

Education
Across The
Curriculum:
in honour of



EMERITUS PROFESSOR
THOMAS KOLAWOLE ADEYANJU

Edited by: Joy Eyisi | Gideon Sunday Omachonu | Emmanuel Edoja Achor | Chinonso Okolo

Consultant Editor: Isaac Olaofe

EDUCATION ACROSS THE CURRICULUM

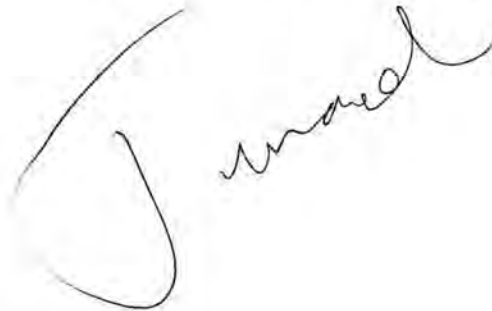
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**EMERITUS PROFESSOR
THOMAS KOLAWOLE ADEYANJU**

Editors

**Joy Eyisi
Gideon Omachonu
Emmanuel Achor
Chinonso Okolo**

Consultant Editor: Isaac Olaofe

A handwritten signature in black ink, appearing to read 'Isaac Olaofe', is written over the printed name of the consultant editor.

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Foreword

Nigerian teacher educators and educationists are hardly heard after their exit from active service in the academia. Their voices reverberate only when they appear in local or international conferences that deal with education as the main theme or other occasions that draw the cream of the society together. This scenario does not augur well for the people who have spent their active and productive years in producing skilled manpower for a nation such as Nigeria. As they made indelible marks in shaping and moulding the behaviour and lifestyles of numerous individuals in the society, concerted efforts should be made by individual, corporate and governmental organizations to immortalise teacher educators in the country. This could be done by dedicating certain monuments of national importance to their names or dedicating a national day for their celebration.

The decision of the scholars to come up with a compendium that is titled: **“Education Across the Curriculum”** in honour of Emeritus Professor Thomas. K. Adeyanju is highly commendable and well- thought out. As a trailblazer and a ground breaker, the seasoned Professor Emeritus will have solace and a sense of satisfaction for being appreciated for what he has given to the society and even the nation. This contribution will help energise the old Professor to exude further confidence in rendering more services to his fatherland through scholarly contributions that promote teacher education and overall national interest.

This book could not have come at a better time when the country is re-engineered and repositioned to take its proper place in the comity of nations. Nigeria needs a robust curriculum that seeks to provide functional education and trade skills that blend to produce quality graduates at all levels of our educational system.

The existing situation where our graduates rely heavily on government to provide them with white-collar jobs can no longer be allowed to continue. Concerted efforts should be made to rid the curriculum of all impediments that militate against national development.

It is my sincere hope and desire that this book will provide the much needed solutions to the inherent problems faced by our educational curriculum as well as serve as a reference material that will stimulate further research and scholarship in our educational institutions.

Professor Garba Dahuwa Azare
Director General and Chief Executive,
National Teachers' Institute

Foreword

Only the good teacher can lay solid foundation for national development. Economic growth and political stability alike depend on how well he does his work.

- Eric Ashby

Western education was introduced in Nigeria in the 1840s by Christian missionaries from United Kingdom, preceding British Colonial rule which started with Lagos in 1861. Their first port of call was Lagos, where they established formal schools, later spreading to Calabar and other coastal cities in Nigeria. As a result, the English language became the sole medium of instruction in Nigerian formal education for effective transfer of knowledge.

By 1862, the British colonial administration had started to get involved in education, rather than leaving all to the Christian missionaries. Over time, the British colonial government saw the need for formal education in Nigeria and began to establish schools. In the northern part of the country, predominantly Muslim, western form of education did not make much headway; it was highly objected. The Islamic religious leaders did not want any interference from the missionaries. Long before the coming of the Missionaries and British Colonial administration, the northern region had hundreds of years of traditional Islamic education, with thousands of Qur'anic schools. However, a sharp change occurred in the middle of 19th century as western education started receiving wide embrace especially in the north. Today, formal education has formed our national values. According to International Standing Conference for the History of Education in Nigeria, adult literacy has been estimated to be over 78 percent for men and 64 percent for women. These statistics were based on estimate literacy in the English language. It is, therefore, not erroneous to call Nigeria a nation dominated with educated persons. Based on this, it gives me great pleasure to write this foreword to a book celebrating the world's linguistic giant and quintessential educationist, Emeritus Professor Thomas Kolawole Adeyanju. This is more so since I am one of his 'grand students'; for he was my teacher's teacher.

Emeritus Professor Thomas Kolawole Adeyanju is one of the major educationists who have contributed to making Nigeria a literate society. Professor Adeyanju is a teacher who truly finds satisfaction in his labour. To him, no man can be a quality teacher unless he has feelings of warm affection towards his pupils and a genuine desire to impart on them, what he himself believes to be of value. For this reason, he is much admired by both his students and his contemporaries; an honour well-deserved. His honest relationship with his students is highly commendable. His call is for the best practices on how to raise the quality of teachers.

Professor Gideon Omachonu, Professor Emmanuel Achor, Chinonso Okolo and the Consultant Editor, Professor Isaac Olaofe, who have blown Adeyanju's own trumpet. I, therefore, recommend *Education across the Curriculum: Celebrating Emeritus Professor Thomas Kolawole Adeyanju* to every academic with a strong conviction that those who drink from the deep well of this volume will surely be reawakened in great wealth of wisdom.

Professor Abdalla Uba Adamu

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Professor Isaac Olaofe is a specialist in Applied Linguistics and Language Education, a teacher educator of forty-two years professional experience, online-offline, print and electronic materials developer, an educational consultant to many national and international organisations, and a prolific writer of many language and research-based scholarly articles and textbooks. Professor Olaofe keynotes and directs many national and international conferences, seminars and workshops.

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She was the Best Paper Presenter in the 2010 Conference of the International Academy of Linguistics, Behavioural and Social Sciences (IALBS) held in Louisiana, USA; Mentor, VolkswagenStiftung Postdoctoral Fellowships in the Humanities in Sub-Saharan and North Africa; Member, Screening and Monitoring Committee of Tertiary Education Trust Fund, etc.

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Gideon Sunday Omachonu, PhD, AvHF is Professor of Linguistics and Head, Department of Languages and Linguistics, Nasarawa State University, Keffi. He is a Fellow of the prestigious Alexander von Humboldt Stiftung/Foundation, Federal Republic of Germany. Prof. Omachonu has numerous publications in refereed journals and books. He had received several awards for academic excellence and good leadership. Prof. Omachonu is currently involved in some funded research projects sponsored by Alexander von Humboldt Foundation, TETFUND, and other funding bodies. He is a member of several learned associations including West African Linguistic Society (WALS), Linguistic

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Emmanuel Edoja Achor is a Professor of Science Education at Benue State University. He is currently the Head, Department of Curriculum and Teaching in the Faculty of Education. Professor Achor has been the Editor-in-Chief, NASHER Journal now called ICSHER Journal (International Centre for Science, Humanities and Education Research Journal) from 2003 to date as well as editorial member, Journal of Research in Curriculum and Instruction, a journal being hosted by the Department of Curriculum and Teaching of the Benue State University, Makurdi. He is also editorial member, Electronic Journal of Science Education (EJSE), a peer reviewed journal hosted by Texas Christian University, Texas in the USA. He is a partner and a Trustee of Global College, Ojokodo Ankpa in Kogi State and at present a member, Implementation Committee of Evergreen University. Professor Achor has a total of 98 publications consisting of international journals, national and local journals, textbooks, chapter contributions as well as proceedings. He is a Lead Researcher and Consultant to the Senior Special Assistant to the President on Disability Matters (SSAP-DM).



Chinonso Okolo is a seasoned scholar. He possesses a Bachelor of Education (B.Ed) in Education and English, Masters of Arts (MA) in English Literature and has currently embarked on PhD programme in English Literature. He is well published. Most of his books, journal articles and chapters in mainline books have met with overwhelming acclaim as well as clear scholarly commendations. In addition to this, Chinonso is a recipient of many awards – humanitarian and academic.

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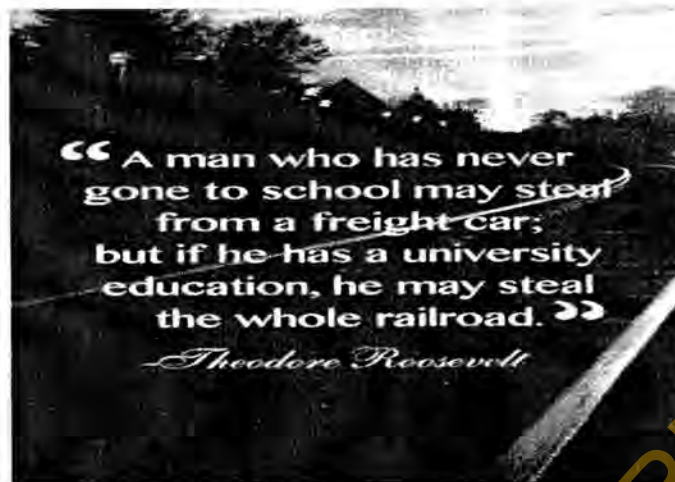
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Effects of Millennium Development Goals and Capacity Building on Social Studies Teachers' Competencies and Students' Learning Outcomes in Social Studies in Kogi State

Ikmat Junaid

Abstract

Students' performances in Junior Secondary School Social Studies in recent time have not been encouraging. Teachers also attributed woeful performances of students to poor staff development training. The study investigated the effects of Millennium Development Goals Capacity Building on Social Studies Teachers' Competencies and Student's Learning Outcome in Kogi State. This study is a descriptive research of survey type adopting multi-stage sampling technique. Data were collected from 40 Social Studies teachers and 360 JSS II students from 12 schools in Kogi State. Three research questions and three instruments guided the study with reliability coefficients of 0.68 for TCQ; 0.76 for CIS and 0.72 for SSAT. Data were analysed using descriptive statistics and Pearson Product Moment Correlation. Results revealed that relationship exists between MDGs' teachers' competencies in classroom management and students' learning outcomes ($r = 0.30$); positive significant relationship exists between MDGs teacher competencies and students' learning outcomes ($r = 0.13$) and larger percentage of the participants with MDGs capacity Building acquired more teaching skills in the course of the training. It is recommended that teachers should appropriate their newly acquired skills to increase students' learning outcomes and be proactive in creating enabling environment in order to motivate students to learn.

Key words: Millennium Development Goals, Teacher's Competencies, Capacity Building, Classroom Management, Social Studies.

Introduction

The importance of education in modern society cannot be overemphasized. Indeed, education is a basic force for the socio-economic and political transformation of any society. It is equally a fact that no nation can develop to its fullest and keep pace with trends in science and technology without an effective and efficient educational system. Many countries in the world view education as a good investment for national development because it is expected to produce the required quantity and quality of human resources for the economic growth (Akinsolu, 2011). Teaching has been opined as a communication between two or more people who influence each other by their ideas and learn something in the process of their interactions (Okunogbe, 2005).

Teaching is filling the mind of the learner with information and knowledge or facts for future use. (Encyclopaedia Americana, 2003) explained that teaching is helping other people to learn. It helps people acquire the knowledge they need to become responsible citizens, to earn a living, and to live a useful and rewarding life. In order to achieve improved teacher stock and increase their qualification and competencies on the job, the federal government of Nigeria recently ordered the National Teachers Institute to embark on the re-training of Basics 1 to 9 school teachers across the country (Akhaine, 2006). The aim of this was to enable the teachers, some of who are not qualified, to become qualified and be able to effectively teach the four core basic school subjects namely: English Language, Mathematics, Elementary Science and Social Studies as part of the Millennium Development Goals project.

A substantial number of school teachers were selected from each of the states of the federation on zonal basis and were made to undergo a one-week rigorous training on how to use best practices to teach the four subjects named above and were assembled in different locations within each state of the federation for the training. They were also taught by experts selected from faculties of education in Universities and Colleges of Education after they had been given orientation on how to handle their teachers and the programme before the commencement of actual training of teachers. The teachers were to be taught how to improvise materials or resources for use and how to conduct school based assessment in their various schools. The Government also provided materials (manuals) for the teacher-trainees with a little honorarium to serve as a form of incentive to the participants (Kolawole, 2006).

The Nigerian Millennium Development Goals 2005 report is the second in the series of annual reports on the Millennium Development Goals in Nigeria. The first report was the 2004 report. The report which addressed the eight Millennium Development Goals highlights the current status and trends of each of the Millennium Development Goals, the challenges and opportunities in attaining the goal, the promising initiatives that are creating a supportive environment and priorities for development assistance.

The report concluded that there is high potential to attain some of the Millennium Development Targets namely achieving universal primary education, ensuring

environmental stability and developing a global partnership for development". In order to address the problem of poverty and promote sustainable development, the United Nations Millennium Declaration was adopted in September 2000 at the largest ever gathering of Heads of States committing countries both rich and poor to do all they can to eradicate poverty, promote human dignity and equality and achieve peace, democracy and environmental stability. The goals include those dedicated to eradicating poverty, achieving universal primary education, promoting gender equality and empowering women, reducing child mortality, improving maternal health, combating HIV/AIDS, malaria and other diseases, ensuring environmental sustainability and developing a global partnership for development.

The country was the road to achieving the goal of universal primary education by 2015. Net enrolment ratio in primary education has consistently increased. From about 8 in every 10 eligible children in 2004, it increased to 9 in 2007 as a result of the implementation of Universal Basic Education (UBE) programme. This was complemented with the upsurge in the establishment of private primary schools. Literacy rate has also continued to increase; the urban areas have, however, fared better relative to the rural areas. Primary Six completion rate however declined from 8 pupils out of 10 in 2004 to 7 in 2007. The literacy rate of 15-24-year-old also rose from 6 out of 10 students to 8 during the same period. In all these indicators females lag behind males and more seriously in primary completion rate. The policy environment was supportive of the progress made on this goal. This ranges from the launch of free and compulsory Universal Basic Education in 2004 and its subsequent vigorous implementation in many states of the federation (whose focus is the first nine years of basic schooling) and the comprehensive educational reform in 2006 (including education sector analysis and 10-year education sector plan).

The limitations of the MDGs and its targets are well documented. First, MDGs risk simplifying what development is about by restricting the goals to what is measurable. Many aspects of development cannot be easily measured. Secondly, some of the goals are very modest e.g. the goal to half the proportion of people living on less than \$1 a day by 2015 and the target to achieve a significant improvement in the lives of at least 100 million slum dwellers by 2020. Finally, some of the targets do not address problems identified holistically. For instance, the MDG on education talks only of a full course of primary schooling with no reference to secondary and tertiary education.

The roles teachers play in education process is so crucial that they should possess certain basic skills to help them function efficiently in the classroom. Fuller (2010) defined Competence as possessing sufficient skill and knowledge in a particular area. He further stated that "To understand a competent teacher, we have to see to what extent they apply an integrated knowledge that they have in planning and implementing their teaching and revise the contents of their lesson. The other aspect of teaching competency is ability in technological aids, which suggests that the teacher must possess knowledge and skill

about proficiency in teaching aids". Magala (2011) on the other hand was of the view that "Competencies represent a dynamic combination of knowledge, understanding, skills, abilities and values". Competences are also essential for the psychological well-being of teachers. Those whose basic need to be competent are not met, will be less satisfied with their job, less efficient, and with lower well-being. This will definitely impact the teaching process and its outcomes in pupils. Deakin (2008) proposed this definition of competence: "A complex combination of knowledge, skills, understanding, values, attitudes and desire which lead to effective, embodied human action in the world, in a particular domain". Competence implies a sense of agency, action and value.

Furthermore, Researchers have argued that teacher competence is a function of teacher qualifications (Aghenta, 2000). How competent a teacher could be in teaching seems to depend largely on teacher's qualification. As observed by (Ajeyalemi, 2005), an effective teacher of any subject must demonstrate: Mastery of the subject matter as well as the philosophy and goals of teaching that subject at that level; Mastery of general and subject-specific teaching strategies; knowledge of the learner, learning theories, principles and methods and good personality as a leader as well as positive attitudes to the students and the subject matter..

Social studies by its nature can be very effective in promoting critical thinking. This is simply because the content is within the immediate experiences of the students, it is popular among students and its concepts tend to feature extensively among the topics and since the aim of teaching social studies is not to feed the students with facts, the ability of the teacher to frame specific and adequate questions which should not only help the student to give and discuss answers they provide, rather it helps them to think beyond the specifics. In the same spirit, (Olabisi, 2011) observed that the content of social studies is designed to provide the most vital knowledge all Nigerian students should necessarily consume and acquire as good Nigerians.

Statement of the Problem

Students' performances in Junior Secondary Schools Social Studies in recent time have not been encouraging based on the examiner's report (BECE). Commitment to teaching, a hall mark of a good teacher has dwindled as majority of teachers engaged in other economic activities for survival. Teachers have often attributed woeful performances of students in final examinations and poor teaching efficiency to poor staff development training provided by the government. Several studies had researched into some aspects of teachers' competencies and its implication for teaching efficiency, but it seems only a few had attempted to investigate the effects of Millennium Development Goals Capacity Building on teachers' competencies and student learning outcome. The researcher therefore investigated the effects of millennium development goals capacity building on social studies teacher competencies and student's learning outcome in Social Studies in Kogi State.

Research Questions

Based on the above stated problem, the study provided answers to the following questions.

1. Does teacher competencies in classroom management resulting from Millennium Development Goals Capacity Building programme correlates students' learning outcome in Social Studies in Kogi State?
2. (a.) Does teacher's competencies in handling instructional materials resulting from Millennium Development Goals Capacity Building programme correlates students' learning outcome in Social Studies in Kogi State?
(b.) What is the classroom profile of the Social Studies teachers who underwent millennium Development Goals Capacity Building programme in Kogi State?
3. What are the existing teaching skills teachers developed as a result of training under Millennium Development Goals capacity building programme?

Methodology

This study is a non-experimental design of survey type. Multi-stage sampling technique was adopted in this study. First, Kogi State was stratified along the three senatorial districts and simple random sampling technique was employed to select Ankpa-Omaladekina senatorial district out of the three that exist in the state. From the selected senatorial district which has been sub-divided into nine Local Governments, simple random sampling technique was also employed to select four Local Government Areas (LGAs). Three schools were however randomly selected from each LGA, making a total of twelve schools in all. Purposive sampling technique was employed to select forty (40) Social Studies teachers, while thirty (30) students were randomly selected from each school. In all, a total of 400 participants (forty (40) teachers and three hundred and sixty (360) students) were used for the study. Three validated instruments were used to gathered information in this study, which are: Teacher Competencies Questionnaire ($r = 0.68$), Classroom Interaction Sheet (CIS), Social Studies Achievement Test (SSAT). The data obtained were analyzed using descriptive statistics and Pearson product moment correlation at 0.05 level of significance.

Results

Research Question One: Does teachers' competencies in classroom management resulting from Millennium Development Goals capacity building programme correlates students' learning outcome in Social Studies in Kogi State?

Table 1: Correlation between Teacher Competencies in Classroom Management Resulting from Millennium Development Goals Capacity Building Programme and Students' Learning Outcome in Social Studies

Variables	MDGs Teacher Competencies in Classroom Management	Students' Learning Outcome in Social Studies
MDGs Teacher Competencies in Classroom Management	1	
Pearson Correlation		1
Sig. (2-tailed)		
Students' Learning Outcome in Social Studies		
Pearson Correlation	.302	
Sig. (2-tailed)	.000	

Significant at $p < 0.05$

Table 1 reveals positive moderate significant relationship between the variables at ($r = .302, p < 0.05$). This is an indication that Millennium Development Goals teacher competencies in classroom management correlate with students' learning outcome in Social Studies. In other words, it was discovered from the study that a significant relationship exists between Millennium Development Goals teacher competencies in classroom management and students' learning outcome in Social Studies.

Discussion

The present finding accentuates the declaration of Wong and Wong (2005) who stated that a teacher's ability to use good classroom management influences the students' attitude to learning and the academic outcomes of the students. Students score better academically with teachers who are skilled at using classroom management techniques (Craig & Dickenson, 2003)

Research Question Two: Does teacher's competencies in handling instructional materials resulting from millennium Development Goals Capacity Building programme correlates students' learning outcome in Social Studies in Kogi State?

Table 2: Correlation between Teacher Competencies in Handling Instructional Materials Resulting from MDGs Capacity Building Programme and Students' Learning Outcome in Social Studies

Variables	MDGs Teacher Competencies in Instructional Materials Handling	Students' Learning Outcome in Social Studies
MDGs Teacher Competencies in Instructional Materials Handling		
Pearson Correlation	1	
Sig. (2-tailed)		
Students' Learning Outcome in Social Studies		
Pearson Correlation	.134	1
Sig. (2-tailed)	.034	

Significant at $p < 0.05$

Table 2 reveals positive low significant relationship between the variables at ($r = .134, p < 0.05$). This is an indication that Millennium Development Goals teacher competencies in handling instructional materials to facilitate learning correlate with students' learning outcome in Social Studies. In other words, it was discovered from the study that a significant relationship exists between Millennium Development Goals teacher competencies in handling instructional materials to facilitate learning and students' learning outcome in Social Studies.

Discussion

This present finding buttresses the assertion of Gbenu (2012) who in his view regarded teaching as the noblest profession and it is of importance that those individuals who join the teaching profession should be dedicated and competent in their work. Moreover Gonzales and Wagenaar (2005) supported this present discovery where they asserted that "Competencies represent a dynamic combination of knowledge, understanding, skills, abilities and values". Competencies are also essential for the psychological well-being of teachers.

Research Question Two (b) : What is the classroom profile of the Social Studies teachers who underwent millennium Development Goals Capacity Building programme in Kogi State?

Table 3: Profile of Social Studies Teachers' Classroom Interaction Pattern

Teacher category	Individual student work	Student group Activity	Teacher prompting learning	Monologue	Teacher not facilitating learning	Confusion	Others	Total
Total %	604.3	506.1	2250.85	95.2	313.82	141.7	60	3971.97
%	15.1%	13%	56.3%	2.3%	7.8%	3.5%	2%	100%
Mean								

Considering the result from the overall Social Studies teachers' interaction pattern, the teachers observed used only 28.1% of the period for Students' activities which is roughly ¼ of the subject period, 56.3% was used by the teachers to facilitate learning and 15.6% goes to other activities that do not facilitate learning. This implies that 28% of the teaching-learning process was given for students' participation and 56% occupied, with teachers facilitating learning and 15.6% claimed by other activities interrupting teaching-learning processes in Social Studies classrooms. Some of the teachers interacted with by the researcher affirm the fact that concepts in Social Studies need detail explanation and therefore, teacher must take time to explain every concept in detail. This was the reason accorded, for the larger percentage of the period used by the observed teachers in the classroom to facilitate learning.

Research Question Three: What are the existing teaching skills teachers developed as a result of training under millennium development goals capacity building programme?

Table 4: Participants' Responses on Teaching Skills Teachers Developed as a result of Training under Millennium Development Goals Capacity Building Programme

S/N	ITEMS	SD	D	A	SA	X	SD
1.	MDGs capacity building increase my effective classroom management skills	3 (7%)	5 (13%)	18 (45%)	14 (35%)	3.08	.888
2.	MDGs capacity building help me in handling individual differences in students	3 (8%)	1 (2%)	18 (45%)	18 (45%)	3.28	.847
3.	MDGs capacity building has increased my communication skill.	2 (5%)	18 (45%)	0 (0%)	20 (50%)	3.45	.597
4.	MDGs capacity building increases my skills in test construction.	3 (7%)	7 (17%)	15 (38%)	15 (38%)	3.05	.932
5.	MDGs capacity building increases my knowledge of computer as a means of passing instruction.	4 (10%)	6 (15%)	16 (40%)	14 (35%)	3.00	.961
6.	MDGs capacity building increases my continuous assessment administration	4 (10%)	6 (15%)	14 (35%)	16 (40%)	3.05	.986

Table 3 reveals that 35% of the participants strongly agree, 45% of the participants agree, 13% of the participants disagree and only 7% of the participants strongly disagree that Millennium Development Goals capacity building increase their effectiveness in classroom management. Moreover, 45% of the participants strongly agree, 45% of the participants agree, 2% of the participants disagree and 8% strongly disagree that Millennium Development Goals capacity building help them in handling individual differences in students. Likewise, 50% of the participants strongly agree, 0% of the participants agree, 45% of the participants disagree, 5% of the participants strongly disagree that Millennium Development Goals capacity building has increased their communication skill.

Also, 38% of the participants strongly agree, 38% of the participants agree, 17% of the participants disagree and 7% strongly disagree that Millennium Development Goals capacity building increases their skills in test construction. In the same spirit, 35% of the participants strongly agree, 40% of the participants agree, 15% of the participants disagree and 10% of the participants strongly disagree that Millennium Development Goals capacity building increases their knowledge of computer as a means of passing instruction. Furthermore, 40% of the participants strongly agree, 35% of the participants agree, 25% of the participants disagree and 10% strongly disagree that Millennium Development Goals capacity building increases my continuous assessment administration.

Discussion

Findings from this study support the assertion of Adetayo (2011), defining competence in teaching as a means or the ability to accomplish assigned duties of which teaching is the central part. Also, the present findings accentuate the assertion of (Aghenta, 2000) who declared that how competent a teacher could be in teaching seems to depend largely on teacher's qualification. This point further supports Mullen's (1993, cited in Adeyemi and Adu, 2012a) argument that the level of a teacher's subject matter competence is a prime predictor of pupils' learning.

Conclusion

From the findings of the study, it was observed that there are positive relationships between teacher's competencies in classroom management and instructional materials handling with students' learning outcome in junior secondary school Social Studies. The results and findings of this research should move further rather than being additional data to the understanding of the theories in teaching and learning environment. Therefore, when teachers who have participated in Millennium Development Goals capacity building appropriate the skills they have acquired in the process of the training in teaching-learning process, there is the tendency for students learning outcome in Junior Secondary School Social Studies to improve.

Recommendations

The findings summarised above have far-reaching educational implication for the government, teachers, curriculum planners and school administrators. Therefore, the following recommendations were made.

- ❖ The Government should increase the subvention for Millennium Development Goals capacity building in order to give teachers more opportunity to acquire more skills.
- ❖ Teachers should appropriate the skills they have acquired in classroom activities to increase students learning outcome.
- ❖ Teachers should be proactive in the creation of enabling environment for their students in order to motivate them to learn.
- ❖ There should be periodic supervision and regular monitoring of teaching-learning process in the school.
- ❖ The reports from teachers' supervision should be available for them (teachers) to read so that they can improve on their skills.

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