

Assuring Quality Assessment Mechanisms in the Teaching of Social Studies Education in Nigeria Colleges of Education

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Abstract

This study is to examine the quality assessment of teaching social studies in the Federal Colleges of Education in Nigeria using predetermined parameters or mechanism. Such mechanisms include (a) human resources such as lecturers and support staff; (b) materials resources, funding equipment, facilities, promotions and staff development, use of computers in information storage, retrieval and teaching (electronic interactive board). (c) Teaching methods such as team teaching (d) Evaluations: question pool, conference marking, and external moderation, among others. Three null hypotheses. (Ho 1 to ho 3) were formulated and tested. Analyses of structured questionnaire administered on 600 respondents, using Chi-square statistics show, among others, that significant quality assessment mechanisms were assured in human resources and evaluations in the teaching of social studies in Federal Colleges of Education in the six Geopolitical zones of the country. It was recommended, among other things, that interactive electronic board should replace chalk-marker board in teaching in an ICT.

1. Introduction

Many researchers and authorities have comment immensely in the use of material resources, human resources and evaluation strategies in social studies teaching and any other mechanisms processes, that the use cannot be over-emphasized. Akpan (1987) asserts that, the use of instructional materials for both lecturers and students cannot be over-emphasized. In social studies, the use of instructional materials is essential to support learning and teaching of social studies, because the subject is about natural and social phenomena which cannot be easily expressed without the support of graphics, maps, video, pictures e.t.c.

Dike (1989) points out that using resource materials in social studies classroom widens the channels of communication between lecturers and their students. He further maintain that the instructional materials allow the growth of specific learning abilities and enhance intellectual skills and major skills, the use of charts and models enable the lecturers to present and illustrate many physical phenomenon and issues easily and at the same time, allows them to focus attention on the characteristics of objects.

Adeyanju (2003) learning can be reinforced with learning aids of different varieties because they stimulate, motivate, as well as arrest learners attention for a while during the teaching and learning process. In a research conducted by Adeyanju in the University of Education Winneba, Ghana, quoted by Adediran and Abdulkareem (2012) a survey sample of teachers with several years of teaching experience of between (03) and twenty five (25) years, claim that teaching aids improve methodology. They also claim that learning

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aids reduces – their talk and chalk method with some of the instructional materials, their students get more stimulated, because the learning aid help them (students) to become more attentive.

In addition, students positive attitude generate more interest for the lesson they teach as a result, students participate better in class activities. Bizimo (2002) “the importance of instructional materials lies on the fact that abstract ideas, data or information expressed in printed pages become tangible and concrete when they are translated or reflected in forms of instructional materials and resource. She further maintain that the inter disciplinary or integrated nature of social studies demand that well thought-out materials be used in the classroom instructional to enable the learners comprehend the interrelatedness of knwoeldge and unity of various disciplines making up the social sciences and humanities. The materials will also be such that can unambiguously reveal the dynamic nature of man, his activities, decisions and problems.

We need to realize according to Ema and Ajayi (2004) that the application of instructional in the social studies classroom and any other instructional setting improves teaching – learning and allows the teachers and students to interact as human beings in the environment they find themselves, for their own purpose. More specifically, instructional materials are used to concretize conceptual abstraction in social studies since the focal point of social studies is to instill in students practical skills that they will use to explore solution to their situational problems within the environment they live in (Iyang – Abia and Esu 2004).

In concrete terms, according to Koert (2000) ICT as instructional media has enhanced teaching and learning through its dynamic, interactive, and engaging contents, it has provided real opportunities for individualized instruction. Information and communication technology has the potential to accelerate, enrich, and deepen skills, motivate and engage students in learning, help to relate school experiences to work practices, help to create economic viability for tomorrow, workers, contribute to radical changes in school, strengthen teaching and provide opportunities for connection between the school and the world. Information communication technology can make the school more efficient and productive, thereby engendering a variety of tools to enhance and facilitate teachers’ professionals’ activities (Yusuf, 2005).

Objectives of the Study

The objectives of this study is

- (1) To find out the assessment mechanisms in the teaching of social studies through the use of human resources in Colleges of Education.
- (2) To find out the assessment mechanism in the teaching of social studies through the use of material resources in Colleges of Education.
- (3) To find out the assessment mechanisms in the teaching of social studies through the use of teaching methods in colleges of education.

Null Hypotheses

Three null hypotheses were formulated and tested.

- (1) There is no significant difference in the assuring quality assessment mechanism in teaching of social studies through the use of human resources in the colleges of education in Nigeria.
- (2) There is no significant difference in the assuring quality assessment mechanism in teaching of social studies through the use of material resources in the colleges of education in Nigeria.
- (3) There is significant difference in the assuring quality assessment mechanisms in the teaching of social studies through the use of teaching methods in the colleges of education in Nigeria.

2. Methodology

The staff and students of all the Federal Colleges of Education constitute the population for the study. A total of 600 staff and students (300 each) were randomly sampled using simple random sampling method without replacement. A structured questionnaire was used as an instrument for data collection. It was

validated by experts in measurement and evaluation Department in the faculty of Education, of OOU, Ago Iwoye. A reliability coefficient of 0.91 ($r= 0.191$ was established using a split – half method. A total of 630 copies were administered directly by the researchers and their six (6) assistants, one from each Geographical zone. A chi-square statistic was used in testing for significance in the hypotheses (H_0). Alpha level was set at 0.05 (one tail) for the rejection or otherwise of the H_0 .

3. Result

Based on the 600 copies of the questionnaire that were correctly filled and returned, the results were presented as follows using a tabular format.

Table 1: Assuring Quality Assessment Mechanism (QAM) in Teaching Social Studies through Human Resources (n=600)

S/N	Quality Assessment Mechanisms (Variable Statements)	5 VGH	4 HA	3 MA	2 PA	1 VPA	X	Rmk	X ²
1.	Academic staff:								
a.	Chief lecturers	280 74%	140 23%	100 17%	50 8%	30 5%	4.0	HG	55.121
b.	Principal lecturers	272 45%	300 33%	107 17%	20 3%	6 1%	4.0	HG	53.221
c.	Senior lecturers	282 47%	200 33%	62 10%	30 5%	26 4%	4.1	HG	58.022
d.	Lecturers I-II	210 35%	180 47%	100 17%	60 10%	50 8%	3.6	MG	51.321
e.	Asst. Lect – Lect III	100 17%	120 20%	28 5%	200 33%	152 25%	3.8	MG	47.112
b.	Support Staff								
a.	Field Staff (Technicians)	200 33%	220 17%	100 8%	50 5%	30	3.7	MG	6.0511
b.	Clerical Officers	210 35%	180 47%	120 20%	50 8%	40 7%	3.8	MG	62.020
c.	Cleaner/ Messengers	50	30	20	210	290	2.9	PG	43.241
Critical x² value = 9.488; P= 0.05 (one tail) df=4									

Source: The Research's Survey (2012)

Key: VHA Very Highly Assured, A Assured MA – Moderately Assured PA= Poorly Assured x = mean; Rmk = Remark; X² = Chie=quare; df= degree of freedom; P=Alpha level.

Table 1 shows among other things, that the top ranking cadre of academic staff was highly guaranteed in terms of human resources. Quality assurance was moderately assured in Lecturers 1 to Assistant Lecturer cadre, as well as Field and Clerical Staff. Cleaners and messengers cadres were poorly assure. The obtained Chi-square values in all the variables cases were greater than the critical x² value of 9.488. Therefore, null hypothesis 1 (H_01) is rejected. The alternative is accepted. This implies that Human Resources quality assessment mechanisms in teaching of social studies in Federal Colleges of Education in Nigeria are significantly and highly assured.

Table 2: Assuring Quality Assessment Mechanisms (QAM) in Teaching Social Studies through Human Resources (n=600).

S/N	Quality Assessment Mechanisms (Variable Statements)	5 VHA	4 HA	3 MA	2 PA	1 VPA	X	Rmk	X ²
1.	Material Resources								
	a. Funding	282	210	52	26	30	4.1	HA	56.331
	b. Facilities	280	150	90	60	20	4.1	HA	56.022
	c. Equipments	292	300	52	40	16	4.2	HA	58.111
	d. Use of Computers	26	30	62	200	181	2.3	HA	52.001
2.	Staff Welfare /Discipline								
	a. Promotions	282	200	72	26	20	4.1	HA	58.021
	b. Demotion/Suspensions, e.t.c.	210	180	110	60	40	3.8	MA	63.123
	c. Staff devt. (conferences)	290	210	50	30	20	4.2	VPA	62.411
	d. Staff devt. (training)	280	150	90	60	20	4.1	HA	61.234
Critical X² value = 9.488; df = 4; P=0.05 (one tailed test)									

Source: The Researcher's Survey (2012)

In table 2, the major highlights are as follows: quality assessment mechanisms are highly assured (HA) in material resources except in the use of computers in the teaching of social studies education in Federal Colleges of Education in the country. The same applies in staff welfare except on the issues of discipline such as demotion, suspension and termination of appointment and dismissal.

The obtained chi-square in all the variable cases are greater than the critical value of 9.488 at 4 degrees of freedom and alpha level of 0.05. Consequently, null hypothesis 2 (Ho₂) is rejected. The alternative is accepted. This implies that quality assessment mechanisms in terms of material resources are significantly and highly assured in the teaching of social studies in Federal Colleges of Education (FCE) in Nigeria.

Table 3: Assuring Quality Assessment Mechanisms (QAM) in Teaching Methods and Evaluation in Social Studies (n=600).

S/N	Quality Assessment Mechanisms (Variable Statements)	5 VHA	4 HA	3 MA	2 PA	1 VPA	X	Rmk	X ²
1.	Teaching Methods:								
	a. Placing method	272	202	100	15	11	4.2	HA	56.201
	b. Demonstration	282	201	60	35	31	4.3	HA	58.103
	c. Team – Teaching	60	51	99	185	205	2.9	PA	53.611
	d. Other teaching methods	101	120	27	202	150	3.8	MA	54.002
2.	Evaluation								
	a. Question pools	220	200	110	40	30	4.2	HA	57.106
	b. Questions moderation	281	201	61	32	24	4.4	HA	60.212
	c. Conference marking	12	30	50	210	298	1.9	VPA	48.261
	d. External moderation of results	291	209	60	20	20	4.4	HA	60.221
	e. Results feedback to students	285	203	56	30	30	4.3	HA	61.002
Critical X² value = 9.488; df = 4; P=0.05 (one tailed test)									

In table 3, the main highlights are as follows:

Quality assessment mechanisms were highly assured (HA) in teaching methods in terms of play away and demonstration approaches. In terms of evaluations, quality assessment mechanisms were highly assured in all the variable cases except in conference marking. Furthermore, all the obtained Chi-square values are greater than the critical value of 9.488 at 4 df and alpha level of 0.05. Therefore, null hypothesis 3 (H_{03}) is rejected. The alternative is accepted. This implies that quality assessment mechanisms were significantly assured in teaching methods and evaluations in social studies in the Federal Colleges of Education in Nigeria.

4. Discussions

The issue of teaching social studies as examinable subject has been a very controversial one. This is because there appears to be a mix-up in the perception and attitude of some people to the subject. Some see it as just a subject that deal with the interaction between people in the society. Nevertheless, it is even rated higher in the United State of America and other countries of the world, because they believe that social studies is not just a mere subject that study peoples environment, but it is a problem solving subject and at the same time an issue based subject that uses other social sciences subject to solve the numerous societal problems. (Adediran and Abdulkareem, 2012). Also according to Ogunyemi (2006) social studies is a social engineering. This implies that social studies is a subject that is introduced in response to national aspirations which call for social action in conjunction with other institutions of the society (Family, Polite, NGO e.t.c).

Despite the wrong perception and apparent low rating in the country, the study shows that there are significant quality assessment mechanisms assured in the teaching of social studies in federal colleges of education in Nigeria in terms of human and material resources as well as in teaching methods and evaluation approaches used. The findings agree with those of Adediran and Abdulkareem (2012), Ogunyemi (2006) and Ogundare (2000) that the teaching of social studies has recorded very significantly acceptance and achievements in both secondary and tertiary institution in Nigeria despite some misgivings, negative attitude and wapped perception in some quarters.

5. Conclusion and Recommendation

In the paper, the author have been able to establish that quality assessment mechanisms exist and are being used in the teaching of social studies in Federal College of Education in Nigeria. Based on the findings, it is recommended as follows:

1. Information and Communication Technology (ICT): Compatible methods, such as the interactive electronic board should be embraced to replace the chalk-marker board in teaching in an era of ICT.
2. Team- Teaching is already in vogue, and therefore should be fully embraced in teacher education.
3. Similarly, conference marking of students' scripts should be fully encouraged and embraced to opposed to sole-effort that tends to breed subjectivity and bias.

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