
EFFECTIVENESS OF TEACHERS' INSTRUCTIONAL STRATEGIES ON STUDENTS' ATTITUDE TOWARDS LEARNING OF SOCIAL STUDIES IN SECONDARY SCHOOLS IN SOUTHWEST, NIGERIA

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Abstract

The study investigated the effectiveness of teachers' instructional strategies on students' attitude towards learning of social studies in secondary schools in Southwest, Nigeria. Six research objectives guided the study. The study adopted a descriptive survey design. The population of the study consisted of all students in Junior Secondary Schools in Southwest, Nigeria. The sample for this study consisted of 900 students selected using multi-stage sampling procedure. The study utilized a self-structured questionnaire tagged Instructional Strategies and Attitude to Learning Questionnaire (ISALQ) to collect data. The instrument was subjected to face and content validity through thorough screening by experts of Social Studies and Tests and Measurement. The reliability of the instrument was determined by finding the internal consistency of the instrument using Cronbach alpha which yielded reliability co-efficient value of 0.83 and 0.76 for Section B and C respectively. Data collected were analysed using descriptive statistics and Pearson Product Moment Correlation analysis for hypotheses testing. The findings

of this study showed that the level of effectiveness of teachers' instructional strategies in secondary schools was moderate while students have a positive attitude towards learning of Social Studies. It also revealed that all variables of teachers' instructional strategies like the method of lesson delivery, utilization of instructional materials, classroom management and evaluation skill influenced students' attitude towards learning of Social Studies. Based on the findings, it was recommended among others that Teachers of Social Studies should put more effort to systematically and logically deliver their lesson in the classroom

Keywords: Effectiveness, Teachers' Instructional Strategies, Students' Attitude, Learning, Social Studies

Introduction

Social Studies as a curriculum package helps human to be aware of both physical and social environment. It is a multi-disciplinary subject that teaches students how to think, function and ultimately make a difference in society by finding personal connection between oneself and events and the people in the past, present and future. It also includes the vision of a society where there is equity. Therefore, Social Studies is a subject that is meant to develop socially acceptable behaviours in learners. Everybody in the society is expected to do what is right to one another. This is being just and fair in all things and showing respect for human rights.

The teaching of Social Studies powerfully and authentically begins with a deep knowledge and understanding of the subject and its unique goals. Social Studies programmes prepare students to identify, understand, and work to solve the challenges facing the diverse nation in an increasingly interdependent world. Education for citizenships should help students acquire and learn to use the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives. Competent and responsible citizens are informed and thoughtful people who participate in their communities', assignment and in their political,

social and economic development and they also exhibit moral and civic virtues. "Therefore, there is the need for proper implementation of Social Studies programme in schools to entrench citizenship, open mindedness and harmonious relationship between the learners and their physical environment in their prime age" (Abdu-Raheem & Oluwagbohunmi, 2015). In order to ensure meaningful learning, students must exhibit positive attitude towards the learning of Social Studies.

Attitude refers to predisposition to classify objects and events, to react to them with evaluative consistency (Encyclopedia, 2004, as cited in Orunaboka, 2011, p. 71). A person who shows a certain attitude towards something is reacting to his conception of that thing rather than to its actual state. Attitudes are formed by people as a result of some kinds of learning experience if the experience is favourable a positive attitude is found and vice versa. The attitudes people hold can frequently influence the way they act in person and larger situation. Fasakin (2012) "recognized attitude as a major factor in a subject choice. He also considered attitude as a mental and natural state of readiness, organized through experiences exerting a directive influence upon the individual's responses to all objects and situation with which it is related" (p.125).

Attitude of students towards Social Studies was conceptualized to determine whether the students have a favourable attitude towards Social Studies. Attitude is a vital aspect of Social Studies. It is assumed that a positive attitude towards Social Studies has an influence on students' learning of Social Studies. Students' attitude towards Social Studies plays a crucial role in the teaching and learning processes. The way Social Studies is presented in the classroom and perceived by students contributes to a large extent to the development of positive attitude towards the subject. Attitudes are developed or formed from learning experiences encountered by the learners. A positive attitude towards Social Studies reflects a positive emotional disposition in relation to the subject and, in similar way, a negative attitude towards Social Studies relates to a negative emotional disposition.

The researcher observed that some students exhibit negative emotional disposition to learning of Social Studies due to the abstract

nature adopted by teacher in teaching the subject. It is primarily the acquisition of proficiency in a subject that leads to positive attitude in that subject. Some students' reason for showing negative attitude to learning Social Studies is teachers' instructional strategies. Therefore, the instructional strategies adopted by teachers in teaching Social Studies plays a very important role in achieving the learning objectives of the curriculum. This study's intent was to investigate specifically selected variables of instructional strategies such as teachers' method of lesson delivery, teachers' utilisation of instructional materials, classroom management and teachers' evaluation skill as they relate to students' attitude towards learning of Social Studies.

The delivery of the lesson in a sequential and logical manner is a major characteristic of teachers' method of teaching. This probe into the introduction of the lesson, orderliness of the presentation, appropriate use of language and diction, skillful use of chalkboard, questioning skill, class activities and interaction, ability to motivate learners, quality of teaching aid, relevance of the teaching aid to the topic and students participation. Where these activities relating to teachers' method of teaching are adequately put in place and effectively delivered, students seem to learn better than where they are haphazardly put in place (Murata, 2011, p. 4; Taghipour, 2017, p. 231)

However, the researcher observed that some secondary school teachers hardly prepare for their lesson before entering the class to deliver the lesson. A teacher who does not prepare for a lesson will hardly deliver the lesson adequately in the classroom. When teachers do not prepare for their lesson, it may be difficult for them to deliver the lesson sequentially as this appears to affect students' attitude towards learning of Social Studies.

Instructional materials are those charts, tools, equipment and consumable materials that are being used from time to time for teaching/learning process (Bello and Shu'aibu, 2013; Akpabio and Ogiriki, 2017, p. 2). Instructional materials have been observed as a powerful strategy to bring about effective teaching and learning. The importance of quality and adequate instructional materials in teaching and learning can occur through their effective utilisation

during classroom teaching. Instructional materials here include all the tools that the teachers can use to make the learning more interesting and memorable.

However, the researcher observed that essential instructional materials are inadequately provided for teaching of Social Studies in most secondary schools in Nigeria. The researcher also observed that most Social Studies teachers do not bother to utilize the available instructional materials. Most of these teachers have the believe that they had made enough use of instructional materials during their pre-service training but immediately abandoned them after they got teaching appointment. (Orunaboka, 2011) stated that “the importance of instructional materials to the successful implementation of Social Studies curriculum cannot be overemphasized” (p. 2). This is because the use of instructional materials is a sine qua non for effective attitudinal change in learners. It appears that when the students are given the chance to learn through more senses than one, they can display positive attitude towards learning and learn faster and easier.

Teachers' classroom management plays an important role in the teaching and learning process. It is veritable tool in the process of passing instructions from the teachers to the students. The success of any educational system can be attributed to the effectiveness of classroom management. Teachers are managers in the classroom and ought to be in control from the beginning of the lesson to the end so as to ensure that the students benefit from the interactive business that transpires in the classroom situation. This, to a greater extent, would enhance smooth coordination and responses on the part of both the teacher and the learner. (Ekundayo, Konwea & Yusuf, 2010) stated that “teachers' classroom management is important because it keeps students motivated to continue their work, provides appropriate instruction and feedback, and managing student work and it can keep disruptive behaviours down to a minimum” (p. 1). Failure to effectively manage the classroom can have an overall negative influence on students' attitude towards the learning of Social Studies.

Evaluation of students should be a continuous process to ensure learning of Social Studies is met. According to Osagie & Okafor

(2012), evaluation is an on-going process used for measuring students' learning progress (p. 324). Evaluation may involve formative aspects that focus on developing performance, such as learning and feedback. Evaluation is judgmental in nature, that is, the students' learning is measured against certain standards. The researcher however observed that most teachers of Social Studies do not bother to give students class work after delivering the lesson to the students. Some teachers when they give classwork or assignment to their students, they do not bother to mark students' notebook. This seems to affect students' attitude towards learning of Social Studies.

Purpose of the Study

Based on the foregoing, the study investigated the effectiveness of teachers' instructional strategies on students' attitude towards learning of social studies in secondary schools in Southwest, Nigeria. The study specifically examined:

- i. the level of effectiveness of teachers' instructional strategies in secondary schools;
- ii. the attitude of students towards learning of Social Studies;
- iii. the relationship between teachers' method of lesson delivery and students' attitude towards learning of Social Studies;
- iv. the relationship between teachers' utilisation of instructional materials and students' attitude towards learning of Social Studies;
- v. the relationship between classroom management and students' attitude towards learning of Social Studies; and
- vi. the relationship between teachers' evaluation skill and students' attitude towards learning of Social Studies.

Research Questions

The following research questions were raised to guide the study:

1. What is the level of effectiveness of teachers' instructional strategies in secondary schools in Southwest, Nigeria?
2. What is the attitude of students towards learning of Social Studies in secondary schools in Southwest, Nigeria?

Hypotheses

The following null hypotheses were generated for this study:

H₀₁: There is no significant relationship between teachers' method of lesson delivery and students' attitude towards learning of Social Studies

H₀₂: There is no significant relationship between teachers' utilisation of instructional materials and students' attitude towards learning of Social Studies

H₀₃: There is no significant relationship between classroom management and students' attitude towards learning of Social Studies

H₀₄: There is no significant relationship between teachers' evaluation skill and students' attitude towards learning of Social Studies

Methodology

A descriptive survey design was utilized to investigate teachers' instructional strategies on students' attitude towards learning of social studies. The population of the study consisted of all students in Junior Secondary Schools in Southwest, Nigeria. The sample for this study consisted of 900 students selected using multi-stage sampling procedure. Data from respondents was collected with the use of self-designed questionnaire tagged Instructional Strategies and Attitude to Learning Questionnaire (ISALQ). The questionnaire was divided into three sections which are A, B and C. Section A sought for demographic data of respondents; Section B gathered information on respondents about their teachers' instructional strategies which consists of 20 items. Section C sought information on respondents' attitude towards learning of Social Studies and consisted of 15 items. Items on sections B and C were on a four-point Likert scale such as strongly agree, agree, disagree and strongly disagree.

The instrument was subjected to face and content validity through thorough screening by experts of Social Studies and Tests and Measurement. In so doing, all irrelevances and ambiguous items were eliminated. The reliability of the instrument was determined

by finding the internal consistency through a pilot study conducted outside the sampled locations. Data collected were tested using Cronbach alpha which yielded reliability co-efficient value of 0.83 for section B and 0.76 for Section C. The above coefficients were high enough to guarantee the reliability of the instrument. The research question was answered using frequency count percentages and mean. All hypotheses were tested using Pearson Product Moment Correlation analysis at 0.05 level of significance.

Results

Research Question 1: What is the level of effectiveness of teachers' instructional strategies in secondary schools in Southwest, Nigeria?

In answering this question, data on teachers' instructional strategies were collected from the responses of the respondents to items under Section B (items 1-20) in the questionnaire.

Table 1: Level of effectiveness of teachers' instructional strategies

| Levels of effectiveness of teachers' instructional strategies | No of Respondents | Percentage |
|--|--------------------------|-------------------|
| Low (20.00 – 51.63) | 184 | 20.4 |
| Moderate (51.64 – 65.46) | 658 | 73.1 |
| High (65.47 – 80.00) | 58 | 6.4 |
| Total | 900 | 100 |

Table 1 revealed the level of effectiveness of teachers' instructional strategies by the respondents. The mean score and standard deviation of the responses were used to determine the levels as either low, moderate or high. The low level of effectiveness of teachers' instructional strategies was determined by subtracting the standard deviation from the mean score ($58.55 - 6.92 = 51.63$). The moderate level of effectiveness of teachers' instructional strategies was determined by the mean score (58.55) while the high level of effectiveness of teachers' instructional strategies was determined

by adding the mean score and standard deviation ($58.55 + 6.92 = 65.47$). Therefore, low level of effectiveness of teachers' instructional strategies starts from 20.00 to 51.63, the moderate level starts from 51.64 to 65.46 and the high level of effectiveness of teachers' instructional strategies is from 65.47 to 80.00. The findings showed that the level of effectiveness of teachers' instructional strategies in secondary schools in Southwest Nigeria was moderate. Figure i further revealed the level of effectiveness of teachers' instructional strategies at a glance

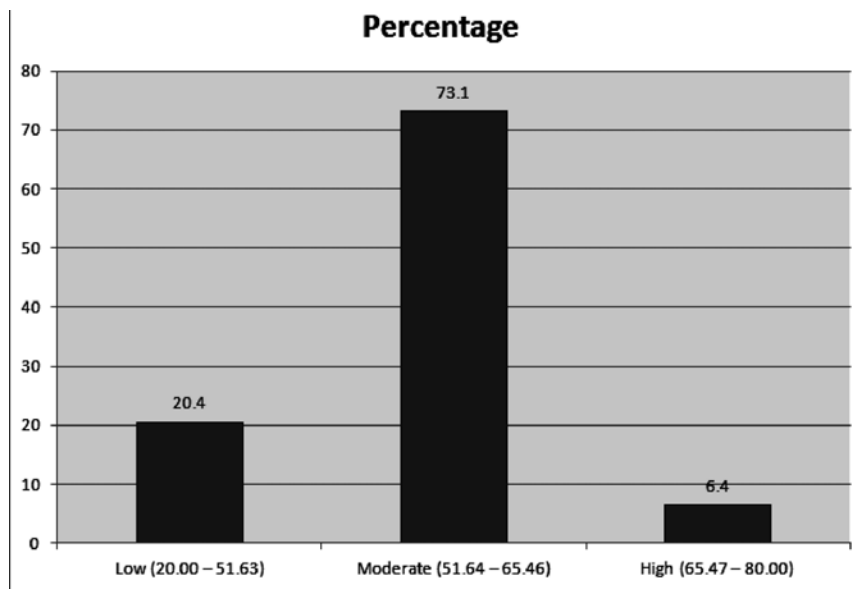


Figure i: Bar Chart Showing Level of effectiveness of teachers' instructional strategies

Research Question 2: What is the attitude of students towards learning of Social Studies in secondary schools in Southwest, Nigeria?

Table 2: Students' Attitude towards Learning Social Studies

| S/N | Items | N | Mean | Remark |
|-----|--|-----|------|----------|
| 1. | Social Studies is essential to everyday life | 900 | 3.71 | Positive |
| 2. | Social Studies is an interesting subject | 900 | 3.25 | Positive |
| 3. | I always listen attentively during Social Studies lesson | 900 | 3.47 | Positive |
| 4. | I like my Social Studies teacher very much | 900 | 3.68 | Positive |
| 5. | I will study a Social Studies related course in the future | 900 | 3.19 | Positive |
| 6. | My previous performance in Social Studies makes the subject interesting for me | 900 | 3.74 | Positive |
| 7. | Social Studies is very easy to understand | 900 | 3.69 | Positive |
| 8. | My teacher's method of teaching makes Social Studies learning interesting | 900 | 3.54 | Positive |
| 9. | Social Studies textbooks are easy to understand | 900 | 2.93 | Positive |
| 10. | I learn Social Studies just for examination purposes | 900 | 2.38 | Negative |
| 11. | I always feel excited when Social Studies lessons is going on in the class | 900 | 3.89 | Positive |
| 12. | I like Social Studies because my parents are interested in it | 900 | 2.96 | Positive |
| 13. | I like Social Studies as a core subject | 900 | 2.96 | Positive |
| 14. | I like Social Studies because feedbacks are make jest of me and this discourage me a lot | 900 | 2.86 | Positive |
| 15. | I learn Social Studies better from some of my classmate than from the teacher | 900 | 2.38 | Negative |

Mean Cut-off: 2.50

Table 2 revealed the attitude of students to learning of Social Studies in secondary schools in Southwest, Nigeria. Two items were rejected because their mean marks were less than mean cut-off of 2.50. It can be concluded that the students have positive attitude towards learning Social Studies

Hypothesis 1: There is no significant relationship between teachers' method of lesson delivery and students' attitude towards learning of Social Studies

In testing this hypothesis, data on teachers' method of lesson delivery were collected from the responses of the respondents to items under Section B (items 1- 5) in the questionnaire. Data on students' attitude towards learning of Social Studies were collected

from the responses of the respondents to items under Section C (items 1-15) in the questionnaire. Both were compared for statistical significance using Pearson Product Moment Correlation at 0.05 levels. The result is presented in table 3

Table 3: Relationship between teachers' method of lesson delivery and students' attitude towards learning of Social Studies

| Variables | N | Mean | Stand Dev | r-cal | P-value |
|-------------------------------------|-----|-------|-----------|--------|---------|
| Teachers' method of lesson delivery | 900 | 15.18 | 2.07 | 0.714* | 0.000 |
| Students' Attitude Towards Learning | 900 | 48.63 | 3.86 | | |

*P<0.05

Table 3 showed relationship between teachers' method of lesson delivery and students' attitude towards learning of Social Studies. The r-calculated value of 0.714 is significant at 0.05 level ($r = 0.714$, $n = 900$, $p < 0.05$). This indicated that there was significant relationship between teachers' method of lesson delivery and students' attitude towards learning of Social Studies. The null hypothesis was rejected. Teachers' method of lesson delivery is highly and positively related to students' attitude towards learning of Social Studies.

Hypothesis 2: There is no significant relationship between teachers' utilisation of instructional materials and students' attitude towards learning of Social Studies

In testing this hypothesis, data on teachers' utilisation of instructional materials were collected from the responses of the respondents to items under Section B (items 6 – 10) in the questionnaire. Data on students' attitude towards learning of Social Studies were collected from the responses of the respondents to items under Section C (items 1-15) in the questionnaire. Both were compared for statistical significance using Pearson Product Moment Correlation at 0.05 levels. The result is presented in table 4

Table 4: Relationship between teachers' utilisation of instructional materials and students' attitude towards learning of Social Studies

| Variables | N | Mean | Stand Dev | r-cal | P-value |
|--|-----|-------|-----------|--------|---------|
| Teachers' Utilisation of Instructional Materials | 900 | 13.57 | 1.92 | 0.508* | 0.000 |
| Students' Attitude Towards Learning | 900 | 48.63 | 3.86 | | |

*P<0.05

Table 4 showed relationship between teachers' utilisation of instructional materials and students' attitude towards learning of Social Studies. The r-calculated value of 0.508 is significant at 0.05 level ($r = 0.508, n = 900, p < 0.05$). This indicated that there was significant relationship between teachers' utilisation of instructional materials and students' attitude towards learning of Social Studies. The null hypothesis was rejected. Teachers' utilisation of instructional materials is moderately and positively related to students' attitude towards learning of Social Studies.

Hypothesis 3: There is no significant relationship between classroom management and students' attitude towards learning of Social Studies

In testing this hypothesis, data on classroom management were collected from the responses of the respondents to items under Section B (items 11-15) in the questionnaire. Data on students' attitude towards learning of Social Studies were collected from the responses of the respondents to items under Section C (items 1-15) in the questionnaire. Both were compared for statistical significance using Pearson Product Moment Correlation at 0.05 levels. The result is presented in table 5

Table 5: Relationship between classroom management and students' attitude towards learning of Social Studies

| Variables | N | Mean | Stand Dev | r-cal | P-value |
|-------------------------------------|-----|-------|-----------|--------|---------|
| Classroom Management | 900 | 14.81 | 2.53 | 0.356* | 0.000 |
| Students' Attitude Towards Learning | 900 | 48.63 | 3.86 | | |

*P<0.05

Table 5 showed relationship between classroom management and students' attitude towards learning of Social Studies. The r-calculated value of 0.356 is significant at 0.05 level ($r = 0.356$, $n = 900$, $p < 0.05$). This indicated that there was significant relationship between classroom management and students' attitude towards learning of Social Studies. The null hypothesis was rejected. Classroom management is moderately and positively related to students' attitude towards learning of Social Studies.

Hypothesis 4: There is no significant relationship between teachers' evaluation skill and students' attitude towards learning of Social Studies

In testing this hypothesis, data on teachers' evaluation skill were collected from the responses of the respondents to items under Section B (items 16-20) in the questionnaire. Data on students' attitude towards learning of Social Studies were collected from the responses of the respondents to items under Section C (items 1-15) in the questionnaire. Both were compared for statistical significance using Pearson Product Moment Correlation at 0.05 levels. The result is presented in table 6

Table 6: Relationship between teachers' evaluation skill and students' attitude towards learning of Social Studies

| Variables | N | Mean | Stand Dev | r-cal | P-value |
|-------------------------------------|-----|-------|-----------|--------|---------|
| Teachers' evaluation skill | 900 | 14.99 | 2.02 | 0.443* | 0.000 |
| Students' Attitude Towards Learning | 900 | 48.63 | 3.86 | | |

*P<0.05

Table 6 showed relationship between teachers' evaluation skill and students' attitude towards learning of Social Studies. The r-calculated value of 0.443 is significant at 0.05 level ($r = 0.443$, $n = 900$, $p < 0.05$). This indicated that there was significant relationship between teachers' evaluation skill and students' attitude towards learning of Social Studies. The null hypothesis was rejected. Teachers' evaluation skill is moderately and positively related to students' attitude towards learning of Social Studies.

Discussion

The findings of this study revealed that the level of effectiveness of teachers' instructional strategies in secondary schools in Southwest, Nigeria was moderate. It was showed that students have positive attitude towards learning of Social Studies in secondary schools in Southwest, Nigeria.

The study also showed that there was significant relationship between teachers' method of lesson delivery and students' attitude towards learning of Social Studies. This implies that an improvement in teacher's method of teaching will cause positive attitude towards learning of Social Studies. The probable reason for this finding might be due to the importance of teachers' method of lesson delivery in any teaching-learning process. Lesson delivery is the core process of professional learning used to improve instruction and the educational experience for students. This finding supports the contention of Ali and Mina (2016) and Taghipour (2017) as they all concluded that a significant relationship existed between lesson delivery and students' attitude towards learning (p. 29)

The study further showed that there was significant relationship between teachers' utilisation of instructional materials and students' attitude towards learning of Social Studies. This implies that utilisation of instructional materials in the classroom will go a long way to make the students have positive attitude towards learning of Social Studies. The probable reason for this finding might be because the utilisation of instructional materials in Social Studies could bring about fruitful learning outcomes since it stimulates and motivates students. This finding is in consonance with the findings of Onasanya & Omosewo (2011) p. 70, Ede, Miller & Bakare

(2010) p.224 and Nwachukwu, Bakare and Jika (2009) who concluded that teachers' utilisation of instructional materials positively affects students' attitude towards learning.

The study showed that there was significant relationship between classroom management and students' attitude towards learning of Social Studies. This implies that classroom management affect the attitude of students towards learning of Social Studies. This finding is in consonance with finding of Wayne & Youngs (2003) who found out that a significant relationship existed between teachers' classroom management and students' attitude towards learning (p. 26). When classroom is effectively managed by the teacher, the attitude of the students towards learning of Social Studies will improve. Therefore, teachers' classroom management is a means of ensuring positive attitude towards learning.

Conclusively, the study showed that there was significant relationship between teachers' evaluation skill and students' attitude towards learning of Social Studies. This implies that constant evaluation of students improves students' attitude towards learning of Social Studies. This finding is in line with the submission of Bassey, Bassey, Ojua-Ottong (2011) who concluded that evaluation of learning progress influences students' positive attitude towards learning (p. 34).

Conclusion

The level of effectiveness of teachers' instructional strategies in secondary schools in Southwest, Nigeria was moderate. Students have positive attitude towards learning of Social Studies in secondary schools in Southwest, Nigeria. Also, there was significant relationship between teachers' method of lesson delivery and students' attitude towards learning of Social Studies. There was significant relationship between teachers' utilisation of instructional materials and students' attitude towards learning of Social Studies. Again, there was significant relationship between classroom management and students' attitude towards learning of Social Studies. There was significant relationship between teachers' evaluation skill and students' attitude towards learning of Social Studies

From the findings of this study, it is concluded that the level of effectiveness of teachers' instructional strategies in secondary schools was moderate while students have positive attitude towards learning of Social Studies in secondary schools in Southwest, Nigeria. All variables of teachers' instructional strategies like teachers' method of lesson delivery, teachers' utilization of instructional materials, classroom management and teachers' evaluation skill influenced students' attitude towards learning of Social Studies.

Recommendations

Based on the findings of the study, teachers of Social Studies should put more efforts on the effectiveness of instructional strategies teaching of social Studies in the classroom. Since instructional strategies adopted by teachers play a very important role in achieving the learning objective of the curriculum. There should be more improvement on the attitude of the teachers of Social Studies. The attitude people hold influence the way they act in person and larger situation. Teachers of Social Studies should put more effort to systematically and logically deliver their lesson in the classroom. Where this effectively delivered, students seem to understand and learn better.

The use of instructional materials must be ensured by the teachers of Social Studies so as to enhance teaching-learning process and positively influence students' attitude towards learning. When the instructional materials are not available, teacher should find a way to improvise such materials. Teachers of Social Studies should continuously ensure that management of classroom is given priority during teaching-learning process. Teachers of Social Studies should endeavour to evaluate their students after every lesson so as to ensure that learning objectives are achieved

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