

QUALITY AND QUANTITY OF GEOGRAPHY TEACHERS IN IFO LOCAL GOVERNMENT AREA OF OGUN STATE, NIGERIA

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ABSTRACT

Geography has multiplicity of methods, techniques and applications. The teachers are products of tertiary institutions from within and outside of the state. The objective of the paper is to examine the quantity and quality of the subject teachers using Ifo Educational Zone as case study. The number of Geography Teachers in Public Schools is relatively higher than those of Private Schools. Generally, there are fewer teachers. The average age of the teachers is commendable. There are NCE holders in the SSS Classes. B. Sc (Hons) and B. A. (Hons) without teaching qualification are in classes. Some Private Schools have no Teachers for Geography, whereas, it is only one school that does not have teacher for Government. Teachers of Geography should be massively recruited. Those without teaching qualification should be given ample opportunity to update and upgrade themselves. All teachers should be exposed to contemporary methods, techniques, and issues in Geography. They should be made to be active members of AGN and ANGT (South-Western Zone). The three State tertiary institutions should be directed to train and produce massively. Geography should be given due recognition as a science subject and the Teachers should be remunerated like their counterparts in the sciences.

Keywords: *Geography teachers, quality, quantity, relevance of Geography, Ogun State*

BACKGROUND

Geography utilizes a battery of methods and techniques. Particularly important are direct field observations and mapping. Methods of observation have been enhanced by such means as aerial photography and electronic remote sensing from artificial Earth Satellites. Statistical methods help in spatial analysis of quantitative data, particularly census and survey data. Maps however remain the distinctive tool for the geographer, though it is now a very scarce commodity in any school, home, office and anywhere any time in Nigeria, (Aderogba, 2005). The discipline has multiplicity of methods and techniques as it has many uses: it enables individuals to know the basic features of the world in which they live, the great variety of lands and peoples, the complex association and interrelationships of human beings with resources and nature, and the problems faced by inhabitants of other counties and regions. Geographic research provides explanations of the distribution of physical, biological and human features on earth and of their complex chains of interconnections. Applied Geography analysis has proved useful in analyzing natural hazards (such as draughts or floods), and in measuring the distribution of environmental pollution or contamination by discharges of urban, agricultural, and industrial wastes. The analysis of unanticipated environmental effects caused by the construction of large dams and reservoirs, roads, etc has been particularly important. Geographers are engaged in planning land use and housing. They are important human resources in national and international agencies that deal with the study, inventory, development, or administration of national or human resources, (Ologe 1978 and Encyclopedea Britanica 2004).

Geographic study is particularly concerned with location, with real patterns, with the interrelationships of phenomena (especially of the relationship between human society and the land, as in ecology), with regionalization, and with ties among areas. Typical areas of inquiry including where people live; in what sort of patterns they are distributed over the earth surface; what factors of environment, resources, culture, and economic development account for this distribution; whether or not significant region can be recognized by types of population, livelihood, and culture; and what types of movements and relations occur among places.

In Nigeria, Ologe (1978), Areola (1978) and Adetuberu (1984) each identifies the various areas geographers are employed. Boehim (1996) in his *Careers in Geography* put in tabular form various aspects of Geography that a person can specialize and the professions that can be associated with each. See Appendix A. Eight major aspects of Geographic Field of Study were identified. There is none that has less than four major professions. Recently, Geographic Information System (GIS) has become an applied aspect of geographic theories and methods that are applied to solve human problems in physical, economic, environmental, commercial etc issues.

It can fetch any specialist in any aspect noble professions. Thus, it is expected that the geographers employed to teach this subject in order to recreate and have successor and professional and disseminate the knowledge and experience will be extraordinarily excellent teachers and in large numbers and qualified to teach the subject. Therefore, the objective of this work is to examine the quantity and quality of Geography teachers in Ogun state using Ifo Educational Zone as a case study. Monthly Reports and Inspection Reports of schools (private and public) were examined. Records of Monthly Staff Returns were perused. The Zonal Education Officer was interviewed. Principals of four Public Schools and five private schools were interviewed on the staffing positions by number, qualifications, age, and years of experience. The Principals of schools visited provided information and data on which substantial part of this write-up is based. They also provided records of staff updating and up-grading programs and highlighted significant facts on teachers' plight generally.

The work is restricted to assessment of quality and quantity of teachers of Geography in Senior Secondary Schools only. Teachers here refer to Geography Teachers. Schools and Colleges are sometimes used interchangeably but to mean Senior Secondary Schools (SSS) as operated by Ogun State Government and the nation at large. No rigorous statistical techniques were applied. The work is organized into eight parts.

However, the statement that Geography is "jack of all trades" is eminently a statement of fact and it could be graciously explained elaborately; that it is "master of none" can be wildly and aggressively refuted any where and anytime, (Boehim, 1996) and as stylishly presented by this work.

The Senior Secondary School Geography

The West African School Certificate Examination Council (WAEC) has reviewed the syllabi over the years. The National Examination Council (NECO) also fashioned its syllabi closely to the WAEC's. See Appendices B and C. The two appendices show details of Geography Syllabi as provided by the two national examination bodies (WAEC and NECO). The aim and objectives of the programme of thought at this level are (West African Examination Council, 2004 and National Examination Council, 2004):

- To understand the concepts of different characters and the spatial relationship of the features on the earth surface;
- To understand the concepts of man-environment relations, that is, to examine and explain the interaction of man with his physical and cultural environments;
- To acquire the basic knowledge of the nature and functions of physical and human environments and understanding of their inter-relationships in the resulting issues;
- To organize and formulate principles according to acquired geographical concepts and apply these principles to interpret and analyze spatial problems in the immediate and wider environment; and
- To develop skills and techniques for accurate orderly and objective geographical investigations to be carried out both in the classroom and in the environment.

The details in pursuance of these are scheduled to span through a maximum period of nine terms (three academic sessions). The breakdown of the content is divided into:

- Elements of Practical Geography (Map Work);
- Physical Geography;
- Human Geography;
- Regional Geography of West Africa with particular emphasis on Nigeria;
- Geography of Africa; and
- Field Work.

All aspects of the syllabuses are the same for both WAEC and NECO except for the Regional aspect that specifies the emphasis for each of the Commonwealth member states (Gambia, Sierra Leone, Ghana and Nigeria) in the WAEC syllabus; See Appendices B and C. A study of Geographical Regions in Nigeria under the subheadings: Physical settings; People and Population; Resources and Economic activities; Transportation; and Problems of Development makes the Nigerian aspect differ from those of other countries. See Appendices B and C. For all of these to be assessed, there are two papers: The first paper (Paper I) is divided into two sections: A- General Geography; and B- Elements of Practical Geography (Map Work) and Physical Geography. The second paper (Part II) is Human and Regional Geography which is also divided into three sections: A. Human Geography, B. Nigeria (Regional Geography) and C. West Africa and Africa. While Paper I takes 2½ hours, Paper II takes 2 hours only. All these carry 75%. The Field Work on any of land use, market survey, traffic flow, patterns of journey to work and rates of erosion in the locality etc should be examined by the school as part of the Continuous Assessment (CA). It accounts for part of the 25%, that is, the total mark obtainable in Continuous Assessment (WAEC 2004 and NECO 2004). Students are expected to concentrate their attentions on any of the topics.

After the Senior Secondary School programme, a candidate progressing in academic pursuits can read either Geography as a single (Honours) in Social Sciences or Physical Sciences. Table I shows the course programmes at the tertiary institutions that Geography could serve as prerequisite and or can combine with.

Table I. Prospects of Geography for Tertiary Education Programmes

Tertiary Education Programmes	Combination with Others	To make-up required credits
Geography and Degree Programmes	2	ALL
Geography and Environmental Sciences	6	ALL
Geography and Physical Sciences	8	ALL
Geography and Medical Sciences	5	ALL
Geography and Professional Courses	14	ALL
Geography and National Certificate in Education (NCE)	10 8	ALL ALL
Geography and Others (Specified)		

Source: Field Work

Aside these, it could be used as an entry requirement (to make-up number of required credits) to enter any degree programme in any university (See Table I). It could also combine with at least 8 Physical Sciences, 14 Professional courses; and 10 Course Programmes under the National Certificate in Education. (See Table I). Above all, Appendix A shows aspects of the Geography that an individual can focus on and specialize and become a professional: Eight major fields of concentration and numerous employment opportunities locally and abroad, (Boehim 1996).

It is really actually a dynamic and living school subject. Be it as it may, what is/are the source(s) of Teachers of Geography manning the classes and what are they made of therefore. The followings describe the production, quality and quantity of the teachers in Ifo Educational Zones.

Production and Sources of Geography Teachers

The state owned college of Education, and the two Universities are major sources of production of Teachers. The College of Education produces Teachers of Geography with several combinations: Geography/Chemistry, Geography/Physics, Geography/History, Geography/Economics, Geography/Political Science, Geography/Biology, Geography/Mathematics and Geography/Religious Studies (Christian and Arabic). Though teaching in Senior Secondary School by NCE holders has been outlawed, the certificates/credentials awarded could now be used for admission into University three year degree Programme. The two universities have specialized programmes for production of

teachers: First, the Olabisi Onabajo University has a Faculty of Education and an Institute of Education. Since inception (1983) she has been producing Degree holders in Geography as single Honors and also in Education with Geography as Teaching Subject. In addition, the University is running a 12 month Post Graduate Diploma in Education (PDGE) programme for those that are willing to make teaching their profession. That is, they might have had B. Sc or B. A. in Geography but to become a professional Geography Teacher, the PDGE is obtained. Similar to this is Certificate in Education programme - all towards professionalism. Aside these, and secondly, the state owned University of Education (Tai Solarin University of Education) specializes in the production of Teachers only- no more, no less. It is the first and only University of Education in Africa South of the Sahara. Candidate resume for the four year programme in Education; and Geography is made to be a teaching subject.

Notwithstanding the specialization and production of Teachers at the state owned institutions, there are other tertiary institutions within and outside of the state that produced Geography Graduates, run Post Graduate Diploma and Certificate programmes in education. In other words, no matter where any Nigerian and even non-nationals might have obtained his certificate in Geography or Geography Education, he may be employed into the service of Ogun State Teaching Service Commission and Ifo Educational Zone in particular. With B. Sc (Hons) in Geography, potential teachers also obtain a Post Graduate Diploma in Education or Certificate in Education from within and or outside the state. The world at large, where Education is offered and recognized and or where Geography Degree programmes are run and recognized are potential sources of teachers for the schools and colleges. Therefore, there have been ample opportunities for production of Geography Teachers. It is therefore expected that the state generally and Ifo Educational Zone in particular will have more than enough of Teachers of Geography but, what are the quality and quantity and other attributes of the Teachers produced and how many of them are in the classes of Geography in the Zone? These are discussed in the next sections of this paper.

Quality of Teachers

Quality by this work is measured by teaching qualifications and other academic credentials and school results; years of teaching experience and age of the teachers. In the public schools, the highest qualification is M.Sc. There are B. Ed degree holders with Geography as teaching subject. Other Degrees are B. Sc and B.A. Incidentally, there are NCE holders (in Agbado District Comprehensive High School and Itoki Comprehensive High School) See Table I. Post Graduate Diploma in Education (PGDE) is the highest Teaching qualification, and NCE is the lowest. The lowest number of years of teaching experience is 6 years (Anglican Grammar School) and 7 years (in Adenrele High School and Itoki Comprehensive High School). There are teachers of 18 years of teaching experience (Agbado District Comprehensive High School and Coker Area Comprehensive High School). See Table I. 10.80 is the average number of years of teaching experience. The average age of the teachers is 39.7 years – the youngest being 32 years old and the oldest is 52 years. There are four Schools whose teachers have no teaching qualifications.

In the private schools, the situations are almost the same. M. Sc, B. Sc, B. Ed. and NCE are the Qualifications of the teachers. The highest Teaching qualification is PGDE. Four schools do not have teachers with teaching qualifications at all. The least number of years of experience is three, (3). That is, at Yemi International College, Breakthrough Academy and Model 'His and Hers' College; Table II. NCE is the lowest teaching qualification and PDGE is the highest. The average number of years of experience is 15 years. 35.33 is the average age of the teachers. The youngest are 28 years old in Yemi International College and Messiah Praise College. The oldest, 44 years is in Greenland Hall. See Table II.

Table II. Quality of Geography Teachers in Public Schools

Schools	Quality of Geography Teachers			
	Highest Qualification	Highest Training Qualification	No of Yrs of Experience	Average Age
Agbado Dist. Comp High Schools	NCE	NCE	18	52
Ajuwon High School	B. Ed.	B. Ed.	11	34
Adewale High School	B. Sc	None	7	32
Anglican Grammar School	M. Sc	None	6	33
Ifo High School	B. Ed.	B. Ed.	13	38
Pakoto High School	NEC	NCE	16	51
Itoki Comp. High School	B. Sc.	None	6	35
Coker Area Comp. High School	NCE	NCE	18	54
NUD Grammar School	B. Sc.	None	6	35
Oke Pata Comp. High School	None	N/A	N/A	N/A
Ojodu Comp. High School	M. Sc.	PGDE	6	31
Average	B.Sc	PDGE	10.80	39.70

Source: Field Work

Quantity of Teachers

Tables III and IV describe the staff strength in public and private schools respectively. All the public schools have Geography Teachers. The least is one (1) and maximum is two (2). But compared with other subject teachers (Government, Biology, Mathematics and English Language) Geography has the least number of Teachers. While the total number of Geography teachers is 18, Government is 29, Biology is 29, Mathematics is 33 and English Language is 36. Other subjects have more than one subject Teacher. Adenrele High School is one of the Schools with 2 Geography Teachers but the corresponding numbers for Government, Biology, Mathematics and English Language are 3, 4, 4, and 4 respectively; see Table III. Similarly, when Ojodu Comprehensive High School had 2 Geography Teachers, the corresponding figures for Government, Biology, Mathematics and English Language are 3, 3, 2, and 3.

In private schools and colleges, the situation is slightly worrisome. Four schools have no Geography Teachers at all; and only three schools had up to 2 Teachers. Others had a Teacher each. Among the 20 randomly selected private schools, Geography has the lowest number of Teachers, 19. Government has 24, Biology has 36, Mathematics has 44 and English Language has 46. Also, it is only in two Schools that there are no Government Teachers while Geography had 4 vacancies. No other school so lack any subject teacher. Nearly all the schools have more than one subject teacher in Mathematics and English Language except Fortune Land College and Heavy Comprehensive College that had one teacher each for Mathematics and His Grace Academy that also had one Teacher for English Language.

Table II. Quality of Geography Teachers in Selected Private Schools

Schools	Quality of Teachers			
	Highest Qualification	Highest Teaching Qualification	No of Years of Experience	Average Age of Teachers
Rex Age Trans Nat. College	B. Ed	B. Ed	11	38
Yemi International College	B. Sc	None	3	28
Prince and Princess Royal College	N/A	None	N/A	N/A
Messiah Praise Royal College	NCE	NCE	6	28
Vitalink International	M. Sc	NCE	13	39
Fortuneland College	B. Sc	NCE	7	37
Greenland Hall	M. Sc	PGDE	10	44
Barachel Nobel College	NCE	NCE	5	39
Break Through Academy	NCE	NCE	3	29
Heary Comprehensive College	NCE	B. Ed	8	33
Nana Apori Comph. High School	B. Ed	B. Ed	10	34
The Best College	N/A	N/A	N/A	N/A
Liz Internation College	N/A	N/A	N/A	N/A
Amec College	B. Sc.	None	6	32
His Grace Academy	B. Sc	None	7	34
Success College	B. Sc	None	5	31
Thomas Brown Comph. College	B. Sc	NCE	5	35
Model 'His & Hers' College	NCE	N/A	3	30
Alpha High School	N/A	B. Ed	N/A	N/A
Ireti Olu Model School	B. Ed	B. Ed	8	34
Average	B. Sc.	NCE	105	35.33

Source: Field Work

Result of Geography and Other Subjects Compared

As the outcome of the nine terms (three sessions) of instructions and teachings, Table V compares the results of Geography with other school subjects: Government, Biology, Mathematics and English Language. Every score, 'A,' 'B,' 'C,' and 'D,' are regarded as 'Pass' for this work; and every other score designated 'F' is regarded and taken as 'Fail.' Both English Language and Mathematics are compulsory for every student in SSS III. Total enrolment of student in SSS III for Geography for the period is 5,351; 3,892 (72.34%) passed. Government, another Social Science had 3,474 students registered and 2,672 (76.34%) passed. The corresponding figures for Biology, Mathematics and English Language are 8,920 and 7,464 (83.68%); 9308 and 7,147 (76.78%); and 9,308 and 7,658 (82.27%) respectively. See Table V, there was no year the proportion of the registered students that passed in Geography is up to 80.00%. It is as low as 62.42% in 2002. That same year, Government registered 619 and 510 (82.39%) passed. Biology had over 80.00% every year except 2004 when the proportion of pass is 76.20%. There was no year the proportion of pass in English Language was less than 80.00% except in 2005 when it was 53.64%. Those results might have been dictated by the quality and quantity of the subject Teachers.

Table III. Quality of Geography Teachers in Public Schools

Schools	No of Teachers				
	Geog	Government	Biology	Mathematics	English Lang.
Agbado Distr Cup High School	2	3	3	4	4
Ajuwon High School	2	3	3	3	3
Aderele High School	2	3	4	4	4
Aglican Grammar School	1	2	2	3	3
Ifo High School	2	2	2	4	4
Pakoto High School	1	3	2	2	3
Itoki Comph. High School	2	3	2	3	3
Coker Area Comph. High Sch	2	2	3	4	4
NUD Grammar School	1	3	2	2	2
Oke Pato Comph. High School	1	2	3	2	3
Ojodu Comph. High Sch	1	3	3	2	3
Total	18	29	29	33	36

Source: Field Work

Table IV: Quantity of Geography Teachers Compared to other Subjects in Private Schools

Selected Schools	No of Teachers				
	Geography	Government.	Biology	Mathematics	English Language
Rex Age Trans Nat. College	1	2	2	3	2
Yemi International College	1	1	2	2	3
Prince and Princess Royal College	0	1	2	3	2
Messiah Praise Royal College	2	0	2	2	2
Vitalink International	1	1	1	2	3
Fortuneland College	1	1	2	1	2
Greenland Hall	2	2	2	3	3
Barachel Nobel College	1	2	1	2	2
Break Through Academy	1	1	2	2	2
Heary Comprehensive College	1	0	1	1	2
Nana Apori Comph. High School	1	1	1	3	2
The Best College	0	1	2	3	3
Liz Internation College	0	1	2	2	3
Amec College	1	1	3	3	2
His Grace Academy	1	1	2	2	1
Success College	1	2	2	2	2
Thomas Brown Comph. College	2	2	2	2	2
Model 'His & Hers' College	1	1	1	2	3
Alpha High School	0	1	2	2	3
Ireti olu Model School	1	2	2	2	2
Total	19	24	36	44	38

Table V: Results of Geography Compared with Other School Subjects

Year	Geography			Government			Biology			Maths			Eng. Lang		
	Registered	Pass	%	Registered	Pass	%	Registered	Pass	%	Registered	Pass	%	Registered	Pass	%
2000	804	622	77.36	521	412	79.08	1152	1015	88.11	1282	966	75.35	1282	1040	81.12
2001	919	681	74.10	614	481	78.34	1401	1142	81.51	1366	1020	74.67	1366	1220	89.31
2002	894	558	62.42	619	510	82.39	1482	1222	82.46	1526	1122	73.53	1526	1381	90.50
2003	894	628	69.93	530	419	79.06	1394	1201	86.15	1482	1210	81.65	1482	1401	94.53
2004	921	710	77.09	591	422	71.40	1710	1303	76.20	1771	1008	56.92	1771	1507	85.09
2005	915	693	75.74	599	428	71.45	1781	1581	88.77	1881	1821	96.81	1881	1009	53.64
Total	5357	3892	72.34	3474	2672	76.34	8920	7464	83.68	9308	7147	76.78	9308	7658	82.27

Source: Ministry of Education, Science and Technology Ifo and Field Work

DISCUSSION

Geography syllabi as prescribed by WAEC and NECO are so large in scope and content. It is fairly wide compared to other school subjects. The relevance of the subject is also fairly richer and varied. In spite of these, some schools do not have Geography Teacher(s). Some have teachers but with low qualifications, while others have Teachers without Teaching Qualification(s) at all. The average age and average number of years of teaching experience is considerable. But one may start wondering how a teacher will be able to teach all aspects within nine terms of thirteen weeks at the three levels of Senior Secondary Schools. Teaching and learning may not be effective. These might have probably affected the WAEC and NECO certificate examination results. First of all, it will be cumbersome, tasking and boring for a teacher to be teaching/instructing for 35/40 minutes in all the SSS classes and two lessons per week in each class. Some schools have more than one arm of each of the classes. Secondly, to prepare the students for WAEC and NECO examination may result in half-baked candidates and subsequently the poor results; let alone the administration of term tests and Continuous Assessments. One may wonder why the Zonal Education report had not revealed the poor state of Geography Teachers in both private and public schools. While the private schools might be maximizing their maximum profit, the public schools should have no excuse. Quality Teachers means quality products (results). There are needs for radical departure from the old ways of staffing the Schools and Colleges to be able to realize the dividends of sound Geography knowledge and experiences.

Inadequate training and development programmes for teachers make modern tools and teaching methodologies completely alien to them. They are hardly exposed to seminars, workshops, conferences, Field Work and Field Visits. This is opposed to the kind of in-service training programmes which their counterparts in other clines are exposed to.

The task of improving teachers' conditions of service is well beyond the capability of governments alone. Both individuals and organizations would need to invest massively in the education sector generally and training of teachers in particular. In this respect, Fafunwa (2005) said:

".... may we never forget our teachers as we savour our station in life and pursue further greatness for ourselves because even the greatness of us would have been less without a teacher".

CONCLUSION

Geography can rank third most significant school subject after English Language and Mathematics. But there are neither indications nor willingness of the stakeholders to position the subject as such. To properly position Geography therefore:

- There should be no Teachers of Geography with less than B. Sc or B. A or B. Ed. By implication, NCE holders should be seconded to primary schools to be teaching Integrated Science and Social Studies. Otherwise, they should be made to further their programmes of study to obtain B. Sc or B. A or B. Ed with Geography as teaching subject.
- Massive recruitment of Geography Teachers will keep the tempo where the situations are fair and it will improve the worse scenarios.
- The subject is dynamic and living, the teachers should be encouraged and supported to attend conferences, workshops, seminar etc of Geography and related disciplines/professions. They should be made to register as members of Nigeria Geographical Association and Nigeria Geography Teachers Association (South Western Zone).
- Those teachers without teaching qualification should be compelled and encourage to go and register for PGDE and qualify and certificated as professional Teachers within the next four to five years otherwise they take their bows.
- It is expected that the reports of supervision of private schools ought to have indicated that the schools are under-staffed. Particularly, there are dearth of Geography Teachers in the Schools and Colleges. They should be compelled to recruit teachers that will be commensurate with student enrolments.
- The State Universities and the College of Education should be directed and funded to produce Geographer (in large numbers), and with teaching qualifications

Generally, the development of human capability is the most important duty to any progressive community. Man is the alpha and omega of development and the teacher is the key. No educational system can rise above the level of its teachers, hence, the need to develop, encourage and reward outstanding teachers.

The teachers' plights call for sober reflection: How strong are the teaching force and how many encouragements are put in place to make them stronger. If the statement that teachers are the pivot for the grooming of tomorrow's leaders (and professionals) is true, it follows that all administrators, supervisors and concern citizens do more to motivate, reward and support them in their efforts. The professionalism of teaching will be absolutely meaningless if government does not approve the age-old demand of teachers for the teachers salary scale (TSS) – a special enhanced salary scale.

Teachers Registration Council (TRC) should do all within its powers to stop teaching from being seen as an all-comers' job. No individuals should be allowed to teach without being registered and certificated. Teachers too should rededicate themselves to the industry and render selfless services within the industry. School Management Boards, the Teaching Service Commission and Zonal Education Office should not tolerate indolence. Principals and Heads of teachers should be made to be liable for unacceptable conduct of teachers under their supervision. In these respects special attention must be given to private schools and colleges.

If Geography should be given due recognition as a science subject, the teachers should be treated as such; and Education Trust Funds (ETF) and Petroleum Technology Development Fund(PTDF) should be extended to training and development of Geography Teachers.

The best of traditional libraries in Nigeria are very limited in research and context and they cannot cope with the rising demand for current and relevant knowledge required for high quality learning at the nation's institution of higher learning. Also the general dearth of books, journals and reference materials in the country is embarrassing, thus there are needs to open-up avenues to vast learning resources available elsewhere. That is, by introducing virtual library initiatives. It is hoped that it will address the chronic dearth of books, journals and other reference materials in Nigeria higher institutions producing Geography Teachers. It will also open-up avenues to vast learning resources available elsewhere.

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