



## IMPACT OF NATIONAL TEACHERS INSTITUTE TRAINING PROGRAMME ON TEACHERS' SELECTION OF RELEVANT INSTRUCTIONAL METHODOLOGY FOR IMPLEMENTATION OF THE CURRICULUM IN KADUNA STATE, NIGERIA

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### Abstract

*This study is titled “Impact of National Teachers Institute Training Programme on Teachers' Knowledge of Social Studies Contents in Kaduna State, Nigeria”. One research question and one null hypothesis were stated. The design of the study is survey research method. The population of the study comprised all NTI Social Studies trained teachers in Kaduna State which constituted a total number of 4616 according to the data obtained from the State Universal Basic Education Board (SUBEB) Kaduna as at 2020/2021. The sample size for this study was 400 selected through table for sample size selection. The study used validated structured questionnaire and checklist entitled Social Studies Teachers Curriculum Implementation and Community Service (SSTCICS) as an instrument for data collection and had overall reliability index of 0.96. The instrument was administered once. The study used percentage and frequency counts to present the demographic information of the respondents. The research question was analysed using means and standard deviations. The null hypothesis was tested using one sample t-test at 0.05 level of significance. In the light of the foregoing, the study found that there is significant impact of NTI training programme on social studies teachers' selection of relevant instructional methodology for implementation of the curriculum. Government should remunerate teachers well to be an impetus for them to use relevant instructional methodology for implementation of the curriculum.*

**Keywords:** Training, Teachers' knowledge, Social Studies, Curriculum contents, Methodology

### Introduction

Teacher education plays a pivotal role in shaping the quality of educational outcomes, particularly in a complex and diverse subject like Social Studies, which addresses the civic, cultural, and ethical values critical to nation-building. In Nigeria, the demand for qualified and well-trained Social Studies teachers is particularly urgent given the country's socio-political landscape, where issues like cultural diversity, national unity, and citizenship require careful integration into the educational curriculum (Obanya, 2019). The National Teachers Institute (NTI), established in 1976, has been at the forefront of efforts to ensure that teachers receive the necessary professional training to enhance their competencies and knowledge in the subjects they teach (Oyekan, 2022).

requires teachers to have a broad and deep understanding of content areas that span history, geography, economics, political science, and sociology. This subject's objective in Nigeria is to prepare students to become responsible citizens who can contribute to the unity and development of the country (Fafunwa, 2018). However, a growing body of literature highlights that many teachers still struggle with the content knowledge necessary to effectively teach Social Studies (Usman, 2020). This deficiency is particularly problematic in northern Nigeria, where cultural and religious diversity adds layers of complexity to the teaching process (Okam, 2021).

In response to this challenge, the National Teachers Institute (NTI) has implemented various training programmes aimed at improving teachers' knowledge and pedagogical skills, particularly in Social Studies, being an interdisciplinary subject



Social Studies. NTI's training models have ranged from on-site workshops to distance learning programmes, targeting in-service teachers across the country. These programmes are designed to help teachers develop both content knowledge and the ability to integrate the national Social Studies curriculum effectively (Afolabi, 2022). Nonetheless, questions persist regarding the actual impact of these training programmes on teachers' content knowledge and instructional effectiveness, particularly in Kaduna State, a region characterized by its socio-political complexities and educational challenges (Adeyemi & Yusuf, 2023).

Kaduna State, one of Nigeria's most culturally diverse regions, has experienced both ethnic and religious conflicts over the years, making the effective teaching of Social Studies crucial for fostering unity and social cohesion (Shehu, 2021). The state's educational authorities, in collaboration with NTI, have made significant investments in teacher training to address content knowledge gaps. However, empirical evidence on the success of these initiatives, particularly in terms of improving Social Studies teachers' knowledge, remains scarce. Studies by Adepoju (2020) and Akinbode (2022) suggest that while NTI training programmes may have improved some aspects of teaching practice, they often fall short in addressing deeper content knowledge deficiencies. Given the importance of Social Studies in shaping responsible citizenship, and the critical role teachers play in this process, it is essential to assess the extent to which NTI's training programmes are enhancing teachers' content knowledge in Kaduna State. This study seeks to fill this gap by evaluating the impact of NTI training programmes on Social Studies teachers' knowledge in Kaduna State. Specifically, it aims to determine whether these programmes are meeting the expectations set by the Nigerian educational authorities in enhancing the teaching of Social Studies at the basic and secondary education levels.

### **Objective of the Study**

The specific objective of this study was to find out the contribution of NTI NCE training programme on Social Studies teachers' selection of relevant instructional methodology for implementation of the curriculum in Kaduna State, Nigeria.

### **Research Question**

One research question was raised for the study:

(1). To what extent does NTI NCE training programme have impact on Social Studies teachers' selection of relevant instructional methodology for implementation of the curriculum in Kaduna State, Nigeria?

### **Hypothesis**

This research hypothesis was formulated for the study:

1. There is no significant impact of NTI NCE training programme on the opinion of Social Studies teachers' selection of relevant instructional methodology for implementation of the curriculum in Kaduna State, Nigeria.

### **Methodology**

The study adopted descriptive survey as research design. The population of the study comprised all NTI Social Studies trained teachers in Kaduna State which constituted a total number of 4616 according to the data obtained from the State Universal Basic Education Board (SUBEB) Kaduna 2022/2023 based on local government authority distribution in the state. The sample size of this study was 357 respondents selected through multistage sampling procedure. This sample size was considered adequate for the population of 4616. A purposive sampling technique was used to select nine local governments in Kaduna State. This was done using balloting as each local government had the chance of being included in the study. Proportionate sampling technique was used to select the number of respondents from each local government because the size of teachers in terms of numbers varies. Therefore, only proportionate samples can adequately take care of the differences. Simple random sampling technique was used to select the respondents who were present in the local government in order to give equal chance to all Social Studies Teachers of primary schools being selected. Always Use (AU), Use Often (UO), Rarely Use (RU) and Not Use (NU) with the numerical value equal to 4, 3, 2 and 1 respectively was used in seeking the response of the respondents.

The instruments were given to research supervisors and experts in Social Studies, Educational Foundation and Curriculum, and Educational Psychology and Counseling in the Faculty of Education, Ahmadu Bello University, Zaria in order to ascertain the contents, construct and criterion related validity of the instrument. Corrections made by the experts were incorporated to arrive at the certified copy of the instrument. The reliability of the instrument was ascertained after conducting pilot study at Danja Local Government Area, Katsina State using 28 copies of the questionnaire. The Cronbach Alpha method for determining the reliability co-efficient was used. The instrument was administered once. The general co-efficient index power of 0.96 was obtained.

The data collected were analysed using mean, standard deviation and t-test. The research questions



were answered using the mean score and standard deviation of the respondents to each of the questionnaire items as well as the grand mean for all the items in each of the sections. However, strongly agreed, always use, use often was considered as one scale. Similarly, disagreed, strongly disagreed, rarely use, not use as one scale. Therefore, any questionnaire item whose mean score is 2.50 or above was identified as agreed and those below 2.50 was identified as disagreed. This is because the mean score for the four-point rating scale is 2.50 ( $4 + 3 + 2 + 1 \div 4 = 2.50$ ). Furthermore, one sample t-test was used to test the null hypothesis at 0.05 level of significance. Where p. value was greater than the 0.05 level of significance, the null hypothesis was rejected and otherwise it was retained.

The Statistical Package for Social Sciences (SPSS) version 26 was used to collate the data as well as analyze the data obtained from the 375 of the respondents out of the 399 sampled for the study.

## Results

**Research Question 1:** To what extent does NTI NCE training programme have impact on Social Studies teachers' selection of relevant instructional methodology for implementation of the curriculum in Kaduna State, Nigeria?

**Table 1: Descriptive Statistics on the view of Social Studies teachers on the impact of NTI NCE training programme on Social Studies teachers' selection of relevant instructional methodology for implementation of the curriculum**

S/ Items	Mean	STD
1. NTI NCE training facilitates my selection of enquiry method as prominent for implementation of the curriculum	3.76	0.891
2. NTI NCE training assists me in adopting storytelling strategies for implementation of the curriculum	3.84	0.411
3. I learn how to use role play method in teaching of Social Studies for implementation of the curriculum	3.93	0.114
4. During my NTI NCE training, simulation method is among the strategies used in Social Studies for implementation of the curriculum	3.91	0.380
5. Construction method is among the methods that Social Studies uses for implementation of the curriculum content	3.74	0.412
6. NTI NCE training programme create room and teaches me how to use fieldtrip method for implementation of the curriculum	3.52	0.311
7. During my training from NTI, I learnt that using demonstration method is something common, to teach the content of Social Studies for implementation of the curriculum	3.80	0.301
8. Pupils actively participate when drama method is used in teaching of Social Studies for implementation of the curriculum	3.63	0.470
9. I learnt how to use pair share method in teaching of Social Studies for implementation of the curriculum	3.92	0.571
10. During teaching, sometimes I use small group method instruction for implementation of the curriculum	3.65	0.312
<b>Aggregate Mean</b>	<b>3.77</b>	

**Decision Mean = 2.50**

The view of Social Studies teachers on the impact of NTI NCE training programme on teacher's selection of relevant instructional methodology in the implementation of the curriculum is relatively high, because their highest mean agreement level of 3.77 is above the 2.50 decision mean. Specifically, teachers' believe that enquiry method is prominent for Social Studies curriculum implementation as this view

attracted the higher mean score of 3.76 than the rating scale of 2.50. Also, in item 2, the result showed that the mean score of 3.84 is higher than this rating scale of 2.50 which mean storytelling strategies has impact on teachers' uses for implementation of the curriculum. The teachers' view of item 3 attracted higher mean score of 3.93 than the rating scale of 2.50. In item 4, the teachers view showed that mean score of 3.91 is higher than the decision mean of 2.50. Item 5 showed that the mean score of 3.74 is higher than the decision mean of 2.50. Item (6) the teachers view showed that the mean score of 3.52 is a bit higher than the decision mean of 2.50. Also, in item (7) the teachers view showed that the mean score of 3.80 is higher than the decision mean of 2.50. So also, in item (8) the teachers view showed that the mean score of 3.63 is higher than the decision mean of 2.50. Item (9) the teachers view showed that the mean score of 3.92 is higher than the rating scale of 2.50. Also, in item (10) teachers view showed that the mean score of 3.65 is higher than the decision mean of 2.50 which indicated that, small group method instruction has impact in teachers' uses for implementation of the curriculum. In summary of this, the view of Social Studies Teachers implies that NTI Training Programme has impact on teacher's selection of relevant instructional methodology for implementation of the curriculum.

## Testing of Hypothesis

**Hypothesis 1:** There is no significant impact of NTI NCE training programme on the opinion of Social Studies teachers' selection of relevance instructional methodology for implementation of the curriculum in Kaduna State, Nigeria.

**Table 2: One sample t test on the views of Social Studies teachers on the Impact of NTI NCE training programme on teacher's selection of relevant instructional methodology in the implementation of curriculum**

Variable	N	Mean	SDev	Df	t-comp	t-crit	P
impact of NTI NCE training	377	3.77	0.4173	374	375	1.96	0.000

$t(375)P = 0.000 < 0.05, t_{computed} = 137.77 > 1.96 \text{ at}$

$Df 374$

Outcome of the sample t test statistics revealed that significant impact exist in the views of Social Studies teachers on the impact of NTI NCE training programme of teachers' selection of relevance instructional methodology for implementation of





curriculum. Reasons being that the calculated p value 0.000 is lower than the 0.05 alpha level of significant impact computer t value of 137.77 is greater than the 1.96 t critical values at Df 374. Therefore, the null hypothesis that stated that there is significant impact of NTI NCE training programme of teachers' selection of relevant instructional methodology for implementation of the curriculum here is rejected.

### Findings of the Study

Finding form the research question showed that NTI Training Programme has impact on teacher's selection of relevant instructional methodology for implementation of the curriculum. The study also revealed that there is significant impact of NTI NCE training programme on teachers' selection of relevant instructional methodology during implementation of the curriculum.

### Discussion of Findings

Finding form the study showed that NTI Training Programme has impact on teacher's selection of relevant instructional methodology for implementation of the curriculum. The finding of hypothesis 1 reveals that there is significant impact on NTI NCE Training Programme to Social Studies Teachers selection of relevance instructional methodology for implementation of the curriculum. The result of data analysis on this hypothesis two illustrate that  $t = 137.77$ ,  $df = 374$ ,  $p = 0.000$ , which indicates that the probability value (p) is lower than the alpha level ( $p < 0.05$ ). This shows that there is significant impact of NTI Training Programme of Social Studies Teachers selection of relevance instructional methodology for implementation of the curriculum. The findings corroborate with that of Williams (2014) who explained the effort of teacher that consider students/pupils for using different method regarding the subject/topic for curriculum implementation. The findings also supported by Bello (2014) who expressed that for quality, teacher must use different methods when he/she is teaching. The findings is also supported by Aminu (2014) who says selection and use of methods saves teacher's time during curriculum implementation.

### Conclusion

Based on the findings, the study concluded that the teachers view on the impact of NTI Training Programme on teachers' selection of relevant instructional methodology for curriculum implementation was higher. Teachers believe that during their training they have learnt various teaching methods which are useful for curriculum

implementation. The social studies teachers view on the impact of NTI Training Programme on teachers' utilization of instructional material for implementation of the curriculum is quite greater. Teachers believe that improvising and using of local materials in teaching of social studies can easily make a sense during implementation of the curriculum.

### Recommendations

Based on the findings of this study, it was recommended that:

Teachers should be well remunerated in order to encourage them to use relevant methodologies while teaching. There is also the need to give teachers all necessary assistance to enhance their job satisfaction.

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