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Evaluation of secondary school geography teachers' pedagogical practices in Southwestern Nigeria

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Abstract

Purpose: This study was conducted to evaluate teachers' pedagogical practices in secondary schools in southwestern Nigeria because evidence has shown that some of the objectives of the geography curriculum are hardly met. Research interest has been more on interventions, especially strategies to improve students' learning outcomes in geography, than on the evaluation of implementation.

Research methodology: A mixed-methods design was adopted. Three states (Osun, Oyo, and Ekiti) in southwestern Nigeria were randomly selected, and the purposive sampling technique was used to select schools with a geography teacher who was willing to participate in the study.

Results: Most teachers (67.1%) deployed the lecture method, while schools (84.6%) had insufficient time to implement GC. Inadequate materials (84.1%), limited opportunities for professional development (89.4%), and insufficient allocated time (78.7%) were the major challenges associated with the implementation of GC. The pedagogical practices were good ($\bar{x}$ = 3.40), but material resources were inadequate ($\bar{x}$ 0.83), 3.4 against the threshold of 3.0 and 1.0, respectively.

Contribution: Teachers rarely used the field-trip approach. The teachers posited that they had inadequate resources for implementation. School administrators should ensure that geography is allotted sufficient time to the timetable.

Limitations: The observer effect may have slightly influenced the classroom activities of some teachers and students. Similarly, not all items on the rating scale could be captured extensively within the observed teaching-learning period.

Novelty: Although the goals of sustainable development place a special emphasis on healthy and prosperous lives, insufficient data on mental health have been collected, and mental health policies based on village wisdom have not become a theme that many central and regional governments have implemented.

Keywords: *geography teachers, geography curriculum, implementation, secondary school*

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1. Introduction

The teaching and learning of geography in and out of the classroom enables students to encounter different societies and cultures in an in-depth manner. This helps them appreciate the interdependent nature of society and the need to inculcate values that foster cooperation, unity, cohesion and oneness. In summary, the knowledge, skills, and values derived from the geography curriculum help students

make useful and life-changing contributions to the development and integration of society. The curriculum cannot be effectively implemented within the confines of the classroom. The 'real world, ' that is, the physical and cultural environment of the Earth, is the laboratory for geography. Simply put, the geography curriculum, unlike many other curricula, demands that the teacher and students study outside the classroom or school. Although the curriculum requires a laboratory where maps, diagrams, sketches, and other materials should be stored, and when necessary, used as an instructional place, society is the actual laboratory for the effective implementation of the curriculum.

Scholars from various backgrounds have acknowledged the unique nature and scope of geography curriculum. The Australian Curriculum Assessment and Reporting Authority (acara, 2011) stated that the geography curriculum is a bridge to all specialized disciplines in the sciences, social sciences, and humanities because of the integrated and holistic nature of its scope. Obama (2012) averred that the curriculum, apart from inculcating in students the ability to locate places on a map, also aids their understanding of the interdependent nature of the world by studying diverse cultures and countries, and in the end, the knowledge gained is used in bridging divides across continents. Based on these assertions, effective teaching and learning of the geography curriculum cannot be overstated. Although the literature has revealed that some topics in the geography curriculum are perceived to be difficult and wide, this perception has caused students to stop offering and perform poorly in the subject.

A geography teacher will need to bear his social skills (communication and interpersonal), in addition to subject mastery, effective classroom and out-of-class management, questioning techniques, instructional time, resource deployment, and feedback mechanisms. Caratiquit and Pablo (2021) posited that the practices of secondary school teachers significantly enhance student achievement. Therefore, what a teacher does in the classroom reflects his or her pedagogical practices. These practices determine the success of the curriculum at the time of implementation. Therefore, geography teachers' pedagogical practices deserve attention.

Research has shown that uncertified teachers, as well as teachers without cognate curriculum content knowledge, achieve less with students than teachers with professional teacher education and cognate curriculum content knowledge. The practice of out-of-field teaching, where a teacher teaches a class that he is not certified for, may be counterproductive by rendering a competent teacher ineffective in the classroom. A professional teacher should possess a specialized body of knowledge not just within a definite academic discipline, but also in the theory and practice of pedagogy. Certification is necessary if a teacher is to teach well because the specialized education given to teachers is what they rely on in the discharge of their duties inside and outside the classroom.

Furthermore, a teacher's knowledge of the content to be taught is an important issue for effective implementation. Teachers who possess content mastery in their area of specialization find it easier to synthesize text materials and draw upon real-life experiences that go beyond text content to provide students with powerful, meaningful, and integrated discussions and student-directed activities. The literature reveals the relationship between subject matter mastery and a teacher's ability to ask students probing, divergent, and convergent questions requiring various levels of reasoning, obtain students' engagement, and encourage them to take the lead when required. Teachers cannot impart what they do not possess; therefore, before a teacher can effectively implement a curriculum, there is a need to master the content to be taught. Cognate knowledge of a teacher in a given discipline earns the teacher a license to teach only in that discipline to avoid the dangers of using out-of-field teachers. A teacher's knowledge of his subject matter constitutes a significant part of a or teacher's human capital. In fact, this is the nucleus, while other considerations are the supporting parts of the system for the effective execution of a curriculum in a classroom.

In addition, teachers' teaching experience influences curriculum implementation. This is because experienced teachers typically have a greater repertoire from which to draw knowledge that has accumulated over the years. Experience is a by-product of continuous practice over a long period of time; because teaching and learning involve human activity, a great deal of impromptu decisions are made inside and outside the classroom every day, and no two days are the same in a school. This peculiar

duty of a teacher requires experience to make sound judgments whenever circumstances arise. Some of the traits of experienced teachers are the capacity to consider context in making decisions and vary their techniques, the capacity to cope and fit into different conditions, and the ability to improvise and apply theoretical knowledge to both common and exceptional classroom situations.

Continuing professional development is also very important in the effective implementation of a curriculum. This is more so in a world that is rapidly changing. Knowledge has never been static; it has continued to expand and change. Therefore, teachers should continue to seek new knowledge to improve the teaching-learning process. Studies have shown that the more teachers are involved in academic societies and activities, the greater the likelihood of improvement in their performance in schools. Teachers need to be continuously exposed to new technologies and education while on the job through in-service programs via workshops, seminars, and conferences in order to keep teachers informed of growth and happenings in the profession. Opportunities for professional development should be available regularly to teachers.
Apart from teachers, instructional facilities are critical elements in curriculum implementation. These are the non-human resource components required to ensure efficiency and effectiveness during the implementation phase. Instructional facilities are of utmost importance; without them, teaching on the part of the teacher and learning on the part of the students will become more difficult. The availability of these facilities enables a teacher to deliver on his or her mandate on the one hand and encourages students to learn on the other.

The use of instructional facilities to aid instruction is key in the teaching-learning process because it not only enhances learning experiences, but also encourages the active interaction of stakeholders within a school. The importance of instructional facilities in effective curriculum implementation is such that a school should not just make available physical facilities, but also the condition of such physical facilities should be functional because of its impact on teachers' performance. Some of the most essential environmental features required to make a school conducive to learning are classrooms, furniture, and class equipment, which should be available, adequate, functional, and used by both teachers and students. The presence of facilities informs the school culture and, to some extent, the use of homework strategies. Hafezi and Etemadinia (2022) found that homework positively influences student achievement. Similarly, Khaneghahi, Sefatgol, and Siyasar (2022) stated that school culture is related to academic enthusiasm, hope, and motivation. Literature is rife with the discovery of resources becoming objects of ornaments in schools. The instructional resources that should be deployed to enhance teaching and learning are seen in the offices, walls, and tables of school administrators.

Sufficient functional infrastructure and materials are required to ensure an effective implementation. These infrastructures and materials should not only be made available and accessible but also usable. The availability, accessibility, adequacy, and use of instructional materials are some of the parameters in curriculum implementation, because of their major role in aiding learning. Baron (2023) conducted an experimental study on the use of the blackboard system and students' academic performance. The results showed a significant relationship. In the same vein, Kuo, Wood, and Williams (2021) observed that the actualization of hope and joy in K–12 curricula is important to human education. Infrastructure and materials must be sufficient. In light of the critical role of instructional facilities in effective curriculum implementation, a lack of required facilities will hinder the process, and poor performance will be inevitable. Unfortunately, this appears to be the case for some schools in Nigeria.

2. Literature Review

Failure to implement a curriculum according to the plan will result in defective outcomes. Ahmadi and Lukman (2015) found that the statement of intentions at any level of education cannot come to fruition, irrespective of what is done prior to implementation, unless the program for such a level of education is well-executed according to its plan. Obanya (2010) stated that processes managed by teachers cannot produce the desired outcome if they are poorly coordinated. Consequently, the scholar averred that there is no automatic guarantee that a school or classroom will bring about transformational change in learners, even given the most scientifically constructed curriculum, because the action or inaction of a teacher determines the bottom-line index of the success of educational policies.

Kolawole (2015) revealed that the lack of a conducive environment for teaching, inadequate opportunities for continuous professional development, poor infrastructure, poor funding, and inadequate instructional facilities are some of the indices of curriculum implementation at the secondary education level in the southwest zone of Nigeria. The pedagogical practices of geography teachers will be influenced by raised concerns about the implementation of the geography curriculum and will invariably account for the poor performance of students. The performance of geography students at the school certificate examination revealed that 28%, 30%, 43%, 52%, and 38% failed to make a credit pass in 2015, 2016, 2017, 2018, and 2019, respectively, based on statistics from the West African Examinations Council.

Aderogba (2012); Akintade (2012); Alimi and Balogun (2010); Amosun (2016); Etim, Udosen, and Ema (2016); Eze (2021); Falah and Rahamneh (2012); Mikanjuola and Sidiq (2013) have expressed concerns over the poor performance of students in geography. Moreover, the number of students enrolled in geography at the school certificate examination has also continued to decrease annually. The Vice President of the Association of Nigerian Geographers (ANG), Oyesina, while speaking at a one-day career prospects and development workshop for secondary school geography students and teachers in 2016, blamed education authorities and training institutes for belittling the curriculum, despite its importance to national development. Geographers in Nigeria have been relentless in their search for solutions to improve students' performance on the subject.

Geographers elsewhere face the same challenges. This development was not unique to Nigeria. Anlimachie (2019) submits that Ghanaian students have a similar problem of poor performance in geography, which has become a recurring decimal. Similarly, Mukondeleli (2018) reports that geography performance among South African students is declining, with particular reference to practical mapwork. Mangwanda, Kolawole, Mutopa, and Gondo (2017) raise concerns about the failure rate among Zimbabwean students' at-level geography. Singh, Rathakrishnan, Sharif, Talin, and Eboy (2016) conclude that there is a yearly decline in the performance of Malaysian students in geography. Viehrig (2015) submits that the frequently low performance of German students indicates that the geography curriculum is unsuccessful in attaining its set objectives. All these concerns come from different countries around the world. This indicates that there is a global challenge to the implementation of the geography curriculum. It has become imperative for stakeholders to ensure that geography students' performance improves in Nigeria and other places around the world; otherwise, society may be deprived of the benefits of the expertise of geographers in the 21st century and beyond.

One of the indications of the problem with the geography curriculum is its de-classification as a core at the senior secondary level, which contradicts the Federal Government's intention to mitigate climate change, environmental degradation, and support a greener world, as evident in Nigeria's ratification of the Paris 2016 agreement and the Sustainable Development Goals (SDGs). Goal 4: Quality Education, 6; Clean Water and Sanitation, 7; Affordable and Clean Energy, 11; Sustainable Cities and Communities, 12; Responsible Consumption and Production, 13; Climate Action, 14; Life Below Water, and 15; Life on Land, all have connections with the GC, directly or indirectly. Where should the government look to achieve its objectives, if not through education, particularly GC?

It has become necessary to evaluate what teachers do in the classroom within the geography curriculum, as it appears that intervention research is not putting an end to the trend of poor performance. This is because the activities that teachers perform in the classroom to ensure classroom success are of utmost importance. What becomes of any policy at the implementation stage is key, to the extent that a good program can be marred just because the implementers fail to grasp its'spirit.' Kolawole (2015) submits that many a time, teachers who are at the center of the curriculum implementation process only see what a 'new' curriculum is when they come in contact with it in the classroom. This situation makes the implementation difficult and problematic. Nwokocha (2021) gives insight into what would happen to a curriculum when end-users participate actively in its planning; it not only enhances commitment to its implementation by giving their ownership perception of the curriculum but also makes the implementation process easier.

The concern of educators today is to ensure that students' outcomes are enhanced. Consequently, research attention has been focused on school, teacher, and student variables that can influence outcomes. The time allotted to a subject on the timetable is a major consideration in the teaching and learning processes. In addition, the pedagogical practices of teachers, textbook quality, teachers' quantity and quality, and availability and use of instructional resources are some of the variables that should be considered to improve students' success.

2.1 Statement of the Problem

The aims of the geography curriculum that presuppose students to possess the knowledge and develop skills to interact with their environment have not been achieved. Studies have focused on interventions that use strategies to improve student performance. However, there was no significant improvement. Research attention has not focused on the appraisal of geography teachers' classroom activities. Therefore, this study aimed to evaluate the pedagogical practices of geography teachers in implementing a geography curriculum at a secondary school in southwestern Nigeria.

Research Question

1. What is the level of teachers' pedagogical practices in implementing a geography curriculum for secondary schools?
2. Describe, based on your experience, the professional development opportunities available to geography teachers.
3. What is the level of availability, accessibility, adequacy, and usability of instructional resources for the implementation of geography curriculum in secondary schools?

2.2 Research Design

A mixed-method research design was used. A descriptive approach was adopted because there was no need to manipulate any variables. The variables have already been manifested. The researcher was not only interested in what exists but also why it existed.

2.3 Population, sampling technique, and sample

The target population for this study comprised secondary school geography teachers in Oyo, Osun, Ogun, Ondo, Ekiti, and Lagos States. A multi-stage sampling technique was used in this study. A simple random sampling technique was used to select three states in southwestern Nigeria out of the six existing states. Six local government areas were randomly selected from each of the three selected state. Purposive sampling was used to select five secondary schools in each local government area. The criteria for selecting a school are as follows: the school must have at least one geography teacher; the geography teacher must be available and teaching the subject as of when the study is carried out; and the geography teacher must be willing to take part in the study. Geography teachers were purposefully selected for the study because the research focused on their pedagogical practices.

3. Results and Discussions

Table 1. Teacher's level of compliance with pedagogical best practices

S/N	TEACHERS' ACTIVITIES	Excellent	Very Good	Good	Fair	Poor	$\bar{X}$
1	Statement of behavioural objectives in clear and measurable terms.	46 (51.1%)	40 (44.4%)	4 (4.4%)	0	0	4.46
2	Reference to relevant students' prior knowledge	13(14.4%)	52(57.8%)	21(23.3%)	4(4.4%)	0	3.82
3	Logical sequencing and presentation of lesson	14(15.6%)	65(72.2%)	11(12.2%)	0	0	4.03
4	Adequacy of content on the topic	19(21.1%)	64(71.1%)	6(6.7%)	1(1.1%)	0	4.12
5	Demonstration of mastery of the subject-matter	16(17.8%)	45(50.0%)	25(27.8%)	2(2.2%)	2(2.2%)	3.78

6	Provision and adequate use of instructional materials	4(4.4%)	1(1.1%)	18(20.0%)	27(30.6%)	40(44.4%)	1.91
7	Use of ICT in the course of instruction	0	0	4(4.4%)	9(10.0%)	77(85.6%)	1.18
8	Use of appropriate questioning techniques	2(2.2%)	50(55.6%)	34(37.8%)	4(4.44%)	0	3.55
10	Use of reinforcement	1(1.1%)	34(37.8%)	47(52.2%)	7(7.8%)	1(1.1%)	3.30
11	Effective classroom management	7(7.8%)	47(52.2%)	33(36.7%)	3(3.3%)	0	3.64
12	Effective communication skills	8(8.9%)	35(38.9%)	46(51.1%)	1(1.1%)	0	3.55
13	Giving feedback through marking of notes/assignment	8(8.9%)	42(46.7%)	30(33.3%)	10(11.1%)	0	3.53
14	Gives adequate board summary	8(8.9%)	72(80.0%)	10(11.1%)	0	0	3.97
S/N	**STUDENTS' ACTIVITIES**						
16	Active participation by responding to questions	6(6.7%)	66(73.3%)	18(20.0%)	0	0	3.86
17	Active participation by initiating questions	0	20(22.2%)	45(50.0%)	22(24.4%)	3(3.3%)	2.91
18	Active participation by contributing to classroom discussions	2(2.2%)	21(23.3%)	48(53.3%)	19(21.1%)	0	3.06
19	Interacting with instructional materials	0	8(8.9%)	14(15.6%)	23(25.6%)	45(50.0%)	1.803
20	Copying of board summary	25(27.8%)	54(60.0%)	9(10.0%)	2(2.2%)	0	4.13
21	Work individually/group to carry out project/inquiry	1(1.1%)	28(31.1%)	51(56.7%)	7(7.8%)	3(3.3%)	3.18
Weighted Mean = 3.40							

Table 1 reveals the level of compliance of geography teachers with best pedagogical practices. It shows that 51.1% of geography teachers stated the behavioral objectives of their lessons excellently, while 44.4% were rated very good in stating behavioral objectives. Additionally, 14.4%, 57.8%, 23.3%, and 4.4% had excellent, very good, good, and fair ratings, respecting students' prior knowledge, respectively. About 16%, 72.2%, and 12.2% had ratings of excellent, very good, and good, respectively, with respect to the logical sequencing of their lessons. Regarding the use of appropriate questioning techniques, 2.2%, 55.6%, 37.8%, and 4.4% were rated as excellent, very good, good, and fair, respectively. In class management, 3.3%, 36.7%, 52.2%, and 7.8% of the teachers were rated as fair, good, very good, and excellent, respectively. The teachers' communication skills were rated as 1.1% fair, 51.1% good, 38.9% very good, and 8.9% excellent. About 2% were rated poor, 2.2% fair, 27.8% good, 50.0% very good, and 17.8% demonstrated mastery of the subject matter. However, regarding the provision and use of instructional materials, 44.4% were rated poor, 30.6% fair, 20.0% good, 1.1% very good, and 1.1% excellent. Similarly, regarding the deployment of information and communication technology, 85.6% of the teachers were rated poor, 10.0% were rated fair, 4.4% were good, and no teacher was rated as very good or excellent. On the other hand, 6.7%, 73.3%, and 20.0% of the students rated themselves as excellent, very good, and good, respectively. Also, 50% of the students were rated poor on interaction with instructional materials, 25.6% were rated fair, 15.6% were rated good, 8.9% were rated very good, and no student was rated excellent, whereas on the copying of notes, 27.8% of the students were rated excellent, 60% were rated very good, 10% were rated good, 2.2% were rated fair, and no student was rated poor.

3.1 Level of Availability, Accessibility, Adequacy, and Usability of the Instructional Resources for the Implementation of the Geography Curriculum

As displayed in Figures 1 and 2, the responses generated about the geography curriculum revealed that almost all participants expressed that resources for implementation were not available. Some said that,

where they were available, they were already outdated. Hence, teachers are forced to improvise classes. Only a few participants mentioned that they had access to adequate resources.

3.1.1 Non-Availability of Resources

Figure 4.6 displays the responses of the participants' responses when addressing the issue of the non-availability of geographical resources in secondary schools. Most of the participants complained that the resources were not available for them to implement the curriculum, thereby making the teaching of the subject difficult.

It is unfortunate that the resources, as of now, are not readily available in the school. Looking at the okay, in this school now, as big as this school is and the popularity of the school throughout, even in Nigeria as a whole, no geographical garden in this school now, where to keep all this weather equipment, you know them? Thermometers, rain gauges, wind vanes, and others were not present. Then, look at these teaching aids; they are not available." (IDI, Participant 16, Male, Irepodun LGA, School 01, Ekiti State, 22/02/2021)

Another participant said that if someone had to answer this question very well, they would have to do so one by one. If you are to consider the regional aspect of geography, then you will consider the atlas map and the chart showing different countries. If you want to consider map reading, you consider the map reading textbook; you consider the large maps and the small maps that the students can size to reduce and enlarge; and you also consider materials from the students themselves, such as drawing books, graph books, pencils, and long rulers, among others. This is an aspect of map-reading. Considering the surroundings, you consider practical materials, such as mountains, forests, and weather conditions, among others. And many more. The textbook is also a part of the resources. (The participant smiles at this point to react to the question on the availability of these resources.) To an extent, we have some, but mostly, we work on improvising and obtaining alternatives. Apart from physical geography, students can easily see the resources sited around them, such as the level of land, among other things. Speaking of materials in other aspects, such as map reading, they are not readily available, although we improvise by getting some photocopy for students to guide them. What are the charts among others? Thus, to a certain extent, most of these are not readily available. We improvise by making photocopies for map reading instead of obtaining real ones, since the students may not be able to afford that. Sometimes, when we need atlas maps, we use charts, and sometimes we use drawings on paper. This is how we improvised it. (IDI, Participant 6, Male, Lagelu LGA, School 03, Oyo State, 16/11/2020)

Figure 1. Responses on Availability, Accessibility, Adequacy and Usability of the Instructional Resources for the Implementation of the Geography Curriculum.

3.1.2 Outdated Resources

The resources required are not readily available, and the available resources are outdated. The area of instructional resources was very poor. Teachers improvise themselves, making teaching more difficult. (IDI, Participant 1, Female, Ogbomoso South LGA, School 05, Oyo State, 10/11/2020)

3.1.3 Resources Improvised by Teachers

In order to solve the challenge of non-availability and inadequate resources for the teaching of *geography, teachers took it upon themselves to provide the required instructional materials. As displayed in figure 4.7, most geography teachers made personal efforts to obtain the required resources.* According to

Many times, teachers go an extra mile to improvise teaching aids in secondary schools. (IDI, Participant 23, Male, Olaoluwa LGA, School 01, Osun State, November 20, 2020)

I constructed a geographical garden and improvised some instruments for measuring weather elements. (**IDI, Participant 11, Female, Irepodun LGA, School 05, Ekiti State, 10/12/2020**).

Unfortunately, resources are not available in most schools. For instance, in every school, there is supposed to be a geographical garden that is not available. Atlases, maps, the globe, and other materials were not available. They are either completely absent or scarce in a few cases. In short, these data are not available. We have managed the situation using our own improvised materials, including posters and charts. This is how we were able to cope with teaching the subject. (**IDI, Participant 4, Male, Ona-Ara LGA, School 01, Oyo State, 09/11/2020**)

Speaking generally about teachers, in the event of the non-availability of these resources, teachers improvise. (**IDI, Participant 25, Female, Irewole LGA, School 05, Osun State, 04/12/2020**)
Sharing her experience, another participant said

At my own school, none were available. Even geographical stations do not have them. We do not have any instructional materials, except charts. We only have the charts, and we have the atlas, then the globe, and that globe is not even okay. We improvise, for example, when I taught them solar energy, I had to provide a candle by myself. I brought a torchlight from my house. (**IDI, Participant 11, Female, Irepodun LGA, School 05, Ekiti State, 10/12/2020**)

Adequate **Resources:** Contrary to the view of the majority, one of the participants said
Well, as of today, few textbooks at my disposal are adequate. Instructional materials such as maps that we use—both atlas and topographical maps—are adequate. They are actually helping with the teaching. (**IDI, Participant 5, Male, Iwo LGA, School 04, Osun State, 16/11/2020**).

Similarly, another said, "Yes, some of them are readily available, and some are not readily available. For example, on my own side here, I have a good geographical garden for my students, a globe, and charts that I use to teach them. So I can say that we are okay; we have what it takes to teach the subject at this level. (**IDI, Participant 9, Male, Ayedire LGA, School 05, Osun State, October 28, 2020)**

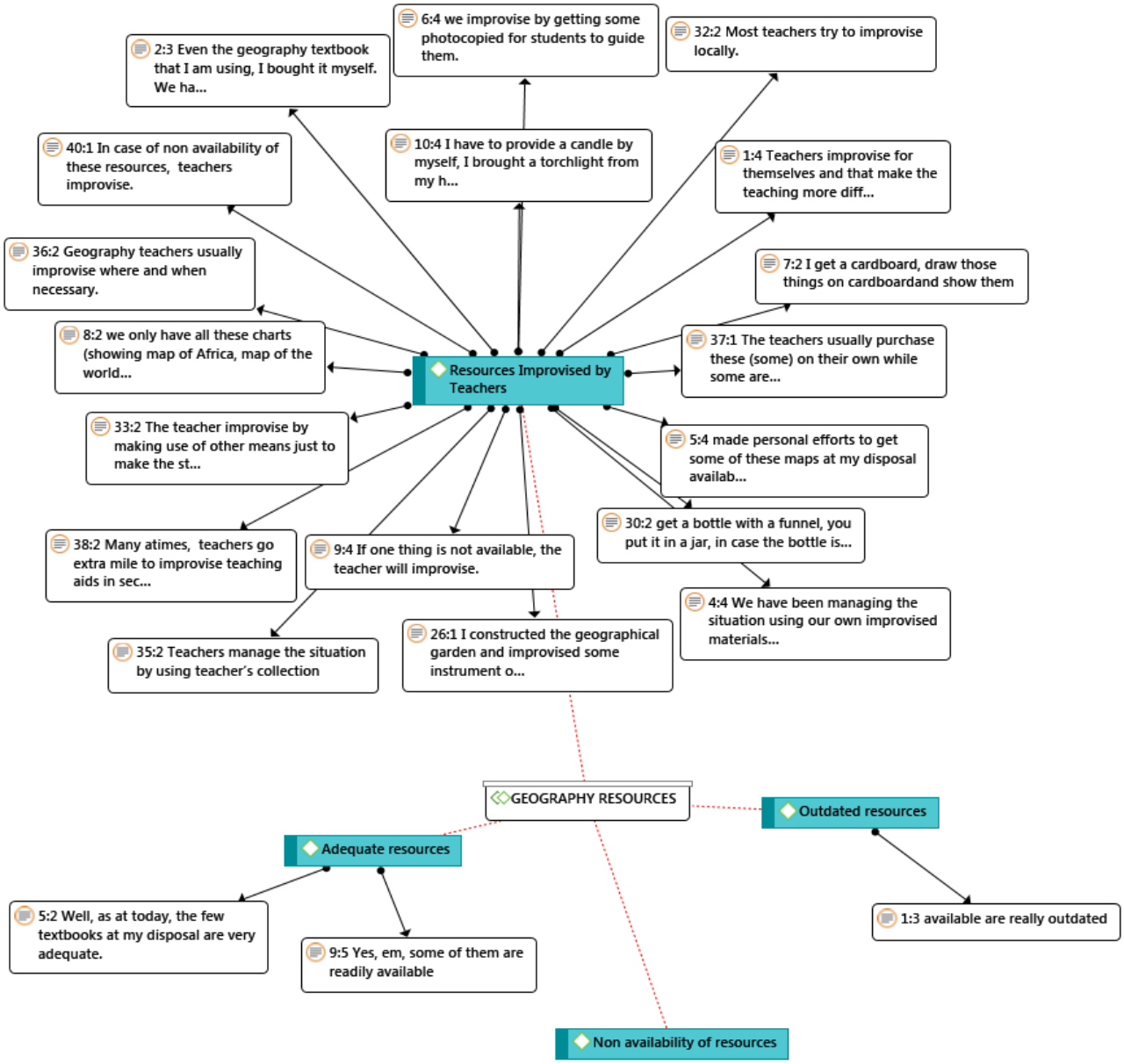

Figure 2. Responses on Improvisation of Instructional Resources

From Figures 1 and 2, it is clear from the responses of the participants that instructional materials were not available. Because the resources are not available, the options of adequacy, accessibility, and usability do not arise, as this will not be applicable. However, the respondents claimed that they improved their resources whenever possible. Obviously, the placement of instructional materials in the implementation of the geography curriculum is central. Some of the important resources are so important that without them, effective teaching will not occur and, invariably, learning will not occur. Topographic maps, the globe, world maps, atlases, charts, projectors, and computers are fundamental to the implementation of the geography curriculum. The responses of the participants were not available at their schools. Their responses corroborate the quantitative results of this study, which show that resources are not available for implementing the geography curriculum.

3.2 Geography Teachers' Quality (Opportunities for Professional Development)

The participants expressed their experiences with professional training available to geography teachers from different perspectives. Four of the participants (Participants 18, 19, 21, and 23) mentioned that various training opportunities should be provided to geography teachers, such as seminars, workshops, and GIS training. However, the majority shared their experiences, saying that they were not involved in these training sessions.

3.2.1 Inadequacy of Training for Teachers

However, a participant from Oyo State (Participant 1, female, Oyo State) and two male participants from Osun State (Participants 5 and 9) mentioned that there had been minimal training, which they regarded as inadequate for the teachers.

To remain relevant to their profession, teachers engage in personal development.

To be honest, there were no training opportunities available. Except for the fact that we conduct research on our own. (**Participant 3: Female, Ib. NW LGA, School 02, Oyo State, 11/11/2020**),

3.2.2 Development Training for Teachers

One participant alluded to where the teachers could receive training.

The Association of Nigerian Geographers, where one can join and gain experience from other bodies, saddled with the environment. (**Participant 2: Male, Ib. NW LGA, School 01, Oyo State, 11/11/2020**)

Fig. 3 shows that a large number of participants claimed that they did not have opportunities for professional development. Some of the reasons alluded to for this lack of opportunity include the release of the subject and poor funding of education. They all opined that professional development is key to effective implementation of the curriculum. Two of the respondents expressed their desire for the components of the geography curriculum, particularly the GIS and remote sensing aspects, which require computer skills to be removed from the geography curriculum because they lack the skills to implement these topics.

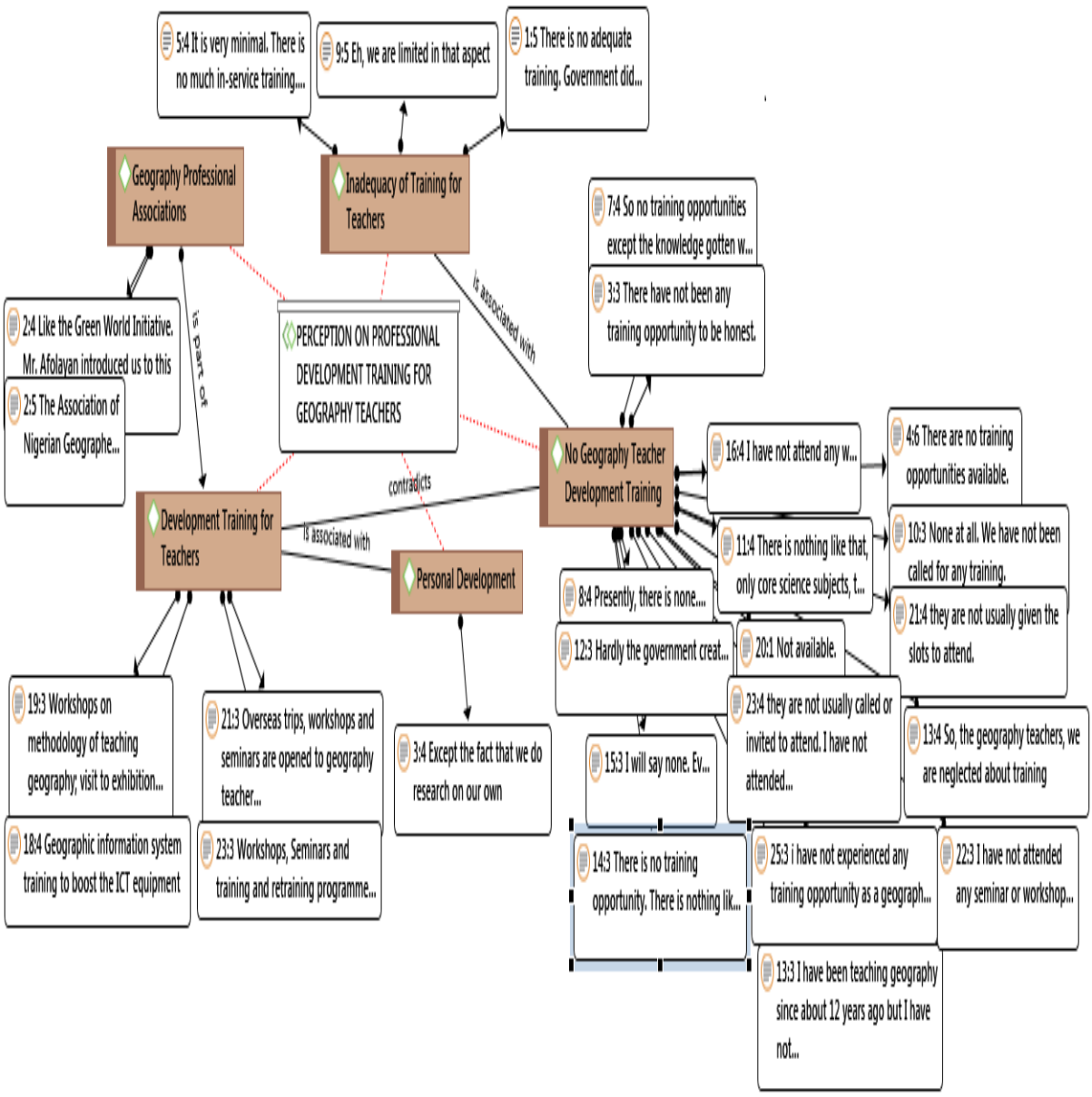

Figure 3. Responses on the Provision of Opportunity for Professional Development

4. Conclusion

The investigation revealed that the pedagogical practices of geography teachers were good (3.40), communication skills (3.55), class management (3.64), demonstration of mastery of subject matter (3.78), logical sequencing of content (4.03), students' response to questions (3.86), students' initiating questions and contributing to discussions (2.91 and 3.06), but rated 1.18 in the deployment of ICT and 1.91 in the provision and usage of educational resources against the threshold of 3.0. The results of the investigation clearly show that despite the fact that ICT can be deployed to teach all aspects of geography with its positive and enormous effects, geography teachers fail to use it and also fairly provide and use instructional materials.

This outcome lends credence to Agbatogun, Ogunyemi, and Omoniyi (2015), who alluded to Nigerian teachers' preference for traditional resources (charts and visual materials) instead of resources that are powered and driven by technology through electronic devices. Similarly, these scholars have submitted that teachers, particularly those who teach social studies, never integrate technology-based resources into classrooms. Earlier findings from this study's quantitative and qualitative data revealed that

educational resources and facilities are not available in almost all secondary schools; therefore, they do not have instructional materials to provide or use in teaching and learning geography.

The qualitative data revealed that almost all the interviewed teachers said they had not attended any training development seminars, workshops, or conferences because geography is not regarded as an important subject. This finding concurs with those of Amosun (2016) and Aderogba (2012), who found that geography teachers lack the requisite teaching qualifications and are not sufficiently trained to teach the subject in secondary schools.

From the findings, it is apparent that lack of geography room, inadequate instructional materials, insufficient time allocated to the timetable, inadequate electricity, absence of professional development opportunities, irregular promotion, inadequate motivation, instability in the school calendar, insufficient textbooks, non-availability of meaningful facilities and an enabling environment, and under-funding of education are major obstacles to the implementation of the geography curriculum in secondary schools. Teachers' and students' poor mathematical or numeracy backgrounds also inhibit the implementation of the geography curriculum.

This finding lends credence to Sangoleye (2018), who posited that, in addition to other problems, a lack of instructional materials and facilities and under-funding of programs are challenges to effective implementation. Furthermore, the finding corroborated (Amosun, 2016), who opined that because the map reading aspect of geography requires mathematical and abstract thinking skills, some teachers avoid teaching it partly because of their poor mathematical background.

4.1 Conclusion

The pedagogical practices of geographic teachers were good. Insufficient allotted instructional time, inadequate instructional materials and facilities, and limited opportunities for professional development stand out as the major challenges associated with the implementation of the secondary school geography curriculum.

4.2 Recommendation

Geography teachers should be given opportunities to develop professionally by attending conferences and seminars to improve their skills. Sufficient instructional time and resources should be provided to teachers to implement the geography curriculum.

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