

# CURRICULUM QUALITY, OWNERSHIP AND GENDER AS PREDICTORS OF COLLEGE OF EDUCATION GRADUATES DISPOSITIONS IN NIGERIAN PRIMARY SCHOOLS.

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## Abstract

The curriculum quality equipped the teachers with potentialities and idea which guide them in understanding, where, how and when to use what they learn to teach student. Researches have shown that the implementation of curriculum differs from one institution to another due to differences in availability of resource and ownership of the college. This, in the long run has implications for the dispositions of teacher's especially Social Studies teachers. Previous researches have concentrated on isolated factors which are curriculum related, ownership related or students' factor related but not many have integrated the combination of these factors on teacher's dispositions. This study therefore, investigated Social Studies curriculum quality, ownership and gender as predictors of dispositions of college of education graduates. Data were collected by means of three researcher instrument from 540 graduates teachers {233 males and 307 females} selected from 270 primary schools in 27 local governments area of Oyo, Ondo and Ogun state in South-Western Nigeria. Cronbach's alpha internal consistency of SSTCPOS was 0.82, TANSSCS was 0.84 while that of SSTDS was 0.84. The study answered three research questions. The data were analyzed using descriptive statistics and multiple regressions. The results revealed that there was a positive significant correlation among the independent variables and graduate teacher's dispositions. It could also be inferred from the study that curriculum quality has an impact not only on educational outcomes but on the well-being and dispositions of the students.

**Keywords:** Curriculum Quality, Ownership Gender, College of Education Graduates, Teachers' Dispositions.

## Introduction

Teacher training programmes have emphasised and strive to enhance the knowledge based of the teacher in the hope that the teacher can also transfer the knowledge to the student. Recent researchers have discovered that teaching involves more than effective planning, instructional knowledge, and teaching skills. It also extends to professional dispositions (Knowles, 1992; and Knowles and Holt Reynolds, 1994). In the opinion of Richardson (2003) dispositions is the psychologically held underpinnings, premises, or propositions about the world that are felt to be true. NCATE (2002) defines dispositions as the values, commitment, and professional ethics that influence behaviours towards students, families, colleagues, and communities and effect student learning, motivation, and development as well as the educator's own professional growth. In line with this definition Villegas (2007) stated that disposition are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice.

The degree to which teacher candidates process, acquire, and apply knowledge gained throughout their preparation is strongly influenced by their dispositions. Teachers with positive professional dispositions tend to act in ways that elevate the profession of teaching in the eyes of others and thereby influences the learning achievement of the students (Damon, 2007; and Murray, 2007). Although, teaching teacher candidates the skills associated with effective instruction is a focus of teacher education programmes, cultivating and developing teacher candidates' belief and attitudes that will serve to inform professional practice and decision-making throughout their careers are also priority outcomes. These can only be achieved through quality curriculum and the type of college attended.

The curriculum quality especially Social Studies curriculum in colleges of Education equipped the teachers with potentialities and idea which guide them in understanding, where, how and when to use what they learn to teach students (Akande, 2000). Research evidence showed that Social Studies curriculum quality focuses squarely on the essential facts, concepts, principles, skills and attitudes that professional and experts in the discipline needed to develop positive disposition in the classroom situation (Taiwo, 2000; Edward, Damon, 2007 and Ojebiyi, 2005).

This is in agreement with the submission of Ross (2004) and Ajibade (2008) that values in the school setting, especially in Social Studies curriculum quality help students to discover and imbibe a set of consistent values that can be used to form reasoned value judgements on a variety of social issues. Oni (2006) reported in a study that Social Studies curriculum quality influenced the dispositions of the students. This is because the curriculum is responsive to students affective needs as well as his or her cognitive needs.

It has also been discovered through researchers that college attended determines the substantive knowledge, intellectual tolerance, lifelong cognitive development, rationality and creativity the learner acquired (Richardson, 2003 and Paul, 2007). Research findings supported the view that there is a significant relationship between ownership of institutions attended and teachers' dispositions (Giovanneli, 2003, Henke, 2006 and Murray, 2007). According to these research findings, the types of college attended by teachers have been found to determine their productivity and dispositions in the classroom. The reasons were based on the facts that, there are discrepancies in the provision of facilities equipment, personnel and fund for the implementation of various subject curricula.

Specifically, substantial research Gross, 2001; Thomas, 2002; and Fuller and Alexander, 2004 indicated that teachers' gender matters when it comes to dispositions in the classroom. Studies have found that male and female teacher different significantly in their dispositions in the classroom situation. Findings revealed that male teachers provide a more positive atmosphere for boy and other revealed that female teachers tends to provide a more positive classroom environment. Furthermore research studies by (Rodriquez, 2000; Wasicsko, 2002; and Weaver, 2004 revealed that female teachers were favourable disposed to teaching than male teachers and this has implication on their classroom dispositions and their pupils achievement.

Recent academic research has supported the need for faculty in colleges of education to focus not only on teaching knowledge and skills, but also to examine the belief system or dispositions of teachers education candidate (Wenzlaff, 1998, Richardson, 2003 and McNeight, 2004); This is because understanding teachers dispositions can assist in facilitating candidates critical thinking about the knowledge and skills they are being exposed to.

While previous researchers have demonstrated that curriculum quality influenced the dispositions of the college students (Okan, 2001; Ross, 2004; Oni, 2006; and Ajibade, 2008), others have shown that the implementation of curriculum differs from one institution to another due to differences in availability of resources and ownership of the college. This, in the long run has implications for the dispositions of teacher's especially Social Studies teachers. Moreover,, it has been noted that these previous studies have concentrated on isolated factors which are curriculum related, ownership related or students factor related but not many have integrated the combination of these factors on teacher dispositions. This study therefore investigated Social Studies curriculum quality, ownership and gender as predictors of disposition of college of education graduates in Nigerian primary schools.

### **Statement of the Problem**

Social Studies curriculum quality equips the teachers with potentialities and idea which guide them in understanding, where, how and when to use what they learn to teach students. The implementation of curriculum differs from one institution to another due to differences in availability of resources and ownership of the college. This, in the long run has implications for the dispositions of Social Studies teachers. Researches have concentrated on isolated factors which are curriculum related, ownership related or students' factor related but not many have integrated the combination of these factors on teacher dispositions. This study, therefore, investigated the extent to which colleges of education Social Studies curriculum quality, ownership of institutions attended and gender determined the disposition of colleges of education Social Studies graduate teachers in South-Western Nigeria.

### **Review of Related Literature**

Teacher training programmes have emphasised and strive to enhance the knowledge based of the teacher in the hope that the teacher can also transfer the knowledge to the students. It is only recently that scholars like Goldman (1995); Hargreaves (1998), and Gardener (2003) have started highlighting the importance of understanding teachers' dispositions as this play a key role in how they construct their world and that of their students. Ro-vos lecs (2007) noted that dispositions are similar to professional or values system; but they are more than that. Dispositions extend to professional mode of conduct and the way in which beliefs and attitudes are displayed by teachers' actions in and out of the classroom.

Villegas, 2007 worked on attitudinal dispositions of colleges students to teaching as a career and found that majority of the students had negative dispositions. According to him, the reason for this was that there is no instrument to measure dispositions of the applicant to teacher education courses. Oni (2006) reported in a study that Social Studies curriculum quality influenced the disposition of the students. This is because the curriculum is responsive to students' affective needs as well as his or her cognitive needs. Okan (2001) study showed how

respondents have indicated how the affective content of Social Studies curriculum has helped them to develop positive values and dispositions. On the contrary, Adebayo (2005) analysed college of education Social Studies curriculum elements (objectives, content, learning experience and evaluation procedure) to determine the proportion of the values and dispositions component therein. It was discovered that 52.45% of the stated objectives were cognitive, 47.10 were affective, and 0.45% were psychomotor. Consequently, a re-visitation of the stated objectives was recommended to include more attitudinal objectives. The present study, investigates the relationship between Social Studies curriculum quality and college graduates dispositions with a view to confirming or annulling the above claims.

The types of college attended by teachers have been found to determine their productivity in the classroom. The reasons were based on the facts that, there are discrepancies in the provision of facilities, equipment, personnel and fund for the implementation of various subjects curricula. There have been several studies carried out regarding the effect of ownership of institution attended on the teachers' classroom practices and dispositions. Studies have conflicting results as to the relationship between ownership and graduates' teachers' classroom practices and dispositions. The findings revealed that graduates teachers from federal colleges of education perform better than graduates' teachers from state colleges of education. While some findings revealed that graduates from state colleges of education out-performed their mates in federal colleges. Several studies examined the performance of the graduates' teachers within the college environment. There is scanty literature on the productivity (classroom practices and dispositions of the graduates teachers) based on the ownership of college attended. The present study is interested in this aspect since there are conflicting evidence as to whether graduates teachers from federal colleges perform better than graduates teachers from state colleges.

Research findings of Wasicsko, 2002; Weaver, 2004; and Thomas, 2006 revealed that female teachers support personal growth, self-awareness, and positive self concept in learner than male teachers. According to these researchers female teachers set high standards but then support learners in their achievement of them. They are culturally responsive to individual differences. When comparing male and female teachers dispositions in the classroom Taylor and Wasicsko 2006 and Ros-Voseless 2007 and Moss 2007 reported that male teachers believe that knowledge is richer when it is created by the learner, more meaningful when it is related to prior knowledge, and shaped by both the cultural and social diversity of students and their communities.

### **Research Questions**

The following research questions were answered.

- i. What is the joint contribution of Social Studies curriculum quality, ownership and gender on the dispositions of colleges of Education Social Studies graduate teachers?
- ii. What are the relative contributions of Social Studies curriculum quality, ownership and gender on the dispositions of colleges of education Social Studies graduate teachers?
- iii. Which of the three variables Social Studies curriculum quality, ownership and gender could predict the dispositions of colleges of education Social Studies graduate teachers?

### **Scope of the Study**

The study investigated the extent to which Social Studies Curriculum quality, ownership and gender predicted classroom practices and dispositions of colleges of education Social Studies graduate teachers: The study involved 540 colleges of education Social Studies graduate teachers purposively selected from 3 states in South-Western Nigeria.

### **Method**

#### **Research Design**

This study adopted the descriptive design of the ex-post facto type. This is because the researcher had no direct control over the independent variables. The study is also correlational as it determines the relationships among the various variables in the study.

#### **Population**

The target population comprised all primary school Social Studies teachers with N.C.E. certificate.

### Sampling Procedure and Sample

A multi-stage sampling technique was used to select schools and respondents for the study. Through simple random sampling, Oyo, Ondo and Ogun states were selected out of the six states in the Southwestern Nigeria. Three (3) local governments were selected in each of the three (3) senatorial districts in each state, making a total of twenty-seven (27) local governments. Purposive sampling was used to select ten (10) schools that have colleges of education Social Studies graduates, in each local government, giving a total of two-hundred and seventy (270) schools. Two (2) Social Studies teachers with N.C.E certificate as highest qualification were purposively sampled in each school making a total of five hundred and forty (540) teachers.

S/N	State	Senatorial zone	No. of LGAs	Total No. of LGAs randomly selected in each senatorial zone	Total No. of schs randomly selected in each senatorial zone	No. of teachers randomly selected in each senatorial zone
1.	Oyo	Oyo Central	9	3	30	60
		Oyo North	10	3	30	60
		Oyo South	14	3	30	60
2.	Ondo	Ondo Central	7	3	30	60
		Ondo North	6	3	30	60
		Ondo South	5	3	30	60
3.	Ogun	Ogun Central	7	3	30	60
		Ogun East	7	3	30	60
		Ogun West	6	3	30	60
	<b>Total</b>			27	270	540

**Table 3.1: Number of Primary Schools and Teachers Selected for the Study on State Basis.**

### Research Instruments

Three instruments were used for data collection. They are:

- i. Social Studies Teacher Classroom Practices Observation Scale (SSTCPOS)
- ii. Teachers' Assessment of N.C.E. Social Studies Curriculum Scale (TANSSCS)
- iii. Social Studies Teachers' Disposition Scale (SSTDS)

#### Social Studies Teacher Classroom Practices Observation Scale (SSTCPOS)

This instrument was adapted from Isiugo-Abanihe (2007) by the researcher to observe Social Studies graduates' teachers' classroom practice. This performance standard articulates what the teacher should be able to do upon completion of the teacher education programme. The instrument consists of two sections. Section A sought for the background information of the teacher to be observed; such as name, class, time of observation, school, location, sex, qualification etc. Section B consisted of forty (40) items covering six (6) main sub-headings. The scoring was based on a rating scale of 4, 3, 2, and 1 representing, very good, good, fair and poor respectively for each of the lesson observed.

Experts in Teacher Education and Institute of Education, University of Ibadan, assisted in the non-empirical validation of the instrument in terms of language presentation, clarity and applicability to the level of the target participants. The items were subjected to a trial testing on comparable participants who were not part of the main study. The inter-rater and intra-rater reliability coefficients were 0.82 and 0.82 respectively (See Appendix 1).

#### Teachers' Assessment of N.C.E. Social Studies Curriculum Scale (TANSSCS)

The TANSSCS was designed to gather information from colleges of education Social Studies graduate teachers on the relevance of objectives, adequacy of the content and the suitability of learning experience and evaluation of the Social Studies curriculum they were exposed to while in colleges of education. It consists of two sections. Section A sought for demographic data of the colleges of education Social Studies graduates such as name of school, college attended and gender. Section B contained twenty-two (22) items sub-divided into four parts. The twenty-two (22) items were rated on a 4-point Likert scale of Strongly Agree (SA); Agree (A), Disagree (D) and Strongly Disagree (SD). Responses were scored 4, 3, 2 and 1 respectively.

The instrument was given to experts in Social Studies education in the Faculty of Education, University of Ibadan, for expert review to ascertain the content, and face validity. The instrument was trial-tested on one hundred (100) N.C.E. Social Studies graduate teachers who were not part of the study and the Cronbach alpha coefficient was calculated to be 0.84 (See Appendix 11)

### Social Studies Teachers' Disposition Scale (SSTDS)

The SSTDS was designed to measure the disposition of colleges of education Social Studies graduates' teachers. The items in this scale measured the disposition of the teachers towards their students, other colleagues in the school environment and towards the teaching of Social Studies. The instrument had two sections Section A sought for demographic information on the Social Studies teachers, while Section B consisted of thirty five (35) items rated on a 4-point Likert scale of Strongly Agree (SA); Agree (A), Disagree (D) and Strongly Disagree (SD)

Experts in Teacher Education and Institute of Education, University of Ibadan, assisted in the non-empirical validation of the instrument in language presentation, clarity and applicability to the level of the target participants. Then, the initial forty-five (45) were reduced to thirty-five (35) items. The items were again subjected to a trial testing on comparable participants who were not part of the main study. Data from the trial test were analysed using Cronbach Alpha statistic. The value obtained was 0.84 which indicated a high reliability index (See Appendix 111)

### Method of Data Collection

The researcher obtained the consent of the headmasters/headmistress and Social Studies graduate teachers of the school to be used for the study. After necessary cooperation had been sought and given, the administration of the instruments followed:

Teachers' assessment of N.C.E. Social Studies curriculum was administered on the selected Social Studies teachers. This was followed by classroom teaching observation of colleges of education Social Studies graduates teachers, using Social Studies teacher Classroom Practices Observation Scale (SSTCPOS). Teaching observation lasted for 35-40 minutes for each teacher observed. The administration of Social Studies Teachers' Disposition Scale (SSTDS) then followed. It was collected after completion.

### Data Analysis

The data collected were analysed using descriptive statistics. Multiple regression analysis was used to determine the relationship among the independent/predictor and dependent/criterion variables.

### Results and Discussion

#### Research Question One:

What is the joint contribution of Social Studies curriculum quality, ownership and gender to the dispositions of Colleges of education Social Studies graduate teachers?

Table 4.1 presents the joint contribution of independent/predictor variables to the prediction of graduate teachers' disposition

R = .135	R. Square = .018
Adjusted R. Square = .013	Std. Error of the Estimate = 5.8151

Model	Sum of squares	DF	Mean square	F	Sig
Regression	334.814	3	111.605	3.300	..020*
Error	18124.836	536	33.815		
Total	18459.650	539			

**Table 4.1: Regression Summary and Estimates of the Joint Contribution of Independent Variables to the Prediction of Social Studies Graduate Teachers' disposition**

The joint/composite contribution of the independent/predictor variables to predict Social Studies graduates teachers dispositions as indicated in table 4.1 revealed that the variables jointly accounted for 1.3% of the total variance in the prediction of the college of education Social Studies graduates' dispositions ( $R = .135$ ;  $R \text{ square} = .018$ ;  $\text{Adjusted } R \text{ square} = .013$ ;  $F_{3,536} = 3.300$ ). The joint contribution to the prediction is significant at 0.05 level of significance.

**Research Question Two:**

What are the relative contributions of Social Studies curriculum quality, ownership and gender on the dispositions of colleges of education Social Studies graduate teachers?

Table 4.2 shows the relative contributions of independent variables to the prediction of graduate Teachers' disposition

Model	Unstandardised Coefficient		Standardised Coefficient	Rank	T	Sig
	B	Std. Error	Beta			
(Constant)	55.7483	3.321			16.795	.000
Social Studies curriculum quality	-.127	.056	.097	1 <sup>st</sup>	-2.262	.024sig
Ownership	.701	.512	.059	3 <sup>rd</sup>	1.369	.171n.s
Gender	-1.178	.623	.082	2 <sup>nd</sup>	-1.890	.059n.s

**Table 4.2: Regression Estimates of the Relative Contributions of Independent Variables to the Prediction of Social Studies Graduate Teachers' Disposition**

For the individual contribution shown in Table 4.2, Social Studies curriculum quality ( $\beta = .097$ ;  $t = 2.262$ ;  $P < 0.05$ ), made a significant contribution to the prediction of the Social Studies graduates' dispositions, while gender ( $\beta = .082$ ;  $t = -1.890$ ) and ownership ( $\beta = .059$ ;  $t = 1.369$ ) made no significant contribution to the prediction at the 0.05 level of significance.

**Research Question Three**

Which of the three variables: Social Studies curriculum quality, ownership and gender could predict the dispositions of colleges of education Social Studies graduate teachers?

From table 4.2 it is observed that Social Studies curriculum quality was able to predict Social Studies graduate teachers' dispositions ( $B = -.127$ ,  $t = 2.262$ ,  $p < .05$ ). Ownership ( $B = .701$ ,  $t = 1.369$ ,  $P > .05$ ) and gender ( $B = -1.178$ ,  $t = -1.890$ ,  $P > .05$ ) could not predict the Social Studies graduate teachers' dispositions in the study.

The result of this study shows that Social Studies curriculum quality, ownership and gender correlated positively with college of education Social Studies graduates' dispositions. From the result of the study, the three independent variables were in a position to determine the dispositions of Social Studies graduate teachers. It was observed that the three independent variables predicted the dispositions of the Social Studies graduate teachers. In the magnitude of relative contributions to Social Studies graduate teachers' dispositions, it was observed that Social Studies curriculum quality made the highest contributions ( $\beta = .097$ ).

This finding supports the results of the studies conducted by some researchers such as Hinum (1999), Dey (2003), Hanushek, (2006), Brewer, (2008) and Stockard, (2009) that Social Studies curriculum quality and college attended have an impact not only on educational outcomes but also on the well-being and dispositions of the students. Further investigations by Oni (2006), Okam (2002) and Schlechty (2007) revealed that affective domain of the curriculum quality helps the graduates develop positive dispositions. That is, the curriculum influences the dispositions of the students and is responsive to students' affective needs.

In this study Social Studies curriculum quality was able to predict colleges of education Social Studies graduates' dispositions. This corroborates findings of Schlechty (2007), Brandt (2008), Erickson (2010), Tomlinson (2010), Wiggins and Mc Tighe (2011) that quality curriculum supports students in developing the skills, tools, dispositions and processes to become increasingly independent as learners. These studies also showed significant findings that teacher dispositions could be determined and enhanced by quality of Social Studies curriculum. This is because the content of the curriculum deals with the value inculcation and once a teacher develops a positive value system, it will affect his or her dispositions to the teaching of the subject, disposition to other colleagues and dispositions to the students.

**Summary of findings**

The findings of this study are summarised as follows:

- i. This is positive and significant joint contribution of Social Studies curriculum quality, ownership and gender ( $R = .135$ ) in predicting college of education Social Studies graduate teachers' dispositions. The three independent/predictor variables accounted for 1.3% of the variation in the graduate teachers dispositions.

- ii. In the order of magnitude of the contributions of predictor variables to the college of education Social Studies graduate teachers' dispositions, Social Studies made the highest contribution ( $\beta = .097$ ;  $t = - 2.26$ ) followed by gender ( $\beta = 0.82$ ;  $t = 1.89$ ) and Ownership ( $\beta = .059$ ;  $t = 1.369$ ).
- iii. For graduate teachers' dispositions, Social Studies curriculum quality was the most potent predictor.

### Conclusion

The dispositions of the colleges of education Social Studies graduates depend largely on the Social Studies curriculum quality, ownership of institution attended and gender. The result of the finding has specifically shown that Social Studies curriculum quality is the variable that can predict the dispositions of the graduates teachers. The importance of this variable to the prediction of dependent variables, dispositions points to the fact that the Social Studies curriculum quality focuses squarely on the essential facts, concepts, principles, skill, and attitudes that needed to become an experts on the field. It guides students in understanding where, how, and why to use what they learn (classroom practices). Moreover, the curriculum has a product focus, it also enable the teacher to transfer, apply, and extend what they have learned to solve problems, address issues, and create products that are meaningful and purposeful to the students. Therefore, in light of these appropriate measures should be taken to ensure effective implementation of this curriculum in the colleges of education for the benefit of would-be-Social Studies teachers.

### Recommendations

In the light of the summary of findings of this study, the following recommendations are made:

The federal government through National Commission on College of Education N.C.C.E should ensure that funds and material resources meant for the development of state colleges of education are not diverted, so that there will be no discrepancies in the facilities and resources available in federal and state colleges of education, which duly influences the implementation of the curriculum and their product performance.

Teachers, apart from being stakeholders in education, are also the key players in matters of curriculum and instruction at the classroom level. Their daily interactions with the learners bring them face-to-face with the realities of the educational programme they are given to transact. Their instruction and dispositions in school will influence their product either positively or negatively. Therefore, Social Studies teachers must be helped in discharging this duty by motivating them with commensurate remuneration and prompt payment of salaries and allowances and other welfare benefits.

Teacher quality includes areas of content knowledge, pedagogical skills, and dispositions. While there are currently tests and instruments available to assess abilities in the first two categories, disposition is not usually assessed. Disposition is an issues of character and thus cannot be meaningfully separated from daily interaction and performance of teachers. Therefore, it is recommended that dispositional qualities of teachers should be measured as part of their overall assessment process through quantitative instrument such as Teacher Disposition Inventory.

To develop powerful intentional learning community, pre-service teachers need to be trained and equipped in ways that allow key dispositional qualities to be evidenced in their daily interaction in schools while working with students and teaching professionals. Teachers' disposition inventory when developed can also be used to assess and measure prospective candidates for teacher education programme.

### Limitations of the study

- i. This research focused on only three variables in relation to teachers' dispositions in the classrooms situation. There are others variables that can equally determine the dependent variables in the study.
- ii. Since the study involved the classroom observation of Social Studies teacher, three states were only covered and accessibility to some schools was very difficult.
- iii. Since data collection involved observation of Social Studies teachers, there was resistance from some schools and teachers.

### Suggestions for Further Research

The following suggestions for further studies are made:

- i. The study should be replicated using other variables and more teachers so that a more valid generalisation can be made.
- ii. Variables examined in this study can also be used to examine the on-the-job performance of teachers in other Social Science subjects in primary and secondary schools.
- iii. Any other variable not considered in this study such as age, marital status and socio-economic background can be explored.

**Contributions to knowledge**

This study has contributed to knowledge in the following ways:

- i. It has provided insight that Social Studies curriculum is capable of equipping Social Studies teachers with adequate and relevant knowledge which will influence their classroom practices and dispositions.
- ii. It has shown that institution attended by teachers has impact on their performance and dispositions.
- iii. Also, it has shown that concerted efforts have to be made to ensure effective and efficient implementation of Social Studies curriculum in colleges of education.

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