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EFFECTS OF CULTURAL AND CREATIVE ARTS TEACHERS' QUALITY ACADEMIC PERFORMANCE OF STUDENTS IN CREATIVE ARTS

Abstract

Creative Arts is very important in life. People all over the universe spend hours listening \ watching creativities works; music, dance, drama, Art exhibitions, performance, music compositions among others (Onwudiwe 2020). There are several reasons why Creative Arts is vital in the lives of people. It gives background accompaniment for activity and provides an environment of sound in the same way that wallpaper provides a visual environment. It has been observed that Creative Arts work is not just for background accompaniment but promotes a feeling of work. This study focused on quality of teachers' education as it affects academic performance of students in Cultural and Creative Arts in Junior Secondary Schools. 100 questionnaires were administered and responses from the students were collected and analyzed. Data analysis shows that low quality of teachers' education and governments contribute immensely to the low performance of students in secondary schools. 80% of the teachers do not teach their students effectively. Practicum studies were neglected and in addition, effective use of instructional materials characterized the teaching and learning processes. Governments' necessary provisions of necessary facilities in all schools were inadequate. The study offer suggestions on how Creative Arts studies can be improved and well appreciated by all the stakeholders.

Keywords: Teachers Education, Student Low performance, Cultural and Creative Arts.

Introduction

The quality and quantity of teachers constitute a pervasive force that aid students to internalized desirable concepts or skills with multimedia instructional systems approach. The Federal Republic of Nigeria (1981) declares that teacher education will continue to be given a major emphasis in all our educational planning because no education system can rise above the quality of its teachers. When functional education is placed on the recurrent priority list of national planning, adequate funding and effective supervision of diversified curricular tasks would enable schools to cater for varying needs of individuals and the society. National conceptions and visions of education, teacher education and productive citizenry can largely help in grooming the children to face challenges and realities of schooling and life thereafter. The perceived influence of education on human survival and national development explicitly impels conscious efforts towards adequacy and quality management of educational infrastructures within the cultural context of a self-reliant society. Good teachers-the reformer of vision, dedication and courage would require sufficient professional training, morality and prudence as the basis of accomplishing their leadership roles in the school.

Over the years students' performance in Cultural and Creative Arts in junior secondary school certificate examinations especially has not been encouraging. A lot of secondary school students were fond of paying huge amount of money to teachers who supply answers, referred to as 'Odu' during JSCE Examination. Students copied supplied answers without knowing whether they are correct or wrong. This problem has been extended to higher institutions. Most students are admitted higher institutions with good results which they cannot defend these days simply because somebody else wrote the examination for them. In some higher institutions students hire colleagues from other departments to write examination; The situation became worse with the advent of cell phone. In order to minimize this problem, there is needed to critically look into some causes of the problem and proffer radical solutions.

Concept of Cultural and Creative Arts

Cultural and creative arts combine or weave together of music, dance, drama and fine arts. It involves the understanding and recognition of values of arts as they relate to one another for all round development of the child or learner. In the words of Ogheneruemu (2009) Cultural and creative arts (CCA) is an integration of Fine Arts, Drama, Dance and Music which is primarily concerned with the role Arts and Culture play in the education of the present and future generation as they search for meanings in real life situations. In the same vein, Igbokwe and Ogboji (2014) summarized the content of cultural and creative arts curriculum (CCA) to be one that is arranged thematically and spirally. According to the authors, general themes such as those of value orientation, peace, human rights, and family life are all reflected through drawings cartons, paintings and structural designs. Other themes include drama appreciation, use of the theatre, marketing skills and designing. These themes stimulate action, arouse pupil's interest and lead to activation of innate skills in pupils.

The authors further stated that the content of creative arts is not alien to pupils and teachers as it is mostly derived from the social, moral, religious, historical, cultural and technological antecedents of the people, it also x-rays the felt needs and aspirations of the citizens while liberating the best of arts, craft, music and dance that the people are known for. The aforementioned authors explained that, Cultural and Creative Arts (CCA) is a subject designed to keep alive in the hearts and minds of pupils the cultural heritage of Nigeria. It acts as an employment-oriented subject that prepares pupils for the labour market. Cultural and Creative Arts curriculum as published by Nigerian Educational Research and Development Council (NERDC) (2013) is balanced because it is endowed with cognitive learning styles, critical and creative thinking skills, co-operative classroom structure bound, multi-sensory and whole child approach.

Drama

Drama is a play written for actors to perform on stage before an audience on radio or Television (Obuka : 2010). Drama is the presentation and representation of life, not as it is but as it is experienced through the imagination on stage before an audience or spectators. Also, drama is not imitation but a form of self-expression. A drama aims at teaching life lessons, telling

stories about events. Wikipedia defined Drama as a mode of fictional representation through dialogue and performance. It is one of the literary genres, which is an imitation of some action. Drama is also a type of a play written for theaters, televisions, radios and films. In simple words, a drama is a composition in verse or prose presenting a story in pantomime or dialogue, containing conflict of characters, particularly the ones who perform in front of audience on the stage. The person who writes drama for stage directions is known as a dramatist or playwright. Types of Drama include: Comedy, Tragedy, Farce, Melodrama, and Musical Drama.

In Nigeria, many traditional forms of dramas exist; *Kagh-hir* puppet drama of Tiv people, gesture dance like *Owigiri* dances in Rivers State, the *Ekong* dance in Akwa Ibom, Cross River State performed only in a village square to amuse the people and correct social evils among several others. Drama is one of the best literary forms through which dramatists can directly speak to their readers or audience as well as they can receive instant feedback of audience. A number of dramatists use their characters as a vehicle to convey their thoughts, values such as poets do with personas, and novelists do with narrators. Since drama uses spoken words and dialogues, thus language of characters plays a vital role, as it may give clues to their feelings, personalities, backgrounds, and change in feelings, among others. In drama the characters live out a story without any comments of the author, providing the audience a direct presentation of characters' life experiences.

Fine Arts

Fine art is "a visual art considered to have been created primarily for aesthetics and intellectual purposes and judged for its beauty and meaningfulness, especially in the areas of painting, sculpture, drawing, watercolor, graphics and architecture. Fine and applied arts is a way of expressing, reproducing and communicating nature with human feelings through painting, drawing or molding patterns and figures out of human experiences, ideas, imaginations, and observations of things about life, using forms, lines, colours, textiles, and other ways in an organized form. In Nigeria for example you can find so many creative products of fine and applied arts reflects in; Hausa traditional patterns on leather, wood and calabash, Igbo wood Carves by Awka carvers in Anambra state and Umudioka wood carvers in Orlu, Imo state, Yoruba carvings in Ife bronze art works, Edo wood carvings and sculpture in Bini, and The traditional paintings and Sculpture of gods and goddess among others.

Other artistic patterns and decoration on costumes for dance music, drama performers, including utensils like pot and musical instruments with vast languages, traditions and culture in Nigeria. Flaming (2010) asserts that: As with the other arts, the aims of art and design education and practical approaches in the classroom have been conceived in different ways and are subject to some of the same broad dichotomies found elsewhere. Justification has drawn on both utilitarian and liberal views with an expressive conception of fine art or more functional view of design. Similarly, teaching approaches are divided between a stress on systematic instruction and an emphasis on free expression and creativity (p. 49).

Dance

Dance is any organized body movement in time and space to express human feelings and ideas in relation to a musical movement. Dance is a part of performance art form consisting of purposefully selected sequences of human movement. Wikipedia, explained that Archeological evidence for early dance includes 9,000-year-old paintings in India at the Rock Shelters of Bhimbetka, and Egyptian tomb paintings depicting dancing figures, dated C. 3300 BC. It has been proposed that before the invention of written languages, dance was an important part of the oral and performance methods of passing stories down from generation to generation. Dance is usually a body movement in tandem to synchronized rhythm sometimes with or without music. Dance studies are offered through the arts and humanities programs of many higher education institutions; some universities offer Bachelor of Arts and higher academic degrees in Dance. A dance study curriculum may encompass a diverse range of courses and topics, including dance practice and performance, choreography, ethno choreology, kinesiology, dance notation, and dance therapy. Flaming (2010) points out that dance education has developed without a sense of the heritage, those other arts subjects enjoy in part because of practical issues to do with the absence until recently of systems of recording and notation.

Traditional dances are very popular and common among Nigerian communities such as Hausa Dubar Dances, Igbo *Atilogu* dancers, Ekpe masquerades, *Nkwa Umuagbogho* in *Afikpo* in Ebonyi state, *Owugiri* dance in Rivers state, *Owu* and *Abigbo* dancers, etc. Yoruba Dundun drums dancers, *Ekpo* dancers of *Efik*, and other dances that spread across Nigerian rich cultural heritage. There are solo and group dances for children, girls, boys, men and women in varying

degrees. The pattern of dancing can be in single, double, parallel or circular lines. Dances and music rhythm are highly interwoven in Nigeria (Ebirim, 2001).

Music

Ekwueme (2008) defined music as a phenomenon using the medium of sound which is organized and manipulated into asocial pattern that communicates intelligibly and meaningfully verbally ideas, emotions and events to the people. Blacking cited by Okafor and Okafor (2009) described music as humanly organized sound. This means that there are many sounds in creation both natural sounds and those made by living things, however, it is sounds which have been deliberately organized by man for particular purposes such as communication, expression of ideas, and worship among others are qualified to be called music. Music is the organization of sounds and combination of elements like pitch, duration or rhythm, amplitude or dynamics and timbre. These sounds express the feelings, ideas, events and the folk ways of the people. Esimone (2014) said that, Music is an integral part of all activities in life; it is a basic life skill as it is with walking or talking. It has so much to do with' man's emotions, moods of feelings, attitudes and opinions of life hence. It is a strong incentive to the intellectual, emotional, social and spiritual development of family and children (p. 66).

Music can encourage partnership among Nigerians in promoting our rich cultural heritage and creativity, re-orient Nigerian children to have positive values for the enhancement and development of Nigerian society. Music also helps in mathematical skill development in children, Esimone (2014) citing Maxim (1989) observed that singing games song such as counting rope jumps could help a small child to understand how to count. She further explained that music stimulates the mind; and it is the best way to gain knowledge and confidence in oral language and writing hence it is a natural means for children to experience rich language in a pleasurable way. There are many types of music in Nigeria which are classified under vocal and instrumental music. They have numerous social functions during festival celebrations, religious worship, recreation, coronation, initiation, birth ceremonies, marriage and burial ceremonies etc. Every ethnic group in Nigeria has her own music and musical instruments. For example, we have the traditional music like:

- i. Igede and Esse music of Igbo people,

- ii. Juju music of Yoruba people
- iii. Goje music of the Hausa people
- iv. Ekpe music of Ibibio.

Nigeria musical instruments includes so many kinds, they are grouped in the families of (i) Aerophones, (ii) Chordophones, (iii) Membranophones, (iv) Idiophones.

Relevance of Cultural and Creative Arts Education

Importance of Cultural and Creative Arts in education is beneficial for JSS class. It is also often referred to as preschool, pre-kindergarten, day care, nursery school or early education. No matter the name, each serves the same purpose: to prepare young children for their transition into elementary school. Cultural and Creative Arts education presents health benefits. Approximately 60 to 70 percent of pre-school-age children attend CCA program or child care program out of the home, according to the American Academy of Pediatrics. Studies show that being provided with quality care in those programs can positively influence child's learning and development. In addition, child's socio-emotional development is less likely to be adversely affected, with a decreased chance of needing behavioral or mental health care once she enters primary school. Screenings one of the many benefits of children receiving CCA education is the opportunity to participate in Creative screening. This screening is provided for 3- to 5-year-olds and tests things like health, cognitive development, speech, vision, hearing, coordination, emotional skills and social skills. Screenings can identify any development or health issues that need to be taken into consideration, to prevent learning delays.

Economic Benefits

Children are not the only ones that benefit from CCA education programs; these programs can have economic benefits as well. A study conducted by the National Health Insurance tracked low-income families whose children received intensive CCA education, while their parents received parenting skills training, social services and job skills training. Results showed that these children went further with their education, had a higher income and better health insurance coverage than those who did not receive Creative Arts education. These children were also less likely to abuse alcohol or be arrested and incarcerated for a felony (Lifstrong.com).

Other importance of Creative education includes: to help the child develop educational values, help the child develop socially by involving the child in social work with others during music, dance and drama performances. To help the child develop emotional behaviour by providing the child with the ways to express his or her feelings through music, fine arts, dance and drama activities. Help the child learn physical development by exercising and engaging in training the body during cultural and creative arts performance activities. To help the child acquire vocational training through the use of tools, equipments and materials during practical and performance exercises. To help the child develop reading, writing and language skills.

Impact of Cultural and Creative Arts in creative art industry is one of the keys for social and economic development of any nation. There are growing local and international interests in the potential of the cultural and creative industries with the aim of driving sustainable development and creative inclusive job opportunities. Nigerian government over the years have focused on cultural and creative arts industry as a contributor to economic growth and job creation, this is observable through the creation of ministry of art, culture and tourism at both federal and state level. Cultural and creative Arts industry in Nigeria have created a lot of job opportunities to teeming unemployed youths in the areas of performing arts like stage dance, drama, screen play such as movies and musical films Nasir (2024: 65).

Also, arts and crafts like sculptures, painting and dying of clothing material are potential areas of life where cultural and creative arts have contributed immensely to the national development. Cultural and creative arts comprising music, dance and movement, painting and drama can bring many subjects to life and allow for abstractions to become experienced reality. Similarly, Ngumah and Ayoola (2022) opined that cultural and creative art allows children to improve their language skills while developing cognitive, affective and psychomotor domain that is necessary to move the child to primary school level. Music, dance, drama and fine arts are integral part of creative presentations that is globally accepted and appreciated by every culture, religion, race, social, economic, educational and political status in the society.

Cultural and Creative arts activities bring the cognitive mind and body of the child to quick recognition of ideas and reasoning necessary for intellectual comprehension, which will enable the child to understand facts, concepts, philosophies that may be communicated to him while

preparing for JSS education. Cultural and creative arts create in the child self-expression, and help them to face the realities of life. Cultural and creative arts provide the opportunity for the individual child to be carried along with other children through practices and performance experiences. Cultural and creative art creates opportunities for children with different talents to communicate and express themselves skillfully, create room for speedy learning and development.

Challenges of Cultural and Creative Arts Education

Every discipline has unique problems, Cultural and Creative Arts inclusive. Lack of qualified teachers to teach the subject, most schools do not have competent teachers to teach music, drama and fine arts, some have music but may not have the other two to make up with the three combinations. This inadequacy in teaching and learning affects the development of the child. Lack of adequate funding by the government affects the provision of necessary materials and instruments like: the computer, projector and other ICT equipments that will enhance effective teaching and learning of cultural and creative arts (CCA) in the school.

The combinations of the three subjects do not give teachers enough time to teach the subject effectively. Lack of government supervisors, monitoring, regulatory agents and officials that will ensure that standard curriculum requirements for cultural and creative arts in early childhood education are strictly adhered to. In most primary schools in Nigeria the medium of instruction is principally the English language instead of mother tongue or language of the immediate environment (Fafunwa, 2004) in Zakari and Zakari, 2017). Suggesting Ways of Addressing Issues in Cultural and Creative Arts in Early Childhood Education

Creative Arts Education is a new comer in the educational system; it lacks enough text books that will facilitate teaching and learning. We therefore suggest that, Government should encourage the writing of textbooks in mother tongue from different ethnic groups in Nigeria, as these will go a long way in helping our children develop writing, reading and language skill. Nursery schools should be included in the entire public schools' syllabus in all the states of the federation so as to prepare the pre-school children to acquire both inquiry and creative skills.

Government should employ competent and qualified teachers who should be at the implementation stage of Cultural and Creative Arts curriculum in Early Childhood Education and should not see it as all comers' affair. Government should as a matter of urgency provide necessary educational facilities to pre-school children both in the urban and rural areas as that will help to develop their interest in learning. Government should ensure -that there is adequate supervision and monitoring at the primary school level so as to guarantee effective and efficient teaching and learning considering cultural barriers that exit among different ethnic groups in the country.

Government should ensure that standards are kept by all the school administrators both public and private so as to promote uniformity in the school system.

Research Hypothesis

- 1.CCA Teacher's proficiency is not the fundamental cause of low performance among students in Cultural and Creative Arts
2. Governments; attitude is not a major factor causing the low performance of students in Cultural and Creative Arts.

Methodology

Study population

The population of this study comprises students in secondary schools in Oyo state. Twenty students were selected randomly from different schools making the total number of One hundred students (100).

Research instrument

Questionnaire tagged Students' response questionnaire on causes of low performance in Cultural and Creative Arts among junior secondary school students was used. The Students' Response Questionnaire was divided into two section A and B Section A contains personal data like name of school, class, sex and age while section B contains choice of responses relating to the information needed.

Data collection

Questionnaires were taken to the selected secondary schools by the researcher for administration. The administered questionnaires were collected for processing and analysis.

Results and Discussion

The responses obtained from the questionnaires were grouped and analyzed using t-test

Hypothesis One

CCA Teacher's proficiency is not the fundamental cause of low performance among students in Cultural and Creative Arts.

Table1 t-test analysis of the teachers' proficiency on the failure in Music.

Teacher's professionalism	N	X	SD	DF	T-cal	T-table	Remark
Certified teacher	60	3.14	1.71	98	3.75	1.96	Significant
Non-certified teacher	40	2.14	0.81	98			

The calculated value (3.75) was greater than the t-table value (1.96) at 5% level of significance. This implies that teacher's proficiency is one of the fundamental causes of low performance among students in CCA. The mean score (3.14) of certified teachers was greater than that (2.14) of non-certified teachers.

This invariably means that teacher's incompetency contributes to the failure of students in CCA and the hypothesis is hereby rejected

Table 2:t-test analysis of government's influence on the failure of student in Cultural and Creative Arts.

	N	X	SD	DF	T-cal	T-table	Remark
School with Government subvention	60	3.71	1.71	98	4.14	1.95	S
School without Government subvention	40		2.14	0.71	98		

The Table above revealed that schools which receive no or less grant from government, perform very low (nil) while school with fat government grant shows high performance (=3.71).

This shows that most of the schools have no or minimal support from the government since they receive little or no grant which is determined by the population of the schools. This eventually results into non-functioning library and laboratories. Even water, which is one of the basic needs in any school, is not available in most of the schools. The hypothesis is hereby rejected.

This study examined quality of CCA teacher education as it affects academic performance of students in Cultural and Creative Arts. Five selected secondary schools in Oyo State were used as population samples. Analyses of the results show that low quality of CCA teachers' education and government attitude are some of the major factors contributing greatly to low performance of students in Cultural and Creative Arts. The study looked critically into each of these factors, how study contributes to this problem and their contributions and proffer recommendations

Conclusion

Teachers were found to contribute to the low performance of students in Cultural and Creative Arts based on teachers competencies in the subject. They were not competent enough to impart knowledge into the students which makes the subject appears abstract to them. Governments' allocation to the sector was not enough, grants, relevant and adequate facilities that can promote effective teaching and learning in most of the schools especially in the rural areas were not available or not adequate where available. Most of their Music rooms and libraries are not well equipped, therefore, most students do not come to the school regularly because they believe that their teachers will eventually dictate the answers to them during their JSSE examinations.

Recommendations

Teachers are to upgrade their teaching skills and knowledge by attending in service training. Only professionally trained teachers should be employed to teach in educational Institutions. Government should ensure that teachers who have not acquired teaching qualifications should do so. Government should provide necessary educational facilities to schools so that we can have productive youth and school grants should not be based on the population of schools. Government should encourage the writing of textbooks in mother tongue from different ethnic groups in Nigeria, as these will go a long way in helping ~~our~~ children develop writing, reading and language skills. Nursery schools should be included in the entire public schools' syllabus in all the states of the federation so as to prepare the pre-school children to acquire both inquiry and creative skills.

Government should employ competent and qualified teachers who should be at the implementation stage of Cultural and Creative Arts curriculum in Early Childhood Education and should not see it as all comers' affair. Government should as a matter of urgency provide necessary educational facilities to pre-school children both in the urban and rural areas as that will help to develop their interest in learning. Government should ensure -that there is adequate supervision and monitoring at the primary school level so as to guarantee effective and efficient teaching and learning considering cultural barriers that exit among different ethnic groups in the country. Government should ensure that standards are kept by all the school administrators both public and private so as to promote uniformity in the school system.

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