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INFLUENCE OF TEACHER QUALITY ON IMPLEMENTATION OF NIGERIA CERTIFICATE IN EDUCATION FOR SOCIAL STUDIES MINIMUM STANDARD IN COLLEGES OF EDUCATION IN NORTH-CENTRAL-NIGERIA

Philomena Member SOLOMON Ph.D

Department of General Studies Education

Federal College of Education, Zaria

08054907842, memberphilomena1972@gmail.com

Abstract

The research looked into the “Influence of Teacher Quality on Implementation of NCE for Social Studies Curriculum in Colleges of Education in North- Central-Nigeria. For the study, two objectives, two related research questions, and two null hypotheses were developed. With 165 Social Studies lecturers as the target population and the same number as the sample size, the study was conducted using a descriptive survey approach. A validated questionnaire titled "Teacher Quality and Implementation of NCE Social Studies Curriculum (TQINSSC)" was created by the researcher; the instrument's reliability index was 0.85. Descriptive statistics and independent sample t-test statistics were used to analyse the data that was gathered. Frequencies and percentages were utilised to analyse the demographic variables and mean and standard deviation were employed to address the study issues. An independent t-test was utilised to assess null hypotheses at a significance threshold of $P < 0.05$ alpha. One null hypothesis was accepted, and the other was rejected. It was discovered that there was no discernible difference in the quality of instruction or the application of the NCE Social Studies Minimum Standard between lecturers who were male and female and the educational background of the lecturer. Based on the lecturer's educational background and gender, there was no discernible difference between the NCE Social Studies Minimum Standard implementation and the resources' availability. A notable distinction was observed between the average evaluations of teachers by state and federal colleges of education, as well as the effectiveness and application of the NCE Social Studies Minimum Standard. It was recommended that the employment of social studies lecturers in colleges of Education should not be based on gender; state and federal governments should commit to adequate funding for colleges of Education to enhance teacher quality.

KEYWORDS: *Implementation, NCE, North-Central-Nigeria Social Studies Minimum Standard, . Teacher Quality,*

Introduction

Change is typically sparked by education. Governments everywhere accept it as a tool for changing society, and the only individuals who can actively effect the necessary societal change are those who possess the necessary talents and capacities (Baker, 2020). When it comes to providing citizens with the necessary skills and capacities to carry out their tasks in society, the responsibility of educators is well understood. The adage that no educational institution can surpass the calibre of its instructors illustrates the importance of teachers in the advancement of a country (FGN 2013). This insight compels every nation to undertake several endeavors to generate competent individuals and charge them with the responsibility of teaching their citizens, as teaching is an all-directional field that always requires the correct identification of keys or pointers to development in society. Education is a powerful instrument for social reconstruction, with the goal of creating a social structure characterized by integrity, morality, industry, innovation, and self-reliance. The result of quality education is a quality product of such education, and when that is consistent, the quality of citizens is upgraded (Adeyemi & Oyekola, 2021; Baker, 2020).

The national educational aims and objectives have sufficiently proposed an effective social education that includes desired attitudes, values, skills, abilities, competencies and knowledge for one's own existence as well as the survival of Nigerian society and the entire planet. Citing Article 26 of the Universal Declaration of Human Rights, Chikwelu (2021, p.45) argued that "education should be directed to a full development of human personality" and that "quality education produces a complete man". Quality education equips the individual with the necessary attributes for his complete development to live a functional life and participate actively in society. Despite the requirement of the minimum standards for effective implementation that will produce competent teachers for the transformation of society, the general public still complains about the low performance of teachers in Nigerian colleges of education. Additionally, the current population in Nigerian higher institutions makes it difficult for teaching and learning to be conducive. The above-raised issues constitute the basis for this study, which analyzed the implementation of Social Studies minimum standards concerning teacher quality in Colleges of Education in North-Central Nigeria.

Concept of Social Studies

Different academics have characterized social studies in various ways, leading to no single definition of the subject. Social studies is a diverse blend of many subjects and disciplines aimed at developing citizens into purposeful, useful, and functional members of society. It is a school

subject that imparts to young learners the comprehensive experiences needed to enable them to live and function effectively in the global world (Ogunleye & Ogunleye, 2022).

Odia (2021) defines social studies as an organized, systematic study of people's interactions and influences on their environment to promote the positive development of the immediate and general society. Solomon (2022) describes social studies as an integrated study of man and his environment. According to Abbas et al. (2020), social studies is an educational program that uses the study of man and his environment to lead children and youth to become active, knowledgeable, and adaptive individuals who can enhance the quality of human existence and successfully perform various lifetime responsibilities.

Solomon (2022) posited that functional social studies aim to inculcate national consciousness and unity, adopt the right attitudes and ideals for personal and national development, and acquire the requisite knowledge and skills. In light of the aforementioned, social studies education is essential for a society like Nigeria, where values such as patriotism, integrity, national spirit, and national integration are crucial. The goal of social studies, an integrated field of study, is to make individuals aware of the symbolic relationships and interactions between them and their surroundings, provide them with the tools necessary to solve intellectual and reflective environmental problems, and make social interactions meaningful.

General Objectives of Social Studies.

The general objectives of Social Studies Education, according to Dubey and Barth (as cited in Solomon, 2022), are as follows: presenting the entire, varied, and dynamic physical and social environment, along with its natural resources, and discussing the prudent use and preservation of these resources for development; building critical thinking, problem-solving, and decision-making abilities, which are essential for the country's survival and advancement; developing good citizenship, uplifting moral character, and promoting social understanding in society; enhancing socialization and acculturation of citizens. Social Studies education helps bring people under one umbrella and aids them in adopting other cultures through different socialization processes. Additionally, it prepares learners for the world of work and helps them understand everyday problems they may face as adults.

Objectives of Social Studies According to Minimum Standard

The following objectives are intended to be met by the NCE Social Studies minimal standard:

- i. Develop academically and professionally qualified NCE Social Studies instructors for junior secondary schools
- ii. Train educators to help students rationally adapt to their physical and social environments;
- iii. Develop the knowledge, attitudes, values, appreciation, and skills needed to develop social and civic responsibilities; and
- iv. Create students who can profit from additional social studies education and other related fields (NCCE, 2012).

Personnel Requirements

i) Academic Staff

Eight lecturers or staff-students for a single major and fifteen lecturers or staff-students for a double major make up the academic staff ratios of 1:25 for single and double majors, respectively. The following qualifications are required: at least a PGDE or NCE in social studies; a Master's or PhD in social studies; or any combination of the aforementioned degrees in any of the social sciences. Technical workers and workshop assistants should be NCE holders in the support staff. Others are Departmental Secretary, Messenger/cleaner and Computer Operator.

ii) Qualifications:

A minimum of a first degree (Second Class) in Social Studies Education or any related Social Sciences and NCE or PGDE are required.

iii) Support Staff should include:

- a) Technical staff(workshop Assistance (NCE Social Studies qualification)
- b) Departmental Secretary
- c) Departmental Messenger/ Cleaner
- d) Computer Operators

Concept of Teacher Quality

Teacher quality is essential to the school system as it affects the quality or standard of teaching and learning processes and outcomes. A teacher is a longstanding part of the educational system, according to Mupa and Chinooneka (2015); his significance in any community or educational programme, particularly in the pedagogical responsibility of raising children, has long been acknowledged. According to Okoro and Ezeonwumelu (2020), the Federal and State governments should immediately start quality teacher programmes if they want to have qualified educators in the educational system. Improving student outcomes is one of the main objectives of any academic course, and active and consistent engagement in high-quality teacher professional development is essential to achieving this.

Academic success is thought to be significantly influenced by teacher quality, yet opinions on the qualities of an effective teacher are divided (Kingsley & Omoregie, 2020). Given the potential significant economic effects of increased student achievement, this is a crucial problem. Meaningful education is essential to nation-building, and teachers are the key to achieving this. As a result, any country that aspires to become a prosperous one must be dedicated to providing enough teachers to fulfil the demands of the educational system. Teachers have a very important part in every educational institution. They are in charge of translating and putting into practice curriculum and academic policies as well as making sure that the child's development is met overall. According to Alsubaie (2016);

“The teacher serves as the keystone of the educational process if the child is the centre of the educational system. This is because a teacher will always be present during any educational process, whether at the front, back, centre, or side. What they know or do not know, or what they cannot do or do not do, may result in a child suffering an irreversible loss” (P. 93).

In any given society, educators have a crucial role in fostering intellectual, socioeconomic, scientific, technical, and cultural advancement. There is a strong need for both quantity and quality instructors in the Nigerian educational system. Only if the government is prepared to take on the difficulties and steer the nation towards the proper course for growth in the twenty-first century will this desire be satisfied.

Attributes of Teacher Quality

Teacher attributes refer to traits that can be evaluated or traits based on a teacher's professional or academic background. The way instructors behave both positively and negatively affects how effective they are in the classroom and, ultimately, how much of an impact they have on student achievement. According to Adeyemi and Oyekola (2021), there are a number of particular traits of teacher duties and behaviours that directly support good teaching. These are given below:

- i. The individual teacher
- ii. Organisation and control of the classroom
- iii. Setting up and orienting students for training
- iv. Putting instruction into place
- v. Tracking student development and potential
- vi. Professionalism

Statement of the Problem

Teaching quality is vital in the education process; nevertheless, variations occur in the teaching characteristics and performance in the classroom at various levels of Education. Due to society's

outcry, teacher quality has been declining, from many teachers who could not make learning take place to teachers who make pupils lose the knowledge they have acquired elsewhere. Poor teacher quality is experienced at all levels of Education in Nigeria, including colleges. Teachers who hold the Nigeria Certificate in Education (NCE) are eligible to work as professionals in primary and junior secondary education. Colleges of Education in Nigeria face the problem of inadequate qualified Social Studies teaching staff, inadequate facilities, shortage of funds, and other issues that affect the successful implementation of Social Studies minimum standards. The problem of this study was derived from the determination to analyze the extent to which the required standard for the implementation of Social Studies Minimum standard in terms of quality and quantity of teachers are being provided in Colleges of Education in the North Central Geo-political Zone of Nigeria.

Objectives of the Study

- i. The purpose of this study is to determine the influence of gender on teacher quality in the implementation of the NCE for Social Studies curriculum in Colleges of Education in North Central, Nigeria.
- ii. This study aims to determine the influence of college ownership towards teacher quality in implementing the NCE for Social Studies curriculum in Colleges of Education in North Central, Nigeria.

Research Questions

- i. What is the influence of gender on the mean ratings of teacher quality in the implementation of the NCE Social Studies Minimum Standard in Colleges of Education in North Central, Nigeria?
- ii. What is the influence of college ownership towards teacher quality ratings on the implementation of the NCE Social Studies Minimum Standard in Colleges of Education in North Central, Nigeria?

Research Hypotheses

- HO₁. There is no significant difference between the mean rating of males and females towards teacher quality and the implementation of the NCE Social Studies Minimum Standard in Colleges of Education in North-Central Nigeria.
- HO₂. There is no significant difference between State and Federal Colleges of Education mean ratings towards teacher quality and the NCE for Social Studies curriculum implementation in Colleges of Education in North-Central Nigeria.

Methodology

The study employed a descriptive survey design, utilizing mean and standard deviation analysis, as well as independent samples and a T-test to examine the null hypotheses. A census sampling technique was applied, encompassing all Social Studies lecturers in public Colleges of Education within the specified area. The population consisted of 165 Social Studies lecturers across eleven (11) Colleges of Education situated in the North-Central Zone.

Instrumentation

This study utilized a researcher-developed questionnaire entitled "Teacher Quality and the Implementation of NCE Social Studies Curriculum (TQINSSC)." The questionnaire employed a structured format with close-ended questions. It employed a Likert Modified Four-Point Rating Scale, comprising options of strongly agreed (SA), agreed (A), disagreed (D), and strongly disagreed (SD).

Data Analysis

The data analysis involved utilizing frequencies and percentages for the categorical variables. Mean, frequencies, and standard deviations were computed to address the research questions. To test the research hypotheses, an independent sample t-test was employed to ascertain differences in variables independent of the implementation of the Social Studies Minimum Standard. This comparison was based on the observed mean against a predetermined mean. All null hypotheses were tested at a significance level of $P < 0.05$ to determine whether to retain or reject them.

Results

Test of Null Hypotheses

Null Hypothesis One: There is no significant difference between the mean ratings of male and female teachers regarding teacher quality and the implementation of the NCE Social Studies Minimum Standard in Colleges of Education in North Central, Nigeria.

Table 1: Summary of Independent Samples T-test on Gender with Regards to Teacher Quality and the Implementation of NCE Social Studies Minimum Standard in Colleges of Education in North Central Geo-political Zone, Nigeria.

| | | | | | | | 95% Confidence Interval of the Difference | |
|--------|-----|-------|-------|----|-------|---------|---|-------|
| Sex | N | Mean | SD | Df | t-Cal | P-Value | Lower | Upper |
| Male | 98 | 80.59 | 8.535 | 87 | 0.226 | 0.822 | -3.204 | 4.027 |
| Female | 64 | 80.18 | 6.538 | | | | | |
| Total | 162 | | | | | | | |

The means and standard deviations for male and female teachers' quality are shown in Table 1. Male professors' mean teacher quality level was $M = 80.59$, $SD = 8.535$, while female lecturers' mean teacher quality level was $M = 80.18$, $SD = 6.538$. These numbers show that the quality of male and female teachers has a similar impact on the adoption of the NCE Social Studies Minimum Standard in North Central Nigerian colleges of education. $t(87) = 0.226$, $p = 0.822$, which supports the null hypothesis that there is no significant difference, support this conclusion. Therefore, there is no discernible difference between the average assessments of male and female teachers with respect to their quality and the application of the NCE Social Studies Minimum Standard in North Central, Nigerian colleges of education.

Null Hypothesis Two: There is no significant difference between state and federal colleges of Education mean ratings towards teacher quality and the implementation of NCE Social Studies, the minimum standard in colleges of Education in North Central, Nigeria.

Table 2: Summary of Independent Samples T-test on State and Federal Colleges of Education Towards Teacher Quality and the Implementation of NCE Social Studies Minimum Standard in Colleges of Education in North Central, Nigeria.

| Ownership | N | Mean | SD | Df | t-Cal | p.Value | Mean Difference | 95% Confidence Interval of the Difference | |
|-----------|-----|-------|-------|----|-------|---------|-----------------|---|-------|
| | | | | | | | | Lower | Upper |
| Federal | 75 | 82.76 | 7.134 | 87 | 2.431 | .017 | 4.018 | .732 | 7.304 |
| State | 87 | 78.75 | 8.116 | | | | | | |
| Total | 162 | | | | | | | | |

The means and standard deviations of teacher quality for state and federal colleges of education are shown in Table 2. $M = 82.76$, $SD = 7.134$ was the mean teacher quality level for lecturers from Federal Colleges, whereas $M = 78.75$, $SD = 8.116$ was the mean for lecturers from State Colleges. This indicates a 4.01 standard deviation in the mean influence level of teacher quality on the North Central Geopolitical Zone, Nigeria, Colleges of Education's execution of the NCE Social Studies Minimum Standard, with lecturers from Federal Colleges benefiting. $t(87) = 2.431$, $p = 0.017$, which support this difference, lead to the rejection of the null hypothesis, which states that there is no significant difference. Thus, there's a big difference between the NCE Social Studies Minimum Standard implementation in North Central, Nigeria, and the mean evaluations of state and Federal Colleges of Education about the quality of teachers.

Discussion of Findings

From the first finding, the study revealed that no significant difference existed between males and females in terms of teacher quality and the implementation of NCE for Social Studies Minimum Standards in Colleges of Education in North Central, Nigeria. The mean teacher quality level for the male lecturers was ($M=80.59$, $SD=8.535$), and for the female was ($M=80.18$, $SD=6.538$). This shows that the mean influence level of teacher quality between male and female lecturers is similar in implementing the NCE Social Studies Minimum Standard in Colleges of Education in North-Central Nigeria. This is supported by Ilesanmi (2020) in "Motivating Boys and Motivating Girls: Does Teacher Gender Matter?" which suggested that boys' and girls' academic motivation and engagement are the same as for male and female teachers. Ilesanmi (2020) noted that teacher gender does not have a particular influence in his research. They said that the effect of teacher gender becomes insignificant once teacher behaviours and attitudes are considered.

The second finding shows a significant difference between the mean ratings of Federal and State Colleges of Education on teacher quality and the implementation of the NCE Social Studies Minimum Standard in Colleges of Education in North Central, Nigeria. This means that teacher quality and NCE Social Studies Minimum Standards implementation favour Federal Colleges of Education in North Central, Nigeria. The mean teacher quality level of lecturers from FCE was ($M=82.76$, $SD=7.134$), while for lecturers from state Colleges was ($M=78.75$, $SD=8.116$). The study revealed that the ownership of a College positively influences teacher quality and implementation of NCE Social Studies Minimum Standards in Colleges of Education in North-Central Nigeria. The study showed that Federal Colleges of Education have more lecturers who enjoyed staff development sponsorship than those in state colleges.

Conclusion

The study's findings highlight critical insights into the implementation of the NCE Social Studies Minimum Standards in Colleges of Education in North-Central Nigeria. Firstly, there is no significant difference in teacher quality between male and female lecturers, emphasizing that gender does not play a decisive role in teaching effectiveness when behaviors and attitudes are considered. Secondly, a significant difference was observed between Federal and State Colleges of Education, with Federal Colleges demonstrating higher mean ratings in teacher quality and better implementation of the NCE standards. This disparity underscores the influence of college ownership on the quality of education provided. Federal Colleges benefit from more extensive staff development sponsorships, contributing to higher lecturer quality and better adherence to educational standards. To address these disparities, recommendations include ensuring equal opportunities for professional development for all lecturers and increasing funding and support for State Colleges of Education.

Recommendations

- i. Given that there is no significant difference in teacher quality between male and female lecturers, professional development programs should be designed to equally benefit all educators, regardless of gender.
- ii. To address the disparity in teacher quality and the implementation of NCE Social Studies Minimum Standards between Federal and State Colleges of Education, there should be an increase in funding and support for State Colleges.

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