

hindered by the lack of parameters upon which conclusions are made (Abiodunrin, 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 various number of certain facilities to be made available in certain schools while at other places they hangish in lack.

Certainly, in adjudging teachers' competency, it is important to determine the overall purpose, which is the failure of conceptual information of teacher trainers, 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 trainers 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 research rather than the total collapse of system approach that has seen 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, magnitude and differences, while taking note of the differential and changes that exist 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 realized, 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

In 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 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 assessments, were purposively drawn. The Conceptual Orientation Checklist (COC) by 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, some which the

A Due Sense Of Differences An Evaluative Approach To Canadian Literature

John Moss



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