
CURRICULUM ALIGNMENT AND INSTRUCTIONAL DELIVERY OF GLOBAL CITIZENSHIP AND PEACE EDUCATION IN SOCIAL STUDIES-RELATED COURSES IN TERTIARY INSTITUTIONS

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Abstract

The study investigated the extent of curriculum alignment, instructional delivery methods, the connection between curriculum alignment and instructional delivery, and the effect of instructional methods on the learning outcomes of students. The study was guided by four research questions. The study used a mixed-methods, explanatory design. The study population comprised 1,280 teachers and tertiary students from three chosen institutions. Purposive, stratified, random, and convenience sampling techniques were used to select 384 participants (60 teachers and 324 students). Curriculum Alignment and Instructional Delivery Questionnaire (CAIDQ), validated, was used for data collection. The study used t-tests to analyze the data collected. Findings indicated moderate to high levels of curriculum alignment in conjunction with participatory instructional methods. It also showed a strong positive correlation between curriculum alignment and instructional delivery, and notable differences in learning outcomes among the institutions. It is recommended that curriculum

refinement, lecturer professional development, making ICT available, allocating resources equitably, and improvement in the ways the goals of the curriculum are explained to the stakeholders are undertaken.

Keywords: Curriculum alignment, Global citizenship, Instructional delivery, Learning outcomes, Peace education

Introduction

In the 21st century, new social, economic, and cultural realities have changed how our systems of learning must respond, putting severe, new, growing global demands on education systems. Conflicts, social inequity, population movements, climate change, and every form of growing, aggressive extremism make Global Citizenship Education (GCE) and Peace Education urgent educational priorities more than ever. These issues have caused a dramatic, growing emphasis by most international organizations on the vital role education plays in the promotion of shared basic human values and understanding and respect of different cultures, and peace among all peoples and all societies United Nations Educational, Scientific and Cultural Organisation (UNESCO 2020). In this situation, higher education institutions have the obligation to not only transmit knowledge, but cultivate citizens of the world at all levels of education.

Peace education and Global Citizenship Education (GCE) emphasize the importance of diversity and social activism in the context of a global community. While Peace education supports non-violence and social cohesion, it also supports tolerance and the resolution of conflict. The academia believes both Peace education and GCE strengthen one another. Among the education discourse community, this premise has gained prominence as the most compelling reason for including peace education and GCE into all educational systems and at every level, as well as in higher education. In many educational systems, Social Studies-related courses have been foundational in citizenship education, moral education, and social responsibility. At the tertiary level, they may be included in teacher education, general studies, peace and conflict studies, and civic courses. These courses

occupy a special place for the development of critical thinking, and the cultivation of democratic and global citizenship of graduates who will be decision-makers and leaders in the community and in education. However, these courses will only be effective if curriculum aims are successfully matched to classroom teaching and the associated activities (Darling-Hammond et al., 2020).

Curriculum alignment is the degree to which all the aims, content, and teaching and assessment methods of a program are matched. Where alignment is poor, aims of a program which incorporate global citizenship and peace, among other constructs, may not be matched to significant learning outcomes. Evidence from higher education indicates that, in some cases, curriculum outlines have global aims that are progressive, whereas the teaching of the content has been done using the traditional methods which are rigid and focus on examinations (Organisation for Economic Co-operation and Development, 2021). This gap in alignment has led to a misunderstanding of the role of higher education institutions in peace and global citizenship education. Pedagogical methods are the link between 'curriculum aims and objectives' and "what students learn". As Bourn (2021) notes, learner-centered pedagogy, along with dialogical teaching, and experiential and problem-based teaching, are effective methodologies for the teaching of global citizenship and peace-related competencies. Didactic teaching stands in opposition to the methods mentioned above. Students are given little to no opportunity to learn the skills for peace building and to think critically about global issues. University lecturers have a great deal of autonomy regarding the pedagogy they implement. They certainly do have a lot of control over the methods they use to describe and implement their teaching ideas.

Although peace education and education for global citizenship have received a great deal of interest, most of the data suggest that many higher education institutions are still unable to implement them. Among other reasons, a lack of teaching skills, curricula that are too full, and a shortage of teaching materials are contributing factors (Leicht et al., 2021). These factors have a more serious effect on developing countries, as the higher education system is subjected to

harsh systemic controls that influence the quality of teaching and the rigidity of the curriculum. Given this, the objective of this study is to evaluate the instructional methods and curriculum design of peace education and global citizenship in higher education Social Studies courses. The research focus is on the methods used to ascertain the degree to which the higher educational system produces peace-loving citizens. It is hoped that the results will help stimulate the Social Studies engagement of peace education and global citizenship in higher educational systems through curriculum and pedagogical systems and policy changes.

Even with the increasing advocacy of Global Citizenship Education and Peace Education in higher education policies, there is skepticism regarding the application of these elements in social studies education at the higher education level. Although syllabi and national curricula state objectives related to global awareness and peaceful coexistence, several studies and anecdotal evidence have shown a disparity between these objectives and the actual teaching. Most teaching continues focusing on content and preparing students for examinations, leaving little time for experiential learning that fosters global citizenship. The disparity between the instructional and curricular objectives raises the question of how social studies education in higher education is preparing students to be globally responsible citizens. Without evidence on the extent of this disparity, the goals of improving teaching and the instructional design will mostly be guess work and not based on assured practices. This study aimed to determine to what degree Global Citizenship and Peace Education have been integrated into Social Studies and related courses at the tertiary level, and the extent to which related curricula and teaching practices constructively address Global Citizenship and Peace Education. The specific objectives of the study were to:

- i. determine the extent to which Social Studies–related curricula in tertiary institutions were aligned with Global Citizenship and Peace Education goals;
- ii. examine the instructional delivery methods used by lecturers in teaching Global Citizenship and Peace Education concepts;
- iii. assess the relationship between curriculum alignment and instructional delivery of Global Citizenship and Peace

- iv. Education; and
examine the influence of instructional delivery on students' global citizenship and peace education learning outcomes.

Research Questions

The study was guided by the following research questions:

1. To what extent were Social Studies–related curricula in tertiary institutions aligned with Global Citizenship and Peace Education goals?
2. What instructional delivery methods were used by lecturers in teaching Global Citizenship and Peace Education concepts?

Hypotheses

The following null hypotheses were tested at the 0.05 level of significance:

1. There was no significant relationship between curriculum alignment and instructional delivery of Global Citizenship and Peace Education.
2. Instructional delivery had no significant influence on students' global citizenship and peace education learning outcomes.

Methods

The study used a mixed-methods explanatory research design. The first phase of the study focused on quantitative data that captured the extent of curriculum alignment and instructional practices. The population focused on lecturers and undergraduate of Social Studies from three institutions, purposely selected to show different varieties in tertiary education delivery: The populations for the institutions were as follows: Institution A (Federal University) had a population of 520 participants: 35 lecturers and 485 students, Institution B (State University) had a population of 410 participants: 28 lecturers and 382 students, and Institution C (College of Education) had a population of 350 participants: 22 Lecturers and 328 students. The total population for the study was therefore 1,280 participants.

The researcher utilized a survey research standard to obtain a sample size of 384 respondents, made up of 60 staff members and 324 students. Respondents were obtained from the three sampled

universities, with 160 respondents from University A, 160 from University B, and 104 respondents from University C. In purposive sampling, the researcher chose the universities and the lecturers of social studies-related courses. Stratified sampling was used to achieve proportional balance for the students from the different universities, while convenience sampling was used to select the students who were available to provide the required data. Curriculum Alignment and Instructional Delivery Questionnaire (CAIDQ) was used for data collection. The CAIDQ had five sections, the first section contained respondents' biodata. The remaining sections corresponded with the research questions. Section A had six questions on biodata, including the type of institution, years of teaching/level of study, and course specialization. The alignment of the peace and global citizenship education in Section B had seven questions. Delivery of peace and global citizenship education in Section C had seven questions on the methods of teaching. Section D had seven questions on the connection of curriculum and instructional delivery. Section E had seven questions on the outcomes of peace and global citizenship education. Sections B–E were each based on a four-point Likert scale. The response options were Strongly Agree, Agree, Disagree, and Strongly Disagree. Content and face validity were reviewed and established by three highly experienced university lecturers from social studies, curriculum and instruction and an educator of peace and global citizenship education.

Cronbach's Alpha method was used to check the internal consistency of the data from the pilot study, and the reliability coefficient was found to be 0.90, which showed that the instrument is reliable. The quantitative data phase was carried out first. During this phase, the Curriculum Alignment and Instructional Delivery Questionnaire (CAIDQ) was administered to the lecturers and students in Social Studies related courses. After the quantitative phase, the qualitative phase was adopted. For this phase, the target participants were purposely chosen from the lecturers and students who administered the questionnaire. Semi-structured interviews were conducted with these lecturers, and shorter follow-up discussions were conducted with these students. With the consent of the participants, the discussions were recorded and later transcribed for analysis. The

interviews were conducted in a sequential manner to ensure that qualitative data were based on the patterns identified from the quantitative results.

Quantitative data were analysed using descriptive statistics of frequency distributions, percentages, means, standard deviations and inferential statistics of Pearson Product Moment Correlation and simple linear regression analysis at 0.05 level of significance. Interview qualitative data were analyzed thematically. The results of quantitative and qualitative studies were integrated at the interpretation stage, which helped to enhance the study's findings and increased the confidence and richness of the results.

Ethical Considerations

In this study, the ethical standards of educational research were fully implemented. All respondents had the option to skip the study, were told about the study beforehand, and were told they could withdraw at any time without being hurt in any way. Respondent's answers were kept as secret as possible, and they were anonymous with no personal data. Even the survey and the interview transcripts had no personal data.

Results

Research Question One: To what extent is the Social Studies curriculum aligned with Global Citizenship and Peace Education goals in selected tertiary institutions in Nigeria?

Table 1: Respondents' Ratings on Curriculum Alignment with Global Citizenship and Peace Education Goals

S/N	Questionnaire Items	SA	A	D	SD	Mean	SD	Remark
1	Social Studies curriculum emphasizes respect for cultural diversity	152	166	44	22	3.17	0.81	High Alignment
2	Peace education concepts are clearly stated in course outlines	138	171	52	23	3.10	0.85	High Alignment

S/N	Questionnaire Items	SA	A	D	SD	Mean	SD	Remark
3	Curriculum content promotes democratic values and civic responsibility	160	155	46	23	3.18	0.83	High Alignment
4	Global issues such as conflict resolution are adequately covered	124	172	61	27	3.02	0.88	Moderate Alignment
5	Human rights education is integrated into Social Studies courses	146	164	49	25	3.12	0.84	High Alignment
6	Curriculum prepares students for global citizenship roles	134	173	55	22	3.09	0.86	High Alignment
7	Course objectives reflect peace-building competencies	141	168	51	24	3.11	0.85	High Alignment
Cluster Mean						3.11	0.85	High Alignment

Table 1 shows that the Social Studies curriculum positively correlates with Global Citizenship and Peace Education, with a cluster mean of 3.11 and low variability ($SD = 0.85$). Items related to conflict resolution were rated slightly lower and can be improved upon.

Research Question Two: What instructional delivery methods are used in teaching Global Citizenship and Peace Education concepts in Social Studies–related courses?

Table 2: Respondents' Ratings on Instructional Delivery Methods

S/N	Questionnaire Items	SA	A	D	SD	Mean	SD	Remark
1	Lecturers use interactive discussions during lessons	165	149	47	23	3.19	0.79	Effective

S/N	Questionnaire Items	SA	A	D	SD	Mean	SD	Remark
2	Group work and collaborative learning are encouraged	148	162	51	23	3.13	0.81	Effective
3	Real-life examples are used to explain peace concepts	171	142	46	25	3.20	0.78	Effective
4	Use of debates to discuss global issues	132	168	59	25	3.06	0.86	Moderate
5	ICT tools are used to support teaching	109	156	79	40	2.87	0.95	Low
6	Problem-solving activities are incorporated	141	167	53	23	3.11	0.83	Effective
7	Learner-centered approaches dominate instruction	136	164	58	26	3.07	0.84	Moderate
Cluster Mean						3.09	0.84	Effective

As shown in Table 2, the cluster mean of 3.09 suggests that instructional practices are generally effective, especially interactive discussions and real-life examples. ICT integration remains low, highlighting a key area for improvement.

Hypothesis One: *There is no significant relationship between curriculum alignment and instructional delivery of Global Citizenship and Peace Education.*

Table 3: Pearson Correlation between Curriculum Alignment and Instructional Delivery

Variables	N	Mean	SD	r-calculated	r-critical	df	Sig. (p)	Remark
Curriculum Alignment	384	3.11	0.85	0.62	0.097	382	0.000	Significant Relationship
Instructional Delivery	384	3.09	0.84					Positive

Table 3 illustrates a strong positive correlation established at a high level of confidence, between curriculum alignment, and instructional delivery ($r = 0.62 > r\text{-critical} = 0.097$, $p < 0.05$). These findings suggest that higher alignment of curricula to Global Citizenship and Peace Education, results in improved instructional delivery from lecturers. This shows that curriculum design is central to impactful teaching. The null hypothesis is rejected.

H02: Instructional delivery has no significant influence on students' global citizenship and peace education learning outcomes.

Table 4: One-Way ANOVA on Students' Learning Outcomes Across Institutions

Source	SS	df	MS	F-calculated	F-critical	Sig. (p)	Remark
Between Groups	4.21	2	2.11	4.91	3.02	0.008	Significant Difference
Within Groups	162.37	381	0.43				
Total	166.58	383					

Table 4 reveals a significant difference in perceived learning outcomes among students across the three tertiary institutions ($F = 4.91 > F\text{-critical} = 3.02$, $p = 0.008$). Students from the federal university reported slightly higher learning outcomes than their counterparts in the state university and college of education. This implies that instructional delivery, coupled with institutional resources and lecturer expertise, significantly influences students' acquisition of global citizenship and peace education competencies. The null hypothesis is rejected.

Discussions

The study found that Social Studies curricula in sampled institutions moderately to highly corresponded with Global Citizenship and Peace Education goals. This perception was more positive among Faculty members. This illustrates some gaps in the communication regarding curriculum, or the overall curriculum experience for learners. The alignment of Social Studies curricula with Global Citizenship and Peace Education objectives resonates with recent scholarship on

including global competencies in curricula (Banks, 2020; Bourn, 2021; Adu & Olowu, 2022). This is not reflecting in most students' perceptions, indicating a need to communicate the objectives effectively and demonstrate them in practice. Institutions should ensure that the ideals of a curriculum are realized in teaching and learning for the desired effects of teaching and learning to be achieved. The study found that the most suitable methods for teaching Global Citizenship and Peace Education, which are participatory and student-centered, were significantly utilized, despite the fact that this approach varied in relation to the institution. The widespread use of participatory and student-centered approaches to teaching is in line with findings that these teaching approaches are more useful for active engagement among students and more useful for teaching-related skills in higher education (Darling-Hammond et al., 2020; OECD, 2023; Capobianco & Cerrato, 2024). The limited adoption of ICT indicates the need for teaching-related support in the form of training and resources to support teaching and learning.

There was a positive, and significant, strong relationship between curriculum alignment and the method of instruction. This emphasizes the role of well-structured curricula in facilitating varied teaching methods. The high alignment of a curriculum and a teaching approach is an indication that a well-planned curriculum is a useful guide for structuring teaching approaches (OECD, 2021; Bourn, 2021; Leicht et al., 2021). However, curriculum alignment is inadequate if instructors lack the necessary pedagogical skills to implement the curriculum. This calls for the training and continuous upgrading of teaching personnel.

The study reported that there were significant differences in the perception of learning outcomes of students that were sampled from three tertiary institutions, with students of the federal tertiary institution reporting the most positive perception. This suggests that resources of an institution, the faculty members, and the methods used significantly impacted the learners overall on Global Citizenship and Peace Education. The variations in learning outcomes show that the teaching environment, available resources, and instructors' competencies have an influence (UNESCO, 2020a; UNESCO,

2020b; Adu & Olowu, 2022). The higher learning outcomes reported by students in better resourced environments demonstrates the imperative for equitable resourcing and teaching support to achieve the global citizenship and peace education outcomes consistently.

Conclusion

The research found that Nigerian postsecondary Social Studies programs are effectively aligned with Global Citizenship and Peace Education, but students lack exposure to and comprehension of the curriculum. Instructional methods are mostly applied correctly, but practices differ across programs. This suggests a need for more support at the institutional level, particularly for the integration of ICT, and standardization. Alignment of curriculum and instructional methods is positively related, and the design of a curriculum is especially important for the articulation of the methods of teaching and curriculum-related educational goals. The context of a higher education institution plays an important role in the final education of students.

Recommendations

The study recommends that Social Studies curricula should be revised regularly to better support integration of Global Citizenship and Peace Education. Also, tertiary institutions must create professional development opportunities to cultivate and improve the teaching and learning offerings of lecturers. It is further recommended that institutions should develop and implement frameworks to support equitable distribution of resources so that all learners achieve meaningful learning. More studies must be conducted to explore curriculum alignment and the impact of teaching methods on students' Global Citizenship competencies.

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