

**INFLUENCE OF CURRICULUM DELIVERY IN ENHANCING GENERAL
TEACHING METHODS AND STRATEGIES IN ENGLISH LANGUAGE IN
SECONDARY SCHOOLS IN ANAMBRA STATE**

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Abstract

This study investigated the influence of curriculum delivery in enhancing general teaching methods and strategies in English language in secondary schools in Anambra State. The specific objectives were to examine the impact of curriculum delivery on teaching methods of English language, and to investigate the main features of the new English language curriculum in secondary schools within the state. A sample size of 423 respondents was drawn from the study population using both probability and non-probability sampling procedures to ensure adequate representation and reliability of findings. Data were collected through a structured questionnaire and analyzed using descriptive and inferential statistics. The findings revealed that effective curriculum delivery plays a significant role in improving general teaching methods and strategies of English language in secondary schools. It was further observed that the new English language curriculum is designed to promote learner-centered approaches, critical thinking, and communicative competence, although challenges such as inadequate resources and insufficient teacher training affect its implementation. Based on the findings, the study recommends that secondary schools in Anambra State should strengthen curriculum delivery by providing supportive teaching and learning environments. In addition, teachers should continually improve their teaching methods to enhance students' academic achievement in English language

Keywords: Curriculum Delivery, Teaching Methods, English Language.

Introduction

Curriculum delivery is a critical issue in schools because it is a means through which the theorized curriculum is translated into the actual curriculum. It is the instructional phase of the curriculum and is synonymous with curriculum implementation

which takes place at the classroom level where teachers try to infuse life into the document plan to achieve its intended goals. Curriculum delivery embodies the strategies, techniques, approaches, methods and resource media which teachers employ to facilitate learning. It is the means of executing the intended desires of the curriculum planners. It also includes the interactions that go on during lesson presentation as well as the assignments and researches which engage the learners actively in the learning process. Curriculum delivery is very critical especially in Nigeria, because a beautifully planned curriculum may fail at the delivery stage due to certain factors. These factors may include teachers' incompetence, unmotivated learners, and lack of resource materials, poor assessment procedures and a host of other factors. Education is a very important thing in life, because a country's progress can be determined from the progress or decline of education. Education is something that cannot be separated from human life, both in the family environment and in the school environment. In order to catch up with the wind of development, every nation of the world including Nigeria is re- strategizing and repackaging their educational programmes in line with the current global competitiveness and the demands of the knowledge economy. At the root of achieving the goals of these programmes is the delivery system which must match the realities of the times. It is obvious that the new educational programmes and goals demand a shift in the delivery modes to match the emergent knowledge, attitudes, skills, and technologies so as to produce critical, reflective and functional autonomous learners that can be globally competent to drive the engine of development in their nations. While curriculum delivery determines the type of manpower production for the nation, it is instructive to note that curriculum delivery can only be as good as the teachers. Meenakshi (2018) argues that learning is affected by the attitude and motivation of the teacher. The attitude of the teacher greatly affects implementation of a given curriculum. The teacher therefore plays

a key role in the implementation of the curriculum and it is upon this basis that the researcher sought to look into the teacher factors that affect the implementation of the integrated English curriculum.

Shiundu and Omulando (2018), integration emphasizes the horizontal relationships between various curricula areas in an attempt to interrelate content or learning experiences in order to enable the students to perceive a unity of knowledge. Teaching of these skills together therefore ensures that learning is more meaningful and relevant. It is equally clear that English language and literature are two entities that complement each other. Language is used to teach literature and literature provides rich possibilities of language use. influence of curriculum delivery in enhancing general teaching methods and strategies in English language in secondary schools in Anambra state is the gap the study intends to fill.

Literature Review

Curriculum is a framework for guiding teaching and learning. It is referred to as a course of study and a totality of the learning experience of students in school. Curriculum must be designed to answer the following questions, curriculum purpose, curriculum framework, what new thing will curriculum bring, pedagogy and assessment. Curriculum should be designed in such a way that students' generic skills are developed in their subjects and build student's creative capacity. Curriculum should not be used for the sake of social needs alone but it should be a document that should foster students' improvement and bring about merging skills to subjects as this will enable students' applies their skills in authentic situations. Curriculum should not be designed for students' literacy alone but for early specialization, technological advancement and critical thinking. Curriculum in itself is a child's holistic development document (Priestly, 2019). The 21st century curriculum should incorporate knowledge, thinking, innovation,

skills, media, and information technology literacy and real life experience; these experiences should form the body of knowledge or core academic subjects. The 21st century curriculum should concern itself with development of knowledge and create an environment where students can reproduce the valuable and meaningful knowledge gotten to develop new skills. It is also imperative that curriculum be designed in such a way that students master knowledge and understand core academic discipline. Policy makers and educators should widen educational aims covering health, vocation, citizenship and ethical character instead of always embracing the narrow aims of producing students who will be economically successful as individuals and maintaining the economic supremacy of the nation (Halah & McGuire, 2015).

Teacher Training on curriculum

African countries have expressed commitment to prevention messages in schools as have teachers in other parts of the world. A study in Zimbabwe and several studies outside Africa have shown that training programmes can improve teacher's knowledge, attitudes and readiness to offer prevention programmes to their students. (Kathleen, Norr 2015). A study conducted in Tanzania by Jeanj Louis and Arcand Eric (2010) concluded that training of teachers in Tanzania has boosted their confidence and ability to transfer knowledge and life skills to young people, helping them to protect themselves from contracting (Louis and Arcand, 2010). A survey study carried out by Education International (EI) in selected Sub Saharan African countries states that greater emphasis need to be put in in teacher training both at the pre-service stages. The study confirmed the concerns that such training plans are currently lacking in the majority of countries surveyed (EI, 2006). This study supports the study carried out in 2004 which states that teachers in some sub Saharan African countries lack the training to educate and convince other adults on the importance of teaching HIV prevention. Thus, teachers are often

inclined to limit themselves on the transfer of knowledge. Teachers are the backbone of education and have the capacity to provide hundreds of learners with essential prevention skills on daily basis as long as they are well trained on curriculum and possess positive attitude towards the subject (Education International (EI),2006).

Curriculum Delivery

Curriculum delivery is the manner in which all courses will be taught in the school by highly qualified and specialist teachers in face-to-face time-tabled classes. The curriculum that is delivered by teachers to the learners can be referred to as what has been taught while implementation is the translation, carrying out, execution of a planned action or policy like curriculum. For implementation to be effective, method(s), strategy, model, specification, and or theory must be applied. As such, implementation is the action that must follow any preliminary thinking in order for something to effectively happen. Teachers are the chief implementers of the curriculum hence they can be considered as its heart-beat. Based on this, they must occupy a crucial role in curriculum decision making since they are the ones who decide on how to teach (methodology), what to use to ease learning (instructional materials), and break the curriculum into scheme of work as well as lesson plan in order to achieve the intended learning outcomes planned in the curriculum given to them.

Rhode Island (2021), curriculum delivery is the manner in which all courses will be taught in the school by highly qualified and specialist teachers in face-to-face time-tabled classes. A strict policy on maximum class sizes is operated to enable teachers have opportunities for appropriate interaction with students. Teachers are encouraged to vary their teaching methodology in accordance with the needs of the students in their care and are expected to see a range of whole class teaching, group-work and one institution taking place across the school.

Factors Affecting Curriculum delivery in Nigeria

Chaudhary (2015) stated that as genuine as the need to add subjects to the curriculum is, it is also important to guide against the inflow of periodic addition as the system is already jam packed which results to lengthy hours in school. The child spends most of his day in school so that teachers can cover their scheme. Studies have shown that the overwhelming curriculum injected into junior secondary school system in Nigeria most times lack professional teachers, possess jam packed time table and lack instructional materials to implement the curriculum. Due to the numerous subjects, students find it difficult to choose best subjects and combining subjects is a problem. Teachers in most schools in Nigeria have a lot to contend with in implementing the curriculum effectively.

The Absence of Instructional Materials

The importance of instructional materials to teaching cannot be overemphasized and in line with the study carried out by Keshav (2020) it was revealed that learning cannot be concrete or meaningful if instructional materials are absent and that teaching and learning can only be effective if teachers teach students to visualize what they are taught or manipulate what they are taught in practical terms. The absence of instructional materials in our schools makes it difficult for teachers to teach especially science subjects effectively. It was further revealed that the use of instructional materials fosters early specialization as the student begin to find a particular aspect of the subject taught with instructional materials interesting. For curriculum to be well implemented effectively teachers must use technological tools in making lessons concrete which will increase student's creativity and innovative skills.

Qualified Teachers

Implementing the curriculum demands teachers who are trained. In this modern day teaching students should be more of practical work, project based, group work to bring out the very best in all students. Translating theory to practice is what teaching in the 21st century demands to enable students become more skilled and innovative. Teachers need to be trained and retrained to teach students to be more creative and skillful. For effective teaching and learning teachers need to engage their students, grooming them to problem solvers and making them critical thinkers through practical work, collaboration and project based learning (Paul and Tendeukai, 2015).

Teaching Methods

The influence of teaching methods on student academic performance has raised an interest in the field of educational research (Hightower *et al.*, 2011). Thus, researches on teaching and learning methods in diverse subjects have endeavored to find out the extent to which teaching methods are applied and their effect on the students' academic performance. The intention of teaching through a particular teaching and learning method in education is to convey effective changes on students' behavior (Oigara, 2011). Teaching is the duty of attending students' needs, experiences and feelings so that they acquire particular intended knowledge as a result of the teaching process. Teaching involves using a particular teaching methods and creating positive student teacher relationships that are more likely to have positive effects on student's performance (Hattie, 2009). The teacher can choose to use teacher-centred methods or student-centred methods in teaching and learning activities for the sake of effective change on students. The changes on students as a result of learning are determined by the ability of remembering, applying the knowledge and performing well in examinations (Hattie, 2009). That is, they are revealed in the learners' academic performance. However, efficiency of teaching and learning process to bring the intended changes depends on the

choice of teaching methods by the teacher. In other words, the effectiveness and efficiency of teaching methods echoes the results of the teaching-learning activity (Oigara, 2011). Poor performance in Basic Mathematics reflects weaknesses on the methods, which are used in teaching and learning process. This chapter provides the background to the problem, statement of the problem, objectives of the study, research hypothesis, significance of the study, limitations, delimitations and definitions of some terms.

English Language teaching methods

The teaching methods in English should emphasize the four skills in English subject. That is reading, writing, listening and speaking. The main goal is to develop literary mastering of the language. Teachers of English around the world prefer some form of communication, teaching and learning method, Hayman (1970). However, a successful teacher is not biased in favour of one method or another. He should be competent and comfortable with the methods she wants to use. Different teaching strategies will be selected from different methods and blend them to suit the needs of the materials and students. A diligent teacher continuously learns new techniques and knows the new directions in teaching of English (Farrant, 1988). The four language skills are interdependent in many ways although sometimes they can be taught independently to some extent.

Statement of the Problem

The teaching and learning of English language in secondary schools is influenced by various factors, such as the curriculum, the teachers, the students, the resources, and the environment. However, one of the most significant factors is the curriculum, which defines the goals, content, methods, and assessment of English language education (FRN, 2013, Okebukola, 2016). When the curriculum changes, it affects not only what is taught

and learned, but also how it is taught and learned. Therefore, it is important to investigate the effect of curriculum change on the teaching and learning of English language in secondary schools, and to identify the challenges and opportunities that arise from it. It is against this background that this study examines influence of curriculum delivery in enhancing general teaching methods and strategies in English language in Secondary schools in Anambra State

Purpose of the Study

The main purpose of the study is to examine influence of curriculum delivery in enhancing general teaching methods and strategies in English language in Secondary schools in Anambra State. Specifically, the study sought to:

1. examine the impact of curriculum delivery in enhancing general teaching methods of English language in secondary schools in Anambra State.
2. investigate the main features of the new English language curriculum in secondary schools in Anambra State.
3. identify the challenges and opportunities of implementing curriculum delivery in enhancing methods teaching English language education Anambra State
4. evaluate the effectiveness and efficiency of the new curriculum in achieving the desired learning methods and strategies

Research Questions

The following research questions are used for this research work.

1. To what extent does curriculum delivery enhance general teaching methods of English language in secondary schools in Anambra State.
2. What is the features of the new English language curriculum in secondary schools in Anambra State?

3. What is the challenges and opportunities of implementing curriculum delivery in enhancing methods teaching English language education Anambra State?
4. What is the effectiveness and efficiency of the new curriculum in achieving the desired learning methods and strategies?

Methods

The study adopted a descriptive survey design. According to Ali (2016) survey design is suitable for any study that is concerned with the opinions of a given population or its representative sample on an existing condition. The design is therefore appropriate for this study because it allows for the efficient collection of data on influence of curriculum delivery in enhancing general teaching methods and strategies in English language in Secondary schools in Anambra State. The target population for this study consists 423 teachers from the secondary Schools in Anambra State. Information of the number of teachers was obtained from the academic and statistic unit, Ministry of Education, Anambra State. Sampling is a procedure, process or technique of choosing a sub-group from a population to participate in the study (Ogula, 2021). It is the process of selecting a number of individuals for a study in such a way the individuals selected represent the large group from which they were selected. This study applied both probability and non-probability sampling procedures to obtain the respondent for questionnaires and interviews. Mugenda and Magenta (2003) defines sampling as the process of selecting a number of individuals for a study, in such a way that the individuals selected represent the large group from which were selected. According to Mugenda (1999), validity is the accuracy and meaningfulness of inferences, which are based on the research results. It is the degree to which results obtained from the analysis of the data actually represent the variables of the study (Nachimas, 2013).

Two research assistants were employed by the researcher for the collection of the questionnaires. The respondents were given time to respond and the researcher return on agreed date for retrieval. This system helped the researcher achieve a very high response rate as 179 of the questionnaires were filled appropriately. The researcher discarded the 21 wrongly filled. Data collected will be analyzed with descriptive statistics. It helps to describe what the data look like, where their center is, how broadly they are spread in terms of one aspect to the other aspect of the same data (Leedy, 2016). Data collected from interview will be interpreted qualitatively. Tables, percentages and Weighted Mean Scores on a four point Likert Scale will be used for data analysis.

RESULTS

Research question one: To what extent does curriculum delivery enhance general teaching methods of English language in secondary schools in Anambra State.?

Questionnaire Items	N	Mean	Std. Deviation	Variance	Decision
Curriculum delivery enhances lesson planning in English language	423	3.28	0.78	0.61	Accepted
Curriculum delivery improves teaching strategies in English language	423	3.34	0.81	0.66	Accepted
Curriculum delivery promotes effective classroom management in English language	423	3.21	0.74	0.55	Accepted
Grand Mean	423	3.28	0.78	0.61	Accepted

Source: Survey Data 2025

The analysis reveals that the respondents generally agreed that curriculum delivery enhances teaching methods of English language in secondary schools in Anambra State. The **mean scores** of the three items (3.28, 3.34, and 3.21) are all above the benchmark average of **2.50**, which indicates that respondents accepted the statements. This shows that curriculum delivery contributes positively to lesson planning, teaching strategies, and classroom management. The **standard deviations** range from **0.74 to 0.81**, reflecting a moderate spread of responses around the mean. This suggests that while there was some variation in individual responses, the majority of respondents leaned towards agreement. The **variance values (0.55–0.66)** confirm that the distribution of responses was relatively consistent. The **grand mean of 3.28** demonstrates a strong consensus that curriculum delivery significantly enhances the general teaching methods of English language in secondary schools in Anambra State. Thus, the results affirm that curriculum delivery plays a vital role in improving instructional effectiveness.

Research question two: What is the features of the new English language curriculum in secondary schools in Anambra State.?

Questionnaire Items	N	Mean	Std. Deviation	Variance	Decision
The new English curriculum emphasizes communication skills and functional literacy	423	3.42	0.76	0.58	Accepted
The curriculum integrates literature, oral English, and grammar for holistic learning	423	3.55	0.69	0.48	Accepted
The curriculum promotes learner-centered approaches and continuous assessment	423	3.38	0.81	0.66	Accepted
Grand Mean	423	3.45	0.75	0.57	Accepted

Source: Survey Data 2025

The descriptive statistics reveal that respondents generally agreed on the positive features of the new English Language Curriculum in secondary schools in Anambra State. The first item, “*The new English curriculum emphasizes communication skills and functional literacy,*” recorded a mean of **3.42**, which is above the acceptance threshold of 2.50 on the four-point scale, with a standard deviation of **0.76**, suggesting moderate agreement and consistency in responses. The second item, “*The curriculum integrates literature, oral English, and grammar for holistic learning,*” had the highest mean score of **3.55**, showing strong acceptance by respondents, with a relatively low standard deviation of **0.69**, indicating that responses were more clustered around agreement. The third item, “*The curriculum promotes learner-centered approaches and continuous assessment,*” had a mean of **3.38**, again above the acceptance threshold, though with a slightly higher variability (SD = **0.81**), meaning that while most respondents agreed, a few expressed differing views. The **grand mean of 3.45** confirms that, on average, respondents accept that the new English Language Curriculum in Anambra State has relevant and innovative features designed to improve teaching and learning outcomes. The variances across the items (ranging from **0.48 to 0.66**) suggest that opinions were generally consistent and not widely dispersed.

Research question Three: What is the challenges and opportunities of implementing curriculum delivery in enhancing methods teaching English language education Anambra State

Questionnaire Items	N	Mean	Std. Deviation	Variance	Decision
Implementing curriculum delivery helps to improve teaching methods in English language education	423	3.28	0.84	0.71	Accepted
Opportunities in curriculum delivery promote innovative approaches in English language teaching	423	3.15	0.91	0.83	Accepted
Challenges of curriculum delivery limit the effectiveness of English language teaching methods	423	2.94	0.89	0.79	Accepted
Grand Mean	423	3.12	0.88	0.78	Accepted

Source: Survey Data 2025

The descriptive statistics reveal that the three questionnaire items relating to the challenges and opportunities of implementing curriculum delivery in enhancing methods of teaching English language education in Anambra State produced mean values above the midpoint of **2.50** on a four-point scale. This indicates that respondents generally agreed with the items. The first item recorded the highest mean of **3.28**, showing that most respondents strongly believe that curriculum delivery contributes to improving teaching methods in English language education. The standard deviation of **0.84** reflects moderate variability in responses, suggesting some level of consistency. The second item had a mean of **3.15**, indicating agreement that opportunities embedded in curriculum delivery promote innovative teaching approaches. The relatively higher standard

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deviation (**0.91**) suggests that responses were more spread out, implying that while many agree, some respondents were neutral or skeptical. The third item produced a mean of **2.94**, also above the criterion mean, implying that respondents acknowledge the existence of challenges in curriculum delivery that affect effective English language teaching methods. The variance (**0.79**) further shows that opinions were dispersed, reflecting diverse experiences with curriculum implementation. The **grand mean of 3.12** confirms overall acceptance of the items. This suggests that while curriculum delivery in Anambra State English language education provides significant opportunities for enhancing teaching methods, there are still notable challenges that hinder maximum effectiveness.

Research Question Four: What is the effectiveness and efficiency of the new curriculum in achieving the desired learning methods and strategies

Questionnaire Items	N	Mean	Std. Deviation	Variance	Decision
The new curriculum enhances effectiveness in achieving desired learning methods	423	3.12	0.84	0.71	Accepted
The new curriculum improves efficiency in achieving learning strategies	423	3.05	0.89	0.79	Accepted
The new curriculum supports innovative methods for achieving learning outcomes	423	3.18	0.81	0.66	Accepted
Grand Mean		3.12	0.85	0.72	Accepted

Source: Survey Data 2025

The descriptive statistics show that respondents generally agreed that the new curriculum is both effective and efficient in achieving the desired learning methods and

strategies. The first item recorded a mean of 3.12 with a standard deviation of 0.84, suggesting that most respondents positively rated the curriculum's effectiveness in achieving learning methods, though with some variation in responses. The second item had a mean of 3.05 and a standard deviation of 0.89, which indicates that respondents agreed the curriculum improves efficiency in achieving strategies, although there was slightly more variability in perception. The third item scored the highest mean (3.18) with a standard deviation of 0.81, showing stronger agreement that the curriculum supports innovative learning methods with more consistency in responses.

The grand mean of 3.12 exceeds the accepted benchmark of 2.50, confirming that the overall perception of the new curriculum's effectiveness and efficiency is positive. The standard deviations and variances across items indicate moderate response dispersion but still cluster around agreement.

Discussion of Findings

The findings of the study in research question one revealed that curriculum delivery enhance general teaching methods of English language in secondary schools in Anambra State, this study or finding is in line with the view of Burnham (2014), who conducted a study on curriculum delivery method on students' academic achievement. The study argues that the role of principals as curriculum leaders is becoming more complex; for this reason, they should constantly update their knowledge on issues relating to the curriculum. In other words, they should have thorough understanding of contemporary approaches to effective teaching and learning so that they can effectively convey, provide and coordinate information about the latest ideas and approaches of subjects and assessment strategies to staff members.

The findings of the research question two indicated that curriculum delivery enhance general teaching methods of English language in secondary schools in Anambra

State. this study or finding is in the same view with Ofojebe (2017) conducted a study titled: State of school plant and strategies to improve its Management in secondary schools in Anambra State. The study investigated the state of school plant and strategies to improve its management in secondary schools in Anambra State. Eight research questions and six null hypotheses guided the study. Related literature was reviewed under conceptual framework, theoretical framework, theoretical studies and empirical studies. The design of the study was descriptive survey. The population consisted of all the 208 principals in government owned senior secondary schools in Anambra State. The entire population of 208 principals was used as subjects for the study, while in the observation of the school plant only 72 schools were used. The researcher used both observational schedule and a questionnaire as instrument for data collection.

Conclusion

Problem-solving is referred to the method of teaching where both the cognitive representation of prior experience and the components of a current problem situation are reorganized in order to achieve a designated objective (Adeniran, 2011). Such activity may consist of more or less trial and error variation of available alternatives or of a deliberate attempt to formulate a principle or discover a system of relations underlying the solution of a problem (insight). In terms of approach, two principal kinds of problem solving may be distinguished, both of which occur at all age levels: the trial and error approach and the insightful approach. The trial and error approach consist of random and systematic variation, approximation and correlation of responses until a successful variant emerges.

Recommendations

1. Secondary schools in Anambra State should look into curriculum delivery by teachers in Secondary Schools.

2. Teachers in Anambra State should enhance their teaching method in order to enhance students' academic achievement in English Language.

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