

**TEACHERS' AGE AND MARITAL STATUS AND THE IMPLEMENTATION OF
JUNIOR SECONDARY SCHOOL SOCIAL STUDIES CURRICULUM IN AKWA IBOM
STATE OF NIGERIA.**

BY

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ABSTRACT

The study examined teachers' age and marital status and the implementation of Junior Secondary School social studies curriculum in Akwa Ibom state of Nigeria. The population of this study consisted of all the 225 teachers teaching social studies in the 334 Junior Secondary Schools in Akwa Ibom State. The study adopted Expost-Facto research design while simple random sampling technique was used in selecting the respondents. The instrument for data collection which was tagged "Teachers' Age and Marital Status and Implementation of Social Studies Curriculum Questionnaire (TAMSISCQ)" was administered to the respondents and used for the study. The instrument was validated by two educational evaluators in the faculty of education. Data collected were analyzed using descriptive statistics and inferential statistics was used to test the hypotheses. From the results of the data analysis, it was observed that the age of the teacher is an essential factor in the implementation of the Junior Secondary School Social Studies Curriculum in Akwa Ibom State. Marital status of Social Studies teachers is not an important factor in the implementation of Social Studies Curriculum in Akwa Ibom State Junior Secondary Schools. In conclusion, teachers in Akwa Ibom State actively involve themselves in the implementation of junior secondary Social Studies curriculum. It was therefore recommended that instructional materials should be made available by relevant authorities for the teaching of Social Studies as this will make for better understanding and retention of content learnt.

Key Words: Teachers age, marital status, social studies curriculum

Introduction

The National Policy on Education listed Social Studies and citizenship Education as core subjects. An understanding of Social Studies is important to prepare students to be active, productive, and participatory citizens. Citizenship is the core goal of Social studies education even right from the primary school level. Citizenship education, centred in the disciplines of social studies, helps create caring and concerned citizens. The role of good citizens in the home, the classroom and school, and the community encourages students to be good decision-makers (ISD, 2002).

Social Studies in the past was taught as History, Geography and Civics separately. These individual subjects are concerned in various ways with man and the way he relates with his environment. However, recently, Social Studies has taken a different dimension. It is now regarded as an integration of various subjects related to man, his physical and also social environment. Omotosho (1978) reported that Social Studies is used to describe an integrated approach to teaching elements of such disciplines as Anthropology, Sociology, Politics, History, Geography, Economics, Civics and Psychology. In one way or the other Social Studies takes care of every one of these subjects in various ramifications. According to Shiundu and Mohammed (1998), an enormous gap continues to exist between intended change and actual classroom practices in Social Studies Education in Africa. Adoption of the subject was meant to move away from traditional separate subject teaching to integration, from teacher-centered to child-centered pedagogy, from expository to enquiry teaching.

The emphasis on basic resources is paramount to the teaching of social studies. Social studies seem very abstract if practical tools are not part of the teaching exercise. What this suggests is that resources such as maps, poster video tapes and compact disk showing real life situations are paramount for effective social studies teaching. These resources complement the teaching exercise that is carried out by the teacher. Nolam et al (1978) in Nyanabo (1999) reported that the success of any integrated studies education programme is largely determined by the objectives of the programme, availability of equipment and of teachers. It was stressed that no one will deny the importance of each of these factors adding that the most important of all with the possible exception of well-defined objectives, was the teachers. No curriculum, however, well planned it may be, will be compensated for a good teacher. But a good teacher should be able to offset deficiencies in curriculum in text books and equipment.

Idu (2001) reported that review of existing curriculum initiatives was emphasized in the implementation of the UBE so that the type of education received by pupils will be responsive to the needs of the immediate society. For proper implementation of the social studies curriculum, the place of the teacher cannot be overemphasized. From this perspective, the teachers are the pivot for effective implementation of the social studies curriculum. Their perception about availability of resources, qualification of teachers will be pointers to the adequacy of implementation.

Statement of the Problem

A number of factors have been advanced as affecting proper implementation of social studies at the junior secondary school level. They include the teachers, the societies, government, infrastructure and instructional strategy employed by the teacher among others. When students perform poorly in social studies examinations, they are blamed for their intellectual inability and poor attitude toward the subject. Little blame, if any, is attributed to teachers' (factors) characteristics.

This study is, therefore, an attempt to fill the social studies implementation gap existing in junior secondary schools in Akwa Ibom State. This study particularly investigated age and marital status of teachers as related to the teaching and learning of social studies in Junior Secondary Schools in Akwa Ibom State of Nigeria.

Purpose of the Study

The study investigated teachers' age and marital status and the implementation of Junior Secondary School social studies curriculum in Akwa Ibom state of Nigeria. Specifically, the study aims at the following objectives:

1. To determine the influence of age of teachers on the implementation of social studies in JSS in Rivers State.
2. To ascertain the influence of marital status of teachers on the implementation of social studies curriculum in Junior Secondary Schools in Rivers State.

Research Questions

Research questions were formulated as follows:

1. What influence has age on the implementation of social studies curriculum in Junior Secondary School in Rivers State?
2. What influence has marital status on the implication of social studies curriculum in Junior Secondary School in Rivers State?

Research Hypotheses

1. There is no significant difference in the implementation of the junior secondary social studies curriculum among teachers divided into groups based on age.
2. There is no significant difference in the implementation of the junior secondary social studies curriculum among teachers divided into groups based on marital status.

Literature Review

Content of Social Studies

Objectives of education vary from society to society based on the problems and needs of the particular society. Therefore education has the primary tasks of:

- (a) Preserving and transmitting the cultural heritage to the young
- (b) Transforming the cultural heritage
- (c) Developing the individual

According to Hanson (1966), the role of education is to produce a nation that will be both modern and free. He said that in modernizing a nation, education should provide economic growth. This means that it must produce skilled manpower and growth in knowledge for research leading to productivity in the economy.

These roles of education already outlined are so complex that the strategies to make the changes occur must be planned, designed and must be delivered. This is known as curriculum content. Going by this conception, Gbamanja (1997) observed that content consists of subject matter drawn on the basis of problems, topics thus cutting across traditional subjects in the hope of achieving some kind of unity normally referred to as integration. In support of this, Gbamanja (1997) identified the learner, the society and subject matter as sources of curriculum content. This means that the social studies curriculum content must address social demand functions and

action oriented learning of the people (learners). Appraisal of Social Studies in Junior Secondary School in Akwa Ibom State makes it reasonable to examine these sources of the social studies content, which would hopefully improve learners interests in the subject.

Proponents of the concept of this tripartite curriculum sources include Taba (1945) and Tyler (1949). In their contributions, Tanner and Tanner (1975) said that the survival of a society depends upon how that society addresses contemporary problems such as population growth and migration ethnic relation, fund, poverty, crime unemployment and drug abuse etc. This is important because the survival and prosperity of any nation depends squarely upon that society's capability in applying its problems, as all these constitute the content of the social studies curriculum (Gbamanja, 1997).

Age of Teachers And Implementation Of Social Studies Curriculum

The definition of age is purely chronology (Laslett 1984; Tout 1989). For practical purposes the ages of 60 or 65 have been commonly adopted as the beginning of old age, although definitions vary across countries, culture and tribe. While chronological age cannot be the sole variables to be considered when examining the ageing process. It has a use when differences in ageing across societies are being examined. An encumbered and arduous lifestyle inevitably affects teachers' as the following example suggests.

If a teacher aged 50 has spent the whole of his/her life in teaching, his teaching experiences will be different from that of a teacher who is aged 30 with different teaching experience. Kalache (1991), and Martin (1990) show that in Nigeria local researchers define old age at 50 years. Even in developed countries, there is considerable heterogeneity of attitudes and experiences among older teachers and their teaching than their younger colleagues. In this contribution Nydegger (1985) observed that in every society the ability to function is crucial as older teachers may be feeble and feebleness is not valued in any society especially in teaching profession. It is also known that overall attitudes toward older teachers as a whole in performance are more negative than those of younger teachers as a whole in performance (Kirchner and Dunnette 1954).

Freeman (1981) investigated the relationship between age and intelligence and found the decrease mental deterioration and decrease in I.Q, appear to occur with advancing age. It has however, to be noted that there is a considerable degree of unreliability in the testing of such children and that intellectual poverty in the home probably accompanies a low level of parental intelligence.

Jensen (1982) in his study of genetics and education found that academic success correlated with age but the correlation was not significant. His findings suggest that age cannot be taken as a determinant of academic success. Since younger people can at times perform better academically than older students in some subject areas, whereas in some subject areas, the reverse may be the case. Observation reveals that only few studies have attempted to relate age to academic achievement. It is the concern of this research to probe into the correlation among the age of teachers and schools success especially in the area of Social Studies.

Marital Status of Teachers and Implementation of Social Studies Curriculum

It is observed that, as many as 75% of the total populations of the teaching staff are married while about 25% are single. Teaching through training has significant relationship on the students' achievement. This implicate that the social studies teachers must be qualified in mastery of the social studies curriculum married or not. Looking at the relationship between the married and the unmarried or previously married with respect to the rate of longevity and institutionalization due to dementia and teachers' effectiveness in the teaching of Social Studies in Junior Secondary Schools in Akwa Ibom State of Nigeria, physicians believe this relationship between marital status and health is important because of the perceived high risk for morbidity and for cognitive and functional impairment, due to dementia. To make it more clearer, dementia is a debilitating disease that impairs intellectual and functional capacity, and results in behaviour disturbance and personality change. In short, it is another form of mental illness.

Lillard and Panis (1996) and Boyd (1983) observe that marital status differential is a very serious factor that must be considered in the study. Therefore, this work looks at the various marital statuses ranging from the married, widowed, divorced, separated and single. The differential in terms of marriage and longevity has it that, married people have lower rates of mortality than single, widowed, or divorced people of the same age or sex (Goldman et.al, 1995). That is to say that, married people have longer life span than the unmarried. Wyke and Ford (1992) and Boyd (1983) say married people suffer fewer accident and assault, have fewer acute and chronic conditions fewer activity limitations, a lower probability of being disabled than the un-married ones. The high rate of mortality among Social Studies teachers, causes unwarranted dearth of these teachers as well affect social studies curriculum.

This differential is occasioned by the protective effect that marital status gives to the married. Joung et.al (1995) explains that married people have more material resources; in terms of socio-economic status it sustains their health. On the other hand, Waldron, et.al (1996), Goldman, et.al (1995) and Boyd (1983) reiterate that the healthy status and longevity of the married are due to the selection of healthy people into marriage. In other words, people who are seriously ill or disabled, finds it difficult to get married or marry because they are less desirable as partners. It is rare or completely impossible to see a healthy handsome and rich young man wants to marry a blind, deaf or dumb woman and vice-versa. It even involves economic status, as well as educational background these days (Joung et.al 1998).

METHOD

Research Design

This study adopted an ex-post facto research design because the phenomena under study had already occurred. Accordingly, the researcher had no direct control over the variables. The researcher could not manipulate the variables but obtained data on already existing variables to study their influence on one another.

Area of the Study

The study area is Akwa Ibom State which is one of the thirty six (36) states of Federal Republic of Nigeria. The proximity of the study area to the researcher informed the researcher's use of Akwa Ibom State for the study.

Population

All the 225 teachers teaching social studies in the 334 Junior Secondary Schools in Akwa Ibom State constituted the population of this study.

Sample and Sampling Technique

Simple random sampling technique was used to select 180 social studies teachers for the study. The teachers were selected using a non-proportionate stratified sampling technique of which 60 respondents were obtained from each of the three senatorial districts of the state.

Instrumentation

The main instrument used for this research was researcher-developed questionnaire, tagged "Teachers' Age and Marital Status and Implementation of Social Studies Curriculum Questionnaire (TAMSISCQ)". This instrument was made up of two sections (sections A and B). Section A was designed to measure the personal data, (that is teachers characteristics) of the respondents while section B measured implementation of Social Studies Curriculum.

Validation of the Instrument

To ensure the validity of the instrument the researcher made sure that all variables of the research objectives were measured in the questionnaire. Those variables were academic qualification and teaching experience.

Reliability of the Instrument

Test-retest reliability study was used to test the reliability of the instrument. The reliability coefficient obtained here was used to determine the level of reliability of instrument which was administered to 20 teachers who did form part of the main work.

Administration of Instrument

To administer the instrument, the researcher visited each of the chosen schools. On reaching the school, the researcher obtained permission from the school authorities who organized the teachers for sampling and administration of the instrument. On the average, the researcher was supposed to cover three schools in a day and this took three weeks to administer the instrument in all the schools selected. In this way, all copies of questionnaire administered were retrieved. The questionnaire was scored in conference by the researcher.

Data Analyses and Result

Hypothesis One

The null hypothesis states that there is no significant difference in the implementation of the junior secondary social studies Curriculum among teachers divided into groups based on age. In order to test the hypothesis, two variables were identified as follows;

- (1) Age of the Teacher as the independent variable

- (2) Implementation of Junior Secondary School Social Studies Curriculum as the dependent variable

Both variables were subjected to analysis of variance-(see table 1)

Table 1
Analysis of variance of the influence of age of the teachers on the implementation of the junior secondary school social studies curriculum

Group	N	X	SD
Less than 26 years	24	54.2500	9.23250
26 - 35 years	62	68.0806	5.13527
36 – 45 years	48	72.5000	3.78125
46 – 55 years	38	87.4737	3.18558
above 55years	13	80.1538	4.66987
Total	185	74.0811	11.71532

Source of Variation	SS	df	MS	F
Between group	20375.521	4	5093.880	187.956*
Within group (Error)	4878.263	180	27.956	
Total	25253.784		184*	

***Significant at 0.05 level; df= 4& 180; critical F value = 2.37.**

The above table 1 presents the calculated F- value as 187.956. This value was tested for significance by comparing it with the critical F- value (2.37) at 0.05 level with 4 & 180 degree of freedom.

The result of the analysis proved that age of the teachers has significant influence on the implementation of the junior secondary social studies curriculum in Akwa ibom state. Based on the significance of the result, Post-Hoc test was employed in order to reveal the independent groups between which the significant difference lied. From the analysis, it was revealed that the significant difference lied among all other independent groups except between 36 – 45 year and above 55 year. The result also revealed that the least significant difference (LSD) lied between the age range of 46- 53years and ages below 26 years (33.2237). It is also worthy of note that the social studies teachers whose age falls under the age range of 46-33years had the highest mean score of 86.4266. This was seconded by those in the age range of 36-45year (78.4020). The third one was those with the age range of 55years (77.3319). The fourth one was those in age range of 26-35years (66.7765) while those with the least mean score fall under the ages below 26years (50.3515).

Hypothesis Two

The null hypothesis states that there is no significant difference in the implementation of the Junior Secondary Social Studies Curriculum among teachers divided into groups based on marital status. In order to test the hypothesis two variables were identified as follows:-

- (1) Marital status as the independent variable
- (2) Implementation of Junior Secondary School Social Studies Curriculum as the dependent variable.

They were subjected to analysis of variance (see table 2).

Table 2

Analysis of variance of the influence of Marital Status of Social Studies Teachers on the Implementation of Junior Secondary School Social Studies Curriculum in Akwa Ibom State

Group	N	X	SD	
Marital status				
Divorced	13	77.1538	11.26089	
Separated	5	77.0000	13.28533	
Widow	3	69.0000	26.51415	
Single	30	62.8000	12.81271	
Married	134	76.3138	9.55036	
Total	185	74.0811	11.71532	
Source of Variation	SS	df	MS	F
Between groups	4728.456	4	1182.114	10.367*
Within groups (Error)	20525.328	180	114.030	
Total	25253.784	184		

***Significant at 0.05 level, df = 4 & 180; critical F-value = 2.37**

The above table 2 presents the calculated F-value as 10.367. This value was tested for significance by comparing it with the critical F-value (2.37) at 0.05 level with 4 & 180 degree of freedom.

The result of the analysis proved that marital status of the teacher has significant influence on the implementation of the junior secondary schools social studies curriculum in Akwa Ibom State. Based on the significance of the result, Post-Hoc test was employed in order to reveal the independent groups between which the significant difference lied. From the analysis, it was revealed that the significant difference did not lie between most independent groups except between widowed and single, separated and single, single and married. The result also revealed that the least significant difference (LSD) lied between single and married (13.5135). While the highest significant difference lied between widowed

Discussion of Findings

The result of the data analysis in table 1 was significant due to the data that the obtained F-value (187.956) was greater than the critical F-value (2.37) at 0.05 levels with 4 & 180 degree of freedom. The result here revealed that age of the social studies teachers significantly influences the implementation of the Junior Secondary School social studies Curriculum. This points out to the fact that, the younger but more mature the teacher, the more vibrant and

committed ability to the implementation of the Junior Secondary School Social Studies Curriculum. The reverse is the case with the social studies teachers who are older. This agrees with the earlier study by Nydegger (1985) who observes that the ability to function is crucial and that older teachers are feebler.

The result of the data analysis in table 2 was significant due to the fact that the obtained F-value (10.367) was greater than the critical F-value (2.37) at 0.05 levels with 4 & 180 degree of freedom. The result disclosed that marital status of the social studies teachers significantly has no influence on the implementation of the Junior Secondary School social studies curriculum. This implies that there is variance in the level of the Junior Secondary School social studies curriculum among the teachers of different marital status (married, single, widowed, separated and divorced).

Conclusions

Based on the findings of this study, it was concluded that the age of the teachers is an essential factor in the implementation of the Junior Secondary School Social Studies Curriculum in Akwa Ibom State. Marital status of Social Studies teachers is not an important factor in the implementation of Social Studies Curriculum in Akwa Ibom State Junior Secondary Schools.

Recommendations

The following recommendations, based on the result of this study are put forward.

- (1) Since it has been found out that older teachers are feeble and exhibit lower performance than the younger teachers in the implementation of the Junior secondary School social Studies Curriculum, the elder teachers should be retired and the younger ones recruited.
- (2) Since both married and unmarried teachers have equal influence on the implementation of the Junior Secondary Social Studies, equal opportunities should be given to them during employment exercise.
- (3) Instructional materials should be made available by relevant authorities for the teaching of Social Studies as this will make for better understanding and retention of content learnt.

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