

## **Influence of School Proprietorship on Teachers’ Perceptions and Preferences for the Nigerian Social Studies Curriculum Models in Kwara State**

R.W. OKUNLOYE  
University of Ilorin, Nigeria.

**Abstract.** Curriculum conceptions that are different from the curriculum developers’ perception of the curriculum at the stage of implementation by implementers may derail the curriculum on account of irreconcilable discrepancies between the developed and transacted curriculum. Therefore, this study identified public and private Secondary School teachers’ perceptions of, and preferences for Social Studies Curriculum Models. It also examined the influence of school proprietorship (public or private proprietorship) on teachers’ perception of, and preference for Social Studies Curriculum Models. The research sample consisted of “190 public and 11 private secondary school teachers drawn from 108 randomly selected public and eight purposively selected Secondary schools in Kwara State, Nigeria. A two-in-one researcher-designed Likert- type Social Studies Curriculum/Models Perception Checklist and Preference Scale (SSCMP/PS) was used for data collection. The perception scores of Social Studies teacher respondents from public and private secondary schools were subjected to Percentage, Analysis of Variance (ANOVA) and Friedman Analysis of Variance by Ranks (FANOVAR) statistics to determine their perceptions and preferences for the four Social Studies curriculum models as well as the influence of school proprietorship on teachers’ perceptions and preferences for the curriculum models. The results showed that the two categories of teachers do not differ significantly in their perceptions of, and

preferences for the Social Studies Curriculum Models and that they had broadly similar eclectic and hierarchical patterns of perceptions and preferences. The results also showed that school proprietorship has no significant moderating influence on teachers’ perceptions and preferences for the Social Studies Curriculum Models. It was therefore concluded that the private and public secondary school Social Studies teachers had a broadly similar perceptions and preferences for of the Social Studies Curriculum Models which centred on Citizen Education, Unified Integrated, Social Sciences Structure and Reflective Inquiry Models. It was accordingly recommended that school proprietors should intensify efforts to sustain the teaching of Social Studies in Nigerian Basic Schools in a manner that is consistent with Unified Integrated, Citizenship Education and Reflective Inquiry Models intended by the curriculum developers to adequately achieve its intended objectives.

**Keywords:** Social Studies Curriculum Models, Teachers Perceptions, Teachers Preferences, School Proprietorship, Public and Private Secondary Schools.

### **1. Introduction**

School proprietorship, or ownership and control is an important variable in school administration, funding, staffing, facilities, teaching of specific subjects (including Social Studies) and general

standard of education. Social Studies is one subject often misconceived by teachers and students. Much of the misconceptions or conflicting conceptions of the subject are products of differential perception of the concepts, or models 'of Social Studies curriculum have been linked to teachers' characteristics and school type (Okunloye, 2000; 2004; 2014a & 2014b).

Private and public secondary schools have been found to differ significantly in the quantity and quality of teachers, facilities and equipments and funding (Olutola, 1981). This study identified private and public Junior Secondary Social Studies teachers' perceptions and preference for Social Studies Curriculum Models, and examined the influence of school proprietorship on the identified perception(s) and preference(s).

## 2. Literature Review

Teachers are strategic factor in the teaching of any subject as the teacher factor can introduce discrepancies between the official and observed curriculum at the implementation stage (Tanner & Tanner, 1975; Stenhouse, 1980 & Okunloye, 2014a). The observed difference between the official and observed curriculum has been attributed to individual variations and the teachers' attitude or perceptual frame in rightly interpreting the subject matter and in effecting his/her own teaching style (Tanner & Tanner, 1975; Okunloye, 2014a).

The quality and quantity of teaching staff, facilities and equipments, funding and general school administration are greatly determined by school proprietorship (Seshadri, 1976; Olutola, 1981; & Salami, 1997). Private schools are believed to have profit and market orientation which enabled them to attract highly qualified teaching staff to give quality education to students and ensure that parents have value for their high fees (Weiss, 1974; Buchanan, 1975; & Olutola, 1981). Public schools, on the contrary, have social services or regulatory orientation which seems to allow them to have more unqualified teachers and poor facilities and equipments, low quality instruction, etc, (Weiss, 1974; Buchanan, 1975; Olutola, 1981; & Rainey, 1983).

The taxonomies of Social Studies Curriculum; concepts, perspectives, models, orientations or traditions identified by Barth-Norris (1976), Orimoloye (1983), Gross, Messick, Chapin & Sutherland (1981), Olawepo (1986) and Okunloye (2000), include Reflective Inquiry (RI), Citizenship Education (CE), Social Science Structure (SSS), Unified Integrated (UI), Humanistic/Personal (HP), Socio-Political Involvement (SPI) and Non-Disciplinary (ND). These models subsume the aims, contents and methods of teaching Social Studies in Nigeria and other countries. For the purpose of this study, four popular and broadly used models of Social Studies were examined, namely, RI, CE, SSS, and US. The official Social Studies curriculum designed by the Nigerian Educational Research and Development Council (NERDC) seems to emphasize the aims, contents and methods under UI than the other three models. The perception of, and preference of teachers for these curriculum models may determine the objectives, content and methods of the Social Studies taught by them in the school system.

For the purpose of this study, two research questions (RQ) and two null hypotheses (Ho) guided the study, namely:

RQ 1: What are the private and public secondary school Social Studies teachers' perceptions of the Social Studies Curriculum Models?

RQ2: What are the public and private secondary school Social Studies teachers' preferences for the Social Studies Curriculum Models?

Ho<sub>1</sub>: The private and public Social Studies teachers are not significantly different in their perceptions of the Social Studies Curriculum Models.

Ho<sub>2</sub>: The private and public secondary school Social Studies teachers are not significantly different in their preference for the Social Studies Curriculum Models.

## 3. Statement of the Problem

Based on the observed trend of difference in facilities, equipment, funding and teaching staffing between the private and public schools as raised under the literature review, it is assumed and generally believed by students, parents and educational managers that private

secondary schools tend to fair better in the teaching of all subjects, including Social Studies, than the public schools (Weiss, 1974; Buchanan, 1975; Seshdari, 1976 & Salami, 1997). Most of these optimisms and assumptions about the difference between the public and private schools derive from the school proprietorship-related factors (Rainey, 1983; Vernon, 1991; & Salami 1997). This study identified the public and private secondary school teachers' perceptions of, and preferences for the Social Studies Curriculum Models and ascertained the influence of school proprietorship on them with a view of determining the school type that will appropriately implement the social studies curriculum as intended by the curriculum developer (Nigerian Educational Research and Development Council).

#### 4. Research Methodology

The descriptive study involved 190 public and 11 private secondary school Social Studies teachers drawn from 108 randomly selected public secondary and eight purposively selected private secondary schools in the 16 Local Government Areas of Kwara State, Nigeria. A researcher designed instrument known as Social Studies Curriculum Models Perception Checklists and Preference Scale (SSCMPC/PS) adapted after DuBey and Barth (1980) Checklists was administered on the research sample. The research instrument consisted of three sections namely A, B and C. Section A consisted of question items designed to source information on personal data of teacher respondents. Section B consisted of 44 item statements designed to measure teachers' perception(s) of the four Social Studies Curriculum Models, namely, Citizenship Education (CE), Social Science Structure (SSS), Reflective Inquiry (RI) and Unified Integrated (UI). The 44 items had a structured four-point Likert type perception measurement scale ranging from Strongly Agree (SA) attracting a maximum score of four and Strongly Disagree (SD) attracting a maximum score of one. Hence, the maximum Model perception score obtainable by a teacher is 176, while the minimum is 44.

Section C fielded 12 item statements measuring teachers' curriculum model preference score with a structured four-point rank-order preference scale ranging from Most Preferred (MP), attracting a maximum score of four to Least Preferred (LP), attracting a maximum score of one.

The research instrument was validated by eight curriculum development and Social Studies experts drawn from the Faculty of Education, University of Ilorin, Ilorin, to ensure face, content and construct validity of the adapted research instrument (SSCMPC/PS) with reference to the original DuBey and Barth (1980) Checklist. The instrument was further tested for reliability using test-retest method with four weeks interval of administration between the first and second on 30 randomly selected 400 level undergraduate Social Studies Teachers on Bachelor of Education Sandwich programme in the University of Ilorin. The perception and preference scores generated were subjected to Pearson's Product-Moment Correlation Coefficient (r) statistic. The obtained r value of 0.80 indicated that the instrument was reliable. The Social Studies Teachers' Curriculum Models perception(s) scores generated by the administered instrument were subjected to Frequency Count and Analysis of Variance (ANOVA) for determining the private and public secondary school Social Studies teachers' perceptions of the four Social Studies curriculum models and whether school proprietorship has any significant influence on them.

#### 5. Results

The two RQs which guided this study are:

RQ 1: What are the private and public secondary school Social Studies teachers' perceptions of the Social Studies Curriculum Models?

RQ2: What are the public and private secondary school Social Studies teachers' preferences for the Social Studies Curriculum Models?

The answers to the two research questions 1 and 2 raised for this study are as shown in Tables 1 and 2 with reference to the public and private secondary school social studies teachers' perception of, and preferences for the social studies curriculum models.

Table 1: Social Studies Teachers' Perception Scores on the Four Curriculum Models.

Social Studies Curriculum Models	Public School Teachers' Score	Private School Teachers' Score
Citizenship Education (CE)	314	297
Social Science Structure (SSS)	394	378
Unified Integrated (UI)	368	388
Reflective Inquiry (RI)	348	391

Table 2: Private and Public School Social Sciences Teachers' Preference Scores on Four Social Studies Curriculum Models

Social Studies Curriculum Models	Public School Teachers' Preference Score	Public School Teachers' Rank Order of Preferences	Private Teachers' Preference Score	School Preference	Private Teachers' Rank Order of Preference
Citizenship Education (CE)	27	Most Preferred	25		More Preferred
Social Science Structure (SSS)	101	More Preferred	11		Preferred
Unified Integrated (UI)	17	Preferred	31		Most Preferred
Reflective Inquiry (RI)	13	Least Preferred	01		Least Preferred

Tables 1 and 2 showed that the private and public secondary school social studies teachers had eclectic perception of the four Social Studies Curriculum Models and hierarchical pattern of preference for the Social Studies curriculum model. Public secondary school teachers' perception score was highest on CE and lowest on RI on the one hand. On the other hand, they showed the highest preference for CE and list preference for RI. Whereas, the private school social studies most preferred UI, they least preferred RI. Their pattern of perception and preference for the Social Studies Curriculum Models were, however broadly similar.

### 6. Results of Hypotheses Testing

The two hypotheses raised for this study are:

Ho<sub>1</sub>: The private and public Social Studies teachers are not significantly different in their perceptions of the Social Studies Curriculum Models.

Ho<sub>2</sub>: The private and public secondary school Social Studies teachers are not significantly different in their preference for the Social Studies Curriculum Models.

Results of ANOVA and FANOVAR on perception and preference scores of public and private secondary school Social Studies teachers on Social Studies curriculum models pertaining to Ho<sub>1</sub> and Ho<sub>2</sub> are as shown in Tables 3 and 4:

Table 3: ANOVA Comparison of Means of Public and Private Secondary School Social Studies Teachers' Perception of Social Studies Curriculum Models

Model	Category of Teachers	No. of Teachers	Mean Square	Sum of Square	DF	Mean	F Value	P Value	Decision
CE	Public	190	35.5	163.6	200	9.6	0.60	0.39	*NS
CE	Private	11							
UI	Public	190	34.6	372.4	200	21.9	1.30	0.19	*NS
SSS	Private	11							
SSS	Public	190	33.9	387.3	200	22.8	1.13	0.33	*NS
SSS	Private	11							
RI	Public	190	31.9	181.9	200	10.7	0.42	0.98	S
RI	Private	11							

\* P > 0.05 across the three Social Studies Curriculum Models. (Not Significant) (NS)

The results of ANOVA on the perception score of the public and private secondary school Social Studies teachers presented in Table 3 showed that there was no significant difference between the public and private secondary school Social Studies teachers perception of three of the four Social Studies curriculum models (CE, UI and SSS) with the exception of RI. Given  $P > 0.05$  recorded perception mean score of the public and private secondary school Social Studies teachers across the three models. Therefore,  $H_{01}$  was not rejected. With reference to RI, on which the public and private school social studies teachers showed significant difference, it should be noted that the social studies curriculum model (RI) was the least in their preferences. Therefore, practical significance dictates that non-rejection of the  $H_{01}$  on perception scores of both the private and public school social studies teachers still stands.

Table 4: FANOVA Ranking of Public and Private Secondary School Social Studies Teacher Preferences for the Social Studies Curriculum Models.

Model	Aim	Content	Method	Aims	Content	Method	DF	FR Value	Critical t Value	Decision	
<b>CE</b>	Rj	74.0	67.50	77.50	67.00	69.00	6,300				
<b>CE</b>	Rj2	6,476.00	4,666.26	6,320.26	4,480.00	4,761.00	3,969.00	10	2.45	2.92	*NS
<b>UI</b>	Rj	71.00	68.00	76.00	71.50	65.00	68.50				
<b>UI</b>	Rj2	6,041.00	4,624.00	6,776.00	6,112.26	4,226.00	4,692.26	10	1.01	2.92	*NS
<b>SSS</b>	Rj	77.00	66.50	69.00	69.00	61.50					
<b>SSS</b>	Rj2	6,929.00	4,422.26	6,929.00	4,761.00	4,761.00	3,782.26	10	2.45	2.92	*NS
<b>RI</b>	Rj	74.60	70.00	75.50	72.00	65.00	65.00				
<b>RI</b>	Rj2	26,660.00	4,900.00	6,700.26	6,184.00	6,184.00	3,969.00	10	1.34	2.92	*NS

\* $P > 0.05$  across the four Social Studies Curriculum Models (Not Significant) (NS)

The results of FANOVAR on teachers' preference scores shown in table 4 also showed that there was no significant difference between the public and private secondary school teachers' preference scores on the four social studies curriculum models, given the significantly lower recorded Fr values than the critical values across the four models on the FANOVAR ranking of the teachers' preference scores. Therefore,  $H_{02}$  was not rejected.

## 7. Discussion

The results showed that public and private secondary school Social Studies teachers have an eclectic and hierarchical pattern of perception of, and preference for the Social Studies curriculum models. Although, there are observable differences in the eclectic and hierarchical pattern of perceptions of, and preferences for the four Social Studies Curriculum Models, the differences are not statistically significant. The trend of eclecticism in teachers' perception of Social Studies orientations, models or traditions conform to the norm as earlier observed by Orimoloye (1983) and Olawepo (1984). The observed hierarchical pattern of preference for the Social Studies curriculum models further clarifies the inherent tendencies in the observed eclecticism since

preference(s) come into play in what is perceived through selective attention of filtration (Broadbent, 1958; & Moray, 1959). It means that teachers accorded greater priority attention in teaching Social Studies towards the aims, contents and method(s) embodied in the models that are higher in their preference than those they least preferred. For instance, public social studies teachers tend to teach the subject more as Citizenship Education which was the highest in their preference than Reflective Inquiry which was the least in their preference. With reference to the private school social studies teachers, social studies was taught more as Unified Integrated (most preferred) and least as Reflective Inquiry.

School proprietorship appears not to be statistically significant as an independent variable influencing teacher's perception(s) and preference(s). This is at variance with practical significance and the norm associated with, at least, the private secondary schools as observed by Odutola (1981) in line with the market orientation of private schools (Weiss, 1974; & Rainey, 1983). The discrepancy may possibly be traced to the research sample and probably the purposive sampling of private secondary school teachers who were predominantly unqualified. For instance, two (or 30%) of the 11 teachers

were professionally qualified to teach Social Studies, while nine (or 70%) were unqualified. This is one possible drawback of purposive sampling (Jakard & Becker, 1993). However, the researcher had no control on this because the sample was adopted as a last resort as the available sample for that universe (private secondary schools in Kwara State). The implication of this is that if private schools with sample conforming to the norm (predominantly or absolutely qualified teachers) were involved in the study, school proprietorship may become a significant moderating variable in teachers' perceptions and preferences for Social Studies curriculum models.

### 8. Conclusion

Based on the findings of the study, it was concluded that the private and public secondary school Social Studies teachers had a broadly similar eclectic and hierarchical patterns perceptions of, and preferences for the four Social Studies Curriculum Models without significant moderating influence of school proprietorship.

### 9. Recommendations

In order to address the problem posed by differential perceptions and preferences for the four Social Studies Curriculum Models, it is therefore imperative that teachers with requisite professional qualification and formative experience in Social Studies be employed to teach Social Studies in Junior Secondary Schools if the subject is to be effectively taught and its goals realized. It is also imperative that the State Education regulatory body (Ministry of Education) insists on the minimum standard of qualified teachers among other conditions in approving the registration of private schools or according recognition to public schools. Parents also need to be more selective on students' enrolment in private and public schools and not jump to conclusion of assumed inadequacies about public schools or assumed adequacies of private schools. All these will go a long way to enhance effective teaching and learning of Social Studies in the Nigerian Junior Secondary Schools.

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