



**EFFECT OF TEACHERS' QUALIFICATIONS ON THE
IMPLEMENTATION OF GOVERNMENT CURRICULUM IN SECONDARY
SCHOOLS IN ENUGU STATE**

ANEKE, M.N.

Department of Education Foundations,
Enugu State University of Science and Technology, ESUT Enugu, Nigeria

NNABUIKE, E.K.

Department of Education Foundations,
Enugu State University of Science and Technology, ESUT Enugu, Nigeria

Abstract

The study Effects of Teachers' qualification on the implementation of government curriculum in secondary schools in Enugu State was a survey study. The population for the study was 348 teachers that teach government as a subject in the whole secondary schools in Enugu State. Questionnaire was the instrument for data collection. The instrument was tested using Crobach Alpha reliability index formula. The reliability was established using Kuder Richardson formula 20 (K-R20) to obtain reliability coefficient of 0.87. One research question and hypothesis guided the study. The hypothesis was tested using t-test statistics at 0.5 level of significance and appropriate degree of freedom. Purposive sampling was used. The finding indicated that the higher the qualification of the teacher, the better the implementation of government curriculum in Enugu State. The educational implication is that only teachers with high educational qualification should be employed to teach this very important subject in order to achieve the laudable objectives.

Keywords: Teachers' Qualifications, Implementation, Government Curriculum, Secondary Schools,

Introduction

Education is the major key for sustainable development of any society. Every nation designs its education for a purpose. For educational objectives to be achieved, there is usually a means to that and that means of achieving the educational objectives is the curriculum. Curriculum can therefore be defined as all the learning experiences and intended learning outcomes systematically planned and guided by the school through the reconstruction of knowledge of the cognitive, affective and psychomotor development of the learners (Akundolu, in Eya 2012). Curriculum is an instrument with which the school educates the young and adults in the society. The quality of education in any nation or system and at any level is dependent on the quality of the curriculum (Nzeri 2009). Curriculum consists of purposes, contents, teaching methods, instructional materials and evaluation of educational programmes.

Government is one of the subjects contained in the secondary school curriculum. According to the Nigerian Educational Research and Development Council (NERDC), the objectives of senior secondary school government curriculum are to enable students to:

1. Understand the concepts, institutions and process of government.
2. Recognize its role as citizen and its constitution towards the achievement of national development.
3. Become active participant in the democratic process of the nation and their local environment.
4. Appreciate the role of Nigeria as a member of the international community.
5. Appreciate the challenges and dynamics of the past and present government in Nigeria and the world.

The government curriculum has seven key themes namely;

1. Concepts and principles of government
2. Political parties and pressure groups
3. Public administration
4. Pre-colonial and colonial administration
5. Federalism and development of political parties in Nigeria.
6. Political crises and military rule in Nigeria

7. Nigeria and the world.

When a curriculum is developed, the next thing is the implementation of the developed curriculum (Oteh and Akunne 2013). Curriculum implementation is the task of translating the curriculum document or concepts into operating curriculum by the combined efforts of the students, teachers, government and society (Mkpa in Ozioko, 2011). Nnadi (2010) opined that curriculum implementation is the real and practical application of theory into practice in such a way that the overt outcome is noticed through the performances of learners in the classroom. In this case, the teacher strives to adopt the appropriate teaching methods backed by suitable instructional materials to guide the student's learning of the various subjects contained in the national curriculum. The subject "Government" is one of the major subjects provided by the senior secondary school curriculum. It is aimed at making those who pass through it to know the ethics and intrigues of the policy.

It imbues students with the knowledge of government it is popularly pursued by students who would want at high levels (tertiary) to study law, political science, economics and other social sciences. At the senior secondary school level, if one ends there, it acquaints him/her with the basic concepts and informs him/her of the processes in the evolution of political parties, government and institutions of the society; thus imparting civil values and social activism. The government curriculum, if well implemented can help to build a lawful society where people have some ideas of their rights and understand their duties (Aneke, 2015).

However among many factors that may hinder effective implementation of government curriculum is the teacher's qualifications. It is not an over statement to say that teaching is a profession of the experts and therefore should not be left in the hands of non-qualified, half-baked teachers or hire laborers. The teacher is the major instrument in the implementation of any curriculum not only government as a subject. The teachers therefore should be knowledgeable enough to understand the subject matter and the best way of implementing the curriculum. Nearly, all issues whether related to goals, learning, achievement, organization of programme or performance of the educational system involves an analysis of the roles of teachers, their behavior, performances, remuneration, incentives, skills and how they are used by the system.

The teacher is the main determinant of quality education, but if he is apathetic, uncommitted, uninspired, lazy, unmotivated, immoral, anti-social, the whole nation will be doomed Aneke (2015).

Aguba (2006) maintained that if teachers are ignorant they could be dangerous. Based on the above, it is obvious that the teachers' academic qualification can affect the implementation of government curriculum positively or negatively.

Statement of the Problem

The essence of government as a subject in Nigeria secondary schools is to produce a crop of well educated Nigerians who will understand the institutions of the nation and the process of governance. The study of the subject equally encourages students as citizens to actively participate in the process of national development. Government as one of the subjects offered at the senior secondary school level has a goal that the Nigerian society wants to attain from its study. One major objective is that it equips students with citizenship skills to actively participate in the process and become activists for national development. In spite of the number of people who passed through the secondary education who also offered the subject, the crises in Nigeria seem to be increasing, there are conflicts everywhere, people's rights are massively trampled upon, civic responsibility is poor, problems of co-existence and abuse of offices. It was also discovered that there were massive failures in 2012 SSCE and NECO 2014.

This work is therefore designed to investigate the extent to which teachers' qualification affects their ability to implement government curriculum in secondary schools in Enugu state.

Purpose of the Study

1. The purpose of the study is to determine the extent to which teachers' qualification affects the implementation of government curriculum in secondary schools in Enugu State.

Research Questions

The following research question guided the study:

1. To what extent does teachers' qualification affect the implementation of government curriculum in secondary schools in Enugu State?

Hypothesis

The following null hypothesis which was tested at 0.05 level of significance guided the study.

1. There is no significant difference between the mean ratings of teachers in urban and rural secondary schools on the extent to which teachers' qualification affect the implementation of government curriculum.

Research Method

Survey design was adopted for the study. According to Nworgu (2006) survey research design is one in which a group of people or items is studied by collecting and analyzing data from a few considered to be a representative of the entire population. The study was carried out in Enugu State. The population for the study was 348 government teachers made up of 180 and 168 teachers in rural and urban secondary schools respectively. The entire population was studied because it was manageable. The questionnaire was used to collect data from the respondents to ensure the internal consistency of the instrument, it was administered to 20 secondary school teachers teaching government in secondary schools in Ebonyi State. The reliability index was calculated using Crobach Alpha reliability index formula. The reliability index yielded 0.87. The mean (\bar{x}) and standard deviation was used to answer the research question.

Data Presentation and Analysis

Research Question I: To what extent does teachers qualification affect the implementation of government curriculum in secondary schools in Enugu State?

Table 1: Mean and Standard Deviation on the extent to which teachers' qualifications affect their implement government curriculum in Enugu State.

S/N	The extent to which teachers' academic and professional qualifications affect their ability to implement government curriculum	No of teachers in rural (180)			No of urban teachers (180)		
		\bar{X}	SD	DEC	\bar{X}	SD	DEC
1	Government teachers with NCE qualifications have the ability to implement government curriculum	3.35	0.60	High extent	3.13	0.73	High extent
2	Low qualification than NCE slow down the pace of curriculum implementation process.	2.94	1.06	High extent	3.04	1.11	High extent
3	Teachers with academic qualification of B.Sc will implement government curriculum better.	3.43	0.83	High extent	3.57	0.75	High extent
4	Implementation of the curriculum depends on teachers understanding of subject matter.	3.81	0.56	High extent	3.66	0.70	High extent
5	Teachers with academic qualification of Post Graduate in Diploma in Education (PGDE) will implement the curriculum rightly.	3.21	0.81	High extent	3.17	0.93	High extent
6	Teachers with masters in education (M.Ed) qualification will implement the curriculum better.	3.77	0.46	High extent	3.64	0.58	High extent
7	Teachers' qualification and training have positive statistical significant effects on psychology of teachers.	3.38	0.66	High extent	3.41	0.62	High extent
8	Teachers with Doctor of Philosophy in Education (Ph.D) are better equipped to implement government curriculum.	3.47	0.64	High extent	3.52	0.59	High extent
9	Teachers with academic qualification in Political Science implement the government curriculum rightly.	2.88	0.78	High extent	2.88	0.78	High extent
	Grand mean	3.36	0.71		3.33	0.75	

The table 1 above shows data on extent to which teachers' qualifications affect the implementation of government curriculum in Enugu State. All the 9 items were to great extent because their respective mean ratings are above the criterion mean of 2.50 which is the point for acceptance of the item in the questionnaire.

Furthermore, the grand mean ratings for the 9 items were 3.36 for rural and 3.33 for urban teachers, which are the criterion mean of 2.50. This indicates that there is high extent to which teachers' qualifications affect the implementation of government curriculum in secondary schools in Enugu State.

Test of Hypothesis

H₀1: There is no significant difference in the mean ratings of teachers in urban and rural secondary schools on the extent to which teachers' qualifications affect the implementation of government curriculum.

Table 2: Analysis of the difference in mean ratings of teachers in urban and rural secondary schools on the extent to which teachers qualifications affect the implementation of government curriculum.

Group	N	\bar{X}	S.D	Df	T-cal	T-critical	Decisions
Rural	168	30.02	2.44	346	0.11	1.96	Do not reject H ₀
Urban	180	30.07	2.67				

Table 2 shows that t-calculated value of 0.11 is less than t-critical value of 1.96. Hence, the null hypothesis is not rejected. This implies that there is no significant difference in the mean ratings of rural and urban Government teachers on the extent to which their qualification affect the implementation of government curriculum in senior secondary schools in Enugu State.

Discussion

The findings on table 1 show that there is high extent to teachers' qualifications affect the implementation of government curriculum in Enugu State. The grand mean of 3.36 and 3.33 are above the criterion mean of 2.50. Meanwhile, the data in the table show that all the items (1-9) have mean ratings above the criterion mean. The implication of this is that low qualification

works against government laudable programmes, Government teachers with qualification of NCE have the ability to implement government curriculum, lower qualification than NCE slow down the pace of curriculum implementation process, teachers with academic qualification of B.Sc implement government curriculum better, implementation of the curriculum depends on teachers understanding of subject matter, teachers with academic qualification of Post Graduate Diploma in Education (PGDE) implement the curriculum rightly, teachers with Masters in Education (M.Ed) qualification implement the curriculum better, teachers' qualification and training have positive statistical significant effects on psychology of teachers and teachers with Doctor of Philosophy in Education (Ph.D) are better equipped to implement government curriculum. Hence, there is high extent to which teachers' academic and professional qualifications affect their implement government curriculum in Enugu State.

The findings agreed with Frankel (2010) who observed that highly qualified teachers follow good approaches in teaching and that students taught by this grade of teachers have greater academic performance because of positive attitude of the teachers. He further stated that high qualified teachers present their materials in an interesting way that gives the students a feeling of understanding and mastery of the subject.

Conclusion

Based on the fact that teachers' qualification affects the implementation of government curriculum to a high extent, there is therefore the need to employ only the teachers with higher academic qualification to teach the subject.

Educational Implication

If teachers with higher educational qualifications are employed to teach government, the curriculum of objectives of the subject will be achieved and the entire society will benefit from the knowledge acquired.

References

- Aguba, C.R. (2006). *Philosophy of Education: A Functional Approach*. Enugu, Computer Edge Publishers.
- Aneke M.N. (2015). *Evaluation of the Factors that affect the implementation of SS 3 Government. Curriculum in Enugu State*. Unpublished M.Ed Disertation. Enugu State University of Science and Technology (ESUT).
- Eya, P.E. (2012). “*Marriage of Curriculum and Instruction. Reasons, Results and Witnesses*”. 3rd Inaugural Lecture of National Open University (NOUN) Lagos.
- Federal Republic of Nigeria (2-013). *National Policy on Education*, NERDC; Lagos National Policy on Education (2004). NEBDC, NERDC Lagos.
- Frankel, A.S. (2010). *Teaching Description and Analysis*. Ohio, University: Addison-Westly Publishing Company Limited.
- Nnadi, C. (2010). *Curriculum Implementation in Primary Schools in Nigeria*. Emerging challenges. Nigerian Journal of Functional Education, 6(1) 73-82.
- Nworgu, B.G. (2006) *Educational Research: Basic Issue and Methodology*. Nsukka; University Trust Publishers.
- Nzeri, E.A. (2009). *Curriculum Studies: An Overview*. Enugu JTC Publishers.
- Oteh, A.A. and Akume, W. (2013). *School Administration: Problems and Prospects*, Lagos.
- Ozioko, C. (2011). School Curriculum: Role of teachers as implementers. *Journal of Research in Science and Technology Education (JORSTED)* vol. 4 (1) 1-9.