Assessment of Government Teacher's Awareness of Quality Assurance Guidelines in Curriculum Implementation in Secondary Schools in Nsukka L.G.A, Enugu State

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Abstract

The study investigated the extent to which Government teachers are aware of the quality assurance guidelines for effective implementation of Government subject in senior secondary schools. The study was guided by three research questions and two hypotheses tested at 0.05 level of significance. The study employed a descriptive survey research design. The sample consists of 39 Government teachers from Nsukka Education Zone. The instrument used to collect data was a questionnaire. Research questions were answered using mean and standard deviation while hypotheses were tested using independent t-test statistics. The findings of the study showed that Government teachers were aware of the quality assurance guidelines for effective teaching of Government in secondary schools to a high extent and that teaching experience and location had a significant influence on teachers' awareness of the quality assurance guidelines for effective implementation of senior secondary school Government curriculum. Hence, the problem with the achievement of the objectives of Government at secondary school could be as a result of other factors not directly related to teachers such as social, environmental or student-related factors. However, the study recommended, among others, that workshops and seminars be organized by the Ministry of Education regularly for teachers to keep them abreast of innovative teaching strategies for effective curriculum implementation in secondary schools.

Keywords: Quality Assurance, Government, Curriculum Implementation, Teaching Experience, and Location

Introduction

Quality assurance in education is a programme which ensures that the various aspects of educational programme are regularly monitored and evaluated to ensure high standards of quality in education. The Federal Ministry of Education (FME) (2015) defined quality assurance in education as a series of activities that involve close monitoring and evaluation as honestly as possible all the aspects of educational system including the resources provided to the schools and how they are used and communicating the result to

all stakeholders in education to maintain quality in the educational system. This definition was further buttressed by the European Commission (2018) which defined quality assurance as a systematic review of educational programmes and practices to sustain quality, equity and efficiency in education. The main objective of quality assurance in education is to ensure that a high standard of quality is maintained in the educational system. According to Okoth, Maneno, and Amuka (2018), quality assurance is targeted towards ensuring that high standards are maintained in education processes, especially as concerns curriculum implementation. Maintaining quality in education is very important because education is the backbone of national development (Maekae, 2013). The contributions of education in the development of the nation are realized through various subjects that are taught to students at different levels of education of which one of them is Government.

Government is one of the subjects that are taught to senior secondary school students. It is through the teaching of Government that the students are made to understand how the government of a country is organized and how the government operates in governing the people of a country (Ezeadi & Asiegbu, 2000). The study of Government as a subject in schools involves the study of political institutions in the state and how those institutions operate to ensure that the people are well governed.

Government as a school subject is very important in the political and social life of the students. According to the National Senior Secondary School Curriculum on Government (NERDC, 2007), the focus of Government as a field of study is to help the students understand the agencies of the state (country) and the way a state is governed. Proper knowledge of the agencies of the state and how they operate in governing a state is beneficial to the students and the society at large in different ways. The study of Government promotes students' understanding of various political concepts such as state, government, power, legitimacy, sovereignty, political obligation, and the relationship between the individual and the government. A good understanding of these concepts and many others will help the students get the relevant knowledge and functional skills which they require to critically evaluate the government of their country as conscious citizens who are concerned about the development of their country. According to NERDC (2007), the objectives of Government as a school subject include helping the students understand the concepts, principles, institutions and process of government; making the students to recognize their role as conscious and knowledgeable citizens and their contribution towards the realization of national development; helping the students to participate actively in the democratic process of national and their local governments; making the student to understand the role of Nigeria as a member of the international community; making the students to understand the challenges and dynamics of past and present government in Nigeria and the world; and helping the student to recognize the role of ICT in e-government and in fostering the process of government in the world.

The above objectives of Government as a subject that is taught in secondary school cannot be achieved without effective curriculum implementation. Curriculum implementation is the series of actions which the teachers carry out both within and outside the classrooms to realise the goals of education. Curriculum implementation, according to Mkpa (2007), is the act of transforming the curriculum planned on paper into a working curriculum through the collective efforts of the learners, the teachers and other stakeholders in educational system. It is the curriculum implementation that helps the learners acquire the knowledge and experiences set out in the curriculum plan (Igbokwe, 2009).

To improve the quality of curriculum implementation in educational system and thus improve the quality of the entire educational system, the government introduced quality assurance programme in education. However, despite the introduction of quality assurance in the educational system by the government of Nigeria and the affirmation that it is the key to effective implementation of curriculum in education, effective curriculum implementation seems not to have been achieved in secondary schools in Nigeria. For instance, Adebile (2009) and Obanya (2007) observed that the major challenge against the smooth running and realization of goals of education in Africa and Nigeria in particular has been the problem of lack of effective curriculum implementation. Ogar and Opoh (2015) also observed that most of the contents of the curriculum in the educational system of Nigeria have not been functional and this non-functionality of the curriculum is as a result of poor curriculum implementation. The curricula in Nigerian educational system seems to be well-planned but the realization of its objectives has been difficult because of a lack of effective curriculum implementation or rather poor curriculum implementation.

Government subject is not free from poor curriculum implementation. The inability to achieve the objective of Government which can be seen in low political culture among the people can be attributed to poor curriculum implementation among Government teachers in secondary schools. This is because one of the major determinants of how well the objectives of any subject curriculum will be achieved is the implementation. One of the major objectives of Government which is to equip the students with citizenship skills that will enable them to become active participants in the democratic process of the nation and their local environments has not been properly realized. Despite the long-time existence of Government curriculum in secondary schools and the number of people who passed through secondary education and who also did the subject, the political culture of Nigerians, especially, concerning participation in the democratic process has been low. According to Afolabi, Olufunmilayo, and Adeola (2019), the level of political participation of youths in Nigeria is low in comparison with other countries. Young people have lost interest in political activities in Nigeria (Vite, Stephen, Gbimoiye, & Kabee, 2020). Even though democracy is said to be "government of the people and by the people" many Nigerian citizens are unconcerned about political matters even the ones that affect them. A good number of Nigerian citizens are not willing to participate in elections and other

political activities (Yusuf, 2023). Given the above, it is obvious that the objectives for the introduction of the Government as a subject in secondary schools are yet to be achieved. The poor curriculum implementation may be because the teachers are not aware of quality assurance practices in curriculum implementation in secondary schools. This work examined Government teachers' awareness of quality assurance guidelines for curriculum implementation in secondary schools in Nsukka Education Zone.

In addition, there are some other factors which can affect teachers' awareness of quality assurance practices in curriculum implementation in secondary schools. Among these factors are teaching experience and location. Teaching experience is the knowledge or skill acquired in teaching as a result of having spent some number of years in the teaching profession. The teaching experience of teachers is usually measured by the number of years a teacher has been teaching and different authors have used different numbers of years to categorize or distinguish between experienced and inexperienced teachers. Some of these authors have identified experienced teachers as those who have taught for approximately 5 years or more while inexperienced teachers are those with less than five years of teaching experience (Owolabi & Adedayo, 2012; Martin, Yin, & Mayall, 2006). Similarly, in this study, "experienced" teachers referred to teachers who have taught Government for five or more years while those with less than five years of teaching experience were referred to as "inexperienced" teachers.

Some studies have established a connection between teacher effectiveness and performance of learners and teachers' teaching experience (Agbo-Egwu, Adadu, Nwokolo-Ojo, & Enaboifo, 2017; Ewetan & Ewetan, 2015). The connection is usually established to show that teaching experience can influence teachers' effectiveness in curriculum implementation. However, some other studies (Papay & Kraft, 2015; Harris & Saass, 2007) have also tried to show that under some circumstances experienced teachers have not been that better off in classroom concerning curriculum implementation. For instance, Harris and Saass (2007) observed that academic performance of learners taught by inexperienced teachers was not as good as those taught by experienced teachers; but those teachers with more than 25 years of teaching experience were in some circumstances found not to be as effective as inexperienced teachers. In other words, many years of teaching experience can be considered good, but so many years cannot be argued to be always better. This shows that not every inexperienced teacher is, on average, less effective, and not every experienced teacher is more effective (Kini & Podolsky, 2016). Therefore, in this work, the influence of teaching experience on Government teacher's awareness of the quality assurance practices/guidelines for curriculum implementation in secondary school was examined.

Location of school is also another variable that can influence teachers' effectiveness in curriculum implementation. Location of a school refers to the place where a school is built. Some of the schools in Nigeria are sited in the urban areas while some are

sited in the rural areas. Urban areas are places with high population density, presence of administrative structures such as government offices and courts and a relative concentration of services such as hospitals, financial institutions such as banks, and hospitality facilities such as hotels or guest houses. Furthermore, in urban areas, the forms of livelihood and income generation activities are diverse. People, unlike in rural areas, are not bound mainly to agricultural production. Agricultural work is rare in urban area because buildings are close together and there is no much space for farming. If an area has some if not all of these basic characteristics, it can be regarded as urban. Rural areas, on the other hand, are areas where most of these characteristics that define urban areas are not found. In rural areas, the population density is not only low but the livelihood and income generation activities of the people there are predominantly centered on agricultural production.

The unique characteristics of these urban and rural areas can influence Government teachers' awareness of the quality assurance guidelines for curriculum implementation. For instance, studies such as Dash and Barman (2016) and Taiwo & James (2015) have shown that location of a school can have a noticeable influence on the teachers' performance in secondary schools. According to Taiwo and James, the effect of proximity of Education Headquarters to teachers in urban schools can make the teachers in the urban areas to be more serious with their work than their counterparts in the rural areas. Onche (2014) also observed that secondary schools in rural areas of Nigeria have limited accessibility to modern instructional facilities. Inaccessibility to modern instructional facilities can deny the teachers knowledge of innovative instructional strategies. If the teachers have enough learning resources around them, it will help them to be up to date on teaching methods and discharge their duties effectively. On the contrary, Akanni (2013) noted that the location of school does not influence the teachers' performance. According to Akanni, the teachers have in themselves what they will offer the students and not in the environment. Given this, this study investigated whether the location of school influenced Government teacher's awareness of the quality assurance practices/guidelines for curriculum implementation in secondary schools.

Statement of the Problem

Among the objectives of Government as a subject in senior secondary school is to enable students to become active participants in the democratic process of national and local governments. However, in spite of many years in which Government has been in existence in school, the political culture of Nigerians, especially, regarding participation in democratic process has been low. It has been observed by some scholars that one of the major problems which trouble Nigeria's political system nowadays is that people do not participate effectively in issues that concern them. This non-participation shows that the

subject is yet to achieve the objectives for its introduction in secondary schools. Researchers have attributed this to poor implementation of Government curriculum. Furthermore, the teachers have remained the key factor that helps to ensure the success of any educational system because they are the major curriculum implementers and the determinants of the quality of education in any country. Arising from the foregoing, this study investigated Government teacher's awareness of quality assurance practices in curriculum implementation in secondary schools in Nsukka, Enugu state.

Purpose of the Study

Specifically, the study sought to:

1. ascertain teachers' awareness of quality assurance guidelines for effective implementation of senior secondary school Government curriculum

2. determine the influence of teaching experience on teachers' awareness of the quality assurance guidelines for effective implementation of senior secondary school Government curriculum

3. determine the influence of school location on teachers' awareness of the quality assurance guidelines for effective implementation of senior secondary school Government curriculum

Research Questions

The flowing research questions guided this study:

1. To what extent are teachers aware of the quality assurance guidelines for effective implementation of senior secondary school Government curriculum?

2. What is the influence of teaching experience on teachers' awareness of the quality assurance guidelines for effective implementation of senior secondary school Government curriculum?

3. What is the influence of location of school on teachers' awareness of the quality assurance guidelines for effective implementation of senior secondary school Government curriculum?

Research Hypothesis

H_{01}: Teaching experience has no significant influence on teachers' awareness of the quality assurance guidelines for effective implementation of senior secondary school Government curriculum?

H_{02}: Location of school has no significant influence on teachers' awareness of the quality assurance guidelines for effective implementation of senior secondary school

Government curriculum?

Method

This study adopted a descriptive survey research design. A descriptive survey research design is a design that describes systematically the characteristics of a given population based on the data collected from a few people that are considered to be representative of that population (Nworgu, 2015). The study was confined to secondary schools in Nsukka Education Zone of Enugu State. The sample size of the study was 39 teachers drawn from 117 Government teachers in the sixty (60) public secondary schools in the study area (Nsukka Education Zone). The instrument for data collection was a questionnaire titled Questionnaire on Government Teachers' Awareness of Quality Assurance Guidelines for Curriculum Implementation (QGTAQAGCI). The face validation of the instruments was carried out to ensure that questionnaire items were relevant to the purpose of the study and the research questions. The internal consistency method was used to determine the reliability of the instrument and an overall reliability coefficient of 0.91 was obtained using Cronbach alpha procedure. The research instrument was administered to the respondents by the researchers and trained research assistants through a direct delivery method. Data collected were analysed using mean and standard deviation for the research questions while an independent t-test was used to test the null hypothesis at a 0.05 level of significance.

Results

Teachers' awareness of quality assurance guidelines for effective implementation of senior secondary school Government curriculum

Table 1: Mean ratings and standard deviation of responses of Government teachers on the extent to which they are aware of the quality assurance practices in curriculum implementation in secondary schools

S/N	Item	Mean	Std. Deviation	Remark
1	quality assurance practices in the implementation promote quality teaching and learning in classroom.	2.54	0.76	HE
2	quality assurance practices require implementation of teacher's lesson plans	2.56	0.64	HE
3	for quality assurance in curriculum implementation, teaching should interest and motivate learners	2.51	0.51	HE
4	for quality assurance in curriculum implementation, teachers should use positive methods of classroom discipline	2.49	0.76	LE
5	quality assurance practices in curriculum implementation require teachers to use relevant teaching materials and different teaching methods for effective learning	2.97	0.43	HE
6	quality assurance practices require that time is well managed by teachers	2.85	0.67	HE
7	quality assurance practices require that teachers should use homework to extend learning	3.00	0.00	HE
8	quality assurance practices require that teachers should regularly mark students' homework	3.00	0.80	HE
9	quality assurance practices in curriculum implementation require that teachers should use teaching materials that match the learners' level	3.00	0.69	HE
10	quality assurance practices in curriculum implementation require that teachers encourage learners to participate actively during lesson	2.92	0.62	HE
	Cluster mean	2.81	0.59	HE

NB: VHE = Very High Extent; HE = High Extent; LE = Low Extent; VLE = Very Low Extent

Table 1 shows the mean and standard deviation of the responses of Government teachers on the extent to which they are aware of the quality assurance practices in curriculum implementation in secondary schools. The result shows that the Government teachers, to a high extent, are aware of the quality assurance practices in curriculum implementation in secondary schools as indicated by the cluster mean of 2.81. The item 1, 2, 3, 5, 6, 7, 8, 9, and 10 were all rated to a high extent. They have mean scores of 2.54, 2.56, 2.51, 2.97, 2.85, 3.00, 3.00, 3.00, and 2.92 respectively. It is only item 4 that was rated to a low extent with a mean score of 2.49.

The influence of teaching experience on teachers' awareness of the quality assurance guidelines for effective implementation of senior secondary school Government curriculum

Table 2: Mean and Standard Deviation of the influence of teaching experience on teachers' awareness of the quality assurance guidelines for effective implementation of senior secondary school Government curriculum

Group	N	Mean	Std. Deviation	Mean difference
Less experienced	9	23.67	1.80	5.43
Experienced	30	29.10	2.99	
Total	39			

The data presented in Table 2 show that the experienced teachers had a mean score of 29.10 and a standard deviation of 2.99 on awareness of the quality assurance guidelines for effective implementation of senior secondary school Government curriculum while the less-experienced teachers had a mean score of 23.67 and standard deviation of 1.80. The result showed that the mean score of experienced teachers is higher than that of their counterparts with a difference of 5.43. This suggests that experience influenced teachers' awareness of the quality assurance guidelines for effective implementation of senior secondary school Government curriculum.

The influence of teaching experience on teachers' awareness of the quality assurance guidelines for effective implementation of senior secondary school Government curriculum

Table 3: Mean and Standard Deviation of the influence of school location on teachers' awareness of the quality assurance guidelines for effective implementation of senior secondary school Government curriculum

Group	N	Mean	Std. Deviation	Mean difference
Urban	18	30.67	2.50	5.24
Rural	21	25.43	2.42	
Total	39			

The result in Table 2 shows that teachers in urban areas had a mean score of 30.67 and a standard deviation of 2.50 on awareness of the quality assurance guidelines for effective implementation of senior secondary school Government curriculum while the teachers in rural areas had a mean score of 25.43 and standard deviation of 2.427. The result showed that the mean score of teachers in urban areas was higher than that of their counterparts with a difference of 5.24. This suggests that school location influenced teachers' awareness of the quality assurance guidelines for effective implementation of

senior secondary school Government curriculum.

Hypotheses

Table 3: Mean, standard deviation and independent t-test analysis of the influence of teaching experience on teachers' awareness of the quality assurance guidelines for effective implementation of senior secondary school Government curriculum

Group	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)	Cohen's d
Less experienced	9	23.67	1.80	-5.15	37	.000	-1.96
Experienced	30	29.10	2.99				
Total	39						

An independent samples t-test was performed comparing the mean scores of experienced and less experienced Government teachers on awareness of the quality assurance guidelines for effective implementation of senior secondary school Government curriculum. Table 3 shows that the t value (-5.15) has a probability value of .000. Since this value is less than 0.05 level of significance, the null hypothesis is rejected. Therefore, teaching experience had a significant influence on teachers' awareness of the quality assurance guidelines for effective implementation of senior secondary school Government curriculum. Experienced Government teachers had a higher mean score (M = 29.10, SD = 2.99) than less experienced Government teachers (M = 23.67, SD = 2.99). The mean difference was significant, t(37) = -5.15, p < .05.

Table 4: Mean, standard deviation and independent t-test analysis of the influence of school location on teachers' awareness of the quality assurance guidelines for effective implementation of senior secondary school Government curriculum

Group	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)	Cohen's d
Urban	18	30.67	2.50	6.64	37	.000	2.13
Rural	21	25.43	2.42				
Total	39						

An independent samples t-test was performed comparing the mean scores of Government teachers in urban areas and Government teachers in rural areas on awareness of the quality assurance guidelines for effective implementation of senior secondary school Government curriculum. Table 4 shows that t value 6.64) has a probability value of .000. Since this value is less than 0.05 level of significance, the null hypothesis is rejected. Therefore, school location had a significant influence on teachers' awareness of the quality assurance guidelines for effective implementation of senior secondary school Government curriculum. Government teachers in urban areas had a higher mean score (M = 30.67, SD = 2.50) than Government teachers in rural areas (M = 25.43, SD = 2.42). The mean

difference was significant, t(37) = 6.64, p < .05.

Discussion

Teachers' awareness of quality assurance guidelines for effective implementation of Senior Secondary school Government curriculum

Awareness of quality assurance guidelines is important for effective implementation of senior secondary school Government curriculum. The finding of the study shows that Government teachers to a high extent are aware of the quality assurance guidelines for effective implementation of senior secondary school Government curriculum. Awareness of quality assurance guidelines is important in determining the quality assurance practices of teachers in the implementation of senior secondary school Government curriculum. It is the awareness that prompts them to strive to carry out the quality assurance practices as expected of them. The finding is in opposition to the findings of Olsson's (2017) study which found that teachers were not aware of quality issues as regards the standards and guidelines for quality assurance in the European Higher Education Area (ESG).

Influence of teaching experience on teachers' awareness of the quality assurance guidelines for effective implementation of senior secondary school Government curriculum

The finding also showed that teaching experience had a significant influence on teachers' awareness of the quality assurance guidelines for effective implementation of senior secondary school Government curriculum. This finding corroborates the finding of Agbo-Egwu, Adadu, Nwokolo-Ojo, and Enaboifo (2017), Ewetan and Ewetan (2015) which showed that teachers' teaching experience significantly influence teacher effectiveness. This finding is, however, contrary to Graham, White, Cologon, and Pianta's (2020) finding which showed no evidence of less competence for teachers with 0 - 3 years of teaching experience.

Influence of school location on teachers' awareness of the quality assurance guidelines for effective implementation of senior secondary school Government curriculum.

The finding also showed that school location had a significant influence on teachers' awareness of the quality assurance guidelines for effective implementation of senior secondary school Government curriculum. This finding agrees with the findings of the studies of Dash and Barman (2016); and Taiwo & James (2015) which revealed that the location of a school has an important or noticeable influence on the teachers' performance in secondary schools. Just like Onche (2014) observed, limited accessibility

to modern instructional facilities by teachers in rural areas may prevent them from getting updates about changes and innovations in instructional methods and other relevant pieces of information concerning teaching and learning.

Conclusion

Government teachers to a high extent are aware of the quality assurance guidelines. Therefore, the problem of non-achievement of objectives of Government at secondary school could be as a result of other factors like environmental or even students' personal factors. However, it is still necessary that workshops and seminars be organized by the Ministry of Education regularly for teachers to keep them abreast of the quality assurance guidelines for effective curriculum implementation in secondary schools. Furthermore, since teaching experience and school location influence Government teachers' awareness *of* quality assurance guidelines for effective curriculum implementation, it is necessary to pay special attention to the less experienced teachers and the teachers in rural areas to ensure that they are carried along with new developments in education. Special workshops and seminars need to be organized for them from time to time.

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