

Teacher Preparation as Predictive Factor of Professional Job Attitudinal Skills of University Graduate Teachers in Nigeria Secondary Schools

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Abstract. This study examined teacher preparation as a predictive factor of professional job attitudinal skills of graduate teachers in Nigeria. This is to be able to determine the need for or otherwise of teacher training programme in Nigeria. The Study was conducted in Lagos State, Nigeria. Descriptive research design was adopted. 510 graduate teachers out of the existing 1277 in Lagos educational district III were sampled for the study using a multi-stage sampling technique involving randomness and stratification techniques whereby 40% of the total secondary school population was selected from each of its three zones with 40% of relative proportions of male and female graduate teachers. Six hypotheses were formulated while a 50- item researcher designed scale titled Teacher Preparation Experience and Professional Job Attitudinal Skills Scale (TPEPJASS) was used to collect relevant data for the study. T-test was used to test all the hypotheses at .05 significance level. Result revealed that, although there is no significant difference between the professional skills acquired during teaching practice and those displayed by graduate teachers in Lagos State secondary schools, there exists a significant difference between the professional attitudinal skills acquired during teaching practice and those displayed on the job. The study concludes that teaching practice exercise is still desirable in teacher preparation. It recommends that

Governments and other employers of teachers should provide conducive work environment that would motivate the teachers to have more interest in the job as well as put in their best at work. This will include the provision of facilities, well ventilated and furnished classrooms, rest rooms, staff relaxation office and good lightening. They must ensure that teachers are given salaries, allowances and compensations that are comparable with those of their colleagues in other industries. Importantly, teachers' salaries should be paid promptly to avoid the incessant search for means of survival in lieu of delayed salaries.

Keywords: Teacher Training, Professional Attitudinal Skills, Teaching Practice, Graduate Teachers, Secondary School

1. Background to the Study

There are general controversies all over the world on the makeup of an effective teacher. A lot of people contend that most effective teachers are characterized by identified genetic factors like versatile knowledge, outstanding teaching and interest on the job done. Adekunle (2000) holds the view that professionalism in teaching entails the acquisition of certain training skills. This position perhaps lays credence to the question on whether teachers are born or made and also provides justification for

teacher education all over the world. In Nigeria, teacher education is one of the crucial levels of education emphasized in the National Policy of Education (FGN, 2014) and subdivided into phases such as Grade II, (now phased out), Nigeria certificate in education (NCE), Post Graduate Diploma in Education (PGDE) and Bachelor degree in Education. Teacher education in Nigeria universities offer a four year programme for the Bachelor of education degree which is the certificate required for employment as a teacher at the senior secondary school level.(FGN, 2014).Subjects in the curriculum and the teaching methods largely offered from the beginning to the final years of the bachelor of education programme were intended to prepare student teacher in pedagogical skills and specific subjects areas such that students could draw close professional links between the universities and the secondary school where they are prepared to function as teachers. Apart from this is a one year training diploma programme specially organized for graduates from non- education faculties to get qualified as teachers. Nwadike (2008) asserts that teaching practice is a crucial aspect of teacher preparation programme in teacher training institutions in general and in the faculties of education in Nigerian universities in particular. It is the period when student-teachers are aided to put into practice the theories and principles of education which they have learnt in the classroom as they teach students in their practicing schools. Teaching practice provides trainees the opportunity to use the various teaching methods in actual classroom/ school conditions under the constant supervision of competent and experienced teachers. Beside teaching activities, student- teachers are exposed to professional activities which are part of the teachers' roles in schools.

According to Imogie (2012),the major objective of education is to bring about changes by producing good and useful citizens in the society; hence the importance of teaching lies in the fact that it is a process whereby the various educational programmes are formulated into actions at the classroom level .Since the quality of teaching determines the quality of Education received Nwabudike (2012) emphasizes that it is

suffice to conclude that the quality of teaching to a large extent will determine the extent to which the value of respect for the worth and dignity of the individual; faith in man's ability to make rational decision regarding moral and spiritual principles in interpersonal and human relations, responsibility for the common good of society and promotion of the physical, emotional and psychological development of all children and acquisition of competencies necessary for self-reliance as explicated in the National Policy on Education (FGN, 2014) will be attained. As contained in the national policy on education, no nation can achieve economic, social and technological progress and self-sufficiency without a good system of education to sustain its achievement (FGN, 2014). To this extent, Adeyinka (1988) states that certain category of educational institutions charged with the responsibility of giving the required professional training for Nigerian teachers are Grade II/III teachers college (now proscribed); Advanced Teachers colleges or Colleges of Education; institute of Education, National teachers institute and University faculties of education. Today while the national teachers institute and the advanced teachers college or college of education offer the Nigerian certificate in Education (NCE) which qualifies teachers to teach at the primary and lower secondary school levels, faculties of education offer bachelors of education degrees for teachers in senior secondary school.

In spite of the efforts made by several governments in Nigeria, Imogie, (2001) in Oglebaen and Uwameiye (2005) observes that one of the major challenges of teacher education in Nigeria are the unprofessional attitudes of trained teachers at work as well as the low popularity of teaching as a field of study among University matriculation Examination candidates probably due to poor condition of service or social recognition. Hence, faculty of education is one of those faculties that receive accidental candidates who did not originally apply or have passion for teacher education programme. In which case, many of these conglomerates who are invariably turned out as teachers are desperate candidates who only needed university admission as a stepping stone to earn living in

other lucrative jobs. Olaleye (2011) observes that majority of its products who are invariably turned out as school teachers do not show appropriate professional attitude on the job as most of them get engaged irrelevant discussions while on the job, therefore neglecting their primary classroom responsibilities and using the most valuable part of school hours for their private businesses.

2. Statement of the Problem

In spite of the laudable objectives of teacher training programme in Nigeria as explicated in the National policy on Education (FGN, 2014), the huge investments of governments, private school owners and parents coupled with robust contents of teacher training programme, the goals of education are still far from being achieved in totality as stakeholders are still battling looking for antidote to the problem of poor school goal achievement. The teachers who are to pilot the system have variously been accused to be undedicated, redundant, lazy and care-free about the job -all which, in most cases, have accounted for poor students' academic performance. A lot of these critics speculate that most of these teachers are either not properly trained for the job or deliberately threw away, after getting their job, the acquired professional teacher training skills and attitude due to socio-economic and personal specifics. To this end, this study attempts to establish the extent to which university graduate teachers in Lagos State, Nigeria have acquired some basic professional teaching skills and attitudes during training as well as determine if their current professional skills and attitude at work is a reflection of the acquired training.

3. Objective of the Study

The general objective of the study is to determine the adequacy and need for or otherwise of teacher training programme in Nigeria. Other specific objectives of the study included:

- determining the professional skills of practicing teachers in Lagos State

- secondary schools in relation to their training experience.
- determining the professional attitude of practicing teachers in relation to their training experience

4. Research Questions

The following research questions were answered:

- What are the core-professional skills of emphasis in teaching practice exercise ?
- What are the ad-hoc attitudinal areas of emphasis in teaching practice exercise?

5. Hypotheses

HO₁: There is no significant correlation between the professional skills acquired during teaching practice and those displayed by graduate teachers in Lagos State secondary schools

HO₂: There is no significance correlation between the professional skills acquired during teaching practice and those displayed by graduate male teachers in Lagos state secondary schools.

HO₃: There is no significant correlation between the professional skills acquired during teaching practice and those displayed by graduate female teachers in Lagos state secondary schools.

HO₄: There is no significant correlation between the key professional attitudinal skills acquired during teaching practice and those displayed by graduate teachers in Lagos state secondary schools.

HO₅: There is no significant correlation between the key professional attitudinal skills acquired during teaching practice and those displayed by graduate male teachers in Lagos state secondary schools

HO₆: There is no significant correlation between the key professional attitudinal area acquired during teaching practice and those displayed by graduate female teachers in Lagos state secondary schools

6. Objective of the Study

The specific objective of the study is to determine the worthwhileness or not of teaching

practice programme in Nigeria teacher Education .Other objectives of the study will include:

- determining the professional skills of practicing teachers in relation to their teaching practice programme experience.
- determining the professional attitudes of practicing teachers in relation to their teaching practice programme experience in Lagos State.

7. Significance of the Study

The findings of this research work will help the university authorities to have a feedback of their teacher preparation programme in the professional skill and attitudinal development of teachers. This will help in the improvement or modification of the contents and modules operandi of teacher education curriculum in Faculties of Education in Nigeria Universities. It will also provide a parameter for the Government and policy makers for measuring the skill and attitudinal requirements of teachers in their employment. Head teachers of schools, Inspectors and heads of Units will also find the findings of this study highly invaluable as it will expose some of the hidden professional misdemeanors of secondary school teachers. This will help in strategizing or redesigning a better method of supervision to enhance the achievement of school goals and objectives.

8. Scope of the Study

The study focuses mainly on all secondary schools within Lagos District III areas of Epe Local Government. It also focuses on the practicing teachers with Bachelor of Education degree as well as post graduate diploma in Education. The key professional skills to be explored includes: personality and teaching style, clear objectives for lessons, effective discipline skills and good classroom management skill while the key attitudinal areas make sure all learners are treated equally, encourage participation, establish structure for learning and organize the presentation of learning and activities.

9. Research Methods

This study adopted a descriptive research design of the correlation type. This design is relevant for collecting existing data on teachers` practical training experience while at school for the purpose of determining the correlation between the independent variables (teaching practice training experience) and the dependent variables (their current on-the-job attitude). The target population comprised of all 1277 graduate teachers in the existing 62 secondary schools in Lagos educational district III comprising of Epe (522), Ibeju Lekki (312) and Eti Osa (443) zones. A multi-stage sampling technique was used. This involved randomness and stratification techniques whereby 40 % of the total secondary school population were selected from each zone using simple random sampling and 40 % of equal proportion of male and female graduate teachers. In this regard, 25 secondary schools were sampled across the three zones while male and female graduate teachers were selected for the study.

Table 1: School samples by zone

| ZONE | NUMBER OF SCHOOLS |
|-------------|-------------------|
| EPE | 9 |
| IBEJU-LEKKI | 8 |
| ETI-OSA | 8 |
| TOTAL | 25 |

Source: Lagos State Ministry of Education (2016)

The instrument used for collecting required data for this research was a 50 item-researcher designed scale titled Teacher Preparation Experience and Professional Job Attitudinal Skills Scale (TPEPJASS). The scale consists of four sub-scales namely: Professional Skills in Teaching Preparation Scale (15 items), Professional Teacher Preparation Attitudinal Scale (10 items), Professional Skills in Teaching Service Scale (15 items) and Professional Attitude in Teaching Service Scale (10 items). The scale was structured into three sections following the Likert scale pattern. Section A covers the demographic information of the respondents such as sex, age and highest educational qualification while section B contains information on professional skills and attitudes emphasized in teacher preparation. Section C seeks information on the professional

skills and job attitude of teachers in their present schools. The content validity of the instrument was ensured by two experts in Educational Management. They reviewed the contents of the instrument to ensure grammatical correctness and ability to measure what it purports to measure. The instrument was edited as recommended. A test-retest reliability of the Scale was carried out on 15 members of the research population who were not among the sample used within two weeks interval. A comparative analysis of responses from both administration of the instrument yielded (.81) Pearson reliability coefficient which signified

that the instrument was potent to gather the relevant data for the study. Copies of the instrument were administered directly to the respondents within two weeks in all the selected secondary schools in the educational zones. The researcher personally distributed them with two research assistants and waited to collect immediately in order to safe-guard unnecessary omission of the instrument. Lastly, the data collected were analyzed using simple frequency for the formulated research questions and t-test for all the hypotheses at .05 level of significance.

10. Results

The results from the study are as follow:

Research Question 1

What are the core-professional skills of emphasis in teaching practice exercise

Table 2: Professional skills in teaching practice exercise

| Items | Mean | Standard Deviation | Decision |
|--|------|--------------------|----------|
| Specification of lesson objectives in measurable terms | 2.92 | 0.903 | Accepted |
| Logical and sequential arrangement of facts of lessons | 2.85 | 0.778 | Accepted |
| God presentation of introduction to lesson | 2.80 | 0.994 | Accepted |
| Proper mastery of subject matter | 2.73 | 0.834 | Accepted |
| Writing on chalk/ marker board for students | 3.32 | 0.819 | Accepted |
| Good time management in lesson presentation | 3.65 | 0.768 | Accepted |
| Use of good questioning techniques | 3.69 | 0.739 | Accepted |
| Preparation of good instructional material | 3.66 | 0.750 | Accepted |
| Effective use of instructional material. | 2.48 | 0.847 | Rejected |
| Involvement of students in teaching/ learning process. | 2.42 | 0.959 | Rejected |
| Method of effective class control | 2.95 | 0.922 | Accepted |
| Techniques of good class arrangement | 2.91 | 0.711 | Accepted |
| Reinforcement techniques for students' good responses | 2.50 | 0.838 | Accepted |
| Discriminate use of language of instruction based on students' grade level | 2.72 | 0.824 | Accepted |
| Use of good method of evaluation | 3.26 | 0.873 | Accepted |
| Mean Average 44.86/15 = 2.99 | | | |

Source: Field Survey 2017(SPSS 22 result)

Any mean score of 2.5 and above was regarded as accepted while below 2.5 was regarded as rejected. Table 2 revealed the mean ratings and standard deviation on professional skills in teaching preparation. Based on cut off points of 2.5, the result implies that 13 items (86.7%) out of the 15 items raised were accepted by the respondents on professional skills in teaching preparation. This implies that only effective use of instructional material and involvement of students in teaching/learning process were rejected by the respondents as professional skills in teacher preparation.

Research Question 2

What are the ad-hoc attitudinal areas of emphasis in teaching practice exercise?

Table 3: Professional teacher preparation attitude

| Items | Mean | Standard Deviation | Decision |
|--|------|--------------------|----------|
| Neatness to work | 3.40 | 0.884 | Accepted |
| Punctuality to work | 3.09 | 1.159 | Accepted |
| Comportment | 2.80 | 1.148 | Accepted |
| Regular attendance in school | 2.66 | 1.196 | Accepted |
| Regular attendance of lessons | 2.92 | 1.350 | Accepted |
| Completion of school records (diaries, record of work etc) in record time | 2.95 | 1.213 | Accepted |
| Submission of school records (diaries, record of work, lesson plan etc) for endorsement in record time | 2.79 | 1.321 | Accepted |
| Working long hours | 2.28 | 1.203 | Rejected |
| Friendliness with students and colleagues | 3.00 | 0.874 | Accepted |
| Mean Average 25.89/9 = 2.88 | | | |

Source: Field Survey 2017(SPSS 22 result)

Table 3 revealed the mean ratings and standard deviation on professional teacher preparation attitude. Based on cut off points of 2.5, the result implies that 8 items (88.9%) out of the 9 items raised were accepted by the respondents on professional teacher preparation attitude. This suggests that only working long hours was rejected by the respondents as professional teacher preparation attitude.

Test of Hypotheses

HO₁: There is no significant difference between the professional skills acquired during teaching practice and those displayed by graduate teachers in Lagos State secondary schools

Table 4: Difference between professional skills acquired during TP and those displayed by graduate teachers.

| Groups | N | DF | Mean | SD | T | P | Decision |
|------------------------------|-----|-----|---------|---------|-------|-------|----------------------------|
| Professional skill acquired | 191 | 508 | 39.4211 | 6.25122 | 1.105 | 0.270 | Accept the null Hypothesis |
| Professional skill displayed | 319 | | 38.6935 | 5.04656 | | | |

Source: Field Survey 2017(SPSS 22 result)

The result from Table 4 shows that the t-value is 1.105 (df 508) and P=0.270. Since P= 0.270>0.05 it implies that there is no significant difference in professional skills acquired during teaching practice and those displayed by graduate teachers. Therefore, the null hypothesis is accepted. It is thus safe to conclude that there is no significant difference between the professional skills acquired during teaching practice and those displayed by graduate teachers in Lagos State secondary schools.

HO₂: There is no significance difference between the professional skills acquired during teaching practice and those displayed by graduate male teachers in Lagos state secondary schools.

Table 5: Difference between professional skills acquired during TP and those displayed by male graduate teachers

| Groups | N | DF | Mean | SD | T | P | Decision |
|---|-----|-----|---------|---------|-------|-------|----------------------------|
| Professional skills acquired by male teacher | 86 | 207 | 31.5702 | 5.91828 | 0.162 | 0.871 | Accept the null Hypothesis |
| Professional skills displayed by male teacher | 123 | | 31.6882 | 6.22459 | | | |

Source: Field Survey 2017(SPSS 22 result)

The result from Table 5 indicates that the t-value is 0.162, (df 207) and P=0.871. Since P= 0.871>0.05, it implies that there is no significant difference in professional skills acquired during teaching practice and those displayed by graduate male teachers. Therefore the null hypothesis is also accepted. It was concluded that there is no significant difference between the professional skills acquired during teaching practice and those displayed by graduate male teachers in Lagos state secondary schools.

HO₃: There is no significance difference between the professional skills acquired during teaching practice and those displayed by graduate female teachers in Lagos state secondary schools.

Table 6: Difference between professional skills acquired during TP and those displayed by female graduate teachers

| Groups | N | DF | Mean | SD | T | P | Decision |
|--|-----|-----|---------|---------|-------|-------|----------------------------|
| Professional skill acquired by female teacher | 103 | 299 | 14.6184 | 3.36637 | 0.517 | 0.606 | Accept the null Hypothesis |
| Professional skill displayed by female teacher | 196 | | 14.8636 | 3.24983 | | | |

Source: Field Survey 2017(SPSS 22 result)

The result from *Table 6* shows that the t-value is 0.517,(df 299) and P=0.606. Since P= 0.606>0.05 it implies that there is no significant difference in professional skills acquired during teaching practice and those displayed by graduate female teachers. Therefore the null hypothesis is thus accepted and the researcher concluded that there is no significant difference between the professional skills acquired during teaching practice and those displayed by graduate female teachers in Lagos state secondary schools.

HO₄: There is no significance difference between the key professional attitudinal skills acquired during teaching practice and those displayed by graduate teachers in Lagos state secondary schools.

Table 7: Difference between key professional attitudinal skills acquired during teaching practice and those displayed by graduate teachers.

| Groups | N | DF | Mean | SD | T | P | Decision |
|--|-----|-----|---------|---------|-------|------|----------------------------|
| Professional attitudinal skill acquired | 191 | 508 | 26.8333 | 2.79264 | 6.463 | 0.04 | Reject the null Hypothesis |
| Professional attitudinal skill displayed | 319 | | 20.3000 | 5.16277 | | | |

Source: Field Survey 2017(SPSS 22 result)

The result from *Table 7* shows that the t-value is 6.463 (df 508) and P=0.04. Since P= 0.04<0.05 it implies that there is significant difference in key professional attitudinal skills acquired during teaching practice and those displayed by graduate teachers. Therefore the null hypothesis is rejected and the researcher concluded that there is significant difference between key professional attitudinal skills acquired during teaching practice and those displayed by graduate teachers in Lagos State secondary schools.

HO₅: There is no significance difference between the key professional attitudinal skills acquired during teaching practice and those displayed by graduate male teachers in Lagos state secondary schools

Table 8: Testing for significance difference between the key professional attitudinal skills acquired during teaching practice and those displayed by graduate male teachers in Lagos state secondary schools

| Groups | N | DF | Mean | SD | T | P | Decision |
|--|-----|-----|---------|---------|-------|-------|----------------------------|
| Professional attitudinal skill acquired by male teacher | 86 | 207 | 39.1765 | 3.78791 | 2.433 | 0.017 | Reject the null Hypothesis |
| Professional attitudinal skill displayed by male teacher | 123 | | 36.0435 | 7.30802 | | | |

Source: Field Survey 2017(SPSS 22 result)

The result from *Table 8* shows that the t-value is 2.433 at 508df.while P=0.02. Since P= 0.02<0.05 it implies that there is significant difference between the key professional attitudinal skills acquired during

teaching practice and those displayed by graduate male teachers. Therefore the alternative hypothesis is rejected and the researcher concludes that there is significant difference between the key professional attitudinal skills acquired during teaching practice and those displayed by graduate male teachers in Lagos state secondary schools.

HO₆: There is no significance difference between the key professional attitudinal area acquired during teaching practice and those displayed by graduate female teachers in Lagos state secondary schools

Table 9: Difference between key professional attitudinal skills acquired during TP and and those displayed by graduate teachers.

| Groups | N | DF | Mean | SD | T | P | Decision |
|---|-----|-----|---------|---------|-----|-------|----------------------------|
| Professional attitudinal skills acquired by female teacher | 103 | 299 | 13.8039 | 2.26292 | 5.4 | 0.017 | Reject the null Hypothesis |
| Professional attitudinal skills displayed by female teacher | 196 | | 12.1739 | 3.36631 | | | |

Source: Field Survey 2017(SPSS 22 result)

The result from *Table 9* shows that the t-value is 2.450 at 207df. It shows that $P=0.02$. Since $P=0.02 < 0.05$ it implies that there is significant difference between the key professional attitudinal skills acquired during teaching and those displayed by graduate female teachers. Therefore the hypothesis is rejected and it is safe to conclude that there is significant difference between the key professional attitudinal skills acquired during teaching practice and those displayed by graduate female teachers in Lagos state secondary schools.

11. Discussion of Findings

The findings of the study revealed that there is no significant difference between the professional skills acquired during teaching practice and those displayed by graduate teachers in Lagos State secondary schools. No significant difference is also evident between the professional skills acquired by graduate male or female teachers during teaching practice and those displayed by them while on the job. However, there exists a significant difference between key professional attitudinal skills acquired during teaching practice and those displayed by graduate teachers in Lagos State secondary schools. These findings apparently corroborate Adeyoju, (2001); Ogundipe, (2006) and Adedibu & Olayiwola, (2007) who discovered apathy, lateness to school and truancy as indicators of poor attitude to work among teachers. It also agrees with Akale (2005) who emphasized in Adedibu and Olayiwola

(2007) that nothing is absolutely wrong with the curriculum contents for teacher preparation as observed misdemeanor in schools can be blamed on the environmental experiences of teachers whose job is to harness all educational resources to ensure their relevance to national development.

The existing significant difference between acquired key professional attitudinal skills during teaching practice and those displayed by graduate male teachers on the one hand and the females on the other justifies the recommendation made by Amadi cited by Ogundipe (2006) after a study on the achievement of teacher education objectives, on the need for modification of the strategies to achieve our educational objectives and the need for teacher-educators to think about the deeper meanings of teacher preparation objectives and re-orient their methodology of teaching and training of teachers. Assessment of teachers' attitudes, proficiency and effectiveness in primary and post-primary institutions today suggests the abysmal state of teacher preparation in our training institutions. This by extension is responsible for the falling and failing standard of education being experienced. The causal factors range from contingency effects of external factors around the school system to the effects of the interplay of other units within the school system itself amongst other things (Oluwatimilehin, 2006). Ogundipe (2006) reiterates that, a trained teacher should thoroughly and rigorously be groomed in all

techniques of teaching and all aspects of pedagogy, whether he has been on practice or not, since it is not sufficient to organize a brush up programme for a quack nurse, doctor or lawyer to make a professional out of him.

12. Conclusion

This study justifies the need for teaching practice as an integral part of teacher training. It revealed that there is no significant difference between the professional skills acquired during teaching practice and those displayed by graduate teachers in Lagos State secondary schools although there exists a significant difference between the acquired professional attitudes during training and those displayed at work. The consistency in acquired professional skills during training and those displayed at work is a pointer to the fact a soldier will remain a soldier irrespective of any circumstance. In this regard, once a teacher is trained, the individual forever lives to be a trained teacher because the acquired professional skill is already a part of his being. However, attitude is unpredictable hence can change depending on emerging situations. The change in acquired job attitudes during training and those exhibited at work could be as a result of certain environmental factors such as delay in payment of salary, compensations and other entitlements. It could also be due to unforeseen economic, political and sociological problems ranging from poor governance, change in societal values and expectations which is evident in unnecessary craze to amass wealth at the expense of hard work

13. Recommendations

Based on the findings of the study, the following recommendations are provided:

- Governments and other employers of teachers should provide conducive work environment that would motivate the teachers to have more interest in the job as well as put in their best at work. This will include the provision of facilities, well ventilated and furnished classrooms, rest rooms, staff relaxation office and good lightening. They must ensure that teachers

are given salaries, allowances and compensations that are comparable with those of their colleagues in other industries. Importantly, these should be paid promptly to avoid the incessant search for means of survival in lieu of delayed salaries.

- Stakeholders in Education must provide necessary assistance to schools for improved instructional delivery.
- The society at large must accord teachers the relevant respect as molders of lives and builder of leaders of tomorrow.

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