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|  |     |
|--|-----|
| Quality Education and Good Governance in a Globalised Economy<br>— Professor Clifford Nii Bol Tagoe.....   | 1   |
| Peace, Security and Development in Nigeria: Focus on Education, and Ethno-religious Fundamentalism<br>— Don John O. Omale (Ph.D.).....   | 24  |
| Fine and Applied Arts Education and Good Governance in a Globalized Economy<br>— Anabe Aliu Tijani (Ph.D) & Pogoson Ohioma Ifounu (Ph.L.).....   | 39  |
| Effective School Management: A Panacea for Quality Assurance for Quality Education in a Globalised Economy — Adeyemo, Adekola Oyebamiji...   | 50  |
| Quality Education and Good Governance in a Globalized Economy: Effect on Science and Technology<br>— Adeleye, Moses Owolabi & Aimola, Amos Ayodele.....  | 59  |
| The Role of Language in the Development of Economy<br>— Amadi Esther E. E. & Emeka-eze Chisomga Amarachukwu N.....   | 71  |
| Good Governance and Religion: A Christian View Point<br>— Emotimi Agbere.....  | 82  |
| Leadership Qualities in Governance and Public Administration in Nigeria: Islamic Perspective — Badmos, K. S.....   | 88  |
| The Roles of Reading for Quality Education and Good Governance in a Globalized Economy<br>— Adebiyi, M. Edith & Nureni, M. Abidemi.....  | 99  |
| Developing Nigeria's Economy Through Quality Music Education and Good Governance<br>— Nwaneri, Christian, M.....   | 110 |
| Factor Affecting Quality Childhood Education in Nigeria<br>— Susan Eloyi O. (Mrs.).....  | 123 |
| The Relation Between Gender and Lecturers' Attitude Toward Utilization of Information and Communication Technologies in Colleges of Education In Kogi State<br>— Anaza, Abdulmumuni Onuyi & Abdulazeèz, M. O. (Mrs.).....      | 131 |
| Mettant Fin À L' Abus Du Droit De L' Homme Dans La Politique Africaine Via L'écriture: Le Cas De Allah N'est Pas Obligé D'ahmadou Kourouma<br>— Adeuga Francisca Folake.....   | 146 |
| Using Information and Communication Technologies as Resources in Chemistry Education: A Panacea for Quality Science Education in a Globalized Economy<br>— Ugbe, A. Ugbe, Mrs. Henrietta. N. Henshaw & Lawrence, Ahmed Ugbe... | 156 |

# **ATABA**

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## **EDITORIAL STATEMENT**

### **ATABA, INTERNATIONAL JOURNAL ON CONTEMPORARY ISSUES: AN INTRODUCTION**

An International Conference was held at Federal College of Education, Okene, Nigeria between 9th and 13th of May, 2011. It was the first of its kind and it happened with the full support of Associate Professor Ajayi Iyela, the Provost of the College. The lead paper presenter was Professor Clifford Nii Boi Tagoe, the immediate Vice Chancellor, University of Ghana, Accra. The theme of the conference was: "*Quality Education and Good Governance in a Globalized Economy*".

Issues raised at the conference were holistically fundamental to African and the world educational and political system. Materials presented by participants were too valuable to be consigned to the garbage bin of history. The solution is a research-oriented Journal with a global outlook for global relevance, and that which will stand the test of time.

*Ataba: International Journal on Contemporary Issues* is thus borne out of necessity to preserve quality academic papers for posterity. It can be seen from the philosophy of the Journal that the production is aimed at encouraging functional research, which will enhance developmental strides of global relevance and impact.

Though this first volume is in two issues or numbers, the Journal is intended to be produced once annually. Tested and experienced Consulting Editors within and abroad have been carefully chosen to directly edit every paper that will be accepted for publication in this nascent Journal.

The Journal can be readily accessed in the internet. Articles are welcome from all over the world. However, authors must bear in mind the philosophy of the Journal in making their contributions.

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**Caleb, O.K. Momoh (Ph.D.)**

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Papers including illustration should not exceed 15 pages of A4 paper, double line spacing, 12 points front size with latest APA reference style. Abstract should not be more than 250 words, with five (5) keywords that well describe the subject of the paper, full name(s), current contact address, e-mail address, and phone number(s). All articles submitted for vetting will attract a vetting fee of N2,500 or \$20 and its equivalents in other currencies per paper.

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# **STUDENT TEACHERS' EVALUATION OF UBE PRINCIPALS' PROVISION OF INSTRUCTIONAL MATERIALS AND SUPERVISORY ROLES DURING FIELD EXPERIENCES IN DELTA STATE**

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## **Abstract**

*The study examined student teachers' mean scores of evaluation of UBE principals' provision of instructional materials and supervisory roles during field experiences. The research design was a survey as it studies samples of 100 from the entire population of 1147 300-level student teachers from College of Education, Agbor, Delta State. Student Teachers' Evaluation of UBE Principals' Questionnaire (STEUPQ) was the instrument constructed by the researcher and validated by two educational evaluators to determine its content and face validity. Test-retest reliability of STEUPQ was obtained using Pearson Product Moment Correlation Coefficient to establish the index of 'r' to be.77. Three null hypotheses guided the study while a t-test was used to analyze data. The findings showed no significant difference between male and female subjects' mean scores of evaluation of UBE principals. There was no significant difference between subjects in urban and rural but there was a significant difference between subjects from Schools of sciences and vocational/technical education. As a result, UBE principals are urged to provide instructional materials among many other things.*

**Key words:** Student, Education, Supervision, Instructional materials.

## **Introduction**

There could be potential risks of mis-educating student teachers concerning their abilities to utilize instructional materials effectively if the UBE principals as mentors do not provide and supervise them (Gold, 1999). The normal classroom theoretical coursework lack enough intellectual substances to connect field experiences characterized by practical teaching (Blase, 2004). Student teachers are selected by their respective principals during a teaching practice exercises. The principals provide a professional connection between teacher preparation coursework and curriculum content implementation (Varrati, Lavine and Turner, 2009). Really, principals who supervise student teachers can also provide professional support by sharing their wealth of pedagogic science teaching experiences. The interaction between the student teachers and their principals cannot be overemphasized while building knowledge of teaching, constructing personal identity as teachers and developing a procedural standards for classroom management of effective instruction (Gold, 1996; Onwuegbu and Awuja-Ademu, 2011).

## **The Universal Basic Education Act 2004**

The Universal Basic Education Curriculum implementation can hardly be achieved without teachers' continuous professional growth and development (FRN, 2004). Accordingly, section 9 subsection b of the UBE Act of 2004 states that 70% of the 2% of the consolidated revenue fund was planned to be spent on three key areas which include:

1. Infrastructural development (70%);
2. Textbooks/non-consumable- instructional materials (15%) and
3. Teachers' professional development (15%).

The UBE teachers' professional development is compulsory because a huge amount of money is budgeted annually to ensure its successful implementation (Taiwo, 2011). The training programme is designed to handle its effective curriculum implementation by serving and student teachers too. At the lower level of the basic education, 60% is to be used for the training while 35% and 5% are meant for Junior Secondary and Pre-Primary levels respectively. The UBE guarantees quality output to lay solid foundations for scientific and technological developments in Nigeria (Awuja Ademu and Kpangban, 2011). The UBE programme is universal, free and compulsory as well as all-inclusive education. It takes into

consideration the special needs of all sectors of the population via the provision of instructional materials (Oghuvbu, 2009).

The principals are to ensure that every student teacher performs his or her classroom duties satisfactorily by providing required instructional materials for them. Some of these instructional materials are chalkboards, flannel boards, bulletin boards, progress charts, school timetable, video tapes, video recorders, radios and others. The UBE principals are to monitor how student teachers keep records of attendants and mark their lesson plans/ lesson notes so that necessary corrections could be effected. Besides, the UBE principals might engage in regular classroom supervision to produce excellent results through improved performances of student teachers. Notwithstanding, UBE principals should be aware of how the student teachers evaluate their provision of instructional materials and subsequent instructional supervisory roles (Hoer, 2005; Awuja-Ademu, 2004). Probably, the assessment of student teachers may be quite different from the principal's expectation and self-image. Quite often, it is difficult to self-assess one's own abilities and relationships with others. The principal can sometimes reflect on his/her strength and weaknesses in the instructional methods adopted (Anyaegebunam, 1997). The principals must be exemplary leaders who treat confidential matters of student teachers with great care and should possess a high sense of morality. The UBE principals need not only sit down somewhere to criticize student teachers but they also can help to provide suitable instructional materials to attain a well-intended collegial feedback (Varranti, Lavine and Turner, 2009).

A lot of instructional materials exist around the school community if only the principals can help student teachers identify them. These instructional communication technologies could be audio-visual equipment in the classroom, laboratory or other places designed for the purposes of instruction. Instructional materials have the capacities to stimulate, arouse and sustain the interest of the learners (Leong, 2006; Awuja-Ademu, 2004). The use of student teachers to evaluate UBE principals' provision of instructional materials and supervisory roles is an attempt to assess and determine the certificated personnel's competence as related to the established standards/duties normally required to be performed to match their regular assignments (Okoye, 2007).

Evaluation describes frequent decision-making and judgments which individuals, groups, institutions or governments pass on what affects their lives and those of others (Akubuilu, 2005). Usually, such decisions and



Judgments are taken on the bases of experiences, evidence, data or information available. Evaluation can be defined as an assessment of merit and the use of information to make decisions about an educational programme. It is the systematic collection and interpretation of evidence as an integral part of the process of a judgment or value with a view to an action (Okoye, 2007). Of course, evidence of the provision of instructional materials like maps, charts, pictures, opaque- projectors, overhead projectors, computers and information communication technologies (ICT) by the UBE principals cannot be hidden within the school system. Also, the provision of old calendar pictures, postcards or the use of projectors to enlarge the size of the map or small picture involve the principals' help (Barth, Tanko and Balogun. 1975).

The 2004 edition of the National Policy on Education states the need to set up instructional media and audio-visual centres in Kaduna for quick realization of educational objectives nationwide. This is because of the importance of instructional materials as any stimulus object or person which help the learner in his/her pursuit of knowledge acquisition (Ukadike, 2003). It helps learners to recall, visualize, rehearse or recapitulate concepts or ideas. To achieve the set goals/objectives, the UBE principals charged with responsibilities of curriculum implementation could provide suitable instructional resources to meet up the learning desires of the schools. To this effect, student teachers need to understand relevant theories to match them with suitable instructional materials to be balanced with practical applications. This may help to attain the objectives of teacher education field experiences through appropriate professional guidance (Gold, 1996). Not only that, student teachers should be ready to receive orders, assignments and responsibilities from the principals. The curriculum content induction for student teachers may include planning, organizing instruction and application of drills and practice.

Principals who pay unannounced classroom visits enhance teachers' motivation, self-esteem, sense of security and boost their morale (Blase, 2004). Effective UBE principals also monitor instruction to make the theory more interesting, independent, interactive and individually challenging. If UBE principals were to render help to student teachers with the necessary instructional preparation of lessons, some clever ones could have learnt how to "drill-and-practice" as a result of manipulative skills acquired during field experiences (Blasé, 2004). Besides, early supervisory roles of UBE principals provide helpful feedback to student teachers that can reduce anxiety during field experiences. Normally, the principal observes lessons

and gives feedback by way of a collaborative model during classroom visitation. The use of the collaborative supervisory model creates room for one-on-one attention between principals and inexperienced student teachers. Principals' provision of instructional materials and classroom supervisory roles significantly influenced teachers' perception of principals' administrative effectiveness (Sule & Enueme, 2007). In other words, effective principals enhance teaching and learning experiences in their schools so as to aid the quality of knowledge transferred to students. Sule and Enueme (2007) asserted that supervision of instruction exists to facilitate curriculum implementation as well as determining means to stimulate professional growth. The school principals undertake responsibilities of exposing student teachers and children to a lot of experiences for all-round educational development. It is predicted that this model can work if Colleges of Education incorporate principals as active participants during the preparation of supervision and induction programmes. Early developmental and professional growth begins with student teachers' field experiences and principals' supervisory roles (Leong, 2006; Blasé, 2004).

### **Statement of the Problem**

The UBE Act of 2004 section 9(b) stated that 70% of 2% of the consolidated revenue fund is to be budgeted annually for its teachers' continuous development, provision of instructional materials/textbooks and infrastructural development (Taiwo, 2011). The government's aim in the provision of the fund is to ensure the quality output of manpower needs for the UBE scheme to guarantee its curriculum implementation. It is the responsibility of UBE principals as a government agents to provide instructional materials and play supervisory roles to ensure that learning resources are properly utilized (FGN, 2004; Ukadike, 2003). Contrary to these expectations, student teachers' low performances during field experiences in recent times have been attributed to principals' lack of provision of instructional materials and supervision. The question arises as: what could be student teachers' mean score of evaluation of UBE principals' provision of instructional materials and supervisory roles in Delta State?

### **Research Hypotheses**

The following hypotheses have been formulated to guide the study

Ho<sub>1</sub>: There is no significant difference between male and female student teachers' mean score of evaluation of UBE principals' provision of

instructional materials and supervisory roles during field experiences in Delta State.

Ho<sub>2</sub>: There is no significant difference between urban and rural student teachers' mean score of evaluation of UBE principals' provision of instructional materials and supervisory roles during teaching practice exercises.

Ho<sub>3</sub>: There is no significant difference between schools of sciences and vocational/technical education student teachers' mean score of evaluation of UBE principals' provision of instructional materials and supervisory roles in Delta State.

### **Purpose of Study**

The general purpose of this study is to investigate how student teachers evaluate UBE principals' provision of instructional materials and supervisory roles during field experiences in Delta State. Specifically, the study was set up to:

- (a) Determine the difference between male and female student teachers' mean score of evaluation of UBE principals' provision of instructional materials and supervisory roles.
- (b) Ascertain the difference between urban and rural student teachers' mean score of evaluation of UBE principals' provision of instructional materials and supervisory roles.
- (c) Investigate the difference between schools of sciences and vocational/technical education student teachers' mean score of evaluation of UBE principals' provision of instructional materials and supervisory roles.

**Methodology:** A survey research design was used as it studies samples from the entire population to discover student teachers' mean scores for evaluation of UBE principals' provision of instructional materials and supervisory roles during field experiences in Delta State.

**Population and Sampling Techniques:** The target population of this study included the list of 1147 registered 300-level NCE student teachers from schools of sciences and vocational/technical education posted to various schools in Delta State during the 2010/2011 academic year. However, the sample size for this study consisted of 100 subjects randomly selected from schools of sciences and vocational/technical education posted to 6 UBE schools. A multi-stage sampling procedure involving a cluster

sampling of successive stages before reaching the destination was adopted. The first stage of sampling was a random selection of the 6 Local Government Areas (LGAS) from the list of 25 LGAS in three Senatorial Districts in Delta State. The second stage involved the random selection of six UBE schools from the list of 6 LGAS and finally, a random selection of 100 student teachers who evaluated UBE principals in their various school locations.

**Instrumentation:** A questionnaire titled Student Teachers' Evaluation of UBE Principals' Questionnaire (STEUPQ) was personally designed by the researcher and used to collect data for this study. It was divided into sections "A" and "B". Section "A" sought to elicit demographic data while section "B" sought information on student teachers' evaluation of UBE principals' provision of instructional materials and supervisory roles during field experiences. The segment consisted of 20 items generated from the literature reviewed earlier using 4 points Likert modified method of Strongly Agreed (SA), Agree (A), Disagree (D) and Strongly Disagreed (SD). The interval scale of measurement of 4 continuums for SA, A, D & SD representing 4, 3, 2 & 1 are collapsed into A & D were used.

**Validation of Instrument:** The instrument (STEUPQ) was validated by two experts in educational evaluation from the College of Education, Agbor who thoroughly scrutinized it item by item about the purpose of the study. These experts recommended the instrument for use after effecting necessary corrections.

**Reliability:** Test-re-test reliability method was adopted to determine the reliability of STEUPQ. The investigator administered the instrument to 20 student teachers outside the designated place of study. Two weeks after the initial test administration, the same instrument was again re-administered to the same group of student teachers. The two collated data were analyzed using the Pearson Product Moment Correlation Coefficient Method. The index of "r" is .77 at a .05 level of significance.

**Data Collection:** The data retrieved indicated that 100% of 100 questionnaires were distributed but only 73 were found useful during data analysis

**Method of Data Analysis:**

T-test for two independent variables was the statistical method used to analyze the data collected in order to ascertain the significant difference between the two sets of variables employed in this study.



**Table 1: T-test analysis of Difference between Male and Female student Teachers' mean score of Evaluation of UBE Principals' Provision of Instructional Materials & Supervisory Roles in Delta State.**

| Sex                     | N  | Mean  | SD   | df | t- cal | t-crit | Deci-<br>sion               |
|-------------------------|----|-------|------|----|--------|--------|-----------------------------|
| Male student teachers   | 22 | 12.73 | 2.98 | 71 | -.52   | 1.99   | Ho <sub>1</sub> is retained |
| Female student teachers | 51 | 13.14 | 3.13 |    |        |        |                             |

Table 1 above presents a t-test statistical summary table for two independent variables of male and female student teachers' evaluation of UBE principals' provision of instructional materials and supervisory roles during field experiences. The t-calculated table value of -.52 is less than t-critical table value of 1.99 at a .05 level of significance. Hence, null hypothesis one is retained. There is no significant difference between male and female student teachers' mean score of evaluation of UBE principals' provision of instructional materials and supervisory roles in Delta State. Furthermore, the female student teachers had a higher mean score of 13.14 while their male counterparts got 12.73.

**Table 2: T-test Analysis of Difference between Urban and Rural Student Teachers' Mean Score Evaluation of UBE Principals' Provision of Instructional Materials and Supervisory Roles in Delta State**

| School location        | N  | Mean  | SD   | df | t-cal | t-crit | Deci-<br>sion               |
|------------------------|----|-------|------|----|-------|--------|-----------------------------|
| Urban student teachers | 16 | 13.81 | 3.29 | 73 | 1.19  | 1.99   | H0 <sub>2</sub> is retained |
| Rural student teachers | 58 | 12.79 | 2.97 |    |       |        |                             |

Table 2 indicates a t-test statistical analysis for urban and rural student teachers' evaluation of UBE principals' provision of instructional materials and supervisory roles during field experiences. The t-calculated table value is 1.19 while the t-critical table value is 1.99 at a .05 level of significance. The null hypothesis two is retained since the t-calculated table value of 1.19 is less than the t-critical table value of 1.99. The decision is that there is no significant difference between urban and rural student teachers' evaluation of UBE principals' provision of instructional materials and supervisory roles during

teaching practice exercises in Delta State.

**Table 3: Differences between Schools of Sciences and Voc/Tech Student Teachers' mean scores of Evaluation of UBE Principals' Provision of Instructional Materials and Supervisory Roles.**

| School               | N  | Mean  | SD   | df | t-cal | t-crit | Decision        |
|----------------------|----|-------|------|----|-------|--------|-----------------|
| Science              | 20 | 13.85 | 3.15 | 35 | 3.15  | 2.04   | Ho3 is rejected |
| Voc & Technical Edu. | 17 | 10.76 | 2.75 |    |       |        |                 |

Table 3 presents t-test analyzed data for schools of Sciences and Vocational/Technical Education student teachers' evaluation of UBE principals' provision of instructional materials and supervisory roles. The t-calculated table value of 3.15 is greater than the t-critical table value of 2.04 at a .05 level of significance. Therefore, null hypothesis three is rejected. There is a significant difference between schools of sciences and vocational/technical education student teachers' evaluation of UBE principals' provision of instructional materials and supervisory roles during field experiences.

**Discussion of Results**

The finding from Table 1 revealed no significant difference between male and female student teachers' evaluation of UBE principals' provision of instructional materials and supervisory roles during field experiences in Delta State, especially in the College of Education, Agbor. By implication, the evaluative mean score of male (12.73) and female (13.4) student teachers was similar. Evaluation according to Akubuilu (2005) refers to frequent decision-making and judgment in which individuals, groups, institutions or governments pass judgment on what affects their lives and those of others. The evidence of the provision of instructional materials and supervisory roles of UBE principals during field experiences by male and female student teachers are in harmony. This supports Blasé (2004) that instructional resources are required during field experiences.

The result in Table 2 indicated no significant difference between urban and rural student teachers' evaluation of UBE principals' provision of instructional materials and supervisory roles during field experiences. This research finding portrayed the fact that school location does not influence student teachers' evaluation of UBE principals' supervisory roles and provision of learning resources during field experiences. This finding corroborates with the result of Gold (1996) that interaction between

principals and student teachers whether in urban or rural schools may not help to acquire skills of teaching. Principals who provide instructional materials can also supervise student teachers as well as share their pedagogic science teaching experiences. This is because, they provide a professional connection between teacher education coursework and curriculum implementation (Varranti, Lavine and Turner, 2009).

Table 3 indicated a significant difference between schools of sciences and vocational/technical education student teachers' evaluation of UBE principals' provision of instructional materials and supervisory roles during field experiences. Science student teachers had a mean of 13.85 while vocational /technical educational student teachers got a mean of 10.76. It is interesting to note that science learning resources such as flowering plants, fruits, leaves, roots, radio, TV, skeleton, and so on are cheaper to get than vocational/technical education instructional materials like a typewriter, laptop computers, gas cookers, tractors and other gadgets which may be too expensive to buy. (Awuja-Ademu, 2004).

It upholds the finding of Oghuvbu (2009) that the provision of instructional materials is necessary for the positive achievement of UBE objectives. There is a high positive mean score between the school of sciences and vocational/technical education student teachers' evaluation of UBE principals' roles during field experiences in Delta State.

## **Conclusion**

Based on the research findings obtained from the study, it could be observed that there was no significant difference between the mean score of male and female student teachers. Also, there was no significant difference between urban and rural student teachers' mean scores of UBE principals' provision of instructional materials. However, the finding in Table 3 showed a significant difference between the schools of science student teachers and their vocational/technical education counterparts. In the light of these findings, there is no doubt that the tasks of instructional materials provision and supervisory roles by the principals are very expensive and energy-sapping. However, the researcher believes that no sacrifice is too great in making teaching practice more relevant, meaningful and a crucial factor to determine the high quality of a professional teacher. In conclusion, UBE principals' provision of instructional materials and supervisory roles will surely bring about desirable improvement in the quality of teacher education curriculum implementation.

## **Recommendations**

In sequel to the conclusions drawn above, it is hereby recommended that:

- (a) UBE principals are urged to provide suitable instructional materials for student teachers to facilitate the field experiences in Delta State and Nigeria at large.
- (b) UBE principals should play supervisory roles in such a way as to encourage professional growth during teaching practice.
- (c) Colleges of Education, as well as Ministry of Education, are urged to organize seminars and workshops on the provision of instructional materials for student teachers regularly.

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