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A Wee Evaluative Study of the Academic Orientation of Lagos State Junior Secondary School Teachers

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Abstract
This study investigated the academic orientation of Junior Secondary School teachers in Lagos, Nigeria, using 384 participants that were sampled from the States' six Educational Districts. It focused on the quality, magnitudes and differences existing among teachers on the basis of their discipline and the Education District where they teach. Academic orientation for teachers in Arts/Religion Departments was found to be slightly higher than for all other Departments. Teachers in Educational District 5 had the highest mean, followed closely by Educational District 6. The range of scores for all the districts was 0.55, SD=0.261. In general, the classification of ratings of teachers' academic orientation yielded a value of 5.03, which, by the rating scale of COC-B, the instrument that was used for data gathering, translate to "fair" performance. Using Multivariate analysis of Variance to test the hypothesis for the study, no statistically significant difference was observed in the academic orientation of Lagos State Junior Secondary School teacher irrespective of their discipline and the educational district where they work. It is suggested that attention be paid to the retraining of teachers, and that prospective teachers be trained before they take on the job if teachers would be expected to fulfil their roles in the transformation agenda of this nation.
Keywords: Academic orientation; conceptual orientation; subject-matter specialist.

INTRODUCTION

Introduction and Background

The value of any decision made or to be made depend largely on the accuracy of information upon which it is based. A well-defined conceptual framework, which exposes the central tasks of any given programme, is certainly one of the best tools that would help in making teaching/learning effectiveness to be determined in a most objective manner (Volante & Fazio (2007), Abodunrin, 2003; 2007; Volante & Earl, 2004). Effective teachers would be those who not only love their subject but as well are enhanced to deal with a climate of continual change in which distance learning and other teaching media will become more prevalent. They are the ones who work to make what is now the best become the standard for all, allowing for a shift in culture so that real team working is valued, and mutual feedback – through lesson observation or other means – is embraced as an essential part of professional development (Grant, 2009; McBer, 2000).

It is worthy of note that at the end of their 50th National Conference (2011), the African National Congress, South Africa's National Liberation Movement's resolutions on social transformation on [education] noted that the ongoing restructuring of education in the country is fundamental to the social, political and economic transformation of the country and that real progress should be achieved and consolidation of achievements in this sector be harnessed as the new millennium is being approached. Thus it was resolved

1. That all parents and communities be urged to contribute in whatever manner to the enhancement of the quality of education in schools;
2. To engage their allies and the public at large to ensure that they support the spirit and thrust of the norms and standards on funding of schools;
3. To convene a summit of alliance partners and progressive forces to consider a strategic approach to budget for the education and social sector as a whole, which should also ensure that government continues consultation with the relevant stakeholders;
4. To participate in the campaign to build the Culture of Learning, Teaching and Service, to urge their structures to actively work towards the transformation of the schools into centres of quality educational activity and call on all structures of civil society, especially business, to support the schools in whatever manner possible.

These expressions indicate the passion with which peoples around the world are geared towards the transformation of their nations, if only words could be matched with actions. However, all of these rest on the proper training of the youths who are bound to be leaders of tomorrow. Even then, the persons who are entrusted with the enculturation, training and modeling for the youths are the teachers in the schools. These have to enjoy proper attention and uncompromised training if the goals set by the nations should be attained.

The training and preparation of teachers in different parts of the world are indeed similar in content but often not in the delivery or in scheduling of content. In Germany, for example, teacher education is subdivided into three distinct phases: (1) a course of studies completed at a university, (2) subsequent 2-year practical training in pre-service teacher training at schools ("Referendariat"), and (3) further education for in-service

teachers. This is similar in many European countries (Fasching, Dresel, Dickhäuser & Nitsche (2010). In Nigeria, on the other hand, the 3-year National Certificate of Education has replaced the Grade II Certificate as the lowest training point for teachers of primary schools up to junior secondary school level. The 4-year undergraduate programme leads to the obtainment of the Bachelors' degree while the 18-months to 2-year postgraduate diploma programme is for training graduates who are adjunct/auxiliary teachers with the need to be professionally trained to teach. Other graduate programmes include the Masters degree and the PhD programmes, which are usually of 2 and 3-year minimum period of training.

Concern about the quality of teaching has focused attention on the quality of teacher preparation. Abodunrin (2004; 2007) clarified that teacher quality is a most significant source of criterion information for building a valid instrument for measuring teacher's productivity, hence efficiency. This quest subsumes the training, motivation, professional adequacy, diligence, creativity and sense of initiative as well as the degree of adaptation to the school moral cultures. The resulting work/findings have produced an instrument for making teacher's "classroom" as well as "school" practices assessment. In a bid to code define teacher quality, Feiman-Nemser (1990) discussed five conceptual orientations, a cluster of ideas about the goals of teacher preparation and the means for achieving them. This is not tied to particular programmatic structures, but can shape a single component or an entire professional sequence and may apply to undergraduate as well as graduate-level programs. Conceptual orientations are not mutually exclusive. By design and default, they can and indeed do exist side by side in the same program. They are indeed drawn from a larger survey of structural and conceptual alternatives in teacher education.

Abodunrin (2007) examined the conceptual orientations in respect of the training that is provided to undergraduate teacher trainees in Lagos, Nigeria with the main purpose of ascertaining the degree of conceptual efficiency of teacher training programmes that are provided. The orientations actually highlight some of the traditions of thought and practice that have characterized the field of teacher education, which includes academic, practical, technological, personal and critical-social orientations. The study, examined a broad spectrum which had made it difficult to allude into much desired details. Thus, in this study, the academic orientation of teachers would be vividly examined.

The Academic Orientation of teachers

Abodunrin (2007) proffered that the academic orientation in teacher preparation rests on the premise that teaching is primarily concerned with the transmission of knowledge and the development of understanding. Traditionally associated with liberal arts education and secondary teaching, the academic orientation emphasizes the teacher's role as intellectual leader, scholar, and subject matter specialist. As such, this orientation embraces various images of good teaching. These ranges from didactic instruction (that which is educational, instructive, informative, edifying and teaching, moralizing, moralistic and improving) to Socratic inquiry (a pedagogical technique in which a teacher does not give information directly but instead asks a series of questions) with the result that the student comes either to the desired knowledge by answering the questions or to a deeper awareness of the limits of knowledge. In terms of general goals, proponents talk about inducting students into different ways of knowing and thinking, teaching the "structures of the disciplines," fostering "meaningful" understanding of academic content.

The concern for and consideration of what it means to "know" particular subjects and how teachers' subject matter knowledge interacts with other kinds of knowledge to influence classroom teaching and learning have garnered the attention of researchers for some time past (Leinhardt and Smith, 1985; Ball, 1988a, b; McDiarmid, Ball, and Anderson, 1989; Miller, McDiarmid, & Luttrell-Montes, 2006; Shulman, 1986, 1987, 1992; Stodolsky & Grossman, 1995, Stodolsky, 1988). This has been the basis of the many curriculum reviews and developments that take place often in the school systems as well as training institutions. Making a distinction between the academic and the professional, Penny Ur (1992) presented a view of the academic and the professional as engaged in essentially dissimilar, but equally valuable, pursuits: two separate parallel axes, as it were. While the academic is primarily engaged in the discovery of more or truer knowledge, the professional is concerned with bringing about change through action. These differences are expressed thus:

	The Academic	The Professional
	Primarily concerned with abstract thought.	Primarily concerned with real time action.
	Acts (researches) in order to refine thinking.	Thinks in order to improve action.
	Interested in finding out the truth	Interested in finding out what works
	Not an immediate agent of real-world change.	Is an immediate agent of real-world change.
	Evaluated by publications (in the short term); influence on real-world thought and action (in the long term).	Is evaluated by the extent to which change seen as valuable is brought about by action.

Adapted from: Penny Ur (1992). Teacher learning. ELT Journal Volume 46/1 January 1992 © Oxford University Press 1992.

Different interpretations of these goals yield different ideas about how particular disciplines should be taught. The academic orientation views effective teachers as those that have a solid understanding of the subject-matter they teach and the means for transmitting this knowledge. The implication for teacher education is that clear standards are needed to ensure pre-service candidates are well versed in their teaching disciplines. This is particularly true at the secondary level where high school teachers are specialized to teach specific courses. In sum, teacher education is expected to make teacher trainees to be able to

1. Transmit knowledge to students.
2. Assume the role of a scholar and intellectual leader.
3. Assume the role of a subject-matter specialist.
4. Acquire skills in the different ways of knowing and thinking.
5. Understand the structures of the disciplines.

These are the components of academic orientation of teachers.

In the Nigerian universities, the training of teachers is anchored at the faculty of education while most of the academic disciplines are taught at cognate Faculties such as the Arts, Sciences, Languages, Business and Social sciences, etc. most often, activities and schedules of lecture time table of the different Faculties may conflict. These give the trainees a lot of stress. Most of the lecturers at the cognate Faculties are often not as properly groomed to teach as the professional teachers at the Faculty of education. In many cases too, the need to combine programmes of teacher education with those of the basic academic disciplines creates enormous pressure on the students, severing their agility and performance. The severity in handling pattern often may also be a basis for the inarticulate academic orientation of the trainees too.

Our society is bedevilled with cases of malpractice in all facets of life including education. Examination malpractice is on the rise with a lift provided it by the improvement in information technology, which demeans the effort of the teacher and students' motivation for learning (Abodunrin, 2011; 2012). Perhaps, the poor conceptual orientation of teachers is part of the reasons why students fail to do well in properly monitored examinations. Though not jettisoning Aduwa's (2004) assertions that student's home environment, their cognitive abilities, self-esteem, self- concept, study habits and motivation affect their academic success, Iyamu (2005) contended that the provision of all these factors may not have significant impact on successful learning if the learners are not exposed to competent principals, teachers and other school teams (Akinsolu, 2010).

In a similar vein, Ehrenberg and Brewer (1995) and Ferguson (1991) were emphatic that students learn more from teachers with strong academic skills, while even the teachers' qualification in respect of the subject they teach is important as Darling- Hammond (2000) claimed that Middle and high school students learn more from teachers who hold Bachelor's or Master's degrees in the subjects they teach and from experienced teachers than they do from less experienced ones. All these give strength to belief that the placement of only the right employees in the right jobs, at the right time and places assist greatly in attainment of organizational set goals and objectives (Egungun, 1992).

The situation in Nigeria is distressing as a study by the Education Sector Analysis Study on selected secondary school teachers in Nigeria, which considered the qualifications and genders of the teachers revealed that the bulk of secondary school teachers (n = 69,787) were graduates with first or higher degrees where, 43,073 were male and 26,714 were female. Among these teachers, 15,353 had no teaching qualification while the rest were held the Associate Certificate in Education and TC II. Findings from this study, according to Akinsolu (2010) revealed that the unqualified teachers' proportion affects the quality of learning delivery in the sampled schools. Indeed, there has always been the problem of shortage of teachers (Amoo, 1992).

The studies referenced here have made observations based on the academic qualification of the teachers alone, which imprints on performance rather than during training rather than a thorough evaluation which goes beyond mere performance. This study therefore is set to evaluate the academic orientation of teacher in Lagos State Secondary schools, starting first with the Junior Secondary Schools irrespective of the teachers' qualification, as a starting point to understanding the academic orientation as well as the sources of malpractices and psycho-social problems in the schools.

The Problem of the Study

So much concern about the performance of scholars has been the focus of many painstaking researches over decades and more. Akinsolu (2010), Iyamu (2005), opined that significant impact on successful learning is not attainable, no matter what effort is put in place if the learners are not exposed to competent principals, teachers and other school teams. Darling- Hammond (2000), Ehrenberg and Brewer (1995) and Ferguson (1991) were emphatic that students learn more from teachers with strong academic skills, while even the teachers' qualification in respect of the subject they teach is important. All these give strength to belief that the placement of only the right employees in the right jobs, at the right time and places assist greatly in attainment of organizational set goals and objectives (Egungun, 1992).

These are quite salient observations but in many cases, teacher education researches have been

bedevilled by the lack of parameters upon which conclusions are made (Abodunrin, 2009). There are cases of poor instrumentation and general methodology flaws, under efficient record keeping as well as poor research driven decision making process. It is also such that makes excess number of certain facilities to be made available in certain schools while at other places they languish in lack.

Certainly, in adjudging teachers' competency, it is important to determine the overall purpose, which is the balance of conceptual orientation of teacher trainees, practicing teachers, both professional and adjunct, before making far reaching decisions. To commence such a task, it would be expedient to split the whole task into smaller bits, whereby academic orientation of teachers in trainees in colleges and universities, as well as the practicing ones, as a segment of the whole would be investigated to determine the extent of articulation attained as a point of commencement towards a better understanding of the whole area of teacher orientation-conceptual orientation. This certainly would provide specific understanding of aspects deserving retouch rather than the total collapse of system approach that has seen us using as many as three systems of education within a decade without due evaluation process and the colossal waste of public fund that had been involved.

The task of establishing the level of academic orientation of teachers in Lagos State is a task that cannot be attained without a thorough investigation. Thus, it is the problem that has necessitated this study with the intention to generate better evaluative information that would guide our knowledge of the health of the educational enterprise.

Purpose of the Study

The goal set for this study to attain concerns establishing the academic orientation of Lagos State Secondary Schools. In this way, the level of efficiency of the academic orientation of the training programmes that are provided in the schools can be evaluated at least indirectly. Thus, the study focuses on the assessing the quality, magnitudes and differences, while taking note of the differential and changes that exists among the five central components of academic orientation of teachers in each one of, and among the different academic Departments (disciplines) and Educational Districts where the teachers work.

The Research Questions

In order to ascertain that the purposes for which the study is undertaken is realised, thereby providing solution to the problems of the study the following questions were asked:

1. What is the level of academic orientation of Lagos State Secondary School Teachers?
2. Are there differences in the level of academic orientation of Lagos State Secondary School Teachers on the basis of
   a. Departments (discipline)?
   b. Educational Districts, where the teachers work?

Research Hypothesis

By its form, this study is a form of programme evaluation and performance assessment. For the purpose of attempting at resolving the problems of the study as well as fulfilling its purpose, hence answering the research questions, it was hypothesized that

The quality of academic orientation of junior secondary school teachers in Lagos State is expected to be high and would vary by the teacher's discipline- favouring those in the sciences- and Educational District where the teacher works.

In order to be able to test the hypothesis statistically, the following null hypothesis was drawn:

There is no significant difference in the academic orientation of Lagos State Junior Secondary School teacher irrespective of their discipline and the educational district where they work.

There is no significant difference in the academic orientation of Lagos State Lagos Senior Secondary School teachers' irrespective of their discipline and the educational district where they work."

Methodology

Research Design

The study is an evaluation of the academic orientation of teachers in Lagos State Junior Secondary Schools. The survey method was adopted in carrying out this study. This involves the incorporation of random sampling technique to select the schools as well as the participants while the assessors, were purposively drawn. The Conceptual Orientation Checklist-b (CO-b) was used in collecting the relevant data that was used in providing answers to the two research questions as well as testing the null hypothesis for the study. Descriptive and inferential statistical measures were used to attain this.

Population and Sample

The universe of schools and school teachers in Lagos State make up the population for the study, onto which the

results was generalised. The sample was composed of a representative proportion of this population. To draw the sample, Lagos State was divided into six zones based on the Educational Districts. From each of these, four secondary schools were sampled (JSS=2; SSS=2). In all, 24 schools was sampled in the State (JSS=12; SSS=12). There were two categories of participants:

a. Active participants. There were Heads of Departments at each of the schools four basic classification of subject areas: Languages; Sciences; Social Sciences/Commercial studies; Arts and religion. These, served as assessors who rated the performance of the staff who were under them. Four HODs was sampled in each school, making 16 per Educational District and 96 in the State. Half of this was in the junior secondary school while the other half was in the senior secondary school.
b. Inactive participants. These were teachers who had to be assessed, though without knowledge that they were being investigated. Three of these were randomly sampled from each Department, with at most one from each subject area. This makes 12 per school and 48 per Educational District and 288 in all.

In general, there were 384 participants in the study. Along with these were 6 proctors; each assigned to cover each one of the Educational Districts.

The process of administration of instruments and data collection was at two levels:

The first level involves

a. Determining the sample to be made concerning the schools. This was randomly performed from the list of public schools in the State.
b. Visiting the schools and obtaining permission from the respective institutions and the compliance of the Heads of the Departments and obtaining the date of engagement where administering the instrument was not feasible on the same date.
c. Collection of the instruments, collation and sorting.

Some Heads of Departments requested for more time to patiently assess teacher's performance. As a result of this, the administration and the collection of all the instruments lasted between one and three days.

Instrumentation

In order to obtain pertinent information for the study, the Test A of Teacher Training Conceptual Orientation Inventory (TTCOP-2), which provided a reliability coefficient of .93 was used. This is a checklist that requires the user to rate the quality of academic orientation of a teacher over a total mark of 10, where the minimum, 1 implies embarrassing and 10 signifies perfection. This was the second part of the instrument. The first part requires the assessor to present personal information on the individual being assessed. Such information included the school, subject being taught, highest educational qualification, and its quality (i.e. Class of degree) and years of teaching experience. Evaluation, the process of determining the value or worth of a program, course, or other initiative, toward the ultimate goal of making decisions about adopting, rejecting, or revising the innovation, is more inclusive than mere assessment, which encompasses methods for measuring or testing performance on a set of competencies. Thus, assessment data in addition to many other data sources apart from scholastic ability were employed.

Data Scoring and Analysis

In scoring the data, the participants, in this case, the assessed teachers' data were classified into two groups: trained Teachers; and Untrained instructors. Each of the two categories was classified into the different grades of their qualification, i.e. NCE/PGDE/B.Ed/M.Ed and Ph.D, for the trained; and Ordinary Diploma/Higher Diploma and BSc/MSc and PhD, for the untrained. These arrangements were made at two levels: Junior secondary school teachers and senior secondary school teachers.

To analyse the data, both descriptive and inferential statistical measures were used. These were supplemented with tables and graphs.

Presentation of Results

The data collected in respect of the research hypothesis were scored with the independent variable being the Departments (academic discipline) of the Educational District (where they work) of junior secondary school Teachers in Lagos State. A Descriptive statistical analysis that was performed on the data provided the following information:

Academic orientation for teachers in Arts/Religion Departments which had the highest mean (5.15) indicated higher mean for teachers in District 2 followed by those in District 5, district 6, 4, 1, and 3 respectively. The academic orientation of teachers in the science disciplines ranked next with a mean of 5.09. In this case, teachers in district 2 had the highest mean, followed by District 5, 6, 4, 1 and 3 respectively. The academic orientation of Lagos State Junior Secondary School teachers in the Languages Department followed next (4.97), with Language teachers in district 5 leading others, followed by teachers in district 6, then, 3, 4, 1 and then, 2, respectively. The mean of Lagos State Junior Secondary School teachers' in Social Sciences/Commercial studies

Department's academic orientation was 4.91. Teachers in District 5 had the highest mean among the group with District 3 teachers trailing after them, followed by District 4, 1, ad District 2 teachers respectively.

In general, the classification of ratings Lagos State Junior Secondary School teachers' academic orientation for teachers of each of the four Departments (Disciplines), as well as for each of the Educational Districts, had a mean of 5, which on the rating scale of COC-b, the instrument that was used for the study, translate to "fair" performance. See Table 1 and Figure 1.

Table 1. **Descriptive statistics table of Lagos State Junior Secondary School teachers academic orientation by their Department (Discipline) and Educational District.**

Departments	Educ. District	Mean	SD	N
Languages	1.00	4.6667	.81650	6
	2.00	4.6000	.54772	5
	3.00	4.8333	.98319	6
	4.00	4.8000	.83666	5
	5.00	5.5000	.54772	6
	6.00	5.4000	.89443	5
	Total	4.9697	.80951	33
Arts/Religion	1.00	4.8333	.98319	6
	2.00	5.6000	1.14018	5
	3.00	4.5000	.83666	6
	4.00	5.2000	.83666	5
	5.00	5.5000	.83666	6
	6.00	5.4000	.89443	5
	Total	5.1515	.93946	33
Soc.SCs/Commercial	1.00	4.6000	.89443	5
	2.00	4.1667	.98319	6
	3.00	5.2000	1.09545	5
	4.00	4.8333	.75277	6
	5.00	5.4000	.89443	5
	6.00	5.3333	.81650	6
	Total	4.9091	.94748	33
Sciences	1.00	4.8000	.83666	5
	2.00	5.6667	1.36626	6
	3.00	4.8000	1.09545	5
	4.00	5.0000	.89443	6
	5.00	5.1667	.75277	6
	6.00	5.0000	.70711	5
	Total	5.0909	.94748	33
Total	1.00	4.7273	.82703	22
	2.00	5.0000	1.19523	22
	3.00	4.8182	.95799	22
	4.00	4.9545	.78542	22
	5.00	5.3913	.72232	23
	6.00	5.2857	.78376	21
	Total	5.0303	.90747	132

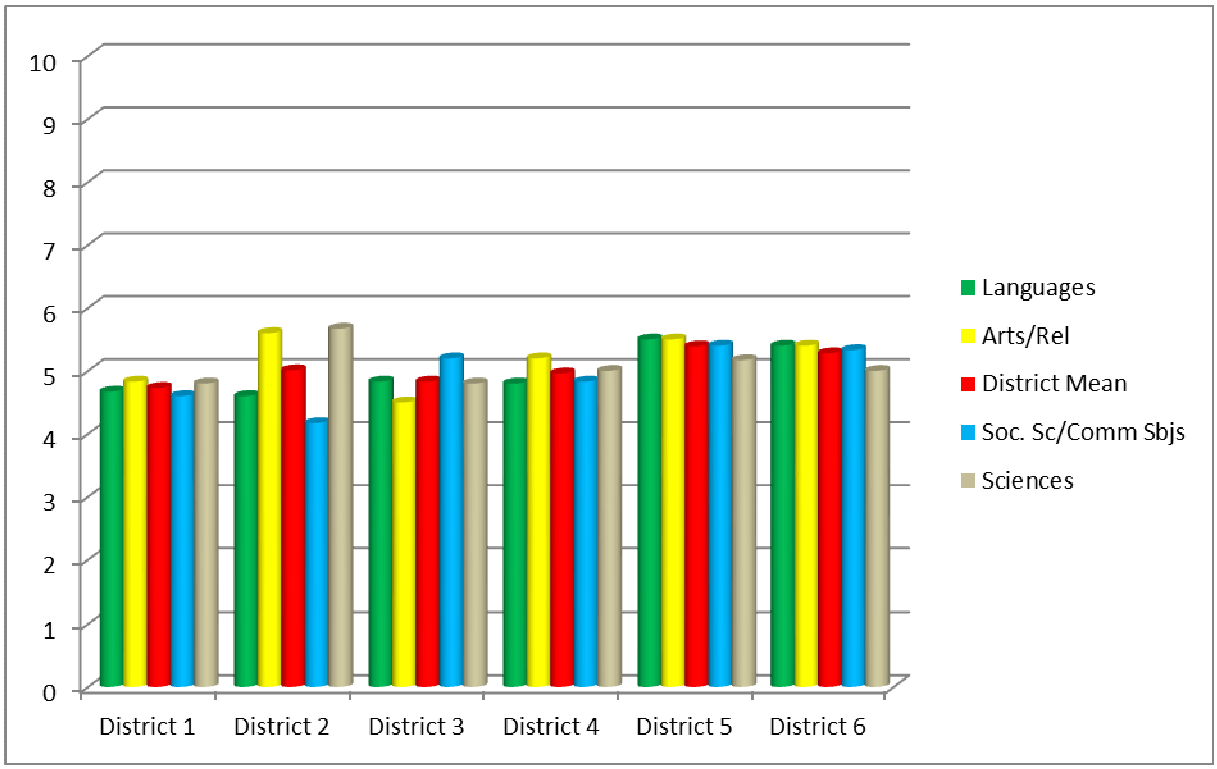

Figure 1. **Lagos State Junior Secondary School teachers' academic orientation by their Department (Discipline) and Educational District**

A Univariate Analysis of Variance, (Researchers' Discipline *(Department)*/Educational District X Academic Orientation of teachers) was applied in the attempt to test the null hypothesis which had stated that "there is no significant difference in the academic orientation of Lagos State Lagos Junior Secondary School teachers' irrespective of their discipline and the educational district where they work."

The results indicated that there was no significant main effect for the Departments (academic disciplines) of Lagos State Junior Secondary School teachers, $F(5, 108) = 1.800$, $p > .05$, $\eta_p^2 = .077$, 95% CIs [4.654, 5.279], [4.860, 5.485], [4.510, 5.235], [4.760, 5.385]. This is a medium effect indicating that the factor accounts for 8% of the total variability in the dependent variable scores. The result revealed that statistical power for this analysis was .15 for the detection of medium effect sizes (see Tables 2 & 4). The confidence interval that was observed indicates that, based on the sample data, it is estimated that the true effect sizes in the population from which the sample is taken, as regards the Departments (Discipline) of Lagos State Junior Secondary School teachers' academic orientation, provided support, with 95% certainty for the positive orientation claim; that is, no significant difference occurred (see Table 1, 2, 3, 4, Figure 1, 2 & 3).

Table 2. **Summary Table of estimates of the mean, standard error and confidence interval of Lagos State Junior Secondary School Teachers' academic orientation**.

		95% Confidence Interval	
Mean	**Std. Error**	*Lower Bound*	*Upper Bound*
5.033	.079	4.877	5.190

Table 3. **Summary Table of Tests of Between-Subjects Effects of Junior Secondary school teachers' discipline and educational district and their academic orientation**.

Source	Type III **SS**	**df**	**MS**	**F**	**Sig.**	η_p^2	**NP**	**OP**[b]
Corrected Model	**20.012**[a]	**23**	**.870**	**1.069**	**.391**	**.186**	**24.598**	**.776**
Intercept	3316.509	1	3316.509	4076.438	.000	.974	4076.438	1.000
Educational District (ED)	1.230	3	.410	**.504**	.680	.014	1.512	.150
Teachers' Discipline (TD)	7.322	5	1.464	**1.800**	.119	.077	9.000	.598
*Educ. District * Teacher's Discipline*	11.246	15	.750	**.922**	.543	.113	13.823	.569
Error	**87.867**	**108**	**.814**					
Total	3448.000	132						
Corrected Total	107.879	131						

a. R Squared = .186 (Adjusted R Squared = .012)

b. Computed using alpha = .05

Table 4. **Table of means, standard error and confidence intervals of Lagos State Junior Secondary School teachers' academic orientation on the basis of their Departments (Disciplines).**

			95% Confidence Interval	
Departments	**Mean**	**SE**	Lower Bnd	Upper Bnd
Languages	4.967	.158	4.654	5.279
Arts/Religion	5.172	.158	4.860	5.485
Soc.SCs/Commercial	4.922	.158	4.610	5.235
Sciences	5.072	.158	4.760	5.385

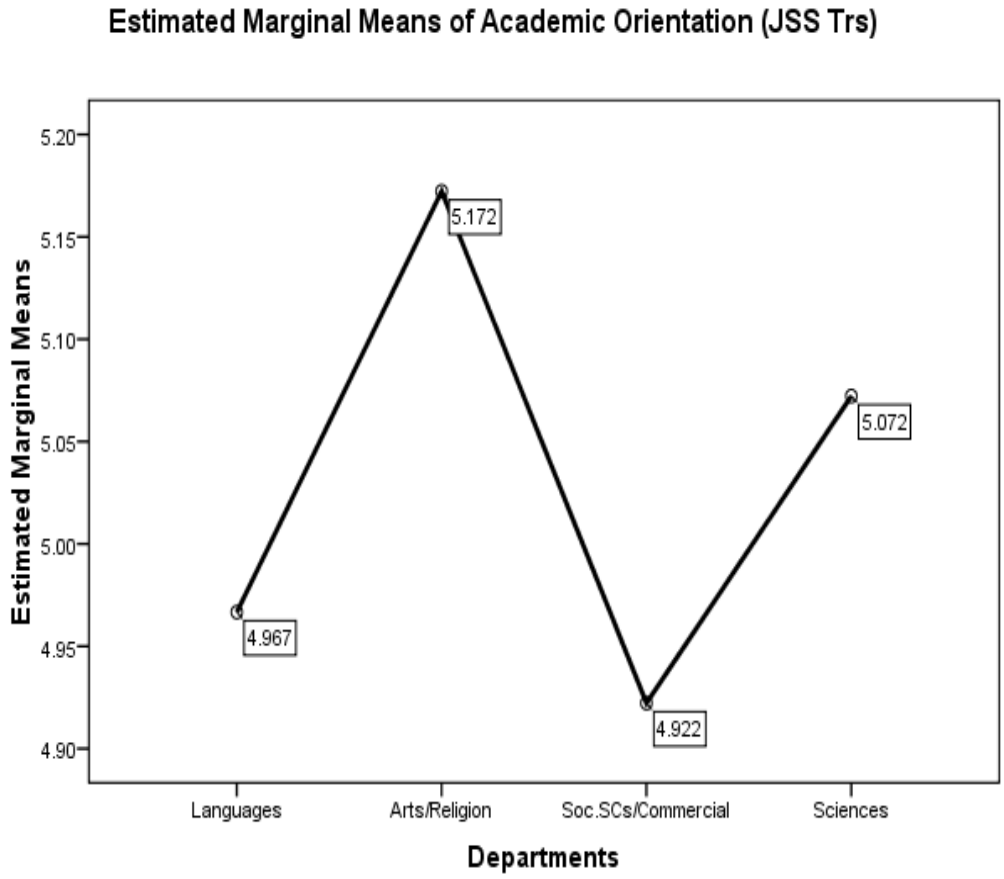

Figure 2. **Lagos State Junior Secondary School teachers' academic orientation by their Department (Discipline).**

The estimates revealed that teachers in the Art/Religion Department had the highest academic orientation, followed by those in the Sciences, those in the languages, and then those in the Social Sciences/ Commercial Departments (see Table 4).

The results indicated a no significant main effect for Educational District in academic orientation of Lagos State Junior Secondary School teachers, F (3, 108) = .504, p > .05, η_p^2 = .014, 95% CIs [4.342, 5.108], [4.626, 5.391], [4.451, 5.216], [4.756, 5.341], [5.018, 5.766], [4.892, 5.675]. This is a small effect indicating that the factor accounts for 8% of the total variability in the dependent variable scores. The result revealed that statistical power for this analysis exceeded .99 for the detection of small effect sizes (see Table 3, 4 & Figure 3).

Table 4. **Table of means, standard error and confidence intervals of Lagos State Junior Secondary School Teachers' academic orientation by their educational District**

Estimates

Dependent Variable:Academic Orientation (JSS Trs)

			95% Confdnc Int	
Educ. District	**Mean**	**Std. Error**	*Lower Bnd*	*Upper Bnd*
1.00	4.725	.193	4.342	5.108
2.00	5.008	.193	4.626	5.391
3.00	4.833	.193	4.451	5.216
4.00	4.958	.193	4.576	5.341
5.00	5.392	.189	5.018	5.766
6.00	5.283	.197	4.892	5.675

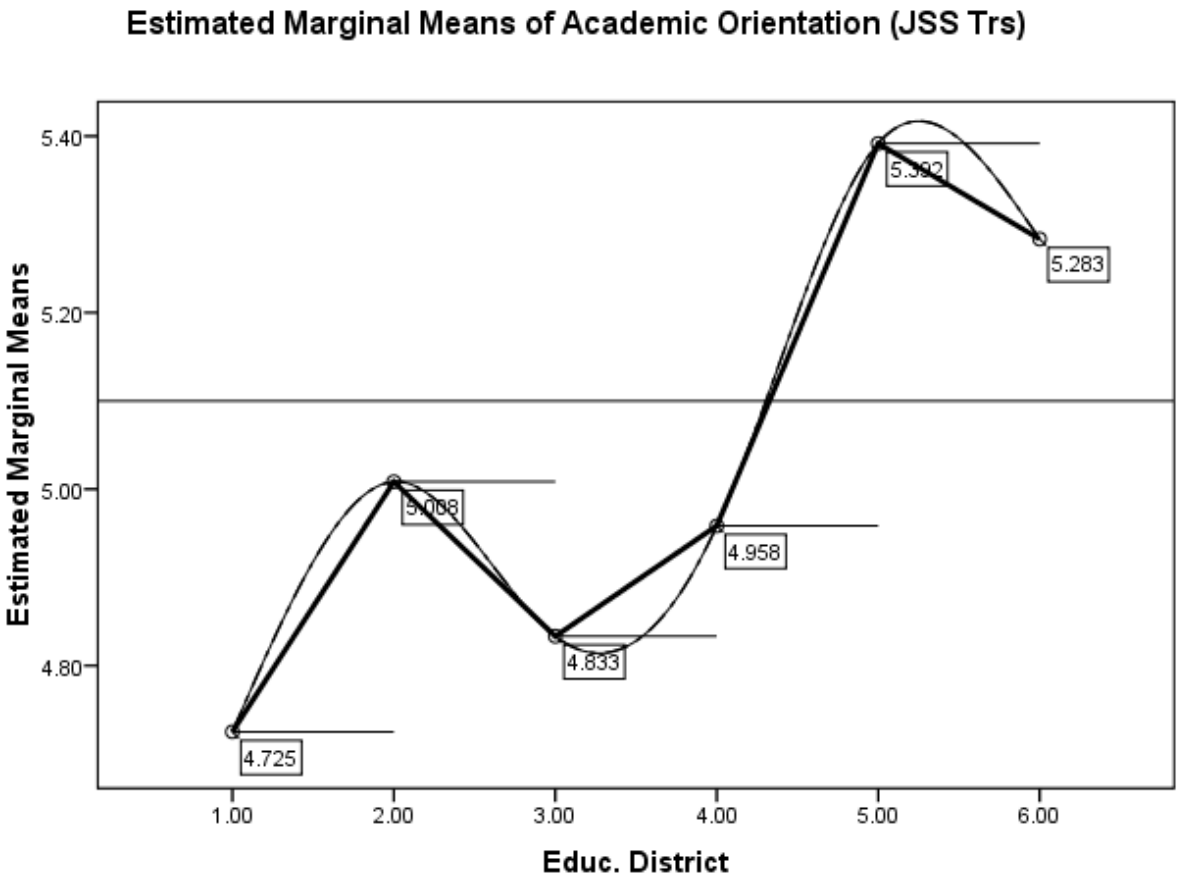

Figure 3. Lagos State Junior Secondary School teachers' academic orientation by their Educational District

The confidence interval that was observed indicates that, based on the sample data, it is estimated that the true effect sizes in the population from which the sample is taken, as regards Lagos State Junior Secondary School Teachers' academic orientation, with 95% certainty for the positive orientation claim; that is, that no significant difference occurred.

The level of academic orientation of exhibited by teachers in District 1 was highest for those in Educational District 5, followed by District 6, District 2, then, District 4, 3 and 1 respectively (see Table 4).

The two main effects were substantiated however, as a no significant interaction between the two factors was indicated, $R^2 = .186$, $F (15, 108) = .922$, $p > .05$, $\eta_p^2 = .113$, 95% CIs [4.877, 5.190], indicating that the academic orientation effects were not different for the four categories of Departments for the six categories of Educational Districts. The partial eta squared indicated a medium effect denoting that the factor accounts for no less than 11% of the total variability in the dependent variable scores. The result revealed that statistical power for this analysis was .57 for the detection of medium effect sizes (see Table 3).

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

Academic orientation for teachers in Arts/Religion Departments was found to be slightly higher than for all other Departments. The next was the mean for teachers in the science disciplines, followed closely by teachers in the Languages Department and then teachers' in Social Sciences/Commercial studies Department's. The range of scores was 0.15, SD=0.111.

Similarly, the academic orientation of Lagos State Junior Secondary School teachers when viewed from the Educational Districts where they work showed a similar pattern, wherein, Educational District 5 had the highest mean, followed closely by Educational District 6, 2, 4, 3 and then 1 respectively. The range of scores was 0.55, SD=0.261.

In general, the classification of ratings Lagos State Junior Secondary School teachers' academic orientation for teachers yielded a value of 5.03., which, by the rating scale of COC-B, the instrument that was used for the study, translate to "fair" performance.

This descriptive estimates were corroborated with Univariate Analysis of Variance, which provided that there was no significant main effect for Lagos State Junior Secondary School teachers' academic orientation either for the Departments (academic disciplines) nor for the Educational Districts. In essence, the descriptive report provided was substantiated. The Lagos State Junior Secondary School teachers' academic orientation translates to below average performance. This is contrary to expectations as it was enunciated by Abodunrin (2003 Conceptual Orientation) who observed that the training of teachers at the Faculty of Education tilted towards academic orientation, and Feiman-Neimer's (1990) presentation that University schools of Education focuses more on research ideals, threats teacher training as a social science, considers professionalization through graduate study and devalues experience. They mainly seek to make their learners to become educational leaders. Thus, academic orientation was enthused in the training of teachers.

This trend calls for worry as some salient questions come to mind: why are teachers not so high in academic orientation in spite of all expectations that they should be? Why do they all perform similarly, irrespective of the discipline or the Educational district that the serve in? Could the lower than expected academic orientation of teachers be caused by adjunct teachers? Are the teachers taking advantage of available information and computer technology to avail them with up to date information and equip themselves in their subject matter? Has the prevalence of examination malpractice in schools depleted the motivation for constructive engagement of teachers and as well their academic orientation as a projection from that?

These and many more questions prod the mind and seem to have no answers until thorough investigation is made. These are suggested for future research attention. Considering the present situation as the result has revealed however, urgent attention need be paid to how the academic orientation of the teachers could be improved via undertaking retraining programmes, workshops, in-service training programmes in their specific disciplines. This study, provide strength to the idea that teacher's efficiency/effectiveness may be thoroughly assessed when all the required functional areas of teaching and the teacher are carefully explored and appraised.

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