

Research Article

The role of elementary school teachers as perceived by students in the Nasarawa local government area, Kano, Nigeria

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ABSTRACT

The objective of the study is to conduct an assessment of primary school teachers' role as perceived by pupils in Nasarawa local government area (LGA) using the questionnaire method, 175 questionnaires were administered to some sampled pupils in ten primary schools selected randomly. The data collected were analysed, interpreted and presented in a tabular form by using frequency and percentage methods. On a Research Question 1: How do pupils perceived primary school teachers' role in Nasarawa; 76 pupils (43%) submitted moral training as a major pupil's perception on teachers' role, while 67 (38%) shows instruction in subject has a major pupils' perception on teacher's role. Social training as role of teachers has been submitted by 10%, education for citizenship has 5%, and education for family citizenship has 4% score. On a question, do you show you respect to teachers outside the school premises? 119 respondents (68%) responded that their pupils always show respect outside the school premises, while 56 (32%) responded, that pupils are not always showing respect to their teachers outside the school. When asked, from your opinion, what extent do you think gender difference influence pupils' perception towards their teacher role, answers show 135 (77%) responded that male teachers have more influence over female teachers towards their teacher role, while 40 (23%) of them submitted that female teachers influence pupils' perception more than male teachers. 125 respondents (71%) are very sure that male teachers are regarded more in terms of good personality, 50 (29%) responded that female teachers are more regarded in personality than the female teachers. 87% respondents said that male teachers are too strict and scared more in terms of punishment, while 22 (13%) responded that, female teachers are too strict and scared more by pupils in terms of punishment. 84 (48%) respondents said that, NCE holders have influence on, 83 (47%) responded that Degree are more influential on, 8 (5%) pupils' respondents admitted that Grade 11 certificates have more influence on students. 130 which (74%) responded that old recruited teachers with experience influence pupils' better. This means that the respondents who answered very sure are 74% of old recruited teachers with experience influence pupils' perception are better than new recruited teachers. Thus, moral training and instrument in subject are major role of teachers as perceived by pupils in Nasarawa LGA, pupils always show respect to their teachers within and outside the school premises in Nasarawa LGA, male teachers influence pupils' perception more than female teachers toward their role as perceived by pupils in Nasarawa LGA, male teachers regarded more than teachers in terms of good personality perceived by pupils in Nasarawa LGA, male teachers consider too strict scared more in terms of punishment as perceived by pupils in Nasarawa LGA. Teachers with NCE and Degree qualification are more influential towards pupils' perception in teacher role in Nasarawa LGA, Old recruited teachers influence pupils' perception better than new recruited teachers in Nasarawa LGA.

Keywords: Perception; Pupils; Primary School; Teachers; Kano; Grade 2; Experience;

1. INTRODUCTION

Education gives a human being an opportunity to be trained, an ability to learn, in schools and other learning institutions to harness skills and knowledge with the ultimate goal of to influence an individual or groups to make reasonable achievement in the field of endeavour or in any interaction, to excel in carriers; so as a positive impact is exerted on humans and the environment (Umar et al., 2018; Aliyu & Bichi, 2019). Certainly, the basic bedrock of any education system starts from the primary education level. It is an essential piece along the course of any educational system of any country. At the primary education level, an individual begins his journey to the other steps of education in life (Umar et al., 2018). Unfortunately, many the primary schools in Nigeria are battling with myriad of challenges and like the scarcity of qualified

teachers, dropping out of students especially the girl-child, poor parental support, poverty of wards, poor implementation of primary school objectives, poor management of primary schools and poor funding (Umar et al., 2018; Aliyu & Bichi, 2019).

Umar (2000), Egwu (2009) and David Olabanji (2010) “they explained that primary education in Nigeria is facing many challenges and enumerated the various problems militating against primary education. The problems include; physical and infrastructural facilities in primary schools in Nigeria, are in the state of bad condition, schooling is irregular, teachers’ salaries are often unpaid, pupils’ morale are low and there is clear indication of continuing deterioration. They also identified the problems of quality of manpower even though; the primary education is the basic foundation necessary for acquaintance with high level of teaching, it is the education that prepares a child to the world of science and technology. All these were quoted in Umar et al (2018). Teboho (2000) stated that teachers are generally dissatisfied with their basic conditions of employment and their working conditions. This has resulted in low morale and low esteem of the profession” (Umar et al., 2018).

A teacher is a pivotal element in education that joins the teaching and learning activities, and an instrument or relay that allows effective teaching and learning to take place. The teacher and a pupil are always the major players in the classroom interaction, therefore teachers ought to be doing a crucial role in the classroom environment. Most of the pupils are dependent on the teachers, and the teachers are determinants of quality teaching delivered in the classrooms or schools (Alkan, 2013; Lorente-Echeverria et al., 2022). A teacher makes the environment of the classroom either negatively or positively, hence the pupil lives in the setting made by a teacher and their relationship is very impactful in learning. That is why, a teacher is taken as the most influential thing in the learning environment that affects pupils in most situation. A qualitative teacher denotes a prediction that pupils learning can be good and consequently affects performances of pupils. In the compact of education at any level, let alone at primary level, a qualitative or effective teacher has to employed to make a better and qualitative education delivery (Aliyu & Bichi, 2019).

Primary or basic education is meant to aid in the direction of providing education to all and sundry as enshrined in the education policies of the country and the international nations across the world. It is out there to help the population of the disadvantage children, the girl-child, school drop-out children, nomadic children/ people, and the likes in an easy, free education and skills in literacy, numeracy, communication, manipulation, moral, ethical, and civic skills that are for developing a successful and responsible life journey. The education at primary levels, usually kick up at very little age and halt at primary six classes, in order to equip the children with temperament to enhance positive attitudes for cooperation, progress, development, growth, and working of community and the nation at large. The primary education is a foundation that has to be effective in order to get further in the education at secondary, and advanced levels (Aliyu & Bichi, 2019).

Basic education has recorded an increased in the number of admitted students due to efforts of the government to promote socioeconomic and other developments. Therewith, there is the use of many incentives like school feeding program, free uniforms to pupils, construction infrastructures; there is an increased concern about the quality of education being delivered to the pupils, which has been due to many reasons like shortage or ineffectiveness of the teachers (Aliyu & Bichi, 2019). There is a rising concern about the quality of education in Kano, and clogs of teacher shortage. A report highlighted by Aliyu & Bichi (2019) identified gross shortage of qualitative and quantitative number of teachers at primary and secondary education levels in Kano, with an approximate teacher-student ratio of 1:80 that is every one teacher tackles eighty students, which is an indication of the problem and a violation of the norm set by UNESCO of 1:40 ratio. The ineffective teaching and teachers at primary school levels proportionally lead to many problems and negative outcomes been experienced at higher levels of education, the more the quality education at primary, the more the quality at other levels and vice-versa (Fakeye, 2011). There is no enough data assessing the views of pupils on how they perceived their teachers in the Kano state. In the same vein, a pupil has views on how his/her teacher has to be to assist them in learning, in order to attain teacher competency, skills, and overall quality, there is need to evaluate to evaluate pupils’ views (Alkan, 2013). The objective of the study is to conduct an assessment of primary school teachers’ role as perceived by pupils in Nasarawa LGA using the questionnaire method.

2. METHOD

Research Design

The research design is descriptive survey design which is specifically examined the primary school teacher’s roles as perceived by pupils.

Population and Sampling

The population of this research work comprise the entire prospective primary school teachers of Nasarawa LGA with the estimated population of 1952 which 1151 are male teachers and 801 are female teachers. The population of the study is based on the statistical provision of Nasarawa local government area Zonal Education Office for the comprehensive statistical enrolment of teachers in the zone. And the characteristic of teachers’ population is heterogeneous.

Sample Size

The sampling size of this work was drawn from ten (10) selected primary schools out of two hundred and forty-six (246) primary schools in Nasarawa LGA. And simple random sampling was adopted for the selection of the respondents. Moreover, one hundred and seventy-five (175) respective pupils were selected to serve as sample of the population. Krejcie and Morgan (1970) has been recommended the table for the determination of sample size in the selected schools and the number of respective pupils selected from each school can be shown in **Table 1**.

Table 1. Summary of determination and ascertainment of sampling of the proposed of the proposed selected

S/N	Names of School	Population	Sample
1	Taagrji special primary school	25	13
2	T/murtala special primary school	43	22
3	Kawo U/kaya special primary school	29	15
4	Dakata special primary school	41	21
5	Hotoro south primary school	56	29
6	Tarauni special primary school	34	18
7	Dangana special primary school	29	15
8	Hotoro North special primary school	29	15
9	Wuro Bogga Nomadic SPS	22	11
10	Race course Model primary school	31	16
Total		339	175

Source: Research field work (2022).

Data Collection Instrument

The instrument for data collection is questionnaire designed purposely for the data collection from the respondents. A questionnaire is a set carefully designed questions for respondents to answer concerning research topic. Questionnaire was chosen because it involves minimal expenditure and can be administered over a range of respondents at a time.

Reliability and Validity of Data Collection Instrument

The questionnaire which has been the data collection instrument for this research work has been validated. This is because it is specifically measured the problem required, and the major objectives of this extensive work to determined or to find out primary school teachers role as perceived by pupils have been covered. The items in the questionnaire covers the intended objectives, and the questionnaire has been given reviewed by experts for any necessary correction and adjustment.

Procedure for Data Collection

The questionnaire to be administered comprises 3 sections, from A to C and all the sections consist of the questions which reflected all the research, A total 175 questionnaire would be distribution of the questionnaire in an appropriate manner in the obtaining all the relevant instruction provided in the provided in the questionnaire.

Procedure For Data Analysis

The procedure for data analysis and interpretation consist of simple frequency and percentage where applicable employed to analysed and interpret the data using Statistical Software Package for Social Science (SPSS).

3. RESULTS AND DISCUSSION

This section deals with analysis and interpretation of data collected from the area in order to meet up the research objectives, presenting data analysis and interpretation. The data collected from the respective respondents of the research topic. Primary school teachers’ role as perceived by pupils in Nasarawa LGA. Similarly, the research was conducted by using the questionnaire method about 175 questionnaires were printed and distributed to some selected primary school teachers to aid in collecting the data in Nasarawa local government area, Kano state, Nigeria. Pupils sampled from the total number of pupils in ten primary schools selected randomly in the study, and the selected subjects responded through answering the questionnaire. The data collected from the respondents were analysed, interpreted and presented in a tabular form by using frequency and percentage methods for the critical analysis of data as well as the comprehensive effective and efficient interpretation of finding of topic/problems under investigation.

Research Question 1: How do pupils perceived primary school teachers’ role in Nasarawa LGA

Table 2. The perception of primary school pupils in Nasarawa Kano

What is the major perception of primary school pupils about the role of teachers?	Frequency	Percentage
Instruction in subject	67	38
Moral training	76	43
Social training	17	10
Education for family life	7	4
Education for citizenship	8	5
Total	175	100

Source: Field work (2022).

Based on the **Table 2**, it was shown that out of 175 respondents 76 which represent 43% submitted moral training as a major pupil’s perception on teachers’ role, while 67 which represents 38% responses shows instruction in subject has a major pupils’ perception on teacher’s role. Social training as role of teachers has been submitted by 10%, education for citizenship has 5%, and education for family citizenship has 4% score. This means that moral training and instruction in subject are the major pupils’ perception on their teachers’ role in Nasarawa LGA, since they are submitted by the majority of the respondents and they also take a larger portion of frequency and percentage. Verily, knowing how teachers relate with students through an analysis of pupils’ view is important in teaching and learning process. The teachers play a role of changing the pupils/students behaviour to obtain education and moral training by instilling values, attitudes, and behaviours in children right from the childhood to other stages of life. A teacher has to make an environment where his -

pupils feel very interested, comforted, and encouraged to learn (Kaur, 2019). A teacher should be a friend, role model, nice, warm, and fun to his pupils to allow them learn effectively; he shall have positive attitudes to organize, communicate properly, and lover of his students for them to be able to learn with compassion (Alker, 2013). Alker (2013) found that, pupils submitted that teachers are role models in the society, pupils perceived teachers as significant, that can be successful when they treated students equally with positive values. Pupils have the right to dictate how a teacher has to behave in terms of qualities, appearance, and impacts on pupils (Alker, 2013).

Table 3. Do your pupils show you respect outside the school premises ?

Variables	Frequency	Percentage
Always	119	68
Not always	56	32
Total	175	100

Table 3 shows that out of 175 respondents 119 which represent 68% responded that pupils always show respect to teachers outside the school premises, while 56 which represent 32% responded, that pupils are not always showing respect to their teachers outside the school premises, since majority of the respondents have the highest frequency of 119 and highest percentage of 68%. There is need for respect between the actors in learning environment for teaching to be effective, for example, a study by cited pupils’ participants as “when I worked hard and they (teachers) recognized that I had put in effort or say, well-done” that was a form of respect upon pupils (O’ Grady et al., 2011). Similarly, authors reported that, mutual respect is viewed by both students and teachers as a means that shall be imbibed in learning for better achievement of objectives and goals (O’ Grady et al., 2011). That respect shall be mutual and reciprocated among the teachers and students, and the finding centred only in the classroom or school avenues; while the finding in table 3 has open a new vista by looking at respect upon teachers outside the classroom (O’ Grady et al., 2011).

Research question 2: To what extent does teacher gender influence pupils’ perception in Nasarawa LGA.

Table 4. From your opinion as a teacher to what extent do you think gender difference influence pupils’ perception towards their teacher role.

Variables	Frequency	Percentage
Male teachers have more influence than female teachers	135	77
Female teachers have more influence than male	40	23
Total	175	100

Source: Field work (2022).

The illustration in the **Table 4** shows that out of 175 respondents, 135 which represents 77% responded that male teachers have more influence than female teachers towards their teacher role, while 40 which represents 23% of the total respondents submitted that female teachers influence pupils perception more than male teachers; since the majority of the respondents chose that male teachers have more influence than female teachers; this means that male teachers have the highest frequency of 135 than female teachers. A study that attempted by Hoque etal (2013) to unveil the impact of gender on primary school pupils’ achievement in Malaysia found out that women are more a little better to teach and impact on achievement of students which is contrary to what was represented in table 4 of this study. However, there are notions that males are continuously underperforming because their teachers are dominantly females, hence for better results each gender should teach its own gender as assumed by some people Hoque etal (2013). Nevertheless, the domination of influence by male teachers in this region might be due to the issues of gender inequality that bedevilled the area due to culture and other factors abound, many girls could not attend western education because of poverty, marriage, drop out, child labour and many other reasons (Ibrahim et al., 2020). Unfortunately, right now Kano state comes from the North, where there are challenges of low literacy rate with regards to western education. These could be the reasons why male teachers are more influential than females, because low western literacy had led low professionals among the women folk (Ibrahim et al., 2020; Ahmed and Yola, 2021).

Table 5. Which among the teachers do pupils regarded in terms of good personality?

Variables	Frequency	Percentage
Male	125	71
Female	50	29
Total	175	100

Source: Field work (2022).

Table 5 indicates that 125 respondents which represent 71% out of the total 175 responded are very sure that male teachers regarded more in terms of good personality, while 50 respondents with 29% responded that female teachers are more regarded in personality than the female teachers. Since the majority of the respondents choose the male teachers have the highest percentage in this study. The findings in table 5 are similar to what was reported by an Indian study that, male teachers are more extrovert than females. A personality property that fits them most in some respect (Jalili & Mall-Amiri, 2015), therewith, the extrovert female students are better than their counterparts in managing their students (Jalili & Mall-Amiri, 2015).

Table 6. Which among the teachers do pupils consider too strict and they scared more in terms of punishment?

Variables	Frequency	Percentage
Male	153	87
Female	22	13
Total	175	100

Source: Field work (2022)

Table 6 shows that out of 175 which represent 87% are sure that male teachers considered too strict by pupils and scared more in terms of punishment, while 22 respondents with 13% responded moderately show that female teachers consider too strict and scared more by pupils in terms of punishment. Since male teachers were chosen by the majority of the respondents which make the total 87%, this means that male teachers are considered too strict scared more by pupils in terms of punishment. Teachers are very vital in learning, when exhibit positive relationship with their students, the learning of students is improved positively as well (El-Emadi et al., 2019). Likewise, punishment in school is one of the hazardous things that happen in educational system nowadays that can affect academic achievement of students, therefore, female teachers might have an advantage over the male teachers as depicted by finding in table 6 (Lowanshi, 2019). Another study from Pakistan has revealed that, zero punishment of students have a positive effect on learning and behaviour of students, whereas, physical punishment has affected students negatively (Latif et al., 2020).

Research question 3 How does teacher’s qualification influence pupil’s perception in Nasarawa LGA?

Table 7. Which among the following teaching qualifications do you consider to have more influence towards pupil’s perception on their teacher’s role?

Variables	Frequency	Percentage
Degree	83	47
NCE	84	48
Grade 11	8	5
Elementary	0	0
Total	175	100

Source: Field work (2022)

Table 7 above indicates that out of 175 respondents 84 which represent 48% responded that NCE considered to have influence towards pupils’ perception on teachers’ role, while 83 which represent 47% responded that degree have more influence on pupils’ perception on teachers’ role, 8 which represent 5% of the total respondents admitted that Grade 11 certificates have more influence on teachers’ role, 0 respondents which represent 0% responded undecided. Therefore, NCE and Degree were selected by the majority of the respondents which make the total of 95% of the respondents based on these we can conclude that teachers with NCE and Degree qualification have more influence towards pupils’ perception on their teacher role in Nasarawa LGA. qualification of teachers is very significant in in influencing the academic performance of students, in turn lead to teacher effectiveness and mastery of subjects been taught, but in table 7 of this study a trend shows that NCE holders have more influence than the degree holder, which should be vice-versa going by hypothesis that higher qualifications exerts more influence on students positively (Casian et al., 2021).

Table 8. Do you agree old recruited teachers with experience influence pupils’ perception better than new recruited teachers?

Variables	Frequency	Percentage
Agree	130	74
Disagree	45	26
Total	175	100

Source; Field work (2022).

Table 8 above shows that out of 175 respondents 130 which represent 74 responded are very sure that they agreed old recruited teachers with experience influence pupils’ perception better. This means that the respondents who answered very sure are 74% of old recruited teachers with experience influence pupils’ perception are better than new recruited teachers. Primary education has been regarded as a laid down foundation for future education essential echelon to deliver education in the country, that is very child has to traverse the primary education level before going further. It provides the pupils with skills of writing, numeracy, reading, communication, and relations to positively adjust to the values of the society. Therefore, it is imperative to try to comprehend issues in primary education to get an insight for solving them (Asodike & Ikpitibo, 2011). One of the major actors in primary education is the teacher that handles the pupils, there is no way success can be achieved without the teacher relating positively with his students. In the course of monitoring, and research the best knower of how a teacher behave in the school is the pupil, therefore assessing their perception pertaining teachers is valuable strategy to take education to greater heights.

4. CONCLUSION

Based on the information gathered from the area of study, the researchers came up the following summary of the research findings: moral training and instrument in subject are major role of teachers as perceived by pupils in Nasarawa LGA, pupils always show respect to their teachers within and outside the school premises in Nasarawa LGA; male teachers-

influence pupils' perception more than female teachers toward their role as perceived by pupils in Nasarawa LGA; male teachers are regarded more than others in terms of good personality as perceived by pupils in Nasarawa LGA; male teachers are considered too strict, and scare more in terms of punishment as perceived by pupils in Nasarawa LGA; teachers with NCE and Degree qualification have much influence towards pupils' perception in teacher role in Nasarawa LGA; Old recruited teachers influence pupils' perception better than new recruited teachers in Nasarawa LGA. This research work was purposely carried out to investigate on the role of primary school teacher as perceived by pupils in Nasarawa LGA, Kano state, Nigeria. The role of teachers of pupils in primary school is a thing one can say that, a teacher will be attracted to and stay in the profession if they feel they are contributing to the success of their pupils. It will be logical to reason that if a pupil is encouraged to learn and assisted in solving both personal and academic problems, show love and concern such a child can develop a positive self-concept and high self-esteem as well as improve academically. As far as this research finding is concern, there are some major roles of primary school teachers as perceived by pupils in Nasarawa LGA. Moral training and instruction in subjects serve as a major role of teachers as perceived by pupils, male teachers play a vital role than the female teachers in terms of good personality and discipline as perceived by pupils; however, teachers with National Certificate of Education and Education Degree certificate play a significant role as perceived by pupils and finally the findings also found that old recruited teachers play a vital role than new recruited teachers.

RECOMMENDATIONS

Based on the information gathered from the area of study about the topic/problem under investigation the researchers come up with these recommendations, that is:

- 1) Government should also create several educational programs so that both old and new recruited teachers should involve in programs such as educational conference, seminars workshops, panel discussions and also be continuously embarked upon for enlightenment.
- 2) Government should employ professional teachers with high regarded teachers' qualification such as NCE and B.A ED.
- 3) Government should look at the teachers that are performed very well and try to make the increment of their salaries promotion and other benefits that will encourage them to concentrated fully in their profession.
- 4) Public program should also be established between the parents, teachers, and government official to discuss educational issues.
- 5) Teachers should also be professionally trained in order to know various teaching techniques and strategies as well as various methods of teaching for effective communication, guidance and counselling of their pupils
- 6) Teachers should consider their important position as an instructor moral role model etc so as to be fully concentrated in serving the pupils within and outside the school premises.

AUTHOR'S CONTRIBUTIONS

The authors discussed the results and contributed from the start to final manuscript.

CONFLICT OF INTEREST

The authors declare that he has no competing interests.

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