AN EVALUATION OF THE PROFESSIONAL COMPETENCE OF THE NIGERIA CERTIFICATE IN EDUCATION (NCE) TEACHERS OF NATIONAL TEACHERS' INSTITUTE DISTANCE LEARNING PROGRAMME

BY

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ABSTRACT

The National Teachers' Institute (NTI) has been involved in training teachers for the Nigeria Certificate in Education (NCE) for over three decades through Distance Learning Programme. The quality of these teachers has been queried particularly when compared with those who undertake full-time NCE Programme. However, this claim has not been verified empirically. This study, therefore, evaluated the professional competencies of NCE teachers produced by the NTI Distance Learning Programme. The study further examined the extent to which NTI primary school teachers' gender, years of teaching experience, morale, motivation, attitude, expectation from the teaching milieu, commitment, values development, length of training accounted for their professional competencies. Five research questions were answered.

The study adopted a causal comparative design. Forty NCE teachers produced by NTI Distance Learning Programme and 40 Full-time NCE trained teachers were purposively selected from schools in eight local government areas of Ogun State. Six instruments were used for data collection. These are Classroom Interaction Sheet (r =0.85), Instructional Competence Rating Scale (r =0.68), Teachers' Knowledge of Social Studies Content (r =0.72), Teacher Morale Scale (r =0.75), Motivation to work Scale (r =0.82) and Teachers' Characteristic Questionnaire (r =0.88). Data were analysed using descriptive, t-test and multiple regression statistics.

There was no significant difference in the professional competence of NTI NCE teachers and Full-time NCE teachers on knowledge of subject matter. Generally on the average, the NTI NCE teachers used 71% of the instructional time in facilitating learning but pupils were not actively involved in the teaching learning process. The NTI NCE teachers were significantly committed to teaching more than the full-time teachers ($t_{(78)} = 2.02$, $p<0.05$). Gender, years of teaching experience, attitude to teaching, expectation from the teaching milieu, values development, motivation to work and teachers' morale did not significantly influence professional competence. All the factors jointly contributed a multiple R of 0.294, R^2 of 0.086 and adjusted R^2 of 0.183 accounted for 18.3% of the variance in the teachers' professional competence.

The NTI NCE teachers were found to be more committed to teaching than the Full-time NCE teachers. However, mode of study did not influence professional

competence of NCE teachers. In view of the fact that teachers will continue to access professional training by NTI, there is, therefore, the need for NTI to ensure a favourable teaching environment in order to enhance the production of committed teachers. Therefore, the NTI Programme should be sustained because of its role in the training of teachers.

Key words: Professional competence, Teachers characteristics, Distance learning programme, Social Studies, NTI NCE Programme.

Word count: 384

CERTIFICATION

I certify that this work was carried out by Janet Oyebola ADETAYO in the Institute of Education, University of Ibadan, Ibadan, Nigeria.

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DEDICATION

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LIST OF ABBREVIATIONS

NTI	National Teachers' Institute
NCE	Nigeria Certificate in Education
DLP	Distance Learning Programme
DLS	Distance Learning System
ICORAS	Instructional Competence Rating Scale
CIS	Classroom Interaction Sheet

CHAPTER ONE

INTRODUCTION

1.1 Background to the Problem

Education has been recognized as an instrument par excellence for effecting socio-economic and political development (Federal Republic of Nigeria, 2004). According to Fashina (2001), education has as its goals the liberation of the people, the construction of a free and non-exploitative society where human beings can realize their potentials. Indeed, education is a major catalyst to national development. It is a strong factor in people's ability to induce and manage change (Ayodele, 2005). Education is the powerhouse of any nation's workforce. In a developing country like Nigeria, the importance of education is stressed by the federal, state and local governments as well as the members of the public because of its relevance as instrument of change, without which no nation can develop socially, politically, economically and technologically. Education is regarded as a fundamental duty a government owes its citizens, hence, at both Federal and State Government levels in Nigeria, education usually takes up a large chunk of the annual budget. However, the adequacy of such allocation vis-à-vis what obtains in other countries of the world has been considered not enough. Also, this situation has always led to the consistent strike actions by organised labour in the education sectors in the country, to make government more responsive to the problems of the country.

As important as education is in the life of any nation, the educational system of Nigeria has been described by Obemeata (1995) as an unprofitable venture, which has failed to yield the expected dividends because it does not yield financial gains like what is obtainable in production industries, and perhaps many youths are not empowered to be self reliant at the end of their education. Though Government may not derive a direct and immediate financial gain from funding education, it is not entirely correct to say that education is not a profitable venture. It should be noted that individuals who have undergone a successful education or training usually contribute their quota to the development of the community or organisation they find themselves. This way, government reaps the benefit of the money invested on these

individuals. To corroborate this view, the World Bank cited in Obanya (2004) observed that education is suppose to create knowledge which when acquired, transmitted and used by individuals, enterprise or organisations promote development'.

According to Obanya (2004), persons who live in learning societies are often motivated to make maximum use of the learning opportunities at their disposal. But when such persons or enterprises fail to get transformed into learning organizations it is then that they stop doing profitable business and are unable to contribute to personal and perhaps organizational social well-being. Therefore, this researcher agrees with Obanya (2004) that the country needs a crop of learning individuals supported by a strong learning environment (funding inclusive) and operating in learning organizations, tend to create environment in which knowledge becomes a source of economic power.

The successful implementation of any school programme depends largely on the quality of the teachers (Whitty, 1996; Chedzoy & Burden, 2007). Teachers are indispensable in educational development, hence the teaching profession is legally recognised and in Nigeria, it is affirmed with the establishment and the mandate of the Teacher Registration Council (TRC). Similarly, elsewhere in Australia, education bodies are involved in the complex process of developing a nationally recognized set of professional standards for teachers (Board of Teacher Registration, 2002). Udofot (1997) asserts that teacher education has received serious attention of government in terms of huge financial investment and expansion and that if the nation is to receive high returns from the enormous investment in education, there must be qualified teachers to support the schools. As a way of ascertaining the worth of teachers in the education sector, many studies have identified the roles, responsibilities, problems and major contributions of the teacher towards the achievement of educational goals and objectives (Olubor, 2000; Sim, 2004; Cwikla, 2004; Alebiosu, 2006; Malm & Lofgren, 2006).

There is little doubt that universal agreement of the composition of standards of quality teacher is virtually impossible and that a reliable and recognized set of performance indicators continue to elude members of the teaching profession (Huntly, 2005). This assertion is in support of the popular contention that the teacher is a key person in the entire education system whose quality of training could mar or improve the academic achievement of students (Cubukcu, 2010). This situation may have

informed many research efforts like those of Akinwumiju and Orimoloye (1997), Tsui (1998), Adeniji (2003), which identified factors that are responsible for the seemingly falling standard of education in the country. Among the reasons adduced by these scholars for the mass failure of students in public examinations include inadequate classrooms to meet with the ever-increasing number of students as well as inadequate and differential distribution of resources resulting from lack of foresight and adequate planning. Of all the numerous factors highlighted by scholars, that of teacher quality seemed more frequent (Adeniji, 2003; Ayodele, 2005; Alebiosu, 2006).

It is the belief of educational managers that no educational system can rise above the level of her teachers (FRN, 2004) since every educational system in any known human society requires highly skilled teaching staff to sustain it. Moreover, it is a general belief that the academic performance of students can be improved upon if competent teachers teach them. This explains why teachers are regarded as the most important element in the school system. As in most parts of the globe, the teaching profession remains the largest profession in Nigeria. As at year 2000, the nation's teaching force in primary schools was estimated at 429,048 (Tahir, 2001). When this is added to more than two hundred thousand (200,000) secondary school teachers, the population of teachers would be intimidating to other professions in the country (Garuba, 2004). A significant number (about 22%) of this population are technically untrained (Garuba, 2004) in that many of them do not possess even the Teachers Grade Two Certificate which used to be the minimum requirement for teaching in the country school system. He expressed the fears that, when the new minimum qualification is taken into consideration (i.e. the Nigeria Certificate in Education), the proportion of professionally unqualified teachers in the nation's primary and secondary schools become more alarming. It is important to state that this situation of untrained teachers in schools is aggressively being addressed in all States of the Federation through distance education.

The goals of teacher education in Nigeria are well spelt out in the National Policy on Education (FRN, 2004) to show the importance of teachers in the scheme of educational development in the country. The policy stipulates that the goals of teacher education shall be to:

- produce highly motivated, conscientious and efficient classroom teachers for all levels of our education system;
- encourage further the spirit of enquiry and creativity in teachers;

- help teachers to fit into social life of community and society at large and enhance their commitment to national goals;
- provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations;
- enhance teachers' commitment to the teaching profession.

According to the policy, teacher education will continue to be given a major emphasis in educational planning in Nigeria (FRN, 2004). This decision is hinged on the belief that teachers are the main determinants of quality in education; they are people that affect children's future and invariably affect the country's economy (Jastin, 2001). As Protheroe, Lewis and Paik (2002) observed, it takes high quality teachers to ensure that students receive quality and solid education. Sotonwa (2004) citing Pearson suggests that three judgements must be made in order to affirm a person as being a competent teacher. These are that: a person must meet to teach satisfactorily rather than minimally, the skills that are required in general for a person to perform as a competent teacher and the possession of the requisite skills by the person. According to Ellis (1984), other qualities that a good teacher must possess are: positive expectations, inspirational leadership and a wide repertoire of teaching skills and motivational techniques which should characterize such a teacher. He goes on to say that essential attribute of good teaching are "sound judgement and good sense … qualities that cannot be reduced to finite, measurable skills".

Competence has been defined as the ability to accomplish whatever one claims to be able to do when verified empirically (Ayeni, 2005). Competence in teaching simply implies the ability of the teacher to accomplish assigned duties of a teacher, of which teaching is the central part **(**Ololube 2006). In providing answer to the question, "With what barometer can competence of a teacher be measured?". Ayeni (2005) postulates that, "the teacher's competence is determined by his methodology, sense of vision, and interest in sharing knowledge". By way of modification of Ayeni's (2005) views, it must be added that a teacher's competence transcends mere interest in sharing knowledge (Harris & Muijs, 2005). It actually demands active participation in the transmission of knowledge, a process in which the teacher exhibits mastery of the subject matter (Kanu & Ukpabi, 2007). Competence has been used for evaluating teachers at three different stages: student-teachers, beginning teachers and experienced teachers. These stages of evaluation are conducted by different parties, including teacher educators, researchers and the

government. As the public demand for accountability increases, schools of education are forced to identify the qualities of effective teachers and planned curricula to ensure that prospective teachers demonstrate those qualities prior to certification (Hamdam, Ghafar and Li, 2010; Taylor, Middleton III and Napier, 1990).

The characteristics of quality teachers and teaching according to Ellis (1984), are a further proof of how a competent teacher can be identified. The characteristics as indicated by him are content knowledge, pedagogical knowledge, language/communication competence, classroom management competence exposure to training and keeping up to date.

According to Ellis (1984), the following describes each of the characteristics of a quality teacher:

Content Knowledge – the teacher must have the knowledge of the content he/she is teaching. This means that he/she must be both competent and proficient in the subject and skills being taught.

Pedagogical Knowledge – the teacher must have the requisite teaching skills. He/she should be skillful in instructional design; instructional planning; instructional implementation and instructional evaluation.

Language/Communication competence – the teacher is expected to have communication competence or to be language competent. Canale (1983) sets out four specific features of communication competence which a teacher must exhibit as: grammatical competence; socio-linguistic competence; discourse competence; and strategic competence. Communication competence will help the teacher in his/her classroom teaching activities.

Classroom management competence – the teacher must exhibit the following: recognizing students' differences in knowledge, skill and commitment, motivating students, supervising and disciplining students, guiding and counselling students.

Exposure to both internal and external teacher education training – the teacher will be adjudged professional and competent if he/she is exposed to external teacher training programme(s) for pre-service and in-service training; and the internal training programme (such as workshops' seminars, lectures etc.).

Keeping up-to-date – according to Harrison (1987), keeping up-to-date means (i) advances in curriculum development (in the subject areas); (ii) advances in instructional technology; and (iii) keeping up with work place and customs. The

teacher must also keep up with changes made on the national policy on education; and other changes occurring in the field of education.

Many studies have shown that there is relationship among teacher effectiveness, professional competence and students' achievement (e.g., Kemp & Hall, 1992; Taylor, Pearson, Clark & Walpole, 1999, Hargreaves and Fullan, 2000). Generally, effective teaching has been characterized by terms of specific teaching practices. For example, an effective teacher would employ systematic teaching procedures and spend more time working with small groups throughout the day (Taylor et al., 1999, Munoz, Carmen, Pacheco & Fernadez, 2000). Porter (2002) found that pupils make more academic gains when instruction is effectively connected to assessment. Clearly, effective teaching can be operationalized in different ways but they are less straightforward than measures of "teacher effects."

Sanders and Rivers (1996); Webster, Mendro, Orsak, and Weerasinghe, (1997); Rowan, Chiang and Miller (2002) analyzed data from the Tennessee value-added assessment system, in which the researchers used mixed-modeling to conduct longitudinal analyses of student achievement to make estimates of school, class size and teacher effects. Data from these studies seem to support the claim that the most important factor influencing student achievement is effectiveness of the teacher. Wright, Horn, and Sanders (1997) state that, effective teachers appear to be effective with students of all academic levels regardless of the level of heterogeneity in their classrooms. If the teacher is ineffective, students under that teacher's tutelage will achieve inadequate progress academically, regardless the similarity or difference of their academic achievement.

According to Okpala (1999), the observer evaluation approach to teaching effectiveness is the most popular and the most valid approach, this is usually done through observational technique: the use of specially designed evaluation instruments to collect data in a planned and systematic way. The approach ensures the collection of objective, useful and interpretable data on teaching effectiveness. This approach provides the framework upon which data collection was based in this study.

Since the early 1980s the Nigerian education system has witnessed an unprecedented increase in enrollment. The rapid expansion in enrollment at all levels of education led to population explosion of students in schools and an acute shortage of teachers especially at the primary and secondary school levels. With the influx of pupils into schools particularly with the introduction of the Universal Primary

Education (UPE) Scheme in 1976, and even the current Universal Basic Education that seeks to improve access, quality and equity, the nation was and is still apparently being faced with both the problems of producing sufficient teachers to meet the needs of schools. At the same time, it is ensuring that the quality of teachers required for that level of education is being met.

The major challenge that has continued to agitate the minds of educational planners and administrators at the various tiers of government has been how best to cope with the increasing population of students as well as the provision of well-qualified teaching personnel that would help empower the individual student through the acquisition of knowledge and skills that would enable them to participate fully and actively in nation building (Imhabekhai, 2000). In the attempt to produce more teachers to meet the upsurge in school enrollment, 'crash' programmes were organized to train teachers (Fafunwa, 1974; and Adesina, 1980). Part of the response to meet the challenge of training more teachers by the Federal Government in 1978 was through Act No 7 establishing the National Teachers' Institute. The enabling Act mandated the Institute to, inter alia:

i. upgrade under-qualified and untrained teachers;
ii. provide refresher and other upgrading courses for teachers;
iii. organize workshops, seminars and conferences, which would assist the improvement of teachers nationwide.
iv. conduct the National Teachers' Grade II examination;
v. carry out research in collaboration with other bodies on any matter relevant to educational development in the country;
vi. formulate policies and initiate programmes at all levels of education designed to improve by way of research the quality and content of education of Nigeria;
vii. assess from time to time the training programmes offered by institutions controlled by or associated with the institute with a view to ascertaining the professional competence of those institutions;
viii. offer such assistance, either alone or in co-operation with educational bodies, as may be required by the institutions controlled by or associated with the institute;
ix. foster and enhance international co-operation in the education of teachers; and

x. perform such other functions as are necessary or expedient for the full discharge of all the functions of the council under this Decree.

The overall goal of the National Teachers Institute therefore, was to uplift the quality and quantity of teaching personnel in Nigeria through training and retraining programmes (Omoruyi, 2001). The Institute was thus, expected to provide courses of instruction leading to the development, upgrading and certification of teachers as specified in the relevant syllabuses using a distance education approach or technique. In pursuance of its mandate, the Institute has initiated training and re-training programmes to assist unqualified primary school teachers and also organized refresher courses in the existing teacher training colleges then. At its inception, the Institute was charged with the responsibility of running Teacher's Grade II Certificate (TC II) programme through Distance Learning System (DLS) to qualify teachers to teach in the primary school. Thereafter, the Institute also embarked on the training of teachers for the Nigeria Certificate in Education (NCE) programme through the Distance Learning System as well. With the introduction of the Universal Basic Education in the country in December 1999, the Institute continued with its mandate. The objectives of NTI (NCE) programme, as spelt out in the National Teachers' Institute Handbook, 1989 are to:

i. train and upgrade all qualified grade II teachers to NCE level;
ii. provide the basic background for those of them who may later wish to pursue their studies at higher levels; and
iii. help produce the needed teachers for the successful implementation of the National Policy on Education (Nigeria Certificate in Education by Distance Learning System (NCE/DLS).

The importance of distance education, worldwide, as a route towards the idealized open learning is well documented. Distance education is a programme which provides opportunity for life long learning and it is a well-established national and international practice. Specifically in Nigeria, there is the distance-learning programme for the awards of Nigeria Certificate in Education (NCE) to deserving teachers organized by the National Teachers Institute of Nigeria (NTI). Another initiative is the National Open University with the Open distance learning package. In South Africa and other countries, several exclusive distance education institutions (both public and private) provide distance education. In Nigeria, the need for distance learning system has gained prominence because it is not only considered as a means

of providing teachers with the necessary skills and knowledge to help educate those who could not gain admission into the regular programme but also as an avenue for those who are unwilling to leave their jobs for full-time education and training programme (Imhabekhai, 2000, Nwegbu, 2001; Adeyemi, 2002).

Onuka (2006) citing Association for the Development of Education in Africa (ADEA), define Distance Learning as education system in which the learner is separated from instructional base of the teacher, either in space or time, for a significant portion of their learning. It denotes the forms of study not led by teachers in the classrooms but supported by tutors and an organization at a distance from the student (Waghid, 2001).

The introduction of distance learning system in the Nigerian education scene was as a result of many interactive factors. With the teeming enrollment in the primary and secondary schools, there was the need to train teachers in adequate numbers and quality to cope with the situation. The need to get more teachers for the primary schools at the inception of the defunct UPE programme made it unreasonable to think of first sending all unqualified teachers to school to qualify before coming to teach. All that was needed was to recruit all who could 'teach' into the school to perform pedagogical functions and at the same time learn on the job through the distance learning system to qualify. Many people who never wanted to be teachers and many untrained teachers were required to get trained and be retrained for the new system. These then developed into a situation wherein neither the State nor the Federal Government could cope with the issue of providing full access to the many that demanded to be trained as teachers using the conventional delivery system. This situation gave birth to distance learning system. The system according to Jegede, Frazer and Fisher (1998) is characterized by the fact that students that enrolled in it could keep their jobs or business and they could also be close to their homes, children and relations to attend to social commitments for the greater part of the year, and they could save the necessary funds to pay for tuition, and other fees during the weekend; short and long vacation programme.

The Nigeria Certificate in Education (NCE) programme is run in three modes by different institutions. The full-time and the sandwich programme is run by Colleges of Education while the National Teachers Institute (NTI) handled part time programmes only. A notable difference between the full-time and part-time NCE programmes is in the duration of the course. Nduka (1991) observed that the major

difference between the full-time and part-time NCE programmes was in the time frame for operating the programmes. While the full-time programme lasts for three years, the part-time NCE lasted for four years. The difference in programme duration was also observed by Obemeata (1991) who stated that the sandwich courses are conducted for eight weeks in each of five long vacations for the NCE programme, which means that NCE for full-time students is a three-session programme that is completed in forty weeks. This view are in consonance with the provision of NCCE (1993) guidelines which stipulated that the duration for the part-time NCE programme should not be less than four years, whereas the full-time programme lasts for three years.

In respect of the quality of the programme, a study by Omoifo (1991) found that the part-time programme compares in quality with that of the full-time in terms of similarity of academic programmes, staff and admission requirements. However, she identified variations in workload per lecturer, class size, lecturer-student ratio has some differencies. Nwadiani and Ibadin (1991) for instance, found out that participation on part-time programme had a significant effect on the teaching performance of the participants, even though Nwachukwu (1990) found that the full-time NCE students performed slightly better than the part-time students in education courses. Also, in the views of Chiaha (1998), both programmes were planned to be the same to some extent, especially in courses taught as well as in course contents; but the variations which seems to have existed were worrisome enough as to attract doubts on whether the programmes were of the same standard and the graduates were of the same quality.

Study such as Ichukwu (1999) corroborating the views of scholar such as Obemeata (1995) asserts that real doubts are being cast on the type of teachers turned out to teach through crash programmes and she questioned the quality of the programmes in the institutions that turn out these groups of teachers. She therefore, called the attention of educators to the common complaint that new entrants to the teaching profession in Nigeria are not equipped to deal with the problems teachers encounter in the course of their duties.

In another forum, Borishade (2002) in an address presented at the inaugural conference of the Open and Distance Education Associates of Nigeria in 2003 submitted that when distance learning is properly practiced, it has the capacity and capability to deliver to Nigerians the quality education of their dreams and help the

disadvantaged and marginalized to realize their hope and aspirations to become useful and dutiful citizens. He stated further that government had to take the inevitable decision of closing down the so-called satellite campuses and outreach stations of institutions of higher learning in that they were no more than fee-collecting and certificate-selling racketeering centres. These trading posts, according to him, masquerade as educational outfits, lacked any of the qualities which distinguished real open and distance learning programmes from fake or half-baked part-time teaching. He stated further that such programmes lacked well designed instructional and learning materials; had no quality course or tutorial materials; engaged low level type of staff and in some cases used diploma holders to teach; had faulty and doubtful assessment and evaluation strategies and procedures; and dispensed with learner support services which are known worldwide as the hallmark of Distance Learning.

Furthermore, administrators have been throwing search light into the distance learning programme, querying the quality of the output and their competencies in the classroom. For instance, some head teachers have complained that products of this programme are not effective in the classroom during teaching. Again, the declaration by the Federal Government that NCE is the minimum qualification for teachers in the primary school has certainly affected the running of the programme and how the public perceive the products of the programme.

The Nigerian system of education is geared towards producing individuals who will not only possess the capability to solve personal problems but also contribute to the development of the society. Several subjects are included in the school's curriculum at all levels of education in Nigeria. The expectation is that when properly taught, effective learning will result and will bring about the realization of the goals of Nigerian education as stated in the National Policy on Education (FRN, 2004). At the primary and secondary school levels, certain subjects are classified as core subjects while others are known as elective. Core subjects are those which students compulsorily offer while the electives consist of subjects from which students can freely make their choice, based on their preference and future career interest. At the primary and junior secondary school levels, Social Studies is one of the core subjects, which, if effectively taught, according to Iyewarun (1989), has the potential to influence the intellectual, social and personal growth and development of Nigerian youth, and according to Okwilagwe and Falaye, (2008) effecting citizenship education.

By virtue of its integrated nature and philosophy, Social Studies is highly affective and value-laden (Nwaubani, 2005). By implication, its task is not merely to teach facts and information but to promote simultaneously the three domains of learning namely cognitive, affective and psychomotor in order to achieve the education of the complete man (Obemeata, 1996). This role distinguishes social studies content from other subjects and by implication imposes on its teaching and learning those instructional methods, activities and experiences that provide social and intellectual skills, positive attitudes, values and cognitive development (Mkpa, 1997). To achieve this, the social studies teacher is expected to encourage open and permissive classroom interactions. This is the whole idea behind functional and resource-based teaching methods which are fundamental to the effective teaching and learning of integrated social studies in Nigerian schools (Federal Ministry of Education, 1983; Federal Republic of Nigeria, 1998).

In spite of the important place of social studies in our educational system, performance in the subject shows growing decline in Junior School Certificate Examination (JSCE) in some states of the country (Yusuf, 2004). Social Studies educators such as Awoyemi (1986), Iyewarun (1989), Linda (2000), Mezieobi (2000), Okam (2000) and Yusuf (2004), giving reasons for the poor performance of students in the subject, allude to the quality of and attitudes of teachers.

Ezeazor (2005) citing Okpala proposes a model that should focus on only the practical aspects of the teaching (classroom processes only) where all the relevant input factors that are teacher-based (e.g. qualification/training/experience) are expected to translate into quality classroom interaction pattern that characterize quality of the teaching process; and where the quality of teaching process determines quality of the outcomes. In other words, the measure and quality of students' achievement after instruction tends to be the measure and quality of the effectiveness of the teacher.

The quality and performance of teachers have always been a focus of concerns in education and teacher education research (Darling-Hammond, 2000; Ingersoll, 2001; Chan 2003; Okpala & Ellis, 2005). Many studies (Ballou & Podgursky, 1997; Czubaj, 1996; Hongkong, 1992) have examined several factors that tend to influence teacher quality, and have come up with conflicting results. Chan (2005) believes that the quality of teaching is not governed by the qualification, knowledge and skill

competencies of teachers alone but also their enthusiasm, knowledge of subject matter, teacher morale and commitment to teaching.

Again, studies that examined the influences of teachers' knowledge of subject matter on achievement and the relationship between teachers' knowledge of subject matter and quality of teaching have failed to yield consistent findings. Even though in some studies, a positive connection between teachers' subject matter knowledge and students' achievement was found (Darling-Hammond, 2000; Mandeville and Liu, 1997; Rowan, Chiang and Miller, 1997; Carlson, 1993), others report a negative association (Reed, 1986; Koch, 1972). In addition, some studies have found a non-significant effect of subject matter knowledge on student's achievement (Ashton and Crocker, 1987; Wilson, Floden and Ferrini-Mundy, 2001). This inconsistency in previous studies on the influence of teachers' knowledge of subject matter and quality of teaching and students achievement necessitates further study in this area.

In a joint study of teacher efficacy, and teachers' commitment to teaching by Coladarci (1992), commitment to teaching was defined as the "teacher's psychological attachment to the teaching profession". If teachers become apathetic, uncommitted, uninspired, unmotivated, nonchalant and lazy, the entire education system will most likely be doomed. Satisfaction with the work climate has been positively linked with teacher performance, reduced teacher absenteeism, teacher efficacy, work motivation, organizational commitment, and student achievement (Reyes and Hoyle, 1992; Rosenholtz and Reyes, 1990; Hoy, Tarter and Bliss, 1990 and Bridges, 1980). Teachers who are older and more experienced have high job satisfaction and low stress levels. Teachers who experience high stress levels have lower job satisfaction, regardless of their age or experience (Noll, 2002). Tan (2001) also submitted that teachers with more than 5 years of experience were more committed than those with less than 5 years; while teachers with less than 5 years of experience have greater dissatisfaction with teaching profession than those with more years of service. However, Fresko, Kfir, and Nasser (1997) found that teaching experience was negatively associated with teacher commitment whereas Riehl and Sipple (1996) found that the same variables were not significantly associated.

Most researchers (Whitaker, Whitaker and Lumpa, 2000; Graves, 2001; Liu and Mayer, 2005) agree that morale is a vital ingredient in the success of any human enterprise. Teacher morale has not been a significant part of school improvement in the past because of the unclear definition or understanding of the concept.

An effective educational environment is characterized by a positive school climate where the teachers and students feel good about teaching and learning and cooperate to foster a caring attitude (Bartell, 1990). To be able to approach work each day with a positive state of mind is critical to being successful for the students and their achievement (Whitaker, Whitaker & Lumpa, 2000). Lumpa (1997) found that a strong predictor of student satisfaction and success was the level of teacher satisfaction in the school. By simply involving teachers in developing a collaborative school climate, a significant relationship between higher teacher morale and higher students' achievement becomes evident (Thomas, 1997). When schools have teachers with high morale, they also have a good chance of having students with high morale and this has a direct impact on student achievement (Whitaker et al, 2000). The findings of Adams and Bailey (1989) seems to follow a simple idea that when teachers felt good themselves and with what they are doing in the classroom they became more inspired to teach thus delivering instruction at a much higher level. When teachers' morale is energized and productive, good things tend to happen in the classroom. When good things happen in the classroom, the future for each student in that classroom is brighter (Whitaker et al, 2000). Research has also shown that children learn more from 'good teachers' than from 'bad teachers' in almost all circumstances (Hammond & Ball, 1998; Haselkorn & Harris 2001; Protheroe et al, 2002).

Motivation is central to teaching and learning. When a teacher is motivated and loves the teaching profession, the students not only learn the content taught by the teacher, but the students are also motivated toward learning (Czubaj, 1996). Motivation according to Moshinkie (2001), is the attention and effort required to complete a learning task and the application of new materials to the work site. Moore (1994) sees it as something that energizes and directs our behaviour. Success or failure in education can be attributed to motivation, this is because a teacher may be motivated to increase or decrease the vigour of his activities (Ezenwa, 2006). Teachers who are motivated and are dedicated to teaching would facilitate school based innovations or reforms that are meant to be beneficial to students' learning and development.

Like motivation, attitudes are essential ingredients in teaching and learning. Attitude is an organized and consistent way of thinking, feeling and reacting to objects, issues, situations and events. Literature is replete with the concept of attitude

conceived from different perspectives and the laying of emphasis on different aspects (Ifamuyiwa, 2004; Emeke, 1999; Okunrotifa, 1997; Anderson, 1991). According to Day (2004), teacher attitude is a predictor of teachers' work performance, absenteeism, burn out, and turnover, and is found to exerts important influence on students' achievement and attitudes toward school. The general contention is that favourable attitudes are important determinants of achievement in physical services and in other disciplines (Fennama & Sherman, 1976; Gilbert, 1977) and towards various work areas (Villeme & Hall, Pigge and Marso cited in Okwilagwe, 2002). In another study by Falaye and Okwilagwe (2007) on some teacher and locational variables as correlates of attitudes to social studies teaching at the basic education level in Southern Nigeria, observation was made by them that teachers seem to be negatively disposed to the teaching of social studies and that gender and geographical zones of respondents had strong influence on attitudes held by practising primary school teachers to teaching of the subject. This finding seems disturbing as positive attitudes are necessary for effective learning, and teacher attitude tends to influence students' attitude. This calls for further studies with respect to this variable.

Gender refers to socially constructed roles and socially learned behaviours and expectations associated with males and females (World Bank Policy Research Report, 2001; Okeke, 2000; Nwagbara, 1998a; Oakley, 1996). Gender construction is flexible and differs from place to place. Thus, Stratton (1998) affirms that while all contemporary societies can be classified as patriarchal, in that each of them operates a social system characterized by male dominance, there are different patriarchal, for each construct gender differently. The same World Bank Policy Research Report (2001) declares that gender roles and relationship evolve out of interactions among biological, technological, economic and other societal constraints.

Of vital importance to the success of the educational system is the implementation of laid down policy of achieving the objectives of institutional programmes in the school system as well as the implementation of the goals of the National Policy on Education on teacher education. This therefore calls for the need to assess the professional competencies of practising teachers who hold the NTI, Nigeria Certificate in Education (NCE). This is with a view to providing current and up-to-date information on these teachers in terms of context, input, process and output variables. This is pertinent because the quality of the teaching force of any nation is an asset for social, economic, political, scientific and technological development, the

absence of which could result in the production of sub-standard products, an educational system that is built on a shaky foundation and perhaps, a nation remaining perpetually underdeveloped. What a teacher knows determines what is given out. By implication, a teacher who is knowledgeable in his/her subject area is an asset to students' learning and achievement, while the contrary is the case for a teacher with little or no subject matter knowledge.

Evaluation is an effective and sometimes very powerful quality-control process for educational innovations introduced into schools. When a new educational programme, such as NTI (NCE), has been implemented over some years, the general expectation is that its effectiveness will increase with the passage of time. Teachers ought to have gained knowledge, competencies, experiences, and adjusted through the programme to new teaching methods and the teaching profession. In view of the foregoing, factors that might have caused positive or negative changes in the programme are important to be assessed in order to understand how they impacted the products of the programme. When the quality of a programme output is in doubt, the type of evaluation required is "quality control of the implemented programme" (Lewy, 1977). Quality control in education implies that there is a standard below which education cannot afford to fall and above which level we can claim to be giving education to individuals. Quality education means 'functionality' and 'relevance' to societal needs (Fafunwa, 1974 and Nwaobasi, 1984). It is having the essential knowledge, inculcating positive values and mastering useful skills that will increasingly make life meaningful to an individual and his society. Only quality and competent teachers can provide these essential ingredients. From these perspectives, quality education touches on the educational structure itself, the curriculum, methods and the teachers. Besides, the students, the teachers, instructional competencies and materials are crucial factors in the actualization of successful learning in the classroom and in the achievement of quality in products of educational programme. Some research efforts have been directed towards evaluation of the NTI (NCE) programme (Oguntimehin, 2004; Ichukwu, 1999; Chiaha, 1998) but these studies did not give attention to the professional competencies of the products of the programme in service in terms of some crucial teacher and programme factors. These studies have also not stretched their study methodologies to cover context, input, process and output variables. The present researcher examines and explains NTI practising teachers' competencies in terms of some teacher and programme variables that cover

context, input, process and product dimensions with a view to providing necessary empirical data for making formative and timely decisions for programme remediation.

1.2 Statement of the Problem

National Teachers' Institute (NTI) programme was established in 1978 and since then educators and administrators have been casting doubts on the programme, querying the quality of the products of the system when compared to those who passed through the full-time programme. This study was therefore designed to evaluate the quality of NTI NCE teachers produced by Distance Learning System in terms of their professional competencies. The study also examined the extent to which some teacher factors (gender, experience, morale, motivation to work, attitude to teaching, commitment to teaching, values development and expectation from the teaching milieu) and a programme factor (length of training period) account for teachers' professional competencies.

1.3 Research Questions

The following research questions were raised:

1. What is the NTI NCE and Full-time NCE trained teachers' professional competence profile?
2. What is the quality of the NTI NCE and Full-time NCE trained teachers' professional competence?
3. Is there any significant difference in the professional competence of NTI NCE and Full-time NCE trained teachers in terms of gender, attitude to teaching, values development, expectation from the teaching milieu, commitment to teaching, morale and motivation to work?
4. To what extent do teacher factors (gender, years of experience, morale, motivation to work, attitude to teaching, commitment to teaching, values development, expectation from the teaching milieu), and programme factor (length of training period) when taken together explain the professional competence of the NTI NCE trained teachers?
5. What are the relative contributions of the teacher and programme factors in explaining the professional competence of the NTI NCE trained teachers?

1.4 Scope of the study

The study evaluated the quality as well as the professional competence of teachers with NTI NCE by Distance Learning System. The effects of some teacher factors (gender, experience, morale, motivation to work, attitude to teaching, commitment to teaching, values development and expectation from teaching milieu), and a programme factor (length of training period) on the teachers' professional competences are also examined. The study covers practising teachers in Ogun State, Nigeria who are holders of NTI NCE by DLS programme, Full-time and Sandwich NCE holders in the State.

1.5 Significance of the Study

Evaluation is a very vital part of a programme cycle as it provides feedback for programme improvement. This study would provide answers to several questions and doubts being raised by various higher institutions of learning and stakeholders in education about the administration and quality of the NTI NCE programme.

It is equally hoped that the information yielded by the study would help to reveal the impact of the programme on the teachers in term of their knowledge of subject matter and instructional competencies. It is also expected to provide baseline data on relevant teacher factors that are germane to ensuring instructional competencies and empirical information on the effect of the teacher and programme factors considered on the teachers' professional competence.

The findings of this study would provide information to stakeholders of Colleges of Education on the areas of weaknesses of their products and suggestions for improving on their quality. It would also provide information to the Local Communities in Ogun State and elsewhere in Nigeria on the calibre of teachers handling their wards in schools in terms of their quality and competence.

1.6 Conceptual Definition of Terms

Evaluation: It is a systematic and objective process of examining the design, implementation and results of the NTI NCE teacher training programme with the aim of determining its efficiency, effectiveness and impact.

NTI NCE Teachers: These are those who have undergone the NTI (NCE) programme at different study centres and have obtained Nigeria Certificate in Education .

NCE Teachers (Comparable group): These are those teachers who did not undergo the NTI programme but went through the regular colleges of education to obtain NCE certificate.

Attitude to teaching: This refers to the feelings, emotions, or disposition of an individual to school and teaching in a particular favourable and unfavourable way. It was measured by Teachers' Characteristics Questionnaire (TECQ).

Commitment to Teaching: This is the willingness to give ones' best in order to ensure understanding by the student. It was measured by the Teachers' Characteristics Questionnaire (TECQ).

Values Development: This is the worth or values a person places on himself/herself and the educational environment after undergoing an NCE programme. It was measured by the Teachers' Characteristics Questionnaire (TECQ).

Morale: This refer to teachers' feeling of contentedness toward their job, which result in putting all their efforts into teaching in order to facilitate easy and quick understanding by the students. It was measured by the Teacher Morale Questionnaire (TMS).

Motivation to Work: Motivation, particularly in teaching is a process of influencing teacher's behaviour in such a way that he/she is compelled to participate willingly towards the accomplishment of the goals of education or an organization. It was measured by the Motivation to Work Questionnaire (MOTWOS).

Expectation from the Teaching Milieu: This refers to the teachers' expectation from the school administration and the students. It was measured by the Teachers' Characteristics Questionnaire (TECQ).

Knowledge of Subject Matter: This refers to the extent to which social studies teachers possess adequate,, up-to-datedness and relevant knowledge of social studies content of the selected class.. It was measured by the teachers' knowledge of Social Studies content (TKOSOSC).

Instructional Competence: In this study, instructional competence refers to ability of the teacher to integrate content and materials into teaching, so as to allow for effective teacher-pupil interaction in the Social Studies class. It was measured by a classroom interaction sheet (CIS) and Instructional Competence Rating Scale (ICORAS).

Professional Competence: refers to teachers' knowledge of Social Studies content and instructional competence in Social Studies classroom. The sum of the scores on the TKOSOSC and ICORAS represent a teachers' professional competence score.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

For the purpose of this study, the review of literature has been organised under the following headings:

2.1 The concept and role of distance education in nation building

2.2 The National Teachers' Institute/Nigeria Certificate in Education Programme and Teachers' Quality

2.3 Evaluation Model

2.4 Gender and professional competence

2.5 Teacher morale and professional competence

2.6 Motivation to work and teachers' professional competence

2.7 Attitude to teaching and professional competence

2.8 Knowledge of subject matter and teachers' professional competence

2.9 Commitment to teaching and teachers' professional competence

2.10 Expectation from the teaching milieu and professional competence

2.11 Values development in the teaching profession and teachers; professional competence

2.12 The Teaching and Learning of Social Studies in Schools

2.13 Appraisal of literature review

2.1 The concept and role of distance education in nation building

Distance education is one of the greatest innovations in education industry the world over. Various authors, each from own perspectives, have defined distance education. Distance education or distance learning according to Keagan (1983) is a method of imparting knowledge, skills and attitudes which is rationalized by the application of division of labour and organizational principles reproducing high quality teaching materials which makes it possible to instruct great number of students at the same time wherever they live, it is an industrialized form of teaching and learning. According to Penalver (1990), distance education originated from the need to extend learning opportunities at various levels to people who did not have access to

traditional modes for various reasons, such as economic and time restrictions related to job and family responsibilities or distance from educational centres. This supports the concept of learning as a continuing or lifelong process that provides ongoing cultural and professional development, thus increasing technical skills, and encouraging the general public to keep abreast of current topics in scientific and technological advancements.

Nwana (1991:p.1) sees distance education as "any form of education which adopts such strategies to enable the teacher and the pupil to be so physically separated from each other that they are beyond the unaided sight and hearing of each other, yet interacting reasonably enough for meaningful learning to go on". Moore and Kearsley (1996:p.2) define distance education as "planned learning that normally occurs in a different place from teaching, and as a result requires special techniques of course design, special instructional techniques, special technology, as well as special organizational and administrative arrangement." The views of Oguntimehin (2004:p.17) citing Fagbamiye on distance education, seems to corroborate that of Penalver (1990), who declared that:

> distance education has become popular because it has made it possible for large number of people in many countries, who might have been denied the opportunity of formal education to have access to quality education in spite of constraints of time and location.

The success of British Open University has generated increased interests in distance education in several parts of the world. This according to Holmberg (1981:p.29) has "marked the beginning of a new era, in which degree giving distance teaching universities with full degree programmes, sophisticated courses, new media and systematic systems evaluation crop up in various parts of the world and confer prestige on distance education". An essential feature of distance education is that the teaching acts are separated in time and place from the learning acts. The learning materials may be offered to students several years after they were developed. In distance education, the teacher prepares learning materials while another teacher may use the materials and evaluate students' learning (Keegan, 1999). The pedagogical structuring of the learning materials, instructional design, and execution may be assigned to person(s) other than the teacher. The design of learning materials is very unique in terms of completeness and organization. The study guide which must

include objectives, learning suggestions, summaries, and self-evaluation exercises must be presented in modules to facilitate comprehension and retention.

By its nature, distance learning depends upon some form of technology to work. Education in this mode may not occur in the usual conventional setting as such a place may be inaccessible to some; hence, the need to use technologies to reach the learners at remote centres (Omoniyi, 2004). Learning in distance education is institutionalized, the material may be in use long after the teacher who produced it had left the system. Learners in distance education system are active participants in the process of learning. Learning involves individual learner relating with highly structured self-instructional materials. Distance learning is about willingness of the learner to accept the responsibilities of independent study, learning without having to be in a classroom or school at the same place or time as the instructor or other students (Kearsley, 1998).

Distance education is out of school formal education or continuing education organized for the youths and adults outside their living and working environment, in order to enable them acquire knowledge, skills and any other capabilities that will make them relevant to nation building. Distance education therefore is an integral part of nation building (Okike, 1997:p.10). Distance education should be seen as a means to an end, rather than an end in itself. It should thus be regarded as a strategy for the mobilization of a collectivity for positive development. This should go beyond the physical and intellectual development to include the development of all the essential political values. The new emphasis on nation building through a well articulated and organized system of education indicates that there are fundamental flaws in the country's development, especially new awareness that education is the medium through which political, social culture, values, once articulated, can be expressly propagated and realized. The seeming inability of Nigerians to evolve a virile and dynamic society can be blamed on the inertia created by British colonialism. In the post independence era, the herculean task of evolving a new nation erstwhile was started on a parameter that was determined and imposed from outside. The multiplier effect is that many years after political independence. Nigerians still suffer the worst form of under-development, characterized by spiritual and material poverty. In addition, the nation still faces the challenges posed by high illiteracy rate, as it has become increasingly very difficult to mobilize illiterate Nigerians for purposeful development.

The import of the above arguments are that the essence of a thing cannot be separated from the actual thing which we experience; that distance education and nation building are two sides of a coin, and that the objectives of distance education and nation building are complementary to one another. The important point is that there seems to be a new consciousness and awareness that the requisite functional skills and literacy level needed to develop the Nigeria society can only be improved through a new system of education that will be complementary to the formal system of education, especially its short comings (Okonkwo, 1994).

2.2 The National Teachers' Institute Nigeria Certificate in Education Programme and Teachers' Quality

An excursion into the historical development of teacher education revealed that institutions for the training of teachers were established as early as 1856 at Abeokuta by the Church Missionary Society (CMS). There was a steady growth of teachers colleges in Nigeria, such that in 1973, the number of Grade II Colleges was 157 and 13 Advanced Teachers Colleges (Onojete, 2007). We also had 3 Grade I Colleges (Taiwo, 1980). The urge to train well-qualified non-graduate teachers to teach in secondary schools and teachers colleges gave birth to the Nigeria Certificate in Education (NCE) programme in 1962, both in Lagos and Ibadan. Later Nigerian Universities started running B.Ed, B.A. and B.Sc education programmes (Itedjere, 1999). Until lately, when the National Teachers' Institute, Kaduna was established through Act No 7 of 1978, it was mandated to formulate policies and initiate programmes at all levels of education designed to improve by way of research, the quality and content of education in Nigeria.

The enabling Act mandated the Institute to, *inter alia*:

i. upgrade under-qualified and untrained teachers;
ii. provide refresher and other upgrading courses for teachers;
iii. organize workshops, seminars and conferences, which would assist the improvement of teachers nationwide.
iv. conduct the National Teachers' Grade II examination;
v. carry out research in collaboration with other bodies on any matter relevant to educational development in the country;
vi. formulate policies and initiate programmes at all levels of education designed to improve by way of research the quality and content of education of Nigeria;

vii. assess from time to time the training programmes offered by institutions controlled by or associated with the institute with a view to ascertaining the professional competence of those institutions;

vii. offer such assistance, either alone or in co-operation with educational bodies, as may be required by the institutions controlled by or associated with the institute;

viii. foster and enhance international co-operation in the education of teachers; and

ix. perform such other functions as are necessary or expedient for the full discharge of all the functions of the council under this Decree.

The overall goal of the National Teachers Institute therefore, was to uplift the quality and quantity of teaching personnel in Nigeria through training and retraining programmes (Omoruyi, 2001). Furthermore, in section 7(2), the enabling Act states without prejudice to the generality of the provisions of… that,

> the council shall have the powers *inter alia* to provide such courses of instruction either alone or in association with such universities and other institutions whether in Nigeria or not, as the council may determine, and to conduct examinations, and award such diploma and certificate to those reaching a certain standard as a result of those examinations as may seem appropriate to the council.

The National Teachers' Institute, Kaduna has been further mandated to design, develop and run a special training programme for the production of qualified teachers for the successful implementation of the Universal Basic Education (UBE) programme. The programme developed is the Pivotal Teacher Training Programme (PTTP) by Distance Learning Mode leading to the award of the Pivotal Teachers' Certificate (PTC). The Institute was thus, expected to provide courses of instruction leading to the development, upgrading and certification of teachers as specified in the relevant syllabuses using a distance education approach or technique. In pursuance of its mandate, the Institute has initiated training and re-training programmes to assist unqualified primary school teachers and also organized refresher courses in the existing teacher training colleges then.

The introduction of the sandwich programme as well as the establishment of the National Teachers' Institute in the Nigerian education scene was as a result of many interactive factors. There was the yearning for education at all levels as a result of the introduction of Universal primary education and the 6-3-3-4 system of education. With the teeming enrolment in the primary and secondary schools there

was, therefore the need to train teachers in adequate number and quality to cope with the situation. Many people who never wanted to be teachers and many untrained teachers were required to be trained or retrained for the new system. There then developed an unprecedented explosion in the Nigerian education system in the number of those that required to be trained as teachers. This then developed into a clear situation wherein neither the state nor the federal government could cope with the issue of providing full access to the many that demanded to be trained as teachers using the conventional delivery system, the situation gave birth to the establishment of NTI and sandwich programmes in Nigerian tertiary institutions.

It implies that the teacher education programmes should be structured to equip good teachers with the appropriate professional knowledge, teaching skills and methods, guidance-based examination techniques, and ethical orientation for effective performance of their duties within and outside the schools (Oyekan, 2000).

According to UNESCO (2002), using distance education for teacher training has various potential advantages. It can provide access to courses on a much larger scale and wider geographical reach. It can overcome regional or state differences in access to teacher education. It can help avoid the cost of replacing a teacher who has gone to full time education. It can open up teacher training opportunities for teachers with family responsibilities who are earning an income and need to remain within their communities. In the words of Robinson and Latchem (2003) "it can cut down the time between learning about new teaching practices and trying them out in the classroom".

The NCE-DLS is a four-year programme run in cycles (1-4). Each State Office is called a field centre made up of study centres. The tutorial master in the centre is called the course tutor (or facilitator). The course tutors should normally be experienced and knowledgeable teachers at the senior secondary, colleges of education and universities (Omoike, Ogunu & Okeke, 2006).

The quality of production of NCE-DLS is determined through the establishment of a quality assurance framework. This does involve the production of high quality learning materials, the proper structuring of learning modules, the maintenance of highly qualified tutors and the success of an accreditation exercise by the relevant accreditation body. Mainly, the number of learners admitted at the learning centres usually determines the production capacity. Usually, for logistic and cost effectiveness, each learning centre has a minimum number of learners it should

accommodate and the ceiling is determined by the availability of infrastructures and course tutors.

In essence, production and productivity of teachers should be seen as interacting and intertwining issues, which are cardinal prerequisites for the emergence of qualitative universal basic education in Nigeria. Contextually understood, production of teachers refers to raising of adequate number of teachers to man the various segments of the UBE whereas productivity of teachers involves the competence and quality of those to be regarded as teachers. Both production and productivity of teachers require first and foremost, educating rather than training desired number of teachers for the UBE programme. So, to ensure quality in the training of teachers through the NTI NCE programme there is need to established the quality of teachers produced for the UBE starts from the preparation and training of teachers for the programme. The roles of the supervisors and the cooperating teachers should be well defined and the teaching practice assessment well coordinated. The student teachers should be well monitored and supervised by both the supervisor(s) and the cooperating teacher(s). The assessment should not only be based on content skill and pedagogy but on the totality of the student involvement in school curriculum activities – classroom activities and other school programmes/activities.

2.3 Evaluation Model

An Evaluation Model according to Okpala and Onocha (1994) is meant to provide a sense of direction and magnitude to the evaluation design and implementation because the complexity inherent in formal evaluation studies underscores the need for any attempt to implement a systematic evaluation study in education should be backed up by efficient planning. There are several models of evaluation from which a selection of the most appropriate one for any study can be made. Among them are: goal attainment model, discrepancy model, the countenance model i.e. antecedent; transactions, outcome model (ATO), the CES model, the Context, Input, Process, and Product model (CIPP). Out of all these evaluation models, the researcher used the CIPP model in this study.

The CIPP model is one of the most well known and widely used developed by Guba and Stufflebeam (1970). The CIPP is an acronym that stands for four types of evaluation which the model clearly addresses: context evaluation, input evaluation, process evaluation and product evaluation. Basically, the CIPP model answers four

questions: What objectives should be accomplished? What procedures should be followed in order to accomplish the objectives? Are the procedures working properly? Are the objectives been achieved?

The CIPP model distinguishes between four different decisions making setting in education and four corresponding types of decision, in addition to the four types of evaluation that form the model's name. The decision-making settings arise directly as a consequence of the author's definition of evaluation. The importance of the decision depends upon the significance of the change it is intended to bring about. For example decisions that have far reaching consequences demand evaluation that are thorough, rigorous, and most likely, expensive.

Context evaluation is the most prevalent types of evaluation used in education. The major objective specifies the population and sample of individuals to be served, and devise objectives designed to meet these needs. The procedures for context evaluation include:

a. defining and describing the environment in which the change is to occur;
b. identifying unmet needs and necessary available resources;
c. identifying sources of problems or deficiencies in meeting these needs;
d. predicting future deficiencies by considering the desirable, expected, possible and probable outcomes.

Context evaluation provides the rationale for justifying a particular type of programme.

The purpose of input evaluation is to determine how to use the resources in order to meet the goals established for the programme. The end product of input evaluation is an analysis of alternative procedural designs or strategies in terms of their potential costs and benefits. According to Stufflebeam (1971) input evaluation should be capable of answering the following questions:

a. Does a given project strategy provide a logical response to a set of specific objectives?
b. Is the given strategy legal?
c. What strategies already exist with potential relevance for meeting previously established objectives?
d. What specific procedures and time schedules will be needed to implement a given strategy?

e. What are the operating characteristics and effects of competing strategies under pilot conditions?

Decisions based upon information collected in input evaluations typically result in the specification of materials, procedures, time schedules, facilities, staffing and budgets that will be necessary to promote attainment of a particular set of objectives.

Process evaluation provides continuing, periodic feedback to programme managers on how the project is progressing once it has been initiated. The objective of process evaluation is to detect defects in the design or its implementation and monitor the various aspects of the project so that potential problems or sources of failure can be identified and remedied. The process evaluator collects information frequently and reports it to the programme manager as often as necessary to keep the project progressing. In addition to providing feedback for on-going programme improvement, process evaluation yields a record or diary of the project which itself can prove valuable once the project has been completed.

Product evaluation measures and interprets attainments at the end of a programme and at appropriate cut-off points within it. Product evaluation includes:

a. identifying congruencies and actual attainments;
b. identifying unintended results desirable or otherwise;
c. providing for objectives that have not been met by recycling the programme;
d. providing information for decision makers regarding the future of the programme – whether it should be continued, terminated, modified or refocused.

The CIPP model has been used extensively to guide programme evaluation throughout the filed of education. It is one of the first full scale models that directed attention to information needs of decision makers. Through the CIPP model, evaluators have become aware of both the variety and range of evaluative information that is necessarily a part of the different types of decisions that have to be made in education and the different settings in which these decisions have to be made.

2.4 Gender and Teachers Professional Competence

Archibong (2001) citing Oakley first used the word gender to describe those characteristics of men and women who are socially determined in contrast to those which are biologically determined (sex). Gender is socially-oriented and therefore dynamic. Thus, literature is replete with gender roles for men and women vary

greatly from one culture to another and even within the same culture and from one social group to another. Since gender is socially determined and culture is dynamic, it is expected that the socio-economic conditions of a people are subject to change, just as gender patterns change with them. This conditions accounts for why certain social responsibilities are assigned to boys and girls (gender roles), which in effect determine what the male or female child grows to become. Oriafor and Nwagu (1999) affirm that, "gender disparities which cut across the political, social, economic, religious and educational systems in the country are mainly against women". Experience indicates that Nigerian organizations have held on to the discriminatory pattern against women even though, the issue was discussed in the 1974 Bucharest Conference (UNESCO, 1992).

For sometime now, a long and considerably protracted debate about the relative importance of generic, hereditary or biological factors, over social, cultural and environmental factors in shaping human behaviour has been going on all in an attempt to shape human (Arrends, 1994). The most recent of this debate is over the difference in particular in achievement between girls and boys and women and men.

Gender refers to the socially and culturally structured and constructed attitude and behaviour designated as female and male in a particular society. Gender is hence seen as an organizing principle of human social life. Sex is a biological concept which describes genetics differences. Sexuality is the social processes that create, organize and express desire. Wiles (1992) investigated gender bias in the evaluation of middle school teacher and reported in a study which tested the hypothesis that intermediate grade teacher will reflect an expectation of male success in the scores they assign to students work in mathematical problem solving. Using MANOVA involving the variables of students' gender, teacher grade level, and teacher gender indicated no gender bias on the part of teachers. The finding of Ezewu (1979) in part suggested that sex is a determinant of teaching motives and this is in favour of the female folk. Hence, we find more women than men in the teaching profession.

There are empirical evidences to support the view that gender influence job performance effectiveness, while others contend that such performance effectiveness is not gender traits specific. For example, the study by UNESCO (1985) emphasized that; the effectiveness in job performance is based on mental ability and competence, which make up the individual personality rather than gender traits. Other studies, such as Ubabudu (2004) citing Weaver submitted that women indicate higher job

satisfaction than men and that when sex differences occur in job satisfaction, they may be the result of reward differences attributable to different occupational level. However, Ezewu (1987) observed that contrary to a popular belief,

> that female teachers are better teachers than their male counterparts and could be promoting more learning in the school, his studies showed that male teachers were better teachers as they were more punctual, prepared their lesson and engaged in more post teaching activities than their female counterparts.

Onocha (1985) and Olaniyan (1997) asserted that gender alone has no effect on academic achievement but acts in conjunctions with other variables to affect learning outcomes, but this is in contrast with the works of Osafehinti (1984), Balogun (1985) Orosan (1992) who unanimously agreed that gender predicts academic achievement.

Teaching particularly at the lower levels of education is generally regarded as a woman's job (Ezewu, 1981). No wonder, teaching in the primary school is fast becoming a female dominated profession (Basten, 1977; Pilmer, 1981). The study carried out by Akinbote (1997) tends to support this assertion when he discovered that in many public primary schools in the South Western States of Nigeria; hardly could one get three male teachers out of staff strength of more than 30. This is a common phenomenon in urban centre.

2.5 Teacher Morale and Professional Competence

Society today is as complex and fast paced as it has ever been. The problems and obstacles that plague society are simply channeled into our schools because teaching in today's schools can be rewarding, but it can also be filled with stress, frustration and little time to take care of oneself (White, 2000). Dinham (1994:p.2) puts this situation in perspective when he said that:

> with the unresolved social problems of unemployment, family breakdown, crime, poverty, and poor health for many, schools have been looked to for solutions, with the results that they have in many respects, become the 'wastebaskets of society', being expected to solve the problems that society appears unwilling or unable to deal with.

In this wise, teachers are being asked to accomplish more in schools today than ever before. Expectations that are being placed on them seem to be expanding exponentially (Lumsden, 1998). Not only are teachers expected to teach specific

content for high-stakes testing and mentor students in the love of learning, but they must also function as frontline social workers. Coupled with this broad range of social problems that find their way into our schools, many other pressures affect our teachers and their classrooms. Parks (1983: p. 11) was compelled to ask:

> how does one compensate professionals for inadequate books and supplies, large classes, disruptive students, public criticism, limited assistance, increased duties, and the lowest salaries paid to highly educated personnel in the nation? How does one lead a group in which morale is so low that over 40% of survey respondents would not again select teaching as a profession and 57% are definitely planning to leave, will leave if something better comes along, or are undecided about staying?

It is no wonder then, that in a typical year, 6% of teachers leave the field while another 7.2% seek transfer to schools (Graves, 2001). Results from surveys given by the United States Department of Education indicated that of those leaving the profession, 27% retired while a surprising 49% left because of job dissatisfaction or a desire to pursue other careers (Graves, 2001). Simply put, it is difficult for individuals to derive job fulfillment or high morale for any activity, task, or component of their work to which they afford little value (Evans, 1998). It does not matter what the level of morale of educators is, they consistently describe one of their needs as "having higher morale" (Whitaker, Whitaker & Lumpa, 2000).

Morale is a difficult concept to define and even harder to measure. During idle discussions between teachers and administrators they are quick to tell you they know what the term and concept of morale means but become confused when asked to clearly define it (Washington & Watson, 1976). Because of these difficulties in definition, many researchers who begin to study morale in schools find it necessary, if they strive for conceptual rigour, to rely mainly on what seems to be dated material. Evans (1997) contended that the research might indeed be dated, but enduring because of the de-contextualized nature that provides valuable information that is useful and applicable.

Morale is defined by Webster's New World Dictionary as the mental condition with respect to courage, discipline, confidence, enthusiasm, willingness to endure hardship, etc. with a group, in relation to a group, or within an individual. Much of the research agree to a definition of morale as a feeling or state of mind that involves a mental and emotional attitude (Mendel, 1987; BeBruyne, 2001). Whitaker *et al* (2000) referred to morale as the feeling a worker has about his or her job in

relationship to the importance of that job to the organization as a working unit. Further, they contend that the organization must also meet the workers' own expectations and needs. Evans (1997) defined morale as a state of mind that is derived by individuals' anticipation of satisfaction for those needs that they perceive as important factors affecting their work environment. Clough (1989), as well, states that it should be thought of as a shared purpose that was forward-looking and confident. Koerner (1990) offered more of a holistic approach when he referred to staff morale as the quality of lives within a community that involves "being known and appreciated, having professional knowledge valued, and being given the freedom to act". Moreover, the author states that it involves learning, growing, making mistakes, reflecting on them, and moving on.

In the view of Evans (1998:p.21) "those who take conceptual analysis and definition seriously accept that morale is a very nebulous, ill-defined concept whose meaning is generally inadequately explored". Raferty and Dore (1993) agreed that the phenomenon of morale was recognized as a powerful force and was greatly discussed but little understood and difficult to define in unequivocal terms. These difficulties in definition have often made researchers to avoid the use of the term morale in research. Teacher morale refers to teachers' feeling of contentedness toward their job, which result from appraisal of the job as to whether or not it is fulfilling the teachers' job expectation (Ejiogu, 1992; Edun, 1996). Morale according to Mendel (1987) is a feeling or state of mind that involves a mental and emotional attitude. Evans (1997) sees it as a state of mind that is derived by individuals' anticipation of satisfaction for those needs that they perceive as important factors affecting their work environment.

Evans (1998) was quick to point out that morale is essentially related to the individual and is an individual phenomenon. Herzberg, Mausner, and Snyderman (1993) found that the degree to which organizational dimensions correlated with the morale and job satisfaction of teachers depended on the personal attitudes and dimensions of the teachers. They contend that many of the environmental aspects that were related to job satisfaction were not necessarily the same for all subgroups of teachers, what may cause the dissatisfaction or low morale with one person may not affect the morale of another.

Work can be one of the most absorbing activities humanity can think and talk about and it tends to fill the greater part of the waking day for most. For those more

auspicious, it is the source of great satisfactions; unfortunately, for others it can be the cause of grief and unhappiness. According to Lunenburg and Ornstein (1996), Maslow (1970) established five basic needs of humans that emerge in a hierarchy of importance that addresses physiological, safety, social, esteem, and self-actualisation needs of humans. These needs that are arranged from lowest to highest are contended to be the basic needs of humans and in the views of Whitaker et al (2000, p. 5) they are a determining factor when looking at the morale of an individual person:

i. Physiological needs include the basic necessities of life such as food, water, sleep, oxygen, and the like.
ii. Safety and security needs include the need for physical safety, avoidance of anxiety, order, structure, and job and financial security.
iii. Social needs include the need for belonging to groups, friendship, and acceptance by others.
iv. Esteem needs include the need for self-respect, appreciation, and recognition from others.
v. Self-actualization needs include the desire for maximizing one's own potential, autonomy, and creativity.

Lumsden (1998) submitted that a low level of teacher satisfaction or morale could possibly lead to a decrease in productivity by the teacher, a loss of concern for the subject or the students, alienation from colleagues, depression, increase rate of sickness with missed work days, general fatigue, and burnout. Evans (1998), in her exhaustive study and research on teacher morale, specifically came up with several interesting findings. Among these are: that school specific rather than centrally imposed factors were the most significant determinants of teachers' attitudes about their work; factors that affect morale will vary from individual to individual; a major factor influencing the levels of morale among teachers is that of professional orientation and the relative perspective of the teacher, influences the respective levels of morale as well as the realistic expectations that are held. Furthermore, Clough (1989) stated that low morale could be attributed to factors such as frustration, alienation, and a feeling of powerlessness. Research from the United Kingdom revealed there were many perennial factors that are attributed to low teacher morale. For instance, Evans (1997) found that a perception of low status, low pay, and a lack of professional autonomy were the three leading factors. Finally, Dinham (1994) found that low staff morale was affected by extrinsic factors such as changes in

educational policies and procedures, schools having to deal with social problems, a declining status of teachers in society, poor supervision, and, increased administrative workloads. Relatively, all the research reviewed indicated that low teacher morale was fostered by extrinsic factors.

To fully understand what high teacher morale is one must first look at low teacher morale. Koerner (1990:p.3) suggested that low staff morale resulted from "professional lives that have little meaning; from frustration and the inability to change what is happening; from muddled goals and demands that stretch resources – both human and material – to the breaking point". Brodinsky (1984) in a study which analysed questionnaire from superintendents who said teacher morale in their districts was poor, indicated the following to be reasons for low teacher morale: (a) a reduction in force, (b) adversarial contacts with principals that were simply unproductive, (c) unhealthy public respect towards teachers that seems to continually grow, (d) low pay, (e) facilities and resources that were inadequate, and (f) administrative supervision that was insufficient because of the lack of time and resources.

In his attempt to improve schools from within, Barth (1990) examined how teachers felt and attempted to pinpoint those areas of the teaching environment that deterred from promoting a higher level of morale. He found that teachers said they felt unappreciated, overworked, and not respected as professionals. They also tended not to trust the administration, public, or even themselves for the most part. Many of the teachers reported that they were separated from one another or compartmentalized too often and were held powerless to effect change in most cases. Many were frustrated at the non-teaching demands placed upon them by administrators and the public.

When school environments are healthy and teacher morale is high, not only do teachers feel good about themselves and others but they also possess a sense of accomplishment from their job (Hoy & Miskel, 1987). Higher teacher morale is coupled with many good attributes with and of an individual teacher as well as the whole school administration, and community. In their research on teacher morale; Hoy and Miskel (1987) found that high teacher morale was associated with:

i. the teacher being appreciated as an individual by the administration;

ii. confidence from the administration in teachers' competence;
iii. administrative support when dealing with student discipline problems;
iv. teacher participation in the development of school policies;
v. adequate equipment, teaching supplies, and facilities;
vi. appropriate teaching loads and assignments;
vii. equitable distribution of extracurricular duties;
viii. worthwhile in-service training and staff developments; and
ix. job security.

Dinham (1994) wrote that high staff morale was associated with feelings of belongingness, togetherness, achievement, and self- and group-esteem. He further said that high teacher morale with rewards that were intrinsic such as pupil achievement, teacher achievement, changing pupil attitudes and behaviours in a positive way, recognition from others, mastery and self-growth, and positive relationships will lead to better teacher job performance. According to Whitaker *et al* (2000), positive teacher morale was exemplified by teachers who:

a. looked forward to going to work in the morning and were not in a hurry to leave in the evening;
b. exhibited concern for the direction in which the school and the programmes were moving;
c. actively participated in school functions, committees, and organizations;
d. willingly performed various school tasks that were above and beyond their stated duties;
e. derived satisfaction from being a member of the school, system, and teaching profession;
f. were supportive of the school, its goals, and philosophy; and
g. were actively engaged in improving school-community relations.

Hardy (1999) stated the following as the reasons teacher are leaving the profession: low pay, poor professional status, interactions with students, and relationship with administrators. Liu and Meyer (2005) list student discipline as the number one factor leading to a low teacher morale and salary as the number two

factor. Wentworth (1990) listed the following as the essential factors that determine teacher morale:

a. Input into decision making that directly affects curriculum, instruction, and school climate.
b. Recognition and appreciation of teacher and student achievement.
c. A school climate that reflects a feeling of unity, pride, cooperation, acceptance of differences, and security.
d. Good communication.
e. Opportunities for meaningful professional growth.
f. Clear, shared goals.
g. Strong, supportive leadership.
h. Quality time for collegial interaction: planning, educational dialog, decision-making, problem-solving.
i. Well-maintained physical environment.
j. Good human relations, both within school and between school and community.
k. Encouragement and reward for risk taking, innovation, and good teaching.
l. Attention to professional needs such as salary, benefits etc. and
m. Attention to personal needs such as stress management, good health, and social interaction.

2.6 Motivation to Work and Teacher Professional Competence

Many psychologists have defined motivation differently. Weiner (1990) links motivation to primitive drives and needs. Moshinkie (2001:p.28) defines motivation as " the attention and effort required to complete a learning task and then apply the new material to the work site". Quoting Halloran (1978), Ukaga (1993) says that motivation is "a force which arouses and sustains behaviour towards the achievement of goals".

Stoner, Freeman and Gilbert (2000) opined that motivation is a human psychological characteristic that contributes to a person's degree of commitment. Thus, motivation includes; the factors that cause channel and sustain human

behaviour in a particular direction. Motivation, particularly in teaching is a process of influencing teachers' behaviour and enables them to participate towards the accomplishment of the goals of education. In the opinion of Rainey (1995:p.567), and Jones (1998:p.230) work motivation concern: How behaviour gets started, is energized, is sustained and what kind of subjective reaction is present in the organism while all this is going on.

From these definitions, it can be summarized that motivation is an inner urge or drive that induces people to act. Thus, motivation is central to teaching and learning. Success or failure in education can be attributed to motivation. This is because, through the process of motivation, a teacher can be made to increase or decrease the vigour of his activities. This is the same for the student.

Although worker's motivation is just one factor that influences performance, it is a critical moderator between performance and such other factors' as ability or situation (Offorma, 2004; Penn State University, 2001). Kanger (1990) argued that the primary objective of work motivation in public sector such as school has not been to learn why employees (i.e. teachers) act as they do but rather to learn how to motivate them to perform their assigned duties and responsibilities adequately.

In summary, Stoner, Freeman and Gilbert (2000) propounded four basic assumptions about motivation and motivating thus:

i. motivation is commonly assumed to be a good thing. This is when it is done constantly and daily in a work place,
ii. motivation is one of several factors that goes into a person's performance,
iii. managers and researchers alike assumed that motivation is in short supply and in need of periodic replenishment. Based on the assumption that motivation can "escape" over time; employer must replenish employee motivation frequently, and
iv. motivation is a tool with which managers can arrange job relationships in organizations.

It must be noted that if managers know what drives the people working for them, they can tailor job assignments and rewards to what makes these people to work satisfactorily. Thus, knowledge about motivation joins strategic plan as inputs into

the process of designing relationships and distributing power in those work relationships (Stoner, Freeman & Gilbert, 2000).

Akanji, 2003; Tan, 2001 and Stone *et al*, 2000 affirms that motivation of workers is significantly related to job performance while Tan (2001) stated that younger male teachers were more motivated than older male teachers; that teachers with more than 5 years of experience were more committed than those with less than 5 years of experience. The implication of this is that, if teachers are well catered for they will perform better at their job. Bishay (1996) in his own study submitted that job satisfaction and motivation correlated significantly with responsibility levels, gender, subject, age, years of teaching experience, and activity. To him, teachers who work in a school with a selective student body, overall motivation and job satisfaction levels were high. Based upon this finding, it appears that gratification of higher-order needs is most important for job satisfaction.

Many factors have been examined in an attempt to find which ones promote teacher motivation. Pay incentives have been found to be unsuccessful in increasing motivation. Sylvia and Hutchinson (1985) concluded from their study that teacher motivation is based on the freedom to try new ideas, achievement of appropriate responsibility levels, and intrinsic work elements and they also discovered that schemes such as merit pay were predicted to be counterproductive. They explain that true job satisfaction is derived from the gratification of higher-order needs, "social relations, esteem and actualization" rather than lower-order needs.

Studies show that improvement in teacher motivation has benefits for students as well as teachers; however, there is no consensus about the precise benefits. For example, researchers have had varying results when examining whether teacher motivation leads to increased levels of academic achievement.

The interaction of teacher motivation and school reform efforts has also been addressed through the issue of staff development. Traditionally, staff development has meant encouraging teachers to enhance pedagogical skills and knowledge of subject matter through advanced academic study at the graduate level; providing for conferences and workshops; and developing other training opportunities including in-service programmes. However, many leading reformers have called for new forms of

professional development. Liberman (1995) argues for a "radical rethinking" of professional development that encourages teachers' growth. She believes that teachers must have opportunities to try out new practices by taking new roles and creating a culture of inquiry. Darling-Hammond and McLaughlin (1995:p.598) suggest that staff development also means "providing occasions for teachers to reflect critically on their practice and to fashion new knowledge and beliefs about content, pedagogy, and learners".

As part of teacher professional development, some scholars have suggested new programme that are completely comprehensive. Among such scholars is Monahan (1996) who proposes a new concept, Comprehensive Professional Development (CPD). CPD focuses on strategies for facilitating teacher growth through professional dialogue with colleagues, collaborative curriculum development, peer supervision, peer coaching, and action research leading to school wide change. Unfortunately, he reports that, principals and teachers still regard CPD as activities for continuing professional development to be less important than traditional methods. He further suggests embedding strategies like collaborative curriculum design, peer supervision/review, and portfolio analysis within the tenure review process, and providing incentives such as increased preparation time for peer collaboration and resources for action research.

Even traditional staff development models such as workshops can be motivational if they give teachers control by asking them to set their own agenda at the beginning of a meeting or in-service, asking for their analysis of problems in the school or in children's learning, and respecting their answers (Zemmelman, Daniels, & Hyde, 1993). Many teachers respond with great energy when they are immersed in new perspectives on their own teaching and learning abilities and provided with opportunities to express themselves honestly.

The National Foundation for the Improvement of Education (1996) offers several recommendations for establishing professional development programs that result in teacher growth and motivation. These include:

i. **Find the time to build professional development into the life of schools:** Recognize the school day to enable teachers to work together as well as

individually, both daily and weekly, and throughout the year. Redefine the teaching job to include blocks of extended time for teachers' professional development.

ii **Help teachers to assume responsibility for their own professional development, based on an analysis of the needs of students in their own schools:** The school community of teachers, administrators, and parents should decide professional development goals, standards for student learning, and standards for professional practice locally. In addition, teachers and administrators should collaborate in each district to create peer assistance and review to nurture the practice of all teachers.

iii **Work with the community to provide high-quality professional development:** At the local level, parents, business, and the community should continue to help schools set the vision for students' success and support teachers' learning. Teachers' organizations should collaborate with districts to invite local leaders to join in conducting an inventory of available local resources and institutions for teachers' professional growth, including higher education, business, cultural groups, and other relevant agencies.

Recognition and feedback have been cited as important motivators for teachers, so it would seem that evaluation is an obvious vehicle for using these incentives to direct the teachers on the path towards professional growth and improvement (Fraser, 1992). However, the most common practices in evaluation are limited in their capacity to improve teaching, and chiefly serve as monitors of minimal competency for retention (Loup et al. 1996). Peterson (1995) calls for a new direction in teacher evaluation that will bring better results more allied to the goals of comprehensive professional development and the goals of education reform. Discovering what matters to teachers and how best to motivate them for sustained and improved performance is a complicated challenge. Extrinsic rewards that have been tried in the past have generally not produced the desired results. Research and experience show that teachers are most likely to value intrinsic rewards such as self-respect, responsibility, and a sense of accomplishment.

2.7 Attitude in Relation to Teaching and Professional Competence

Attitude can be defined as a relatively long lasting organization of a person's belief, feelings about, and behaviours towards other people, situation or objects. In other words, an attitude is a general tendency to respond consistently to a person or object with a pattern of thought, feelings and behavioural tendencies. Oxford dictionary defines attitude as position of the body, way of thinking or behaving. Attitude could be defined as a consistent tendency to react in a particular way-often positively or negatively toward a matter. Attitude possesses both cognitive and emotional components. According to Olagunju (1996), attitude determines the way an individual interprets ideas, concepts and information within his own reach, it therefore affects one's performance. Fazio and Roskes (1994), said, "attitudes are important to educational psychology because they strongly influence social thought, the way an individual thinks about and process social information". Accordingly to Eggen and Kauchak (2001), positive teachers' attitudes are fundamental to effective teaching. A teacher must be interesting. That is the teacher must work his students into a state of interest in what the teacher is going to teach him that every other object of attention is banished from his mind. The teacher should also fill the students with devouring curiosity to know what the next steps in connection with the subject are. Eggen and Kauchak (2001) identified a number of teachers' attitudes that will facilitate a caring and supportive classroom environment. They are: enthusiasm, caring, firm, democratic practices to promote students responsibility, use time for lesson effectively, have established efficient routines, and interact freely with students and providing motivation for them.

The attitude of a person towards an object largely determines how he will react when confronted with that object. In particular, a teacher's attitude towards his profession or any government policy affecting his profession often affects the way he teaches; examines or carries out his professional roles. Okwilagwe (2002) describes attitude as a moderately intense emotion that predisposes an individual to respond consistently in a favourable or an unfavourable manner when confronted with a particular object. She then posits that the development of the right attitude to one's academics is a basic learning outcome of intrinsic worth. According to Obe (1983),

teachers' views and opinions are important determinants of the success of any policy entrusted into their hands for execution; hence teachers' attitudes should be surveyed to assess their readiness to act in certain directions if allowed to act freely. It should also be noted that educational system cannot rise above the level of the qualities of the available teachers.

Indeed, Omolewa (1981) blamed the mass failure of the secondary school candidates in the WAEC organised examinations on the teachers; pointing out the teacher's seemingly inability and unwillingness to adequately prepare the candidate prior to the examinations as the main reason responsible for their failure. Also, Ozigi (1979), Ipaye (1980), Asonibare (1984) and Ibeh (1985) argued that the native behaviours of the teachers have been directly responsible for the several unscholarly behaviours and attitude of the students as these teachers represent models for their students.

However, all teachers ought to have positive disposition to the act of teaching. Teaching is the act of imparting knowledge to learners. For any teaching to be meaningful, understandable and interesting the teachers have to equip themselves fully with the contents of the subject matter otherwise teaching may not be adequate. Oyebamiji (2002) assert that to sustain the teachers' integrity in the classroom situation they have to equip themselves with facts and figures of the subject matter and this can only be possible if teachers display positive attitude to their work through a well laid out lesson note for the day, severally read over and well rehearsed.

Research findings on teachers' attitudes (Brunning et al, 1999), established the following facts: Teachers characteristics such as personal teaching efficacy, modeling and enthusiasm, caring and high expectation promote learners' motivation. These same characteristics are also associated with increase in students' achievement (academic performance). High levels of learning may occur as well as learners feeling good about themselves and the material they are learning when teachers use instructional time effectively. Learning takes place with ease and faster under teachers that are well organized. The way teachers interact with students influences their motivation and attitudes toward school.

To promote order and learning in the classroom every teacher should possess essential teaching skills. No one can teach something to someone without doing it in some particular way, and that way of teaching has significant effects on the entire teaching and learning situation. Ehindero and Ajibade (2000) posit that: teaching is a process of continuous personal development and professional self-discovery along side an emerging understanding of the teaching and learning process.

If there is an art essential to good teaching, it is that of communication. It is very important because teaching cannot occur without the use of oral or sign language communication. It implies that teachers should monitor their own speech to ensure that their presentation is as clear and logical as possible. Eggen and Kauchack (2001) highlighted four aspects of effective communication that are highly essential for learning and motivation. They are: precise terminology, connected discourse, transition signals and emphasis. Skillful teachers summarize and link ideas together at the end of the lesson. Review summaries of previous work and help students link what has been learnt to what is coming. Essential teaching skills and teaching methods are like two sides of the same coin. Skills are the required characteristics or ingredients for effective teaching while methods can be compared to pattern to be followed in teaching. There are many teaching methods as there are teachers in the world. In teaching seven steps and the required skills may be suggested for effective teaching as follows: Preparation for instruction (Organizational skills); Motivation (Communication skills); Presentation of the learning task (Focus skill); Inducement of the trial response (Questioning skill); Fixation of response (Closure skill); and Test response (Evaluation skill). Even though the enumerated skills are interdependent; one is as effective alone as it is when combined with others. Eggen and Kauchak (2002) claimed that the interaction and integration of those skills are crucial to teaching and learning.

An individual attitude relates to all the facets of his or her life. For example, the attitude of an individual towards a particular thing will be measure of the person's attractiveness or repulsiveness to that thing. This invariably will influence the person's choice and even, achievement or performance in that area of life. Poor attitude, they say, leads to poor achievement and poor achievement leads to not

involving in the activities. It follow therefore, that in order to have better teachers' performance in teaching, there is need to motivate them to have positive attitude towards the teaching profession. This is one of the things that this present study is aimed at. Attitude formation is a very complex construct and develops from multivariate interactions of many variables and influences. Thus the roles of the individual teacher, government, school, expectation from the teaching milieu, commitment of teacher to teaching and value development in teaching cannot be ignored.

Of relevance to this study is the fact that studies have revealed that positive attitude leads to greater interest and performance (Karavas-Doukas, 1996, Eggen and Kauchak, 2002). As such, whatever is the teachers' attitude to teaching will have effect on their performance as well as practices on the job.

2.8 Knowledge of Subject Matter and Teacher Professional Competence

The teacher's knowledge of the subject matter and the method of teaching it are known to be highly important in bringing about good performance among the pupils (Shulman, 1994). Therefore, teachers who are specialists in a particular subject area should normally be more effective than those who are not specialists in the teaching of that subject. This is because teachers are faced with problems when they venture into areas where they do not have adequate content and pedagogical knowledge to establish an environment that is conducive to learning (Fraser & Tobin, 1988).

Some studies (Darling-Hammond, 1998; Reynolds, 1995; Carlsen, 1993) have researched on teacher's knowledge of subject content and have found it to be a potent predictor of teacher success. In a review of previous work on teacher knowledge of subject matter and teacher success, the National Commission on Excellence in Education (1983) reported that hundreds of articles have indicate that teacher knowledge of subject matter is a key factor of teachers' success. Also, the Ferguson study of 900 Texas school districts as cited by Darling-Hammond (1998) reported that teacher expertise influenced students' achievement more than any other single factor in mathematics and reading instruction. Also, Mullens (1996) in a study of 1,043

Belize third grade students identified a strong correlation between teacher knowledge of subject matter and student achievement, when he found out that the teacher's knowledge of mathematics and mathematical ability consistently related to students learning of advanced mathematics.

Other studies with contrary findings include those of Ball (1990) and Messenthal and Ball (1992). They found that mathematics teachers with weak mathematical backgrounds have difficulty choosing and designing problems, and that teachers with limited knowledge may avoid teaching certain subjects, fail to challenge misconceptions and discourage student interaction, while McNamara (1991), Ball and McDiarmid (1985) contend that such teachers may tend to teach their subjects in a rule-based way. Such teachers often avoid whole class discussions or other teaching situation that would expose their limited knowledge.

The act of teaching implies the transmission and translation of knowledge from one to another. To teach, one must know. Stimulated by Shulman's (1986, 1987) seminar work, scholars and practitioners alike have recently begun asking the question: what knowledge is most necessary for teaching? Several research programmes, most notably those at Stanford (Marks, 1990; Shulman & Grossman, 1987) and Michigan State Universities (Ball and McDiarmid, 1990; Feiman-Nemser, & Parker, 1990) have studied the acquisition and application of teachers' knowledge. But as Brophy (1991) noted, much work remains to be done. For the most part, educational scholars and teacher educators' acknowledge that subject matter and pedagogical knowledge are crucial to good teaching (Doyle, 1986). Shulman's (1986) concept of pedagogical content knowledge has been particularly useful in understanding how teachers translate their understanding of a subject matter into classroom practice. While the concept seems to acquire slightly altered definitions each time it is used in research, Tom (1992) identified the most widely accepted definition as emanating from Grossman's (1990) work. Grossman defined pedagogical content knowledge as composed of four factors: knowledge of students' conceptions of the content, curriculum, teaching strategies, and purposes for teaching. It thus embodies the working knowledge teachers use to plan, organize, and guide their teaching. Marks (1990) poignantly described the importance of pedagogical

content knowledge when he stated that in a practical sense, it represents a class of knowledge that is central to teachers' work and that would not typically be held by non-teaching subject matter experts or by teachers who know little of that subject. In this sense the concept is meaningful and useful, helping teacher educators focus on what teachers ought to know and how they learn it.

With respect to the knowledge most necessary to teach well, educational scholars have been particularly keen to understand the role and influence of expertise in teachers' knowledge, cognition, and actions (Berliner, 1994). The interest in understanding expert teachers and exemplary pedagogy is gaining currency among physical education scholars as well (Griffey and Housner, 1991; Schempp, 1997; Tan, 1995, 1997). Like experts in other fields, expert teachers have amassed a large quantity of knowledge and possess elaborate cognitive schemata for meaningful interpretation and effective decision making that achieves exemplary performance. Expert knowledge systems provide a framework for differentiating relevant cues and attending to more salient information during planning and interactive decisions (Livingston & Borko, 1989). Experts are also better able to anticipate situations that were more likely to be encountered in classroom situations and were able to generate contingency plans based on those possibilities. They have established routines, procedures, rules, and strategies for classroom management, guiding student learning, and for solving instructional problems with maximum efficiency and minimal error (Manross and Templeton, 1997).

In one of the few studies of the effects of subject matter expertise on teaching, Hashweh (1987) attempted to answer the question: How does teacher knowledge of subject matter effect teaching? In studying three physics teachers and three biology teachers he found that within their field of expertise, the teachers possessed a rich topical knowledge and a greater knowledge of disciplinary concepts. Subject expert teachers also had a deeper understanding of higher-order principles basic to their discipline and were better able to connect topics within the discipline. Students preconceptions of the material were better understood by the subject expert teachers and these teachers were able to clearly identify which subject concepts would be most difficult for students to comprehend. Finally, subject expert teachers described a

range of demonstrations, analogies, and models to accommodate student preconceptions and difficulties.

Many research studies show that teachers with weaker content backgrounds teach much differently than their colleagues with stronger content backgrounds. Ball (1990) and Mosenthal and Ball (1992) found that mathematics teachers with weak mathematical backgrounds had difficulty choosing and designing problems. Asking appropriate questions was also difficult. Other researches indicate that having weak content knowledge increases teachers' reliance on textbooks (Lee, 1995; Claremont & others, 1994; Stoddart & others, 1993). A teacher's weak content knowledge may not only influence how a subject is taught, but also what is taught. McNamara (1991) and Ball and McDiarmid (1989) contend that teachers with limited knowledge may avoid teaching certain subjects, fail to challenge misconceptions and discourage student interaction. Such teachers may tend to teach their subjects in a rule-based way. They often avoid whole class discussions or other teaching situations that would expose their limited knowledge. A yearlong study of four new biology teachers revealed that subject knowledge strongly influenced their teaching styles. A detailed analysis of the language revealed that teachers talked more and relied on low cognitive level questions when teaching unfamiliar topics. Changes in teaching style were linked to depth of teacher knowledge (Carlsen, 1993). Lee (1995) points to research that shows that teachers with strong content backgrounds and skill in relating subject matter to students tend to conduct classroom activities and discussions in a free-ranging way that facilitates learning.

Knowledge of a subject as a learner is different from the extensive subject knowledge required for teaching. Barba and Rubba (1992) observed that novice teachers may hold the same amount of content knowledge as other teachers without structure for teaching. They argue that learning in a discipline does not always require a structure for retrieval as does teaching. The ability to reorganize information for instruction requires a depth of understanding about the subject and about the learner. There is evidence that experience improves a teacher's ability to structure information for teaching. A comparison study of pre-service and in-service teachers revealed that pre-service teachers "function at structuring mode" while in-

service teachers "function at the tuning mode." The teachers were tested for general content knowledge, mathematical ability and procedural knowledge related to their field of earth and space science (Barba & Rubba, 1992). In comparing novice and experienced teachers, Reynolds (1995) found experienced teachers may choose better metaphors for explanations, but the role of content knowledge cannot be overlooked. Experienced teachers lacking subject matter knowledge have difficulty selecting appropriate explanations.

Subject matter knowledge for teaching cannot be measured by college credit received. While some may assume that a major in a field of study, indicates an understanding adequate for teaching, research does not support this. Kennedy (1990) found that majoring in a subject did not guarantee depth of understanding and that teachers with subject majors often have the same difficulty as others explaining fundamental concepts. Kennedy (1990) asserts that teachers must be "fluent" in their subjects. This fluency includes up-to-date knowledge of specific concepts, understanding of the complex relationships within the subject, and knowledge of the relevance of the subject in everyday life. In this regard, the content knowledge required for teaching is different from a content field specialist. While a graphic artist may specialize in a particular use of art and technology, an art teacher must be able to teach and guide with a broader exploration of art.

Identifying teachers' lack of understanding of content matter may be a step towards solving the problems. A study of elementary teacher candidates found that many had limited knowledge of science and mathematical concepts they would be teaching. The prospective teachers ranked in the upper quartile of their high school classes yet incorrectly answered basic mathematics and science questions. After being taught through conceptually based teaching methods, test scores dramatically improved (Stoddart et al, 1993). In a study of 89 experienced reading, language arts and special education teachers, teachers initially demonstrated little understanding about language structure. This gap of understanding was identified as a problem for instruction. A course on various aspects of the structure of language-improved the teachers understanding. Teachers identified the information learnt to be essential for teaching after the course (Moats, 1994).

Several other studies show that integrated efforts to improve teacher knowledge of subject and pedagogy can be quite effective. An intervention programme to increase teacher knowledge of geometry and research on student cognition resulted in significant gains for (4-8) middle grade teachers. Teachers claimed the programme changed what they taught and how they taught it. Teachers reported more emphasis on hands-on, inquiry instruction as a result of the programme (Jones, Swafford & Thomton, 1997). A two-week summer institute for teachers of geography, decreased teachers' dependency on textbooks, while increasing the hands-on lessons and integration of geography with other subjects (Cole & Ormrod, 1996). A Louisiana professional development initiative, Project Laboratory Investigations and Field Experiences (LIFE), for improving science instruction by improving teacher knowledge resulted in improved teacher content knowledge and improved student achievement. "They (teachers) began to really understand science, which is a prerequisite to helping students understand science" (Radford, 1998:p.85).

2.9 Commitment to Teaching and Teachers Professional Competence

Teacher commitment is crucial to effective schools, teacher satisfaction and retention (Fresko, Kfir & Nasser, 1997; Singh & Billinsgley, 1998). To educators and researchers, the degree of teacher commitment is one of the most important aspects of performance and quality of school staff (National Centre for Education Statistics, 1997). Research findings suggested that low levels of commitment may result in decreased student achievement in tests, higher teacher absenteeism, and decreased or low staff turnover (Reyes and Fuller, 1995; Rosenholtz, 1989). According to Day (2004), teacher commitment is a predictor of teachers' work performance, absenteeism, burn-out, and turnover, and exerts important influence on students' achievement and attitudes toward school. Different facets of teacher commitment have been researched, including commitment to student learning , teaching, teacher efficacy, and school loyalty (Kyriacou and Colthard, 2000). In a joint study of teacher efficacy and teachers' commitment to teaching by Coladarci (1992), commitment to teaching was defined as the "teacher's psychological attachment to the teaching profession". When teachers are not committed to the teaching profession,

most of them leave the teaching field within the first five years of teaching; with teacher's attrition rate being highest in the mathematics and science subject areas. The most frequently reported reason for leaving the profession was low salary and working conditions. In a survey to find out whether teachers would choose the profession again, the following reasons were given by the teachers not wanting to return to the profession, "excessive non-teaching responsibilities, large classes, lack of job autonomy and discretion, sense of isolation from colleagues and supervisors, insufficient administrative support, and powerlessness regarding important decision-making processes" (Coladarci, 1992:p.372).

These findings are far from being consistent partly because of methodological issues and partly because of the limitations of the existing theoretical frameworks that guided most of the research on commitment. As a result, there are still many unanswered questions about the factors that influence teachers' commitment.

Studies that looked at associations between teacher commitment with variables such as transformational leadership (Riehl & Sipple, 1996; Singh & Billingsley, 1998), leader consideration and leader initiating structure (Menzies, 1995) exhibited weak or inconsistent results. For example, studies on transformational leadership (i.e., the degree to which leaders are able to articulate, model school goals, demonstrate instructional and administrative support (Sheppard, 1996; Riehl & Sipple, 1996); have accounted for very different levels of variance in commitment. Similarly, result findings on leader consideration (i.e., the degree to which leaders exemplify behaviours are indicative of warmth, friendliness, mutual respect, and trust), leader initiating structure (i.e., the extent to which leaders focus on production by establishing clearly defined patterns of organizations, channels of communication, and methods of procedure (Blase & Kirby, 1992; Niehoff, Enz, & Grover, 1990) and commitment are contradictory. Cheng's (1990) sample of teachers did not confirm that principal consideration was related to teacher commitment. Studies such as those of Tarter, Hoy and Bliss (1989) reported that the significant correlations they had established with Pearson's correlations between supportive leadership (i.e., the degree to which principals motivated teachers through constructive criticism and the example of hard work, principal initiating structure, and commitment) became non-significant

when they used multivariate analyses, a problem that Reyes (1990) also encountered in one of his studies on commitment.

Much the same can be said about studies that looked at associations between collaboration, continuous learning, feedback and commitment. For example, while researchers (Reyes & Fuller, 1995; Graham, 1996; Singh & Billingsley, 1998) found that collaboration (defined as two or more teachers working together on a task) was associated with higher levels of teacher commitment, Rosenholtz (1989) found no association between commitment and collaboration. Moreover, using the same set of data, but different definitions of collaboration, Reyes (1992) found a strong association between collaboration and commitment, while Rutter and Jacobson (1986) reported a weak association between the same variables. Similarly, while Lichenstein, McLaughlin, and Knudsen, (1991) and Martinez-Ponz (1990) found that professional development enhanced commitment, Ingersoll, Alsalam, Queen, and Bobbitt, (1997), Rutter and Jacobson (1989) found no direct relationship between staff development and teacher commitment.

Similar issues arose when researchers looked for potential associations between teachers' characteristics (e.g., age, education, gender, experience, organizational tenure ship, career stages) and commitment. For example, Fresko, Kfir, and Nasser (1997) found that teaching experience was negatively associated with teacher commitment whereas Riehl and Sipple (1996) found that the same variables were not significantly associated. The only exception to the above is teaching efficacy. However, the impact of efficacy on commitment is far from clear and/or consistent. While Louis (1998) and Coladarci (1992) found that teaching efficacy was directly related to commitment, Fresko, Kfir, and Nasser (1997) found that the same variable was not directly related to commitment but was directly related to job satisfaction. Such discrepancies may partly result from different conceptualizations and operationalizations of efficacy. While Bandura (1997) suggested that teacher efficacy reflected a teacher's belief that he or she is personally capable of influencing student learning, other researchers contended that teacher efficacy is grounded in two sets of beliefs: beliefs about one's own abilities to

influence student learning (self efficacy) and beliefs about teachers' abilities (as a group) to influence student learning or general efficacy.

The shifts and falls of teachers' commitments reflected the teachers' understanding of their negative experiences. Commitment decreased in function of the teachers' causal attributions for their perceived failures. When teachers attributed their inability to impact student learning and/or develop a sense of community to students and specific community members, their commitments to the children and these community members decreased. In contrast, when teachers did not attribute their lack of success to the children, their commitment to the children did not decrease, whereas their commitments to those whom they felt responsible for their failures declined. When participants felt particularly hurt by a group of people, not only did their commitment to these people declined but so did their commitment to their school and their commitment to the other members of the group whom these people represented or worked with.

2.10 Expectation from the Teaching Milieu and Professional Competence

Teacher expectations are usually defined as "… inferences that teachers make about the future behaviour or academic achievement of their students, based on what they know about these students now" (Good & Brophy, 1997, p.79). It is generally accepted that teacher expectations are made up of beliefs and actions based on those belief (Timperley & Philips, 2003). Teachers' beliefs about students' potential academic achievement become their goals for the students and shape heir daily classroom decisions and actions, including what they believe to be appropriate curricula and instructional practices. The impact of achievement expectations was first documented in Rosenthal and Jacobson's (1968) work on self-fulfilling prophecies when some students labeled as "bloomers" achieved better scores on tests of general ability than their peers. Other studies have been carried out to compare the effect that a teacher's expectations have on their pupils' achievement (Justo, 2008; Brophy, 1983; Rosental & Rubin, 1978). On the flip side of the expectations coin, it is difficult to find a large-scale study in the school effectiveness literature that does not refer to the students' achievement. The composition of the beliefs that make up teacher expectations is not well established but it appears that expectations may be influenced by teachers' sense of personal efficacy, that is, a belief they are able to

bring about desired outcomes of student engagement and learning (Tschannen-Moran & Hoy, 2001). Teachers with a high sense of efficacy not only believe that their students are capable of mastering curricula objectives, but also that they are capable of motivating and instructing students successfully. High expectations are now accepted correlates of effective schooling (Reynolds & Teddlie, 2000). For example, Reyes, Scribner and Scribner (1999) reported in a study of effective Hispanic schools there was:

> … a belief among administrators and teachers that student who traditionally had been labeled as disadvantaged were just as bright and capable as those who are more advantaged. These schools explicitly denied (and, more important, internally rejected) the cultural deprivation argument prevalent in much of the literature on effective schools (p. 27).

Teachers who acknowledge even the smallest achievement and successful, and who help pupils turn their errors into opportunities; provoke better results by motivating pupils at all times to discover their own potential. Teachers who highlight errors, flaws and deficiencies, transmit a lack of confidence in pupils' ability, by undermining self-esteem with words and gestures of disapproval.

According to Rogers (1993), people allow themselves to be guided by their expectations, considering these to be a highly reliable source from which one can attribute meaning to one's experiences. Rogers also ascertained how a teachers' interest in their work increases and in subsequence, how interest in their students improves, bettering the preparation of their lessons, when dealing with pupils who have a greater capacity to learn. The relevance of teachers' expectations with respect to the behavior of their pupils is particularly significant when referring to childhood stages in education, as this is when the child can be most easily influenced and is excessively dependent on the attitude and approval of their teachers. In this respect, Rogers (1993) found that the younger the pupil is, the more susceptible they are to the influence of a teacher's behaviour towards them.

Experts (Baer, 1996; Antonietti, 2000; Prieto, Strom & Strom, 2002) have considered childhood education as the most important stage in the life of an individual to stimulate and bring out his/her creative capacity. For this reason, it is of utmost importance for teachers to create a positive learning environment. This environment should encourage and motivate the child to learn and to make sense of what he/she is

learning as well as to overcome obstacles and to develop his/her full potential and capabilities.

Evidence shows that, when a child feels accepted and respected, they progressively develop the ability to express feelings, emotions and thoughts, and feel confident to create and develop a free, flexible and open line of thought that leads to knowledge, experimentation and discovery (Justo, 2008; Collins & Amabile, 1999; Cropley, 1992; Hennesey, Amabile and Martinage, 1989).

Santrock (2003) has established that it is necessary for teachers to rely on a child's natural curiosity to prevent the deterioration of creative capacity. To do this, teachers should provide pupils with exercises and activities that will motivate them to find perceptive solutions to problems, allowing the children to choose their own areas of interest, which will in turn support their decisions.

2.11 Values Development in the Teaching Profession and Teachers' Professional Competence

Values mean the quality of being useful or desirable, or what makes something worthwhile. Ugwuegbu (1989) defines values as the goal we work for and elements that show the way we go about what we do. This definition sees values from two perspectives: namely, the desires of man, and the principles guiding the ways we go about them. Iyamu (1997) is of the opinion that values are more or less conceptions of what is desirable, which are often perceived in relation to oneself or group. He conceptualizes values in the context of matters of importance as distinct from matters of fact. Osakwe and Itedjere (1993) define values as the quality of worth or merit which people place on various aspects of their experiences thus subscribing to the subjective school of thought, whereas Holins (1964) states that values provide a standard for judging actions and distinguishing between good and bad, right and wrong at any time and place.

The term value is an abstract concept. Hence, Iyamu & Iyamah (2007) citing Osakwe and Itedjere (1993) stated that values exist in the minds of the beholders. In the light of this, Krathwohl *et al* (1964) perceives values as internalised satisfaction derived from one's contact with and response to a phenomenon and the development of psycho-emotional attachment to that phenomenon. In the view of Banks and Clegg (1977) values are choices people make and act upon. To these scholars values present alternatives from which a choice is freely made after thoughtful consideration of the

consequences of each alternative. The chosen value is, therefore, prized or cherished, affirmed and internalised by an individual or a group.

Values influence actions. In the same vein, consequences of actions in turn influence the values held by individuals and groups. All human actions (and inaction) are determined by values. Therefore, our interaction with environment (the major focus in social studies education) is value-laden. This is because the question of "values" comes to play whenever people take decisions, make choices or express preferences (Villanueva, 1977; Akinpelu, 1991; Ogunyemi, 1994). Value analysis in the social studies classroom should result in firmly grounded value systems among learners, but the question is, how well grounded are the teachers themselves in terms of the value they have placed on the profession they belong to?.

Value incongruence increased the teachers' feelings of isolation and alienation, as teachers would not collaborate with community members whose goals and values differed from their own. When it did not foster isolation, it fostered intra-organizational conflicts, particularly when community members strongly believed in the values and goals being challenged in their work environments and when they are able to find like-minded colleagues. Similarly, role overload and disorderly class environments prevent teachers from developing nurturing relationships with other community members. Low feelings of community were also fostered by the teachers' felt inability to influence the school decisions and goals. Lack of participative decision making processes, the teachers' ability to influence the principals' decisions regarding the unresponsiveness to teachers' complaints, favouritism, and/or the principals' conflict resolution tactics and overall emphasis on structure and rules strengthened the informants' feelings of alienation, powerlessness, and meaninglessness. Generally, informants found it difficult to build nurturing relationships with community members who were invisible, unsupportive, overly critical or aggressive, who attempted to infringe on their professional autonomy through hostile influence tactics, or who tried to rally them against another community member whom they admired or respected. They also expressed as strong dislike of educators who tended to put their personal or professional concerns ahead of the children's and/or did not show a strong commitment to the children's learning.

Akinboye (2007) asserts that quality teachers are driving forces in quality learning. Studies have come out with the unequivocal conclusion that only quality teachers generate quality learners. Quality teachers certainly make a difference in the quality of achievement of students. According to him, creative and innovative teachers will follow codes of ethics that reflect core values associated with:

i. Youth character development – commitment to the education, care and development of young people;
ii. Learning – belief in the concepts of life-long and life-wide learning for all;
iii. Improvement – desire to improve their own practice and reinvent themselves;
iv. Philosophy – capacity to articulate their educational beliefs and vision for the future;
v. Sharing – willingness to share their knowledge, skills, expertise and resources;
vi. Modeling – preparedness to act as model for colleagues as well as students;
vii. Accountability – readiness to be answerable to stakeholders (e.g. students, parent, etc.).

Quality teachers constitute a significant national resource. They create a country's future. But what competencies and skills are required of quality teachers? The following competencies have been distilled from studies and practices. Quality teaching that adds value mandates that the teacher:

i. sets clear vision, mission and values for teaching;
ii. understands the central concepts, tools of inquiry, and structures of the subject/discipline and can create learning experiences that make such aspects of the subject matter meaningful for all students;
iii. understand how all students learn and develop and can provide learning opportunities that support their intellectual, social, emotional, career and personal development;
iv. is emotionally intelligent and restores character into teaching;
v. understands how students differ in their ability and approaches to learning, and creates opportunities that foster achievement of diverse learners in the classroom;
vi. generates new ideas, new concepts, and new teaching methodologies through the practice of serious creativity;
vii. innovates by exploiting new ideas into new subjects, lessons, courses, curricula and teaching methodology outcomes;
viii. plans instruction, based upon knowledge of subject matter, students, curriculum and the community;
ix. copes effectively with stress;
x. practices coherent communication;
xi. works effectively in teams; and
xii. shows good character qualities.

2.12 The Teaching and Learning of Social Studies in Schools

The evolution of Social Studies as a school subject has been a recent development in the educational system of many countries of the world. The introduction of the subject was as a result of the peculiar circumstances of each country. Social Studies is thus seen as a tool for national development and is also used as a partial solution for social problems in many countries of the world (Ogunyemi, 2010).

In Nigeria, Social Studies has come to be seen as a subject that emphasizes the process of identifying and solving problems that has to do with the survival of the people. Survival is not just having the ability to live but also includes the ability to maintain order and live a decent and progressive life. Social Studies being dynamic in nature is society-oriented and culture-based (Ogundare, 2000). Thus, the primary purpose of Social Studies is to help people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

There are some stated objectives that Social Studies is out to achieve, when the subject is considered as a vehicle for the inculcation of the philosophy of Nigerian education, the following objective are identified by Danladi & Iorliam (2008) citing DuBey, Onyabe and Prokupel:

i the development of good citizenship, the upliftment of moral character and to promotion of social understanding of the Nigerian society;

ii the promotion of national unity and economic development;

iii preparing students for the world of work and understanding of everyday problem that they may face as adults;

iv the development of critical thinking, problem-solving and decision-making for the survival and progress of the nation; and

v enhancing socialization and acculturation of citizens in the society.

The ability to achieve the stated objectives now depends on the method used by the teacher. Ogunyemi (2000) explained that a method refers to the philosophical position that a teacher adopts towards him/herself, the subject matter and his/her student. Bilesanmi-Awoderu (2000) described method as a way of doing something in a systematic or orderly manner in order to make teaching effective. To her, method refers to the orderly procedure of teaching, which can be seen as the strategies and procedure used in presenting the content. The method employed in presenting the content in form of ideas, facts, concepts and generalization to the learners determined the achievement of the objectives of the programme.

The selection of the appropriate and most effective methods is very important to the success of a lesson. A teaching method determines whether a teacher is communicating with the learners or not. Ogunyemi (2006) submitted that an effective Social Studies teacher must determine in advance which method he or she wants to use for a particular teaching-learning interaction and that such decision should be guided by a number of factors which he itemised as follows:

i. Objectives of all lesson to be taught,
ii. Students' abilities and interest with particular reference to school location,
iii. The time available to cover the special topic,
iv. The size of the class to be taught (large or small),
v. Nature of the topic at hand e.g. sexuality education,
vi. Teacher's own interest and competence.

Consequently, the extent and depth of classroom interactions and learning outcomes from which the specific objectives of the lesson would be achieved, is determined by the adequate choice of teaching and learning method.

2.13 Appraisal of Literature Review

National Teachers' Institute was established by the Federal Government in 1978 with the mandate to trained more teachers to meet the challenges of shortage of teachers to meet with the upsurge in school enrollment and to uplift the quality and quantity of teaching personnel in Nigerian primary schools through training and retraining programmes by Distance Learning System (Omoruyi, 2001).

Since then, some research efforts have been made by some scholars to evaluate the National Teachers' Institute Programme. However, these studies did not give particular attention to the professional competencies of the products of the programme in terms of teachers' knowledge of subject matter, instructional competence; and some crucial teacher and programme factors. This, in the opinion of the researcher and the dearth of research work on the competencies of the products of the system in the world of work, gave the impetus in this work to provide the empirical evidence of quality of the products of National Teachers' Institute training programme on the job.

CHAPTER THREE
METHODOLOGY

This chapter describes the research methodology, which includes the design, sample, instrumentation and general procedure used for data collection and analysis.

3.1 Research Design

This is a non-experimental study that used a causal comparative research design. In the causal comparative type of research, the researcher does not manipulate variables, since they have all occurred before the study. However a post-test only, comparable group, with the purpose of determining the impact of the NTI NCE programme on the teachers' professional competence, was built into the study.

The layout of the design is shown symbolically below:

X_i O ….. Target group (teachers that have undergone NTI programme)

X_{ii} O ….. Comparable group (teachers that have undergone full-time NCE programme)

Where:

O = post-test measurement of professional competence

Xi & Xii = mode of training (i.e. the training they have undergone)

3.2 Evaluation Framework

The model used in this study is the Stufflebeam (1971) model called the Context, Input, Process and Product (CIPP) Model. This model was used because of its comprehensiveness, and because it answers the questions on the objectives to be accomplished, the procedures to be followed, how well or properly the procedures are working and whether the objectives are being achieved or not.

Context evaluation: Determines needs, specifies the population and sample of individuals to be served, and devises objectives designed to meet these needs. The context evaluation is not emphasized in this study, as an aspect of CIPP model can be de-emphasized in a study as in Adepoju (2003).

Input evaluation: Determines how to use the resources in order to meet the goals established for the programme. The input variables in the study are the teachers' attitude to teaching, commitment to teaching, value development in teaching and expectation from the teaching milieu.

Process evaluation: Provides continuing, periodic feedback to programme managers on how the project is progressing once it has been initiated. The process variable in this study is the instructional competence of the teachers in the classroom situation.

Product evaluation: Measures and interprets attainments at the end of a programme and at appropriate points within the programme. The product variable, in this study, is the impact of NTI programme on teachers' instructional competence and knowledge of subject matter.

The CIPP Model, as applied in this study, is represented in Table 1.

Table 1: Summary of the Evaluation Framework of Professional Competence of NTI (NCE) Teachers

Evaluation	Variables of Interest	Data Collection Instrument	Research Questions Addressed	Data Source
Context	This is de-emphasized in this study as in Adepoju (2003)			
Input	Teachers' factors e.g. gender, experience, attitude to teaching, commitment to teaching, value development, expectation from the teaching milieu, morale and motivation to work	Teachers' Characteristics Questionnaire (TECQ), Teacher Morale Scale (TMS)), Motivation to work Scale (MOTWOS)	Q1,	Teachers
Process	Instructional competence	Classroom Interaction Sheet (CIS) and Instructional Competence Rating Scale	Q2, 3, 4 & 5	Teachers
Product	Impact of the NTI programme on teachers professional competence	Classroom Interaction Sheet (CIS) and Teacher knowledge of Social Studies content (TKOSOSC)	Q2, 3, 4 and 5	Teachers

3.3 Target Population

The target population for this study comprises all graduates of the NTI (NCE) programme as well as other NCE holders who are graduates from the regular colleges of education in Ogun State, Nigeria.

3.4 Sampling Technique and Sample

This study adopts a multi-stage sampling technique. The first stage was the stratification of the twenty local government areas in the state to four zones namely, Egba; Yewa; Ijebu, and Remo. The second stage was the random selection of two local government areas from each zone to give a total of eight (8) local government areas. Equal number of local government was chosen from each zone because each zone is important and equal number of respondents was also used as no local government is seen to be better than the other. The third stage was the purposive selection of five schools per local government areas out of all the public primary schools in the selected local government areas. The fourth and the last stage was the purposive selection of two social studies teachers (one of the teachers a product of NTI and the other a product of a regular NCE institution) from the middle basic classes (i.e. primary 4 to 6) in each of the selected schools. This was done after an initial visit to the schools to ascertain the type of teacher present. Table 2 shows the total number of schools and teachers sampled for the study.

Table 2: Distribution of Sample LGAs, Schools and Teachers

Zone	L.G.A	No. of LGA selected	No. of schools in the zone	No. of schools selected	No. of teachers selected
Yewa	6	2	550	10	20
Remo	4	2	139	10	20
Ijebu	5	2	281	10	20
Egba	5	2	336	10	20
Total	**20**	**8**	**1,306**	**40**	**80**

3.5 Research Instruments

Six instruments were used for data collection, namely:

i. Classroom Interaction Sheet (CIS)
ii. Instructional Competence Rating Scale (ICORAS)
iii. Teacher Knowledge of Social Studies Content (TKOSOSC).
iv. Teacher morale Scale (TMS)
v. Motivation to Work Scale (MOTWOS)
vi. Teachers' Characteristic Questionnaire (TECQ)

3.5.1 Classroom Interaction Sheet (CIS):

This instrument was adapted from Okpala and Onocha (1988) and Odinko and Williams (2006) and was used to observe the NTI NCE trained teachers and their comparable group in their various classrooms to determine their professional competence. The instrument has seven major and twenty-one sub-categories arranged in such a format that allows recorded behaviours to reflect the sequence of occurrence as well as its frequency. The seven major categories of the instrument are: Teacher prompting learning activity, Pupil group activity, Individual Pupil activity, Monologue, Teacher not facilitating learning, Confusion and Others. The instrument has high inter-rater (0.87-0.93) and intra-rater (0.83-0.91) reliability values; and is reported by Okpala (1999) that the instrument has been used in a number of studies that evaluated teaching effectiveness in Nigerian schools. But for the purpose of this study the researcher revalidated the instrument. The instrument was pre-tested by observing thirty (30) teachers and the inter-rater reliability using Scots π formula yielded values of 0.76 – 0.85. The CIS is attached as Appendix 1.

3.5.2 Instructional Competence Rating Scale (ICORAS)

This was an additional instrument used to observe the presence or absence of other important relevant competence skills not captured by Classroom Interaction Sheet. Instructional Competence Rating Scale was an adaptation of Moore's (1992) teaching skills and Institute of Education, University of Ibadan Teacher-Pupil Interaction Observation Sheet (TPIOS) for monitoring teaching and learning in the classroom. This instrument covers the pre-instructional skills, instructional skills and

the post-instructional skills which a competent teacher needs to display in the course of teaching in the classroom situation.

The adapted instrument was given to two experts in Teacher Education Department for perusal and comments on its suitability for the study. The instrument was confirmed valid in content and construct for the level of the teachers chosen for the study. The instrument was in use for assessing trainee teachers in recognized and reputable higher institution of learning.

The instrument was used to observe thirty teachers in fifteen primary schools that were not part of the study in order to establish the reliability of the instrument. Using the split-half reliability method, a reliability coefficient of 0.68 was obtained, thus, confirming that the instrument was valid, internally consistent and reliable. The ICORAS is attached as Appendix 2.

3.5.3. Teachers' Knowledge of Social Studies Content (TKOSOSC)

The TKOSOSC consists of 25-item multiple-choice questions with five options. This instrument was constructed by the researcher to measure teachers' knowledge of Social Studies content. The topics covered were taken from the Social Studies curriculum for primary school and the lower level of junior secondary school (this is because teachers with NCE are expected to teach at this level as well [FRN, 2004]). An initial pool of forty (40) multiple-choice objective-test items (table attached as appendix 3) were developed from a table of specification drawn to reflect knowledge, understanding and thinking levels of cognitive domain (Yoloye, 1982) and nine major content areas from which the lesson and instructional objectives specified for the study were drawn. In order to validate the instrument, the pool of forty items was firstly presented to two colleagues in the Institute of Education, University of Ibadan, and an expert in educational evaluation with the table of specification for expert perusal and advice. Their advice was used to modify the test items; and all suggestions were incorporated into the final draft of the initial pool of forty objective item questions. All these were done in order to ensure that the test items have both face and content validity.

The modified test was then administered on one hundred (100) teachers selected from twenty schools that were not involved in the study. Using the teachers' responses, the difficulty and discriminating indices were computed using a simplified item-analysis table. The results of the analysis (table attached as appendix 4) were

used to pick items that were neither too difficult nor too easy (difficulty index between 0.48 and 0.63 was fixed) and which discriminated positively between the able and less able teachers. The twenty five objective-items that survived the item analysis procedure constituted the Teachers' Knowledge of Social Studies Content (TKOSOSC).

The twenty five objective-items were then administered to fifty teachers that were not part of the study. From their responses, a reliability coefficient of 0.72 using the Kuder-Richardson method (K-R 20) was established. The mean score for Teachers' Knowledge of Social Studies Content was 16.68. The scores that fell below the mean scores were categorized as low while those above the mean score were categorized as high. The TKOSOSC is attached as appendix 5.

Table 3: Table of Specification for Social Studies Content

Content/Objectives	Knowledge 40%	Understanding 35%	Thinking 25%	Total 100%
1. Culture, Marriage and family life	2	2	1	5
2. Religion and leadership	2	1		3
3. Division of labour	1		1	2
4. Resource Management		1	1	2
5. Employment and Government	1	1		2
6. Transportation	1	1		2
7. Communication and Languages	1	1	1	3
8. Hygiene and Pollution	1	1	2	4
9. Natural disaster and Technology	1	1		2
Grand Total	**10**	**9**	**6**	**25**

3.5.4 Teacher Morale Scale (TMS)

Teachers' morale was measured through the use of an adapted version of the Teachers' Morale Scale constructed and used by Olowo (2002). The original scale comprised twenty three items spread in eight sections and were responded to on a four point Likert-type response. The four points are Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). Teachers were asked to indicate the extent to which their feelings, beliefs and opinions agree with each of the statement. Olowo (2002) has established that the instrument was valid and reliable; having obtained a Cronbach Coefficient Alpha of 0.80. For the present study, the modified version of the instrument was presented to experts in the area of educational evaluation for scrutiny in order to re-establish its validity. The experts were asked to examine the instrument's suitability for the level of the teachers under study, the adequacy of the statements in relation to the content and the construct under investigation, the language used in terms of clarity and also to point out existing errors that needed correction. The errors pointed out by the experts were corrected and reflected in the final draft of the items in the Teacher Morale Scale used for the study.

The modified TMS was administered on a sample of thirty (30) teachers not participating in the study but similar in characteristics to the teachers for whom the instrument was intended in order to re-establish its reliability for the present study. A Cronbach Coefficient Alpha of 0.75 was obtained. Thus, confirming that the scale was valid, internally consistent and reliable. The Cronbach Alpha Correlation was used to establish the reliability indices of the instrumentd because the levels of the response options were more than two. Level of Teachers morale was categorized into high and low using the mean scores of 58.06 as benchmark. Those that score below the mean score were categorized as low while those with more than the mean score were categorized as high. The TMS is attached as Appendix 6.

3.5.5 Motivation to Work Scale (MOTWOS)

Teachers' motivation to work was measured through the use of the Motivation to work scale the instrument was designed and validated by the researcher. The scale comprised of twenty (20) items spread in two sections that were responded to on a four point likert-type response. The four points are Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). Teachers were asked to indicate the extent

to which the statements encouraged them to put in all efforts as teachers in the teaching profession. Fifteen of the thirty items in the scale indicated positive motivation while the remaining five indicated negative motivation.

The instrument was presented to experts to look at the items and ensure the adequacy and suitability of the items in measuring what it is designed to measure in order to establish its validity. The errors pointed out by the experts were corrected and reflected in the final draft of the items of the MOTWOS used for the study. The modified version was administered on a sample of thirty (30) teachers in order to establish its reliability for the study. A Cronbach Coefficient alpha of 0.82 was obtained, thus establishing that the scale was consistent and reliable. Motivation to Work was categorized into high and low using the mean scores as benchmark. Respondents whose scores fell below the mean score of 55.84 were categorized as low while those scores that were above the mean score were categorized as high. The MOTWOS is attached as Appendix 7.

3.5.6 Teachers' Characteristics Questionnaire (TECQ)

Teachers' Characteristics Questionnaire was designed to measure teachers' attitude to teaching, teachers' expectation from the teaching milieu, values development in teaching and teachers' commitment to teaching as a profession. The TECQ consisted of five sections. Section A sought information on respondent's bio-data, the mode of study and length of training period. Section B contains 19 items that sought information on attitudes of teachers to teaching as a profession. The respondents were asked to indicate the extent to which they agree or disagree with the statements measuring their disposition to teaching. Section C consisted of 15 items that sought for information on teachers' expectations from the school management and from their pupils' learning, while Section D sought information on teachers' core values development in teaching. The items under section D were designed by the researcher using Akinboye (2007) seven core areas of values development of a creative and innovative teacher viz: youth character development, learning, improvement, philosophy, sharing, modeling and accountability. This consisted of 46 items. Section E was designed by the researcher to collect information on the commitment of teachers to teaching as a profession. This consisted of 22 items with a four point likert scale response format of Very Much Like Me (VMLM – 4 points), Like Me (LM – 3 points), Not So Much Like Me (NSMLM – 2 points) and Not Like

Me (NLM- 1 point). The teachers were asked to either agree or disagree to statements that indicated their level of commitment to teaching as a profession.

The instrument was given to two experts in educational evaluation for expert scrutiny and perusal. All their observations and corrections were put into consideration in the development of the final draft of this instrument. The final draft was then trial tested using a sample of thirty (30) teachers who were not part of the sample for the study in order to establish its reliability. The reliability coefficient of the instrument was 0.88, thus, confirming that the instrument was internally consistent and reliable. The TECQ is attached as Appendix 8.

3.6 Procedure for Data Collection

The researcher and three trained research assistants administered the instruments directly to the teachers in the participating primary schools. The research assistants were trained in the procedures for administering the instruments most especially the two observation instrument viz: the CIS and ICORAS, through instruction, explanation and validation sessions. The training lasted five days. Some primary schools which were parts of the experiment were used for the training of the research assistants after the permission had been sought from the head teachers and the classroom teachers. After granting the permission the researcher instructed and explained to the assistants how coding of CIS and ICORAS was to be done. The researcher and the assistants observed two teachers' teaching in the classroom after which there was a verification of the degree of uniformity and accuracy in the coded instruments was made. Another visit was made to another schools the second day where two other teachers were also observed and it was established that there was improvement on the coding among the assistant.

The researcher and the assistants therefore met on the third day to perfect the modalities on the administration of the instruments where areas of differences were discussed while the remaining two days were used for observing the teachers teaching in four different schools only by the research assistant alone. At the end of the training period, the researcher was satisfied that the assistants had no problem in using the instruments. An initials visit was made to the selected Local Government Areas to ascertain the type of teachers present in the schools. During the researcher's first visit to the selected schools the permission of the Head teachers and the Social Studies teachers for the use of their schools was obtained. The social studies teachers selected

in each school were briefed about the study and their cooperation and active involvement were then solicited. Later, the researcher and each of the research assistant handled two LGAs each to administer the research instruments. Thereafter, the Teachers Characteristics Questionnaire (TECQ) was administered to the selected teachers. Next was the administration of Teacher Morale Scale (TMS), Teachers Motivation to Work Scale (MOTWOS) and the Teachers' Knowledge of Social Studies Content (TKOSOSC). The observation instruments, Classroom Interaction Sheet (CIS) and Instructional Competence Rating Scale (ICORAS), were thereafter used to observe the teachers' direct teaching of Social Studies by the researcher and the trained research assistants. Data collection lasted for six weeks.

3.7 Scoring of Instruments

For the TKOSOSC, each correct response was awarded a score of one (1) while a wrong response was scored zero (0). The total for TKOSOSC ranged from 0 to 25. For TMS, MOTWOS and TECQ, since teachers responded to the items by expressing their level of agreement or otherwise on a four-point scale ranging from strongly agreed to strongly disagreed or very much like me to not like me, all items that indicated positive response were awarded points ranging from 4 to 1 while the scoring mode was reversed for items that indicated negative response i.e. 1 to 4 respectively.

The administered CIS showed three major grouping in this study, that is, teacher facilitating learning activity; pupil activity and teacher not facilitating learning activity. These were taken as the competence displayed by the teachers in the social studies classroom during teaching learning situation. The tallies for these areas were summed and used for analysis. The ICORAS was scored based on the observed competency of the teachers using the allocated marks on the adapted instrument for each characteristic displayed viz.-a-viz.: pre-instructional skill – 25 marks; instructional skill – 61 marks while 14 marks was allocated to post instructional skill. The total mark obtainable for ICORAS was one hundred (100).

3.8 Method of Data Analysis

The data obtained for this study were analyzed using descriptive statistics (frequency count, simple percentages) to provide answers to Research Question 1. Mean, t-test statistics was used to answer Research Question 2 and percentages were used to answer Research Question 3. For Research Questions 4 and 5, multiple regression analysis was the statistical tool used.

CHAPTER FOUR

RESULTS AND DISCUSSION

The results obtained in this study are presented and discussed in this chapter. The descriptive statistics of means and standard deviations are first presented while the results from the multiple regression analysis are presented afterward. The sequence of the presentation and discussion is in accordance with the research questions raised in the study.

Question 1: What is the NTI NCE and Full Time NCE trained teachers' profile in terms of the following teacher and programme factors: gender, experience, attitude to teaching, values development, expectation from the teaching milieu, commitment to teaching, morale, motivation to work and length of training period?

To answer this research question, the teachers' profile in terms of gender, experience, attitude to teaching, expectation from the teaching milieu, values development in teaching, commitment to teaching, morale, motivation and length of training period were established. The results are presented in Table 4.1.1 to Table 4.1.9.

Table 4.1.1: Frequency Distribution of Sampled NCE Trained Teachers by Gender

Mode of Study	Male		Female		Total	
	Freq	%	Freq	%	**Freq**	**%**
Full Time	3	7.5	37	92.5	**40**	**100**
Part Time	4	10.0	36	90.0	**40**	**100**

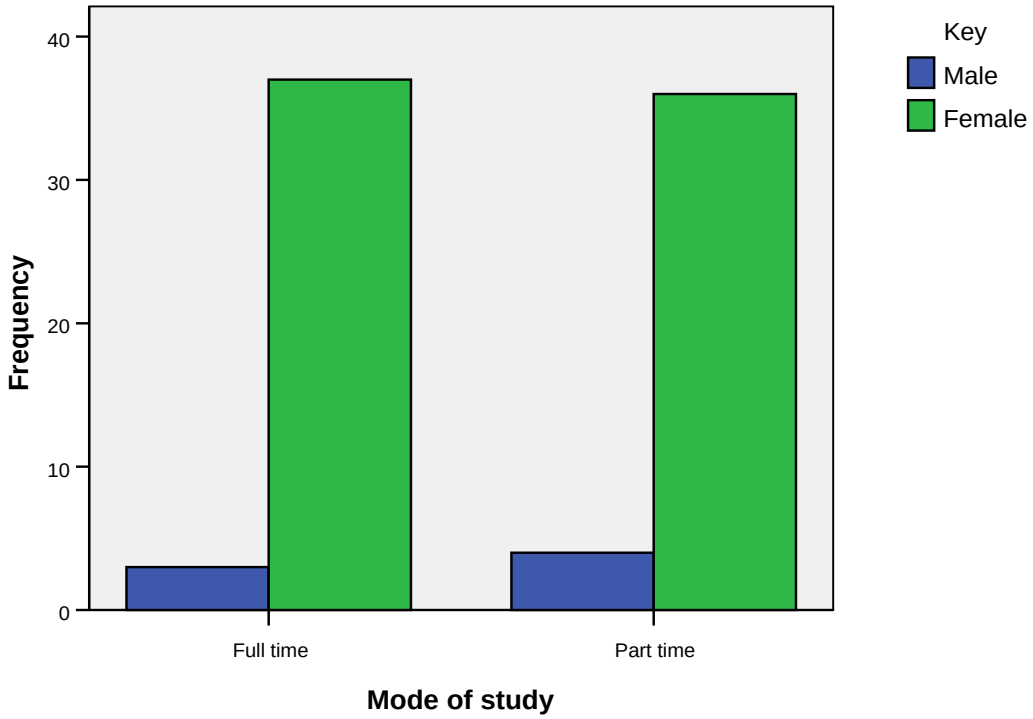

Figure 4.1.1: Group Bar Chart of NTI NCE and Full Time NCE Trained Teachers by Gender

Table 4.1.1 presents the summary of descriptive statistics which reveals that the sampled full-time trained NCE teachers comprised 3 males (7.5%) and 37 females (92.5%) while the NTI NCE trained sampled teachers comprised of 4 males (10.0%) and 36 females (90%). This shows that the majority of the sampled teachers were females. The results in Table 4.1.1 is graphically represented in Figure 4.1.1.

Table 4.1.2: Frequency Distribution of Sampled NCE Trained Teachers by Years of Teaching Experience

Mode of Study	Years of Experience							
	New Teachers (with low Experience (1-5 yrs)		Moderately Experience Teachers (6-10yrs)		Highly Experienced Teachers (more than 10 yrs)		Total	
	Freq.	%	Freq.	%	Freq.	%	**Freq.**	**%**
Full Time	5	12.5	7	17.5	28	70.0	**40**	**100**
Part Time	7	17.0	15	38.0	18	45.0	**40**	**100**

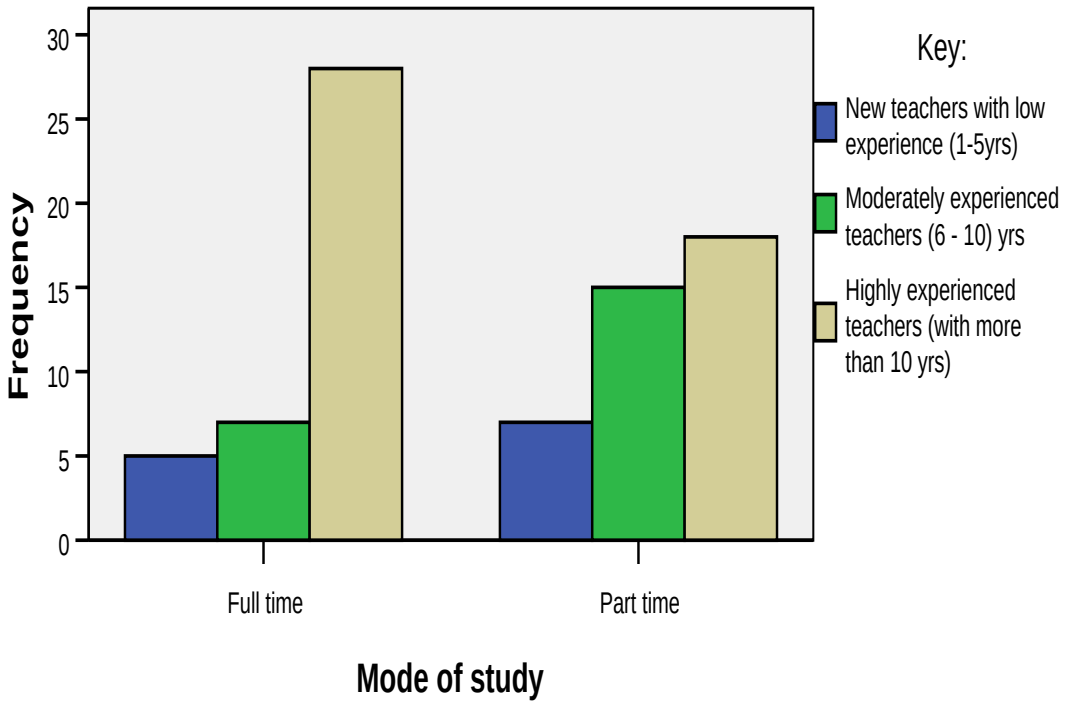

Figure 4.1.2 Group Bar Chart of NTI NCE and Full Time Trained Teachers by Years of teaching experience

The result in Table 4.1.2 and the accompanying group bar chart in Figure 4.1.2 reveal that 5 (12.5%) of the sampled full-time NCE trained teachers have spent less than 6 years in service, also 7 (representing, 17.5%) have spent between 6-10 years in service while the remaining 28 teachers (70.0%) have spent more than 10 years in service. Table 4.1.2 also shows that 7 (representing, 17%) NTI NCE trained teachers have taught for less than 6 years; 15 (38%) NTI NCE teachers have taught for between 6 to 10 years while the remaining 18 teachers (45.0%) NTI NCE trained teachers have taught for more than 10 years at the primary school level.

Table 4.1.3 presents the profile of attitude to teaching of sampled full time NCE trained teachers and the NTI NCE trained teachers.

Table 4.1.3: Profile of Teachers' Attitude to Teaching

S/N	Item	Agree		Disagree	
		Full Time	Part Time	Full Time	Part Time
		Freq. %	Freq. %	Freq. %	Freq. %
1.	I naturally like teaching.	39 (97.5%)	40 (100%)	1 (2.5%)	-
2.	Too many pupils' complaints bore me.	14 (35%)	16 (40%)	26 (65%)	24 (60%)
3.	I have too much workload in my school.	13 (32.5%)	13 (32.5%)	27 (67.5%)	27 (67.5%)
4.	I always try to make my teaching interesting with instructional materials.	39 (97.5%)	40 (100%)	1 (2.5%)	-
5.	I allow my pupils to come to me when they need my help.	36 (90%)	40 (100%)	4 (10%)	-
6.	I sometimes do not feel like teaching.	12 (30%)	6 (15%)	28 (70%)	34 (85%)
7.	I feel satisfied when I succeed in explaining difficult topics to my pupils.	38 (95%)	38 (95%)	2 (5%)	2 (5%)
8.	Teaching students is cumbersome.	12 (30%)	13 (32.5%)	28 (70%)	27 (67.5%)
9.	I like every opportunity to go on public holiday.	17 (42.5%)	20 (50%)	23 (57.5%)	20 (50%)
10	I encourage my pupils to study their notes and textbooks.	39 (97.5%)	38 (95%)	1 (2.5%)	2 (5%)
11	Marking pupils' books takes much time.	22 (55%)	25 (62.5%)	18 (45%)	15 (37.5%)
12	I never feel tired of teaching no matter the time I spend.	33 (82.5%)	34 (85%)	7 (17.5%)	6 (15%)
13	Teaching is my hobby.	37 (92.5%)	37 (92.5%)	3 (7.5%)	3 (7.5%)
14	I often feel unhappy when my pupils are not serious with their work.	38 (95%)	38 (95%)	2 (5%)	2 (5%)
15	It is a teacher's duty to help both clever and not too clever pupils to learn.	39 (97.5%)	40 (100%)	1 (2.5%)	-
16	I sometimes feel that it is parents' faults when pupils fail.	29 (72.5%)	26 (65%)	11 (22.5%)	14 (35%)
17	I encourage my pupils to do their home work.	39 (97.5%)	39 (97.5%)	1 (2.5%)	1 (2.5%)
18	I find teaching interesting when my pupils and I work together.	39 (97.5%)	39 (97.5%)	1 (2.5%)	1 (2.5%)
19	The number of students in my class discourage my full attention to them.	9 (22.5%)	8 (20%)	31 (77.5%)	32 (80%)

Table 4.1.3 reveals that 39 (97.5%) full-time-trained teachers and 40 (100%) NTI NCE trained teachers naturally like teaching (item 1), 38 (95%) full time and NTI NCE trained teachers respectively were satisfied when difficult topics were successfully explained to the pupils (item 7), 39 (97.5%) full time and 38 (95%) NTI NCE trained teachers encouraged their pupils to study their books (item 10) and 37 (92.7%) full time and NTI NCE trained teachers respectively agree that teaching is their hobby (item 13). Table 4.1.3 also shows that thirty-eight (95%) full time and NTI NCE trained teachers respectively often felt unhappy when their pupils are not serious with class work (item 14) while 39 (97.5%) full time trained teachers and 40 (100%) NTI NCE trained teachers see it as their duty to help both clever and the not-

very-clever pupils to learn (item 15). Furthermore, 39 (97.5%) full time and NTI NCE trained teachers respectively indicate encouragement of their pupils to do homework and see teaching as an interesting profession when they work together with their pupils (items 17, 18). Also presented in Table 4.1.3 are few cases of negative responses, where twenty nine (72.5%) full time and 26 (65%) NTI NCE trained teachers believed that it is the parents' faults when pupils fail (item 16).

Table 4.1.4 presents the profile of sampled full time and NTI NCE trained teachers' expectation from the teaching milieu.

Table 4.1.4: Profile of Sampled Teachers' Expectation from the Teaching Milieu

S/N	Item	Agree		Disagree	
		Full Time	Part Time	Full Time	Part Time
		Freq. %	Freq. %	Freq. %	Freq. %
1.	I receive the required administrative support I need in discharging my duties.	27 (67.5%)	28 (70.0%)	13 (32.5%)	12 (30.0%)
2.	My classroom is comfortable for the job I do.	20 (50.0%)	22 (55.0%)	20 (50.0%)	18 (45.0%)
3.	I am provided with all materials that I need to teach my lessons.	10 (25.0%)	14 (35.0%)	30 (75.0%)	26 (65.0%)
4.	School management provides necessary encouragement to teachers always.	22 (55.0%)	23 (57.5%)	18 (45.0%)	17 (42.5%)
5.	There is prospect for regular promotion in my job.	28 (70.0%)	22 (55.0%)	12 (30.0%)	18 (45.0%)
6.	School management assess teacher areas of need on the job regularly.	26 (65.0%)	28 (70.0%)	14 (35.0%)	12 (30.0%)
7.	Teachers are given opportunity for self improvement in this school.	30 (75.0%)	37 (92.5%)	10 (25.0%)	3 (7.5%)
8.	School management rewards hard work in this school.	16 (40.0%)	22 (55.0%)	24 (60.0%)	18 (45.0%)
9.	Management is interested in the welfare of staff.	27 (67.5%)	25 (62.5%)	13 (32.5%)	15 (37.5%)
10	My pupils do well in their class work from time to time.	31 (77.5%)	36 (90.0%)	9 (22.5%)	4 (10.0%)
11	My pupils complete their home assignment on schedule.	26 (65.0%)	33 (82.5%)	14 (35.0%)	7 (17.5%)
12	My pupils are always of good behaviour in class.	33 (82.5%)	35 (87.5%)	7 (17.5%)	5 (12.5%)
13	My pupils are active participants in class activities.	37 (92.5%)	40 (100%)	3 (7.5%)	- (-)
14	My pupils show some degree of initiatives at work	34 (85.0%)	38 (95.0%)	6 (15.0%)	2 (5.0%)
15	My pupils show desire to further their education.	36 (90.0%)	38 (95.0%)	4 (10.0%)	2 (5.0%)

Table 4.1.4 reveals that Thirty-seven (92.5%) full-time and 40 (100%) NTI NCE trained teachers reported active participation of their pupils in class activities (item 13), thirty- one (77.5%) full-time and thirty-six (90%) NTI NCE trained teachers said that they had their expectations from their pupils met by their performance at class work from time to time (item 10). 36 (90%) full time and 38 (95%) NTI NCE trained teachers believed that their pupils show desire to further their education (item 15) and 26 (65%) full time and 33 (82.5%) NTI NCE trained teachers believed that pupils often complete their home assignment on schedule (item 11). Table 4.1.4 further indicates that thirty (75%) full-time and thirty-seven (92.5%) NTI NCE trained teachers were given opportunity for self- improvement in the school (item 7), that the school management assess teachers' areas of need on the job regularly was supported by 26 (65%) full-time and 28 (70%) NTI NCE trained teachers (Item 6), and 28 (70%) full-time and 22 (55%) NTI NCE trained teachers believed there is prospect for regular promotion in the teaching profession (item 5). 27 (67.5%) full time and 28 (70%) NTI NCE trained teachers receive the required administrative support needed in discharging their duties (item 1). Also, 20 (50%) full time and 22 (55%) NTI NCE trained teachers agreed that their classrooms are comfortable for teaching (item 2) and 22 (55%) and 23 (57.5%) teachers respectively agreed that school management provides necessary encouragement to them always (item 4).

In term of teachers' expectation from their pupils, also presented in Table 4.1.4 is a case of negative response, 16 (40%) full-time and 22 (55%) NTI NCE trained teachers' reports that school management rarely rewards hard-work in school (item 8).

The result in Table 4.1.5a-f presents the profile of the full time and NTI NCE trained teachers' values development in teaching in terms of youth character development, learning, improvement, sharing, philosophy, modeling and accountability.

Table 4.1.5a: Profile of Teachers' Values Development in Teaching on Youth Character Development

S/N	Item	Agree		Disagree	
		Full Time Freq. %	Part Time Freq. %	Full Time Freq. %	Part Time Freq. %
	Youth Character Development				
1.	Teaching enables me to inculcate morals in the younger ones.	39 (97.5%)	39 (97.5%)	1 (2.5%)	1 (2.5%)
2.	Through my job, I am able to invest in the development of good behaviour of my pupils.	38 (95.0%)	39 (97.5%)	2 (5.0%)	1 (2.5%)
3.	I am committed to the education of young people.	37 (92.5%)	38 (95.0%)	3 (7.5%)	2 (5.0%)
4.	I have great passion for the care of youths.	39 (97.5%)	37 (92.5%)	1 (2.5%)	3 (7.5%)
5.	Character development of youths is a primary function of teachers.	35 (87.5%)	39 (97.5%)	5(12.5%)	1 (2.5%)
6.	I desire to make my pupils good citizens.	39 (97.5%)	37 (92.5%)	1 (2.5%)	3 (7.5%)

The results in Table 4.1.5a revealed that almost all the sampled 40 full time and 40 NTI NCE trained teachers expressed agreement to all the items raised on core value development in teaching. For example, 39 (97.5%) full time and NTI NCE trained teachers respectively indicated that teaching had enabled them to inculcate morals in the younger ones (item 1). Thirty-nine (97.5%) full-time and 37 (92.5%) NTI NCE trained teachers indicated having great passion for the care of youths (item 4) and 38 (95%) full time and 39 (97.5%) NTI NCE trained teachers indicated that they were able to invest in the development of good behaviour of their pupils (item 2).

Table 4.1.5b: Profile of Teachers' Values Development in Teaching on Learning

S/N	Item	Agree		Disagree	
		Full Time	Part Time	Full Time	Part Time
		Freq. %	Freq. %	Freq. %	Freq. %
	Learning				
7.	It is my belief that every child should be given the opportunity to learn.	40 (100%)	40 (100%)	-	-
8.	I have the strong conviction that learning should not be restricted to the four walls of a school.	37 (92.5%)	35 (87.5%)	3 (7.5%)	5 (12.5%)
9.	Teachers generally feel that children should know a little bit of everything in school.	24 (60.0%)	26 (65.0%)	16 (40.0%)	14 (35.0%)
10	I endorse the view that learning should continue even till old age.	39 (97.5%)	39 (97.5%)	1 (2.5%)	1(2.5%)
11	Education is often believed to have the ability to make one free.	34 (85.0%)	39 (97.5%)	6 (15.0%)	1 (2.5%)
12	I have the zeal to attend workshops as opportunities for gaining new knowledge.	40 (100%)	39 (97.5%)	-	1 (2.5%)
13	I desire to attend conferences to afford me the privilege to learn new ideas in teaching.	37 (92.5%)	38 (95.0%)	3 (7.5%)	2 (5.0%)
14	The desire to improve upon present practice should interest every teacher.	40 (100%)	38 (95.0%)	-	2 (5.0%)
15	Every teacher should look forward to gaining more skills for doing assigned job at every available opportunity.	37 (92.5%)	38 (95.0%)	3 (7.5%)	2 (5.0%)
16	I have always aspired to obtaining capacity development in my area of specialization.	38 (95.0%)	39 (97.5%)	2 (5.0%)	1 (2.5%)
17	I see it as a strong moral stamina for a teacher to spend his/her resources to develop the areas where they are weak.	34 (85.0%)	32 (80.0%)	6 (15.0%)	8 (20.0%)
18	Every teacher should see capacity development as a continuous thing.	40 (100%)	38 (95.0%)	-	2 (5.0%)

Concerning values development towards learning, Table 4.1.5b shows that 40 (100%) full-time and NTI NCE trained teachers respectively believed that every child should be given the opportunity to learn (item 7), thirty-nine (97.5%) full-time and NTI NCE trained teachers also endorsed the view that learning should continue till old age (item 10). Teachers values development in respect of improvement revealed that 40 (100%) full-time and 39 (97.5%) NTI NCE trained teachers have the zeal to attend workshops as opportunities for gaining new knowledge (item 12), while forty (100%) full-time and 38 (95%) NTI NCE trained teachers have the desired interest to improve upon their present practice (item 14) and 40 (100%) full time and 38 (95%) NTI NCE trained teachers believed that capacity development should be a continuous thing (item 18).

Table 4.1.5c: Profile of Teachers' Values Development in Teaching on Sharing

S/N	Item	Agree		Disagree	
		Full Time Freq. %	Part Time Freq. %	Full Time Freq. %	Part Time Freq. %
	Sharing				
19	I like to share my knowledge with people to inculcate values.	37 (92.5%)	40 (100%)	3 (7.5%)	-
20	Sharing of ideas with others sometimes cause better change in behaviour.	37 (92.5%)	40 (100%)	3 (7.5%)	-
21	Sharing my skills with other sometimes cause better change in behaviour.	35 (87.5%)	38 (95.0%)	5 (12.5%)	2 (5.0%)
22	Sharing of knowledge brings about improved way we see ourselves.	37 (92.5%)	38 (95.0%)	3 (7.5%)	2 (5.0%)
23	Life is all about sharing with others.	38 (95.0%)	40 (100%)	2 (5.0%)	-
24	I desire to share my knowledge about life experience with others.	34 (85.0%)	39 (97.5%)	6 (15.0%)	1 (2.5%)

Table 4.1.5c also shows that thirty-seven (92.5%) full-time and 40 (100%) NTI NCE trained teachers respectively indicated their likeness for sharing their knowledge with other people and believed that idea shared often causes better change in behaviour (item 19, 20), while thirty-eight (95%) full-time and 40 (100%) NTI NCE trained teachers held the view that life is all about sharing (item 23).

Table 4.1.5d: Profile of Teachers' Values Development in Teaching on Philosophy

S/N	Item	Agree		Disagree	
		Full Time Freq. %	Part Time Freq. %	Full Time Freq. %	Part Time Freq. %
	Philosophy				
25	As a teacher I desire to have a vision for my professional career.	39 (97.5%)	38 (95.0%)	1 (2.5%)	2 (5.0%)
26	The capacity to articulate educational beliefs is a quality a teacher should aspire to have.	38 (95.0%)	40 (100%)	2 (5.0%)	-
27	Teachers should be committed to advancing their pupils' future ambition.	38 (95.0%)	37 (92.5%)	2 (5.0%)	3 (7.5%)
28	I cherish my philosophy in life to be an excellent teacher.	40 (100%)	40 (100%)	-	-
29	I desire to keep alive my mission in achieving my professional career.	39 (97.5%)	39 (97.5%)	1 (2.5%)	1 (2.5%)
30	Sincerity is important in discussing my educational beliefs with superiors.	38 (95.0%)	39 (97.5%)	2 (5.0%)	1 (2.5%)
31	Compromising educational beliefs promotes self –control.	32 (80.0%)	34 (85.0%)	8 (20.0%)	6 (15.0%)

Table 4.1.5d reveals that 40 (100%) full-time and NTI NCE trained teachers respectively cherished the philosophy to be excellent teachers (item 28), whereas 39 (97.5%) of both full-time and NTI NCE trained teachers desired to keep alive their mission in achieving professional career (item 29). Moreover, 38 (95%) full time and 39 (97.5%) NTI NCE trained teachers indicated the need for sincerity in discussing educational beliefs with superiors (item 30) and 38 (95%) full-time and 40 (100%) NTI NCE trained teachers indicated that they have aspiration to develop capacity for articulating educational beliefs (item 26).

Table 4.1.5e: Profile of Teachers' Values Development in Teaching on Modeling

S/N	Item	Agree		Disagree	
		Full Time	Part Time	Full Time	Part Time
		Freq. %	Freq. %	Freq. %	Freq. %
	Modeling				
32	As a teacher, I comport myself well anywhere I go.	38 (95.0%)	40 (100%)	2 (5.0%)	-
33	Other members of staff see me as a role model.	39 (97.5%)	39 (97.5%)	1 (2.5%)	1 (2.5%)
34	I provoke school reforms on dressing responsibility.	23 (57.5%)	28 (60.0%)	17 (42.5%)	12 (40.0%)
35	I am responsive to the concerns and interests of other teachers.	31 (77.5%)	37 (92.5%)	9 (22.5%)	3 (7.5%)
36	Teachers should be role models to their pupils.	37 (92.5%)	38 (95.0%)	3 (7.5%)	2 (5.0%)
37	Teachers should watch what they do in the presence of their pupils.	40 (100%)	36 (90.0%)	-	4 (10.0%)
38	I receive respect from other members of the society as a teacher.	35 (87.5%)	39 (97.5%)	5 (12.5%)	1 (2.5%)
39	As a teacher I participate in activities organized to improve my community.	39 (97.5%)	39 (97.5%)	1 (2.5%)	1 (2.5%)

Table 4.1.5e further reveals that 39 (97.5%) full-time and NTI NCE trained teachers respectively agreed to the fact that other members of staff see them as role model (Item 33) and 40 (100%) full-time and 36 (90%) NTI NCE trained teachers affirmed that teachers should watch what they do in the presence of their pupils (item 37). Also 38 (95%) full time and 40 (100%) NTI NCE trained teachers indicated that they showed comportment everywhere they go (item 32). The teachers 17 (42.5%) full-time and 12 (40%) seems not to be favourably disposed to the statement that they provoke school reforms on dressing responsibility, (item 34).

Table 4.1.5f: Profile of Teachers' Values Development in Teaching on Accountability

S/N	Item	Agree		Disagree	
		Full Time Freq. %	Part Time Freq. %	Full Time Freq. %	Part Time Freq. %
	Accountability				
40	A teacher should be accountable anytime to parents.	36 (90.0%)	36 (90.0%)	4 (10.0%)	4 (10.0%)
41	There is opportunity to be answerable in all my activities in the teaching profession.	36 (90.0%)	39 (97.5%)	4 (10.0%)	1 (2.5%)
42	Feedback to pupils is part of a teacher's accountability in teaching.	33 (82.5%)	35 (87.5%)	7 (17.5%)	5 (12.5%)
43	I am highly ethical, always peak performing even when nobody supervise me.	39 (97.5%)	39 (97.5%)	1 (2.5%)	1 (2.5%)
44	Being able to give account of stewardship is a sign of improvement in teaching.	37 (92.5%)	37 (92.5%)	3 (7.5%)	3 (7.5%)
45	Accountability of teachers to management should involve provision of teaching resources.	36 (90.0%)	36 (90.0%)	4 (10.0%)	4 (10.0%)
46	I do not see the need for accountability by teachers in this modern time.	11 (27.5%)	16 (40.0%)	29 (72.5%)	24 (60.0%)

In terms of accountability, 39 (97.5%) full time and NTI NCE trained teachers respectively saw it as highly ethical, to always peak performing even when nobody is supervising them (item 43), 36 (90%) full time and NTI NCE trained teachers respectively agreed that a teacher should be accountable to parents anytime (item 40). Also, thirty six (90%) full time and NTI NCE trained teachers respectively believed that teachers' accountability to management should include provision of teaching resources (item 45).

The result in Table 4.1.6 presents the profile of full-time NCE trained teachers and their counterpart NTI NCE trained teachers' commitment to the teaching profession.

Table 4.1.6: Profile of Teachers' Commitment to the Teaching Profession

S/N	Item	Agree		Disagree	
		Full Time Freq. %	Part Time Freq. %	Full Time Freq. %	Part Time Freq. %
1.	I prepare my lesson notes regularly.	40 (100%)	40 (100%)	- -	- -
2.	I improvise instructional materials when not available in school to improve students understanding.	38 (95.0%)	40 (100%)	2 (5.0%)	- -
3.	I arrive at school early enough to attend to my duties.	39 (97.5%)	40 (100%)	1 (2.5%)	- -
4.	I prepare regularly for my lessons before going to the class.	39 (97.5%)	37 (97.5%)	1 (2.5%)	3 (7.5%)
5.	I have freedom to take decision in matters affecting my teaching.	37 (92.5%)	36 (90.0%)	3 (7.5%)	4 (10.0%)
6.	I prepare suitable instructional materials for my lesson.	38 (95.0%)	39 (97.5%)	2 (5.0%)	1 (2.5%)
7.	There is opportunity to freely determine my pupils' progress.	34 (85.0%)	40 (100%)	6 (15.0%)	- -
8.	I mark my pupils' notes regularly.	40 (100%)	40 (100%)	- -	- -
9.	I take my job seriously.	40 (100%)	40 (100%)	- -	- -
10	I always cooperate with my head teacher on matters affecting teaching.	40 (100%)	38 (95.0%)	- -	2 (5.0%)
11	I have a comfortable number of pupils to care for.	37 (92.5%)	39 (97.5%)	3 (7.5%)	1 (2.5%)
12	When corrected on academic matters, I try my best to improve.	40 (100%)	39 (97.5%)	- -	1 (2.5%)
13	I pay much attention to pupils' individual differences during teaching.	39 (97.5%)	40 (100%)	1 (2.5%)	- -
14	I take my job serious for the sake of hard work.	37 (92.5%)	38 (95.0%)	3 (7.5%)	2 (5.0%)
15	I spend quality time attending to pupils' personal problems.	36 (90.0%)	38 (95.0%)	4 (10.0%)	2 (5.0%)
16	I handle all responsibilities given me with all seriousness.	38 (95.0%)	39 (97.5%)	2 (5.0%)	1 (2.5%)
17	I grade pupils' assignments and class work on time.	37 (92.5%)	39 (97.5%)	3 (7.5%)	1 (2.5%)
18	I organize continuous assessment for my pupils according to laid down school procedures.	39 (97.5%)	38 (95.0%)	1 (2.5%)	2 (5.0%)
19	I give regular homework to my pupils.	38 (95.0%)	40 (100%)	2 (5.0%)	- -
20	I find time to participate in co-curricular activities in school.	37 (92.5%)	38 (95.0%)	3 (7.5%)	2 (5.0%)
21	I come to school early everyday to supervise my pupils.	39 (97.5%)	39 (97.5%)	1 (2.5%)	1 (2.5%)
22	I am prepared to defend the policies of the teaching profession.	38 (95.0%)	39 (97.5%)	2 (5.0%)	1 (2.5%)

Table 4.1.6 reveals that majority of the sampled teachers, at least 36 (90%) on the average responds positively to all the items on the commitment to teaching scale. For instance 40 (100%) full time and NTI NCE trained teachers respectively indicated regular preparation of lesson notes, regular marking of pupils' notes and taking job seriously (items 1, 8 & 9). Thirty nine (97.5%) full time and 40 (100%) NTI NCE trained teachers'

indicates early arrival to school to attend to duties and give attention to pupils' individual differences during teaching (items, 3, 13). Also, 37 (92.5%) full time and 39 (97.5%) NTI NCE trained teachers indicate having comfortable number of pupils to care for and grade pupils assignment on time (items 11, 17). Thirty-eight (95%) full time and 40 (100%) NTI NCE trained teachers claimed they give regular homework to their pupils and improvise instructional materials when not available in school (items 2, 19).

Table 4.1.7a: Profile of Sampled Teachers' Morale

S/N	Item	Agree		Disagree	
		Full Time Freq. %	Part Time Freq. %	Full Time Freq. %	Part Time Freq. %
1.	My salary and other fringe benefits give me satisfaction because it is equitable to what is obtainable in other profession.	11 (27.5%)	9 (22.5%)	29 (72.5%)	31 (77.5%)
2.	I derive satisfaction from my job because my emolument can cater for my basic needs.	16 (40%)	11 (27.5%)	24 (60%)	29 (72.5%)
3.	Regular payments of salary and other benefits gives me satisfaction.	21 (52.5%)	17 (42.5%)	19 (47.5%)	23 (57.5%)
4.	I derive satisfaction from teaching profession because I earn promotion as at when due.	20 (50%)	22 (55%)	20 (50%)	18 (45%)
5.	Mass promotion gives me job satisfaction.	24 (60%)	25 (62.5%)	16 (40%)	15 (37.5%)
6.	Promotion in teaching profession often leads to enhanced pay and status.	31 (77.5%)	30 (75%)	9 (22.5%)	10 (25%)
7.	My teaching workload in the school gives me satisfaction.	20 (50%)	26 (65%)	20 (50%)	14 (35%)
8.	I am satisfied with the volume of co-curricular activities I participate in at school.	40 (100%)	32 (80%)	-	8 (20%)
9.	The teaching profession gives me a sense of achievement.	37 (92.5%)	38 (95%)	3 (7.5%)	2 (5%)
10.	I prefer teaching to other jobs.	37 (92.5%)	32 (80%)	3 (7.5%)	8 (20%)
11.	Teaching fulfils my life ambition to affect lives.	37 (92.5%)	32 (80%)	3 (7.5%)	8 (20%)
12.	I relate well with my students and colleagues in school.	39 (97.5%)	37 (92.5%)	1 (2.5%)	3 (7.5%)
13.	I find satisfaction in my job because of the prospect to become a school headmaster.	30 (75%)	30 (70%)	10 (25%)	10 (25%)
14.	All members of staff are provided the opportunity to develop themselves professionally.	38 (95%)	35 (87.5%)	2 (5%)	5 (12.5%)
15.	The behaviours of teachers in this school are annoying.	8 (20%)	5 (12.5%)	32 (80%)	35 (87.5%)
16.	Most staff members of this school often attend social ceremonies of their colleagues.	36 (90%)	35 (87.5%)	4 (10%)	5 (12.5%)
17.	Teachers in this school invite other staff members to visit them at home.	25 (62.5%)	23 (57.5%)	15 (37.5%)	17 (42.5%)
18.	There is cooperation among staff members in the teaching profession.	34 (85%)	35 (87.5%)	6 (15%)	5 (12.5%)
19.	Students and teachers in this school mix freely.	38 (95%)	37 (92.5%)	2 (5%)	3 (7.5%)
20.	Many students of this school have been praised for their good behaviour towards their teachers.	35 (87.5%)	34 (85%)	5 (12.5%)	6 (15%)
21.	Public attitude to teaching profession gives me satisfaction.	25 (62.5%)	22 (55%)	15 (37.5%)	18 (45%)
22.	Community support for the school and its staff gives me satisfaction.	25 (62.5%)	23 (57.5%)	15 (37.5%)	17 (42.5%)

Table 4.1.7a presents the profile of sampled teachers' morale for the full time NCE trained teachers and the NTI NCE trained teachers. 34 (85%) full time and 35 (87.5%) NTI trained teachers agree that cooperation among staff members in the teaching profession is a booster of their morale (item 18). Table 4.1.7a further reveals that 40 (100%) full time trained teachers and 32 (80%) NTI trained teachers were satisfied with the volume of co-curricular activities they participated in at school (item 8), 39 (97.5%) full time and 37 (92.5%) NTI trained teachers related well with the students and other colleagues in school (item 12) and 30 (75%) full time and NTI trained teachers respectively indicated that they found satisfaction in teaching because of the prospect to become a school headmaster (item 13).

Also presented in Table 4.1.7a were few cases of negative response, where sixteen (40%) full time and 11 (27.5%) NTI NCE trained teachers derived satisfaction from the teaching profession as they indicated that their emolument can cater for their basic needs (item 2), 11 (27.5%) full-time and 9 (22.5%) NTI NCE trained teachers only are satisfied with the salary and other fringe benefits given to them because they sees it as equitable to what is obtainable in other profession (item 1).

Table 4.1.7b: Summary of Frequency Distribution of Sampled NCE Trained Teachers by Level of Morale

Mode of Study	**Level of Teachers' Morale**					
	Low		High		**Total**	
	Freq.	%	Freq.	%	**Freq.**	**%**
Full Time	10	25.0	30	75.0	**40**	**100**
Part Time	14	35.0	26	65.0	**40**	**100**

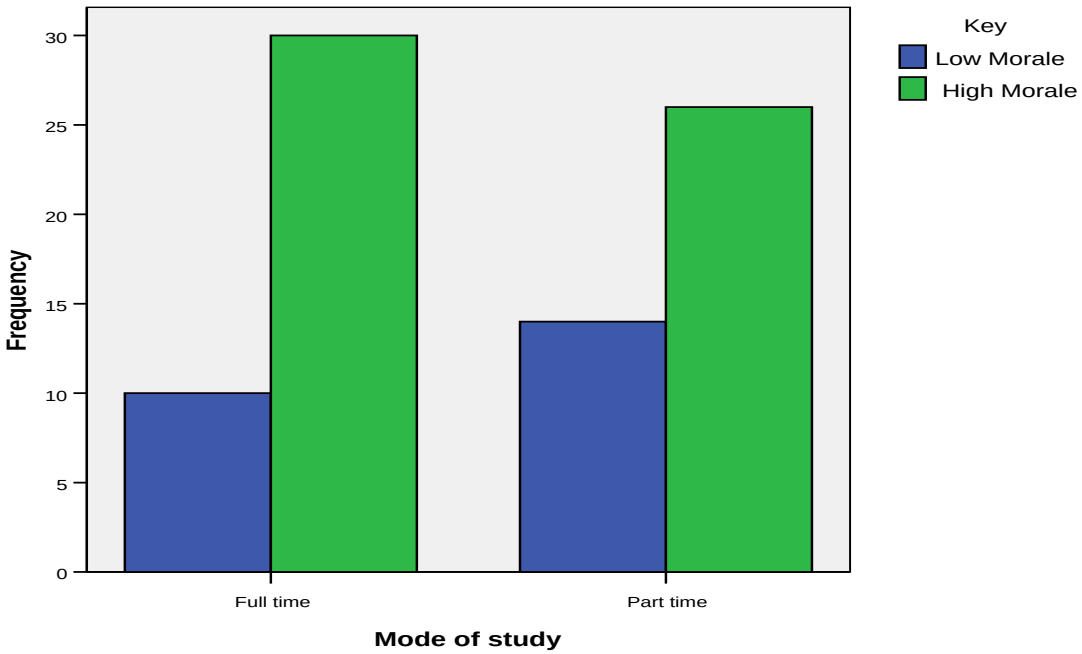

Figure 4.1.7b Group Bar Chart of NTI NCE and Full Time Trained Teachers by Level of morale

The result in Table 4.1.7b reveals that 10 full-time NCE trained teachers (representing, 25%) recorded low level of morale and 30 (75%) possessed high level of morale to work while 14 NTI NCE trained teachers (35.0%) recorded low level of morale while 26 (65%) NTI NCE teachers possessed high level of morale. The result in Table 4.1.7b is graphically represented in Figure 4.1.7b.

Table 4.1.8a: Profile of Sampled Teachers' Motivation to Work

S/N	Item	Agree		Disagree	
		Full Time Freq. %	Part Time Freq. %	Full Time Freq. %	Part Time Freq. %
1.	Your current job has busy and quiet periods but keeps you occupied a good deal of the time.	38 (95%)	38 (95%)	2 (5%0	2 (5%)
2.	The culture of your current job provides a very competitive environment.	34 (85%)	30 (75%)	6 (15%)	10 (25%)
3.	Your current job appears to have a moderate degree of responsibility and challenge in it.	32 (80%)	39 (97.5%)	8 (20%)	1 (2.5%)
4.	In your current job, it seems there is some possibility to screw up in front of other people.	27 (67.5%)	31 (77.5%)	13 (32.5%)	9 (22.5%)
5.	You have a degree of power over other people in your current job.	24 (60%)	31 (77.5%)	16 (40%)	9 (22.5%)
6.	You get a fair degree of recognition for your contribution from your present job.	31 (77.5%)	33 (82.5%)	9 (22.5%)	7 (17.5%)
7.	You get a fair degree of status and feelings of importance in your current job.	34 (85%)	34 (85%)	6 (15%)	6 (15%)
8.	Your present job enable you to work in accordance with ethical standards and personal principles.	38 (95%)	34 (85%)	2 (5%)	6 (15%)
9.	Your current job provided you with varied, stimulating and creative job objectives and activities.	36 (90%)	31 (77.5%)	4 (10%)	9 (22.5%)
10.	You have a fair amount of accommodating bosses, hours and working conditions in your current job.	28 (70%)	27 (67.5%)	12 (30%)	13 (32.5%)
11.	The opportunity to progress and continually advance to more senior positions abound in your current job.	35 (87.5%)	36 (90%)	5 (12.5%)	4 (10%)
12.	You have to handle a fair degree of pressure and stress in your current work.	28 (70%)	33 (82.5%)	12 (3050	7 (17.5%)
13.	You appear to find it easier to work on your own rather than as a member of a team.	31 (77.5%)	33 (82.5%)	9 (22.5%)	7 (17.5%)
14.	You have some managerial responsibilities in your current job.	28 (70%)	29 (72.5%)	12 (30%)	11 (27.5%)
15.	You have a degree of personal contact with your pupils.	36 (90%)	39 (97.5%)	4 (10%)	1 (2.5%)
16.	You prefer to work in a dynamic business/commercial environment rather than the public sector.	20 (50%)	12 (30%)	20 (50%)	28 (70%)
17.	Your pay in your current job appears to take some account of your performance.	22 (55%)	22 (55%)	18 (45%)	18 (45%)
18.	You feel pretty secure in your current job.	35 (87.5%)	36 (90%)	5 (12.5%)	4 (10%)
19.	You have a high degree of autonomy in your current position.	26 (65%)	30 (75%)	14 (35%)	10 (25%)
20.	Your current job provides opportunities to acquire new knowledge and skills to reach personal potential.	39 (97.5%)	39 (97.5%)	1 (2.5%)	1 (2.5%)

Table 4.1.8a presents the profile of sampled full time and NTI NCE trained teachers' level of motivation to work. Table 4.1.8a indicates that 39 (97.5%) of full time and NTI NCE trained teachers respectively indicates that teaching profession provide opportunities to acquire new knowledge and skills with which they could reach personal potential (item 20), 36 (90%) full time and 39 (97.5%) NTI NCE trained teachers agree that have a degree of personal contact with your pupils (item 15), 38 (95%) of the full time and NTI NCE trained teachers respectively see their job has having busy and quiet periods but that it keep them occupied a good deal of time (item 1).

Also, Table 4.1.8a reveal that 35 (87.5%) full time and 36 (90%) NTI NCE trained teachers agree that they feel pretty secure in their job (item 18), 34 (85%) full time and NTI NCE trained teachers agree that they get a fair degree of status and feelings of importance in their job (item 7) and 35 (87.5%) full time and 36 (90%) NTI trained teachers believed that there is opportunity to progress and continually advance to more senior positions abound in their job (item 11)

Also presented in Table 4.1.8a a few case of negative response, where 20 (50%) full-time and 12 (30%) NTI NCE trained teachers indicate that they prefer to work in a dynamic business/commercial environment rather than the public sector (item 16).

Table 4.1.8b: Frequency Distribution of Sampled NCE trained Teachers by Level of Motivation to work

Mode of Study	Level of Motivation to Work					
	Low		High		Total	
	Freq.	%	Freq.	%	Freq.	%
Full Time	13	32.5	27	67.5	**40**	**100**
Part Time	20	50.0	20	50.0	**40**	**100**

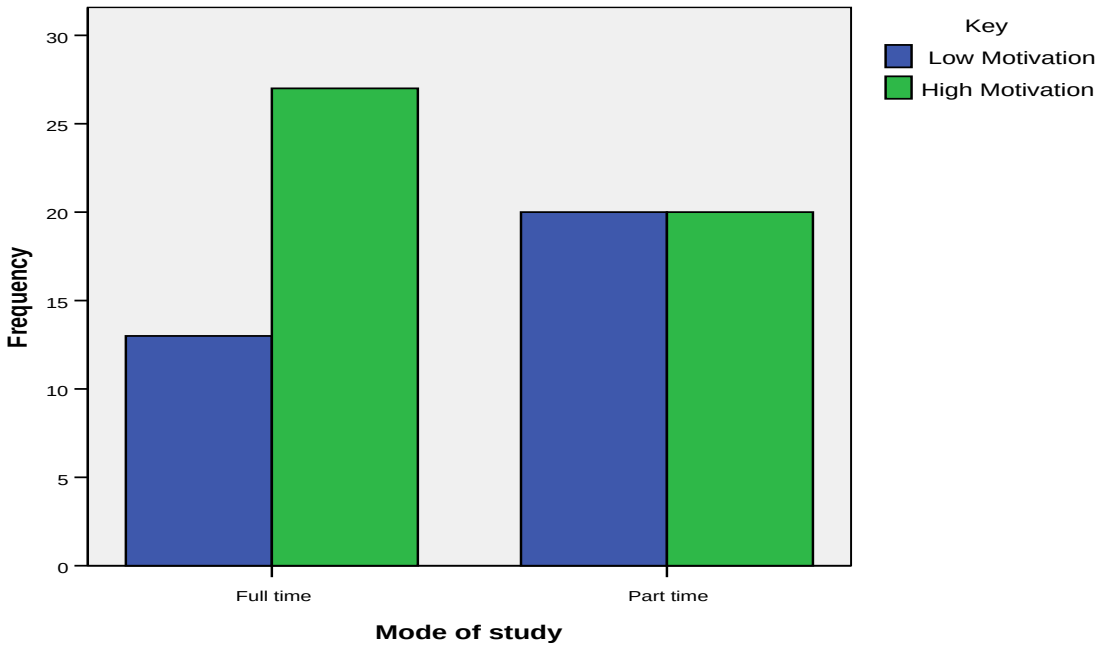

Figure 4.1.8b Group Bar Chart of NTI NCE and Full Time Trained Teachers by Level of Motivation

The result in Table 4.1.8b shows that 13 sampled regular NCE trained teachers (representing, 32.5%) possessed low level of motivation to work, while 27 (67.5%) were highly motivated to work as teachers. Twenty (20) sampled NTI NCE trained teachers (50.0%) recorded low motivation to work while the remaining 20 (50.0%) NTI NCE teachers recorded high motivation to work. The sampled NCE teachers' level of motivation to work according to mode of study is further depicted by the chart in Figure 4.1.8b.

Table 4.1.9 shows the results of the training periods of the sampled teachers.

Table 4.1.9: Frequency Distribution of Sampled NCE Teachers by Length of Training Period

Mode of Study	Length of Training Period					
	3 years		4 years		Total	
	Freq.	%	Freq.	%	Freq.	%
Full Time	21	52.5	19	47.5	**40**	**100**
Part Time	4	10.0	36	90.0	**40**	**100**

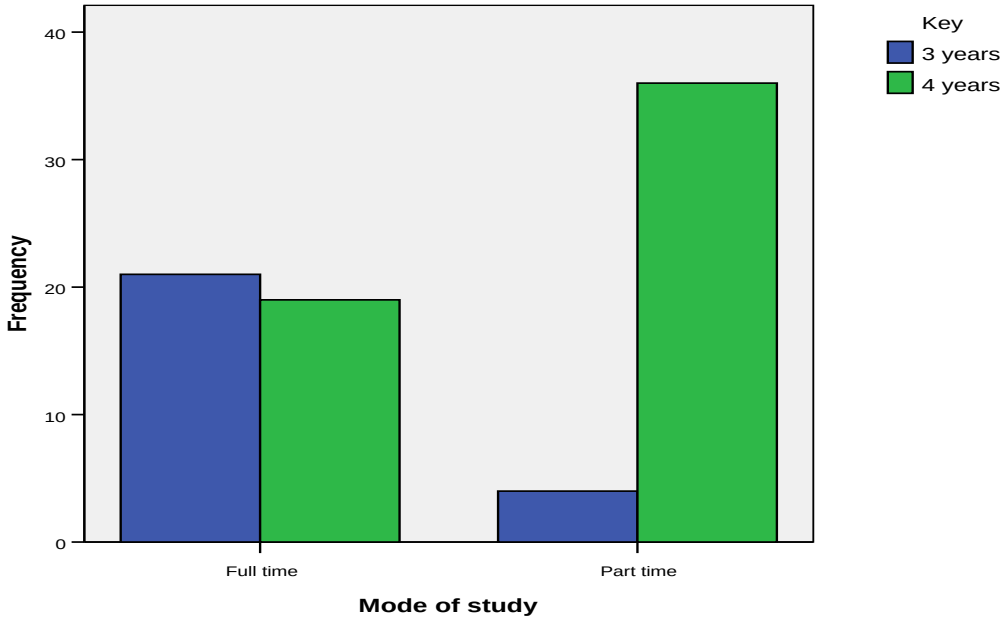

Figure 4.1.9: Group Bar Chart of NTI NCE and Full Time NCE Trained Teachers by Length of Training Period

Table 4.1.9 reveals that the length of training period varies from between 3 to 4 years. Twenty-one (21) representing (52.5%) sampled full-time NCE trained teachers spent 3 years in training while 19 (representing 47.5%) spent 4 years in training. Table 4.1.9 also shows that 4 (10.0%) NTI NCE trained teachers spent 3 years in training, while the remaining 36 (90.0%) NTI NCE trained teachers spent 4 years in training. The result in Table 4.1.9 is represented graphically in Figure 4.1.9.

Question 2: What is the quality of the NTI NCE and Full-time NCE trained teachers' professional competence in terms of: Knowledge of subject matter and Instructional competence?

To determine the quality of the professional competence of NTI NCE trained teachers and their counterpart full-time NCE trained teachers, a test was conducted to determined their knowledge of social studies content while Classroom Interaction Sheet (CIS) was used as the major observation instrument to capture their instructional competence but for those quality not captured by CIS, the Instructional Competence Rating Scale (ICORAS) was also used to complement it. The results are presented in Tables 4.2 to 4.2.4.

Table 4.2a: Frequency Distribution of Sampled Teachers Scores on Knowledge of Social Studies Content

Scores	Freq. for NTI NCE Trained Teachers	Freq. for Full-Time NCE Trained teachers
10	1	2
11	-	2
12	1	2
13	3	2
14	2	3
15	5	5
16	6	1
17	3	9
18	9	2
19	3	2
20	3	7
21	1	2
22	3	-
23	-	1
Total	**40**	**40**

The spread of the scores on teachers' knowledge of Social Studies according to the category of the teachers is depicted in Table 4.2a.

Table 4.2b: Summary of t-test Statistics for Professional Competence of NTI NCE and Full Time NCE Trained Teachers by Knowledge of Social Studies Content.

	Mode of Study	N	Mean	S.D.	df	t	Sig.
Teachers knowledge of Social Studies	Full Time	40	16.43	3.31	78	0.730	.468
	Part Time	40	16.93	2.79			

The result in Table 4.2b reveals a non-significant outcome for teachers' knowledge of Social Studies content for both regular NCE trained teachers and the NTI NCE trained teachers.

Table 4.2.1 and its accompanying bar graph present the summary of level of teachers' professional competence by knowledge of subject matter.

Table 4.2.1: Summary of Level of Teachers' Professional Competence by Knowledge of Subject Matter

Mode of Study	Teachers Knowledge of Social Studies					
	Low		High		**Total**	
	Freq.	%	Freq.	%	**Freq.**	**%**
Full Time	16	40.0	24	60.0	**40**	**100**
Part Time	12	30.0	28	70.0	**40**	**100**

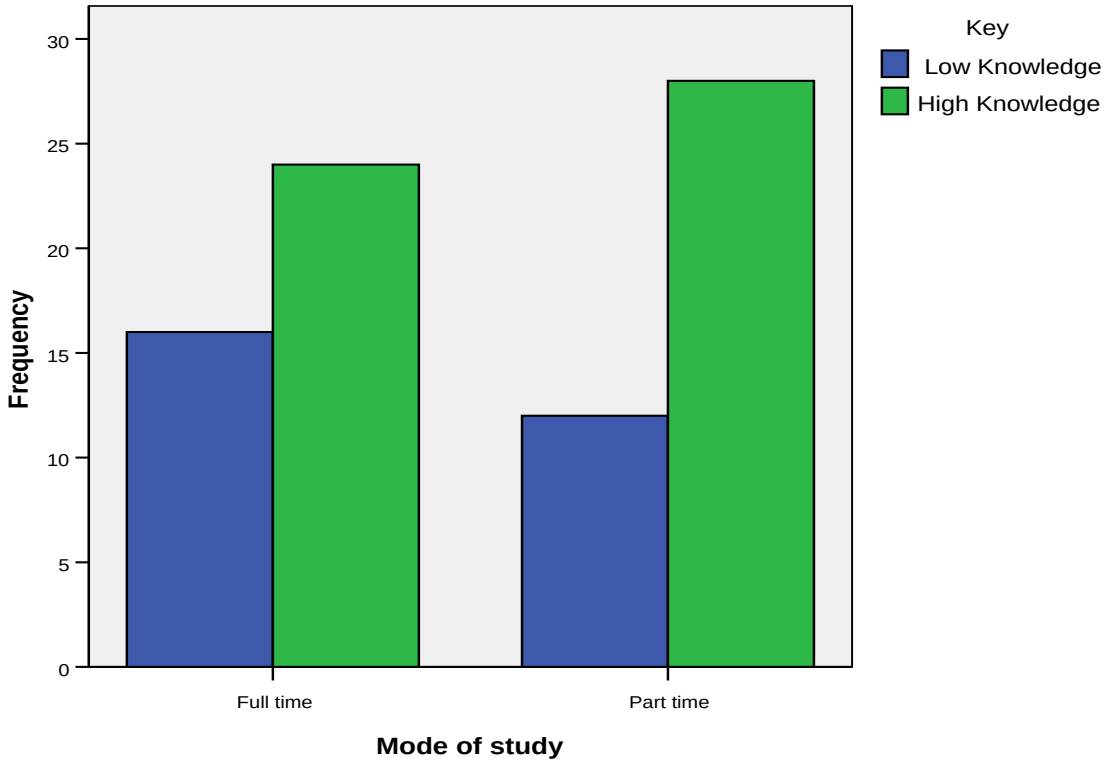

Figure 4.2.1 Group Bar Chart of NTI NCE and Full Time Trained Teachers by Knowledge of Subject Matter

The result in Table 4.2.1 and its accompanying bar graph in Figure 4.2.1 reveal that 16 (40%) sampled full-time NCE trained teachers possessed low knowledge of Social Studies content and 24 (representing, 60%) possessed high knowledge of Social Studies content while 12 (35%) of the sampled NTI NCE trained teachers possessed low knowledge of Social Studies content while the remaining 28 (70%) possessed high knowledge of Social Studies content. The table thus reveals that the majority of the sampled teachers possessed high knowledge of Social Studies content.

Table 4.2.2: Level of Teachers' Instructional Competence by Mode of Study

Mode of Study	**Instructional Competence**					
	Low		High		**Total**	
	Freq.	%	Freq.	%	**Freq.**	**%**
Full Time	16	40.0	24	60.0	**40**	**100**
Part Time	16	40.0	24	60.0	**40**	**100**

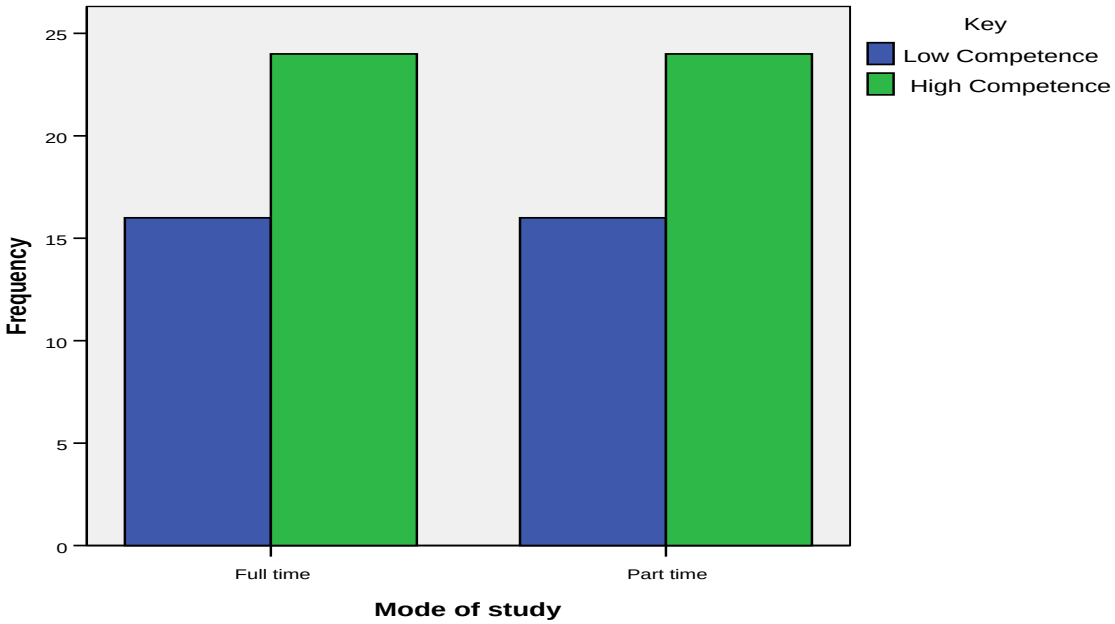

Figure 4.2.2 Group Bar Chart of NTI NCE and Full Time Trained Teachers Instructional Competence

The result in Table 4.2.2 and the chart in figure 4.2.2 reveal that for both regular NCE trained teachers and the NTI NCE trained teachers, 16 (representing, 40%) recorded low instructional competence as indicated by their scores while 24 (representing, 60%) recorded high instructional competence as depicted by their scores. Table 4.2.3a presents the result of observed classroom interaction pattern of NTI NCE trained teachers using Classroom Interaction Sheet (CIS).

Table 4.2.3(a): Results of Observed Classroom Interaction Pattern of NTI NCE Trained Teachers

S/N	Category	No. of Tallies	Average No. of Tallies per teacher	Amount of Time Spent on each Activity	Average of Time Spent on each Activity per Teacher/Pupil	Average Percentage Total
	Teachers Facilitating Learning Activity					
1	Writing on the chalkboard	409	10	80.14 (mins)	2.00 (mins)	10.02
2	Demonstrating with materials	88	2	17.24(mins)	0.43 (secs)	2.15
3	Explaining	826	21	161.84 (mins)	4.05 (mins)	20.23
4	Questioning	650	16	127.36 (mins)	3.18 (mins)	15.92
5	Giving directives	20	1	3.92 (mins)	0.10 (secs)	0.49
6	Reinforcing correct response	118	2	23.12 (mins)	0.58 (secs)	2.89
	Total	**2,111**	**52**	**413.62 (mins)**	**10.34 (mins)**	**51.70**
	Pupil Activity					
7	Reciting	155	4	30.37 (mins)	0.76 (mins)	3.79
8	Responding	618	15	121.09(mins)	3.03 (mins)	15.13
	Total	**773**	**19**	**151.46 (mins)**	**3.79 (mins)**	**18.93**
	Teachers Not Facilitating Learning Activity					
9	Teacher talking non-stop	1,013	25	198.48 (mins)	4.96 (mins)	24.81
10	Silence	180	5	35.27 (mins)	0.88 (mins)	4.41
11	Attending to visitor	6	1	1.18 (mins)	0.03 (secs)	0.15
	Total	**1,199**	**31**	**234.93 (mins)**	**5.87 (mins)**	**29.36**
	Grand Total	**4,083**	**102**	**800 (mins)**	**20.00(mins)**	**100**

The result in Table 4.2.3(a) reveals that the forty NTI NCE trained teachers made a total of 2,111 tallies or 413.62 minutes out of the total observation time of 13 hours and 30 minutes facilitating learning. On the average, 4 minutes was spent explaining concepts, 3 minutes and 2 seconds was used questioning and 2 minutes spent writing on the chalkboard. About 58 seconds and 43 seconds were used for reinforcement of correct responses and demonstrating with materials respectively. nine seconds was spent giving directives. Table 4.2.3(a) also reveals the amount of time spent by pupils on activities. The total time spent by pupils participating in the entire teaching-learning process was 151.46 minutes or 773 tallies. On the average, the pupils recited for 0.76 minutes and provided responses to teachers' questions for about 3 minutes.

Table 4.2.3(a) further reveals the amount of time within the period of instruction when teachers were not facilitating learning. One thousand, one hundred and ninety-nine (1,199) tallies were recorded under teachers not facilitating learning activities out of a total of four thousand and eighty three (4,083) tallies, this amounted to 234.93 minutes as time spent not imparting active learning by the teachers. On the average, each NTI NCE teacher spent a total of 5.87 minutes (31 tallies) not facilitating learning. Out of this, 4.96 minutes was used by each teacher talking non-stop. Amount of silence observed within the entire teaching period was about 0.88 minutes while 3 seconds was used in attending to visitors.

Table 4.2.3(b) presents the result of observed classroom interaction pattern of Full-time NCE trained teachers using Classroom Interaction Sheet (CIS).

Table 4.2.3(b): Results of Observed Classroom Interaction Pattern of Full-time NCE Trained Teachers

S/N		No. of Tallies	Average No. of Tallies per teacher	Amount of Time Spent on each Activity	Average Time Spent on each Activity per Teacher/Pupils	Average Percentage % Total
	Teachers Facilitating Learning Activity					
1	Writing on the chalkboard	420	11	81.95 (mins)	2.04 (mins)	10.24
2	Demonstrating with materials	86	2	16.78(mins)	0.42 (secs)	2.10
3	Explaining	844	21	164.68 (mins)	4.12 (mins)	20.58
4	Questioning	655	16	127.80 (mins)	3.20 (mins)	15.97
5	Giving directives	30	1	5.85 (mins)	0.15 (secs)	0.73
6	Reinforcing correct response	115	3	22.44 (mins)	0.56 (secs)	2.80
	Total	**2,150**	**54**	**419.51(mins)**	**10.49 (mins)**	**52.42**
	Pupil Activity					
7	Reciting	150	4	29.27 (mins)	0.73 (mins)	3.66
8	Responding	610	15	119.02 (mins)	2.97 (mins)	14.88
	Total	**760**	**19**	**148.29 (mins)**	**3.70 (mins)**	**18.54**
	Teachers Not Facilitating Learning Activity					
9	Teacher talking non-stop	990	25	193.17 (mins)	4.83 (mins)	24.15
10	Silence	190	5	37.07 (mins)	0.93 (mins)	4.63
11	Attending to visitor	10		1.95 (mins)	0.05 (secs)	0.24
	Total	**1,190**	**30**	**232.19(mins)**	**5.81 (mins)**	**29.02**
	Grand Total	**4,100**	**103**	**800 (mins)**	**20.00 (mins)**	**100**

The result in Table 4.2.3(b) reveals that the forty Full-time NCE trained teachers spent 419.51 minutes out of the total observation time of 800 minutes or 2,150 tallies facilitating learning. On the average, 4.12 minutes was used explaining, 3.20 minutes was used for questioning and about 2 minutes spent writing on the chalkboard. Also, Table 4.2.3(b) shows that 56 seconds was spent on reinforcement of correct responses, 41 seconds for demonstrating with materials and 15 seconds giving directives.

Table 4.2.3(b) also reveals the amount of time spent by pupils on activities. The total time spent by pupils participating in the entire teaching-learning process was 148.29 minutes or 760 tallies. In the average, the pupils recited for 0.73 minutes and provided responses to teachers' questions for 2.97 minutes.

Table 4.2.3(b) further reveals the amount of the time within the period of the instruction when teachers did not facilitate learning. One thousand, one hundred and ninety (1,190) tallies were recorded under teachers not facilitating learning activities out of a total of four thousand and one hundred (4,100) tallies. This amounted to 4 hours 232.19 minutes as time spent not imparting active learning by the teachers. On the average, each Full-time NCE teacher spent a total of 5.81 minutes not facilitating learning. Out of this, 4.83 minutes was used by each teacher talking non-stop. Amount of silence observed within the entire teaching period was 0.93 minutes while 5 seconds was used in attending to visitors.

Table 4.2.3(c): Summary of Observed Language of Instruction by NTI and Full-time NCE Trained Teachers

Language	Never		Small Extent		Large Extent	
	NTI	Full-time	NTI	Full-time	NTI	Full-time
Yoruba	30(75%)	35(87.5%)	4(5%)	2(5%)	6 (15%)	3(7.5%)
English Language	(-)	(-)	6(15%)	8(20%)	34 (85%)	32(80%)

Table 4.2.3(c) shows that to a very large extent majority of the sampled NTI NCE trained teachers 34 (85%) used English language for teaching the students while 6 (15%) of them used it to a small amount of time. Six NTI NCE trained teachers (15%), use Yoruba as the language of instruction to a very large extent. On the other hand majority of the Full-time NCE trained teachers used English Language for teaching to a very large extent 32(80%) while 8(20%) used it to a small extent. Only 3(7.5%) Full-time NCE trained teachers used Yoruba as the language of instruction to a very large extent during the course of teaching.

Table 4.2.4a: Summary of Descriptive Statistics of Other Observed Instructional Skills of NTI NCE Trained teachers

S/N	Observed Instructional Skills	Excellent	V.Good	Fair	Poor
1.	**Pre-Instructional skills**				
Ia.	Creates effective lesson plans based on knowledge	1(2%)	37(93%)	2(5%)	
b.	Develops an effective unit plan and writes daily lesson plans to include all the relevant aspects		31(78%)	7(17%)	2(5%)
c.	Develops an effective plan		24(60%)	12(30%)	4(10%)
ii.	Instructional Materials				
	a. relevance		1(2%)	14(35%)	25(63%)
	b. adequacy			2(5%)	38(95%)
	c. variety			3(7%)	37(93%)
2.	**Instructional Skills**				
i.	Review/introduce		33(83%)	7(17%)	
ii.	Development of lesson				
	a. clarity			28(70%)	12(30%)
	b. sequence			22(55%)	18(45%)
	c. objectives related			21(53%)	19(47%)
	d. illustration and examples			11(27%)	29(73%)
iii.	Mastery of subject matter				
	a. Teacher has mastery of subject matter		12(30%)	27(68%)	1(2%)
	b. Can create learning experiences that makes learning meaningful to all pupils		6(15%)	26(65%)	8(20%)
	c. Suitability of method used		4(10%)	22(55%)	14(35%)
iv.	Teachers' Knowledge of Subject Content				
	a. Teacher demonstrates understanding of various instructional strategies	29(73%)	11(27%)		
	b. uses various instructional strategies to encourage pupils' development of critical thinking, problem solving and performance skills,	20(50%)	20(50%)		
	c. organises content knowledge in ways that promotes pupils' ability to critically approach problems in the subject areas	16(40%)	24(60%)		
	d. integrate content knowledge into teaching	26(65%)	14(35%)		
v.	Effective use of instructional materials		7(18%)	9(22%)	24(60%)
vi.	Stimulates further exploration of topic taught		16(40%)	20(50%)	4(10%)
vii.	Classroom management				
	a. creates conducive physical classroom environment				
	b. creates a positive classroom climate that promotes learning			30(75%)	10(25%)
	c. fair to all students				
viii.	Organization				
	a. active participation, social interaction between and among pupil			26(65%)	14(35%)
	b. uses instructional time effective			30(75%)	10(25%)
	c. establishes effective classroom routines, in/out and during group activities			34(85%)	6 (15%)
ix.	Ability to summarize lesson effectively		32(80%)	8(20%)	
x.	Teacher-Pupil interaction		23(57%)	17(43%)	
3.	**Post Instructional Skills**				
xi.	Evaluation (appropriateness)		26(65%)	9(22%)	5(13%)
xii.	Assignment: a. adequacy			7(17%)	33(83%)
	b. appropriateness			2(5%)	38(95%)

In order to measure the quality of NTI NCE teachers' professional competence not measured by the CIS, the Instructional Competence Rating Scale (ICORAS) was used. The result is as presented in Table 4.2.4a. Table 4.2.4a reveals that thirty-eight NTI NCE trained teachers (representing 95%) can create effective lessons plans based on knowledge. Thirty-one (78%) NTI NCE trained teachers can develop an effective unit plan and write daily lesson plans to include all the relevant aspects. But as touching the relevance, adequacy and variety of instructional materials for the lesson, almost all the sampled NTI NCE trained teachers were very poor in the use of instructional materials because majority of them 33 (82%) did not have instructional materials for the teaching of the topics taught by them. For the introduction of the lesson, thirty-three (representing, 83%) introduced lessons very well. But for the development of lessons in terms of clarity, sequence, objectives relatedness, illustration and examples, all the teachers 40 (100%) recorded poor scoring. Six teachers (representing, 15%) can create learning experiences that make learning meaningful to all pupils, twenty-six (65%) were fair while eight (representing, 20%) were poor in making learning meaningful to pupils. Moreover, four teachers representing 10% used suitable teaching method, twenty (55%) used fair method of teaching while the remaining fourteen (35%) used very poor method in teaching.

Table 4.2.4a further reveals that in terms of teachers' knowledge of subject content, majority of the teachers 29 (73%) demonstrated understanding of various instructional strategies and can integrate content knowledge into teaching. Moreover, the table 4.5.4a also reveals that the teachers did not possess ability for effective classroom management as majority of the sampled teachers 32 (80%) were just fair. In terms of organization of the lesson, the sampled NTI NCE trained teachers (40, 100%) were also not competent as none of them was able to engage their pupils to display active participation and social interaction between and among pupils, and they did not also use instructional time effectively.

Thirty two teachers (representing, 80%) possessed ability to summarize lesson effectively. For Post-Instructional skills, 26 (65%) NTI NCE trained teachers were able to evaluate their lessons effectively. However, majority of the teachers thirty-three (33) representing (83%) did not give the pupils assignment at all.

Table 4.2.4b: Summary of Descriptive Statistics of Other Observed Instructional Skills of Full time Trained teachers

S/N	Observed Instructional Skills	Excellent	V. Good	Fair	Poor
1.	**Pre-Instructional Skills**				
Ia.	Creates effective lesson plans based on knowledge	2(5%)	36(90%)	2(5%)	
b.	Develops an effective unit plan and writes daily lesson plans to include all the relevant aspects		32(80%)	4(10%)	4(10%)
c.	Develops an effective plan		26(65%)	10(25%)	4(10%)
ii.	Instructional Materials				
	c. relevance		1(2%)	12(30%)	27(68%)
	d. adequacy			4(10%)	36(90%)
	c. variety			3(7%)	37(93%)
2.	**Instructional Skills**				
i.	Review/introduce		35(87.5%)	5(2.57%)	
ii.	Development of lesson				
	a. clarity			30(75%)	10(25%)
	b. sequence			22(55%)	18(45%)
	c. objectives related			20(50%)	20(50%)
	d. illustration/examples			12(30%)	28(70%)
iii.	Mastery of subject matter				
	a. Teacher has mastery of subject matter		12(30%)	27(68%)	1(2%)
	b. Can create learning experiences that makes learning meaningful to all pupils		8(20%)	24(60%)	8(20%)
	c. Suitability of method used		2(5%)	22(55%)	16(40%)
iv.	Teachers' knowledge of subject content				
	a. Teacher demonstrates understanding of various instructional strategies	28(70%)	12(30%)		
	b. Uses various instructional strategies to encourage pupils' development of critical thinking, problem solving and performance skills	20(50%)	20(50%)		
	c. Organises content knowledge in ways that promotes pupils' ability to critically approach problems in the subject areas	18(45%)	22(55%)		
	d. Integrate content knowledge into teaching	26(65%)	14(35%)		
v.	Effective use of instructional materials		6(15%)	10(25%)	24(60%)
vi.	Stimulates further exploration of topic taught		16(40%)	22(55%)	2(5%)
vii.	Classroom management				
	a. creates conducive physical classroom environment			32(80%)	8(20%)
	b. creates a positive classroom climate that promotes learning			36(90%)	4(10%)
	c. fair to all students			30(75%)	10(25%)
viii.	Organization				
	a. active participation, social interaction between and among pupil			24(35%)	26(65%)
	b. uses instructional time effectively			26(65%)	14(35%)
	c. establishes effective classroom routines in/out and during group activities			34(85%)	6 (15%)
ix.	Ability to summarize lesson effectively		34(85%)	6(15%)	
x.	Teacher-Pupil interaction		22(55%)	18(45%)	
3.	**Post Instructional Skills**				
xi.	Evaluation (appropriateness)		26(65%)	9(22%)	5(13%)
xii.	Assignment: a. adequacy			8(20%)	32(80%)
	b. appropriateness			1(2%)	39(97%)

In order to measure the quality of Full-time NCE teachers' professional competence not measured by the CIS, the Instructional Competence Rating Scale (ICORAS) was used. The result is as presented in Table 4.2.4b. Table 4.2.4b reveals that thirty-eight Full-time NCE trained teachers (representing 95%) can create effective lessons plans based on knowledge. Thirty-two (80%) Full-time NCE trained teachers can develop an effective unit plan and write daily lesson plans to include all the relevant aspects. But as touching the relevance, adequacy and variety of instructional materials for the lesson, almost all the sampled Full-time NCE trained teachers were very poor in the use of instructional materials because majority of them 36 (90%) did not have instructional materials for the teaching of the topics taught by them. For the introduction of the lesson, thirty-five (representing, 87.5%) introduced lessons very well. But for the development of lessons in terms of clarity, sequence, objectives relatedness, illustration and examples, all the teachers 40 (100%) recorded poor scoring. Eight teachers (representing, 20%) can create learning experiences that make learning meaningful to all pupils, twenty-four (60%) were fair while eight (representing, 20%) were poor in making learning meaningful to pupils. Moreover, two teachers representing 5% used suitable teaching method, twenty-two (55%) used fair method of teaching while the remaining sixteen (40%) used very poor method in teaching.

Table 4.2.4b further reveals that in terms of teachers' knowledge of subject content, all the teachers 40 (100%) demonstrated understanding of various instructional strategies and can integrate content knowledge into teaching. Moreover, the table 4.2.4b also reveals that the teachers did not possess ability for effective classroom management as majority of the sampled teachers 32 (80%) were just fair. In terms of organization of the lesson, the sampled Full-time NCE trained teachers (40, 100%) were also not competent as none of them was able to engage their pupils to display active participation and social interaction between and among pupils, and they did not also use instructional time effectively.

Thirty four teachers (representing, 85%) possessed ability to summarize lesson effectively. For Post-Instructional skills, 26 (65%) Full-time NCE trained teachers were able to evaluate their lessons effectively. However, majority of the teachers thirty-three (32) representing (80%) did not give the pupils assignment at all.

Question 2: Is there any significant difference in the professional competence between NTI NCE and full time NCE trained teachers in terms of gender, attitude to teaching, values development, expectation from the teaching milieu, commitment to teaching, morale and motivation to work?

Table 4.3: Summary of t-test Statistics for Professional Competence of NTI NCE Trained Teachers by Gender

Gender		N	Mean	S.D.	Standard Error	t-cal	Sig. Val.	Remark
NTI	Male	4	72.50	7.188	3.594	0.177	0.677	N.S.
	Female	36	71.44	8.171	1.362			

As shown in Table 4.3, the calculated value of "t" is 0.177 and is less than the critical value of 0.677 at 0.05 level of significance. Therefore, there is no significant difference in the professional competence of NTI NCE trained teachers by gender. This means that both male and female NTI NCE trained teachers are professional competent.

Table 4.4: Summary of t-test Statistics for Professional Competence of Full-Time NCE Trained Teachers by Gender

Gender		N	Mean	S.D.	Standard Error	t-cal	Sig. Val.	Remark
Full-Time	Male	2	73.00	2.828	2.000	1.612	0.212	N.S.
	Female	38	71.89	9.226	1.497			

As evident in Table 4.4 there is no significant difference between the professional competences of Full-Time NCE trained teachers by gender. Though the mean values show male teachers are professionally competent than female teachers, the statistical analysis however, shows the difference is not significant.

Table 4.5.: Summary of t-test Statistics for Professional Competence of NTI NCE and Full Time NCE Trained Teachers.

Teacher Factor	Mode of study	N	Mean	S.D.	df	t	Sig. of t
Attitude to teaching	Full Time	40	57.58	5.64	78	0.068	.946
	Part Time	40	57.48	7.39			
Expectation from the Teaching Milieu	Full Time	40	40.88	6.47	78	0.052	.958
	Part Time	40	40.80	6.37			
Values Development	Full Time	40	150.68	17.43	78	0.947	.947
	Part Time	40	146.90	18.20			
Commitment to teaching	Full Time	40	76.30	8.66	78	2.024	.046*
	Part Time	40	80.10	8.12			
Motivation to work	Full Time	40	56.78	5.74	78	1.466	.147
	Part Time	40	54.90	5.69			
Morale	Full Time	40	57.70	8.74	78	0.399	.691
	Part Time	40	58.43	7.46			
Professional Competence	Full Time	40	71.95	9.00	78	0.210	.834
	Part Time	40	71.55	8.00			

* indicates significance at 0.05 level

The result in Table 4.5 shows that the NTI NCE trained teachers, with higher mean score of 80.10 in commitment to teaching, differed significantly from the Full Time NCE trained teachers whose mean commitment score is 76.30. There seems to be no significant difference between the two groups of teachers in all the other teacher factors considered. Table 4.5 further reveals a significant outcome for teachers' commitment to teaching ($t=2.02$, $p<0.05$) but non-significant outcomes for the other teacher factors, attitude to teaching ($t=0.06$, $p>0.05$), expectation from the teaching milieu ($t=0.05$, $p>0.05$), value development ($t=0.94$, $p>0.05$), motivation to work ($t=1.46$, $p>0.05$) and morale ($t=0.39$, $p>0.05$).

Question 4: To what extent do teacher factors (gender, years of experience, morale, motivation to work, attitude to teaching, commitment to teaching, values development, expectation from the teaching milieu), and programme factor (length of training period) jointly explain the professional competence of the NTI NCE trained teachers?

Table 4.6: Summary of Multiple Regression of NTI NCE Teachers' Professional Competence

Multiple R	=	0.294
Multiple R^2	=	0.086
Adjusted R^2	=	0.183
Standard Error	=	8.719

Analysis of Variance

Model	Sum of squares	Df	Mean Square	F	Sig. of F
Regression	215.515	9	23.946	.316	.964
Residual	2280.385	30	76.013		
Total	2495.900	39			

The combined or joint contributions of the teacher factors and programme factor to the variance in professional competence of the NTI NCE trained teachers were examined. Table 4.6 showed that the teachers' professional competence yielded a co-efficient of multiple regression R of 0.294, a coefficient of determination (R^2) of 0.086, adjusted R^2 value of 0.183 and standard error of 8.719. The result in Table 4.6 revealed non-significant outcome ($F_{(9,30)}$ = 0.316, $p<0.05$) which implies that the predictor variables, when combined, do not significantly predict the teachers' professional competence. The table, however, reveals that the predictor variables jointly accounted for 8.6% (R^2 = 0.086) of the variance in the dependent variable. Hence, the teacher factors and programme factor when combined jointly explained about 9% of the variance in the NTI NCE teachers professional competence scores of the while the remaining 91% is due to other factors not considered in this study.

Question 5: What are the relative contributions of the teacher and programme factors in explaining the professional competence of the NTI NCE trained teachers?

To establish the relative contribution of the teacher factors (gender, years of experience, motivation to work, teachers' morale, attitude to teaching, commitment to teaching, values development, expectation from the teaching milieu) and programme factor (length of training period) to the prediction of NTI NCE trained teachers'

professional competence, the multiple regression analysis of these variables on teachers' professional competence was carried out. The results of the multiple regression are presented in Table 4.7.

Table 4.7: Relative Contributions of the Teacher Factors and Programme Factor to the Professional Competence of NTI NCE Teachers.

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	67.177	29.517		2.276	.030
Motivation to work	.206	.367	.147	.563	.578
Attitude to teaching	.024	.258	.022	.094	.926
Commitment to teaching	.156	.219	.159	.714	.481
Teachers morale	.144	.233	.134	.619	.541
Expectation from teaching milieu	.022	.345	.018	.065	.949
Values Development	.035	.115	.080	.305	.763
Gender	.790	5.193	.030	.152	.880
Years of Experience	.337	.839	.079	.401	.691
Length of training period	2.252	5.279	.086	.427	.673

The result in Table 4.7 reveals that none of the teacher factors contributed significantly to the variance in the NTI NCE teachers' professional competence scores. As presented in Table 4.7, teachers' motivation to work made a contribution of (β = 0.147, t = 0.563, p>0.05), attitude to teaching (β = 0.022, t=0.094, p>0.05), commitment to teaching (β=0.159, t= 0.714, p>0.05), morale (β=0.134, t=0.619, p>0.05) expectation from the teaching milieu (β=0.018, t= 0.065, p>0.05), value development (β= 0.80, t=0.305, p>0.05), gender (β = 0.030, t = 0.152, p>0.05), years of experience (β = 0.079, t = 0.401, p>0.05) and length of training period (β = 0.086, t=0.427, p>0.05) of the variance in the NTI NCE teachers' professional competence.

Discussion of Findings

The success of any education system or programme depends to a large extent on the quality and availability of qualified and competent teachers. This is true because the teacher formulates, designs, facilitates, controls, monitors the teaching-learning process. Assembles, selects, manipulates, assesses the teaching–learning materials and evaluates the teaching-learning process.

The findings in this study reveal that some teacher profiles were high or were positive. These were teacher gender, years spent in training, teacher motivation to work and teacher morale. The finding that there are more female teachers in the public primary schools than male teachers is explainable in that it is a common belief that teaching is a profession that befits women more than men because it affords them the opportunity of closing early from school and thus have enough time to take care of their children and attend to other family issues whereas, men are always in search of other jobs to which better salaries are attached than what the teaching profession could offer them. This findings agree with earlier studies in educational research such as Ezewu (1981), Pilmer (1981), Wiles (1992), Ubabudu (2002) and Chidolue (1996). The finding also agrees with Ubom (2002) submission that everybody now recognizes teachers as the poorest set of people in the country because of low salary and late payment of such salary to them. This, he said, makes male teachers regard the sacred duty of teaching tomorrows' leader as a part-time job by searching for greener pasture in other jobs or professions.

Another finding in this study is that majority of the NTI NCE trained teachers spent four years in training while a few spent three years in training. This is in support of the NCCE (1993) guidelines that the duration for the part-time NCE programme should not be less than four years whereas the full time programme should lasts three years, except the candidate entered the programme through Pre-NCE. Research findings in education tend to support the need for acquiring adequate professional training, knowledge and experience. For instance explaining that teaching for effectiveness requires adequate training, Alebiosu (2003) asserts that NCE programme should run for four years and three years for the part time and full time programmes respectively. According to her, teaching and learning are not just giving and receiving of information but the impartation of knowledge and skills, which require expertise and exhibition of skills. However, for the few cases of NTI NCE trained teachers who spent three years in training, the information gathered in the study reveals that such candidates possessed additional qualification before they were exempted from the first year of the programme e.g. NABTEB

The findings that majority of the sampled teachers are highly experienced is an interesting outcome because majority of the sampled teachers have been in the teaching profession before the commencement of the NCE Programme. However, it surprising that the observed high experience teachers recorded in the study was in favour of the full time NCE trained teachers rather than the NTI NCE trained teachers who were supposed to have spent some years in teaching before going for further

studies. This finding negates earlier findings of Imhabekhai (2000), Nwegbu (2001), Tahir (2001), Adeyemi (2002), who found in their separate studies that the distance learning programme is meant for classroom teachers who are unwilling to leave their jobs for full-time education and training programme. This finding is however, a contradiction of the study conducted by Oloyede and Amosuro (2006) which reported negative effect of years of teaching experience on job performance when a high proportion of inexperienced teachers are present in a school system.

With respect to motivation to teaching, the finding revealed that majority of the sampled teachers recorded high level of motivation to work. The high level of motivation recorded in this study is supported by Ubom (2002) in his study which reported that motivational incentives significantly influence teachers' performance on the job; and Okwilagwe and Okunogbe (2009) who found that other incentives such as payment of salary, modest job security, opportunity for promotions and overall satisfaction on the job significantly induce teachers' task performance in Oyo State. According to these scholars, when an employer recognizes the merits of an employee, gives him/her regular promotions and allowances, makes provisions for housing and car loans, such an employee would likely be happy to put in his/her maximum effort, he/she would be resourceful and committed to the execution of tasks in the organization. The finding however contradicted that of Akanji (2003) who found out that workers in the public service are not motivated and this has adverse effect on their job performance. The possible reason for this finding is that motivation is a powerful tool that energizes the workers to action. It must be documented, however, that governments' attention (at all levels) have recently been geared towards the improvement of teachers' working conditions in terms of provision of new salary scale for teachers, good leadership and effective management system, adequate inspection of schools and supervision of teachers.

The present study also found out that the sampled teachers possess high level of morale. This finding corroborates that of Ojogwu (2001) which reports that the morale of teachers was relatively high. The finding is expected in a situation where the teachers' needs are appreciably met, the conditions of service are fairly good, salaries are regular, promotions are fairly regular and teachers are happy. It is expected that when morale of teachers is high, their job performance would be correspondingly high. It further indicates that the morale of Social Studies teachers at primary schools in Ogun state is appreciably high.

Another important finding in this study is one which reveals that majority of the sampled teachers' possessed high knowledge in their subject matter. This has

given credence to the fact that the teachers were well exposed to the necessary curriculum content during the training period, and therefore, were able to demonstrate high knowledge of subject matter. This finding negates those of Davidson (2008), Cooney (1994) and Brown and Borko (1992) who in their separate studies found out that teacher do not have correct conceptual knowledge of the subject-matter and do not teach the subject well. The finding supports that of Oguntimehin (2004) who found out that NTI NCE graduates were performing well on their job because they possessed high knowledge of subject matter. The findings in this study also corroborates that of Balogun and Adeniyi (2000) who found that the mean score of Part-time graduates were consistently above average, for which reason the authors claimed that the Part-time NTI graduate are not academically inferior to their Full-time counterparts. They therefore, concluded that the choice of the sandwich mode for upgrading the qualification of serving teachers to NCE teachers is worthwhile and should be further encouraged.

There is a clear indication that most primary school teachers still dominate classroom activities and learning of content at the expense of students' active participation in the lesson, this is probably because of the way they are taught. This assertion is obvious from the very low coding and percentages recorded under pupils' activities, in which an average of (18.93%) for NTI NCE teacher and (18.54%) for Full-time NCE teacher. This implies that for most of the lessons, the students were passive spectators. This also means that as the teachers continued the domination of instructional activities in classrooms, the more the pupils seem to be distracted from the classroom instruction, the less they demonstrate personal initiative and the more they find it difficult to contribute to classroom discussions. This submission is further buttressed by the amount of time observed that the teachers spent talking non stop (monologue); and explaining content to the pupils. On the average, NTI NCE teachers and full-time NCE teachers respectively spent 5 minutes talking non-stop and 4 minutes explaining content out of the 20 minutes observation time. This finding is a pointer to the fact that for teachers mastery of the content, one can say affirmatively that the observed NTI NCE trained and full-time NCE trained social studies teachers are competent but in term of pedagogical knowledge, they lack competence because the teachers do not involve their students actively in the classroom teaching learning processes.

The finding that the teachers have high competency in teaching Social Studies classes in this study is confirmed by earlier findings by Blake and Landsdell (2000) while it has also supported the earlier works of other researchers, Akpan (2008);

Falaye (2007); Okwilagwe (2005); and Oyedeji (1993) that there is teacher domination of the teaching learning processes. These scholars reported that teachers always give very little opportunity for students' initiated behaviour and scarcely involve them in the teaching learning process. This finding also gives credence to the assertion by Abe (1998) and Nwaubani (2005) that if pupils are taught and given opportunity to participate in classroom activities, they will learn and retain facts and information better. The finding as it concerns domination in classroom also implies that primary school teachers have not complied with the policy that the methods of teaching at that level should be practical, exploratory and experimental. This has also contributed to the classroom domination tendency of teachers recorded in the study as majority of the teachers still use lecture method and/or other poor classroom teaching methods to a very large extent as their instructional strategies. The compliance with the recommended teaching method in the education policy will guarantee more interaction and participation of students in the teaching learning process.

The finding that most of the teachers do not have instructional materials for their teaching, not to talk about their integration in the teaching-learning process, is also a matter of concern, and is supported by Oguntimehin (2004), Adeogun (2001) who in their separate studies have found out that the NTI NCE graduates were inadequate in the preparation and the use of instructional materials for teaching. Adeogun (2001) claimed that knowledge is absorbed through five senses assessed in the following proportions: sight 75%, hearing 13%, touch 6%, smell 3% and taste 3%. It has also been observed that children learn best when they actively explore an environment rich in instructional materials. It is worth mentioning, that research findings have provided the rationale for the use of instructional materials. Similarly, Babayomi (1999) also found that availability of instructional materials was significantly related to academic performance in schools, and that schools which were rich in instructional resources performed better than schools which were less endowed in instructional resources.

Furthermore, studies conducted on factors that contribute to attitude of teachers towards the use of instructional materials for effective classroom management (Ogunsaju, 2004; Agbatogun, 2006) reported that positive attitude towards the use of instructional materials is often engineered by the availability of instructional resources while negative attitude to its use was attributed to inability of some teachers to identify, determine and select the appropriate media for the teaching of a particular concept or topic (Abimbade, 1997). There is need, however, to go back to the past practices in our classroom as reported by Obanya (1988) when

teachers were conscious of and addicted to the use of resources in teaching and learning process for good classroom management. He maintained that when such teachers had taught particular topics, the instructional materials were strategically positioned within the classroom, such that they served as indicators of the topic taught to visitors that came to the class, and that at that time, subjects were not taught in abstract, rather, teachers and pupils were involved in the provision of the needed instructional materials that enhanced teaching and learning. The import of the findings of the aforecited teacher qualities can be hinged on Akinwumiju and Oni's (1997) observation that the ability of a teacher to decide rightly about what to teach the pupils, how to teach it, what to use in order to facilitate learning makes such a teacher a good manager of the classroom and also portray him/her as a quality teacher.

The finding that majority of the teachers used English language as a medium of instruction to a very large extent, contradicts the submission in the National Policy on Education (FRN, 2004) which stipulates that the medium of instruction in the primary school should be the language of the environment in the first three years, while, English shall be taught as a subject and that from the fourth year, English shall progressively be used as a medium of instruction and as such for a teacher to be adjudged competent he/she must abide by the policy of education which he/she is employed to implement at the school level.

The essence of determining the profile of teachers' attitude to teaching, their expectation from the teaching milieu, values development and commitment to teaching in this study was to have a verifiable picture of the impact of teacher factors on students' learning at the primary school level. Findings on the profiles of teachers' attitude, expectation from the teaching milieu, values development and commitment to teaching point more in the positive direction than negative. The ideal thing in teaching should be that teachers should show positive attitude to teaching, have high expectation from the teaching milieu, exhibit positive values development on the job and display serious commitment to work. These qualities have been found to enhance greater job effectiveness and performance on the job (Ojo, 2006; Oloyede, 2006; Ubom, 2001).

Research findings in education tend to support the high positive attitude of teachers observed in this study. On the one hand, positive attitude can be seen when an individual's response to work is favourable and when he shows commitment to his duties; and can be negative when an employee expresses a non-challant response with what is expected of him in a work situation (Staw, 1986; Ojo, 2006)). With respect to attitude, Darling-Hammond (2000) has asserted that attitudes to teaching virtually

affect teachers' job performance. Eton (1984) identified five factors which influence the attitude of teachers toward their work as payment of salary, allowances and promotion, provision of facilities, the behaviour of government and teacher-oriented factors while Okwilagwe and Okunogbe (2009) observed that prompt payment of salary, job security, opportunity for promotions and overall satisfaction on the job significantly induce teachers task performance. It therefore, becomes imperative here to establish that Government should ensure that teachers are well catered for, so as to maintain their positive attitude to teaching.

Similarly, the teachers high expectation from the school administration and their pupils recorded in this study is also supported by earlier findings of Ubom (2002) that teacher expectations from the school administration and their pupils are been met to great extent.

The finding that teachers showed positive disposition to most of the items on values development is an indication that values are a key component of any teaching situation (Bishop *et al*, 2007) and so becomes imperative for teachers who will inculcate values into the pupils to develop positive values to teaching because general curriculum goals which emphasize certain values are unlikely to be realized if teachers who are to inculcate these have little or no idea about what they are doing, or what they could do about the teaching of values. This positive disposition towards values development observed agrees with Akinboye's (2007) assertion that creative and innovative teachers will follow codes of ethics that reflect core values associated with teaching.

Also, the positive profile of teachers commitment to teaching found in this study is supported by earlier research findings. According to Day (2004), teacher commitment is a predictor of teachers' work performance, absenteeism, burn-out, and turnover, which in turn influence attitude to work and students' achievement.

Results of the multiple regression analysis of the dependent (professional competence) variable with the seven independent variables (attitude to teaching, teacher's moral, motivation to teaching, values development in teaching, commitment to teaching, expectation from the teaching milieu and length of training period) indicate that 8.6% of the variance in teachers' professional competence is accounted for by all the seven predictor variables, when taken together. Weight estimation of the contribution of each independent variable to the variance in the dependent variable, though not statistically significant, indicates that teachers' commitment to teaching is the most potent contributor to the prediction.

Teachers' attitude to teaching may not have explained professional competence owing to the fact that teachers' attitude in the past have always been negative to teaching until recently when change of attitude begun to be reported in education research in Nigeria. Teachers' expectation from the teaching milieu did not explain professional competence because there are many vital expectations of the teachers on the job which have not been met either by the employers of labour or from the learners. Teachers' values development in teaching also did not significantly explain the professional competence of sampled NTI NCE teachers owing to the fact that the societal attitude to teaching as a profession is negative, status of teachers in the society is very poor and also is the inability of teachers' take home pay to take them home. All these and many more contributed to the degree of values which teachers place themselves and on their job. This finding supported by that of Akuma (2008) who found that many youths or trainee teachers are not happy to be associated with teaching because of the poor image associated with the status of teachers, so their values development of teaching profession is low. The results revealed that these teachers are highly motivated and possessed high morale, yet, these did not significantly explain their professional competence. This result that teacher factors do not significantly explain professional competence in this study may also be attributed to the fact that there are other teacher factors such as teachers' workload, qualification, job security, freedom to determine students' progress and so on, not considered in this study that could possibly account for the teachers' professional competence.

However, teachers' commitment to teaching significantly explained teachers' professional competence in favour of the NTI NCE trained teachers. This finding did not come as a surprise because the NTI NCE trained teachers were practising classroom teachers prior to their enrollment on the NCE programme. This may explain why their commitment to work is better than those who enroll for the NCE programme directly from secondary schools many of whom are fresh in the profession and may not have any regret for quitting if other opportunities come their way for the purpose of being trained as Full-time NCE holders. This finding corroborates that of Ifamuyiwa (2008) who found out that teachers trained through Part-time are more committed to their job than those trained through Full-time. He observed that those that have been in teaching before proceeding for the NCE programme have come to believe in what they are doing and are prepared to put in their best as against fresh teachers who are still hopeful of getting better jobs somewhere else, often referred to as the greener pasture, as soon as the opportunity presents itself.

The finding that the composite teacher factors did not significantly explain the professional competence of the NTI NCE trained teachers is also attributable to the fact that there may be some other strong factors that are likely to explain the teachers' professional competence which were not considered in this study. Similarly, the finding that the programme factor (i.e. length of training period) did not significantly explain the professional competence of NTI NCE trained teachers is confirmed by the submission of Chiaha (1998), Obemeata (1991) and Nduka (1991) that the duration for Part-time NCE programmes should not be less than four years if the full time programme runs for three years. This is also fully supported by the NCCE (1993) guidelines that the duration for the part-time NCE programme should not be less than four years. This finding may also be attributable to the designed curriculum for the programme which, irrespective of the number of years spent in training learners are exposed to the same content. This findings support Ugbammadu's (1991) observation that the part-time programme were planned to be of the same quality (especially in courses taught as well as in content and standard) with its Full-time counterpart.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

In this chapter, the major findings are highlighted and some recommendations are given. The conclusion of the study as well as a number of suggestions for further research was also provided.

5.1 Summary of Findings

The major findings in this study are summarized as follows:

1. There are more female teachers (92.5%) Full-time and (90%) Part-time teaching in Ogun State primary schools than male teachers Full-time (7.5%) and Part-time (10.0%).
2. Majority of the NTI trained teachers (90%) spent four years in training as against three years for Full-time teachers.
3. NTI NCE trained teachers (45%) and Full-time NCE trained teachers (70%) are highly experienced, having being teaching at the primary school level for more than ten years.
4. The teachers possessed moderately high morale and motivation to work, NTI NCE teachers (65% and 50%) and Full-time NCE teachers (75%, 65%) respectively.
5. NTI NCE 28(70%) as well as Full-time NCE 24(60%) trained teachers' possessed high knowledge of subject matter in Social Studies with a mean of 16.93, SD = 2.79 and 16.43, SD = 3.31.
6. There is no significant difference in the professional competence of NTI NCE reseoctively and Full-time NCE trained teachers by knowledge of subject matter ($t = 0.730$, $p<0.05$)
7. On the average, teachers used about half of the teaching time NTI NCE teachers (10 minutes and 34 seconds) and Full-time teachers (10 minutes and 49 seconds) facilitating learning activities without active participation by the pupils, thereby dominating the teaching learning process and thus revealing

that the two categories of teachers lack pedagogical skills in teaching and so not professionally competent.

8. The sampled teachers lack proper pedagogical skills in imparting knowledge to their pupils through their inability to effectively use the available instructional materials in teaching, inability to stimulate in students further exploration of topics taught and not giving adequate assignments to the pupils after teaching.
9. The profiles of the teachers' attitude to teaching, commitment to teaching, values development and expectations from the teaching milieu, morale and motivation to teaching were high (over 70%) and positive than negative.
10. Significant difference exist in teachers' commitment to teachings in favour of the NTI NCE trained teachers with a mean score of ($\bar{x}$ =80.10, SD = 8.12) as against the Full-time trained NCE teachers ($\bar{x}$ =76.30, SD=8.66), while there was no significant difference between teachers with respect to attitude to teaching, expectation from the teaching milieu, value development, motivation to work and morale.
11. All the factors combined explained a multiple R 0.294, R^2 of 0.086, adjusted R^2 0.183 acounted for 18.3% of the variance in the professional competence of the NTI NCE teachers in terms of knowledge of subject matter but did not significantly predict the professional competence of the NTI NCE teachers in terms of their classroom interaction.
12. Length of training period did not significantly predict professional competence of the NTI NCE teachers.

5.2 Conclusion

This study evaluated the professional competence of the products of the National Certificate in Education (NCE) of the National Teachers' Institute Distance Learning Programme with the purpose of determining the quality of the teachers in terms of knowledge of subject-matter as well as their professional competence.

The findings of the study revealed that there are more female teachers in the public primary schools than male teachers. It was also revealed that the teachers actually spent the required number of years in training; they possessed high experience, level of morale and motivation to work. It was further revealed that majority of the teachers possessed high knowledge of subject-matter and high level of

instructional competence. Significant difference seems to exist between NTI NCE and full time NCE trained teachers in their commitment to teaching but there seems to be no significant difference between the two categories of teachers with respect to their attitude to teaching, expectations from the teaching milieu, values development, motivation to work and morale.

The study also observed that teacher factors (attitude to teaching; expectation from the teaching milieu; value development; motivation to work; morale in teaching and commitment to teaching) were not significant predictors of the professional competence of NTI NCE teachers when jointly or relatively determined. Programme factor i.e. length of training period was not a significant predictor of NTI NCE teachers' professional competence. Thus, irrespective of the type of programme undergone by the NCE teachers, their professional competence as well as their quality of instruction seems to be the same with little insignificant variation.

5.3 Implication of the Results of the Study

The findings of this study have implications for the Federal Ministry of Education, National Teachers' Institute and Colleges of Education, Communities and Primary School Teachers as well as educational practices in Nigeria and particularly in Ogun State primary schools.

5.3.1 Federal Ministry of Education

The findings of this study revealed that knowledge of subject matter is essential for teachers' professional competences and school effectiveness. To this end, the Ministry should ensure that Trainee Teachers acquired essential content knowledge before the completion of their studies by ensuring that all necessary components are embedded in the NCE curriculum.

5.3.2 National Teachers' Institute and Other Colleges of Education

The research findings revealed that although teachers possessed high knowledge of subject matter but in term of instructional competence they are deficient in that majority of the teachers still dominate the teaching-learning process without allowing for active involvement of the pupils in the classroom activities.

Instructors and lecturers should ensure that trainee teachers are supervised thoroughly during the periods for their teaching practice and adequate monitoring

should be put in place by NTI and colleges of education to ensure that this category of teachers acquire, possessed and displayed necessary teaching skills before the end of their training and if need be extend the period of teaching practice exercise to six month or one full year.

5.3.3 Communities

The local communities should see to the quality of teaching their wards received from the teachers and quality of learning that takes place in the classroom. There is need for support and collaboration from the community in the provision of necessary amenities that will lead to increase in motivation, morale, and commitment of the teachers to their job.

5.3.4 Primary School Teachers

Primary school teachers should encourage and ensure active participation of the pupils during the teaching learning process. Teachers should continually have high expectations of their pupils and ensure frequent communication of such to them. Teachers should make use of various means and resources available around them to encourage themselves and the teaching profession by ensuring positive value development on the job and which would improve their attitude to work, motivation as well as morale to teaching as a profession.

5.4 Recommendations

Based on the findings of the study, it is hereby recommended as follows:

Admission to teacher education programme should not only be based on paper qualification but there should be a screening examination to make sure that those admitted are not just people who have the paper qualification but people who are interested in and love teaching. The government should constantly organize workshops and seminars for serving teachers. This will give them the opportunity to update their knowledge of subject-matters. Through this the teachers will be kept abreast of changes in their subject area.

Efforts should be made to improve the quality of teaching practices organized for trainee teachers both on part time and full-time basis so as to improve on the competence of the NCE teachers in the classroom. Teaching practice should not be an exclusive role of colleges of education and faculties of education alone but a

collaborative effort of the head teachers and the collaborating teachers in host schools. In order for quality assurance in the organization of the teaching practice, the following are suggested: Organizers of Teaching Practice should:

i. Make orientation programme before teaching practice exercise all-inclusive and compulsory;
ii. Supervising lecturers must supervise each student-teacher more than once;
iii. Lecturers must be made to teach methodology courses in their subject areas;
iv. Increase in teaching practice duration to three months;
v. Lecturers should compare observations with the co-operating teachers; and
vi. Financial assistance given to student-teachers on teaching practice.

Deliberate efforts should be made to maintain and still improve the motivation of teachers in the teaching sector to enhance teaching effectiveness and teachers' professional competence.

The problem of professional-competence development seems to have received little attention, and then it is important to say that researchers should pay more attention to teachers' professional- competence development studies. Teachers on the field should wholeheartedly do their work by positively affecting learners' cognitive, affective and psychomotor domains.

There is need for innovations in pedagogy so that NCE teachers would employ a more interactive strategy in facilitating the learning in order to attain the objectives of the teaching instead of the teacher dominated conventional method of teaching that still pervades the classrooms. NTI NCE teachers should, therefore, encourage open and permissive classroom interactions because it is the whole idea behind functional and resource-based teaching methods which are fundamental to the effective teaching and learning of integrated Social Studies in Nigerian schools which will also project them as professionally competent teachers. In order to enhance the professional competence of Social Studies teachers also, it is necessary to produce teachers who are of high quality, so social studies teachers-in-training should be made to realize that the quality of the classroom interaction with their students has a lot to do with their effectiveness as teachers. There is need also for government and school administration to ensure that specialist teachers are use to teach some subjects at the primary school level since the minimum qualification is now NCE according to the Nigeria Education Policy document.

It is also a common phenomenon in our educational system to neglect the affective objectives of teaching. There is need to recognize and appreciate the feelings of the students in our lesson. This situation will encourage them to get more interested in the subject and the teacher. Social Studies teachers should create an atmosphere which is non-threatening but an atmosphere in which curiosity rather than fear rules the learners' mind and, an atmosphere that does not limit the students' capacity for maximum learning. Apart from these, successful learning should be acknowledged and often praised, while unsuccessful efforts should not be turned into embarrassing encounters, but should be helped and encouraged to reinforce learning endeavours.

Further recommendation is made that NCE teachers should follow codes of ethics that reflect core values, if they will be able to inculcate values to the students in their teaching and under their tutelage.

The government and school administrator should seek various means of maintaining the high level of morale of teachers in primary schools by looking for ways to improve the working conditions, their welfare and promotion prospects. Actions and policies that have positive influence on teachers' status, recognition, advancement and self actualisation will enhance better job satisfaction, high level of morale and high task performance of the teachers. Appreciation from students, support and acknowledgement from colleagues and the administration will make teachers feel that teaching is a collective endeavour and also when teachers are consulted on decisions that affect them, their students and the schools and when their contributions are acknowledged, commitment is enhanced and all these will maintain their enthusiasm and commitment to teaching.

5.5 Limitation of the Study

Ogun State was used as the study area in the conduct of this research and only social studies was used among the subjects offered at the primary school level. Also, six teacher factors were used in this study. These may tend to serve as the main limitation in the study. However, the onerous task of conducting classroom observation using the number of instruments in this work, require that a small sample of teachers be used for indepth study of the variables. In view of this, the data obtained and their interpretation are not in anyway invalidated.

5.6 Suggestions for Further Study

The following areas are suggested for further studies:

1. A replication of the study to cover more states of the federation in order to ascertain the generalizability of the findings;
2. The consideration of subject areas other than Social Studies in order to establish the professional competences of teachers in the school system;
3. An inclusion of some other teacher factors into the study;

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APPENDIX 1

CLASSROOM INTERACTION SHEET (CIS)

SECTION A

Date:..... School No:..... State No:..... .Subject taught:..... Class:.....

Observation No:..... Teacher No:..... Teacher Gender:..... Time Start:.....

Time Stop:..... School Location:..... School Type:..... No of Pupils:.....

SECTION B

Behaviour Category	Time →
1. Teacher Prompting Learning Activity	
Writing on the chalkboard	
Demonstrating with materials	
Working with individual pupil	
Explaining	
Questioning	
Giving Directives	
Getting children do different activity	
Reinforcing correct response	
Monitoring	
Simulating	
Working with groups	
Modeling	
Story Telling	
Distributing textual materials	
2. Pupil Group Activity	
Reciting	
Chorus Response	
Exploring	
Observing	
Questioning	
Reading	
Singing	
Writing	
Using worksheet	
Copying from the chalkboard	
Role Play	
Structured Play	
3. Individual Pupil Activity	
Exploring	
Reciting	
Manipulating	
Observing	
Questioning	
Reading	
Telling a story	
Writing	
Structured play	
4. Monologue	
Teacher talking non-stop	
5. Teacher not facilitating learning	
Punishing	
Using negative reinforcement	
Not reinforcing correct response	
Demonstrating without materials	
Teacher discussing with a visitor	
6. Confusion	
Noise	
7. Others (another activity outside 1-6)	

***Code the major occurring behaviours in the column cells of only one main behaviour category after each interval of 10 seconds**

SECTION C

i. What is the main language of instruction? .....

ii. What other language(s) was were used during the instruction? .....

iii. To what extent did the teacher use Nigerian/English Language(s) during the instruction?

Language	Never	Small Extent	Large Extent	All the time
i. Nigerian Language A				
ii. Nigerian Language B				
iii. English Language				

APPENDIX 2

INSTITUTE OF EDUCATION, UNIVERSITY OF IBADAN, IBADAN

INSTRUCTIONAL COMPETENCE RATING SCALE (ICORAS)

The instrument will be used to collect data regarding teachers' instructional competence. The highest mark is 5; each teacher will be rated objectively, using the following responses: Excellent (5), V. Good (4), Good (3), Fair (2), Poor (1).

SECTION A

L.G.A. _____

Name of School: _____

Topic: _____

Class: _____

Date: _____ Observation No: _____

SECTION B

	Marks Obtainable	5	4	3	2	1
1. Pre-instructional Skills: Planning						
i. Lesson Note: Well stated objectives						
a. creates effective lesson plans based on knowledge e.g. subject matter, student, curriculum goals etc.	5					
b. writes daily lesson plans to include all the relevant aspects (e.g. objectives, content analysis, activities, assessment etc.)	5					
c. develops an effective unit plan	5					
ii. Instructional Materials						
a. Relevance	4					
b. Adequacy	3					
c. Variety	3					
2. Instructional Skills						
i. Review/introduce lesson	5					
ii. Development of lesson						
a. clarity	2					
b. sequence	2					
c. objectives related	2					
d. illustration/examples	2					
iii. Mastery of subject matter						
a. Teacher has mastery of subject matter	3					
b. Can create learning experiences that makes learning meaningful to all pupils	3					
c. Suitability of method used	3					
iv. Teachers' knowledge of subject content						
a. Teacher demonstrates understanding of various instructional strategies	2					
b. Uses various instructional strategies to						

encourage pupils' development of critical thinking, problem solving and performance skills	2					
c. Organises content knowledge in ways that promotes pupils' ability to critically approach problems in the subject areas – (live experiences)	2					
d. Integrate content knowledge into teaching	2					
v. Effective use of instructional materials	5					
vi. Stimulates further exploration of topic taught	4					
vii. Classroom management						
a. creates conducive physical classroom environment	2					
b. creates a positive classroom climate that promotes learning	2					
c. fair to all students	2					
viii. Organization						
a. Uses individual and group behaviour/motivation to create conducive learning environment i.e. – active participation, social interaction between and among pupil.	2					
b. Uses instructional time effectively	2					
c. Establishes effective classroom routines/movement in/out and during group activities	2					
ix. Ability to summarize lesson effectively	5					
x. Teacher – Pupil interaction	5					
3. Post Instructional Skills						
xi. Evaluation (appropriateness)	5					
xii. Assignment: a. adequacy	3					
b. appropriateness	3					
xiii. Grades pupils work	2					
xiv. Gives feedback	1					

Appendix 3

Table of Specification for the Initial Pool of forty Items in Social Studies Content

Content/Objectives	Knowledge 40%	Understanding 35%	Thinking 25%	Total 100%
1. Culture, Marriage and family life	3	3	1	7
2. Religion and leadership	3	1	1	5
3. Division of labour	2		1	3
4. Resource Management		2	1	3
5.Employment and Government	2	2		4
6. Transportation	2	1	1	4
7.Communication and Languages	2	2	2	6
8. Hygiene and Pollution	1	1	2	4
9.Natural disaster and Technology	1	2	1	4
Grand Total	**16**	**14**	**10**	**40**

APPENDIX 4

The Simplified Item – Analysis Table for Teacher Knowledge of Social Studies Content

Item No.	H=8	L=8	H-L Discrimination	H+ L (Total who got each item right	Percentage of Examinees who got the item correct
1	8	8	0	16	100.0%
2	6	2	4	8	50.0%*
3	8	8	0	16	100.0%
4	6	2	4	8	50.0%*
5	6	5	1	11	68.7%*
6	8	7	1	15	93.7%
7	6	5	1	11	68.7%*
8	5	5	0	10	62.5%*
9	8	0	8	8	50.0%*
10	8	2	6	10	62.5%*
11	7	5	2	12	75.0%
12	8	0	8	8	50.0%*
13	7	1	6	8	50.0%*
14	6	3	3	9	56.2%*
15	5	5	0	10	62.5%*
16	8	8	0	16	100.0%
17	8	7	1	15	93.7%
18	7	0	7	7	43.7%
19	5	5	0	10	62.5%*
20	7	1	6	8	50.0%*
21	8	1	7	9	56.2%*
22	6	3	3	9	56.2%*
23	7	1	6	8	50.0%*
24	6	0	6	6	37.5%
25	3	3	0	6	37.5%
26	8	6	2	14	87.5%
27	5	5	0	10	62.5%*
28	6	2	4	8	50.0%*
29	8	0	8	8	50.0%*
30	8	7	1	15	93.7%
31	4	1	3	5	31.2%
32	8	1	7	9	56.2%*
33	7	1	6	8	50.0%*
34	8	0	8	8	50.0%*
35	8	1	7	9	56.2%*
36	4	0	4	4	25.0%
37	6	5	1	11	68.7%*
38	7	3	4	10	62.5%*
39	8	1	7	9	56.2%*
40	8	8	0	16	100.0%

APPENDIX 5

INSTITUTE OF EDUCATION, UNIVERSITY OF IBADAN, IBADAN
TEACHERS KNOWLEDGE OF SOCIAL STUDIES CONTENT (TKOSOSC)

INSTRUCTION

Here are some questions measuring knowledge of social studies contents. Each question is followed by five options lettered a to e. Find out the correct option for each question and circle the letter that represents your response to each question. Circle only one option to each question.

1. Which of the following is the most important objective of Social Studies?
   a. To learn the best subject in the school.
   b. To have respect for elders
   c. To learn concept, acquire skills and develop attitudes
   d. To be able to read and write
   e. To increase our knowledge of the curriculum.

2. The two colours of the Nigeria flag stand for _____
   (a) Fighting and Quarreling (b) State and Capital
   (c) Agriculture, peace and unity (d) Love and Unity
   (e) Love, peace and unity

3. _____ is a way of life of a people
   (a) Marriage (b) Culture (c) Religion (d) Ethnicity (e) Naturalisation

4. The second stanza of the Nigeria National Anthem begins with_____
   (a) Arise O Compatriots (b) O God of Creation (c) Nigeria's call obey
   (d) I pledge to Nigeria (e) Direct our noble course

5. One of the elements of culture is _____
   (a) Language (b) Foreigners (c) Ailment (d) Oneness (e) Technology

6. Funmilayo is a sister to Adeola. Joke is Adeola's daughter. How would Joke call Funmilayo?
   (a) Sister (b) Mummy (c) Cousin (d) Aunt (e) Niece

7. The movement from one social class to another is referred to as
   (a) Horizontal movement (b) Vertical movement (c) Social mobility
   (d) Social classification (e) Downward mobility

8. When the social, religious and the general characteristics of a group of people are the same, they are said to have the same _____
   (a) Belief in God (b) Political identity (c) Historical evolution
   (d) Cultural identity (e) Ancestor

9. What is the main function of a religious institution?
   (a) To fight holy war
   (b) To enable us attend Church always
   (c) To encourage the giving of money to the poor
   (d) To help to control the behaviour of members of the society
   (e) To enable us respect ancestor worship

10. What does leadership based on legality mean?
   (a) Leadership based on ability to lead
   (b) Leadership based on the traditions of the people
   (c) Leadership based on the rights of the people
   (d) Leadership based on properly acquired wealth
   (e) Leadership based on the law of the land as spelt out in the constitution

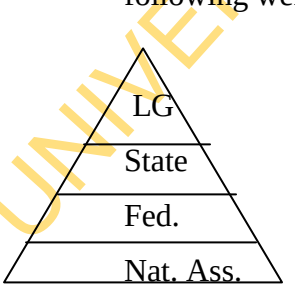
11 A single adult women who is yet to marry is a _____ (a) Sister
(b) Spinster (c) Aunt (d) Cousin (e) Niece

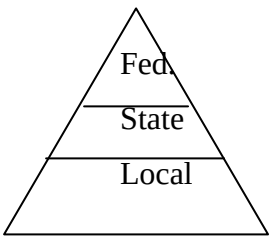
12. When different workers handle different parts of the same job, it is called _____
(a) Divided Job (b) Labour Industry (c) Division of Labour
(d) Division of Job (e) Labour division

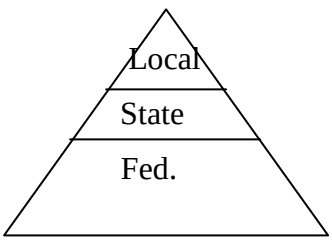
13. The process by which people make land, water and air unfit for use is called___ (a) Adulteration (b) Poison (c) Pollution (d) Dirtiness (e) Dilution

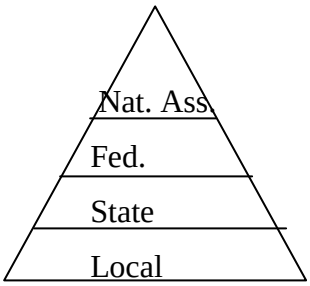
14. The following except _____ is a natural disaster?
(a) Drought (b) Earthquake (c) Famine
(d) Volcanic eruption (e) Flooding

15. A Sample of class three students were asked to draw the pyramidal level of Political leadership from Local Government to the national level. The following were produced by these students









Example A Example B Example C Example D

Identify the correct pyramid among the sample given above?
(a) Example B (b) Example C (c) Example D
(d) Example A (e) Example B & C

16. Some students were asked to arrange the following resources in the order of importance to the present day Nigeria economy: Cocoa, Timber, Crude oil, Coal and Cotton? Below are some of the answers given by them:

a. Crude oil, Cotton, Coal, Timber, Cocoa
b. Cocoa, crude oil, Coal, Cotton, Timber
c. Crude oil, timber, Cocoa, Cotton, Coal

Identify the correct answer

(a) Option a (b) option b (c) option c (d) options a & b (e) options b & c

17. In a question students were asked to identify among the statements the one that doesn't explain civic right, Majority of the students pick option C.

A. Freedom of movement B. Freedom of religion C. Obeying the laws
D. Freedom of expression E. Ability to vote and be voted for.

Identify the correct answer

(a) option c (b) option b (c) option d (d) option a (e) option e

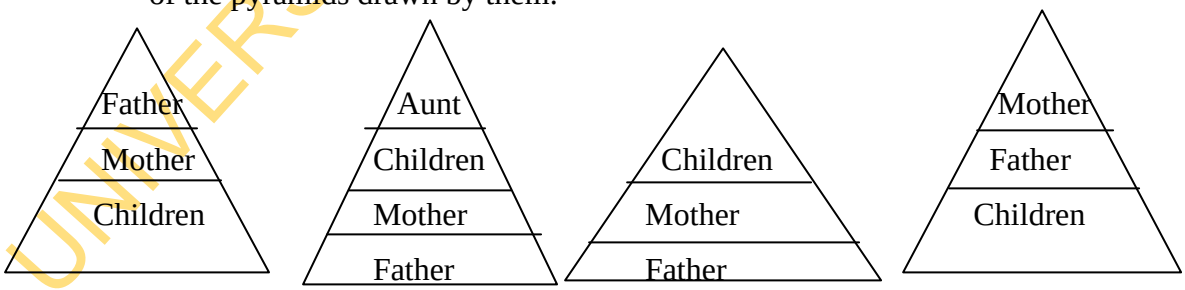
18. Some students were asked to state the best advantage of communication network. The students responses were as follow:

a. Passing of messages across b. It promotes international cooperation
c. Source of revenue for government and the operators
d. Source of employment e. Entertainment.

Which one in your opinion is the best advantage out of the aforementioned options?

(a) option c (b) option b (c) option a (d) options a & d (e) options b & c

19. A group of thirty students were asked to draw a pyramidal tree of a nuclear family based on the functions of each member of the family. These were some of the pyramids drawn by them:



Example A Example B Example C Example D

Pick the correct pyramid

(a) example A (b) example C (c) example B (d) example D
(e) example A & D

20. Some students were asked to mention five things that can prevent proper physical development of children. These were some of the answers given by them:
(a) Balanced diet (b) Illness (c) Enough sleep (d) Good ventilation
(f) Trekking to school.
Which of their responses do you think is the best answer?

(a) Illness (b) Balanced diet (c) Good ventilation (d) Trekking to school (e) Enough sleep

21. One of the important civic duties of the citizens of a country according a group of thirty students is _____ (a) paying taxes (b) arresting people (c) voting at will (d) reading newspapers regularly (e) criticizing the government
Which one do you think is the right answer?

(a) option d (b) option a (c) option b (d) option e (e) option c

22. The following is a major problem of road transportation in Nigeria as identified by some students: (a) Bad roads (b) Careless Driving (c) Right hand driver
(d) Constant armed robberies (e) poorly maintained motor vehicles
In your own opinion which of the options do think is a wrong answer?

(a) option b (b) option d (c) option e (d) option c (e) option a

23. When some students were asked to give answer to the statement: Pollution on land can be reduced by _____? The following are some of their responses
(a) digging more incinerators (b) buying an expensive refuse van
(c) disposing of all garbage properly (d) stopping sales of food on the street
(e) employing more police officer
What in your opinion is the correct answer?

(a) a (b) c (c) d (d) e (e) b

24. Some students were asked to describe the offence that is committed when one damages the name or image of another person in writing and drawing. The following were their responses:
A. Murder B. Kidnap C. Slander D. Label E. Libel

Identify the correct option among the answers given above

(a) option E (b) option C (c) option D (d) option B (e) option A

25. When some students were asked to mention the arm of government that interprets law, the following were some of their responses: A. Executive B. Legislative C. Judiciary D. Parliamentary E. Governor

In your own opinion which of the options do think is a right answer?

(a) option D (b) option C (c) option A (d) option E (e) option B

APPENDIX 6

INSTITUTE OF EDUCATION, UNIVERSITY OF IBADAN, IBADAN

TEACHER MORALE SCALE (TMS)

This questionnaire is designed to collect useful information on your morale to teaching as a profession.

KEY: SA – Strongly Agree A – Agree D- Disagree SD – Strongly Disagree

Kindly indicate your level of agreement or disagreement with the following statements below. All the information provided would be treated as confidential.

SECTION A: BIO DATA

1. Name of school: _____
2. Sex: Male ☐ Female ☐
3. Years of experience: 1-5yrs ☐ 6-10yrs ☐ 11-15yrs` ☐
   20-25yrs ☐ 26 yrs and above ☐

SECTION B: SCALE OF TEACHER MORALE

S/N	ITEMS	SA	A	SD	D
1.	My salary and other fringe benefits give me satisfaction because it is equitable to what is obtainable in other profession				
2.	I derive satisfaction from my job because my emolument can cater for my basic needs				
3.	Regular payments of salary and other benefits gives me satisfaction				
4.	I derive satisfaction from teaching profession because I earn promotion as at when due				
5.	Mass promotion gives me job satisfaction				
6.	Promotion in teaching profession often leads to enhanced pay and status				
7.	My teaching workload in the school gives me satisfaction				
8.	I am satisfied with the volume of co-curricular activities I participate in at school				
9.	The Teaching Profession gives me a sense of achievement				
10.	I prefer teaching to other jobs				

11.	Teaching fulfils my life ambition to affect lives				
12.	I relate well with my students and colleagues in school				
13.	I find satisfaction in my job because of the prospect to become a school headmaster				
14.	All members of staff are provided the opportunity to develop themselves professionally				
15.	The behaviours of teachers in this school are annoying				
16.	Most staff members of this school often attend social ceremonies of their colleagues				
17.	Teachers in this school invite other staff members to visit them at home				
18.	There is cooperation among staff members in the teaching profession				
19.	Students and teachers in this school mix freely				
20.	Many students of this school have been praised for their good behaviour towards their teachers				
21.	Public attitude to teaching profession gives me satisfaction				
22.	Community support for the school and its staff gives me satisfaction				

APPENDIX 7

INSTITUTE OF EDUCATION, UNIVERSITY OF IBADAN, IBADAN

MOTIVATION TO WORK SCALE (MOTWOS)

This questionnaire is designed to collect useful information on the amount of motivation you received in your current job

KEY: SA – Strongly Agree A – Agree D- Disagree SD – Strongly Disagree

Kindly indicate your level of agreement or disagreement with the following statements below. All the information provided would be treated as confidential**.**

S/N	ITEMS	SA	A	D	SD
1.	Your current job has busy and quiet periods but keeps you occupied a good deal of the time				
2.	The culture of your current job provides a very competitive environment				
3.	Your current job appears to have a moderate degree of responsibility and challenge in it				
4.	In your current job, it seems there is some possibility to screw up in front of other people				
5.	You have a degree of power over other people in your current job				
6.	You get a fair degree o recognition for your contribution from your present job				
7.	You get a fair degree of status and feelings of importance in your current job.				
8.	Your present job enable you to work in accordance with ethical standards and personal principles				
9.	Your current job provided you with varied, stimulating and creative job objectives and activities				
10.	You have a fair amount of accommodating bosses, hours and working conditions in your current job				
11.	The opportunity to progress and continually advance to more senior positions abound in your current job				
12.	You have to handle a fair degree of pressure and stress in your current work				
13.	You appear to find it easier to work on your own rather than as a member of a team				
14.	You have some managerial responsibilities in your current job				
15.	You have a degree of personal contact with your pupils				
16.	You prefer to work in a dynamic business/				

	commercial environment rather than the public sector				
17.	Your pay in your current job appears to take some account of your performance				
18.	You feel pretty secure in your current job				
19.	You have a high degree of autonomy in your current position				
20.	Your current job provide opportunities to acquire new knowledge and skills to reach personal potential				

APPENDIX 8

INSTITUTE OF EDUCATION, UNIVERSITY OF IBADAN, IBADAN
TEACHERS' CHARACTERISTICS QUESTIONNAIRE (TECQ)

This questionnaire is designed to collect useful information on your attitude to teaching, expectation from the teaching milieu, values development and your commitment to teaching.

KEY: SA – Strongly Agree A – Agree D- Disagree SD – Strongly Disagree

Kindly indicate your level of agreement or disagreement with the following statements below. All the information provided would be treated as confidential.

SECTION A: BIO DATA

1. Place of work: _____
2. Sex: Male ☐ Female ☐
3. Marital Status: Single ☐ Married ☐ Divorced ☐ Separated ☐
4. Mode of Study: Full time ☐ Part time (NTI) ☐
5. Length of training Period: 3 years ☐ 4 years ☐ 5 years ☐

CODE NO: _____

SECTION B: **ATTITUDE TO TEACHING SCALE**

S/N	ITEM	RESPONSES			
		SA	A	D	SD
1.	I naturally like teaching				
2.	Too many pupils' complaints bore me				
3.	I have too much workload in my school				
4.	I always try to make my teaching interesting with instructional materials				
5.	I allow my pupils to come to me when they need my help				
6.	I sometimes do not feel like teaching				
7.	I feel satisfied when I succeed in explaining difficult topics to my pupils				
8.	Teaching students is cumbersome				
9.	I like every opportunity to go on public holiday				
10	I encourage my pupils to study their notes and textbooks Marking pupils books takes much time				
11	I never feel tired of teaching no matter the time I				
12	spend				
13	Teaching is my hobby				
14	I often feel unhappy when my pupils are not serious				

	with their work				
15	It is a teacher's duty to help both clever and not too clever pupils to learn				
16	I sometimes feel that it is parents' faults when pupils fail				
17	I encourage my pupils to do their home work				
18	I find teaching interesting when my pupils and I work together				
19	The number of students in my class discourage my full attention to them				

SECTION C: **EXPECTATION FROM THE TEACHING ENVIRONMENT**

S/N	ITEM	RESPONSES			
		SA	A	D	SD
1.	I receive the required administrative support I need in discharging my duties				
2.	My classroom is comfortable for the job I do				
3.	I am provided with all materials that I need to teach my lessons				
4.	School management provides necessary encouragement to teachers always				
5.	There is prospect for regular promotion in my job				
6.	School management assess teacher areas of need on the job regularly				
7.	Teachers are given opportunity for self improvement in this school				
8.	School management rewards hard work in this school				
9.	Management is interested in the welfare of staff				
10	My pupils do well in their class work from time to time				
11	My pupils complete their home assignment on schedule				
12	My pupils are always of good behaviour in class				
13	My pupils are active participants in class activities				
14	My pupils show some degree of initiatives at work				
15	My pupils show desire to further their education				

SECTION D: VALUES DEVELOPMENT

S/N	ITEM	RESPONSES			
		SA	A	D	SD
	Youth Character Development				
1.	Teaching enables me to inculcate morals in the younger ones				
2.	Through my job, I am able to invest in the development of good behaviour of my pupils				
3.	I am committed to the education of young people				
4.	I have great passion for the care of youths				
5.	Character development of youths is a primary function of teachers				
6.	I desire to make my pupils good citizens				
	Learning				
7.	It is my belief that every child should be given the opportunity to learn				
8.	I have the strong conviction that learning should not be restricted to the four walls of a school				
9.	Teachers generally feel that children should know a little bit of everything in school				
10	I endorse the view that learning should continue even till old age				
11	Education is often believed to have the ability to make one free				
12	I have the zeal to attend workshops as opportunities for gaining new knowledge				
13	I desire to attend conferences to afford me the privilege to learn new ideas in teaching				
14	The desire to improve upon present practice should interest every teacher				
15	Every teacher should look forward to gaining more skills for doing assigned job at every available opportunity				
16	I have always aspired to obtaining capacity development in my area of specialization				
17	I see it as a strong moral stamina for a teacher to spend his/her resources to develop the areas where they are weak				
18	Every teacher should see capacity development as a continuous thing				
	Sharing				
19	I like to share my knowledge with people to inculcate values				
20	Sharing of ideas with others sometimes cause better change in behaviour				
21	Sharing my skills with other sometimes cause better change in behaviour				
22	Sharing of knowledge brings about improved way we see ourselves				
23	Life is all about sharing with others				
24	I desire to share my knowledge about life experience with others				
	Philosophy				
25	As a teacher I desire to have a vision for my professional				

	career				
26	The capacity to articulate educational beliefs is a quality a teacher should aspire to have				
27	Teachers should be committed to advancing their pupils' future ambition				
28	I cherish my philosophy in life to be an excellent teacher				
29	I desire to keep alive my mission in achieving my professional career				
30	Sincerity is important in discussing my educational beliefs with superiors				
31	Compromising educational beliefs promotes self –control				
	Modeling				
32	As a teacher, I comport myself well anywhere I go				
33	Other members of staff see me as a role model				
34	I provoke school reforms on dressing responsibility				
35	I am responsive to the concerns and interests of other teachers				
36	Teachers should be role models to their pupils				
37	Teachers should watch what they do in the presence of their pupils				
38	I receive respect from other members of the society as a teacher				
39	As a teacher I participate in activities organized to improve my community				
	Accountability				
40	A teacher should be accountable anytime to parents				
41	There is opportunity to be answerable in all my activities in the teaching profession				
42	Feedback to pupils is part of a teacher's accountability in teaching				
43	I am highly ethical, always peak performing even when nobody supervises me				
44	Being able to give account of stewardship is a sign of improvement in teaching				
45	Accountability of teachers to management should involve provision of teaching resources				
46	I do not see the need for accountability by teachers in this modern time				

SECTION E: COMMITMENT TO TEACHING SCALE

S/N	ITEM	RESPONSES			
		SA	A	D	SD
1.	I prepare my lesson notes regularly				
2.	I improvise instructional materials when not available in school to improve students understanding				
3.	I arrive at school early enough to attend to my duties				
4.	I prepare regularly for my lessons before going to the class				
5.	I have freedom to take decision in matters affecting my teaching				
6.	I prepare suitable instructional materials for my lesson				
7.	There is opportunity to freely determine my pupils' progress				
8.	I mark my pupils' notes regularly				
9.	I take my job seriously				
10.	I always cooperate with my head teacher on matters affecting teaching				
11.	I have a comfortable number of pupils to care for				
12.	When corrected on academic matters, I try my best to improve				
13.	I pay much attention to pupils' individual differences during teaching				
14.	I take my job serious for the sake of hard work				
15.	I spend quality time attending to pupils' personal problems				
16.	I handle all responsibilities given me with all seriousness				
17.	I grade pupils' assignments and class work on time				
18.	I organize continuous assessment for my pupils according to laid down school procedures				
19.	I give regular homework to my pupils				
20.	I find time to participate in co-curricular activities in school				
21.	I come to school early everyday to supervise my pupils				
22.	I am prepared to defend the policies of the teaching profession				