

**QUALITY ASSURANCE OF TEACHERS IN THE ASSESSMENT OF SOCIAL STUDIES CURRICULUM OF SECONDARY SCHOOLS IN ABEOKUTA METROPOLIS IN OGUN STATE, NIGERIA**

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**ABSTRACT:** *The study was carried out to ensure the quality assurance of teachers in the assessment of the Social Studies curriculum in Secondary Schools in Abeokuta Metropolis of Ogun State, Nigeria. Two research questions were formulated and answered in this study. Survey research and evaluation designs were involved. The sample for the study was 57. A 20 cluster item questionnaires and 35 multiple choice test items were developed and used to collect data. The data collected were analyzed using percentages, means and performance gap analysis to answer the research question. Conclusively, the importance of assessment of secondary school social studies curriculum can not be over emphasized because it is a well established fact that the status and kind of assessment used in appraising phenomenon for reaching implication not only for students' achievements, but also for the nature of school procedure in an institutions. Based on the result of the study, it was recommended among other things that, teachers should be sponsored by the government to attend seminars, workshops and conferences to update themselves in order to improve the quality of their teaching skills.*

**KEYWORDS:** Assurance, Assessment, Quality, Curriculum, Metropolis.

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## **BACKGROUND OF THE STUDY**

Quality is a multidimensional concept and cannot be taken for granted but must be defined every time when it is used for an investigation. Quality as a concept is fluid and can be interpreted within the broadest sense. It is often considered against local content and benchmarks (Ottan, 2010). Generally, it is most often defined as 'fitness for purpose' in relation to user and customer needs. Quality can also be taken to mean 'product conforms to standards, specification and requirement' (Grosby, cited in Wilkinson, Redman, Snape & Marchoton 1998). The totality of features and characteristics of a product or service that bear on its ability to satisfy state needs is called quality. Babalola et al (2006) opined that quality is the ability of education to satisfy customer's needs including the learning environment (process) and students' outcomes (grandaunds). Furthermore, Babalola asserted that the

graduates should be able to go out to the society and prove their worth by their level of performance in the society.

Quality assurance can be defined as a proactive means of ensuring quality in any organization. Quality assurance may also mean a systematic management and assessment procedures adopted by educational institutions and systems, in order to monitor performance against objectives. Quality assurance in education, therefore, aims at preventing quality problems and ensures that the products of the system conform to standards (Harman 2002 cited by Abdulkareem, Fassai and Oyeniran 2012).

Quality assurance is a holistic term that is directed towards education as an entity. According to Ebong & Efue 2005 cited by Abdulkareem, Fassai and Oyeniran 2012) stated that, quality assurance entails the suppliers and consumers and all the various activities put in place to produce quality product and services. Thus, quality assurance is a planned and systematic review process of an institution or programme to determine whether or not acceptable standards of education, scholarship and infrastructure are being met, maintained and enhanced. A tertiary institution is only as good as the quality of its teaching staff-they are heart of the institution who produce its grandaunts, its research products, and its service to the institution, community and nation (Manteru, 2007).

Okebukola (2011) defined quality assurance, using system approach that involves a host of activities that are designed to improve the quality of input, process and output of the higher education system. The utility value of quality assurance in education can be seen through the provision of information to the public and other interested parties about the worth of the higher education delivery system. It equally ensures accountability in respect of the investment of public funds on education. The input segment includes students, teachers, curriculum and facilities. On the process side, emphasis is on teaching/learning interactions, internal efficiency, research, evaluation procedure and management practices. The output includes the quality of grandaunts as well as the system's external efficiency. The term 'quality assurance', according to Vroeijenstijn (1995), refers to systematic, structured and continuous attention to quality in terms of quality maintenance and improvement.

There are two schools of thought based on Watty's (2003) definition of quality assurance. The first attaches quality to a context and as a consequence, quality becomes meaningful. For example, references to the quality of assessment, student intake, academic programmes, teaching and learning, the student experience and programme designs are not uncommon. A second way of thinking about quality assurance relates to a stakeholder-specific meaning. Here, quality assurance is being considered, having regard to a variety of stakeholders with an interest in education, each having the potential to think about quality in different ways. Sofowora (2010) described quality assurance as a mechanism used to evaluate the efficiency and appropriateness of teaching and learning in schools so as to ensure the delivery of high quality education. Abdulkareem, Fassai & Oyeniran (2012) examined the quality assurance strategies in public colleges of education in Kwara state with a view to identifying the specific quality assurance techniques put in place to the institutions. The findings of their study indicated that accreditation, visitation process, external examination system, monitoring and evaluation and students admission policy were the major quality assurance strategies adopted in the colleges.

However, Social studies as an integrated study of the social sciences and humanities, is to promote civic competence. Within social studies programme, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economic, geography, history, law, philosophy, political sciences, psychology, religion, and sociology, as well as appropriate content for the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good or citizens of a culturally diverse, democratic society in an interdependent world (Wronski 1975).

Obemeata (1984) described social studies as a study of how man influences and is in turn influenced by physical, social, political, religious, economic, psychological, cultural, scientific and technological environments. Social studies should then be seen as a way of life. These last two definitions have their roots in society and are generally issue based. Social studies according to Adediran (2007) should be seen as a subject concerned primarily with the study of people, their environment, and the society in which they live and resultant interaction of these three elements. As a field of study, social studies attempts at synthesizing and applying the knowledge and skills obtained from history and the social sciences to promote effective citizenship.

According to Iyang – Abia & Esu (2004) asserted that teaching of social studies in respect of its scope and nature, which is multidimensional, integrative and dynamic, cannot effectively take effects without the use of instructional materials, the teaching of social studies contents must focus not only on making teachers competent at using such instructional materials, but at the same time, promote strategies that enables the integration of instructional materials that enhances teaching and learning of social studies goals and objectives (Kochar 1988).

Ezegbe, Ikwumelu & Okeke (2012) sought to find out teachers and students perception on factors associated with social studies at University of Nigeria Nsuka. The findings of their study revealed among others that exclusion of social studies in senior secondary school curriculum and poor funding were factors responsible for students low interest in the course at the university level.

Adekunle (2003) revealed in his study that textbooks are placed very highly in order of use. The result glaring shows the heavy relevance on textbook as the source of information in the secondary schools. Most teachers are not aware of the wealth of information available for enriching social studies education in the areas under study. Akintunde (2003) opines the role of a social studies teacher in disseminating global information to learners in order to teach values appropriately and show their global implication. It is necessary to update information on global issues. And, the judgment of the teacher is crucial in selecting the element of information that learners are expected to learn and remember. This is because some details may be unnecessary and socially abnormal for the teachers considering their readiness.

However, the use of instructional materials in the teaching and learning of social studies according to Muodumogu (2003) is not only the issue, but also the appropriateness of the selected materials by the teacher to the topic at hand which sometimes make the lesson less effective and thereby render the materials useless, Orakwe (2000) asserts.

Social studies classroom teaching without any use of teaching aids is not worth consideration at all. Because, the primary need of social studies teacher have to affect posi behavioural

changes with minimal effects that would have been a sweating effects that would have aided in increasing students boredom now turns out a very interesting and successful lesson. The quality assessment of social studies curriculum must put into consideration the effective use of instructional resources to teach the student in order to facilitate the acquisition and education of knowledge, skills, attitudes, morals and values (Adediran 2007). Hence, quality assessment in this study, is an indication or evidence that if teachers of social studies education in secondary school are competent in implementing the curriculum of social studies education programme, it will yield products that are assuring. The purpose of this study, therefore, is to determine the professional quality assurance of the teacher in the implementation of the curriculum of social studies education in secondary schools in Abeokuta metropolis in Nigeria. Specifically, the study sought to;

1. Determine the performance of teachers of social studies education in the course they teach.
2. Identify the areas of social studies education curriculum where teachers need improvement.

### **Research Questions**

The following two (2) research questions are formulated to guide the study.

- 1) How competent are the teachers of social studies education in teaching the curriculum to their students in the secondary schools in Abeokuta metropolis in Nigeria.
- 2) What are the areas of the curriculum of social studies education in secondary schools where teachers need improvement?

### **METHODOLOGY**

Survey research and evaluation designs were involved in the study. Questionnaire was used to obtain information from the teachers about areas of the curriculum of social studies education where need improvement psycho-productive multiple choice test was used to collect data from the teachers of social studies from secondary schools on their performance in teaching the curriculum. The study was carried out in south western Nigeria. Population for the study was 59 teachers of social studies education in the area of study. The size of the population is small; therefore, all the 59 teachers were involved in the study. Hence no sampling.

Two sets of instrument were developed: a 17 cluster item questionnaire covering the pedagogical and social institution aspect of social studies such as teaching family institution, religions institution, health institution, education institution and legal institution were developed to collect data from the respondents. The questionnaire had two category of needed and performance with a 4 point response scales each. The needed category had a response of scale of highly needed, averagely needed, slightly needed and not needed which the performance category had a scale of high performance and no performance. A – 35 item multiple choice test was developed to cover the areas also covered by the questionnaire above. The questionnaire and multiple choice test were face validated by three experts; two from social studies education Department and one from measurement and evaluation. Olabisi Onabanjo University, Ago – Iwoye, Ogun State, Nigeria. Split – half technique and cronbach alpha method were used to determine the internal consistency of the instruments. The questionnaire yielded a co-efficiencies of 0.87 while the multiple choice test items yielded a

co-efficiency of 0.85. The questionnaire and multiple choice test were administered to the respondents on one to one basis of a 30 minutes duration for the multiple choice test. The questionnaire was administered on the same respondents after, three weeks on the same one to one basis for about 20 minutes.

Copies of the questionnaire and multiple choice test were collected with a 100 percent return rate. They were analyzed using percentage scores to determine the performance of the teachers in the curriculum of social studies education they teach to students in secondary schools. The improvement needed by the teachers in the curriculum of social studies education they teach to students was determined as follows:

a) The weighted mean ( $\chi_n$ ) of the needed category was calculated for each cluster: The weighted mean ( $\chi_p$ ) of the performance category was also calculated for each cluster from table 2.

b) The performance gap (PG) was determined by finding the difference between  $\chi_n$  and  $\chi_p$  that is  $\chi_n - \chi_p$ . The equation is as follows  $\chi_n - \chi_p = PG$ . Where PG is positive (+), improvement is needed because the level at which the cluster is needed is higher than the level at which teachers could perform that cluster. If PG is zero (0), improvement is not needed because the level of performance is equal to the level at which the cluster is needed. If PG is negative (-) there is no improvement because the level at which the cluster is needed is lower than the level of performance of that cluster by the teachers.

## RESULTS

### Research question 1

How competent are the teachers of social studies education in teaching the curriculum to their students in secondary schools in Abeokuta metropolis of Ogun State, Nigeria.

The data for answering research question 1 are presented in table 1.

Percentage mean scores of teachers of social studies education on the multiple choice test items in the areas of social studies taught to students in secondary schools in Abeokuta metropolis of Ogun State, Nigeria.

S/N	Curriculum cluster items	N = 59 Frequency	Percentage %	Remark
A.	<b>Pedagogical</b>			
1	Planning instruction in Social	40	66.80	High performance
2	Studies Education	46	77.96	V. High performance
3	Implementing instruction in	34	56.62	Average performance
	Social Studies Education	40	66.80	High performance
	Evaluation instruction in Social			
	Studies education			
	Cluster average			

<b>B</b>	<b>Family institution</b>			
4	Economic unit	35	58.31	Average performance
5	Social placement	25	43.07	Low performance
	Cluster average	30	50.85	Average performance
<b>C</b>	<b>Religious institution</b>			
6	Islam	50	83.75	V. High performance
7	Christianity	37	63.40	High performance
8	A.T.R	27	48.15	Low performance
	Cluster average	37	65.10	High performance
<b>D</b>	<b>Health institution</b>			
9	Traditional medicine	26	43.05	Low performance
10	Orthodox medicine	30	50.84	Average performance
	Curative medicine	20	32.90	Poor performance
	Cluster average	25	41.37	Low performance
<b>E</b>	<b>Education Institution</b>			
	Pre Nursery	37	61.70	High performance
	Nursery	35	58.31	Average performance
	Secondary schools	40	66.80	Average performance
	Higher institution	33	56.62	Average performance
	Cluster average	35	60.05	High performance
<b>F</b>	<b>Legal institution</b>			
	Supreme court	31	50.85	Average performance
	Federal court of Apeal	47	82.05	V. High performance
	Cluster average	37	66.05	Average performance
	Overall average	34	56.63	Average performance

Table revealed that teachers of social studies education in secondary schools in the area of study obtained high performance in pedagogical skill (66.80) and family institution (66.10). Religious institution (61.05) and health institution (66.10) and education institution (50.85) and legal institution (42.37).

Mostly, the teachers obtained an average performance of 57.63 in teaching the curriculum of social studies education to their students in secondary schools in the area of study.

### Research Question 2

What are the areas of the curriculum of social studies in secondary schools where teachers need improvement?

The data for answering research question 2 are presented in the table 2.below

**Table 2:** Performance gap analysis of the mean ratings of the responses of teachers in areas of social studies education curriculum of secondary schools where they need improvement.

S/N	Curriculum cluster items	N=59			Remark
		$\bar{X}_n$	$\bar{X}_p$	$\frac{(PG)}{\bar{X}_n - \bar{X}_p}$	
A.	Pedagogical skills				
1	Planning institutions in social studies education	2.97	3.20	-0.23	Improvement not needed
2	Implementing instructions in social studies education.	3.11	3.19		Improvement not needed
3	Evaluating instructions in social studies education.	2.90	2.88	-0.08	Improvement needed
	Cluster average performance gap.	3.00	3.09	0.02	Improvement not needed
				0.09	
B	<b>Family Institution</b>				
4	Economic unit	2.75	1.98	0.78	Improvement needed
5	Social placement	2.80	2.68	0.11	Improvement needed
	Cluster average perform gap	2.77	2.33	0.44	Improvement needed
C	<b>Religious Institution</b>				
6	Islam	3.09	2.97		Improvement needed
7	Christianity	2.83	3.78	0.10	Improvement not needed
8	A.T.R	3.50	2.24	-0.29	Improvement needed
	Cluster average performance gap	2.83	3.01	0.59	Improvement needed
				0.13	
D	<b>Health Institution</b>				
9	Traditional medicine	3.15	3.17	-0.02	Improvement needed
10	Orthodox medicine	2.61	2.40	0.21	Improvement needed
11	Curative medicine	2.30	2.15	0.15	Improvement needed
	Cluster average performance gap	2.58	2.56	0.12	Improvement needed
E	<b>Education Institution</b>				
12	Pre Nursery	2.67	2.8	-0.02	Improvement not needed
13	Nursery	3.00	3.12	-0.02	needed
14	Secondary schools	2.33	1.96	0.37	Improvement not needed
15	Higher institution	3.02	2.80	0.21	needed
	Cluster average performance gap	2.77	2.66	0.11	Improvement needed
					Improvement needed
					Improvement needed
F	<b>Legal Institution</b>				
16	Supreme court	2.01	1.99	0.02	Improvement needed
17	Federal court of appeal	3.02	3.29	-0.27	Improvement not needed
	Cluster average performance gap	2.51	2.64	-0.13	needed
	Overall cluster average performance	2.82	2.72	0.10	Improvement needed
					Improvement needed

Table 2 indicated that teachers needed improvement in social studies education curriculum of the secondary schools in the following areas: Family Institution, Educational Institution, Health Institution and Religious Institution.

The table also revealed that they did not need improvement in pedagogical skills, legal institution. Generally, the table indicated that teachers needed improvement in the pedagogical and methodological of social studies education as indicated by overall average performance of gap value of 0.10. The need for improvement is more in methodological than pedagogical area where improvement is needed in evaluating instruction with a performance gap of 0.02.

## DISCUSSION OF FINDINGS

The result of the study in table 1 revealed that teachers obtained high performance in pedagogical skills, religious institution, education institution and legal institution, but got average performance in family institution and low performance in health institution. On the overall performance in social studies education programme, the teachers were on the average in social studies quality (table 1).

The above findings is in agreement with the opinion of Adediran (2007) who stated that the teachers of social studies education are expected to be expert in social studies for effectively with the cognitive, psychomotor and affective outcomes and therefore, they are expected to be knowledgeable, skillful and competent in the social studies education. The finding of the study is in consonance with the statements in the national policy on education (NPE 2004), that all teachers in education institutions shall be professionally trained and that teacher education programmes shall be structured to equip teachers for effective performance of their duties.

From the result in table 2, it was discovered that the teachers of social studies in secondary school need improvement in the following area of social studies education programme: religious institution, family institution, health institution and education institution. They did not require improvement in pedagogical skills, legal institution, though; on the basis of general performance improvement needs the results in table 2 revealed that teachers require some improvement in the entire programme of social studies education programme in secondary schools to enhance quality.

The finding in table 2 is in line with the opinion of Iyan – Abia and Esu (2004), who said that teachers must continue to learn through improvement programs. Orakwe (2000), also stated that, teachers lack preparation in regular and sandwich programmes. Therefore, teachers must continuously go for retraining or improvement programmes through approved practices or methods. From the performance scores on the multiple choice tests, the teachers performed averagely overall (57.63). They obtained high performance in pedagogical skills with a score of 66.70% (Table 1). On their perceived improvement need in pedagogical skills in table 2, it was found out that they did not need improvement. This finding is technically in agreement with their high score of 67.80% on the multiple choice test. It can be deduced from the observation that teachers are reliable in their perception of the improvement they need in social studies education programme in secondary schools. Moreso, it helps to indicate that questionnaire for obtaining perception of respondents could be very reliable in professional areas such as teaching.



## CONCLUSION AND RECOMMENDATIONS

It was shown by the results that teaching effectiveness is a very important factor in generating desired behavioural change, in students based on the result of the finding, that students were not encouraged to respect well-support positions, sensitivity to cultural similarities and differences and a commitment to social reasonability. Most teachers are not expert in the teaching of social studies, because of their incompetence. The teachers were assessed in the pedagogical areas of social studies curriculum in secondary schools to determining their quality. It was found out that they were of average quality and therefore require improvement. It is therefore recommended that, teachers of social studies education in secondary schools should be improved in all the cluster areas of social studies curriculum identified by the study through seminar, conferences and workshops in order to improve their teaching quality.

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