
QUALITY ASSURANCE IN THE IMPLEMENTATION OF THE SOCIAL STUDIES PROGRAMME IN PUBLIC UNIVERSITIES IN EDO AND DELTA STATES, NIGERIA

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Abstract

The study focused on Quality assurance in Social Studies programme implementation in universities in Edo and Delta States. The research design adopted for this study was descriptive survey design. Three hypotheses were formulated to guide the study. The population of this study comprised 573 undergraduate Social Studies students of the four public universities in Delta and Edo States which included Delta State University Abraka, University of Delta, Agbor, University of Benin and Ambrose Alli University, Ekpoma. A census sampling method was used to study the entire population due to the manageable nature of population. The instrument for data collection was a questionnaire titled Quality Assurance in Social Studies Programme Implementation Questionnaire (QASSPIQ). Data was analyzed using the independent sample t-test at 0.05 level of significance. The results of the analysis reveal no significant difference between the public universities in Edo and Delta States in terms of teaching methods, provision and utilization of learning materials and assessment methods as well as supervision in Social Studies programme implementation. The study therefore recommended

that efforts should be geared towards preserving teaching methods; providing adequate learning resources for students; ensuring effective utilization of teaching resources and improving on assessment methods and supervision to promote quality assurance in the programme.

Keywords: Quality assurance, Teaching methods, Learning resources, Assessment practices, Social Studies programme Implementation

Introduction

Education represents a mechanism for individuals to gain the necessary knowledge, skills, principles, and dispositions to be an asset to the development of a nation. In school curricula, Social Studies plays a critical role as its focus on human relationships, social systems, cultural values, and civic responsibilities is directed at building informed, active citizens capable of addressing contemporary social challenges. In higher education, Social Studies programme intend to deepen students' awareness of the workings of society while also cultivating their civic competence, their critical thinking and their professional expertise necessary for contributing to national advancement.

The fulfilment of these aims to a large extent is contingent on the caliber of programme implementation in higher education institutions. Quality assurance in education refers to the established procedures and practices designed to ensure that academic programme meets specified criteria and fulfill learning goals. In the case of Social Studies, this means keeping a watch on how effectively the course material is taught using suitable instructional techniques, adequate teaching resources, and satisfactory methods for evaluating and observing the progress made by students. Al-Zahrani and Alasmari (2024) attest that quality assurance in universities contributes greatly to making teaching methods better and the overall academic programme successful.

Similarly, Dabis and Csáki (2024) found that institutional monitoring guidelines and frameworks are important for maintaining high standards in teaching, learning and assessment in universities. Of crucial importance in terms of the effective implementation of programmes are the teaching methodologies embraced by lecturers. Teaching strategies can be described as methods of communicating instructional materials and engaging students. In Social Studies instruction, effective methods often take the form of student-centric, participatory teaching like classroom discussion, project based learning and research methodology. Previous research shows that adopting the right teaching methodologies lead to greater student engagement and improve learning outcomes (Kozanitis & Nenciovici, 2023).

Furthermore, Sofi-Karim et al (2023) noted that new teaching styles including use of digital tools can aid in the effective delivery of academic programmes at the university level. Nevertheless, inefficient or poorly implemented teaching methods could compromise the attainment of programme objectives. Hence, there is need to look into the methods of teaching used in implementation of Social Studies programme in universities. Equally significant is the provision and effective utilization of learning materials. This could be in the form of books, lesson handouts, electronic gadgets, and learning modules. The availability and adequate use of such materials would promote effective implementation of curricula.

Zubar (2023) asserted that learning resources significantly enhances effective Social Studies teaching by promoting better student understanding of concepts. Similarly, Omojemite et al (2022) revealed that efficient use of instructional materials contributes effectively to curriculum implementation success. Notwithstanding, availability and disparity of such materials among institutions may compromise curriculum implementation quality since instructional materials play a critical role, they need to be utilized effectively in the process (Nwafor et al, 2024). Assessment strategies and supervision is also considered essential for quality assurance of curriculum implementation. Assessment is described as the measurement of the outcome of instruction, whereas

supervision involves observation and support to ensure that teaching proceeds in a proper manner, while also meeting institutional criteria. Effective evaluation could allow teachers to determine if the students comprehend what they were taught, whereas observation ensures that teachers' actions align with the objectives set for the programme.

Asante et al (2023) indicate that an array of properly conducted assessment methods enhance the process of identifying and evaluating the outcomes of student learning in Social Studies. Similarly, Okafor et al (2024) emphasized the significance of instruction supervision in maintaining the quality and accountability in the process of education programme delivery. Livingstone and Andala (2023) found that positive effects were evident when instruction supervisors intervened appropriately, this influenced the quality of teaching and students' performance outcomes.

The implementation of Social Studies in most universities may be hampered by challenges of differing approaches to teaching, dearth of instructional resources and varying degrees of monitoring and appraisal of teaching processes in institutions, even though quality assurance in universities is vital. Amalu et al (2023) noted that significant variation exists in the methods of instruction and in the processes through which educational programmes are implemented, consequently this influences the quality of Social Studies education in the institutions. Meanwhile, integrating of advanced technologies in teaching and in innovative pedagogy approaches has also introduced other challenges in education (Alenezi, 2023).

While a number of studies exist on curriculum implementation, these studies tend to concentrate on primary and secondary school levels with much less emphasis being laid on university level Social Studies curriculum, especially in Nigeria. It is also a fact that existing research addresses teaching methodology, resources and assessment and supervision individually instead of collectively as key dimensions of quality assurance that may cumulatively influence the outcome of the implementation of the Social Studies

programme. This constitutes a gap in research knowledge about how the integration of these variables affects implementation of social studies in the university. It is on this premise that the research seeks to investigate the extent of quality assurance in the study of Nigeria. Specifically, the research focuses on evaluating quality assurance based on teaching methods, availability and use of learning resources, and methods of assessment and supervision. The specific objectives of the study are to:

- i. examine whether teaching methodologies employed in Social Studies programme do not differ significantly in the study;
- ii. determine whether availability and utilization of learning resources do not differ significantly in the study; and
- iii. examine whether assessment and supervisory practices do not differ significantly in the study.

Hypotheses

- H₀1: Teaching methodologies adopted do not differ significantly in the study.
- H₀2: The availability and utilization of learning resources do not differ significantly in the study.
- H₀3: Assessment and supervisory practices do not differ significantly in the study.

Methods

The research design used for this study was a descriptive survey design. This research design helped the researcher to extract meaningful data from respondents without manipulating any of the variables of study. It helped also to compare the views of the selected public universities of Social Studies students in Edo and Delta States. The population of study comprises 573 undergraduate students of Social Studies of four public universities in Edo and Delta States namely; Delta State University, University of Delta, University of Benin, Ambrose Alli University. This research used a census sampling method to study the entire population due to the manageable nature of population. Data were collected using a researcher made instrument named Quality Assurance in Social Studies Programme Implementation Questionnaire (QASSPIQ). It

was a 24 item instrument generated and clustered into three sections namely; Implementation strategies of the Social Studies programme, Availability and Utilization of Learning Resources, Programme evaluation and monitoring. Responses on the questionnaire used a four point Likert scale such as strongly Agree (SA), Agree (A), Disagree (D) and strongly disagree (SD). This kind of scaling gave the participants a way to indicate how much they agreed with each assertion pertaining to quality assurance procedures in the delivery of the Social Studies programme.

The instrument was validated by two lecturers in the department of Curriculum and Instructional Technology and one expert in Measurement and Evaluation at the University of Benin, Benin City. Following these experts' recommendations, ambiguous items were adjusted, reworded or deleted. Reliability was obtained through test-retest method with a sample of 20 undergraduate Social Studies students in a university outside the sampled population that was not involved in the actual study. The questionnaire was first administered to the sampled students. After two weeks, it was re-administered to test each student individually with the same instrument. The Pearson Product Moment Correlation was employed to analyze both sets of data, resulting in a reliability coefficient of 0.84.

Four trained research assistants assisted the researcher in data collection. The assistants underwent training on research protocols involving the administration of instruments and collection procedures. Authorities of the chosen universities were asked permission prior to administration of the questionnaire and all participants were briefed on the rationale and importance of the study. A 100 percent response rate was obtained since all 573 distributed questionnaires were collected. Data was analyzed using independent samples t-test statistics to test the hypotheses at 0.05 level of significance.

Results

Hypothesis 1: Teaching methodologies adopted do not differ significantly in the study.

Table 1: t-test Statistical Difference on hypothesis one

School Location	N	Mean	SD	df	t-cal	t-crit	Decision
Edo State	280	3.49	1.310	571	1.615	1.960	Accept Ho
Delta State	293	3.37	1.226				
P ≤ 0.05							

The t-test statistical analysis carried out to determine if the mean responses of respondents in teaching methods in public Universities in the implementation of Social Studies programme is significantly different or not. The finding shows that N=573, df=571 and level of significant is 0.05, t-calculate = 1.615 and t-critical = 1.960. This therefore leads to a conclusion that there is no significant difference between the teaching methods used in public Universities in Edo and Delta States because the t-calculated value (1.615) is less than t-critical (1.960) and therefore the hypothesis is accepted, and the alternative hypothesis is rejected. This means that students perceived that the teaching methods used are the same in both Universities.

Hypothesis 2: The availability and utilization of learning resources do not differ significantly in the study

Table 2: t-test Statistical Difference on hypothesis two

School Location	N	Mean	SD	df	t-cal	t-crit	Decision
Edo State	280	3.45	1.298	571	1.482	1.960	Accept Ho
Delta State	293	3.33	1.298				
P ≤ 0.05							

The t-test statistics of mean responses on availability and utilization of learning resources shows that (N = 573, df = 571 and at 0.05 level of significant, t-calculated = 1.482, t-critical = 1.960; since the calculated t-value is less than the critical t-value t-calculated (1.482 < t-critical 1.960), the hypothesis is retained. This implies that there is no significant difference in the availability and utilization of learning resources as perceived by students in both universities. Thus, students in the public universities in these States have the same perception on

the availability and utilization of learning resources.

Hypothesis 3: Assessment and supervisory practices do not differ significantly in the study

Table 3: t-test Statistical Analysis of the Difference on hypothesis three

School Location	N	Mean	SD	df	t-cal	t-crit	Decision
Edo State	280	3.51	1.284	571	1.703	1.960	Accept Ho
Delta State	293	3.38	1.219				
P ≤ 0.05							

The t-test statistics of the mean responses of respondents on the assessment and supervisory practices indicates that N=573, df=571, with t-calculated at 1.703 and t-critical at 1.960, since the calculated t-value is less than the critical t-value ($1.703 < 1.960$) the hypothesis is retained. Therefore, assessment and supervisory practices do not differ significantly in both States since students hold the same perception. This means that students in public universities in both States have the same perception on assessment and supervisory practices.

Discussions

This study found that teaching methodologies adopted do not differ significantly in the study across universities in Delta and Edo States. By implication, this means that students view the teaching approaches of lecturers as largely the same in both States. Amalu et al (2023), who established that there was no difference in teaching strategies utilized in the implementation of Social Studies programmes. The findings of Sofi-Karim et al (2023) support this, suggesting that despite geographical differences, institutions often utilize common strategies for teaching, so a variation may not have any substantial impact on teaching and learning outcomes. In contradiction to this finding, Kozanitis and Nenciovici (2023) maintained that differences in teaching strategies, especially using active learning approaches, have a pronounced influence on students' learning outcomes, just as Haji and Atemnkeng (2024) stressed the crucial importance of teaching methods for the success of any

programme, especially for effective delivery and teacher competency.

Additionally, this study also revealed that availability and utilization of learning resources do not differ significantly in the two States. This implies that the students feel that resources such as texts, teaching aid and electronic media are of the same level of availability and are similarly utilized by lecturers in the respective institutions. This is consistent with the finding of Omojemite et al (2022), which indicated that differences in usage of instruction materials amongst students do not exist. According to Nwafor et al (2024), differences in teaching and learning facilities do not always translate to success or failure among students. Conversely, Zubar (2023) posited that, it is imperative that teaching resources are readily available and sufficiently utilized for the successful implementation of Social Studies programmes, whilst Tukur (2024) also concluded that, proper application of learning materials could go a long way to ensuring good learning outcome and success of a programme.

Lastly, the study indicated that assessment and supervisory practices do not differ significantly across the two universities. This suggests that students generally perceive the supervisory and examination procedures as comparable across the institutions in both States. This is in agreement with Ashun (2022), who found no significant association between certain supervisory methods and learning outcomes, implying similarity in supervision techniques. Furthermore, Oteng et al (2023) pointed out that due to the standardize process of evaluation in Social Studies subjects, examination procedure will tend to be more similar, though Asanteet al (2023) argue that there are considerable differences in instructional approaches and their impacts on students learning outcome with respect to methods and type of assessment employed in various institutions.

Conclusion

Results showed the patterns in which instructional methods, utilization of and access to learning resources, as well as assessment and supervisory strategies are employed across Delta and Edo States. Therefore, students of the two States saw the Social Studies programme implementation in public universities of both Edo and Delta States as relatively uniform in both States. Similarities across the three hypotheses indicated that public universities in both States

were having similar teaching methods, use of and access to learning resources, and assessment and supervision practices. This is of concern, as it means there is uniformity in the implementation processes among universities in the two States. This implies that similarity in teaching methods, access to and utilization of learning resources, as well as supervisory methods of implementing Social Studies programme might lead to similarity in programme outcomes for students.

Recommendations

The study recommends that lecturers and departments of Social Studies should keep exploring learner centered instructional techniques in the pursuit of the delivery of efficient and sound teaching delivery to the public university's system of Edo and Delta States. There is an urgent need for universities to continue to procure, develop and ensure effective deployment of instructional learning materials including text books, learning aids, digital technologies as tools to enhance the operation of the social studies program. Public universities are encouraged to organize training workshops and seminar for lecturers on instructional supervision and assessment strategies for effective teaching and to enhance programme implementation. Finally, Educational policy makers and stakeholders should endeavour to review and assess Social Studies programme at least every other year to monitor the process; check the process of teaching and learning material acquisition, use of assessment procedures and supervision.

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