed this professional orientation influence, with the acknowledgement that they were very good in the use and improvisation of instructional materials for teaching and learning in the schools. From the structured interview, the opinion of the interviewees were in complete support of the influence of the professional orientation. From the above examination, it could be concluded that the respondents were completely of the opinion that professional training of the educators has a major influence on the implementation of the changed PES minimum standards in the Colleges of Education.

Research Question 3: What is the influence of PES educators' years of teaching experience on the implementation of changed PES minimum standards in NCOE?

The influence of PES educators' years of teaching experience on the implementation of the changed PES minimum standards in the colleges was examined here as the next specific objective of the study. The aim here is to establish the influence of PES educators' years of teaching experience on the implementation of the changed PES minimum standards in the colleges. Table 4.8 shows the expressed opinions of the respondents in frequencies and percentages. The percentages are graphically presented in Figure 8.

Table 4.8: Opinion of the respondents on influence of educators’ years of teaching experience on the implementation of the changed PES minimum standard

| Effect of years of teaching experience on the implementation of the changed PES minimum standard | SA | | A | | D | | SD | | Mean |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|------|-------|------|-------|------|-------|------|------|
| | Freq. | % | Freq. | % | Freq. | % | Freq. | % | |
| 1. PES educators who have spent 2 years and above do find it easier to implement the changed PES minimum standards | 149 | 39.1 | 154 | 40.4 | 46 | 12.1 | 32 | 8.4 | 3.1 |
| 2. PES educators who are newly posted to the departments are always complaining about the content of the changed PES minimum standards | 125 | 32.8 | 144 | 37.8 | 75 | 19.7 | 37 | 9.7 | 2.9 |
| 3. PES educators who have spent many years in the department do find it difficult to adopt the newly introduced mode of teaching PES | 101 | 26.5 | 122 | 32.0 | 103 | 27.0 | 55 | 14.4 | 2.7 |
| 4. Both PES educators who have spent years in PES teaching and the newly employed equally complain about the changed PES minimum standards | 74 | 19.4 | 137 | 36.0 | 118 | 31.0 | 52 | 13.6 | 2.6 |
| 5. PES educators who have spent many years in PES teaching do find it difficult to utilize the newly introduced PES teaching facilities compared to newly employed PES educators | 78 | 20.5 | 131 | 34.4 | 95 | 24.9 | 77 | 20.2 | 2.6 |
| 6. PES educators who have spent many years in teaching PES are more uncomfortable with the implementation of the changed PES minimum standards | 75 | 19.7 | 109 | 28.6 | 102 | 26.8 | 95 | 24.9 | 2.4 |

SUMMARY OF THE TABLE

| Total Scores | SA/A | % | SD/D | % |
|--------------|------|------|------|------|
| 2286 | 1399 | 61.2 | 887 | 38.8 |

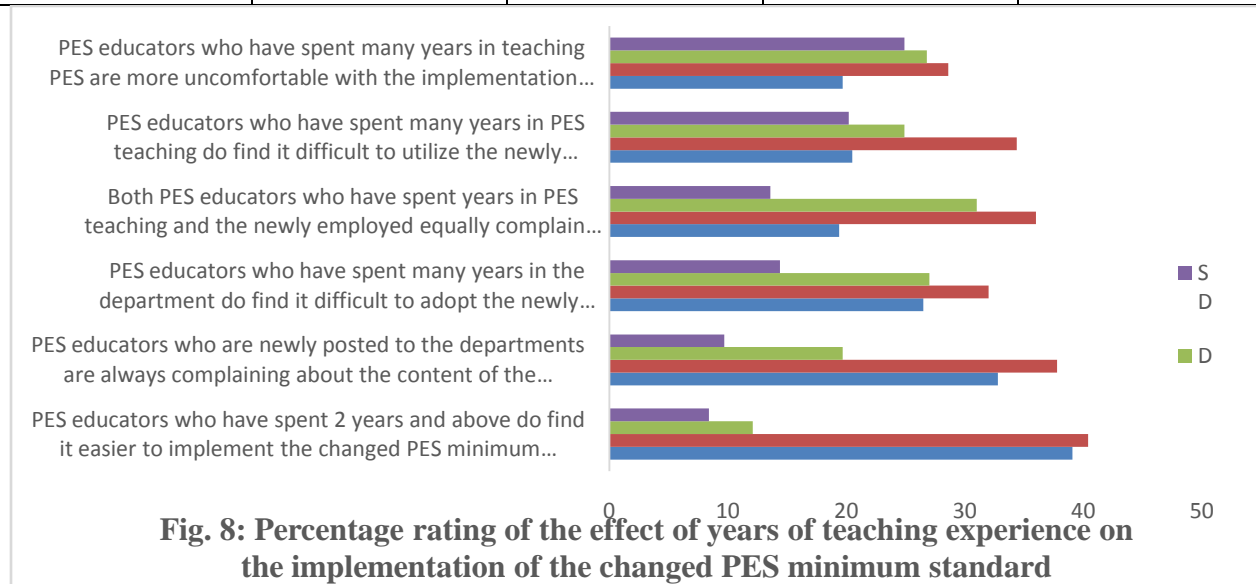


Fig. 8: Percentage rating of the effect of years of teaching experience on the implementation of the changed PES minimum standard

From the opinions expressed in the table 4.8 and as illustrated in the chart, the respondents generally agreed that educators' years of experience have major influence on the implementation of the changed PES minimum standards. In item 1, 149 (39.1%) and 154 (40.4%) of the respondents strongly agreed and agreed respectively that PES educators who have spent 2 years and above do find it easier to implement the changed PES minimum standards. Only 46 (12.1%) and 32 (8.4%) of the respondents disagreed and strongly disagreed with this opinion. The responses for the second item followed a similar pattern where 125 (32.8%) and 144 (37.8%) of the respondents strongly agreed and agreed respectively that the PES educators who were newly posted to the departments were always complaining about the content of the changed PES minimum standards. But 75 (19.7%) and 37 (9.7%) of the respondents disagreed and strongly disagreed with this opinion. And in item 3 of the table, 101 (26.5%) and 122 (32.0%) of the respondents strongly agreed and agreed respectively that the PES educators who have spent many years in the department do find it difficult to adopt the newly introduced mode of teaching PES. But 103 (27.0%) and 55 (14.4%) of the respondents disagreed and strongly disagreed with this opinion. This trend of response was reflected in the fourth item of the table where 74 (19.4%) and 137 (36.0%) of the respondents strongly agreed and agreed respectively that both PES educators who have spent years teaching PES and the newly employed educators equally complain about the changed PES minimum standards. But 118 (31.0%) and 52 (13.6%) of the respondents disagreed and strongly disagreed with this suggestion in the table.

There seems to be complexity of the implementation as only 78 (20.5%) and 131 (34.4%) strongly agreed and agreed respectively with the suggestion that the PES educators who have spent many years in PES teaching do find it difficult to utilize the newly introduced PES teaching facilities compared to newly employed PES educators. The percentages of disagreement

is relatively high on this item as 95 (24.9%) and 77 (20.2%) of the respondents disagreed and strongly disagreed with the opinion in the table. And in item 6, the respondents did not agree that the PES educators who have spent many years in teaching PES were more uncomfortable with the implementation of the changed PES minimum standards than those who were newly employed. Only 75 (19.7%) and 109 (28.6%) of the respondents strongly agreed and agreed with the suggestion respectively. But 102 (26.8%) and 95 (24.9%) of the respondents disagreed and strongly disagreed with the suggestion.

The opinion of the teachers and Head teachers teaching the subject and the responses obtained from the interview clearly supported this influence of years of experience. Though there was no direct question to the Head teachers and teachers but the reported good management of the classroom and the confirmed students' discipline are clear indications of teaching experience. From the general opinion of the respondents here it could be said that educators' years of teaching experience is seen to have much influence on the implementation of the changed PES minimum standards of the colleges.

Research Question 4: What is the influence of PES Educators' area of specialization on the implementation of the changed PES minimum standards in NCOE?

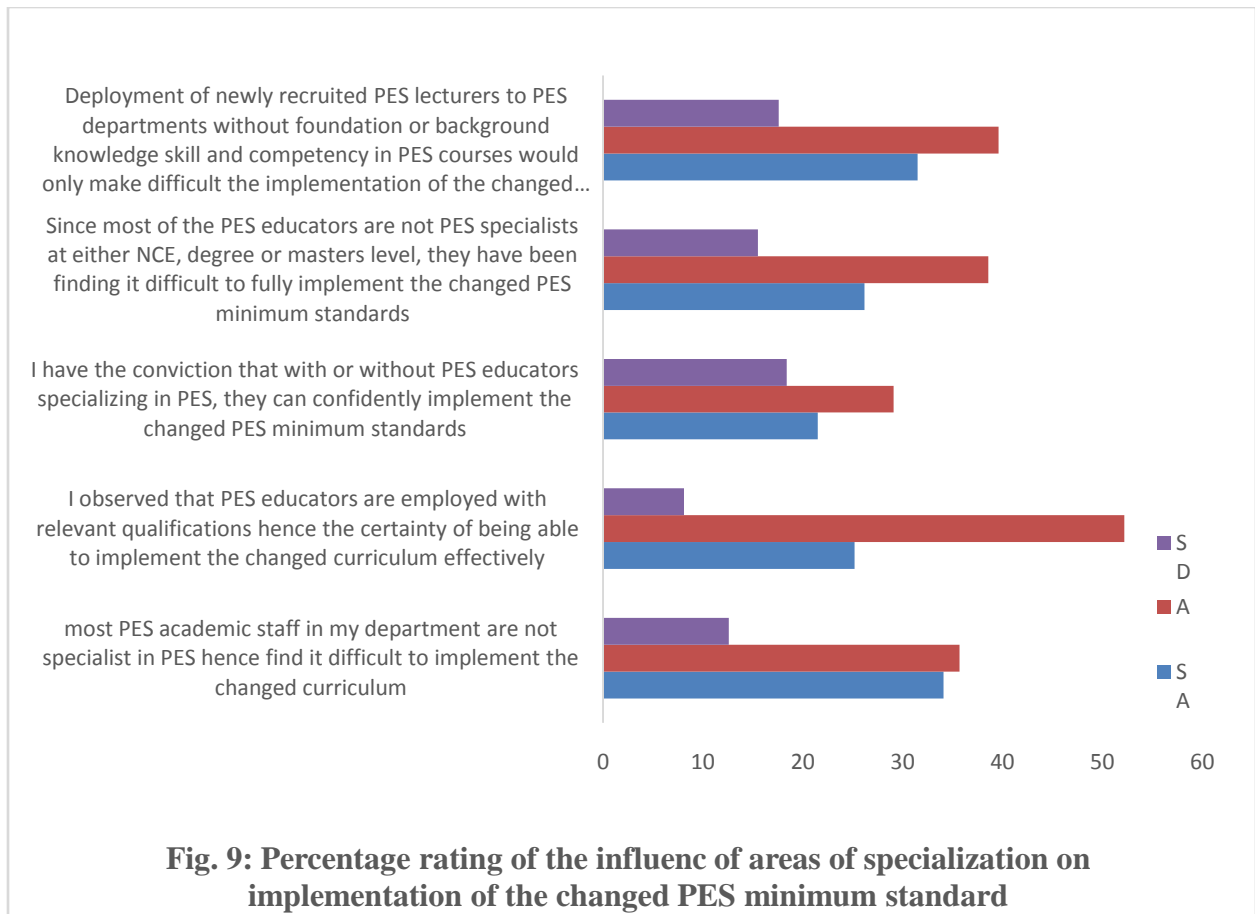
The influence of educators' areas of specialization on the implementation of the changed PES minimum standard is the next focus of examination in line with the fourth research question of the study. The opinion of the respondents on the influence of PES educators' area of specialization on the implementation of the changed PES minimum standards are tabulated in frequencies and percentages in Table 4.9.

Table 4.9: Opinions of the respondents on influence of educators' areas of specialization on implementation of the changed PES minimum standard

| Influence of areas of specialization on implementation of the changed PES minimum standard | SA | | A | | D | | SD | | Mean |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|------|-------|------|-------|------|-------|------|------|
| | Freq. | % | Freq. | % | Freq. | % | Freq. | % | |
| 1. Most PES academic staff in my department are not specialist in PES hence find it difficult to implement the changed curriculum | 130 | 34.1 | 136 | 35.7 | 67 | 17.6 | 48 | 12.6 | 2.9 |
| 2. I observed that PES educators are employed with relevant qualifications hence the certainty of being able to implement the changed curriculum effectively | 96 | 25.2 | 199 | 52.2 | 55 | 14.4 | 31 | 8.1 | 2.9 |
| 3. I have the conviction that with or without PES educators specializing in PES, they can confidently implement the changed PES minimum standards | 82 | 21.5 | 111 | 29.1 | 118 | 31.0 | 70 | 18.4 | 2.5 |
| 4. Since most of the PES educators are not PES specialists at either NCE, degree or masters level, they have been finding it difficult to fully implement the changed PES minimum standards | 100 | 26.2 | 147 | 38.6 | 75 | 19.7 | 59 | 15.5 | 2.8 |
| 5. Deployment of newly recruited PES lecturers to PES departments without foundation or background knowledge skill and competency in PES courses would only make difficult the implementation of the changed PES minimum standards | 120 | 31.5 | 151 | 39.6 | 43 | 11.3 | 67 | 17.6 | 2.9 |

SUMMARY OF THE TABLE

| Total Scores | SA/A | % | SD/D | % |
|---------------------|-------------|----------|-------------|----------|
| 1905 | 1272 | 66.8 | 633 | 33.2 |



In the table 4.9 and the chart, 130 (34.1%) and 136 (35.7%) of the respondents strongly agreed and agreed respectively that most PES lecturers were not specialist in PES and that this somehow created the complexity for them in the implementation of the changed curriculum. But 67 (17.6%) and 48 (12.6%) of the respondents disagreed and strongly disagreed with this suggestion. In item 2 of the table this specialization is further strengthened by 96 (25.2%) and 199 (52.2%) of the respondents who strongly agreed and agreed respectively that they observed that PES educators were employed with relevant qualifications hence the certainty of being able to implement the changed curriculum in spite of the perceived complexity. The number of respondents, 55 (14.4%) and 31 (8.1%) who disagreed and strongly disagreed with this suggestion were relatively few. Opinion of the respondents was almost divided on the suggestion that they have the conviction that with or without PES educators specializing in PES, they could

confidently implement the changed PES minimum standards. In response to the item (3), 82 (21.5%) and 111 (29.1%) of the respondents strongly agreed and agreed respectively with the suggestion while 118 (31.0%) and 70 (18.4%) disagreed and strongly disagreed with the opinion.

However, 100 (26.2%) and 147 (38.6%) of the respondents strongly agreed and agreed respectively that most of the PES educators were not PES specialists at either NCE, degree or masters level, and that this make it difficult for them in the full implementation of the changed PES minimum standards. But 75 (19.7%) and 59 (15.5%) of the respondents disagreed and strongly disagreed with this opinion. This could explain why 120 (31.5%) and 151 (39.6%) of the respondents strongly agreed and agreed respectively that the deployment of newly recruited PES lecturers to PES departments without foundation or background knowledge, skill and competency in PES courses would only make it difficult for the implementation of the changed PES minimum standards in the colleges. From the analysis of the opinion of the respondents on these items, there is no doubting the fact that the educators' areas of specialization could have a major influence on the implementation of the changed PES minimum standard in the colleges.

Research Question 5: To what extent does increase in course contents influence PES Educators in the implementation of changed PES minimum standards in NCOE?

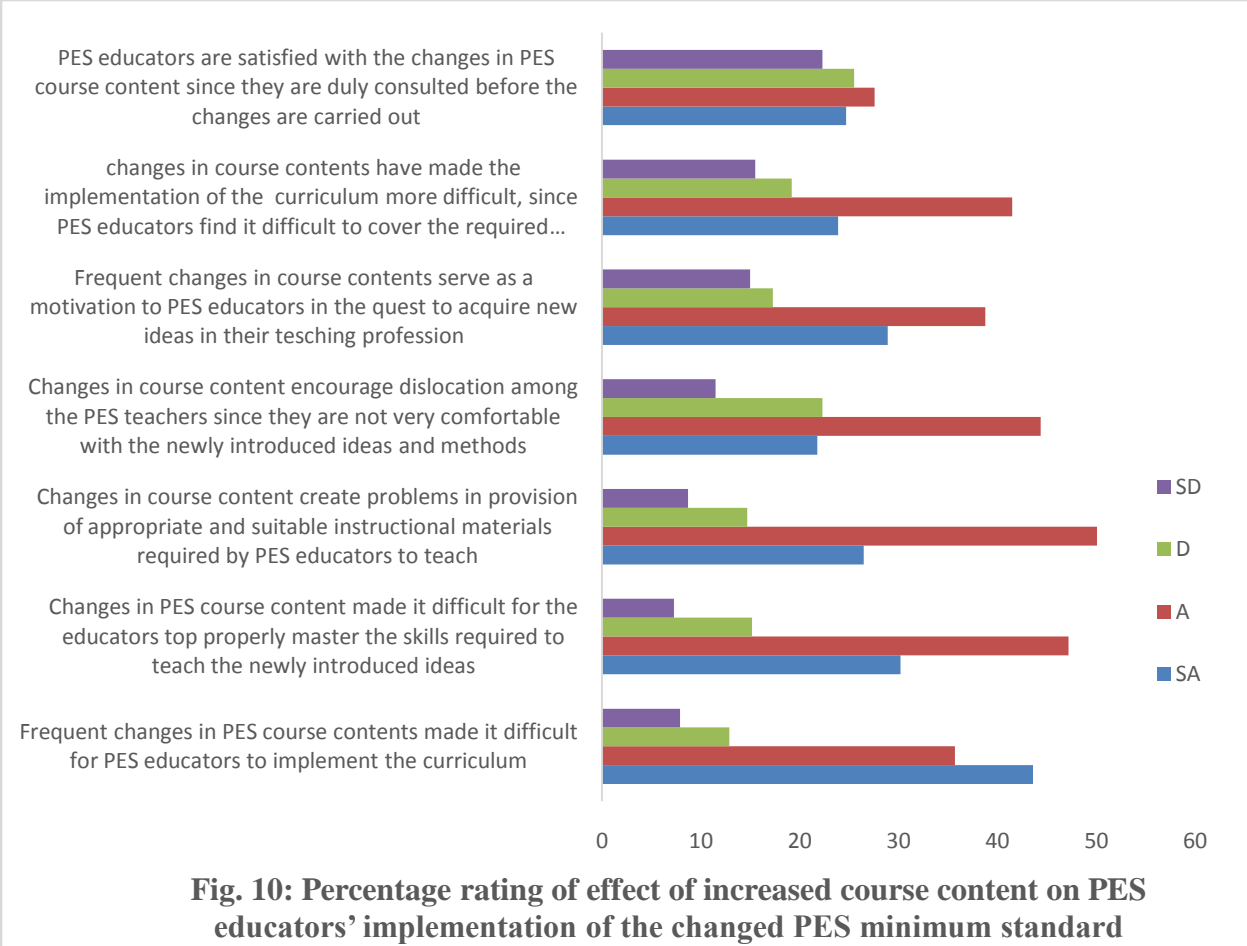
The extent to which increase in course content in the PES influence the implementation of the changed PES minimum standard is examined here as the next specific objective of the study. The opinions of the respondents on the extent the increase in course content is perceived to have influence the implementation of changed PES minimum standards are scored in frequencies and percentages in Table 4.10 and graphically illustrated in Figure 10.

Table 4.10: Respondents opinion on the extent increased course content influence PES educators' implementation of the changed PES minimum standard

| Influence of increased course content on PES educators' implementation of the changed PES minimum standard | SA | | A | | D | | SD | | Mean |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|------|-------|------|-------|------|-------|------|------|
| | Freq. | % | Freq. | % | Freq. | % | Freq. | % | |
| 1. Frequent changes in PES course contents made it difficult for PES educators to implement the curriculum | 166 | 43.6 | 136 | 35.7 | 49 | 12.9 | 30 | 7.9 | 3.1 |
| 2. Changes in PES course content made it difficult for the educators top properly master the skills required to teach the newly introduced ideas | 115 | 30.2 | 180 | 47.2 | 58 | 15.2 | 28 | 7.3 | 3.0 |
| 3. Changes in course content create problems in provision of appropriate and suitable instructional materials required by PES educators to teach | 101 | 26.5 | 191 | 50.1 | 56 | 14.7 | 33 | 8.7 | 2.9 |
| 4. Changes in course content encourage dislocation among the PES teachers since they are not very comfortable with the newly introduced ideas and methods | 83 | 21.8 | 169 | 44.4 | 85 | 22.3 | 44 | 11.5 | 2.8 |
| 5. Frequent changes in course contents serve as a motivation to PES educators in the quest to acquire new ideas in their teaching profession | 110 | 28.9 | 148 | 38.8 | 66 | 17.3 | 57 | 15.0 | 2.8 |
| 6. Changes in course contents have made the implementation of the curriculum more difficult, since PES educators find it difficult to cover the required ideas for each course | 91 | 23.9 | 158 | 41.5 | 73 | 19.2 | 59 | 15.5 | 2.7 |
| 7. PES educators are satisfied with the changes in PES course content since they are duly consulted before the changes are carried out | 94 | 24.7 | 105 | 27.6 | 97 | 25.5 | 85 | 22.3 | 2.5 |

SUMMARY OF THE TABLE

| Total Scores | SA/A | % | SD/D | % |
|---------------------|-------------|----------|-------------|----------|
| 2667 | 1847 | 69.3 | 820 | 30.7 |



The table 4.10 and the chart showed that increase in course content is generally seen to have major influence on the PES educators' implementation of the PES curriculum in the colleges. In item 1 for example, 166 (43.6%) and 136 (35.7%) of the respondents strongly agreed and agreed respectively that frequent changes in PES course contents made it difficult for PES educators to implement the curriculum. Though 49 (12.9%) and 30 (7.9%) of the respondents disagreed and strongly disagreed with the opinion but their divergent view could not really measure up to what could be seen as a major opposition to the suggestion. In like manner, 115 (30.2%) and 180 (47.2%) of the respondents strongly agreed and agreed respectively that changes in PES course content made it difficult for the educators to properly master the skills

required to teach the newly introduced ideas in the curriculum. But 58 (15.2%) and 28 (7.3%) of the respondents disagreed and strongly disagreed with the suggestion. The influence of the changes in the curriculum on the implementation of the minimum standard is again seen in item 3 of the table where 101 (26.5%) and 191 (50.1%) of the respondents strongly agreed and agreed respectively that the changes in course content create problems in the provision of appropriate and suitable instructional materials required by PES educators to teach the subject in the colleges. The percentages of disagreement as indicated in the table were relatively low.

Part of the difficulties created by the changes in the course content of the PES according to 83 (21.8%) and 169 (44.4%) of the respondents who strongly agreed and agreed in the table is that the changes in course content encourage dislocation among the PES teachers since they were not very comfortable with the newly introduced ideas and methods in the minimum standards of the curriculum in the colleges. But 85 (22.3%) and 44 (11.5%) of the respondents did not agree with this opinion. Along this perception, 110 (28.9%) and 148 (38.8%) of the respondents strongly agreed and agreed respectively that the frequent changes in course contents serve as a motivation to PES educators in the quest to acquire new ideas in their teaching profession. But 66 or 17.3 and 57 (1.0%) of the respondents disagreed and strongly disagreed with this opinion. In the same vein, 91 (23.9%) and 158 (41.5%) of the respondents strongly agreed and agreed respectively that the changes in course contents have made the implementation of the curriculum more difficult, since PES educators find it difficult to cover the required ideas for each course. There were 73 (19.2%) and 59 15.5% of the respondents who disagreed and strongly disagreed with this opinion which further supported the fact that the changes created some complexity in the process of implementation. Though 94 (24.7%) and 105 (27.6%) of the respondents strongly agreed and agreed respectively that the PES educators were satisfied with the changes in PES

course content since they were duly consulted before the changes were carried out but 97 (25.5%) and 85 (22.3%) of the respondents did not agree with this opinion. This would mean that these changes were not completely welcome by the respondents in the colleges.

The opinions of the PES teachers teaching the course in the Basic schools clearly supported the view of the respondents on the influence of the increase in the course content. On the course content most of the Basic School teachers and the head teachers were of the view that the academic subjects' content was very good along with the teaching methodology which curriculum were child centered. The implication here is that the changes were seen as major influence on the educators' implementation of the changed PES minimum standard in the colleges.

Research Question 6: To what extent do changes in PES course contents influence PES educators' job satisfaction in NCOE?

The effect of the changes in minimum standards course contents on the PES educators' job satisfaction in NCOE was next examined. The opinions of the respondents on the extent to which changes in the minimum standards of the course contents is perceived to have affected PES educators' job satisfaction in NCOE are presented in Table 4.11. The percentages for the respective options are represented in a chart in Figure 11.

From the Table 4.11 and Figure 11, the respondents were unanimous that changes in the course content of the PES as it affect the minimum standard of the colleges has effects on the job satisfaction of the educators. In item 1 of the table, 150 or 39.4% and 159 or 41.7% of the respondents strongly agreed and agreed respectively with this opinion that With change in course content, academic staff work load were over stretched beyond the normal working hours to

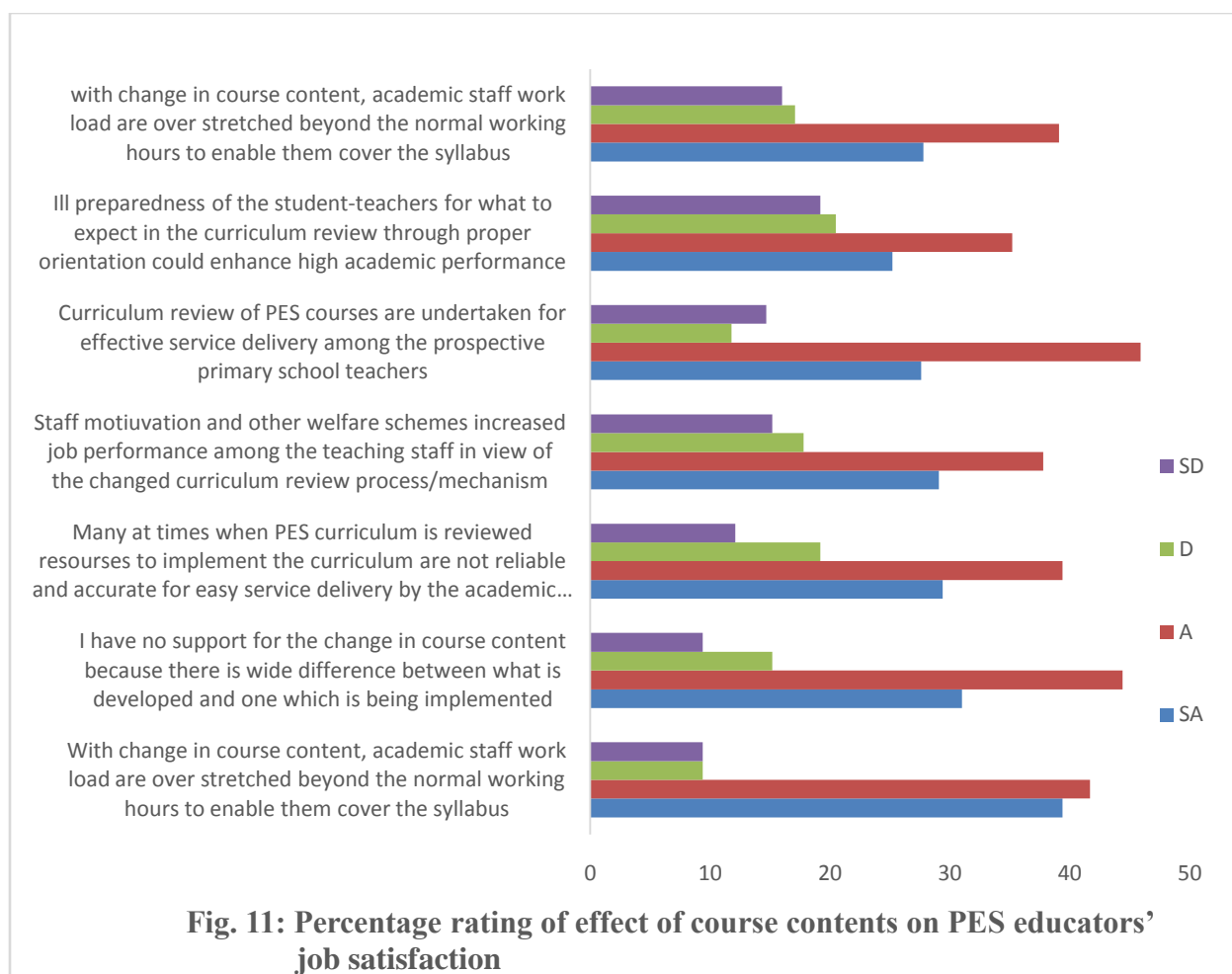
enable them cover the syllabus. Only 36 or 9.4% each of the respondents disagreed and strongly disagreed with the opinion respectively in the table. A divergent view that the changes in course content and academic staff work load did not make them to be over stretched beyond the normal working hours to enable them cover the syllabus. This opinion could be considered relatively negligible as that of the minority view.

Table 4.11: Opinions of the respondents on influence of influence changes in course contents on PES educators’ job satisfaction

| Influence changes in course contents on PES educators’ job satisfaction | SA | | A | | D | | SD | | Mean |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|------|-------|------|-------|------|-------|------|------|
| | Freq. | % | Freq. | % | Freq. | % | Freq. | % | |
| 1. With change in course content, academic staff work load are over stretched beyond the normal working hours to enable them cover the syllabus | 150 | 39.4 | 159 | 41.7 | 36 | 9.4 | 36 | 9.4 | 3.1 |
| 2. I have no support for the change in course content because there is wide difference between what is developed and one which is being implemented | 118 | 31.0 | 169 | 44.4 | 58 | 15.2 | 36 | 9.4 | 3.0 |
| 3. Many at times when PES curriculum is reviewed resources to implement the curriculum are not reliable and accurate for easy service delivery by the academic staff | 112 | 29.4 | 150 | 39.4 | 73 | 19.2 | 46 | 12.1 | 2.9 |
| 4. Staff motivation and other welfare schemes increased job performance among the teaching staff in view of the changed curriculum review process/mechanism | 111 | 29.1 | 144 | 37.8 | 68 | 17.8 | 58 | 15.2 | 2.8 |
| 5. Curriculum review of PES courses are undertaken for effective service delivery among the prospective primary school teachers | 105 | 27.6 | 175 | 45.9 | 45 | 11.8 | 56 | 14.7 | 2.9 |
| 6. Ill preparedness of the student-teachers for what to expect in the curriculum review through proper orientation could enhance high academic performance | 96 | 25.2 | 134 | 35.2 | 78 | 20.5 | 73 | 19.2 | 2.7 |
| 7. With change in course content, academic staff work load are over stretched beyond the normal working hours to enable them cover the syllabus | 106 | 27.8 | 149 | 39.1 | 65 | 17.1 | 61 | 16.0 | 2.8 |

SUMMARY OF THE TABLE

| Total Scores | SA/A | % | SD/D | % |
|---------------------|-------------|----------|-------------|----------|
| 2667 | 1878 | 70.4 | 789 | 29.6 |



The respondents could be said to have generally not seen these changes as having positive influence on the educators' job satisfaction. In item 2, 118 (31.0%) and 169 (44.4%) of the respondents strongly agreed and agreed respectively that they have no support for the changes in the course content because there was a wide difference between what was developed and the one which was being implemented in the colleges. Only 58 (15.2%) and 36 (9.4%) of the respondents disagreed and strongly disagreed with the opinion.

The lack of satisfaction with the changes could be explained with the opinion of 112 (29.4%) and 150 (39.4%) of the respondents who strongly agreed and agreed respectively that often times when PES curriculum was reviewed, the resources for the implementation of the

curriculum were not reliable and accurate for easy service delivery by the educators in the colleges. Only 73 (19.2%) and 46 (12.1%) of the respondents disagreed and strongly disagreed with this opinion. And in item 4 111 (29.1%) and 144 (37.8%) of the respondents strongly agreed and agreed respectively that staff motivation and other welfare schemes ought to have increased to enhance job performance among the educators in view of the changed curriculum review processes and mechanism. The percentage of disagreement with this opinion was relatively low as indicated in the table.

Though the respondents agreed that the curriculum review of PES courses were undertaken for effective service delivery among the prospective primary school teachers as indicated by 105 (27.6%) and 175 (45.9%) of the respondents who strongly agreed and agreed respectively in the table but 96 (25.2%) and 134 (35.2%) of the respondents strongly agreed and agreed respectively that the colleges of Education were ill preparedness for the student-teachers on what to expect in the curriculum review through proper orientation could have enhance high academic performance. Only 78 (20.5%) and 73 (19.2%) of the respondents disagreed and strongly disagreed with this opinion. Therefore 106 (27.8%) and 149 (39.1%) of the respondents strongly agreed and agreed respectively that with the change in course content, academic staff work load were over stretched beyond the normal working hours and this leads to inability to cover the PES syllabus in the colleges. From the examination of the variable as expressed by the respondents, it could be said that the changes in course contents has major influence on the PES educators' job satisfaction in the colleges.

Research Question 7: To what extent do changes in mode of teaching influence PES educators' job performance in NCOE?

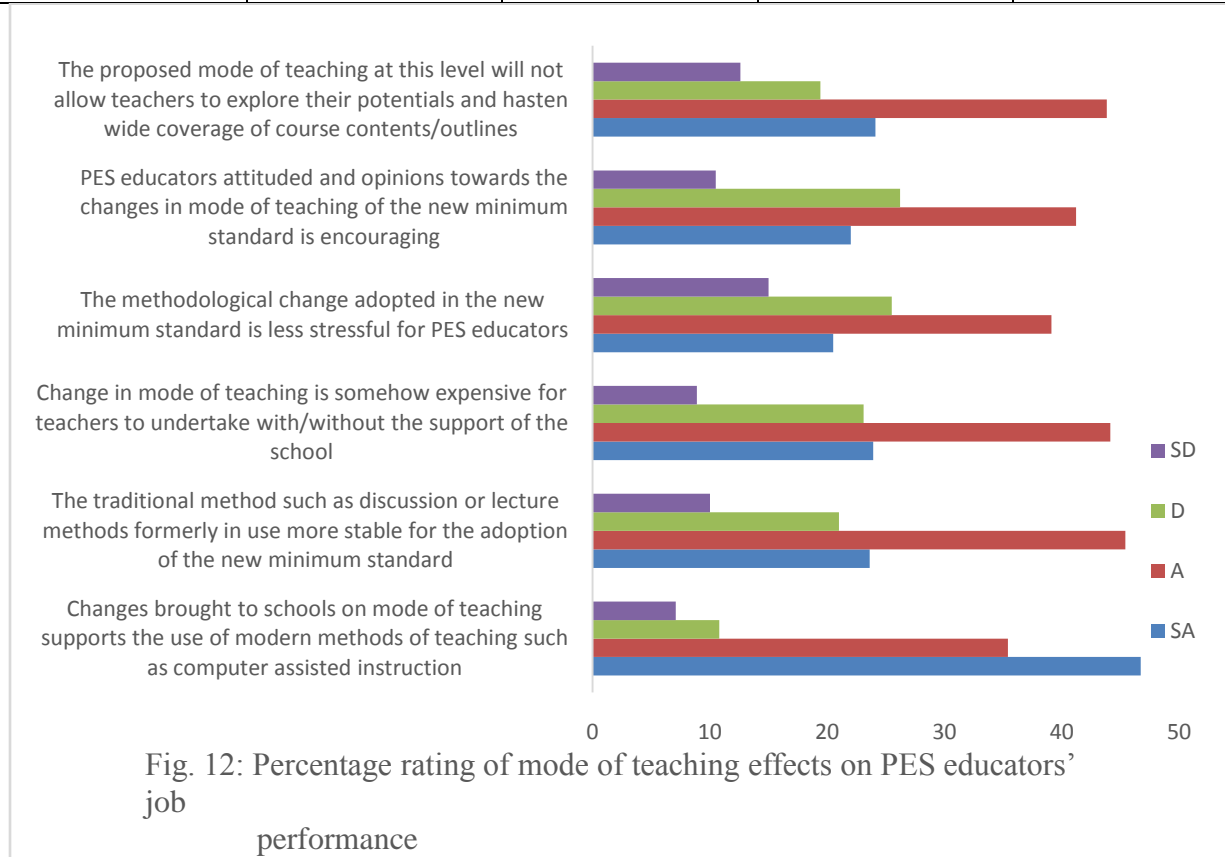
The effect of the changes in the educators' mode of teaching on their job performance is investigated here as the focus of the seventh specific objective of the study. To determine if changes in mode of teaching had influence on the PES educators' job performance, the opinions of the respondents on the items used for the examination are presented in frequencies and percentages in Table 4.12. The percentages are illustrated in in Figure 12.

Table 4.12: Opinions of the respondents on influence of change in mode of teaching on the PES educators' job performance.

| Mode of teaching's effects on PES educators' job performance | SA | | A | | D | | SD | | Mean |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------|------|-------|------|-------|------|-------|------|------|
| | Freq. | % | Freq. | % | Freq. | % | Freq. | % | |
| 1. Changes brought to schools on mode of teaching supports the use of modern methods of teaching such as computer assisted instruction | 178 | 46.7 | 135 | 35.4 | 41 | 10.8 | 27 | 7.1 | 3.2 |
| 2. The traditional method such as discussion or lecture methods formerly in use more stable for the adoption of the new minimum standard | 90 | 23.6 | 173 | 45.4 | 80 | 21.0 | 38 | 10.0 | 2.8 |
| 3. Change in mode of teaching is somehow expensive for teachers to undertake with/without the support of the school | 91 | 23.9 | 168 | 44.1 | 88 | 23.1 | 34 | 8.9 | 2.8 |
| 4. The methodological change adopted in the new minimum standard is less stressful for PES educators | 78 | 20.5 | 149 | 39.1 | 97 | 25.5 | 57 | 15.0 | 2.7 |
| 5. PES educators attitude and opinions towards the changes in mode of teaching of the new minimum standard is encouraging | 84 | 22.0 | 157 | 41.2 | 100 | 26.2 | 40 | 10.5 | 2.7 |
| 6. The proposed mode of teaching at this level will not allow teachers to explore their potentials and hasten wide coverage of course contents/outlines | 92 | 24.1 | 167 | 43.8 | 74 | 19.4 | 48 | 12.6 | 2.8 |

SUMMARY OF THE TABLE

| Total Scores | SA/A | % | SD/D | % |
|--------------|------|------|------|------|
| 2286 | 1562 | 68.4 | 724 | 31.6 |



In the table 4.12 and the graph, the respondents agreed that the changes brought to the colleges on the mode of teaching supports the use of modern methods of teaching such as computer assisted instruction but there were also of the opinion that the traditional method such as discussion or lecture methods formerly in use more suitable for the adoption of the new minimum standard. In the table, 90 (23.6%) and 173 (45.4%) of the respondents strongly agreed and agreed respectively with this in item 2 and in item 3, 91 (23.9%) and 168 (44.1%) of the respondents strongly agreed and agreed respectively that changes in the mode of teaching is somehow expensive for teachers to undertake with or without the support of the colleges. The respondents were however of the view that the changes were necessary for improvement in the teaching of PES. This was demonstrated with high frequency score of 78 (20.5%) and 149 or

39.1% of the respondents who strongly agreed and agreed respectively that the methodological change adopted in the new minimum standard is less stressful for PES educators. But 97 (25.5%) and 57 (15.0%) of the respondents disagreed and strongly disagreed with this opinion.

In line with the appreciation of the changes irrespective of their limitations, 84 (22.0%) and 157 (41.2%) of the respondents strongly agreed and agreed respectively that the PES educators' attitude towards the changes in mode of teaching of the new minimum standard was encouraging. Only 100 (26.2%) and 40 (10.5%) of the respondents disagreed and strongly disagreed with this opinion. However, 92 (24.1%) and 167 (43.8%) of the respondents strongly agreed and agreed with the view that the proposed mode of teaching at this level would not allow teachers to explore their potentials and hasten wide coverage of the course contents or outlines. But 74 (19.4%) and 48 (12.6%) of the respondents disagreed and strongly disagreed with this view.

The opinions of the PES teachers teaching the in the Basic schools is slightly different in this perspective. For example, 25.0% and 37.5% of the PES teachers agreed and strongly agreed that the teachers were given free hands in handling their courses and that they were consulted on development of course programmes as it relates to PES curriculum. This freedom could explain the difficulties encountered by the educators as the teachers were of the opinion that lecturers teaching the course were using old/archaic methods. However, the general expressed opinion on this variable gave the impression that the respondents agreed that changes in the mode of teaching of PES in the colleges has major influence on the educators' job performance.

Research Question 8: Does PES students' admission requirement have any influence on PES educators' implementation of changed PES minimum standards in NCOE?

The influence of students' admission requirement into the colleges was examined here as the next variable of influence on the implementation of changed PES minimum standards in the colleges. The aim here is to find out if admission requirements have influence on PES educators' implementation of the changed PES minimum standards in NCOE. The opinions of the respondents on the items used for the assessment are presented in Table 4.13. The percentages are graphically illustrated in Figure 13.

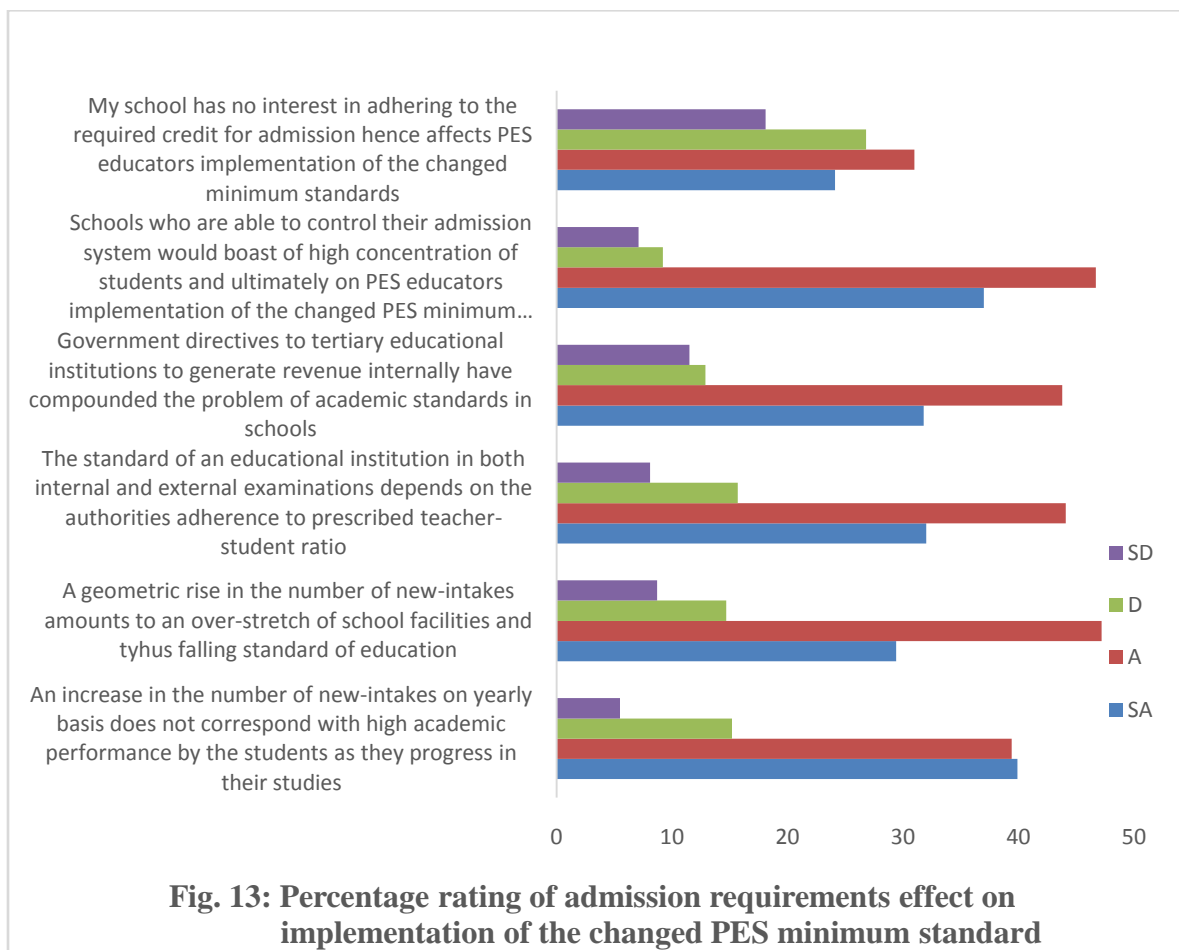
Table 4.13: Opinions of the respondents on influence of admission requirements on implementation of the changed PES minimum standard in the colleges

| Admission requirements effect on implementation of the changed PES minimum standard | SA | | A | | D | | SD | | Mean |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|------|-------|------|-------|------|-------|------|------|
| | Freq. | % | Freq. | % | Freq. | % | Freq. | % | |
| 1. An increase in the number of new-intakes on yearly basis does not correspond with high academic performance by the students as they progress in their studies | 152 | 39.9 | 150 | 39.4 | 58 | 15.2 | 21 | 5.5 | 3.1 |
| 2. A geometric rise in the number of new-intakes amounts to an over-stretch of school facilities and thus falling standard of education | 112 | 29.4 | 180 | 47.2 | 56 | 14.7 | 33 | 8.7 | 3.0 |
| 3. The standard of an educational institution in both internal and external examinations depends on the authorities adherence to prescribed teacher-student ratio | 122 | 32.0 | 168 | 44.1 | 60 | 15.7 | 31 | 8.1 | 3.0 |
| 4. Government directives to tertiary educational institutions to generate revenue internally have compounded the problem of academic standards in schools | 121 | 31.8 | 167 | 43.8 | 49 | 12.9 | 44 | 11.5 | 3.0 |

| | | | | | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|------|-----|------|-----|------|----|------|-----|
| 5. Schools who are able to control their admission system would boast of high concentration of students and ultimately on PES educators implementation of the changed PES minimum standards | 141 | 37.0 | 178 | 46.7 | 35 | 9.2 | 27 | 7.1 | 3.1 |
| 6. My school has no interest in adhering to the required credit for admission hence affects PES educators implementation of the changed minimum standards | 92 | 24.1 | 118 | 31.0 | 102 | 26.8 | 69 | 18.1 | 2.6 |

SUMMARY OF THE TABLE

| Total Scores | SA/A | % | SD/D | % |
|--------------|------|------|------|------|
| 2286 | 1701 | 74.4 | 585 | 25.6 |



The respondents were clearly of the view that the increased level of intake into the colleges does not promote the effectiveness of the implementation of the changed PES minimum standard in the colleges. In item 1 152 (39.9%) and 150 (39.4%) of the respondents strongly agreed and agreed respectively that the increase in the number of new-intakes on yearly basis does not correspond with high academic performance by the students as they progress in their studies. In the same vein, 112 (29.4%) and 180 (47.2%) of the respondents strongly agreed and agreed respectively that the geometric rise in the number of new-intakes amounts to an over-stretch of school facilities and equipment for teaching and learning in the colleges and that this is contributing to the falling standard of education. For these two items in the table, the percentages for disagreement were relatively low. Thus 122 (32.0%) and 168 (44.1%) of the respondents strongly agreed and agreed respectively that the standard of an educational institution in both internal and external examinations depends on the authorities adherence to prescribed teacher-student ratio and 121 (31.8%) and 167 (43.8%) of the respondents strongly agreed and agreed respectively that government directives to tertiary educational institutions to generate revenue internally have compounded the problem of academic standards in the colleges.

In support of the view that increased admission into the colleges negatively influence the effective implementation of the PES curriculum, 141 (37.0%) and 178 (46.7%) of the respondents strongly agreed and agreed respectively that the schools that were able to control their admission system could boast of high performances among their students and on the part of the PES educators, better and effective implementation of the changed PES minimum standards. However, most of the colleges were not perceived to be interested in adhering to the standard requirement for students' admission into the colleges. This is clearly demonstrated in the last item of the table where 92 (24.1%) and 118 (31.0%) of the respondents strongly agreed and

agreed respectively that their colleges have no interest in adhering to the required credits for admission hence affects PES educators implementation of the changed minimum standards. But 102 (26.8%) and 69 (18.1%) of the respondents disagreed and strongly disagreed with this opinion.

But the Basic school Head teachers did not acknowledge this difficulty arising from this admission problem. They were of the opinion that classroom management and organizational skills along with classroom discipline were very good. The general observation of the expressed opinion is that the admission requirement for students into the colleges as major influence on the effectiveness of the implementation of the changed PES minimum standard in the colleges.

Research Question 9: Are there adequate and effective utilization of PES facilities needed for the implementation of changed PES course content in NCOE?

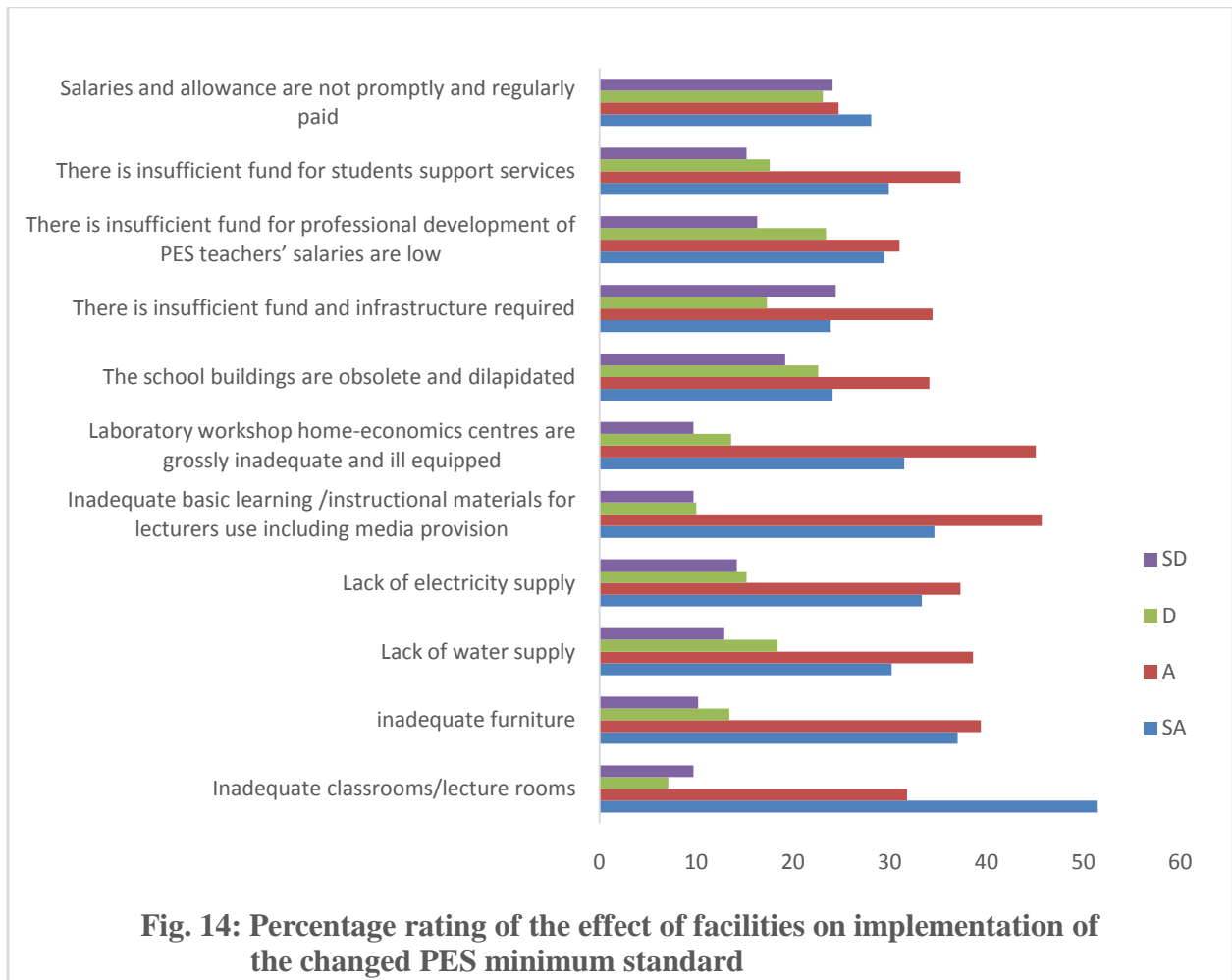
The last variable whose influence on the educators' implementation of changed PES minimum standards in the adequacy and effective utilization of PES facilities in the colleges. The opinions of the respondents on the items use for ascertaining the adequacy and utilization of PES facilities needed to enhance the implementation of changed PES minimum standards in the colleges are presented in frequencies and percentages in Table 4.14. The percentages for the respective options in the table are illustrated in Figure 14.

Table 4.14: Opinions of the respondents on the influence of facilities on implementation of the changed PES minimum standard

| Effect of facilities on implementation of the changed PES minimum standard | SA | | A | | D | | SD | | Mean |
|---------------------------------------------------------------------------------------------------|-------|------|-------|------|-------|------|-------|------|------|
| | Freq. | % | Freq. | % | Freq. | % | Freq. | % | |
| 1. Inadequate classrooms/lecture rooms | 196 | 51.4 | 121 | 31.8 | 27 | 7.1 | 37 | 9.7 | 3.2 |
| 2. Inadequate furniture | 141 | 37.0 | 150 | 39.4 | 51 | 13.4 | 39 | 10.2 | 3.0 |
| 3. Lack of water supply | 115 | 30.2 | 147 | 38.6 | 70 | 18.4 | 49 | 12.9 | 2.9 |
| 4. Lack of electricity supply | 127 | 33.3 | 142 | 37.3 | 58 | 15.2 | 54 | 14.2 | 2.9 |
| 5. Inadequate basic learning /instructional materials for lecturers use including media provision | 132 | 34.6 | 174 | 45.7 | 38 | 10.0 | 37 | 9.7 | 3.1 |
| 6. Laboratory workshop home-economics centres are grossly inadequate and ill equipped | 120 | 31.5 | 172 | 45.1 | 52 | 13.6 | 37 | 9.7 | 3.0 |
| 7. The school buildings are obsolete and dilapidated | 92 | 24.1 | 130 | 34.1 | 86 | 22.6 | 73 | 19.2 | 2.6 |
| 8. There is insufficient fund and infrastructure required | 91 | 23.9 | 131 | 34.4 | 66 | 17.3 | 93 | 24.4 | 2.6 |
| 9. There is insufficient fund for professional development of PES teachers' salaries are low | 112 | 29.4 | 118 | 31.0 | 89 | 23.4 | 62 | 16.3 | 2.7 |
| 10. There is insufficient fund for students support services | 114 | 29.9 | 142 | 37.3 | 67 | 17.6 | 58 | 15.2 | 2.8 |
| 11. Salaries and allowance are not promptly and regularly paid | 107 | 28.1 | 94 | 24.7 | 88 | 23.1 | 92 | 24.1 | 2.6 |

SUMMARY OF THE TABLE

| Total Scores | SA/A | % | SD/D | % |
|---------------------|-------------|----------|-------------|----------|
| 4191 | 2868 | 68.4 | 1323 | 31.6 |



In table 4.14, 196 (51.4%) and 121 (31.8%) of the respondents strongly agreed and agreed respectively that the classrooms and lecture rooms were not adequate to accommodate the learners. It could be said that this was a general consensus among the respondents as only 27 (7.1%) and 37 (9.7%) of the respondents disagreed and strongly disagreed with the opinion. The inadequacy of the facilities is further seen in item 2 where 141 (37.0%) and 150 (39.4%) of the respondents strongly agreed and agreed respectively that the furniture were grossly inadequate for the teaching and learning of students in the colleges. The same perception goes for water

supply and electricity supply in the colleges. There are clearly indicated with high percentages of agreement for items 3 and 4 respectively in the table.

Apart from infrastructural facilities, equipment for teaching and learning in the colleges were grossly inadequate. This is clearly seen in the table and Fig. 14 where 132 (34.6%) and 174 (45.7%) of the respondents strongly agreed and agreed respectively that the basic teaching and learning instructional materials for lecturers and students were grossly inadequate in the colleges. An extension of the inadequacy in the teaching and learning equipment is seen in item 6 of the table where 120 (31.5%) and 172 (45.2%) of the respondents strongly agreed and agreed respectively that the Laboratories and workshops for home-economics were grossly inadequate and ill equipped in the colleges. Though 92 (24.1%) and 130 (34.1%) of the respondents strongly agreed and agreed respectively that the college buildings were obsolete and dilapidated but 86 (22.6%) and 73 (19.2%) of the respondents disagreed and strongly disagreed respectively with the suggestion.

The respondents however agreed that the inadequacies in the colleges could be attributable to lack of funds. This is clearly demonstrated in item 8 where 91 (23.9%) and 131 (34.4%) of the respondents strongly agreed and agreed respectively that there is the problem of insufficient fund for the required infrastructures in the colleges. But 66 (17.3%) and 93 (24.4%) of the respondents disagreed and strongly disagreed with this opinion. The lack of adequate funding is also associated with inadequacies in the dearth of the teaching and learning equipment in the colleges which were again depicted in item 9 of the table where 112 (29.4%) and 118 (31.0%) of the respondents strongly agreed and agreed respectively that there was insufficient fund for the provision of infrastructure. The insufficiency of funds in the colleges is extended to students support services in the colleges.

From the PES teachers, teaching in Basic schools, the opinion was generally the same as 18.8 and 56.3% of them agreed and strongly agreed with this dearth of facilities and material resources for teaching and learning in the colleges. Though the Head teachers were of the view that the educators were very good in the use of the instructional materials and that they were very good in the making of such materials which would mean they could easily improvise but those materials were not considered adequate in the colleges. The general impression from this opinions on this variable is that funding is grossly inadequate for the running of the colleges. This makes it impossible to adequately provide the necessary infrastructure and not only infrastructures but equipment and other learning materials required for the teaching and learning in the colleges. This is therefore another way of saying that the variable has a major influence on the implementation of the curriculum in the colleges by the PES educators.

4.4 Test of Hypotheses

The hypotheses raised in this study were aimed at determining the significance of the influence of these variables (educational qualification, professional training, years of teaching experience, area of specialization of PES educators, increase in course contents, changes in course contents, changes in mode of teaching, admission requirements and facilities/material resources for teaching and learning in the colleges) on the educators' implementation of the changed PES minimum standards in the colleges of Education. Each of the variables was tested in the related hypothesis as follows:

Hypothesis I: Educational levels of PES educators have no significant influence on the implementation of changed PES minimum standards in NCOE.

This hypothesis was tested by subjecting the expressed opinions of the respondents in Table 4.6 to a chi-square test to establish the significance of the expressed opinion on the influence of the educators' educational qualification on their implementation of the changed PES minimum standards in the colleges. Table 4.15 presents the summary of the test. In the table, the expected counts are printed below the observed frequencies.

Table 4.15: Summary of Chi-square on influence of educational level on their implementation of the changed PES minimum standards in NCOE

| Influence of educational levels on the implementation | SA | A | D | SD | Total |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|-------|------|-------|-------|
| PES educators with higher educational level are able to implement the changed PES minimum standards effectively and efficiently | 207 | 146 | 13 | 15 | 381 |
| | 156.67 | 160.5 | 44.5 | 19.33 | |
| PES educators with higher educational level can easily enhance the completion of students course work | 179 | 168 | 22 | 12 | 381 |
| | 156.67 | 160.5 | 44.5 | 19.33 | |
| PES educators with second degrees and above are more committed in implementing the changed PES minimum standards than those with first degree | 166 | 141 | 55 | 19 | 381 |
| | 156.67 | 160.5 | 44.5 | 19.33 | |
| the PES educators with second degrees and above are more able to let students have retention of work being done in implementing the changed PES minimum standards than those with only first degree qualification | 118 | 168 | 69 | 26 | 381 |
| | 156.67 | 160.5 | 44.5 | 19.33 | |
| those PES educators with M. Ed and Ph. D or PGDE are putting their best in implementing the changed PES minimum standards compared to those educators with just first degree qualifications | 137 | 170 | 56 | 18 | 381 |
| | 156.67 | 160.5 | 44.5 | 19.33 | |
| those PES educators with higher degrees such as M. Ed and Ph. D or PGDE are more technical in adopting suitable methods of teaching the changed PES minimum standards compared to those educators with just first degree | 133 | 170 | 52 | 26 | 381 |
| | 156.67 | 160.5 | 44.5 | 19.33 | |
| Total | 940 | 963 | 267 | 116 | 2286 |
| Chi-square = 103.327, DF = 15, P = 0.000(P < 0.05) | | | | | |
| (X ² at 15 DF and at 0.05 = 25.0) | | | | | |

The test revealed that the respondents agreed that educators' educational qualifications has significant influence on their implementation of the changed PES minimum standards in the

Colleges of Education. This is indicated in the table an observed chi-square value of 103.327 at 15 Degree of Freedom (DF) and an observed significant level of 0.000 ($P < 0.05$). The critical value of Chi-square at the 15 DF is 25.0 and at 0.05 level of significance. From these observations, there is enough evidence to reject the null hypothesis which says that educational levels of PES educators has no significant influence on the implementation of changed PES minimum standards in NCOE. The result and analysis of the relevant data revealed that the educational qualification of the PES educators has a significant influence on their implementation of the change in the colleges.

Hypothesis II: PES educators' professional training has no significant influence on their performance in the implementation of changed PES minimum standards in NCOE.

The significance of the influence of the professional training of the PES educators on their implementation of the changed PES minimum standards in NCOE was tested here by subjecting the expressed frequency scores to a chi-square test. The result of the test is summarized in Table 4.16. In the table the expected counts are printed below the observed frequencies on the four options.

Table 4.16: Summary of Chi-square on influence of professional training of PES educators on their implementation of the changed PES minimum standards in NCOE

| Influence of PES educators' professional training on their implementation of the curriculum | SA | A | D | SD | Total |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|-------|-------|-------|
| the seminars organized for PES educators have gone a long way to assist them in conveniently implementing the changed PES minimum standards | 157 | 167 | 34 | 23 | 381 |
| | 129.83 | 163.17 | 46.67 | 41.33 | |
| the consistent attendance of conferences has helped the PES educators in acquiring the needed skills and knowledge in aiding a better implementation of the changed PES minimum standards | 147 | 182 | 25 | 27 | 381 |
| | 129.83 | 163.17 | 46.67 | 41.33 | |
| consistent organization of PES workshops has equipped the PES educators with the needed skills and knowledge required for the implementation of the changed PES minimum standards | 130 | 185 | 41 | 25 | 381 |
| | 129.83 | 163.17 | 46.67 | 41.33 | |
| PES educators with in-service professional training pedagogical skills are more able to implement the changed PES minimum standards better than those without the educational background | 140 | 149 | 50 | 42 | 381 |
| | 129.83 | 163.17 | 46.67 | 41.33 | |
| PES educators who attend training on curricular related issues often easily adapt to the implementation of changed PES minimum standards than their counterparts | 121 | 174 | 45 | 41 | 381 |
| | 129.83 | 163.17 | 46.67 | 41.33 | |
| both PES educators who attend workshop, seminars conferences and those who do not attend equally find it difficult to implement the changed PES minimum standards | 84 | 122 | 85 | 90 | 381 |
| | 129.83 | 163.17 | 46.67 | 41.33 | |
| Total | 779 | 979 | 280 | 248 | 2286 |
| Chi-square = 165.895, DF = 15, P = 0.000 (P < 0.05) | | | | | |

Critical Value 25.0 at (P<0.05)

The result in the table 4.16 revealed that the PES educators' professional training has significant influence on their performances in the implementation of the changed PES minimum standards in the selected Nigeria Colleges of Education. The observed chi-square value (165.895) is higher than the critical value of 25.0 at 15 degree of freedom and at a fixed probability level of 0.05. The significant level obtained in the test is 0.000 (P < 0.05). This means that there is sufficient evidence to reject the null hypothesis which says that PES educators' professional training has no significant influence on their performance in the implementation of changed PES minimum

standards in NCOE. In other words, the professional training of the PES educators in the colleges has major influence on their performances in the implementation of the curriculum.

Hypothesis III: PES educators' years of teaching experience have no significant influence on the implementation of changed PES minimum standards in NCOE.

The frequency scores on the perceived influence of the PES educators' years of teaching experience on the implementation of changed PES minimum standards in colleges assessed in Table 4.8 were used in the test of this hypothesis. The aim here is to determine the significance of the opinion of the respondents whether they agreed that the educators' years of experience significant influence on their implementation of the curriculum or not. To test the hypothesis, the chi-square procedure was adopted and the result is summarized in Table 4.17. In the table, the expected count are printed below the observed counts for the respective items and options used in the measurement of the respondents' opinion on the variable.

Table 4.17: Summary of Chi-square on influence of PES educators' years of teaching experience on their implementation of the changed PES minimum standards in NCOE

| Influence of PES educators' years of teaching experience on the implementation | SA | A | D | SD | Total |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------|------------|------------|-------------|
| PES educators who have spent 2 years and above do find it easier to implement the changed PES minimum standards | 149 | 154 | 46 | 32 | 381 |
| | 100.33 | 132.83 | 89.83 | 58 | |
| PES educators who are newly posted to the departments are always complaining about the content of the changed PES minimum standards | 125 | 144 | 75 | 37 | 381 |
| | 100.33 | 132.83 | 89.83 | 58 | |
| PES educators who have spent many years in the department do find it difficult to adopt the newly introduced mode of teaching PES | 101 | 122 | 103 | 55 | 381 |
| | 100.33 | 132.83 | 89.83 | 58 | |
| both PES educators who have spent years in PES teaching and the newly employed equally complain about the changed PES minimum standards | 74 | 137 | 118 | 52 | 381 |
| | 100.33 | 132.83 | 89.83 | 58 | |
| PES educators who have spent many years in PES teaching do find it difficult to utilize the newly introduced PES teaching facilities compared to newly employed PES educators | 78 | 131 | 95 | 77 | 381 |
| | 100.33 | 132.83 | 89.83 | 58 | |
| PES educators who have spent many years in teaching PES are more uncomfortable with the implementation of the changed PES minimum standards | 75 | 109 | 102 | 95 | 381 |
| | 100.33 | 132.83 | 89.83 | 58 | |
| Total | 602 | 797 | 539 | 348 | 2286 |
| Chi-square = 143.987, DF = 15, P-value = 0.000 | | | | | |
| Critical Value 25.0 at (P<0.05) | | | | | |

The result of the test revealed that the respondents were of the opinion that the educators' years of teaching experience had significant influence on the implementation of the changed PES minimum standards in the colleges of education. This conclusion is drawn from an observed chi-square value of 143.978 compared with a critical value of 25.0 at 15 degree of freedom and the observed significant level of 0.000 ($P < 0.05$). With these observations, there is enough evidence to reject the null hypothesis which says that there is no significant influence of PES educators' years of teaching experience have no significant influence on the implementation of changed PES minimum standards in NCOE. From the point of view of the respondents, the educators'

years of teaching experience has significant influence on their performance in the implementation of the changed PES minimum standards in the colleges.

Hypothesis IV: PES educators’ area of specialization has no significant influence on the implementation of changed PES minimum standards in NCOE.

For the test of this hypothesis, the opinion of the respondents on the influence of educators’ areas of specialization on their performance in the implementation of the changed PES minimum standards in NCOE examined was tested. The test was carried out using Chi-square statistics. A summary of the test result is presented in Table 4.16. The expected counts are printed below the observed frequencies in the table.

Table 4.17: Summary of Chi-square on influence of educators’ areas of specialization on their implementation of the changed PES minimum standards in NCOE

| Influence of PES educators’ area of specialization on the implementation | SA | A | D | SD | Total |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------|------|-----|-------|
| most PES academic staff in my department are not specialist in PES hence find it difficult to implement the changed curriculum | 130 | 136 | 67 | 48 | 381 |
| | 105.6 | 148.8 | 71.6 | 55 | |
| I observed that PES educators are employed with relevant qualifications hence the certainty of being able to implement the changed curriculum effectively | 96 | 199 | 55 | 31 | 381 |
| | 105.6 | 148.8 | 71.6 | 55 | |
| I have the conviction that with or without PES educators specializing in PES, they can confidently implement the changed PES minimum standards | 82 | 111 | 118 | 70 | 381 |
| | 105.6 | 148.8 | 71.6 | 55 | |
| since most of the PES educators are not PES specialists at either NCE, degree or masters level, they have been finding it difficult to fully implement the changed PES minimum standards | 100 | 147 | 75 | 59 | 381 |
| | 105.6 | 148.8 | 71.6 | 55 | |
| deployment of newly recruited PES lecturers to PES departments without foundation or background knowledge skill and competency in PES courses would only make difficult the implementation of the changed PES minimum standards | 120 | 151 | 43 | 67 | 381 |
| | 105.6 | 148.8 | 71.6 | 55 | |
| Total | 528 | 744 | 358 | 275 | 1905 |
| Chi-square= 105.902, DF = 12, P-value = 0.000 (P < 0.05) | | | | | |
| (critical value = 21.0, P < 0.05) | | | | | |

From the result in the table 4.17, the respondents agreed that the educators' areas of specialization has significant influence on their performances in the implementation of the changed PES minimum standards in the Colleges of Education. This is indicated in table 4.17 by an observed chi-square value of 105.902 which is higher than the critical value of 21.0 at the 12 degree of freedom. Moreover, the observed significant level obtained in the test is 0.000 ($P < 0.05$). With this observations, the null hypothesis which says that there is no significant influence of PES educators' area of specialization on the implementation of changed PES minimum standards in NCOE is thus being rejected. The evidence from the test is that the educators' area of specialization plays a significant role in their performances with respect to the implementation of the changed PES minimum standards in colleges.

Hypothesis V: Increase in course contents has no significant influence on PES educators' implementation of changed minimum standards in NCOE.

The influence of increase in course contents on PES educators' job performance in the implementation of changed minimum standards was examined in Table 4.10. To test this hypothesis, the frequency scores by the respondents in the table were subjected to a chi-square test to determine whether the influence of the variable is statistically significant or not. A summary of the test is presented in Table 4.18. In the table, the expected counts are printed below the observed frequencies.

Table 4.18: Summary of Chi-square on influence of increase in course contents on PES educators' implementation of the changed PES minimum standards in NCOE

| Influence of increase in course contents on PES educators' implementation of the curriculum | SA | A | D | SD | Total |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|-------|------|-------|
| Frequent changes in PES course contents made it difficult for PES educators to implement the curriculum | 166 | 136 | 49 | 30 | 381 |
| | 108.57 | 155.29 | 69.14 | 48.0 | |
| changes in PES course content made it difficult for the educators to properly master the skills required to teach the newly introduced ideas | 115 | 180 | 58 | 28 | 381 |
| | 108.57 | 155.29 | 69.14 | 48.0 | |
| changes in course content encourage dislocation among the PES teachers since they are not very comfortable with the newly introduced ideas and methods | 83 | 169 | 85 | 44 | 381 |
| | 108.57 | 155.29 | 69.14 | 48.0 | |
| frequent changes in course contents serve as a motivation to PES educators in the quest to acquire new ideas in their teaching profession | 110 | 148 | 66 | 57 | 381 |
| | 108.57 | 155.29 | 69.14 | 48.0 | |
| changes in course contents have made the implementation of the curriculum more difficult, since PES educators find it difficult to cover the required ideas for each course | 91 | 158 | 73 | 59 | 381 |
| | 108.57 | 155.29 | 69.14 | 48.0 | |
| PES educators are satisfied with the changes in PES course content since they are duly consulted before the changes are carried out | 94 | 105 | 97 | 85 | 381 |
| | 108.57 | 155.29 | 69.14 | 48.0 | |
| Total | 760 | 1087 | 484 | 336 | 2667 |
| Chi-square = 152.767, DF = 18, P-value = 0.000 (P < 0.05) | | | | | |

Critical Value 25, P<0.05

The table 4.18 showed that most respondents were of the opinion that the increased course content have a significant influence on the performances of the PES educators' implementation of the changed minimum standards in Colleges of Education selected for the study. This is indicated in the above table 4.18 with high frequency counts for strongly agree (SA) and agree (A) by the respondents in the table.

This is deduced from the observed chi-square of 152.767 and the probability level of 0.000 (P < 0.05) obtained in the test as indicated in the table. The critical value of chi-square at the 18 degree of freedom is 25 and at 0.05 level of significance. With these observations, there is

sufficient evidence to reject the null hypothesis which says that increase in PES course contents has no significant influence on PES educators' implementation of changed minimum standards in NCOE. This result revealed that the increased course content significantly affect the positively or negatively performances of the PES educators' implementation of the changed minimum standards in the colleges.

Hypothesis VI: PES educators' implementation of the changed minimum standards has no significant influence on their job satisfaction in NCOE.

The influence of the educators' performances in the implementation of the changed minimum standards on their job satisfaction was examined. The scores in table 4.19 were used for this test to determine whether the respondents were of the view that such influence is significant or not. The result is summarized in Table 4.19. In the table the expected counts are printed below the observed frequencies.

Table 4.19: Summary of Chi-square on influence of PES educators' implementation of the changed PES minimum standards on the job satisfaction in the colleges

| Influence of PES educators' implementation of the curriculum on their job satisfaction | SA | A | D | SD | Total |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|--------|-------|-------|-------|
| With change in course content, academic staff work load are over stretched beyond the normal working hours to enable them cover the syllabus | 150 | 159 | 36 | 36 | 381 |
| | 114.0 | 154.29 | 60.43 | 52.29 | |
| I have no support for the change in course content because there is wide difference between what is developed and one which is being implemented | 118 | 169 | 58 | 36 | 381 |
| | 114.0 | 154.29 | 60.43 | 52.29 | |
| Many at times when PES curriculum is reviewed resources to implement the curriculum are not reliable and accurate for easy service delivery by the academic staff | 112 | 150 | 73 | 46 | 381 |
| | 114.0 | 154.29 | 60.43 | 52.29 | |
| Staff motivation and other welfare schemes increased job performance among the teaching staff in view of the changed curriculum review process/mechanism | 111 | 144 | 68 | 58 | 381 |
| | 114.0 | 154.29 | 60.43 | 52.29 | |
| Curriculum review of PES courses are undertaken for effective service delivery among the prospective primary school teachers | 105 | 175 | 45 | 56 | 381 |
| | 114.0 | 154.29 | 60.43 | 52.29 | |

| | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------|--------|-------|-------|------|
| Ill preparedness of the student-teachers for what to expect in the curriculum review through proper orientation could enhance high academic performance | 96 | 134 | 78 | 73 | 381 |
| | 114.0 | 154.29 | 60.43 | 52.29 | |
| With change in course content, academic staff work load are over stretched beyond the normal working hours to enable them cover the syllabus | 106 | 149 | 65 | 61 | 381 |
| | 114.0 | 154.29 | 60.43 | 52.29 | |
| Total | 798 | 1080 | 423 | 366 | 2667 |
| Chi-square = 68.098, DF = 18, P-value = 0.000 | | | | | |
| Critical Value 28.9, P<0.05 | | | | | |

From the result in the table, the respondents agreed that the educators' job performance in the implementation of the changed minimum standards significantly influence their job satisfaction in in the colleges. The observed chi-square of 68.098 at the 18 degree of freedom is higher than the critical value of 28.9. The observed level of significance for the test is 0.00 ($P < 0.05$). Therefore the null hypothesis which says PES educators' implementation of the changed minimum standards has no significant influence on their job satisfaction in NCOE is thus rejected. The result showed clearly that the educators' job performance in the implementation of the changed minimum standards negatively influence their job satisfaction in the colleges.

Hypothesis VII: Implementation of changed PES mode of teaching has no significant influence on job performance of PES educators in NCOE.

The changes in the mode of teaching resulting from the changed minimum standards on job performances of the PES educators in the colleges was examined. The scores of the respondents in the table were used in the test of this hypothesis with the aid of the chi-square procedure. The summary of the test is presented in Table 4.20. The expected counts are printed below the observed frequencies in the table.

Table 4.20: Summary of Chi-square on influence of PES educators' implementation of the changed PES minimum standards on the job satisfaction in the colleges

| Influence of implementation of changed PES mode of teaching on job performance | SA | A | D | SD | Total |
|------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|------|-------|-------|
| Changes brought to schools on mode of teaching supports the use of modern methods of teaching such as computer assisted instruction | 178 | 135 | 41 | 27 | 381 |
| | 102.17 | 158.17 | 80.0 | 40.67 | |
| The traditional method such as discussion or lecture methods formerly in use more stable for the adoption of the new minimum standard | 90 | 173 | 80 | 38 | 381 |
| | 102.17 | 158.17 | 80.0 | 40.67 | |
| Change in mode of teaching is somehow expensive for teachers to undertake with/without the support of the school | 91 | 168 | 88 | 34 | 381 |
| | 102.17 | 158.17 | 80.0 | 40.67 | |
| The methodological change adopted in the new minimum standard is less stressful for PES educators | 78 | 149 | 97 | 57 | 381 |
| | 102.17 | 158.17 | 80.0 | 40.67 | |
| PES educators' attitude and opinions towards the changes in mode of teaching of the new minimum standard is encouraging | 84 | 157 | 100 | 40 | 381 |
| | 102.17 | 158.17 | 80.0 | 40.67 | |
| The proposed mode of teaching at this level will not allow teachers to explore their potentials and hasten wide coverage of course contents/outlines | 92 | 167 | 74 | 48 | 381 |
| | 102.17 | 158.17 | 80.0 | 40.67 | |
| Total | 613 | 949 | 480 | 244 | 2286 |
| Chi-square = 117.973, DF = 15, P-Value = 0.000 | | | | | |
| Critical Value is 25, P<0.05 | | | | | |

The result in table 4.20 clearly signifies that the changed PES mode of teaching has significant influence on the job performance of PES educators in the colleges. The observed chi-square (117.973) at 15 degree of freedom is higher than the critical value of 25.0 at the same degree of freedom (DF). Therefore the null hypothesis which says that Implementation of changed PES mode of teaching has no significant influence on job performance of PES educators in NCOE is thus rejected. The result showed that changes in the mode of teaching induced by the minimum standard has significant influence on the job performances of the PES educators in the colleges.

Hypothesis VIII: There is no significant influence of PES students’ admission requirements on PES educator’s implementation of changed minimum standards in NCOE.

The influence of students’ admission requirement on the PES educators’ implementation of the changed minimum standards in the colleges was tested here to determine the extent to which the variable could be considered significance. The test was conducted with the chi-square procedure and the result is summarized in Table 4.21. In the table, the expected counts are printed below the frequencies observed.

Table 4.21: Summary of Chi-square on influence of PES students’ admission requirements on PES educator’s implementation of the curriculum in the colleges

| Influence of PES students’ admission requirements on PES educator’s implementation of the curriculum | SA | A | D | SD | Total |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|------|------|-------|
| An increase in the number of new-intakes on yearly basis does not correspond with high academic performance by the students as they progress in their studies | 152 | 150 | 58 | 21 | 381 |
| | 123.33 | 160.17 | 60.0 | 37.5 | |
| A geometric rise in the number of new-intakes amounts to an over-stretch of school facilities and thus falling standard of education | 112 | 180 | 56 | 33 | 381 |
| | 123.33 | 160.17 | 60.0 | 37.5 | |
| The standard of an educational institution in both internal and external examinations depends on the authorities adherence to prescribed teacher-student ratio | 122 | 168 | 60 | 31 | 381 |
| | 123.33 | 160.17 | 60.0 | 37.5 | |
| Government directives to tertiary educational institutions to generate revenue internally have compounded the problem of academic standards in schools | 121 | 167 | 49 | 44 | 381 |
| | 123.33 | 160.17 | 60.0 | 37.5 | |
| Schools who are able to control their admission system would boast of high concentration of students and ultimately on PES educators implementation of the changed PES minimum standards | 141 | 178 | 35 | 27 | 381 |
| | 123.33 | 160.17 | 60.0 | 37.5 | |
| My school has no interest in adhering to the required credit for admission hence affects PES educators implementation of the changed minimum standards | 92 | 118 | 102 | 69 | 381 |
| | 123.33 | 160.17 | 60.0 | 37.5 | |
| | 740 | 961 | 360 | 225 | 2286 |
| Chi-square = 116.737, DF = 15, P = 0.000 (P < 0.05) | | | | | |

Critical value = 25.0, DF 15 at P<0.05.

Students' admission requirement is considered to play a significant role in the implementation of the changed PES minimum standards in the colleges by the PES educators. This is indicated in the table with an observed chi-square value of 116.737 at 15 degree of Freedom. The level of significance observed in the test is 0.000 ($P < 0.05$). The critical value is 25.0, and $P < 0.05$ at the same 15DF. With these observations, there is sufficient evidence to reject the null hypothesis which says that there is no significant influence of PES students' admission requirements on PES educator's implementation of changed minimum standards in NCOE.

Hypothesis IX: There is no significant influence of adequate and effective utilization of PES facilities needed on the implementation of changed PES minimum standards in NCOE.

In table 4.22, the facilities, equipment along with the teaching and learning materials required for the effective implementation of the changed PES minimum standards in the selected colleges of education were examined. The aim here was to statistically establish the extent to which available facilities, equipment and other materials resources required for teaching and learning influence the implementation of the of the changed PES minimum standards by the PES educators in the colleges. The respondents' scores in the table were used for the test using chi-square summarizing in Table 4.22. In the table, the expected counts are printed below the observed frequencies. The chi-square value obtained in the test along with the critical value at the same degree of freedom are presented in the table.

Table 4.21: Summary of Chi-square on influence of facilities and material resources on the PES educator's implementation of the curriculum in the colleges

| Influence of PES facilities on the implementation of the curriculum | SA | A | D | SD | Total |
|------------------------------------------------------------------------------------------------|--------|--------|-------|-------|-------|
| | 196 | 121 | 27 | 37 | 381 |
| Inadequate classrooms/lecture rooms | 122.45 | 138.27 | 62.91 | 57.36 | |
| | 141 | 150 | 51 | 39 | 381 |
| Inadequate furniture | 122.45 | 138.27 | 62.91 | 57.36 | |
| | 115 | 147 | 70 | 49 | 381 |
| Lack of water supply | 122.45 | 138.27 | 62.91 | 57.36 | |
| | 127 | 142 | 58 | 54 | 381 |
| Lack of electricity supply | 122.45 | 138.27 | 62.91 | 57.36 | |
| | 132 | 174 | 38 | 37 | 381 |
| Inadequate basic learning /instructional materials for lecturers use including media provision | 122.45 | 138.27 | 62.91 | 57.36 | |
| | 120 | 172 | 52 | 37 | 381 |
| Laboratory workshop home-economics centres are grossly inadequate and ill equipped | 122.45 | 138.27 | 62.91 | 57.36 | |
| | 92 | 130 | 86 | 73 | 381 |
| The school buildings are obsolete and dilapidated | 122.45 | 138.27 | 62.91 | 57.36 | |
| | 91 | 131 | 66 | 93 | 381 |
| There is insufficient fund and infrastructure required | 122.45 | 138.27 | 62.91 | 57.36 | |
| | 112 | 118 | 89 | 62 | 381 |
| There is insufficient fund for professional development of PES teachers' salaries are low | 122.45 | 138.27 | 62.91 | 57.36 | |
| | 114 | 142 | 67 | 58 | 381 |
| There is insufficient fund for students support services | 122.45 | 138.27 | 62.91 | 57.36 | |
| | 107 | 94 | 88 | 92 | 381 |
| Salaries and allowance are not promptly and regularly paid | 122.45 | 138.27 | 62.91 | 57.36 | |
| Total | 1347 | 1521 | 692 | 631 | 4191 |
| Chi-Square = 248.952, DF = 30, P = 0.000 (P < 0.05) | | | | | |
| Critical Value 43.8, P<0.05 | | | | | |

The result of the test in the table 4.22 revealed that available facilities and other teaching and learning material resources were perceived to have significant influence on the PES educators' implementation of changed PES minimum standards in the colleges. In the table, the observed chi-square for the test is 248.952 at 30 degree of freedom while the critical value is 43.8. The observed level of significance in the test is 0.000 (P < 0.05). With these observations, there is enough evidence to reject the null hypothesis which says that there is no significant influence of adequate and effective utilization of PES facilities needed on the implementation of

changed PES minimum standards in NCOE. The test showed that the extent of availability of facilities along with materials resources for teaching and learning in the colleges significantly influence the implementation of changed PES minimum standards by the PES educators in the colleges.

4.5 Summary of Major Findings

The major findings from the analysis of the data and test of hypotheses of the study are summarized below:

1. The educational levels of PES educators have significant influence on their job performance in the implementation of the changed PES minimum standards in Nigerian Colleges of Education (Chi-square = 103.327, DF = 15, P = 0.000 (P<0.05) Critical value at 15 DF and at 0.05 = 25.0).
2. PES educators' professional training has significant influence on their performance in the implementation of changed PES minimum standards in Nigerian Colleges of Education. (Chi-square = 165.895, DF = 15, P = 0.000 (P<0.05) Critical value at 15 DF and at 0.05 = 25.0)
3. PES educators' years of teaching experience has significant influence on their job performance in the implementation of the changed PES minimum standards in Nigerian Colleges of Education. (Chi-square = 143.987, DF = 15, P = 0.000 (P<0.05) Critical value at 15 DF and at 0.05 = 25.0)
4. PES educators' area of specialization has significant influence on the implementation of the changed PES minimum standards in Nigerian Colleges of Education. (Chi-square = 105.902, DF = 12, P = 0.000 (P<0.05) Critical value = 21.0, DF 12 and at 0.05).

5. Increase in course contents significantly influences PES educators' implementation of the changed minimum standards in Nigerian Colleges of Education. (Chi-square = 152.767, DF = 18, P = 0.000 (P<0.05) Critical value at 18 DF and at 0.05 = 25.0)
6. The implementation of the changed minimum standards by PES educators has significant influence on their job satisfaction in Nigerian Colleges of Education. (Chi-square = 68.098, DF = 18, P = 0.000 (P<0.05) Critical value at 18 DF and at 0.05 = 28.9)
7. The changes in the mode of teaching orchestrated by the PES changed minimum standards have significant influence on PES educators' job performance in Nigerian Colleges of Education. (Chi-square = 117.973, DF = 15, P = 0.000 (P<0.05) Critical value at 15 DF and at 0.05 = 25.0)
8. The PES students' admission requirements for the PES changed minimum standards has significant influence on PES educators' job performance in the implementation of curriculum in Nigerian Colleges of Education. (Chi-square = 116.737, DF = 15, P = 0.000 (P<0.05) Critical value at 15 DF and at 0.05 = 25.0)
9. The available facilities and utilization of material resources for teaching and learning has significant influence on the PES educators' implementation of changed PES minimum standards in NCOE. (Chi-square = 248.952, DF = 30, P = 0.000 (P<0.05) Critical value at 30 DF and at 0.05 = 43.8)

4.6 Discussion of Findings

This study investigated the influence of teacher quality and continuous changes in minimum standards on job performance of Primary Education Studies (PESs) educators in

Nigerian Colleges of Education. Indices of the influence investigated in the study were educational qualification, professional training, years of teaching experience, area of specialization of PES educators, increase in course contents, changes in course contents, changes in the mode of teaching, admission requirements and facilities/material resources for teaching and learning in the colleges. Nine null hypotheses were tested to establish the significance of the influence of the variables on the job performance of the PES educators in the implementation of the curriculum in the colleges.

In the test of hypothesis I, the significance of the influence of educational qualification of the PES educators on their job performance in implementing the changed PES minimum standards in the colleges was tested. The result of the test revealed that the respondents were of the opinion that the educators' educational qualification plays a significant influence on their implementation of the changed PES minimum standards in the colleges. The null hypothesis was therefore rejected. From the analysis of the relevant data on the variables, it was observed that PES educators with higher qualifications were perceived to have more effective approach to the implementation of the curriculum in the colleges than those with lower qualifications. The finding is consistent with Adeshina (2004) who pointed out that many innovations in education relied a lot on the preparedness of the teachers who are termed the curriculum implementers. Level; and their actual teaching competence and performance on the job. The report stated that statistics revealed that a large number of teachers having below the National Certificate in Education (NCE) abound in North-East and North West (70%).

The test of hypothesis II revealed that the professional training of the PES educators has a significant influence on their job performances in the implementation of the changed PES minimum standards in NCOE.

Based on the findings from the study, it is mandatory that the acceptance of any changed minimum standards for implementation be suggested to provide for professional training of the educators in order to attain proper implementation of such minimum standard.

The extent of influence of PES educators' years of teaching experience on the implementation of changed PES minimum standards was tested in hypothesis III. The result showed that the respondents were of the opinion that the variable has significant influence on their job performance with respect to the implementation of the changed PES minimum standards in the colleges. The null hypothesis was therefore rejected. From the related items of the variable, it was observed that PES educators with higher years of experience on the job were likely to have better approach to the implementation than the newly recruited ones. The finding agrees with Hanushek and Revkin (2006) who reported from their study, that years of experience is positively correlated with student performance. In a similar study, Felter (2006). Reported that years of teaching experience are a consistent predictor of higher test scores. He also stated that "teacher experience measured by the average number of years in service, is positively related to test results.

The influence of PES educators' area of specialization on their implementation of the changed PES minimum standards in the colleges was tested in hypothesis IV. The result revealed that the influence was statistically significant. The null hypothesis was therefore rejected. From the items within the variable, it was observed that specialization enable approach in the implementation towards better result orientation among such educators. The finding here agrees with Goldhaber (2007), who suggested that the reason for increased student achievement in specific content areas was because of "subject-specific training, rather than the teacher ability that leads to these findings. The report further identified the major factors that make high

performance in school to include past students' performance areas in which the teacher received training rather than seniority or teacher preference.

In research questionnaire and hypothesis V, the significance of the influence of increase in course contents on PES educators' implementation of the changed minimum standards in the colleges was examined. The result revealed that increase in course content has significant influence on the PES educators' implementation of the changed minimum standards in NCOE. The null hypothesis was therefore rejected. From the opinions of the respondents in the table, increase in the course content tended to increase the complexity of the curriculum implementation in the colleges.

The significance of the influence of PES educators' implementation of changed minimum standards on their job satisfaction in the colleges was tested in hypothesis VI. The result of the test revealed that the educators' implementation of the changed minimum standards has significant influence on their job satisfaction in the colleges. This is because large class-size may present effective adoption of certain methods of teaching. The null hypothesis was therefore rejected. This finding agrees with Rendani, (2007) who reported that "even educators who are open to change feel uncertainty about what kind of changes will be most effective and how best to go about making them and that disquiet, frustration and despondency abound as well as the sense that "we are already doing so much how can we possibly do more?" And that Change or reform can appear threatening and therefore bring resistance as well as bring suspicion, fear and dissatisfaction.

Hypothesis seven tested the significance of the influence of the changed PES mode of teaching on job performance of PES educators in the implementation of the curriculum in the colleges. The result of the test revealed that the changed mode of teaching has significant

influence on the job performance of the PES educators in their implementation of the curriculum. The null hypothesis was therefore rejected. This finding agrees with Adeorun, Oni, Oladipo, Onuoha and Yakasai, (2009) that the teachers should be an embodiment of constant search for updated knowledge, latest information, skills and breakthroughs, in various fields of life.

The significance of the influence of PES students' admission requirements on PES educator's implementation of changed minimum standards in the colleges was tested in hypothesis VIII. The test revealed that the students' admission requirement has significant influence on the PES educators' implementation of the curriculum in the college. The null hypothesis was therefore rejected. From the related items of the variable, it was observed that lowering of the admission requirement tended to result in the overcrowding of the colleges. This finding agrees with Valga, (2007) who reported that the Teacher training programmes were chosen by schools leavers with poorer than average skills and that since there were relatively few applications for a large number of places, applicants were practically freely admitted. The report further stated that if students bring with them poor levels of knowledge and skills, training cannot maintain high standards. The finding is consistent with Sofowora (2010) who articulated that the launch of UBE will lead to other problem in primary education that is, disparity between the expected school enrollment and the actual enrolment.

In the last hypothesis of the study, the significance of the influence of facilities and material resources for teaching and learning in the colleges on the implementation of changed PES minimum standards in the colleges was tested. The result revealed that the influence was found to be statistically significant. The null hypothesis was therefore rejected. The observation from the related items is that available facilities and materials resources for teaching and learning in the colleges were grossly inadequate and this inadequacies has significant and negative

influence on the PES educators' implementation of the curriculum in the colleges. The finding here agrees with Sofowora (2010), who reported that the challenges lack of quality education or qualified teachers, quality of teaching and facilities must be resolved if schools are to offer qualified quality education.

Information obtained from the observation schedule showed that majority of the PES educators had at one time or another not been able to cover the course contents while few others did. This was attributed to time shortage of personnel and wideness in some of the courses offered. There are cases where explanation offered is not relevant. The implication of this is to produce PES graduates without solid background to help achieve the objectives of PES.

In terms of the mode of teaching, it was observed that lecture method was the most commonly used method of teaching. Next to this, was tutorial method while both excursion and practical were the least used methods of teaching. Again, it was realized that lecture method is the best for higher education. Others who could not use lecture method pitch tent with tutorial method where students are required to be active participant in the teaching-learning process. Their teachers only act as course facilitators in this regards.

On the contrary, most observers indicated that practical and excursion could not be used when it is even required because of the large population of students involved and the sophisticated equipment required. For this reason, the job performed by PES educators may not be satisfactory to them as a response to objective No. 7 which states that to determine changes made of teaching as mandated in the minimum standards have any influence on PES educators jobs performance in NCE.

It was also observed that the changes in the PES curriculum saw few courses being introduced to the NCE programme. However, the implementation aspect is often deficient as few

of these courses required some essential facilities to work with. But most educators claimed since the facilities were not available, there was no better way they could teach such courses than to do so.

The student-teacher ratio of 1:25 as recommended in the national policy on education was observed to be violated. In all the five schools observed (FCE Asaba, COE Ilesa, SSCOE Sokoto, FCE Zaria and COE Agbor) the student-teacher ratio having 1:100 is questionable. The need to have an effective teaching-learning process may not be realistic under this situation if it is not looked into.

On ventilation, sitting arrangement, teacher resourcefulness and competence, some of the colleges observed had well-built classrooms but its ventilation may be questioned due to the students' population. The sitting arrangement is comfortable but otherwise, when a particular course has too many students offering such a course. Few of the PES educators were observed to be resourceful and competent,. They use their initiatives and knowledge to teach students adequately in such a manner that they would understand they are being taught. They help with important materials and no doubt, students' response to what they teach suggest they are competent.

A close look at teachers' specialization, mastery of knowledge, punctuality and provision of reading materials suggest few of them are specialist as long as they secure employment into PES department. They however, learn on the job and somehow moved out the department if they feel there is no job satisfaction anymore. The other variables depend on individual personality, leadership provided in the department and the qualities they are made of.

Interview conducted for NCCE monitoring official showed the followings:

1. That curriculum review is undertaken every five (5) years.

2. Respondents (interviewees) agreed that all stakeholders including PES educators are involved in the planning of PES curriculum.
3. Respondents agreed that review of PES minimum standards still holds every five (5) years only that lack of funds and the restructuring of COEs in the country had constitute a hindrance to its objectives.
4. While some of the respondents informed the interviewer that PED 118 and 213 respectively possess a major problem after the change of PES minimum standard others revealed that no problem was reported after the same exercise.
5. Information obtained from the respondents indicated that poor funding and problem of implementation have constituted in themselves barrier to effective implementation of the reviewed PES curriculum.
6. Oral statements of the respondents indicate that federal government of Nigeria finances the processes involved in curriculum review through the NCCE.
7. Interest of PES educators had always received a boost during the curriculum change process.
8. That monitoring and evaluation (accreditation) processes NCCE act as a watchdog to all PES awarding COEs in Nigeria. There is pre-accreditation visit, self-assessment and accreditation proper.
9. Respondents reported that the status of NCE certificates is now the minimum teaching qualification in Nigeria. As such, NCCE felt the need to align its curriculum to meet the challenges of teaching/learning at the Basic Education level.
10. It was informed that attitudes and behaviours likely to be displayed by PES educators after the curriculum changes are taken care of, through capacity building programme.

11. Qualification of PES educators have always been a priority for those to be engaged in the PES curriculum change.
12. It was revealed that PES educators' job performance after the change influenced their professionalism and service delivery of the job.
13. It was reported that government provide support to the continuous change in PES curriculum through funding, legislation of appropriate policies and sponsorship organizing of workshop.
14. On the issue facilities, majority of the respondents opinion was negative.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The background to the study of the research titled “Influence of Teacher Quality and Continuous Changes in Minimum Standards on Job Performances of PES Educators in Nigerian Colleges of Education” was able to establish that educator is a vital instrument for social and economic mobility at the personal level and as instrument for transformation at the national level. It reveals that primary school pupils have the right to be taught by competent teachers who are professionally trained to do so. The issue of continuous changes in PES Minimum Standard is an attempt to meet the demands for teachers that are specifically trained to be able to inculcate quality skills and knowledge to basic school pupils. The study was being guided with nine objectives, a research questionnaires. Also nine hypotheses were tested.

The literature review covers theoretical framework in which CIPP model was adopted. Also, eleven empirical studies relevant to the study were reviewed respectively. The study adopted expo facto design in line with Doza (2009) assertion. The population for the study covers the PES educators from 83 colleges of education in Nigeria. Questionnaire and interview were used to collect data for the study.

To effectively investigate the influence of the variables on the PES educators’ job performance in the implementation of the PES curriculum in the colleges, A number of questionnaires were used. But the main instrument was a structured questionnaire designed with the 10 sections. The first section solicited for the demographic characteristics of the respondents in the colleges while the remaining nine sections were used for assessing the influence of the selected variables’ on the implementation of the PES curriculum in the colleges. The

questionnaire was validated and pilot-tested for reliability and consistency. The tested instrument was then administered to a total of 381 respondents made up of educators in the colleges of education selected through a stratified random sampling procedure in three geopolitical zones of Nigeria. Apart from the main instrument one questionnaire each was administered to the Head of the PES department and staff of the colleges. A questionnaire was also administered to PES teachers teaching in Basic Schools to elicit their perceptions on the curriculum content. A structured interview was conducted to ensure on the spot assessment of the curriculum implementation by the PES educators.

The major findings from the analysis of the data and test of the study's hypotheses are summarized below:

1. The educational levels of PES educators have significant influence on their job performance in the implementation of the changed PES minimum standards in Nigerian Colleges of Education
2. PES educators' professional training has significant influence on their performance in the implementation of changed PES minimum standards in Nigerian Colleges of Education.
3. PES educators' years of teaching experience has significant influence on their job performance in the implementation of the changed PES minimum standards in Nigerian Colleges of Education.
4. PES educators' area of specialization has significant influence on the implementation of the changed PES minimum standards in Nigerian Colleges of Education.
5. Increase in course contents significantly influences PES educators' implementation of the changed minimum standards in Nigerian Colleges of Education.

6. The implementation of the changed minimum standards by PES educators has significant influence on their job satisfaction in Nigerian Colleges of Education.
7. The changes the mode of teaching orchestrated by the PES changed minimum standards has significant influence on PES educators' job performance in Nigerian Colleges of Education.
8. The PES students' admission requirements for the PES changed minimum standards has significant influence on PES educators' job performance in the implementation of curriculum in Nigerian Colleges of Education.
9. The available facilities and material resources for teaching and learning has significant influence on the PES educators' implementation of changed PES minimum standards in NCOE.

5.2 Conclusions

Effective Job performance by educators is one of the basic requirement for improving the teaching and learning and thus raising the standard of education in the country. This study has identified some indices for improving the teaching and learning of PES through the improvement of the PES educators' job performances in the Nigerian Colleges of Education. Improving the educators' performance means improving the performances of the teachers they are training which will in turn improve the standard of teaching and learning in Nigerian primary and secondary schools. Stakeholders of schools especially colleges of education could use these identified indices to boost the performance of educators not just in PES but other courses in the colleges of Education across the country. From the analysis of the data and test of the hypotheses of this study, the following conclusions were drawn:

- 1 The educational levels of PES educators have significant influence on their job performance in the implementation of the changed PES minimum standards in Nigerian Colleges of Education
- 2 PES educators' professional training has significant influence on their performance in the implementation of changed PES minimum standards in Nigerian Colleges of Education.
- 3 PES educators' years of teaching experience has significant influence on their job performance in the implementation of the changed PES minimum standards in Nigerian Colleges of Education.
- 4 PES educators' area of specialization has significant influence on the implementation of the changed PES minimum standards in Nigerian Colleges of Education.
- 5 Increase in course contents significantly influences PES educators' implementation of the changed minimum standards in Nigerian Colleges of Education.
- 6 The implementation of the changed minimum standards by PES educators has significant influence on their job satisfaction in Nigerian Colleges of Education.
- 7 The changes the mode of teaching orchestrated by the PES changed minimum standards has significant influence on PES educators' job performance in Nigerian Colleges of Education.
- 8 The PES students' admission requirements for the PES changed minimum standards has significant influence on PES educators' job performance in the implementation of curriculum in Nigerian Colleges of Education.
- 9 The available facilities and material resources for teaching and learning has significant influence on the PES educators' implementation of changed PES minimum standards in NCOE.

Based on these findings, it is hereby concluded that more qualified PES educators with Masters and Doctorate degrees be recruited for adequate implementation of the changed PES minimum standards in NCOE. There should be adequate assistance for PES educators in order to motivate them to involve in different professional training programmes. Admission of PES students should be proportionally done in accordance to the available facilities for teaching.

5.3 Recommendations

Based on the findings from the analyzed data, the following recommendations are made:

1. Recruitment of PES educators should be based on qualifications.
2. Effort should be made to ensure that only professionally trained PES educators are assigned the job of implementing the changed minimum standard curriculum in the colleges
3. Assignment of teaching the PES courses in the colleges should be based on teaching experience such that newly employed educators could get oriented through the older educators in the colleges.
4. Preference should always be given to educators with specialization in PES in the recruitment and assignment of PES course for teaching.
5. Increase in course content should be accompanied with increased teaching personnel in the colleges.
6. PES educators should be motivated through departmental welfare packages and such other incentive to enhance their job performance in the colleges.
7. There should be continuous teaching orientation through seminars and workshops especially when changes in mode of teaching is required or occur in the colleges.
8. There is a need to adhere to some minimum requirement in the admission of students into the colleges especially in PES.

9. There is a need to increase funding for facilities and material resources for teaching and learning of the PES in the colleges. When fund are allocated for facilities and materials resources for teaching and learning of PES, there is a need to ensure that such funds are adequately and efficiently utilized through a good process of accountability.

5.4 Suggestions for Further Studies

This investigation focused solely on indices of influence on PES educators' job performance in the implementation of Changed PES Minimum Standard within the colleges of Education. It would be of academic interest to look at other courses within the colleges towards enhancing the performances of the educators in the colleges of education in Nigeria. Also, the following areas should be researched into:

- An investigation into the role of basic school headteachers in encouraging PES specialization among primary school teachers in Kaduna State public Basic Schools.
- An evaluation of TETFUND support for State Colleges of Education Primary Education Studies (PES) educators in Nigeria.

References

- Achinugu, L. (2000). *The Agencies of Nigerian Teachers: NUT, Trend of Foe?* Port Harcourt: Baron Press Limited.
- Adams, R.D. Hutchinson S. & Martray, C. (1980). A Development Study of Teacher concerns across *Time*. Paper presented at the American Educational Research Association Annual Meeting, Boston.
- Adeniyi, A. (2003). Teacher Quality and Quantity as Correlates of Secondary School Students' Academic performance in Ogun State, Nigeria. *Nigerian Journal of Guidance and Counseling*, University of Ilorin: 8(1) pg. 98-111.
- Adeosun, O., Oni Oladipo, A. Onouha, S., Yabassai, M. (2009). Teacher Training Quality and Effectives in the Context of Basic Education: CICE Hiroshima University, *Journal of International Cooperation in Education* Vol. 12(1) pp. 107-125.
- Adeshia A.E. (2011). Perceived Impact of Primary Education on the attainment of Nigerian Vision 20:20:20. *Journal of International Association for Teaching and Learning (IATEL)* Vol. I, No. 2. pp. 93-100.
- Adeshina, S. (2004). *Universal Basic Education. Primary Education and the Problem of Qualified Teachers in T.L. Adepoju (Ed.) Planning and Implementation of Universal Basic Education in Nigeria* (pp. 11-15). Ibadan: Educational Industries Nig. Ltd.
- Afe, J.O. (1989). *The Culture Concept in Educational Studies*. Benin Abuot Publishers.
- Afe, J.O., (1995). *Colleges of Education Teaching perspective and their Future*. Nigerian Education Forum. Wikipedia (2010) September [www.olaf.com.org.issuein education.html](http://www.olaf.com.org.issuein%20education.html)
- Ajayi, T. (1985). *An Execution of UPE Scheme in Ogun State, Nigeria* (Unpublished Ph.D Thesis), University of Benin.
- Akinfe, E. Olofunniyi, O.E. & Fashiku, C.O. (2012). Teacher's Quality as Correlates of Students Academic Performance in Biology in Senior Secondary Schools of Ondo State, Nigeria. *Online Journal of Education Research*. <http://www.onlineresearchjournals.org/IJER>.
- Alibi, A.T. (2005). "The Relevance of Staff Development Programmes to Staff Performance in the School System" *Ilorin Journal of Education* Retrieved 26 March 2012 from <http://www.edu.ng/unilorin/ije/aug2005>

- Aminu, S.S. (2008). *The Constraints for Participation of Students in Practical Teaching Skill Acquisition* Unpublished seminar paper presented at Ph.D programmes, Faculty of Education, A.B.U., Zaria.
- Amoor S.S. (2010). Effect of Motivational Factors on Vocational and Technical Education Programme in Nigerian Universities. *Journal of Business Educational Research and Development* 1(1), 92.
- Ashton P. & Crocker L. (1987). Systematic Study of Planned Variations: The Essential Focus of Teacher Education Reform. *Journal of Teacher Education* Vol. 2(3) pp. 2-8.
- Audu, A. (2008). *Teacher Quality as an Emerging Issue in Education*. A paper presented at 10th Annual International Conference, by National Association for the Advancement of Knowledge, at Federal College of Education, Katsina (unpublished).
- Awotunde, P.O. and Ugodulunwa, C.A. (2004). *Research Methods in Education*, Jos: Fab Ame (Nig.) Ltd.
- Bala H. (2009). *An Assessment of Effects of Language of Instruction on Students' Performance in Mathematics in Secondary Schools in Adamawa State*. Master Thesis in Education; ABU published.
- Bara'u R. (2009). *Impact of Teacher-Quality on Islamic Studies Teaching and Learning in Junior Secondary Schools in Kaduna State*. Master Thesis published ABU Zaria, pp. 7-9.
- Bayodo, O.M. (2007). *Emerging Issues in Teacher Professionalism in Nigeria*. <http://www.qualityteaching.org/TQI/TQI.html>
- Beat, M. & Bent R. (1990). Perceptions of Good Teaching among Novice, Advanced Beginner and Expert Teachers; paper presented at American Educational Research Association, Boston.
- Begle, E.G. (1979). *Critical Variables in Mathematics Education* Washington D.C. Mathematical Association of American and national Council of Teachers of Mathematics.
- Betiku, O.F. (2002). *Factors Responsible for Poor performance of Students in Mathematics in School*; suggested remedies STAN 2002 pp. 25-33.
- Bishop G. (1985). *Curriculum Development in London and Basing Stoke*: Macmillan Publishers Ltd.
- Brown, C.A., Smith, M.S. & Stein, K., (1995). Linking Teacher support to Child Classroom Instruction. Paper presented at the Annual Meeting of the American Educational Research Association New York.

- Byrne, C.J. (1983). *Teacher Knowledge and Teacher Effectiveness: Theoretical Analysis and Discussion of Research Methodology*. Paper presented at the Meeting of the Northwest Educational Research Association, New York.
- Chall, J.S. (2000). *The Academic Achievement Challenge: What really works in the Classroom?* New York, the Guilford Press.
- Clotfelter, C.T., Helen, F.L., & Jacob, L.V. (2007). *How and why do Teacher Credentials Matter for Student Achievement?* Urban Institute Analysis of Longitudinal Data and Educational Research.
- Cohen, D.K. & Hill, H. (1997). *Institutional Policy and Classroom Performance: The Mathematics Reform in California*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago.
- Crusius, T.W. & Channel, C.E. (2001). *The Aim of Argument*, America: McGraw-Hill.
- Darling-Hammond, L. (1999). Teacher Learning that supports Student Learning. *Educational Journal of Leadership*, 55(5) pp. 6-11.
- Darling-Hammond, L. (2000). *Teacher Quality and Student Achievement: A Review of State Policy Evidence* Vol. 8 No. 1 retrieved January 13, 2010.
- Darling-Hammond, L. (2006). *Doing what Matters Most: Investing in Quality Teaching*. New York: National Commission on Teaching and America's Future.
- Darling-Hammond, L., Holtzman, D. Gatlin, S. & Vasquez, H.J. (2005). *Does Teacher Participation Matter? Evidence about Teacher Certification*. Teach for America and Teacher Effectiveness <<http://schoolredesign.net>>
- Darling-Hammond, L.; Barnett B. & Amy, T. (2007). *Evaluating the Evidence for Teaching Quality* www.teachingquality.org/pdfs/
- Darling-Hammond, L.; Hudson, L.; & Kirby (1987). *Redressing Teacher Education*: Santa Monica: The Rand Corporation.
- Dasko E. (2002). *The Definition of a Teacher*. Helium Home Education <http://www.helium.com.items> retrieved 8th May, 2012.
- Davison, M. (2008). *Education Reform: Improving Human Capital Formation*. Talk Given at a Conference on the Country Report by OECD Experts at the Hungarian Ministry for Education and Culture. Budapest.

- Delar, M., Dahar, R.A, Dahar R.T and Faize, F.A (2011). Impact of Teacher Quality at Secondary Stage in Punjab (Pakistan) *European Journal of Social Sciences* – Volume 19 No. 1.
- Denton, J.J. & Lacina, L.J. (1984). *Quantity of Professional Education Coursework linked with process measures of student teaching*. *Teacher education and practice*, 39-64.
- Department of Education (1997). *Building a Brighter Future. Curriculum 2005*. Pretoria CTP Book Printers.
- Doza I.R. (2009). Teacher Quality as a Factor of Student Achievements: How does the Teacher Type of Teacher Certificate Correlates with Student Mathematics? *Online Journal of Southern University* [<http://www.plantt.org/member/docs/R>].
- Egwu, S.O. (2009). Roadmap for Nigerian Educational Sector Abuja Federal Ministry of Education. P. 5-15.
- El-Yakub, S.U. (2007). An Assessment of the Curriculum Content and Organization of Almajiri Systems of Education in States of the Northern Nigeria. A proposed Alternative unpublished Ph.D Dissertation ABU Zaria.
- ETS (2013). *Teacher Classroom Practices and Student Performance: How schools can make a difference*. Pp. 13-22 retrieved 22nd July, 2012.
- Evertson, C. Hawley W. & Zlortnik, M. (1985). Making a Difference in Educational Quality through Teacher Education. *Journal of Teacher Education* 36, 3, 2-12.
- Fabunmi, M. (1997). *Differential Allocation of Resources and Secondary School Academic Performance in Edo State (1989-1996)*. Unpublished Ph.D Dissertation University of Ibadan.
- Falus, I., (2002). *The Teacher who Learns Uiskolakultura*, 2002 (6-7) 76-83.
- Federal Government of Nigeria (2004). National Policy on Education, Lagos Federal Ministry of Education.
- Federal Government of Nigeria (2004). National Policy on Education (4th edition), Lagos NERDC Press.
- Ferguson, R.F. & Womack, S.T., (1993). The Impact of Subject Matter and Education Coursework on Teaching Performance. *Journal of Teacher Education* 44(1) 55-63.

- Ferguson, R.F. (1992). paying for Public Education New Evidence on how and why Money Matters S., *Haward Journal on Legislation*, 28(2) 465-498.
- Ferguson, R.F., Jordana, B. (2007). *Certification Test Scores, Teacher Quality and Student Achievement*. Harvard University, Ferguson Brown00.pdf
- Fetler, M. (2006). High School Staff Characteristics and Mathematics Test Results. *Education Policy Analysis Archjives* 7, 9 <http://epaa.asu.edu/epara/v7n9.html>
- Forman, L. (2007). Good Teacher Raise Student Achievement. National; Bureau of Economic Research Digest Online <<http://www.nber.org/digest/101154.html>>
- Freeman, K.F., Gulbert V. (2006). *Post Certification Teacher Cortication and Pupil Achievement*. University of Nevada, Reno <<http://www.proquest.com>>
- Fullan, M. (1991). Overview of Curriculum Innovation Process and the User. *Interchange* Vol. 3(2) opp. 12-23.
- Fullan, M. (2000). *Leading in a Culture of Change*. San Francisco: John Wiley and Sons Inc.
- Glassberg, S. (1980). A View of the Beginning Teacher from a Development Perspective. Paper presented at the American Educational Research Association Annual Meeting, Boston.
- Gobbler, B. (2003). *Effective Education Management Series*, Module 2: Management of the Schools in Context. Sandown: Heinemann.
- Goldhaber, D.D. and Brewer, D.J. (1996). *Does Teacher Certification Matter? High School Certificate Status and Student's Achievements*. *Educational Evaluation and Policy Analysis*, 22, 139 pp. 129-145.
- Greenwald, R., Hedges, L.V., & Leine, R.D. (1994). The Effect of School Resources on Student Achievement. *Review of Educational Research* 6(1) 361-396.
- Gultig J. Hoadley, U. & Jansen, J. (2002). *Curriculum from Plans to Practices*. Cape Town Oxford University Press.
- Gultig, J., Lubisi, C. & Wedekind, V. (1998). *Understanding Outcomes based Education: Teaching and Assessment in South Africa-Reader*. Cape Town Oxford University Press, Southern Africa.

- Gustafsson, J. (2003). What do we know about the effects of school resources on educational results? *Swedish Economics Policy Review* (10), 77-110.
- Guyton, E. and Farokhi E. (1987). Relationship among Academic Performance, Basic Skills, Subject Matter, Knowledge and Teaching Skill of a Teacher Education Graduates. *Journal of Teacher Education* 2(38) 37-42.
- Hanushek E.K. (1998). *The Evidence on Class Size Occasional paper*, No. 98. University of Rochester.
- Hanushek, E.A. and Rvkin, S.G. (2006). Teacher Quality, Handbook of the Economics of Education. Amsterdam; national; Bureau of Economic Research.
- Hanushek, S. (2003). *Assessing the Assets of School Resources on Student Performance*. An Update, *Educational Evaluation and Policy Analysis*, 19(2) 141-164.
- Hedges, L.V., Laine, R.D. & Greenwald R. (1994). *Does Money Matter? A meta-Analysis of Studies of the Effects of Differential School Inputs on Student Outcomes* 2(3) 5-14.
- Ihenetu A.K. (2013). Utilizing the School Curriculum to achieve National Unity in Nigeria. *Nigeria Journal of Professional Teachers* Vol. 3(2) pp. 25-28.
- Ikeotuoye, A.I. and Nwosu, I.S. (2005). Qualification and Experience of Teachers as factors in the Performance of Students, *Abuja Journal of Education*, Vol. 6(1) pg. 116-121.
- Ivowi, U.M.O. (2008). Curriculum and the Total Person. A Keynote address presented at the 21st annual conference of Curriculum Organization of Nigeria held at NERDC, Abuja Sept. 2008.
- Ivowi, U.M.O (2006). *Curriculum Development and Curriculum Delivery at the secondary School Level*, in Ivowi, UMO and Ogunleye, A.O. (eds) *The Growth and Development of Eradication in Nigeria*. pro. Peter Sunshine International Pub (Nig.) Ltd.
- Jacobs, M., Valcalisa, N. & Gawe, N. (2004). *Teaching-Learning Dynamics: A Participative Approach for OBE*, 3rd edition, Sandown: Heinemann.
- Junaid, I. (2008). National Commission for Colleges of Education (NCCE). Deliberations on New Minimum Standard. Opening Address.
- Kabiru I.M. (2002) *Proceedings of the National Conference of NCE Teacher Educators in Nigeria*. Ali Akilu House Publishers.

- Kajang, Y.G., David, G.J. and Jatau, A.A. (2004). *Research and Statistics Made Simple in Education*. Plateau: Waris Printing Press.
- Kerlinger B. & Bodunde F.O. (2004). *Formal Education: The African Experience*. Accra Leghom University Press.
- Lassa P.N. (2000). *Primary Teacher Production in Nigeria* in Lassa P.N. (ed) *Teacher Education in the 11st Century*, Kaduna: NCCE.
- Lawal, H.M. (2011). *Teacher Training for Effective Delivery of Education at Primary School Level in Nigeria: Unpublished Seminar paper Presentation*, A.B.U., Zaria pp. 10-13.
- Leigh, H. (2007). How can we improve Teacher Quality? *The Malbourne Review* 3(2) (31-32).
- Lenk, H.A. (1989). *A Case Study: The Induction of Two Alternate Route, Social Studies Teachers*. Teachers College, Columbia.
- Lisko, I. (2004). *The Efficiency of In-serviced Teacher Training*. 13(3), 391-405.
- Lovat, T.J. & Smith, D.L. (2003). *Action on Reflection*. Australia Sydney Social Science Press.
- MacDonald, B. (1991). *From Innovation to Reform: A Framework for analyzing change*. pp. 1-13 Open University Press Buckingham.
- Marsh, C.J. (1992). *Key Concepts for Understanding Curriculum*. Falmer Press, London.
- Mcbeath, C. (1997). Curriculum Dissemination: A Problematic Issue in Educational Change. *Australian and Newzealand Journal of Vocational Educational Research*, 5(2), 37-55. Thhp://www.users.bigpond.net.au/atlainsep-m.beath.
- McCombs, B.L. & Whisler, J.S. (1997). *The Learner Centred Classroom and School: Strategies for Increasing Student Motivation and Achievement*. San Francisco: Jossey-Bass Publishers.
- Mitchell, N. (2005). *Interim Evaluation Report of the Alternative Certificate Programme*. Dallas. TX: DISD Department of Planning, Evaluation and Testing.
- Monk,. D.H. (1994). *Subject Matter preparation of Secondary Mathematics and Science Teachers and Students Achievement Economics of Education Review*, 13, 12, 125-145.

- Murphy J., (1995). *Changing Role of the Teacher*, in M.J.O. Hair and S.J. Odel (Eds) *Educating Teacher for Leadership and Change*. Teacher Education Year book H.I. Thousand Oak: Crown Press.
- Myers, C.B. and Myer, L.K. (1990). *An Introduction to Teaching and Schools*. Sydney: Holt, Rinebiart and Winston Inc.
- Nagy, M. (2004). *First Classroom Experiences as the First Phase of Teacher Training*. *Education* 13(3) 375-390.
- National Commission for Colleges of Education (NCCE, 2002). *Workshop on Statistical Digest on Effective Teachers 23rd – 25th July, Abuja*.
- National Educational Quality Assurance Policy (2004). *Quality Control of Educational System in Nigeria*. NERDC Lagos Press pp. 23.
- NCCE (2008). *National Commission for Colleges of Education (NCCE) Minimum Standard, Abuja*.
- NCCE (2008). *National Commission for Colleges of Education (NCCE) Minimum Standard Abuja*.
- NCCE (2012). *Statistical Digest on Colleges of Education in Nigeria: Unpublished*.
- NCTAF (2004). *National Commission on Teaching and America's Future. What matter Most: Teaching for America's Future* New York.
- Nwana, O.C. (1982). *Introduction to Educational Research for Student and teachers*. Ibadan: Heinemann Educational Books.
- Nyiro, Z. (2006). *The Teaching Profession in Europe: Characteristics, Trends and Concerns*. <http://www.oki.lu/odal.phd?Nyro-Tanari>.
- Obayan, P.A.I. (2000). *Education and the Nigerian Society Revised: The UBE as People oriented Programme*. J.A. Majasan First Anniversary Lecture Conference Centre U.I.
- Okimedim J.B. (20074). *Evaluation of the planning and Implementation of NCE-Primary Education Studies (PES) Curriculum for the Nigerian Primary Schools*. Masters Thesis in Education Published.
- Olagboye, O.A. (2004). *An Education of Nigeria System since Independence Lagos*. African University Press.

- Olaofe, I.A. (2010). *Research for Academic Growth*, Zaria: ABU Press limited.
- Olivier, C. (1998). *How to educate and train outcomes-based*. Pretoria: Van Shaiks.
- Omotayo, D. Ihebereme, M. and Maduewesi, B.U. (2008). Management of Universal Basic Education Scheme for Qualitative Education in Nigeria. High Beam Research.
- Oredein, A.O. & Oloyede D.O. (2007). Supervision and Quality of Teaching Personnel Effects on Students' Academic Performance. *Academic Journals of Education Research and Review* 2(3) pg. 32-35.
- Osuala, E.C. (2007). *Introduction to Research Methodology*, Onitsha Africana-Fep Publishers.
- Oyeinike Adeasun, Adesoji Oni and Adebayo Oladipo (2009). Teacher Training Quality and Effectiveness in the Context of Basic Education. And Effectiveness in the Content of Basic Education: An Examination of primary Education Studies (PES) Programme in Two Colleges of Education in Nigeria *Journal of International Corporation in Education* Vol. 12(1) pp. 107-125.
- Perkes V.A. (1967). Junior High School Science Teacher preparation, Teaching Behaviour and Students' Achievement. *Journal of Research in Science Teaching* 6, 4, 121-126.
- Piek, G.C. (1991). *School Management In Cape Town*: Mastew-Miller Longman.
- Polony, A.F. (2004). Education "the Master Key to Unlock the Nation's Gate of Security and Wealth. Unpublished paper resented on Teachers Day Celebration. Pg. 12-13.
- Pretorius, F. (1999). *Outcomes-based Education in South Africa*. Randburg: Hoddler & Stoughton.
- Quiriton C.O. (2002). *The Definition of a Teacher*. Helium Home Education <http://www.helium.com.items> retrieved 22nd July, 2012.
- Rendani, M.M. (2007). Effect of Curriculum Changes on Primary Schools Educators at Vhumbedzi Circuit, Limpopo. Published Master Thesis in Tshwane University of Technology pp. 22-27.
- Rice, J.K. (2003). *Teacher Quality: Understanding the Effectiveness of Teacher Attributes*. Washington D.C. Economic Policy Institute.
- Sage (2006) (www.swarthmore.edu/socsci/edeel/research/PFR289330.pdf)

- Sanders, W. (1996). Effective Systems of Teaching in School and the Rate of Students Academic Progress. *Journal of the School Administration* 55(2) 160-168.
- Shulman, I.S. (1987). *Knowledge and Teaching: Foundation of the New Reform*. Retrieved April 11, 2011 from people www.ucsc.edu/~ktellez
- Singla C.B. and Gupta, G. (2007). *An Introduction to Statistical Methods*. New Delhi: Vikas.
- Singla, P.K and Gupta, A. (2007). An Integrated Curriculum Evaluation Model for Technical Education Programmes. Paper Presented at the International Conference on Higher Education 12-14 July, India.
- Sofowora, O.A. (2010). Improving the Standard and Quality of Primary Education in Nigeria. A Case Study of Oyo and Osun State. *International Journal for Cross-Disciplinary Subjects in Education (IJCDSE)* Vol. 1(3), p. 13.
- Spiegel M. (1992). Synthesizing Evaluation Perspective, Practices and Evidences, Proceedings of the America Evaluation Association: 92 Extension Evaluation Topical Interest Group, Seattle WA, 27-37.
- Stevens, J., (1986). *Applied Multivariate Statistics for the Social Sciences*: Hillsdale: NJ: Erlbaum.
- Steyn, H.J. Steyn, S.C. & de Waal E.A.S. (2001). *The South African Education Systems – Core Characteristics*. Pretoria: Content Solution Online
- Students' Guide/Handbook (2013). *The dos and don'ts rules and regulation for NCE students F.C.E Zaria*. A.S. printing press.
- Suleiman, H.O. (2012). Impact of Human Resources Development on the Job Performance of Federal Polytechnic Lecturers in Nigeria. A Dissertation ABU Zaria pp. 52-54.
- Taylor, J.K. and Dale R. (1971). *A Survey of Teachers in the First Year of Service*, Bristol, University of Bristol, Institute of Education.
- Taylor, N. (1993). *Invention Knowledge: Contests in Curriculum Construction*. Cape Town: Maskew Miller.
- TDA (2005). *Career Moves lead to the Classroom*. News release. Training and Development Agency for Schools. <http://www.tda.gov.uk/20050811.aspx>.

- Teachers Registration Council of Nigeria (1993). <http://www.tren.gov.ng/1993>"
- TRCN (2004). *Statistical Digest on Teachers in Nigeria for Quality in Education* Vol. 1,23 pp. 10-15.
- Udo, P.A. (2006). *The Born and Made Teacher*. Lagos University of Lagos Press.
- Uduma, E.O. (2013). Job Satisfaction and Teachers' Salary Structure (TSS) in Nigerian Primary and Post Primary School System. *Nigeria Journal of Professional Teachers* Vol. 3(2) pp. 71-74.
- Ukpo E.O. (2005). Professionalization of Teachers in Nigeria: Challenges and Obstacles. An *Online Journal of African Educational Research Networking* [<http://www.nesu.ed/TASS.2pdf>].
- UNESCO (1992). *The Sorry State of Education in Lagos: Excellence System Ltd*.
- UNESCO (2001). General Assembly Resolution and Road Map towards the Implementation of the Millennium Development Declaration 56th Sessions New York.
- UNESCO (2001). General Assembly Resolution and Road Map towards the Implementation of the Millennium Development Declaration. 56th Sessions New York.
- Uwatt, E.L. (2009). *Curriculum Dissemination: Curriculum Theory and Practice*: Publishers, Curriculum Organization of Nigeria (CON) pp. 65-73.
- Uyagu B.G. (2009). Effects of Instructional Materials Usage and teacher Quality on Students Mathematics Performance in Secondary Schools in *Zaria*. Masters Thesis in Education: ABU Published.
- Valga, J. (2007). *Who becomes a Teacher? An Empirical Analysis of Teaching Career Choices*. <http://www.mktudegy.lu/?Varga.pdf>
- Walton, N.C. (1990). *Satisfaction in the White Collar Job*. Michigan: Secondary of Michigan Press.
- Webster (2013). *New Webster Dictionary English Language*.
- Wiley, D. & Yoon, B. (1995). Teacher Reports of Opportunity to Learn: Analysis of the 1993 California Learning Association System. *Educational Evaluation and Policy Analysis* 17(30) 355-370.

APPENDIX A

Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu

Bello University, Zaria

QUESTIONNAIRE FOR PES STUDENTS AND LECTURERS (LSQTR)

Dear Respondents,

I am a postgraduate student of the above named department. As a prerequisite for graduation, each student is required to conduct a research work. In view of this, the researcher is conducting an investigation on: “Influence of Teacher Quality and Continuous Changes in Minimum Standards on job performance of Primary Education Studies (PES) educators’ in Nigerian Colleges of Education”.

Please assist in the filling of this questionnaire to the best of your ability within the shortest possible time. It is purely an academic exercise and be rest assured that information provided shall be kept confidently away from public consumption.

Grateful for your kind support and assistance towards the much anticipated success of this work.

Thanks.

Grace Benjamin Uyagu (Mrs.)

SECTION A: Respondents' Bio-data- for lecturers and students

Please tick on appropriate column from the list of options provided below:-

- i) Status of Respondent: Lecturer [] Student []
- ii) Sex: (a) Male [] (b) Female []
- iii) What is your level of educational qualification? (a) B.Ed/B.Sc/B.A [] (b) M.ed/M.Sc/M.A [] (c) Ph.D [] (d) Others (please specify).....
- iv) What is your professional discipline? (a) PES [] (b) SOS [] Others []
- v) What is your highest entry educational qualification into the teaching occupation?
(a) B.Ed/B.Sc/B.A [] (b) M.ed/M.Sc/M.A [] (c) Ph.D [] (d) Others (please specify).....
- vi) Did you attend any In-Service programme since taking up employment?
(a) Yes [] (b) No []
- x) Name of College:.....
- xi) State your geo-political zone of school location.....
- vii) Level (for students):
- viii) State your PES combination (for students)
- ix) School ownership (a) Federal [] (b) State []

SECTION B:

Bi) Extent to which PES teaching staff educational qualification affects implementation of changed PES minimum standard.

| ITEM | SA | A | D | SD |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---|---|----|
| a. PES educators with higher educational level are able to implement the changed PES minimum standards effectively and efficiently. | | | | |
| b. PES educators with higher educational level can easily enhance the completion of students course work. | | | | |
| c. PES educators with M.ed or Ph.D qualification are more committed in implementing the changed PES minimum standards than those with first degree. | | | | |
| d. The PES educators with second degrees and above are more able to let students have retention of work being done in implementing the changed PES minimum standards than those with only first degree qualification. | | | | |
| e. Those PES educators with M.ed and Ph.D or PGDE are putting their best in implementing the changed PES minimum standards compared to those educator with just first degree qualifications. | | | | |
| f. Those PES educator with higher degrees such as M.ed/Ph.D or PGDE are more technical in adopting suitable method of teaching the changed PES minimum standards than those with first degree. | | | | |

Bii) Extent to which staff professional training affects implementation of changed PES minimum standard

| ITEM | SA | A | D | SD |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---|---|----|
| a. The seminars organized for PES educators have gone a long way to assist them in conveniently implementing the changed PES minimum standards. | | | | |
| b. The consistent attendance of conferences has helped the PES educators in acquiring the needed skills and knowledge in aiding a better implementation of the changed PES minimum standards. | | | | |
| c. Consistent organization of PES workshops has equipped the PES educators with the needed skills and knowledge required for the implementation of the changed PES minimum standards. | | | | |
| d. PES educators with In-Service professional training pedagogical skills are more able to implement the changed PES minimum standards better than those without education background. | | | | |
| e. PES educators who attend training on curricular related issues often easily adapt to the implementation of changed PES minimum standards than their other counterparts. | | | | |
| f. Both PES educators who attend workshop, seminars, conferences and those who do not attend equally find it difficult to implement the changed PES minimum standards. | | | | |

B(iii) Influence of PES educators’ years of teaching experience on the implementation of the changed PES minimum standards

| ITEM | SA | A | D | SD |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|----------|-----------|
| a. PES educators who have spent 2 years and above do find it easier to implement the changed PES minimum standards | | | | |
| b. PES educators who are newly posted to the departments are always complaining about the content of the changed PES minimum standards | | | | |
| c. PES educators who have spent many years in the department do find it difficult to adopt the newly introduced mode of teaching in PES. | | | | |
| d. Both PES educators who have spent many years in PES teaching and the newly employed equally complain about the changed PES minimum standard. | | | | |
| e. PES educators who have spent many years in PES teaching do find it difficult to utilize the newly introduced PES teaching facilities compared to newly employed PES educators | | | | |
| f. PES educators who have spent many years in PES teaching are more uncomfortable with the implementations of the changed PES minimum standards | | | | |

Biv) Extent to which PES educators area of specialization affects implementation of changed PES minimum standard

| ITEM | SA | A | D | SD |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------|----------|-----------|
| a. Most PES academic staff in my department are not specialist in PES hence find it difficult to implement the changed curriculum. | | | | |
| b. I observed that PES educators are employed with relevant qualifications, hence, the certainty of being able to implement the changed minimum standard effectively. | | | | |
| c. I have the conviction that with or without PES educators specializing in PES, they can confidently implement the changed PES minimum standards. | | | | |
| d. Since most of the PES educators are not PES specialists at either NCE, degree or masters level, they have been finding it difficult to fully implement the changed PES minimum standard. | | | | |
| e. Deployment of newly recruited PES lecturers to PES department without foundation or background knowledge, skill and competency in PES courses would only make difficult the implementation of the changed PES minimum standards. | | | | |

Bv) Extent to which an increase in course contents affects PES educator's implementation of changed PES minimum standard

| ITEM | SA | A | D | SD |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---|---|----|
| a. Frequent changes in PES course contents made it difficult for PES educators to implement the curriculum. | | | | |
| b. Changes in PES course contents made it difficult for the educators to properly master the skills required to teach the newly introduced ideas. | | | | |
| c. Changes in course contents create problems in provision of appropriate and suitable instructional materials required by PES educators to teach. | | | | |
| d. Changes in course contents encourage dislocation among the PES teachers since they are not very comfortable with the newly introduced ideas and methods. | | | | |
| e. Frequent changes in course contents serve as a motivation to PES educators in the quest to acquire new ideas in their teaching profession. | | | | |
| f. Changes in course contents have made the implementation of the curriculum more difficult, since PES educators find it difficult to cover the required ideas for each course. | | | | |
| g. PES educators are satisfied with the changes in PES course content since they are duly consulted before the changes are carried out. | | | | |

Bvi) Extent to which changes in course contents affect PES educators' job Satisfaction.

| ITEM | SA | A | D | SD |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---|---|----|
| a. With change in course contents, academic staff work load are over-stretched beyond the normal working hours to enable them cover the syllabus. | | | | |
| b. I have no support for the change in course contents because there is wide difference between what is developed and one which is being implemented | | | | |
| c. Many at times when PES curriculum is reviewed, resources to implement the curriculum are not reliable and accurate for easy service delivery by the academic staff. | | | | |
| d. Staff motivation and other welfare scheme have increased job performance among the teaching staff in view of the changed curriculum review process/mechanism. | | | | |
| e. Curriculum review of PES courses are undertaken for effective service delivery among the prospective primary school teachers. | | | | |
| f. Ill-preparedness of the student-teachers for what to expect in the curriculum review through proper orientation could enhance high academic performance. | | | | |
| g. With change in course contents, academic staff work load are over-stretched beyond the normal working hours to enable them cover the syllabus. | | | | |

Bvii) Effect in change of mode of teaching on PES educators' job performance

| ITEM | SA | A | D | SD |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---|---|----|
| a. Changes brought to schools on mode of teaching supports the use of modern methods of teaching such as computer assisted instruction. | | | | |
| b. The traditional method such as discussion or lecture methods formerly in use is more stable for the adoption of the new minimum standard. | | | | |
| c. Change in mode of teaching is somehow expensive for teachers to undertake with/without the support of the school. | | | | |
| d. The methodological change adopted in the new minimum standard is less stressful for PES educators. | | | | |
| e. PES educator's attitudes and opinions towards the changes in mode of teaching of the new minimum standard is encouraging. | | | | |
| f. The proposed mode of teaching at this level will not allow teachers to explore their potentialities and hasten wide coverage of course contents/outline. | | | | |

Bviii) Relationship between admission requirements and its effects on PES educator's implementation of changed PES minimum standard

| ITEM | SA | A | D | SD |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---|---|----|
| a. An increase in the number of new-intakes on yearly basis does not correspond with high academic performance by the students as they progress in their studies. | | | | |
| b. A geometric rise in the number of new-intakes amounts to an over-stretch of school facilities and thus, falling standard of education. | | | | |
| c. The standard of an educational institution in both internal and external examinations depends on the authorities' adherence to prescribed teacher-student ratio. | | | | |
| d. Government directives to tertiary educational institutions to generate revenue internally have compounded the problem of academic standards in schools. | | | | |
| e. Schools who are able to control their admission system would boost of high concentration of the students and ultimately on PES educators implementation of the changed PES minimum standards. | | | | |
| f. My school has no interest in adhering to the required credit for admission hence, affects PES educators' implementation of the changed minimum standards. | | | | |

Bix) Adequacy of PES facilities and its Enhancement on PES educators Implementation of the Changed PES Minimum Standards

| ITEM | SA | A | D | SD |
|-----------------------------------------------------------------------------------------------------------|-----------|----------|----------|-----------|
| Inadequate classrooms/lecture rooms | | | | |
| Inadequate furniture | | | | |
| Lack of water supply | | | | |
| Lack of electricity supply | | | | |
| Inadequate basic learning/instructional materials for lecturers use including media provision | | | | |
| Laboratory/workshop/home-economic centres are grossly inadequate and ill equipped. | | | | |
| The school buildings are obsolete and dilapidated | | | | |
| There is insufficient fund for infrastructure required | | | | |
| There is insufficient fund for professional development of PES teachers' salaries of PES teachers are low | | | | |
| There is insufficient fund for students' support services | | | | |
| Salaries and allowances are not promptly and regularly paid | | | | |

QUESTIONNAIRE FOR PES TEACHERS TEACHING IN BASIC SCHOOLS
Perception of PES Curriculum Content by PES teachers in Basic Schools

| ITEM | SA | A | D | SD |
|------------------------------------------------------------------------------------------|-----------|----------|----------|-----------|
| PES curriculum is overloaded in terms of content areas | | | | |
| PES curriculum is too difficult for most educators to cover over the stipulated period. | | | | |
| PES curriculum is outdated in terms of content areas and pedagogy | | | | |
| There is insufficient coverage of primary school content | | | | |
| There is insufficient time to cover the curriculum | | | | |
| Lecturers have sufficient professional training to handle PES courses assigned to teach. | | | | |
| Lecturers teach using old/archaic methods | | | | |
| Lecturers have sufficient instrumental materials | | | | |
| Lecturers are given free hands in handling their courses | | | | |
| Lecturers are consulted on development of course programmes | | | | |

Basic School PES teachers perception on quality of PES instructions.

| ITEM | V. Good | Good | Fair | Poor |
|--------------------------------------|----------------|-------------|-------------|-------------|
| Academic subjects contents | | | | |
| Teaching methodology | | | | |
| Child centered instruction | | | | |
| Classroom management | | | | |
| Using/making instructional materials | | | | |
| Evaluation strategies. | | | | |

QUESTIONNAIRE FOR BASIC SCHOOL HEAD TEACHERS

Head teachers perception of PES trained Teachers' on-the-job performance

| ITEM | V. Good | Good | Fair | Poor |
|------------------------------------------------|---------|------|------|------|
| Lesson preparation | | | | |
| Use of proper teaching techniques | | | | |
| Use of instructional materials | | | | |
| Knowledge of primary school subjects (content) | | | | |
| Classroom management and organization skills | | | | |
| Classroom discipline | | | | |
| Teacher appearance/ethical issues | | | | |
| Understanding of learners | | | | |

APPENDIX B

OBSERVATION SCHEDULE

Below contains the observation schedule for the teaching and learning of Primary Education Studies (PES) in selected Nigerian Colleges of Education (NCE) and its adequacy will be rated as indicated below.

| S/n | ITEMS | 4 | 3 | 2 | 1 |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| 1 | Coverage of course content | | | | |
| 2 | Mode of Teaching (i) Learner centered approach (ii) Lecturing (iii) Tutorials (iv) Play method (v) Questioning Response (vi) Practical's (vi) Excursions | | | | |
| 3 | Utilizing facilities for teaching | | | | |
| 4 | Student teacher ratio standard | | | | |
| 5 | Ventilation | | | | |
| 6 | Adequate sitting facilities | | | | |
| 7 | Teacher resourcefulness | | | | |
| 8 | Teacher qualification and competence | | | | |
| 9 | Teacher specialization through records | | | | |
| 10 | Availability of needed reading materials | | | | |
| 11 | Lecturers attend class regularly | | | | |
| 12 | Lecturers have the knowledge of the subject content | | | | |
| 13 | Lecturers make subject more interesting | | | | |
| 14 | Lecturers respect students idea | | | | |
| 15 | Lecturers mark assignment promptly | | | | |

Adequacy of facilities in the implementation of changes in course contents

| s/n | Item | Very Adequate | Adequate | Fairly Adequate | Not adequate |
|-----|-----------------------|---------------|----------|-----------------|--------------|
| 1. | Offices | | | | |
| 2. | Laboratory | | | | |
| 3. | Workshops | | | | |
| 4. | Toilets | | | | |
| 5. | Tap water | | | | |
| 6. | Classrooms | | | | |
| 7. | Electricity supply | | | | |
| 8. | Ventilation | | | | |
| 9. | Tables and chairs | | | | |
| 10. | Computer systems | | | | |
| 11. | Cooking utensils | | | | |
| 12. | Sports pack | | | | |
| 13. | Sport field | | | | |
| 14. | Gas cookers | | | | |
| 15. | Bucket and sands | | | | |
| 16. | Fire extinguisher | | | | |
| 17. | Library | | | | |
| 18. | Stoves | | | | |
| 19. | Tie and dye equipment | | | | |
| 20. | Musical instruments | | | | |
| 21. | Drama stage | | | | |

APPENDIX C

INTERVIEW (NCCE)

- 1) How often does curriculum review of PES courses undertaken?
- 2) Do you normally involve PES educators in your review of minimum standard?
- 3) It was observed that your review of PES minimum standard is no longer every five years as recommended by Decree 3 Act of 1989, why?
- 4) What are the courses you normally have problem with after the changes of PES minimum standard?
- 5) What problem do you have with them?
- 6) Who finances the processes involved in the curriculum review mechanism?
- 7) Are the interest of PES educators properly catered for during the changes?
- 8) What checks and balances are put in place to monitor the implementation of curriculum change processes?
- 9) What initiated the principal changes inherent in the new minimum standard?
- 10) Are PES educators' attitudes and opinions towards the changes dully considered?
- 11) What effect do the changes have on the PES educators' job performance?
- 12) In what ways do government contributed to the changes in minimum standard?
- 13) Do you normally consider PES educators' educational level when undertaking the changes?
- 14) Are there provisions for the needed facilities for the implementation of the changed minimum standards?
- 15) Are PES educators' actions regarding the changes as well as the students' experiences with respect to the new courses dully considered?

APPENDIX D

Table 3.3.2: Types of colleges, number of students and lecturers running PES programme 2008/2010

Federal Colleges of Education

| S/n | Name of College | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total |
|-----|------------------------|-------------|-------------|--------------|-------------|-------------|-------------|-----------|-----------|------------|-----------|-----------|------------|
| 1. | FCE Abeokuta | 1063 | 1764 | 1827 | 151 | 124 | 275 | - | - | - | 2 | 2 | 04 |
| 2. | FCE(T) Akoka | - | - | - | - | - | - | - | - | - | - | - | - |
| 3. | FCE(T) Asaba | 204 | 109 | 313 | 229 | 221 | 450 | - | - | - | 12 | 7 | 19 |
| 4. | FCE (T) Bichi | 91 | 13 | 104 | 165 | 37 | 202 | 9 | 3 | 12 | 11 | 4 | 15 |
| 5. | FCE Eha-Amufu | 440 | 397 | 837 | 38 | 35 | 73 | 6 | 4 | 10 | 6 | 4 | 10 |
| 6. | FCE(T) Gombe | 167 | 66 | 233 | 143 | 50 | 193 | 9 | 5 | 14 | 6 | 3 | 09 |
| 7. | FCE(T) Gusau | - | - | - | 96 | 96 | 192 | - | - | - | - | - | - |
| 8. | FCE Kano | 1250 | 400 | 1650 | 1250 | 410 | 1660 | 4 | 2 | 06 | - | - | - |
| 9. | FCE Katsina | 85 | 22 | 107 | 96 | 32 | 128 | 10 | 4 | 14 | - | - | - |
| 10. | FCE Kontagora | 23 | 06 | 29 | 279 | 129 | 408 | 4 | 1 | 05 | 4 | 1 | 5 |
| 11. | FCE Obudu | 1301 | 731 | 2032 | 262 | 144 | 406 | 11 | 1 | 12 | 8 | 1 | 9 |
| 12. | FCE Okene | 355 | 286 | 641 | 350 | 258 | 608 | 7 | 2 | 09 | 7 | 2 | 9 |
| 13. | FCE (T) Omoku | 11 | 07 | 18 | 23 | 05 | 28 | - | - | - | - | - | - |
| 14. | Adeyemi COE Ondo | 817 | 631 | 1448 | 492 | 402 | 814 | 6 | 3 | 09 | 3 | - | 3 |
| 15. | FCE (S) Oyo | 741 | 548 | 1289 | 766 | 624 | 1390 | - | - | - | 6 | 3 | 9 |
| 16. | FCE Potiskum | 252 | 114 | 366 | 434 | 220 | 654 | - | - | - | 9 | 2 | 11 |
| 17. | FCE(T) Potiskum | 47 | 21 | 68 | 148 | 76 | 224 | - | - | - | - | - | - |
| 18. | FCE (T) Umunze | 38 | 35 | 73 | 270 | 247 | 517 | - | - | - | - | - | - |
| 19. | FCE Yola | - | - | - | 356 | 170 | 526 | - | - | - | 6 | 1 | 7 |
| 20. | FCE Zaria | 2050 | 7496 | 2799 | 170 | 112 | 282 | - | - | - | 12 | 9 | 21 |
| 21. | Alvan Ikoku FEE Owerri | 598 | 561 | 1159 | 129 | 94 | 223 | 10 | 3 | 13 | - | - | - |
| | Total | 9533 | 5460 | 14993 | 5847 | 4170 | 9333 | 76 | 28 | 104 | 92 | 39 | 131 |

Source: NCCE Planning and Statistics Unit (2012)

State Colleges of Education

| S/n | Name of College | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total |
|-----|-------------------------------------------------|------|--------|-------|------|--------|-------|------|--------|-------|------|--------|-------|
| 1. | Akwa Ibom COE | 316 | 218 | 534 | 327 | 202 | 529 | - | - | - | - | - | - |
| 2. | COE Agbor | 776 | 557 | 1333 | 596 | 442 | 1033 | 5 | 3 | 8 | 5 | 3 | 8 |
| 3. | COE Akwanga | 816 | 316 | 1132 | 1350 | 483 | 1833 | - | - | - | 7 | 2 | 9 |
| 4. | COE Ankpa | 274 | 191 | 465 | 263 | 163 | 426 | 11 | 2 | 13 | - | - | - |
| 5. | Adamu Augie , Argungu | 469 | 169 | 633 | 662 | 253 | 915 | 08 | 1 | 09 | 8 | 1 | 9 |
| 6. | COE Arochukwu | - | - | - | 325 | 33 | 68 | - | - | - | - | - | - |
| 7. | COE Azare | 381 | 91 | 472 | 461 | 129 | 590 | 5 | 1 | 06 | 5 | 1 | 6 |
| 8. | Umar IBN Ibrahim Elkanemi COE | - | - | - | - | - | - | - | - | - | - | - | - |
| 9. | Isa Kaita COE | 322 | 39 | 361 | 900 | 107 | 1007 | 18 | 22 | 40 | 12 | 1 | 13 |
| 10. | COE Ekiador | 1555 | 1260 | 2815 | - | - | - | - | - | - | - | - | - |
| 11. | COE Gashua | 06 | 04 | 10 | - | - | - | 06 | - | 6 | 6 | - | 6 |
| 12. | Kaduna State COE | 953 | 431 | 1384 | 495 | 187 | 682 | - | - | - | 11 | 2 | 13 |
| 13. | COE Gindiri | 805 | 378 | 1183 | 973 | 310 | 1283 | 11 | 3 | 14 | 7 | 2 | 9 |
| 14. | COE Gumel | 56 | 02 | 58 | 32 | - | - | - | - | - | 5 | - | 5 |
| 15. | COE Hong | 859 | 348 | 1207 | 1180 | 507 | 1687 | 5 | 1 | 6 | 6 | - | 6 |
| 16. | Ikere-Ekiti COE | 1555 | 126 | 2815 | 1254 | 1031 | 2285 | 4 | - | 4 | - | - | - |
| 17. | COE Ila-Orangun | 317 | 217 | 534 | - | - | - | - | - | - | - | - | - |
| 18. | COE Ilesa | 561 | 449 | 1010 | - | - | - | 5 | 2 | 7 | 6 | 2 | 8 |
| 19. | COE Zing | 195 | 65 | 260 | 180 | 67 | 247 | 15 | 4 | 19 | 8 | - | 8 |
| 20. | COE Ilorin | 146 | 104 | 250 | 204 | 133 | 337 | - | - | - | - | - | 16 |
| 21. | COE Katsina Ala | 903 | 550 | 1453 | 1347 | 7892 | 2129 | 13 | 3 | 16 | 13 | 3 | 14 |
| 22. | COE Kumbotso | 256 | 101 | 357 | 570 | 108 | 678 | 10 | 4 | 14 | 10 | 4 | - |
| 23. | COE(T) Lafiagi | - | - | - | - | - | - | - | - | - | - | - | - |
| 24. | Kashim Ibrahim COE | 82 | 44 | 126 | 28 | 14 | 42 | - | - | - | - | - | - |
| 25. | COE Maru | 38 | - | 38 | 476 | 38 | 514 | - | - | - | - | - | - |
| 26. | COE Minna | - | - | - | 488 | 195 | 683 | 9 | 2 | 11 | 9 | 4 | 13 |
| 27. | Micheal Otedola College of Primary Education | - | - | - | - | - | - | 62 | - | 2 | - | - | - |
| 28. | COE Nsugbe | 79 | 76 | 155 | 121 | 119 | 240 | 8 | 6 | 14 | - | - | - |

| | | | | | | | | | | | | | |
|-----|----------------------------------------------------|--------------|-------------|--------------|--------------|-------------|--------------|------------|-----------|------------|------------|-----------|------------|
| 29. | COE Oju | 417 | 212 | 629 | 417 | 237 | 604 | 13 | 6 | 19 | 10 | 4 | 14 |
| 30. | COE Oro | 260 | 172 | 430 | 1212 | 782 | 1994 | 3 | - | 3 | 3 | 0 | 3 |
| 31. | Adeniran Ogunsanya COE | 237 | 174 | 411 | 266 | 205 | 471 | 27 | 12 | 39 | - | - | - |
| 32. | Delta State College of Physical Education | 130 | 80 | 210 | 85 | 50 | 135 | - | - | - | 10 | 3 | 13 |
| 33. | Emmanuel Alayande COE | 170 | 126 | 296 | 258 | 188 | 446 | 5 | 2 | 7 | 3 | 1 | 4 |
| 34. | COE Port-Harcourt | 307 | 165 | 472 | 507 | 289 | 796 | 10 | 4 | 14 | 10 | 4 | 14 |
| 35. | Shehu Shagari COE | 617 | 255 | 872 | 802 | 319 | 1121 | 13 | 4 | 17 | 15 | 5 | 20 |
| 36. | COE Waka-Biu | 168 | 66 | 234 | - | - | - | - | - | - | - | - | - |
| 37. | COE Warri | 704 | 564 | 1268 | 994 | 715 | 1709 | 7 | 6 | 13 | 7 | 4 | 11 |
| 38. | FCE ZOE Zuba | 175 | 110 | 285 | - | - | - | 5 | 3 | 08 | 3 | 3 | 6 |
| 39. | Mohammadu Goni Collge of Legal and Islamic Studies | - | - | - | - | - | - | - | - | - | - | - | - |
| 40. | EbonyiState COE(T) | 151 | 85 | 236 | 191 | 127 | 318 | - | - | - | 7 | 1 | 8 |
| 41. | Enugu State COE(T) | - | - | - | - | - | - | - | - | - | - | - | - |
| 42. | Tai Solarin College of Education | 605 | 454 | 1059 | 546 | 414 | 960 | - | - | - | 25 | 17 | 42 |
| 43. | Cross River State College of Education | - | - | - | - | - | - | - | - | - | - | - | - |
| | Total | 15661 | 9331 | 24992 | 17222 | 8629 | 25851 | 216 | 89 | 305 | 200 | 67 | 267 |

Source: NCCE Planning and Statistics Unit (2012)

Privately Owned Colleges of Education

| S/n | Name of College | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total |
|-----|-----------------------------------------------------|-----------|-----------|------------|------------|------------|------------|----------|----------|----------|-----------|-----------|-----------|
| 1. | Institute of Ecumenical Education (Thinkers Corner) | 2 | - | 02 | - | - | - | - | - | - | - | - | - |
| 2. | Jama'atu Nasril Islam COE Kaduna | 29 | 20 | 49 | 90 | 64 | 154 | 5 | 2 | 7 | 5 | 2 | 7 |
| 3. | Osisa Tech. COE | - | - | - | - | - | - | - | - | - | - | - | - |
| 4. | Augustine COE | 274 | - | - | - | - | - | - | - | - | - | - | - |
| 5. | African Thinkers Community of Inquiry | 3 | 2 | 5 | 3 | 2 | 5 | - | - | - | 3 | 1 | 4 |
| 6. | Ansar-Ud-Deen COE | - | - | - | - | - | - | - | - | - | - | - | - |
| 7. | Delar COE Ibadan | 3 | 2 | 5 | 7 | 5 | 12 | - | - | - | 3 | 2 | 5 |
| 8. | Muftau Olanihun COE, Ibadan | 19 | 14 | 33 | 104 | 64 | 168 | - | - | - | 6 | - | 6 |
| 9. | Redemption COE, Aba State | 3 | 3 | 6 | 2 | 1 | 3 | - | - | - | - | - | - |
| 10. | City of Education Mararaba | 27 | 27 | 54 | - | - | - | - | - | - | 1 | 5 | 6 |
| 11. | Muhyideen COE, Ilorin | - | - | - | - | - | - | - | - | - | - | - | - |
| 12. | College of Education, Offa | - | - | - | - | - | - | - | - | - | - | - | - |
| 13. | Bauchi Institute of Arabic & Islamic Studies | - | - | - | - | - | - | - | - | - | - | - | - |
| 14. | Cornerstone College of Educ. | - | - | - | - | - | - | - | - | - | - | - | - |
| 15. | All States Colleges of Educ. | - | - | - | - | - | - | - | - | - | - | - | - |
| 16. | African Church COE, Lagos, Lagos State | - | - | - | - | - | - | - | - | - | - | - | - |
| 17. | Assanusiya COE, Odeomu, Osun State | - | - | - | 3 | 3 | 6 | - | - | - | - | - | - |
| 18. | Best Legacy College of Education Ogbomoso | - | - | - | - | - | - | - | - | - | - | - | - |
| 19. | Yewa Central College of Educ. | - | - | - | 91 | 66 | 157 | - | - | - | - | - | - |
| | Total | 86 | 68 | 154 | 300 | 205 | 505 | 5 | 2 | 7 | 18 | 10 | 28 |

Source: NCCE Planning and Statistics Units, 2012.

Appendix E

Table 3.3.3: Population of Students and Academic Staff in Colleges of Education in Nigeria in Year 2010

| S/N | Zones | States | No. of Colleges of Education | | | No. of Lecturers | No. of Students |
|-----|---------------|-------------------------------------------------------|------------------------------|-----------|-----------|------------------|-----------------|
| | | | Federal | State | Private | | |
| 1 | North West | Kaduna, Kano, Zamfara, Sokoto, Katsina, Kebbi, Jigawa | 5 | 7 | 1 | 2,695 | 97,372 |
| 2. | North Central | Kwara, Kogi, Plateau, Benue, Nassarawa, Niger, FCT | 3 | 10 | 3 | 3,7414 | 150,962 |
| 3. | North East | Borno, Yobe, Bauchi, Taraba, Adamawa, Gombe | 3 | 8 | 1 | 1,804 | 66,131 |
| 4. | South-South | Bayelsa, Delta, Edo, Rivers, Akwa-Ibom, Cross-River | 3 | 7 | 0 | 1,975 | 74,803 |
| 5. | South-East | Enugu, Anambra, Imo, Ebonyi, Abia | 3 | 4 | 4 | 2,412 | 51,765 |
| 6. | South-West | Lagos, Oyo, Ondo, Osun, Ogun, Ekiti | 4 | 7 | 10 | 3,218 | 123,120 |
| | | TOTAL | 21 | 43 | 19 | 15,818 | 564,153 |

Source: NCCE Planning and Statistic Unit (2012).

Appendix F

Table 3.4.2: Sampled Schools, Students and Lecturers according to State and Geo-political Zones

| Geo-political Zone | State | Name of Schools | No. of Students | No. of Lecturers |
|---------------------------|-----------------------|-------------------------------------------------------|------------------------|-------------------------|
| North-West | Kano | Federal College of Education Kano (F) | 31 | 12 |
| | | Kumbotso College of Education (S) | 28 | 28 |
| | Kaduna | Federal college of Education Zaria (F) | 32 | 21 |
| | | State college of Education Gidan Waya | 28 | 13 |
| Sokoto | Shehu Shagari COE (S) | 31 | 37 | |
| South-South | Rivers | COE Port-Harcourt (S) | 28 | 28 |
| | Delta | Federal College of Education (T) Asaba (F) | 32 | 19 |
| | | Delta State College of Physical Education Morogar (S) | 28 | 16 |
| | | Delta State College of Education Agbor (S) | 28 | 13 |
| South-West | Ondo | Adeyemi College of Education Ondo (F) | 32 | 12 |
| | Ekiti | Ikere Ekiti COE (S) | 28 | 4 |
| | Osun | COE Ilesa (S) | 28 | 15 |
| | Oyo | Emmanuel Alayande COE (S) | 28 | 11 |
| | | | 382 | 229 |

Source: NCCE Planning and Statistics Unit (2012).

APPENDIX H

SAMPLING TECHNIQUES

Total colleges of education used for this study is equal to eighty-three (83) schools.

Schools are selected as follows:

1. Twenty percent (20%) of the schools are used = $20/100 \times 83/1 = 16.6 \approx 17$ schools.
2. Federal = 21 schools = $21/83 \times 17/1 = 4.30 \approx 4$ schools.
3. State = 43 schools = $43/83 \times 17/1 = 8.81 \approx 9$ schools
4. Private = 19 schools = $19/83 \times 17/1 = 3.89 \approx 4$ schools