

# EVALUATION OF PERFORMANCES OF SENIOR SECONDARY SCHOOL HISTORY STUDENTS IN EXTERNAL EXAMINATION IN PLATEAU STATE

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## **Abstract**

This study focused on evaluation of the performance of senior secondary school history students in external examination in Plateau State. The study made use of survey research design in evaluating the performances of history students in external examination in Plateau State. The population for this study comprised of all senior secondary school History students and teachers in the 17 Local Government Areas of Plateau State. It also comprised of all history students that sat for NECO examinations from 2008 to 2012, totaling 6,656 for the period of five years. The sample size of 105 senior secondary school history teachers and the 6,656 history students that sat for NECO in the state from 2008 to 2012 were used for the study. Using all the history teachers and the NECO examinations documents was manageable as they are not many. Purposive sampling technique was used for selecting the sample of history students that sat for NECO examination between 2008 and 2012. This is because not all schools offer History. The instrument used for the collection of data for this study is History Students' Academic Performance Results in Plateau State (HSAPR). The instrument is made up of two sections; section A is the summary analysis of NECO History results based on percentage from all the 17 Local Government Areas of Plateau State. While section B is the analysis of NECO History students' results based on grades from all the 17 Local Government Areas of Plateau State. The instrument was extracted from the students' results at the Educational Resource Centre, Plateau State, Jos. To establish face, construct and content validity of HSAPR, the instrument was given to three experts in the Departments of Arts Education, Science and Technology Education and Educational Foundations, Faculty of Education University of Jos respectively. Data collected for this study were analyzed using descriptive statistical tools of frequencies, percentages and mean. The results of this findings indicated that there was poor performance of History students in external examinations in Plateau State from 2008 to 2012. The study equally recommended among others that; the current History curriculum should be reviewed so that more emphasis will be placed on practical application of what is taught and learned by students; History rooms or laboratories should be established in all our educational institution where history is being taught and

Plateau State Government through the Ministry of Education, Supervisors, Teachers teaching History and other stakeholders should each play their complementary roles in order to improve the performances of History students in external examinations in the State.

**Keywords:** Evaluation, Performance, History, External and Examination.

### **Background of the Study**

History was one of those arts subjects studied by students with satisfactory performances in the past years. This is evident in the fact that some of those renowned historians like Ajayi, Dike and Ikime were some of the top technocrats that this country has ever produced who contributed immensely to the development of this country. History can help people to stop making the same mistakes as their anthropoid forebears, but try to copy and improve upon the good things which they did for mankind. History transmits the required skills from one generation to generation (Bawa, 2008). When this acquired and accumulated knowledge of the past is instilled into youths, the future leaders of tomorrow, it will pave way for the transformation of the nation in a tremendous way. Antonio (2006) corroborated these by maintaining that in order to obtain the political intelligence needed for responsible citizenship; students must acquire the knowledge of History.

It is through the study of history that we can make people patriotic, nationalistic, loyal and honest, have respect for their leaders and at the same time, train them to respect the greatness of their own nation and that of other countries. Unless youths have a clear understanding of the need to love their fatherland, the nation will definitely stand the risk of collapsing. This really explains why one time president of Nigeria General Ibrahim B. Babangida (Rtd), made an assertion that history is too important to be left in hands of amateurs (Sanda, 2015).

History is good because it has the capacity to sharpen awareness and create understanding that could be necessary for nation building. It transforms citizens in the area of skills development and competencies, moral values, reasoned judgment to effectively live, interrelate and contribute positively to the economic, social, political and cultural values of nations, especially Nigeria as a democratic country (Bawa, 2008). In addition, History studies about people, relationships and how societies evolve. It provides people with better perspectives and understanding of past and present phenomenon, thereby giving humanity a sense of place in relationship to the past in the society (Gotom et al., 2019)

Dainfen (2009) explained more on the immeasurable value of skills which one can acquire through the study of history as follows; ability to identify cause

and consequences thereby gaining a sense of responsibility for action, ability to express thoughts clearly, concisely and accurately, ability to research thoroughly, ability to empathize with others, understand divergent view points, ability to remember details and ability to respect and understand the psychology of other cultures and people in the context of the past. These are skills which are acquired almost exclusively in the study of history which will be of immediate benefit, indirectly in a wide variety of professions including; law, marketing, management, sales, human resource, public relations, journalism, international relations, teaching amongst others. In fact, any profession requiring interpersonal relations, critical thinking, logic and the ability to make informed decisions and sound judgments, can have its basis from the study of history.

In spite of the relevance of History to national development as stated above, the teaching of history has become increasingly deplorable in plateau state and in Nigeria. The persistent poor performances of students in History in Senior School Certificate Examinations in schools in Plateau State attest to the fact that the teaching of history has not been properly handled.

### **Statement of the Problem**

The persistent poor performances of students in History in the senior secondary schools in Plateau State attest to the fact that the teaching of history has not been properly handled. The problem of effective teaching and learning of History in Nigerian secondary schools has become a sensitive issue that needs urgent attention. It has been observed that the poor performance of students in history is related to wrong teaching method. Others are the non - availability of qualified history teachers for the implementation of the curriculum. The problem of poor performance of students in history has become disturbing and if not checked may jeopardized the placement chances of students to read history and related courses such as archaeology, law and diplomacy, international relations and journalism which has serious implications for national development. The poor performance of History students in external examinations in Plateau State from 2008 to 2012 as analyzed from National Examination Council (NECO), Senior School Certificate Examination (SSCE) results obtained from Educational Resource Centre, Jos. NECO and not any other examination result was chosen because this particular research was not a comparative study but a survey of the entire State. Hence, subsequent researchers can replicate this study by investigating the performances of West African Examination Council (WAEC) and National Business and Technical Examination Board (NABTEB) respectively. Thus, the performances of History students in Plateau State in NECO for 2008 - 2012 are presented in the below:

**Table1: Performances of Senior Secondary School History Students in External Examination (NECO) from 2008 - 2012 in Plateau State**

Year	No. of History students registered	No. passed at credit level/percentage	No. of students with passes/percentage	No. failed/Percentage	No. absent /percentage
2008	1,469	856 (58.3%)	224 (15.2%)	120 (8.2%)	269 (18.3%)
2009	1,493	205 (13.7%)	813 (54.5%)	216 (14.5%)	159 (10.6%)
2010	1,404	252 (17.9%)	901 (64.2%)	119 (8.5%)	132 (9.4%)
2011	1,141	427 (37.4%)	560 (49.1%)	35 (3.1%)	119 (10.4%)
2012	1,042	571 (54.8%)	396 (38.0%)	10 (1.0%)	665 (6.2%)
Total	6,656	2,311 (35.3%)	2,894 (44.2%)	500 (7.6%)	743 (11.3%)

**Source:** Education Resource Centre, Jos

From the above analysis of NECO results presented, there is clear indication of poor performance of students in history from 2008 to 2012 in Plateau State.

### **Purpose of the Study**

This study focused on evaluation of the performance of senior secondary school History students in external examination in Plateau State. Specifically, the study sought to find out the performances of senior secondary school students in History external examination in:

1. 2008 in Plateau State.
2. 2009 in Plateau State.
3. 2010 in Plateau State.
4. 2011 in Plateau State.
5. 2012 in Plateau State.

### **Research Questions**

For the purpose of this research work, the following research questions were raised to guide the study;

1. What are the performances of senior secondary school students in History external examinations in 2008 in Plateau State?
2. What are the performances of senior secondary school students in History external examinations in 2009 in Plateau State?
3. What are the performances of senior secondary school students in History external examinations in 2010 in Plateau State?
4. What are the performances of senior secondary school students in History external examinations in 2011 in Plateau State?
5. What are the performances of senior secondary school students in history external examinations in 2012 in Plateau State?

## Methodology

**Design of the Study.** The study adopted survey research design. Survey research design is a procedure in quantitative research where a researcher administers a survey to a sample or the entire population of people to describe the attitudes, opinions, behaviours or characteristics of the population (Tanny, 2018). This is because the study sets to find out the performance level of senior secondary school students in History in external examinations in Plateau State. Survey research design is a method of gathering information from a sample of individual. As a survey research, the design requires the researcher to select a group of respondents and collect information from them for the purpose of the study.

**Population.** The population of this study comprised of 6,761 senior secondary schools history students and teachers in Plateau State. It equally encompasses all History students that sat for NECO examination from 2008 to 2012, totaling 6,656. The sample size of 105 senior secondary school History teachers and 6,656 History students who sat for NECO in the State from 2008 to 2012 was used for the study. Using all the history teachers and the NECO examination documents is manageable as they are not many.

**Sample and Sampling Technique.** Purposive sampling technique was used for the study. Purposive sampling otherwise known as subjective sampling is a sampling technique where a researcher relies on his / her own judgment when choosing members of population to participate in a study (Awotunde & Ugodulunwa, 2010). Being a judgmental sampling technique, the researchers only targeted History students and teachers alone and not any other subject. In addition, it is not all senior secondary schools in Plateau State that offer History.

**Instrument for Data Collection.** To collect data for this research work, History Students' Academic Performance Results in Plateau State (HSAPR) was the instrument used for data collection. The instrument is made up of two sections; section A is the summary analysis of NECO history results based on percentage from all the 17 Local Government Areas of Plateau State, while section B is the analysis of NECO history results based on grades from all the 17 Local Government Areas of Plateau State. The instrument was extracted from students' results at the Educational Resource Centre, Plateau State, Jos. After getting the results, they were analyzed based on local government areas and year, before summarizing them into those with credits and those that had pass or fail.

**Validity and Reliability of the Instrument.** To establish construct validity of HSAPR which determined all the grading system of NECO that have been taken care of in analyzing the performance of History students in NECO examination for the past five years, the instrument was given to two experts, one each from the Departments of Science and Technology Education and Educational Foundations, Faculty of Education University of Jos. The experts were drawn from Curriculum Studies and Research, Measurement and Evaluation respectively were employed to establish the construct validity of HSAPR, which was considered appropriate.

**Procedure for Data Collection.** Having obtained the consent of the relevant authorities, the researcher went to Education Resource Centre, Jos and collected data about the results of history students in NECO for 2008 to 2012 and analyzed them based on their grades (credit, pass and fail). The analysis was done based on local government area by local government area, until the whole analysis for 17 local governments was done.

**Method of Data Analysis.** Data collected for this study were analyzed using descriptive statistical tools of frequency tables and simple percentage. HSAPR were analyzed in order to answer research questions raised from the onset of this study.

## **Results**

**Research Question 1:** What are the Performances of Senior Secondary School Students in History External Examinations in 2008 in Plateau State?

**Table 2: National Examination Council (NECO) History Results for Plateau State, 2008**

S/ N	LGA	No. Reg.	A 1	B2	B3	C4	C5	C6	D 7	E8	F9	AP H	No. of Credi t	No.of passe s	Percent .
1	Barkinladi	61	-	-	-	6	13	20	1	5	7	9	39	6	73.77
2	Bassa	52	-	-	-	1	9	21	4	2	3	12	31	6	71.15
3	Bokkos	85	-	-	2	11	38	14	2	9	-	9	65	6	89.41
4	Jos East	16	-	-	-	-	5	2	-	1	-	8	7	11	50
5	Jos North	225	-	12	3	19	44	50	6	9	7	75	128	1	63.55
6	Jos South	227	-	2	3	10	56	58	10	22	19	47	129	15	70.92
7	Kanam	21	-	-	-	1	3	4	-	4	2	7	8	32	57.1
8	Kanke	27	1	1	-	-	6	8	1	5	2	3	16	4	81.48
9	L/Noth	144	-	-	-	10	23	53	8	13	12	23	88	6	74.30
10	L/South	29	-	-	-	-	14	14	-	-	-	1	28	21	96.55
11	Mangu	384	1	2	1	34	54	123	20	70	56	23	215	90	79.4
12	Mikang	12	-	-	-	-	-	-	-	-	1	11	-	-	00.0
13	Pankshin	46	-	-	-	1	5	19	1	3	2	25	15	4	41.30
14	Quaapan	102	-	2	4	15	23	29	4	13	5	7	73	17	88.23
15	Riyom	04	-	-	-	-	-	-	-	3	-	1	-	3	75.00
16	Shendam	27	-	-	-	-	3	6	3	5	4	6	9	8	62.96
17	Wase	07	-	-	-	-	-	5	-	-	-	2	5	-	71.42

Source: Education Resource Centre, Jos

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**Research Question 2:** What are the Performances of Senior Secondary School Students in History External Examinations in 2009 in Plateau State?

**Table 3: National Examination Council (NECO) History Results for Plateau State, 2009**

S/N	LGA	No. Reg.	A 1	B2	B 3	C4	C5	C6	D7	E8	F9	AP H	No. of Credit	No. of passes	Percent %
1	Barkinladi	56	-	-	-	-	6	3	24	14	3	9	9	38	79.7
2	Bassa	49	-	-	-	1	-	2	14	14	9	7	3	30	67.3
3	Bokkos	85	-	-	-	2	8	5	22	12	13	23	15	34	57.6
4	Jos East	09	-	-	-	-	1	-	3	1	-	4	1	4	55.5
5	Jos North	180	-	-	-	3	10	12	72	24	15	44	25	96	67.2
6	Jos South	231	-	-	-	5	10	16	101	46	20	33	31	147	77.0
7	Kanam	13	-	-	-	6	1	-	5	2	4	1	1	70	61.5
8	Kanke	23	-	-	-	1	-	1	12	1	4	4	2	13	65.2
9	L/Noth	116	-	-	-	-	5	10	47	30	18	6	15	77	99.3
10	L/South	39	-	-	-	-	1	2	11	12	5	8	3	23	66.7
11	Mangu	428	-	-	-	9	20	29	157	104	99	10	58	261	75.00
12	Mikang	08	-	-	-	-	-	-	-	2	5	1	-	2	25.00
13	Pankshin	56	-	-	-	1	7	2	20	16	7	3	10	36	82.1
14	Quaapan	65	-	1	-	7	8	14	22	6	5	2	30	28	89.2
15	Riyom	10	-	-	-	-	6	3	2	1	6	1	-	3	30
16	Shendam	20	-	-	-	-	-	-	8	6	3	3	-	14	70
17	Wase	02	-	-	-	1	-	1	-	-	-	-	2	-	100

**Source:** Education Resource Centre, Jos



**Research Question 3:** What are the Performances of Senior Secondary School Students in History External Examinations in 2010 in Plateau State?

**Table 4: National Examination Council (NECO) History Results for Plateau State, 2010**

S/N	LGA	No. Reg.	A1	B2	B3	C4	C5	C6	D7	E8	F9	AP H	No. of Credits	No. of passes	Percent %
1	Barkinladi	60	-	-	-	1	7	2	33	5	3	9	10	38	80.00
2	Bassa	44	-	-	-	1	7	5	21	4	1	5	13	25	84.44
3	Bokkos	96	-	-	-	3	8	7	31	24	13	10	18	55	76.04
4	Jos East	14	-	-	-	-	1	1	9	2	1	-	2	11	93.00
5	Jos North	150	-	-	1	2	8	9	58	35	6	31	20	93	75.33
6	Jos South	224	-	-	2	11	19	23	9	19	20	31	55	118	77.2
7	Kanam	20	-	-	-	-	-	1	1	13	2	1	2	15	85.00
8	Kanke	22	-	1	3	-	1	1	8	3	1	4	6	11	77.27
9	L/Noth	91	-	-	-	-	2	7	50	19	7	6	9	59	82.42
10	L/South	26	-	-	-	1	-	4	13	4	-	4	5	17	84.62
11	Mangu	486	-	-	1	11	37	31	222	113	60	14	80	335	84.87
12	Mikang	10	-	-	-	-	-	-	4	2	-	4	00	6	60.00
13	Pankshin	32	-	-	-	3	2	3	12	5	3	4	8	17	78.13
14	Quaapan	54	-	-	1	1	4	4	32	7	-	5	10	39	90.74
15	Riyom	14	-	-	-	-	-	1	6	5	1	1	1	11	85.71
16	Shendam	47	-	-	1	2	4	3	25	9	1	2	10	34	93.62
17	Wase	11	-	-	-	-	1	2	6	1	-	1	3	7	90.91

**Source:** Education Resource Centre, Jos

**Research question 4:** What are the Performances of Senior Secondary School Students in History External Examinations, 2011 in Plateau State?

**Table 5: National Examination Council (NECO) History Results for Plateau State, 2011**

S/N	LGA	No. Reg	A 1	B 2	B 3	C 4	C 5	C6	D7	E8	F9	AP H	No. of Credits	No. of passes	Percent %
1	Barkinladi	68	-	-	5	8	3	12	21	13	1	5	28	34	91.00
2	Bassa	44	-	-	4	3	7	5	18	3	1	3	19	21	90.9
3	Bokkos	89	-	-	4	7	21	13	32	5	-	7	45	37	92.1
4	Jos East	06	-	-	-	1	-	2	2	-	-	1	3	2	83.3
5	Jos North	154	-	-	4	11	12	13	38	18	24	34	40	56	62.3
6	Jos South	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7	Kanam	11	-	-	-	-	3	3	5	-	-	-	6	5	100
8	Kanke	28	-	-	2	2	5	3	9	1	-	6	12	100	78.6
9	L/Noth	97	-	-	3	4	13	16	33	14	3	11	36	47	88.6
10	L/South	21	-	-	1	4	3	1	4	-	-	8	9	4	61.9
11	Mangu	424	-	-	4	22	47	56	211	52	6	26	129	263	92.5
12	Mikang	03	-	-	-	-	-	1	2	-	-	-	1	2	100
13	Pankshin	57	-	-	5	4	8	6	26	4	-	4	23	30	93
14	Quaanpan	66	-	-	1	17	18	12	10	2	-	6	48	12	90.9
15	Riyom	17	-	-	1	-	2	-	8	5	-	1	3	13	94.1
16	Shendam	44	-	-	2	-	11	4	18	3	-	6	17	21	86.4
17	Wase	12	-	-	-	1	2	5	3	-	-	1	8	3	91.7

**Source:** Education Resource Centre, Jos

**Research Question 5:** What are the Performances of Senior Secondary School Students in History External Examinations in 2012 in Plateau State?

**Table 6: National Examination Council (NECO) History Results for Plateau State, 2012**

S/N	LGA	No. Reg.	A 1	B2	B3	C4	C 5	C 6	D7	E8	F9	APH	No. of Credits	No. of passes	Percent. %
1	Barkin Ladi	32	-	-	-	14	7	4	1	2	-	4	25	3	87.50
2	Bassa	33	-	-	-	6	3	6	16	2	-	-	15	18	100
3	Bokkos	57	-	1	2	20	9	2	18	3	-	2	34	21	96.49
4	Jos East	11	-	-	-	2	1	1	6	-	-	1	4	6	90.91
5	Jos North	54	-	1	1	13	4	4	11	7	-	13	23	18	75.93
6	Jos South	168	-	-	1	19	24	24	57	26	1	16	68	83	89.88
7	Kanam	16	-	-	-	4	9	1	-	2	-	-	14	2	100
8	Kanke	48	-	2	1	12	8	7	10	4	-	4	30	14	91.67
9	L/Noth	78	-	2	4	18	3	11	30	6	-	4	38	36	94.87
10	L/South	23	-	-	-	7	1	2	6	5	-	2	10	11	91.30
11	Mangu	352	-	1	8	86	57	57	100	31	3	9	209	131	96.57
12	Mikang	-	-	-	-	-	-	-	-	-	-	-	-	-	-
13	Pankshin	37	-	-	-	6	6	5	17	3	-	-	17	20	100
14	Quaan pan	68	-	-	9	36	6	2	7	1	5	2	53	8	89.70
15	Riyom	05	-	-	1	-	1	1	2	-	-	-	3	2	100
16	Shendam	50	-	-	2	8	4	8	16	6	1	5	22	22	88.00
17	Wase	10	-	-	-	1	5	-	1	-	-	3	6	1	70

**Source:** Education Resource Centre, Jos

### Summary of Findings

Research question 1 sought to investigate the performances of senior secondary school students in History external examination in 2008. The result indicated that out of 1,469 students who sat for History examination in 2008, only 856 representing 58.2% students got credits from A1-C6. 224 representing 25.2% had ordinary pass (D7-E8), while 120 students representing 8.16% failed the examination. This is in consonance with Richard (2010) who stated that History students in Nigeria performed poorly in NECO examination within that period.

Similarly, research question 2 as stated above and displayed on table three revealed that in 2009, out of 1,493 that sat for the examination, only 13.7% had credits (A1-C6), 813 students representing 54.45% had ordinary passes (D7-E8) while 216 representing 14.46% failed. The result further buttressed the appalling performances of students in History.

Furthermore, table four above answered the question of performances of History students in NECO in 2010. The results showed that in 2010, out of 1,404 students who registered for the examination, 252 students representing 17.94% got credits (A1-C6), 901 students representing 64.17% had ordinary passes (D7-E8) while 119 students representing 8.47% failed.

In addition, available data concerning research question 4 confirmed that in 2011, out of 1,141 that registered and sat for the examination, 427 students representing 37.42% passed at credit level (A1-C6), 560 students representing 49.07% had ordinary pass (D7-E8) while 35 students representing 3.06% failed the examination.

Lastly, results from table six above on the performance of History students in NECO in 2012 found that, out of 1,042 who sat for the examination, 571 students representing 54.79% had credits (A1-C6), 396 students representing 38.00% had ordinary passed while 10 students representing 0.95% failed the examination.

On whole, the above analysis suggested that it was only in 2008 and 2012 that students performed fairly well with percentages that are above 50%. This scenario does not augur well for the development of the needed man power in History and History Education. The results revealed that the performance of history students in external examination were generally poor. In 2008 and 2012, the percentage of history students who passed at credits level was 58.27% and 54.79% respectively. However, in 2009, 2010 and 2011, the performances were very poor as indicated in tables 3, 4 and 5 respectively, which is a downward slide in performances in History. This is in conformity with Oyetunde (2010) who stated that Nigeria performed poorly in History among the countries writing WAEC in West Africa.

## Conclusion

In conclusion, the persistent poor performances of students in history in the senior secondary schools in Plateau State attest to the fact that the teaching of History has not been properly handled. The problem of effective teaching and learning of History in Nigerian secondary schools has become a sensitive issue that needs urgent attention. It has been observed that the poor performance of students in history is related to wrong teaching method. Others are non-availability of qualified history teachers for the implementation of the curriculum. The problem of poor performance of students in History has become disturbing and if not checked may jeopardized the placement chances of students to read history and related courses such as archaeology, law and diplomacy, international relations and journalism which has serious implications for national development. The results revealed that the performance of History students in external examination was poor. In 2008 and 2012, the percentage of History students who passed at credits level was 58.27% and 54.79% respectively. In 2009, 2010 and 2011, the performances were very poor as indicated in table 2, 3 and 4. This is in conformity with Richard (2010) and Oyetunde (2010) who stated that Nigeria performed poorly in History among the countries writing WAEC in West Africa.

## Recommendations

In the light of the major findings of this study, it becomes pertinent to make the following recommendations;

1. Plateau State Government through the Ministry of Education, Supervisors and other stakeholders should each play their roles in order to improve the performances of students in external examinations. This can be done through thorough supervision, provision of adequate teaching and learning materials as well employing qualified History Teachers.
2. History Teachers in senior secondary schools should as a matter of utmost priority adopt the use of ICT, field trip, collaborative methods of teaching to solve the problem of growing poor performance of History students in secondary schools today.
3. The Ministry of Education in collaboration with Teachers Service Commission should organize refresher courses, seminars and workshops for History Teachers to update them with current content and methodological techniques for improving performances
4. The current history curriculum should be reviewed so that more emphasis will be on practical application of what is taught and learned by students. History rooms or laboratories should be established in all our educational

institution where history is being taught.

5. School Authorities should create an avenue where principals, teachers and students can meet and discuss on how to improve the performances of History students.

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