

TEACHERS' KNOWLEDGE OF MASTERY LEARNING STRATEGY IN IMPLEMENTING SOCIAL STUDIES CURRICULUM IN NOMADIC SCHOOLS, DUTSIN-MA EDUCATION QUALITY ASSURANCE, KATSINA STATE

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Abstract The paper examined Teacher's knowledge of mastery Learning Strategies in implementation of Social Studies Curriculum in Nomadic Schools in Dutsinma Education Quality Assurance, Katsina state, Nigeria. A descriptive survey research design was used in the study. The population of the study comprise of 22,995 classroom teachers in 2,859 basic schools. The target population was 1,411 classroom teachers in the 348 lower and middle basic schools. Multi-stage sampling technique was in selecting 291 classroom teachers who were involved in the study. Instrument titled 'Questionnaire on Mastery Learning Strategy' (QMLS) was used for data collection. A test and re-test was used to ensure reliability of the instrument by administering it on 20 teachers at Kankia education zone quality assurance twice at interval of two week. The results of the two tests were correlated using Person Moment Correlation Coefficient and the coefficient of 0.68 was obtained. Three research questions were raised and answered descriptively while three formulated hypotheses were tested using Chi-square statistics at 0.05 level of significance. Findings of the study revealed that: Classroom teachers had knowledge of mastery learning instructional strategy in implementation of Social studies curriculum in Nomadic schools Katsina State, Nigeria. Experience had no significant influence on the knowledge of mastery learning strategy among the classroom teachers. Qualification had significant influence on the classroom teachers' knowledge of mastery learning instructional strategy. Based on the findings the following recommendation were made: Mastery learning instructional strategy should be given prominence in Colleges of Educations curriculum and other teacher education programmes in tertiary institutions to enable the pre-service teachers acquire necessary knowledge and skill on the strategy. Colleges of Education should make more efforts in disseminating the advantages of mastery learning strategy to the pre-service teachers during the teaching and learning process particularly while on teaching practice. Fresh graduates from Colleges of Education employed in nomadic schools should be sensitized on the benefits of mastery learning instructional strategy by school administrators using symposium and other available means to avoid attrition.

Keywords: Teachers' Knowledge, Mastery Learning Strategy, Social Studies Curriculum, Nomadic Schools

Introduction

In Nigeria, the primary school social studies curriculum is centered on the objectives of primary education as stipulated in the National policy on education (FRN, 2014). The educational system in Nigeria is classified essentially into primary, secondary and tertiary levels with the philosophy aimed at development of an individual into a sound and effective citizen, integration of the individual into the community and provision of equal access to educational opportunities for all citizens of the country at primary, secondary and tertiary levels (FGN, 2013). It is against this background that Nigeria as a nation launched Universal Basic Education for achievement of Education for All in 1999 (UBEC, 2021). Education as a process is the acquisition of new values and skills for the purpose of effective functioning in the society. It involves a pedagogical procedure, which if appropriately implemented should lead to the growth of the person who has received it, to the degree that he is positioned to think or act meaningfully and in important interaction with other members of society to their collective benefit. The review of Sustainable Development Goal number four (SDG 4) which centres on provision of quality education for all by United Nations in 2019, revealed that half of learners who have access to education are not meeting proficient standard in reading and Mathematics (SDG, 2017). Quality education here refers to an educational system that is practical, functional, and problem solving-oriented that its bi-product would be highly valued by the learners. Its pedagogical approaches are usually sound, while outcome attests to the productivity of learners in terms of individual development as well as contribution to overall societal progress.

The vices and other effects of substandard education have become major concerns to all educationists as it poses a challenge to stakeholders in education to come out with innovations that would address these challenges if peace, development and continuity of the Nigerian society is to be guaranteed. On realizing the need for a special educational provision for nomads to have access to formal and non-formal education, the Federal Government of Nigeria in 1989 established National Commission for Nomadic Education (NCNE) (National Commission for Nomadic Education, 2021). This was a deliberate effort to ensure that, the nomads have unfettered access to basic education and all the accompanied benefits. The goals of the commission among other ones are to integrate nomads into national life through relevant quality and basic functional education and also to raise both the production and income levels of nomads, as well as boost the national economy through improved knowledge, skills and practice of nomads.

The mandate of National Commission for Nomadic Education includes:

1. Arrange for effective monitoring and evaluation of activities of agencies.
2. Liaise and cooperate with other relevant ministries and agencies on issues that relate with nomadic education.
3. Formulation of policy and issue guidelines in all matters relating to nomadic education in Nigeria.
4. Provision of funds for the research and personnel development for improvement of nomadic education development of programmes and provision of equipment and other instructional materials, construction of classroom and other facilities relating to nomadic education.
5. Establish, manage and maintain primary schools in nomad settlements and grazing areas.
6. Determine the standards of skills to be attained in nomadic schools.
7. Receive block grants and funds from the federal government or an agency authorized on behalf of Federal Government and allocate same to nomadic schools.
8. Act as an agency for channelling all external aids to nomadic schools.
9. Ensure effective inspection of nomadic education activities in Nigeria through the Federal Ministry of Education
10. Collate, analyse and publicize information relating to nomadic education in Nigeria and
11. Undertake any other activities desirable for the promotion of nomadic education (National Commission for Nomadic Education 2021).

In order to have a clear sense of direction and achievement of desired goals, the general objectives of nomadic education programme are spelt out. These include:

- a. To expose the nomadic children to elementary form of modern education.
- b. Enable the nomadic children take part in the development of their immediate environment.
- c. Make the children self-reliant to improve their living conditions.
- d. Help them modernize their techniques of herdsman ship on animal management, fishing or farming as the case may be.
- e. Assist the nomadic children develop rapidly and fully, both physically and intellectually to cope with the demands of the contemporary world and
- f. Develop the initiative of the nomadic children and stimulate in them scientific and analytical modes of thinking. (NCNE, 2021).

Consequently, the need for pragmatic use of Mastery Learning strategy in the implementation of nomadic school curriculum becomes eminent. The strategy was developed by Benjamin Bloom in 1968 to address issues of quality education among learners of varying backgrounds and other variables that place others at disadvantaged positions in the acquisition of learning experiences at the same level (Wittrock and Hindman, 2017). Mastery Learning as an instructional strategy recognises individual differences among learners and therefore employ techniques that would improve all learners learning capabilities as remediation is given to those who cannot master a unit of instruction at the same pace (Nnorom & Uchegbu, 2017).

Statement of the Problem

The ever-increasing diversity in today's classrooms is prompting teachers to incorporate a multidimensional approach to lesson delivery. The classroom in the 21st century is also more focused on a proactive learning environment rather than merely dispensing information. Hence, it is vital that teachers offer a rich and varied pedagogy to accommodate the diverse 21st century classroom (Veira, 2015). The use of mastery learning strategy in school system could significantly improve the level of learner's acquisition of knowledge, concepts, values and necessary skills for problem solving. Nomadic education is one of the educational programmes initiated by Federal Government of Nigeria to provide access to education by the nomads. However, provision of access to education without improved quality would not help to acquire higher-order thinking skills for self-reliance.

It is worthy to note that the Fulani nomads in Nigeria, with a population of 9.1 million of whom 3.1 million of the school going age are yet to benefit from this global protocol agreement of Education for All and Sustainable Development Goal four (4) which acquisition of quality education which Nigeria is a signatory to (NCNE, 2021). To address this challenge, the country has established various nomadic schools in all the states through Nomadic Education Commission. Despite the effort, the gap remains wide as the nomads usually move from one place to another in search of greener pasture for their herd and therefore require special instructional strategies for improvement of quality education among them. Based on the foregoing mastery learning instructional strategy has been advocated for use in the school system. It is therefore intention of the study to find out teachers knowledge of the instructional strategy for implementation of Social Studies curriculum in Nomadic schools in Dutsin-Ma education quality assurance, Katsina State, Nigeria.

Research Questions

1. is there any significant difference between the experienced and less experienced teachers on mastery learning strategy in the implementation of social studies curriculum in Nomadic schools in Dutsin-Ma Education Zonal Quality Assurance in Katsina State, Nigeria?
2. is there any significant difference between highly qualified and less qualified classroom teachers in their knowledge of mastery learning strategy in the implementation of social studies curriculum in Nomadic schools in Dutsin-Ma Education Zonal Quality Assurance in Katsina State, Nigeria?
3. what is the significant difference between young and old classroom teachers in their knowledge of mastery learning strategy in the implementation of social studies curriculum in Nomadic schools DutsinMa Education Zonal Quality Assurance in Katsina State, Nigeria?

Hypotheses

HO₁: Significant difference does not exist between the experienced and less experienced teachers on mastery learning strategy in the implementation of social studies curriculum in Nomadic schools in Dutsin-Ma Education Zonal Quality Assurance in Katsina State, Nigeria.

HO₂: There is no significant difference between highly qualified and less qualified classroom teachers in their use of mastery learning strategy in the implementation of social studies curriculum in Nomadic schools in Dutsin-Ma Education Zonal Quality Assurance in Katsina State, Nigeria.

HO₃: There is no significant difference between the young and old classroom teachers in their use of mastery learning strategy in the implementation of social studies curriculum in Nomadic schools DutsinMa Education Zonal Quality Assurance in Katsina State, Nigeria

Methodology

The study was a descriptive survey type. This is a situation whereby a researcher collects data from a defined population and describes the present conditions of the population using the variables under study. It is a useful scientific tool to employ when one is interested in opinions and attitudes of people and their possible influence on other variables. The researcher adopted this design to enable him obtain data that was used in describing classroom teachers' knowledge of mastery learning strategy for implementation of Social Studies curriculum in Nomadic school in Dutsin-Ma Education Quality Assurance, Katsina State, Nigeria.

The population of this study comprised of all the 22,995 classroom teachers in 2,859 primary schools in Katsina State (Katsina state Ministry of Education, 2021). The target population for the study was 1,411 classroom teachers in the 348 primary schools in Dutsinma Education Zonal Quality Assurance, Katsina State. The sample for the study was 291 classroom teachers selected from 22,995 basic lower and middle basic school teachers who formed the total population of the studies. Multi-Stage Sampling Technique was used in selecting 291 classroom teachers from the entire population who were involved in the study (Research Advisor, 2006). The State was clustered into 12 Education Zonal Quality Assurance namely: Katsina, Dutsinma, Malumfashi, Safana, Mani, Funtua, Daura, Musawa, Baure, Kankia, Faskari and Rimi Zonal Quality Assurance (Katsina State Ministry of Education, 2021). Random Sampling Technique was used in selecting one of the Education Zonal Quality Assurance that formed the study location. The same technique was used in selecting the 291 teachers that were involved in the study in line with Research Adviser (2006) sample selection procedure. The researcher designed instrument title: 'Questionnaire on Mastery Learning Strategy' (QMLS) for data collection. The face and content validity of the instrument was done by four experts in curriculum development and measurement and evaluation from departments of Educational Foundations, Faculty of Education, Umaru Musa Yar'adua University

Katsina, Katsina state, Nigeria and Federal University Dutsin-Ma, Katsina State respectively. Their corrections and observations were incorporated in the instrument. The reliability of instrument was carried out using test and re-test method. It was administered twice on 20 classroom teachers at Kankia Education Zonal Quality Assurance. The results of the two tests were correlated using Person Moment Correlation Co-efficient and the coefficient of 0.68 was obtained of which the instrument was considered reliable. The research questions was answered using frequency count, percentage while Chi-square statistics was used in testing the hypotheses at 0.05 level of significance.

Analysis of Responses to Research Questions

Responses to research questions are presented on the tables below using descriptive statistics for analysis:

Research Question 1: is there any significant difference between the experienced and less experienced teachers on mastery learning strategy in the implementation of social studies curriculum in Nomadic schools in Dutsin-Ma Education Zonal Quality Assurance in Katsina State, Nigeria?

Table 1

Variable	Experience	%	Highly Experienced	%	Total	%
Not knowledgeable	4	2.4	5	3.70	9	3.00
Knowledgeable	160	97.6	130	96.30	290	97.0
Total	164	100	135	100	299	100

Analysis of classroom teachers on knowledge of mastery learning strategy in Nomadic schools based on their experiences as contained on table 1 above revealed that out of the 299 sampled teachers 164 (54.8%) were experienced while 135 (45.2%) were highly experienced. It further indicated that 4 (2.4%) of the experienced teachers’ responses showed that they had no knowledge of the strategy while 160 (97.6%) experienced teachers’ responses revealed that they had knowledge of the instructional strategy. The result also showed that out of the 135 highly experienced teachers5 (3.70%) had no knowledge of mastery learning strategy while 130 (96.30%) have knowledge of the instructional strategy.

Research Question 2: is there any significant difference between highly qualified and less qualified classroom teachers in their knowledge of mastery learning strategy in the implementation of social studies curriculum in Nomadic schools in Dutsin-Ma Education Zonal Quality Assurance in Katsina State, Nigeria?

Table 2:

Variable	Experience	%	Highly Experienced	%	Total	%
Non Knowledge	8	3.0	1	0.4	9	3.0
Knowledgeable	253	96.9	37	97.4	290	97.0
Total	261	100	100	100	299	100

Analyses on table 2 above showed that 261 out of the qualified classroom teachers 8 (3.0%) have no knowledge about mastery learning instructional strategy, while 253 (95.9%) had knowledge about the strategy. One (0.4%) out of 38 highly qualified teacher have no knowledge of the strategy while 37 (97.4%) had knowledge of the mastery learning strategy of teaching. The total number of teachers without

knowledge of the mastery learning stood at 9(3.0%) while those who had knowledge of mastery learning instructional strategy was 290 (97.0%).

Research Question 3: what is the significant difference between young and old classroom teachers in their knowledge of mastery learning strategy in the implementation of social studies curriculum in Nomadic schools Dutsin-Ma Education Zonal Quality Assurance in Katsina State, Nigeria?

Table 3:

Variable	Experience	%	Highly Experienced	%	Total	%
Non Knowledgeable	69	4.2	0	0	9	4.2
Knowledgeable	204	95.8	86	100	290	95.8
Total	213	100	86	100	299	100

Analysis on Table revealed that 213 (71.2%) and 86 (28.8%) experience and highly experienced classroom teachers respectively responded to the items on the questionnaire. Nine representing (4.2%) had no knowledge of mastery learning strategy, while 204 (96.8%) had knowledge of mastery learning instructional strategy. On the contrary, all the 86 (28.8%) teachers had knowledge of mastery teaching strategy. The total number of non-knowledgeable and knowledgeable teachers stood at 9 (4.2%) and 290 (95.8%) respectively.

Hypotheses

HO1: Significant difference does not exist between the experienced and less experienced teachers on mastery learning strategy in the implementation of social studies curriculum in Nomadic schools in Dutsin-Ma Education Zonal Quality Assurance in Katsina State, Nigeria.

Table 4:

Variable	No	Mean	SD	Chi-cal	Df	Pvalue
Experienced	164	31.25	2.732	.562	297	.565
Highly Experienced	135	31.44	3.215			

The result in table 4 indicated that there is no significant difference in the knowledge of experienced and highly experienced classroom teachers about mastery learning instructional strategy. This is because chisquare test value of .572 is higher than the p-value which is .565. the null hypothesis which states that there is no significant difference in the knowledge of experience and less experienced classroom teachers on mastery learning strategy in implementation of Social Studies curriculum in nomadic school in Dutsin-ma Zonal Education Quality Assurance in Katsina State is therefore accepted.

HO₂: There is no significant difference between highly qualified and less qualified classroom teachers in their use of mastery learning strategy in the implementation of social studies curriculum in Nomadic schools in Dutsin-Ma Education Zonal Quality Assurance in Katsina State, Nigeria.

Table 5:

Nomadic Knowledge	N	Mean	SD	Chi-cal	Df	Pvalue
Qualified	261	31.33	2.952	0.68	297	.946
Highly qualified	38	31.37	3.02			

The result on table 5 above indicated that there is difference between qualified and highly qualified classroom teachers in their knowledge of mastery learning. This is because the Chi-square value of 0.68 is less than the p-value of .946. The null hypothesis which stated that there is no difference between the knowledge of qualified and less qualified classroom teachers on mastery leaning strategy is rejected.

HO₃: There is no significant difference between the young and old classroom teachers in their use of mastery learning strategy in the implementation of social studies curriculum in Nomadic schools DutsinMa Education Zonal Quality Assurance in Katsina State, Nigeria.

Table 6:

Knowledge	No	Mean	SD	Chi-cal	Df	Pvalue
Young Teachers	213	31.04	2.858	2.795	297	.006
Old Teacher	86	32.08	3.080			

The result on table 6, above revealed there is no significant difference between the young and old teachers in their knowledge on mastery learning strategy as the ANOVA value is 2.795 while the p-value is .006. The hypothesis which stated that there is no significant difference between the young and old classroom teachers on their knowledge of mastery learning strategy is therefore accepted.

Findings of the Study

Based on the results of analysed data for this study, the following are summary of the major findings: - 1. Classroom teachers had knowledge of mastery learning instructional strategy in implementation of Social studies curriculum in Nomadic schools Katsina State, Nigeria.

2. Experience has no significant influence on the knowledge mastery learning strategy among the classroom teachers.
3. Qualification has significant influence on the classroom teachers' knowledge of mastery learning instructional strategy, but does not have influence on use of the instructional strategy among them.
4. Age does not have influence on knowledge of mastery learning instructional strategy among classroom teachers.

Discussion of the Findings

Classroom teachers have good knowledge of mastery learning instructional strategy in implementation of Social studies curriculum in Nomadic schools Katsina State, Nigeria. This finding goes in line with Scott

(2019), who postulated that over the years, educators have heard and increasingly been exposed to terms like personalised and blended learning. It further postulates that concepts like differentiated instruction, competency and proficiency-based education are used as synonymous for mastery learning in different regions and various groups.

Classroom teachers' knowledge of mastery learning was positive as most of them responded positively to those items on the questionnaire that were meant to assess their attitude towards the instructional strategy. The finding may be true as Bautista (2012) posited that teacher were aware of the incomparable disparities in academic achievement among learners and attributed it to variations that affect their studies and were willing to accept an instructional strategy that could be used in closing the gap.

Experience has no significant influence on the knowledge mastery learning strategy among the classroom teachers. The finding goes in line with that of Ahamad (2010), which revealed that teachers who have teaching experiences of at least six years were more knowledgeable than those who have less years of teaching experience. Fatman and Wgay (2015) gave credence to the finding as they maintained that teachers with minimum of 10 years of teaching experience are more effective in classroom management as they seem to be more in control of their classrooms, have good interaction with students and better in decision making regarding school issues than those with less teaching experience.

Qualification has significant influence on the classroom teachers' knowledge of mastery learning instructional strategy. It also showed that age has no significant influence on teacher perception of an instructional strategy. This may be because, when people are exposed to a particular issue at the same time their level of assimilation is usually the same hence one may not expect age difference to have an influence on their knowledge and usage of mastery learning strategy.

Conclusion The outcome of this research indicated that teachers' knowledge and attitude toward Mastery Learning was positive. The teachers were optimistic that the strategy could contribute positively to the successful implementation of school curriculum in Nigeria. Having understood what instructional strategy is all about and the advantages that could be derived from it. It is hoped that stakeholders who are the main implementers of Nigeria school curriculum will intensify efforts in their areas of responsibilities to ensure that, nomadic children and others who are culturally and geographically disadvantaged in Nigeria would equally benefit from this strategy, as it would enable them to academically improve in their educational activities.

Recommendations

Based on the outcome of the research, it is hereby recommended that;

1. Mastery learning instructional strategy should be given prominence in Colleges of Educations curriculum and other teacher education programmes in higher tertiary institutions to enable the preservice teachers acquire necessary knowledge and skill on the strategy.
2. Colleges of Education should make more efforts in disseminating the advantages of mastery learning strategy to the pre-service teachers during the teaching and learning process particularly while on teaching practice.
3. Fresh graduates from Colleges of Education employed in nomadic schools should be sensitized on the benefits of mastery learning instructional strategy by school administrators using symposium and other available means to avoid attrition.
4. Train and retrain programmes, Seminars and conferences should be constantly organised for classroom teacher to refresh them on the mastery learning skills.

5. Deliberate effort should be made to improve the skills of classroom teachers on the acquisition mastery learning instructional strategy by several ministries of education through organization of workshops and conferences for the classroom teachers in basic schools.
6. Deliberate efforts should be made by head teachers to encourage classroom teachers on the use of mastery learning strategy

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