



**PERCEPTION OF EDUCATION STAKEHOLDERS
ON TEACHERS' SKILLS AND COMPETENCE IN PRIVATE
SECONDARY SCHOOLS IN KADUNA STATE, NIGERIA:
IMPLICATION FOR CURRICULUM IMPLEMENTATION**

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Abstract:

The study investigated the perception of education stakeholders on teachers' skills and competence in private secondary schools in Kaduna State, Nigeria, in relation to its implication for curriculum implementation. The objectives of the study were to determine the skills and competencies that teachers in private secondary schools have for effective curriculum implementation in Kaduna State, Nigeria, and ascertain the relevance of teachers' skills and competencies in curriculum implementation in private secondary schools in Kaduna State, Nigeria. Descriptive survey research design was adopted for the study. The population of the study consisted of 278 principals, 1183 teachers and 168 ministry of education officials. Out of these, a sample size of 29 principals, 118 teachers and 17 ministry of education officials making the total of 164 respondents used in the study. This sample size represented 10% of the entire population. The sample size was arrived at using random sampling technique in order to ensure ample representation. A researcher made instrument titled "Teachers' Skills and Competence Questionnaire (TSCQ)" was used for data collection. The validated instrument was pilot tested and a reliability value of 0.84 was obtained. The respondents' opinions were analysed using frequency, percentage, mean and standard deviation. The null hypotheses formulated in the study were tested using Kruskal-Wallis at 0.05 level of significance. Findings from the study revealed that only very few teachers in private secondary schools demonstrated the required and necessary skills and competencies for effective curriculum implementation. Finding also revealed that to a great extent teacher' skills and competencies is relevant in curriculum

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implementation in private secondary schools. Recommendations made include that secondary school teachers should be encouraged to regularly update their knowledge. However, such updating should not involve just subject-based knowledge, but include professional competencies in communication, pedagogy, counselling and ICT.

Keywords: curriculum implementation, teachers' skills and competence

1. Background to the Study

Secondary education occupies a critical place in Nigeria's educational system. It is designed to prepare students for entry into tertiary level of education or groom them to join the labour market. The secondary school has a diversified curriculum, with subjects designed to broaden students' knowledge and outlook. Hence, the role of the teacher is broadening and becoming more demanding. Teachers are expected to use a wide variety of methods, tools and approaches and to tailor them to the learners' needs. They also need to have competences and skills necessary to create a positive classroom environment and work collaboratively with other stakeholders within and outside the school in order to provide timely support to learners.

Teachers' skills and competence are assumed to be both professional, based on knowledge about teaching and learning, and involving personal practical skills and also self-belief and self-understanding which originates from personal experiences. Teachers' skills and competence has commonly been used for listing separate skills of the good teacher which can be used as guidelines for teacher education. Teachers' skills and competence has been explicit about objectives and focuses on effective performance in the daily practice of teaching, but has been criticized for reducing the teacher role to that of a 'technician' (Korthagen, 2004; Nwogu & Esobhawan, 2014; Van Huizen, Van Oers & Wubbels, 2005).

Teachers' skills and competence are based on sound, broad and current knowledge within the subject area, as well as knowledge of student learning and subject-based teaching and learning issues. It also presupposes a reflective and critical approach to teaching, learning and pedagogical development over time. Competence is then more than specific knowledge and skills; it means being able to use the knowledge or skills, being able to act in a purposeful and acceptable way, regarding actual situations and social context (Labo-Popoola, Bello, & Atanda, 2009).

Teachers at any level require significant amount of skills and competencies. Paying attention to the skills and core competencies for teachers helps to ensure that all teachers and others who work in education are prepared to make school a positive experience for students and their families. Teachers, especially in private schools are expected to be able to positively interact with all students. This includes difficult students, students who work below grade-level and students whose personalities just grate on a teacher. Teachers must put aside their prejudices and feelings in order to treat all students with respect, provide them with equal opportunities for learning and

make them feel confident. Hence, an understanding of skills and competencies required for effective curriculum implementation is necessary for teachers to have the knowledge and awareness of the cognitive, social and behavioural development of students.

A number of social and educational researchers such as Apelgren and Giertz (2010), European Commission (2012), Olatunji (2013), Oldsjo (2010) and Stacy (2018), have identified a list of teaching skills and core competencies that teachers must have to be able to function effectively at all levels of education. According to Uppsala University in Oldsjo (2010), there are eleven major criteria for determining the skills and competencies that teachers must have. These include: (i) Attitude that furthers students' learning, (ii) Scientific approach to teaching, (iii) Broad and appropriate subject knowledge, (iv) Knowledge about how students learn, (v) Knowledge about teaching, (vi) Knowledge about educational goals and organization, (vii) A holistic view of teaching and learning, (viii) Application of teaching skills, (ix) Striving for continuous improvement, (x) Excellent leadership and administrative skills, and (xi) Cooperation with others and contacts with the surrounding society.

Relative to this background, Olatunji (2013) examined skills and competencies required for effective teaching and learning in the classroom, most especially in private secondary schools in South-west, Nigeria. Olatunji came up with the concept of pedagogical competence as a comprehensive definition of teaching skills and competencies, in which the teacher is expected to have a scholarly attitude towards the teaching task and in that way contribute to the formation of knowledge of teaching and learning. Though pedagogical competence includes teaching skills and the scholarship of teaching, it goes beyond them. According to Oldsjo (2010) and International Organization for Migration (2014), the traditional view of pedagogical competence is primarily a question of practice "in the classroom" whereby a skilful teacher through knowledge, methods, actions and ability to communicate gets teaching situation to function and creates conditions for learning. They however pointed out that this view is deficient in the sense that it does not include a scientific attitude towards teaching and learning. And that the teacher's ability lies primarily in a scientifically based subject competence and the practical teaching skills that he/she has acquired and continued to develop.

In view of the foregoing review of literature on teachers' skills and competencies, eight basic areas can be considered as core skills or competencies of teachers that are necessary for effective curriculum implementation in secondary schools. These are subject-matter, leadership, administrative, pedagogy, ICT, communication, counselling and evaluation competencies. The eight core competencies were examined in this study to determine their relevance in curriculum implementation. The study therefore explored the perception of education stakeholders on teachers' skills and competence in private secondary schools in Kaduna State, Nigeria in relation to its implication for curriculum implementation.

2. Objectives of the Study

This study was set to:

1. determine the skills and competencies that teachers in private secondary schools have for effective curriculum implementation in Kaduna State, Nigeria.
2. ascertain the relevance of teachers' skills and competencies in curriculum implementation in private secondary schools in Kaduna State, Nigeria.

2.1 Research Questions

The following research questions were raised in the study:

1. What are the skills and competencies that teachers in private secondary schools have for effective curriculum implementation?
2. To what extent are teachers' skills and competencies relevant in curriculum implementation in private secondary schools?

2.2 Research Hypotheses

The following null hypotheses were tested in the study:

H₀₁: There is no significant difference in the perception of education stakeholders on the skills and competencies that teachers in private secondary schools have for effective curriculum implementation.

H₀₂: Teachers' skills and competencies have no significant relevance in curriculum implementation in private secondary schools.

3. Method

Descriptive survey research design was adopted for the study. The population of the study consisted of 278 principals, 1183 teachers and 168 ministry of education officials. Out of these, a sample size of 29 principals, 118 teachers and 17 ministry of education officials making the total of 164 respondents used in the study. This sample size represented 10% of the entire population of the study as recommended by Yusuf (2012). The sample size was arrived at using random sampling technique in order to ensure ample representation. A researcher made instrument titled "Teachers' Skills and Competence Questionnaire (TSCQ)" was used for data collection. The instrument was a modified 4-point scale rated thus: 4 for Strongly Agree (SA), 3 for Agree (A), 2 for Disagree (D), and 1 for Strongly Disagree (SD). The validated instrument was pilot tested and a reliability value of 0.84 was obtained. The respondents' opinions were analysed using frequency, percentage, mean and standard deviation. Based on the 4-point rating scale, the mean of the scale is 2.5. The decision is that response mean equal to or above 2.5 is considered "agree" whereas those below 2.5 are regarded as "disagree". The null hypotheses formulated in the study were tested using Kruskal-Wallis at 0.05 level of significance.

4. Results

The data collected in the study was analysed using frequency count, mean and standard deviation. The results are presented in tables 1 and 2. The results of hypotheses testing using Kruskal-Wallis statistical tool are presented in tables 3 and 4.

4.1 Research Question One: What are the skills and competencies that teachers in private secondary schools have for effective curriculum implementation?

Data gathered through the administration of the instrument titled "Teachers' Skills and Competence Questionnaire (TSCQ) was analysed using frequency and percentage. Table 1 presents the summary of this analysis.

Table 1: Skills and competencies that teachers have for effective curriculum implementation

S/N	Skills and Competencies	Frequency (f)	Percentage (%)
1.	Subject-matter	27	16.5
2.	Leadership	20	12.2
3.	Administrative	25	15.2
4.	Pedagogy	11	6.7
5.	ICT	16	9.8
6.	Communication	24	14.6
7.	Counselling	19	11.6
8.	Evaluation	22	13.4
	Total	164	100

Table 1 shows the perception of principals, teachers and ministry of education officials on the skills and competencies that teachers in private secondary schools have for effective curriculum implementation. Out of the 100% of the respondents, 16.5% of the teachers in private secondary schools were perceived as having skills and competence in subject-matter; 15.2% of the teachers had skills and competence in administration, while 14.6% of the teachers in private secondary schools were perceived as having skills and competence in communication. Additionally, 13.4%, 12.2% and 11.6% of the teachers demonstrated skills and competencies in evaluation, leadership and counselling respectively. However, pedagogy and ICT skills and competencies were very low among the teachers in private secondary schools as less than 10% of the teachers demonstrated these competencies. The implication of this result is that, proper acquisition of these skills and competencies will enhance effective implementation of secondary school curriculum, especially in private secondary schools.

4.2 Research Question Two: To what extent is teachers' skills and competencies relevant in curriculum implementation in private secondary schools?

Data gathered through the administration of the instrument titled "Teachers' Skills and Competence Questionnaire (TSCQ) was analysed using mean and standard deviation. Table 2 presents the summary of this analysis.

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Table 2: Relevance of teachers' skills and competencies
 in curriculum implementation in private secondary schools

S/N	Item Statement	SA	A	D	SD	Mean	SD
1.	Teachers in private secondary schools are capable of designing lesson plans that meet student needs and cover the standards.	77	15	40	32	2.63	1.23
2.	Teachers in private secondary schools have the required skills to use appropriate teaching strategies to effectively teach the curriculum.	68	22	31	43	2.62	1.22
3.	The teacher knows how to collaborate with other staff to make the school a safe, effective learning environment for all students.	89	10	60	05	3.13	1.00
4.	Teachers put aside their prejudices and feelings in order to provide learners with equal opportunities for learning and make them feel confident.	92	42	09	21	3.04	1.15
5.	Teachers in private secondary schools often serve as role models for students.	76	50	23	15	3.17	.945
6.	Teachers in private schools create a safe learning environment for students to learn.	55	30	12	67	2.81	1.08
7.	Teachers in private schools have the capability of getting to know students beyond an instructional level.	69	47	10	38	2.60	1.11
8.	Teachers in private schools are competent in creating instructional materials that accommodate students at different levels.	77	23	46	18	2.89	1.04
9.	The teacher knows how to calmly discuss issues with difficult parents and how to come to decisions that have the best interests of the child in mind.	90	11	29	34	3.22	1.01
10.	Teachers in private secondary schools accurately measure what has been taught and what students have learned.	102	06	24	32	2.90	1.03
	Average Mean					2.90	1.08

Table 2 shows that to a great extent teacher' skills and competencies is relevant in curriculum implementation in private secondary schools. The table shows the average response mean of 2.90 which is higher than the decision mean of 2.5. This implies that the perception of principals, teachers and ministry of education officials in respect of the ten items on the table varies but tilted towards a positive direction. The implication of this result is that, teachers' skills and competencies are not only relevant to enhance effective curriculum implementation in private secondary schools but are also important to create favourable conditions for student learning.

4.3 Hypothesis One: There is no significant difference in the perception of education stakeholders on skills and competencies that teachers in private secondary schools have for effective curriculum implementation.

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Table 3: Summary of Kruskal-Wallis test on skills and competencies that teachers in private secondary schools have for effective curriculum implementation

Variable	Group	N	Mean Rank	Chi-square (χ^2)	df	P-value	Decision
Perception of education stakeholders on skills and competencies of teachers in private secondary schools.	Principals	29	38.11	19.186	14	0.001	Rejected
	Teachers	118	67.19				
	MOE	17	12.67				
Total		164					

Table 3 shows the Kruskal-Wallis statistics calculated to determine the perception of education stakeholders on skills and competencies that teachers in private secondary schools have for effective curriculum implementation. The table shows the group $\chi^2 = 19.186$, $p = 0.001 < 0.05$ at 14 degrees of freedom. Therefore, the hypothesis which states that there is no significant difference in the perception of education stakeholders on skills and competencies that teachers in private secondary schools have for effective curriculum implementation is hereby rejected. This result implies that proper acquisition of these skills and competencies by teachers in private secondary schools will enhance effective implementation of the curriculum.

4.4 Hypothesis Two: Teachers' skills and competencies has no significant relevance in curriculum implementation in private secondary schools.

Table 4: Summary of Kruskal-Wallis test on relevance of teachers' skills and competencies in curriculum implementation in private secondary schools

Variable	Group	N	Mean Rank	Chi-square (χ^2)	Df	P-value	Decision
Relevance of teachers' skills and competencies in curriculum implementation in private secondary schools.	Principals	29	29.56	7.960	21	0.004	Rejected
	Teachers	118	44.00				
	MOE	17	40.13				
Total		164					

Table 4 shows the Kruskal-Wallis statistics calculated to determine the relevance of teachers' skills and competencies in curriculum implementation in private secondary schools. The table shows the group $\chi^2 = 7.960$, $p = 0.004 < 0.05$ at 21 degrees of freedom. Therefore, the hypothesis which states that teachers' skills and competencies has no significant relevance in curriculum implementation in private secondary schools is hereby rejected. This result implies that teachers' skills and competencies is relevant to enhance effective curriculum implementation in private secondary schools.

5. Discussion of Findings

Finding from this study showed that very few teachers in private secondary schools demonstrated the required and necessary skills or competencies for effective curriculum implementation. This finding upheld the result of Olatunji (2013) which revealed that the teacher is expected to have a scholarly attitude towards the teaching task and in that way contribute to the formation of knowledge of teaching and learning. It also revealed that, though pedagogical competence includes teaching skills and the scholarship of teaching, it goes beyond them.

The second finding of this study revealed that to a great extent teacher' skills and competencies is relevant in curriculum implementation in private secondary schools. The implication of this result is that, teachers' skills and competencies are not only relevant to enhance effective curriculum implementation in private secondary schools but are also important to create favourable conditions for student learning. This finding is in agreement with the result and position of Oldsjo (2010) and International Organization for Migration (2014) that teachers skills and competence is primarily a question of practice "in the classroom" whereby a skilful teacher through knowledge, methods, actions and ability to communicate gets teaching situation to function and creates conditions for learning. These skills and competencies is also relevant as it enable teacher know how to calmly discuss issues with difficult parents and how to come to decisions that have the best interests of the learner in mind.

6. Conclusion

In view of the findings from this study, it can be inferred that teachers' skills and competence is based on sound, broad and current knowledge within the subject area, as well as knowledge of student learning. Teachers competence is more than specific knowledge and skills; it means being able to use the knowledge or skills, being able to act in a purposeful and accepted way, regarding actual situations and social context. However, it was concluded that only very few teachers in private secondary schools demonstrated the required and necessary skills or competencies for effective curriculum implementation. Additionally, conclusion was reached that, to a great extent teacher' skills and competencies is relevant in curriculum implementation in private secondary schools.

6.1 Implications for curriculum implementation

Based on the findings of this study, the following recommendations/implications were put forward:

1. Secondary school teachers should be encouraged to regularly update their knowledge. However, such updating should not involve just subject-based knowledge, but include professional competencies in communication, pedagogy, counselling and ICT.

2. The quality of teaching in private secondary schools should be improved by ensuring skilled teacher production and improving the curriculum of various teacher training institutes. Curriculum improvement should focus on developing the skills of teacher-trainees in modern pedagogical skills for effective curriculum implementation.
3. Government should overhaul teacher education programmes perceived as crucial to bridging skill gaps in secondary schools.
4. School owners (proprietor) should provide conducive work environment where there is constant supply of electricity, water and adequate teaching materials, internet connectivity with subscription to online e-resources so that teachers can have access to them.

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