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CONTENTS

<i>Authors</i>	<i>Articles</i>	<i>Page</i>
Mrs. F.V. Falaye	Enhancing Classroom Teaching and Learning using Team Teaching.....	1
Odinko, M.N. and Osokoya, M.M.	A Survey of Instructional Needs of Primary School Teachers in Nigeria.....	11
Ibode O. Felix	Classroom Management and Use of Instructional Aids.....	22
T. W. Yoloye	Restoring Confidence in the Nigerian Education System Through Standard Evaluation Strategies.....	30
E. A. Adenike Emeke and B. Biodun Odetoyinbo	Evaluation of Teachers' Knowledge of the Objectives of the Nigerian Integrated Science Programme and Implementation Strategies: Implications for Pedagogical Practices.....	43
Ifeoma Isiugo-Abanihe and Olubunmi Serifat Labo-Popoola	School Type and Location as Environmental Factors in Learning English as a Second Language.....	55
C.V. Abe and O.A. Adepoju	School, Teacher and Student factors as correlates of Environmental Knowledge.....	64
Esther A. Odulowu	Early Childhood Education in Nigeria: A slogan or a reality?.....	72
Ayo Ojebode and Sola Sonibare	A Little more than a Strong Urge: An Investigation into the Influence of Radio Reading Programmes on Listeners' Practice of Reading.....	79
Martins Fabunmi	The Role of Gender on Secondary School Students Academic Performance in Edo State, Nigeria.....	90
J. Gbenga Adewale	Are Head Teachers' Leadership Techniques Predictors of Classroom Teachers' Motivation to Work?: A Study in School Effectiveness.....	99
Olusegun Akinbote and C.M. Ogunranti (Mrs)	Nigerian Teachers' Perception of Creativity Among Pre-School Children.....	137
Adeyoju, C. Adetola, Oluwole, D. Adebayo and Aremu, A. Oyesoji	Comparative Study of Creative Potentials of African and European 8-10 year old Pupils.....	145
Onuka, A.O.U.	Achievement in Common Entrance Examination as a predictor of achievement in Junior Secondary School Business Studies.....	126
Abu Peter Brai	Non-formal Education and Emancipation of the Adult Learners.....	135
Joseph A. Adegbile	Application of the 'ATO' Model In The Evaluation of the Junior Secondary School Programme.....	142
Peter B. Abu and Akintayo D. O.	Measuring Human Organization in Adult Education: Application of Likert principles.....	150
Ajibola O. Falaye	The Development and Validation of the Falaye Adolescent Sexual Behaviour Inventory (FASBI).....	153
Ibeagha, P. N.	Parenting styles as predictor of adolescent coping strategies among peers in Ibadan.....	171
Osiki Jonathan Ohiorenuan	Adolescents in Cacodaemonomania: The African Sub-Regional Review to the Psychopathology and the Challenge to Clinical Counselling.....	179
J. O. Olukotun	Ophthalmologic Pathologies and their Phenomenal Antecedents on a Sample of the Blind and Partially sighted Learners.....	188
'Supo Jegede	Knowledge and Attitude of Nigerians Concerning Immunization. A case study of Ekiti State Residents.....	199

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West African Journal of Education (WAJE)

(For enhanced quality of research and discourse on Education)

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CONTENTS

1. Enhancing Classroom Teaching and Learning using Team Teaching
- *Mrs. F. V. Falaye* 1
2. A Survey of Instructional Needs of Primary School Teachers in Nigeria
- *Odinko, M. N. and Osokoya M. M.* 11
3. Classroom Management and Use of Instructional Aids
- *Ibode O. Felix* 22
4. Restoring Confidence in the Nigerian Education System Through Standard Evaluation Strategies
- *T. W. Yoloye* 30
5. Evaluation of Teachers' Knowledge of the Objectives of the Nigerian Integrated Science Programme and Implementation Strategies: Implications for Pedagogical Practices
- *E. A. Adenike Emeke and B. Biodun Odetoyinbo* 43
6. School Type and Location as Environmental Factors in Learning English as a Second Language
- *Ifeoma Isiugo-Abanihe and Otubunmi Serifat Labo-Popoola* 55
7. School, Teacher and Student factors as correlates of Environmental Knowledge
- *C.V. Abe and O.A. Adepoju* 64
8. Early Childhood Education in Nigeria: A slogan or a reality?
- *Esther A Odulowu* 72
9. A Little more than a Strong Urge: An Investigation into the Influence of Radio Reading Programmes on Listeners' Practice of Reading.
- *Ayo Ojebode and Sola Sonibare* 79
10. The Role of Gender on Secondary School Students Academic Performance in Edo State, Nigeria
- *Martins Fabunmi* 90
11. Are Head Teachers' Leadership Techniques Predictors of Classroom Teachers' Motivation to Work?: A Study in School Effectiveness
- *J. Ghenga Adewale* 99
12. Nigerian Teachers' Perception of Creativity Among Pre-School Children
- *Olusegun Akinbote and C.M. Ogunranti (Mrs)* 107

13. Comparative Study of Creative Potentials of African and European 8-10 year old Pupils
- *Adeyoju, C. Adetola, Oluwole, D. Adebayo and Aremu, A. Oyesoji* 115
14. Achievement in Common Entrance Examination as a predictor of achievement in Junior Secondary School Business Studies
- *Onuka, A.O.U.* 126
15. Non-formal Education and Emancipation of the Adult Learners
- *Abu Peter Brai* 135
16. Application of the 'ATO' Model In The Evaluation of the Junior Secondary School Programme
- *Joseph A. Adegbile* 142
17. Measuring Human Organization in Adult Education: Application of Likert principles
- *Peter B. Abu and Akintayo D. O.* 150
18. The Development and Validation of the Falaye Adolescent Sexual Behaviour Inventory (FASBI)
- *Ajibola O. Falaye* 158
19. Parenting styles as predictor of adolescent coping strategies among peers in Ibadan
- *Ibeagha, P. N.* 171
20. Adolescents in Cacodaemonomania: The African Sub-Regional Review to the Psychopathology and the Challenge to Clinical Counselling
- *Osiki Jonathan Ohiorenuan* 179
21. Ophthalmologic Pathologies and their Phenomenal Antecedents on a Sample of the Blind and Partially sighted Learners
- *J. O. Olukotun* 188
22. Knowledge and Attitude of Nigerians Concerning Immunization: A case study of Ekiti State Residents
- *'Supo Jegede* 199

Editorial

It is with great pleasure, enthusiasm and hope that the resuscitated edition of the West African Journal of Education (WAJE) is presented to our readers and potential contributors. We are glad to announce that a number of the problems which made to "giant" in the comity of Journals - almost go into extinction, are being taken care of.

Although a specific theme was not attached to this edition, issues centering around instructional techniques, evaluation methods, reading enhancement, creativity, the place of factors such as school, teacher and student factors in academic performance emerged from the articles. Other issues like parenting, immunization, adolescent sexuality and psychology of some "bizarre" phenomena were also covered.

In exploring ways of enhancing pedagogical outputs, Falaye recommended cooperative teaching strategy (team teaching) as a veritable approach. Odinko & Osokoya, convinced of the need to enhance teaching effectiveness, especially at the primary school level, sought to establish the profile of perceived instructional needs of primary school teachers so as to provide empirical basis for curriculum input, in teacher training and in-service programmes directed at increasing the number and quality of primary and secondary school teachers.

Evaluation strategies adequately conceived and properly used can, as opined by Yoloye, restore confidence in an educational system, thereby promoting educational development. As if to give credence to the above, Emeke and Odetoyinbo evaluated teachers' knowledge of the objectives of the Nigerian Integrated Science Programme and found that though teachers have adequate knowledge, their present practice of problem and project - based strategies need to be highly improved upon. Environmental knowledge is an important component of a school curriculum and this, probably is the reason why Abe and Adepoju examined how some school, teacher and student variables predict students' environmental knowledge.

English Language learning and promotion of the culture of reading took the attention of Isiugo-Abanihe and Labo-Popoola and the duo of Ojebode & Sonibare. While Isiugo-Abanihe and Labo-Popoola found significant effects of school type and location as environmental factors in the learning of English

as a second language, Ojebode & Sonibare, using the in-depth interview technique found that radio reading programmes promoted the culture of reading within the population studied.

Three of our featured articles focused on early childhood education and the issue of creativity among pre-and primary school children. Oduolowu, after examining government's efforts in the realm of provision, supervision and control, concluded that childhood education programme in Nigeria is a reality and not a mere slogan. The duo of Akinbote and Ogunranti realizing the important role of the school, and indeed the teacher, in the development of creativity in school children, studied teachers' perception of creativity among pre-school children in twenty-five approved schools, and found that male & female teachers differ significantly in their perception of creativity in pre-school children. Jointly working on the comparative study of creative potentials of African and European 8-10 year olds, Adeyoju, Oluwole and Aremu found significant differences in the two indices of creativity (academic potentials and problem - solving skills) among African and European children. At the secondary school level, Onuka in his study of the predictive validity of the Common Entrance Examination for achievement in the second year of secondary school, found a positive correlation between the common entrance examination and achievement in the first year of secondary school.

Moving from the formal to the non-formal educational sector, Abu examined the impact of non-formal education on adult learners. The study revealed that non-formal education had promoted, within the population studied, self-reliance, enhanced participation in socio-economic development and relevance in various vocational jobs. Still focusing on adult education, Abu and Akintayo in their study found that the Rensis Likert's Human Organization Measurement approach is relevant and is capable of enhancing financial management in adult education programmes.

The adolescent period has attracted attention over the years and researchers keep studying the central figure of this period — the adolescent. Three of our contributors devoted their studies to the adolescent. Ibeagha studied the relationship between parenting styles and coping strategies of adolescents in the final year of secondary school education. The results indicated among, other things that emotion - focused coping strategy — had an inverse relationship with authoritarian parenting styles. Falaye in her own contribution to the adolescent study, developed and validated an instrument appropriate for research and counselling in adolescent sexual behaviours. Osiki in his own study looked at the situation of adolescents in Cacodaemonomania and

concluded that while clinical practice should be actively directed to divert the African position to its beliefs, professionals need continuous training to be relevant.

Our last two featured contributors focused on special areas. Olukotun studied ophthalmologic pathologies and their phenomenal antecedents on a sample of visually impaired learners. He found that though the ophthalmologic pathologies have adverse effects on various spheres of these persons' lives, the differences between the blind and the partially sighted learners were not significant. Jegede in his bid to remind all that health is a basic need of life which enables full utilization of all facilities that can make life better, richer and more meaningful, studied the knowledge and attitude of mothers in a community concerning immunisation. Results indicate that while majority of the mothers have adequate knowledge and positive attitude towards immunization, a significant difference existed between mothers that respond positively to immunization and those that do not.

In all, this resuscitated edition is rich, and is an indicator to what to expect in the future. We hereby encourage you to send in your well researched articles as well as position papers to the West African Journal of Education.

- Editor

A Survey of Instructional Needs of Primary School Teachers in Nigeria

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Abstract

The study sought to establish profiles of perceived instructional needs of teachers in Nigerian primary schools and to ascertain whether there is any group difference in the perceived needs based on gender and class taught. It made use of 750 primary school teachers (210 males and 540 females) from 12 states of Nigeria including Abuja. The subjects responded to a 27-item questionnaire. The questionnaire contains a set of items on instructional practices based on a three-point Likert-type scale of which the respondents indicated the level of their needs. Data analysis involved the use of percentages and chi-square statistics. The results showed that a number of perceived instructional needs are common to most teachers in the Nigerian primary schools. The study also revealed that there is no group difference in the teachers' instructional needs based on gender but that a group difference exists in the teachers' needs based on whether or not the teacher teaches lower or higher class. The implications of the findings on primary school teacher training and in-service programme in Nigeria were discussed.

Introduction

In Nigeria, some recent innovations in the educational system demand from primary school teachers greater responsibilities and effectiveness. For example the country has introduced the Universal Basic Education (UBE, 1998) covering Primary and the Junior Secondary School levels. This is in consonance with the Jometein Education For All (EFA, 2000) declaration. The framework of action, stressed that basic education, which should be made available to all children, should emphasize among other things.

- *Quality* (ensuring that the inputs, processes and output factors of education are of the type that should promote real learning), and
- *Efficiency* (emphasis on learning and on successes in the pursuit of learning)

There is therefore a need to review the philosophy and policy on teacher

education to cater for training and retraining of more teachers on innovative teaching methods that would enhance teaching effectiveness at the UBE level.

In the attempt to meet with the instructional demands of the UBE programmes, many higher institutions in Nigeria (e.g. Universities, Colleges of Education and Nigerian Teachers' Institute (NTI) have started showing greater concern in organizing teacher training and in-service programmes directed at increasing the number and quality of primary and secondary school teachers in the country. This is because there is this outcry that some teachers are becoming increasingly outdated and inadequate to meet current demands for effective teaching, most especially at the primary school levels. The higher institutions therefore would want to avoid uncomfortable situations whereby they will not be improving on the knowledge and skill levels of the present practising - teachers in the country. However, the efforts of the institutions at implementing educational improvement programme for primary school teachers may likely end up as an exercise in futility unless the programme organizers are made to know the aspect of instructional practices which practising primary school teachers perceive as high priority needs as pointed out by Moore (1977) and Okpala and Onocha (1987). The present study was therefore conducted to provide empirical information on the status of instructional needs among the teachers in Nigerian primary schools. Specifically, the study sought to determine:

- (i) the profile of perceived instructional needs among teachers in Nigerian primary schools; and
- (ii) any gender and class-group differences in the perceived instructional needs.

Methodology

- (a) *Sampling and Sample:* A multi-stage sampling procedure was used in the selection of the subjects. The country, made up of 36 states and FCT Abuja, was stratified into six zones: North-West (NW), North-East (NE); North-Central (NC); South-west (SW), South-East (SE) and South-South (SS). Two states were randomly selected from the states within each zone. Abuja, because of its status as the Federal Capital Territory was included as a special state. In all, 12 states and Abuja were used. In each of the selected states, 10 primary schools (5 urban and 5 rural) participated in the study. However, only 5 primary schools were selected in Abuja, the proportions, of the number of public and private schools were also taken into consideration at the ratio of 3:2. In each of the selected schools, six teachers across primaries 1— 6 (3 lower and 3 higher primary classes) were randomly picked. A questionnaire was administered to 850 teachers across primaries 1-6 from 128 primary schools in the selected states and Abuja in Nigeria. Only 750 of the respondents correctly completed the questionnaire. Out of the 750 respondents, (540 females and 210 males), 419 were from primaries 1-3 teachers while 331 were from primaries 4-6 teachers.
- (b) *Instrument:* The survey was carried out using a 27-item questionnaire with

items selected from a section of Moore's Assessment Profile (MAP) on 'Needs Related to the Improvement of Classroom Instruction and Planning' (Moore 1977). The questionnaire consisted of two sections. Section A dealt with Teacher/School identity — gender, class taught, school type, location of school) and B consisted of 27 needs statements besides a three-point scale in which the subjects were required to indicate the level of their needs.

A reliability estimate of 0.96 was established on the MAP during its development using Hoyl's analysis of variance method. Construct validity was established using factor analysis procedure (Moore, 1997a). Okpala and Onocha (1984) had also established a Cronbach coefficient alpha value of 0.84 (for construct validity and internal consistency reliability) using 146 primary school teachers in Ibadan. However, in the course of this investigation, the instrument was pretested using 240 primary school teachers (not part of the final sample for the study), from the six zones of the country. The pretest results showed that the teachers had no difficulties in responding to the questionnaire. The results also produced a Cronbach coefficient alpha value of 0.91 (an estimate of construct validity and internal consistency reliability).

- (c) *Data Collection and Analysis:* The questionnaire was administered directly to the respondents by 13 field researchers who collected data for the World Bank Study on 'How Nigerian Children Learn'. The completion of section B of the questionnaire was done on a three-point scale: No Help is Needed (1); Little Help is Needed (2) and Much Help is Needed (3).

To obtain an over-all picture of teachers' perceived needs, the percentages of subjects selecting each side point (for each need statement) were calculated while the chi-square (X^2) statistics was used to find out whether gender or class-group differences existed in the perceived instructional needs.

Results**Table 1: Overall Picture of Perceived Instructional Needs of Primary School Teachers**

S/N	Needs Statements	RESPONSES %		
		No Help	Moderate Help	Much Help
	Do you as a teacher need or desire help in undertaking the following instructional activities			
1.	Writing objectives in terms of performance	20	13	67
2.	Determine what to teach	40	35	25
3.	Developing long-range unit of work	6	14	80
4.	Developing in pupils appreciation of various school subjects	45	23	32
5.	Developing in Pupils skills in creative thinking	11	14	75
6.	Guiding Pupils to set up and achieve realistic goals in terms of pupils' interest	9	21	70
7.	Guiding pupils to set up and achieve realistic goals in terms of basic need.	15	20	65
8.	Guiding pupils to set up and achieve realistic goals in terms of pupils' ability	12	23	69
9.	Organizing resources and materials for more effective instruction	8	17	75
10.	Presenting lessons on appropriate class level of pupils	27	25	48
11.	Demonstrating principles by performing simple experiments	35	25	40
12.	Developing daily lesson plan	14	23	63
13.	Teaching pupils how to observe, record, organize, generalize, predict, etc	18	22	60
14.	Soliciting and utilizing pupils' feedback for the purpose of improving instructions	6	28	66
15.	Presenting lesson so that pupils arrive at principles from specific experiments	7	21	72
16.	Presenting lessons so that pupils discover facts themselves	12	8	80
17.	Developing in pupils a mastery of the fundamentals of the subject content	15	9	76
18.	Developing in pupils effective habits of learning and study	20	20	60
19.	Developing better reasoning skills in pupils	56	29	15
20.	Developing in pupils an appreciation of educated pupils	25	45	30
21.	Developing in pupils an understanding of the interrelationship that exist between subject contents and everyday life	13	9	78
22.	Developing in pupils an understanding of the interrelation, that exist between subject contents and living things	22	36	42
23.	Developing in pupils an understanding of the interrelationship that exists between what you teach and other school subjects	36	34	30
24.	Developing techniques for teaching in overcrowded classroom	6	6	88
25.	Overcoming difficulties encountered in providing excursions outside the classroom	8	12	80
26.	Obtaining information on where to get help for teaching and learning	19	19	62
27.	Making learning meaningful to pupils	8	24	68

Table 2: Picture of Perceived Instructional Needs of Primary School Teachers on Gender (N = 750)
(Percentages In brackets)

Item	Teacher's Group	No Help	Moderate Help	Much Help
1.	A 210	43 (28.7)	25 (25.5)	142 (28.3)
	B 540	107	73	360
2.	A 210	87 (29.0)	71 (27.1)	52 (27.7)
	B 540	213	191	136
3.	A 210	13 (28.9)	30 (28.6)	167 (27.8)
	B 540	60	76	433
4.	A 210	95 (28.2)	49 (28.5)	66 (27.6)
	B 540	243	124	173
5.	A 210	23 (27.7)	29 (27.6)	158 (28.1)
	B 540	60	76	404
6.	A 210	19 (28.2)	44 (28.0)	147 (27.9)
	B 540	48	113	379
7.	A 210	33 (29.5)	41 (27.3)	136 (27.9)
	B 540	80	109	351
8.	A 210	25 (27.8)	40 (28.2)	145 (28.0)
	B 540	65	103	372
9.	A 210	17 (28.3)	35 (27.6)	158 (28.0)
	B 540	43	92	405
10.	A 210	55 (27.2)	53 (28.3)	158 (28.1)
	B 540	147	136	217
11.	A 210	73 (27.9)	53 (28.3)	84 (27.9)
	B 540	189	134	217
12.	A 210	29 (27.6)	48 (27.9)	133 (28.1)
	B 540	76	124	340
13.	A 210	29 (26.7)	46 (27.9)	128 (28.2)
	B 540	99	115	326
14.	A 210	13 (28.9)	59 (28.1)	138 (27.9)
	B 540	32	151	357
15.	A 210	15 (28.9)	144 (28.0)	151 (28.0)
	B 540	39	113	388
16.	A 210	25 (27.8)	17 (28.3)	168 (28.0)
	B 540	65	43	432
17.	A 210	32 (28.6)	19 (28.1)	159 (27.8)
	B 540	81	46	413
18.	A 210	45 (30.0)	41 (27.3)	124 (27.6)
	B 540	105	109	326

Item	Teacher's Group	No Help	Moderate Help	Much Help
19.	A 210	118 (28.1)	61 (28.1)	31 (27.7)
	B 540	302	157	81
20.	A 210	52 (27.8)	96 (28.4)	62 (27.4)
	B 540	135	241	164
21.	A 210	28 (28.9)	19 (28.4)	163 (27.9)
	B 540	70	49	421
22.	A 210	46 (27.9)	78 (28.9)	36 (27.6)
	B 540	119	192	229
23.	A 210	77 (28.5)	71 (27.8)	62 (27.6)
	B 540	193	184	163
24.	A 210	14 (31.1)	12 (26.7)	184 (27.9)
	B 540	31	33	476
25.	A 210	17 (28.3)	25 (27.8)	168 (27.9)
	B 540	43	65	432
26.	A 210	40 (28.2)	43 (30.2)	127 (27.3)
	B 540	102	100	338
27.	A 210	15 (25.0)	54 (30.0)	141 (27.6)
	B 540	45	126	369

A — male B — female

Table 3: Differences in Perceived Instructional Needs of Teachers in Lower and Higher Primary Classes

Item Group	Teachers Help	No Help	Moderate Help	Much	Total	X ²
1	A	99	147	173	419	57.2*
	B	51	67	213	331	
	Total	150	214	386	750	
6	A	57	115	247	419	27.2*
	B	24	63	244	331	
	Total	81	178	491	750	
7	A	120	116	183	419	48.1*
	B	51	69	211	331	
	Total	171	185	394	750	
8	A	64	67	288	419	19.3*
	B	75	72	184	331	
	Total	139	139	472	750	
10	A	123	110	186	419	18.1*
	B	65	80	186	331	
	Total	188	190	372	750	
12	A	147	90	182	419	37.4*
	B	16	53	262	331	
	Total	50	179	521	750	
14	A	34	126	259	419	37.4*
	B	16	53	262	331	
	Total	50	179	521	750	

* Significant at 0.05 level (non-directional test)

Discussion

i. General Profile of Perceived Instructional Needs among teachers in Nigerian Primary Schools

Table 1 shows the general pattern of teachers' perceived instructional needs in Nigerian primary schools. The percentage responses to each need statement are shown in the table.

The table shows that more than 50% of the respondents indicated that they needed **much help** in such areas as:

- writing objectives in terms of performance. (behavioural forms) (item 1)
- developing long-range unit of work (item 3)
- developing in pupils skills in creative thinking (item 5)
- guiding pupils to set up and achieve realistic goals in terms of pupils' interest (item 6)
- guiding pupils to set up and achieve realistic goals in terms of pupils' basic needs (item 7)
- guiding pupils to set up and achieve realistic goals in terms of pupils' ability (item 8)
- organizing resources and materials for more effective instruction (item 9).
- developing daily lesson plan (item 12).
- teaching pupils how to observe, record, organize, generalize, predict etc (item 13)
- soliciting and utilizing pupils feedback for the purpose of improving instructions (item 14).
- presenting lesson so that pupils arrive at principles from specific experiments' (item 15)
- present lessons so that pupils discover facts themselves (item 16)
- developing in pupils a mastery of the fundamentals of the subject content (item 17)
- developing in pupils effective habits of learning and studying (item 18).
- developing in pupils an understanding of the interrelationship that exists between subject content and everyday life (item 21)
- developing techniques for teaching in overcrowded classroom (item 24)
- overcoming difficulties encountered in providing excursions outside the classroom (item 25)
- obtaining information on where to get help for teaching and learning (item 26)
- making learning meaningful to pupils.

The table also shows that more than 50% of the teachers indicated either **moderate or no help** is needed in such areas as:

- develop in students the relevance of out-of-school activities (item 2)
- developing in students effective habit of out-of-school activities (item 4)
- organizing resource material for out-of-school activities (item 10)
- organizing out-of-school activities so that students could gain first hand experiences (item 11)
- locating places for out-of-school activities where applied physical principles can be illustrated (e.g. air ports, factories) (item 19)
- organizing school quiz, competition (item 20).
- selecting student participants in quiz competitions (item 22)
- organizing out-of-school activities (item 23).

From a close look at the profile, it is obvious that majority of the primary school teachers admit that they need so much help in areas that require ensuring that students comprehend and are able to apply what they learn at school in the everyday lifestyle. Item 7 and item 21 are clear examples of these. Teachers are also unable to actually present their lessons in such a way that realistic goals of the subject content may be achieved; they cannot provide stimulating environment that can motivate the student enough to learn and benefit from the school curriculum. Teachers' responses to items 5, 9 and 17 are examples of this perception.

It is interesting that teachers perceived that they don't need much help in the areas of locating instructional aids/resources outside the school. The teachers' responses to items like 4, 11 and 23 are a pointer to this. This finding is therefore pointing to the fact that teachers' nonchallant attitude at organizing extra-curricula activities for the students is not because they are incompetent to do that but rather because they are not adequately sensitized to do such. Teachers too need incentives to be able to put up their best.

(ii) Gender and class group difference in the perceived instrument need.

(a) Gender as a grouping factor

Male teachers formed group A, while female teachers formed group B. Going through table 2, it will be observed that the statistical pattern of responses of the teachers is proportional to the ratio of number of male teachers to that of the female teachers. There are 210 male teachers compared with 540 female teachers, indicating that male teachers are about 28% of the total number of the respondents. The table shows that the percentages of male teachers' response pattern ranges between 25.0% and 31.1% of males in the subjects. This therefore shows that there is no difference in the perceived needs of the teachers based on gender. The chi-square tests also show that there were no significant gender-group differences in the perceived instructional needs of the primary school teachers.

(b) Class as a grouping factor

Teachers in the lower primary classes (1-3) formed group A while those of the higher primary classes formed group B. Significant group differences were

only observed on seven (7) items and these are presented in table 3. The results indicate that a greater proportion of primaries 1-3 teachers (Group A) tend to need much help to carry out instructional activities associated with writing objectives, arousing pupils' interest and being able to set up goals in accordance with pupils' ability. They also indicate that they need much help in developing daily lesson plan and ability to solicit and utilize pupils' feedback for the purpose of improving instructions.

These results tend to suggest that most practising primary school teachers in Nigeria are yet to be fully prepared to meet up with the instructional demands of the recently introduced UBE in the country. Taking into consideration the objectives of the UBE, the National Policy on Education for the primary level and the proportion of primary school teachers who perceive of the afore-mentioned instructional practices as areas of high priority needs, the problem becomes obvious. These indicate a threat to effective implementation of the entire curricula in schools and subsequent technological development of the nation. It thus seems that these primary school teachers would desire training and retraining in the afore-mentioned instructional areas. It is therefore necessary for primary teachers trainers and policy makers in Ministries of Education in Nigeria to initiate means of alleviating the instructional needs of these practising primary school teachers who, perhaps, could be more effective in teaching when appropriate solutions are provided to meet the already specified high priority need areas.

The findings also indicated that no significant differences in the perceived needs of male and female teachers were observed. However, the findings revealed that significant differences in the perceived needs of lower primary classes (1-3) teachers and the higher primary classes (4-6) teachers were observed in

- (a) writing objectives in terms of performance (behavioural forms) (item 1)
- (b) guiding pupils to set up and achieve realistic goals in terms of pupils' interest (item 6)
- (c) guiding pupils to set up and achieve realistic goals in terms of pupils' basic needs (item 7)
- (d) guiding pupils to set up and achieve realistic goals in terms of pupils' ability (item 8)
- (e) presenting lessons on appropriate class level of pupils (item 10)
- (f) developing daily lesson plan (item 12)
- (g) soliciting and utilizing pupils' feedback for the purpose of improving instructions (item 14).

The tendency for practising teachers to need much help in carrying out certain instructional practices is not peculiar to primary school teachers. Teibo (1981) and Okpala and Onocha (1985) observed that a greater proportion of general science and physics teachers respectively in secondary schools in Lagos State, Nigeria require much help to plan long term classroom work (an area which primary schools teachers in the present study also perceived as one of their high priority needs). The tendency

also seem not to be peculiar to primary school teachers of this generation considering that two decades ago, Okpala and Onocha (1983) indicated that primary science teachers in Ibadan, Nigeria needed much help to obtain information on where to get help on the teaching of science to children, write objectives in terms of performances, develop long range unit of work, organize science materials and resources for more effective instruction. These problems are also not peculiar to Nigerian teachers. This is because studies carried out outside Nigeria revealed that practising teachers in other countries of the world perceive some of these instructional activities as areas of high priority needs (Maben, 1973; Moore, 1977c).

Conclusion

In concluding, the results of this study illustrate the following significant characteristics of primary school teachers' instructional needs.

1. a number of the perceived instructional needs are shared by most primary school teachers; and
2. the primary school teachers have distinct instructional needs according to the class taught.

It is therefore necessary that the organizers of primary school in-service programmes should endeavour to assess the instructional needs of every participating primary school teacher before developing and implementing the programme activities. The programme activities should be geared towards eliminating the needs shared by all primary school teachers as well as those shared only by specific class groups of such teachers. With current demand for high quality from primary school teachers to implement the recently introduced UBE and National Policy on Education (1998) for Nigerian primary schools, one may perhaps suggest an investigation into the feasibility of including the high priority need areas identified in the present study, in the different teaching method courses offered to both prospective and practising primary school teachers by NTI and various faculties of education, institutes of education, colleges of education and other teacher training institutions in Nigeria. It is hoped that the objectives of UBE and those of the National Policy on education for Nigerian Primary Schools will be highly achieved if these perceived needs of primary school teachers are alleviated.

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