

**IFE JOURNAL OF THEORY AND
RESEARCH IN EDUCATION**

ISSN: 0794-6754

IJOTRE

**Journal of the Institute of Education
Obafemi Awolowo University,
Ile – Ife.**

**Bi-Annual
Vol. 25 No. 1, 2024**

CALL FOR PAPERS
IFE JOURNAL OF THEORY AND RESEARCH IN EDUCATION
(IJOTRE)

NOTE TO CONTRIBUTOR

The Institute of Education Journal of Theory and Research in Education (IJOTRE) disseminates information derived from research findings and theoretical topics in the areas of Nursery, Primary, Secondary and Higher Education for practitioners, educators, educationist, academia, researchers, curriculum planners and policy - makers with the main goal of improving educational status. IJOTRE is a annual and peer - reviewed Journal.

Articles are expected to focus on any of the following topics:

1. Contribution on theoretical, methodological and practical teaching aspects of education.
2. Research notes and project reports
3. Articles representing scholarly opinions on contemporary issues and trends stemming from any aspects of education.
4. Book reviews that are significant in the field of education.

Guidelines for Papers Submission

- * Articles should not be longer than 15 A4 - sized pages using Times New Roman, font size of 12. Longer articles will attract additional publication fee.
- * Reference style should conform to the America Psychological Association format (6th Edition). This should be arranged in alphabetical order according to the surname of the authors.
- * Footnotes are not allowed.
- * Manuscripts' cover should include the title of the paper, author(s) name(s), institution affiliation and E-mail address.
- * Abstract should not be more than 250 words.
- * Two hard copies of the manuscripts should be submitted for review. Articles can also be submitted by post to The Managing Editor, IJOTRE, Institute of Education, Obafemi Awolowo University, Ile-Ife. Nigeria or electronically via e-mail to iedijotre@2022.
- * Assessment fee of ~~N~~5,000 shall be paid before any paper shall be reviewed.
- * Publication fee of ~~N~~40,000 (\$50), is a condition for publication that a manuscript submitted to Ife Journal of Theory and Research in Education (IJOTRE) has not been published and will not be simultaneously submitted or published elsewhere. All fees must be paid into the Institute Books and Journals, Account Number 1013534137 Zenith Bank

Submissions are published at the editor's exclusive discretion. Submission that do not conform to these guidelines may not be considered for publication.

Bi-Annual

IJOTRE, Vol. 25 No. 1, 2024

iv

EDITORIAL BOARD

Prof. H. O. Ajayi	(Editor – in – Chief)
Prof. P. O. Jegede	Member
Prof. C. O. Odejobi	Member
Prof. T. O. Bello	Member
Prof. O. E. Ojedokun	Member
Prof. B. A. Adeyemi	(Managing Editor)
Prof. O. S. Agboola	Member
Dr. O. O. Bakare	Secretary
Dr. Okewole	Member
Dr. S. O. Olajide	Member

EDITORIAL CONSULTANTS

Prof. D. Adeyemo –	Dept of Local Government Studies, Obafemi Awolowo University, Ile – Ife.
Prof. O. O. Obilade –	Dept. of Adult Education and Life Long Learning, Obafemi Awolowo University, Ile – Ife
Prof. B. I. Popoola –	Dept. Of Educational Foundations and Counselling, Obafemi Awolowo University, Ile – Ife.
Prof. B. A. Omoteso -	Dept. of Educational Foundations and Counselling, Obafemi Awolowo University, Ile – Ife.
Prof. M. A. Adeleke -	Dept. of Science and Technology Education, Obafemi Awolowo University, Ile – Ife.
Prof. O. A. Sofowora -	Dept. of Educational Technology and Library Studies, Obafemi Awolowo University, Ile – Ife
Prof. A. T. Akande-	Dept. of English, Obafemi Awolowo University, Ile – Ife
Prof. E. T. O. Babalola -	Dept. of English, Obafemi Awolowo University, Ile – Ife.
Prof. M. A. Ajayi -	Dept. of Human Kinetics and Health Education, University of Ibadan, Ibadan.
Prof. J. B. Bilesanmi-	Dept. of Curriculum Studies and Instruction Technology, Olabisi Onabanjo University, Ago-Iwoye, Ogun State.
Prof. J. A. Adegbile -	Institute of Education, University of Ibadan.
Prof. E. F. Bamidele -	Dept. of Science and Technology Education, Obafemi Awolowo University, Ile-Ife.
Prof. A. A. Adediwura -	Dept. of Educational Foundations and Counselling, Obafemi Awolowo University, Ile-Ife.
Pro. O. A. Ogunfowokan-	Dept. of Chemistry, Obafemi Awolowo University, Ile-Ife.
Prof. A. Akinlua -	Dept. of Chemistry, Obafemi Awolowo University, Ile-Ife.
Prof. O. I. Orimoogunje -	Dept. of Geography, Obafemi Awolowo University, Ile-Ife.
Prof. O. A. Ajala -	Dept. of Geography, Obafemi Awolowo University, Ile-Ife.
Prof. T. O. Akinbobola -	Dept. of Economics, Obafemi Awolowo University, Ile-Ife.
Prof. M. A. Fatiregun -	Dept. of Kinetic and Human Recreation, Obafemi Awolowo University, Ile-Ife.

Bi-Annual

IJOTRE, Vol. 25 No. 1, 2024

TEACHERS QUALIFICATION, TEACHING EXPERIENCE AND STUDENT-CENTRED CURRICULUM: EVIDENCE IN SOCIAL STUDIES CLASSROOM INTERACTIONS IN OYO STATE

ADEGBITE Dorcas Olayemi, Ph.D

Department of Educational Foundations and Early Childhood Education
Emmanuel Alayande University of Education,
Oyo, Oyo State, Nigeria
E-mail: yemozone68@gmail.com
Tel: 08035295282

Abstract

The study investigated Social Studies teachers' student-centred curriculum implementation practices in Oyo State secondary schools. It examined the extent to which teachers' curriculum implementation practices comply with student centred teaching/learning. It further examined the influence of educational qualification and years of teaching experience on the extent of teachers' compliance with student centred teaching practices. The study adopted a descriptive research design. The sample for the study comprised 120 Social Studies teachers selected using a multi-stage sampling procedure. The researcher designed and validated questionnaire was used to collect data for the study. The instrument yielded a reliability coefficient of 0.70. The data obtained was analysed using percentage, mean and Chi-Square statistical technique. The results showed that Social Studies teachers often provide instructions that permit personalization, critical thinking/problem solving, and student self-regulation/academic tenacity among the students while they occasionally provide instructions that permit collaboration. It further revealed that educational qualification, and years of experience had significant influence on the extent of teachers' compliance with student centred teaching practices. The study therefore recommends adequate education on the implementation procedures for student- centred curriculum implementation through effective and practical based seminars/workshop.

Keywords: Student, Curriculum, Teaching/Learning, Social Studies, Student-Centred.

Introduction

One of the main goals of education is to bring the possible best in the recipients. In other words, education serves as medium through which individual acquires knowledge, skills and attitudes capable of living as a functional member of the society. The processes involved in bringing the best in the individuals begin from classroom interactions as a learner or student. Learner has been considered as the most important among the three elements of focal areas in education which are the learner, the learning process, and the learning situations (Chauhan, 2007). Reason adduced for the importance of the learner over two other elements transcends the

humanity nature of the learners. Since the whole essence of learning processes and situations is to modify the behaviour of the learners, therefore, learners are at the centre without which no learning can take place.

Teaching and learning in the school are an indispensable activity for students and teachers. This activity facilitates learners' acquisition of mental development and behavioural change. Irrespective of the level of education, the mode of facilitating classroom interactions can be broadly categorized into two- teacher-centred and student or learner-centred methods of instructions (Kumar, 2016). While in the former, the focus is usually on the teacher, students are passive recipients of knowledge whereas, in the latter, the focus is on the learners themselves. Student-centred as a learning or instructional strategy aims at developing learner autonomy and independence by assuming the responsibility of taking active part in the classroom learning activities/interactions and knowledge construction. Nevertheless, teachers still plays an indispensable role in classroom interactions that engender students as active learners.

It will be curious to ask a question that while the same goals of education can be achieved through the use of traditional or teacher-centred instructional strategies, why advocating for student-centred inclined strategies? As curious as this pedagogical question is in education, the answer is not far-fetched. In the first instance, we live in a global world where globalisation has its toe virtually on every facet of lives including the way we do things and conduct businesses (UNESCO, 2007). As a result, globalisation phenomena and its influence on manpower development propel the needs for multi-skilled individuals capable of transferring knowledge and skills acquired in the classrooms to real world functions requiring adaptation in a continuously evolving environment characterised by self-directed learning, critical thinking, working autonomously as well as being part of a team (Albous 2015).

In addition, the current global experiences of the outbreak of COVID-19 pandemic and its adverse effect on human activities including educational sector call for a dramatic change in the way education programmes are conducted most especially in Nigeria. Currently in Nigeria, traditional face to face mode of instruction which requires physical presence/contact is still the order of the day in our schools and due to embargo placed on physical and social gathering; learning activities have been brought to a halt. In other words, there is a tendency for an increased advocacy for inclusion and implementation of online mode of instruction dissemination which are computer mediated. Computer based mode of instruction such as online learning is more of student-centred than teacher centred. Student-centred instruction tends to promote the development of self-regulated learning skills in the students. Self-regulation permits learner' actions to be directed by a sense of autonomy and control and as a result, skills, and ability in monitoring, directing, and regulating actions towards goals of information acquisition expanding expertise and self-improvement become enhanced (Paris & Paris, 2001; Lock, Eaton & Kessy, 2017). The teacher serves more of a facilitator rather than taking the central attention

in teaching/learning activities as learners themselves are allowed to have more of a say in their own learning (Johnson, Adams, Estrada & Freeman, 2015).

Considering the curricular reforms carried out in many countries around the world in the past few decades, Diaz-Barriga (2016) observed that student-centred curriculum proves to be one of the key elements. While recognizing the different meanings the idea of student-centred curriculum might take, Diaz-Barriga (2016) opines that the concept originates from a plethora of educational focuses with a common acceptance of the need to develop the recipients of education in a manner that an interest in knowledge, imagination, and a penchant for knowledge are awakened based on action rather than on a mechanical repetition and punishment. The idea of learner-centred curriculum concept stems from constructivist philosophies that integrate both the needs and interest of student into teaching with main purpose of preparing learners for a dynamic and changing future (Zabeli, Anderson & Saqipi, 2018). The constructivist learning emanates from the understanding that learners construct knowledge for themselves (Barraket, 2005).

Just as learners occupy the central focus of the whole learning processes in the classroom, the same is the nature of Social Studies as a subject that puts the nature of man as its central focus of attention. Social Studies according to Sivakumar (2018) is a prime discipline adopted to socialize the young ones and function as a means of promoting progress towards the major social education goals such as civic duties, development of citizen's sense of participation, acquisition of desirable attitudes, values and disciplined life. The importance of social skills and functioning the subject tends to develop in the learners cannot be overemphasised for future relevancy of the citizenry. As a result, there is a need for teachers to acquire competency in such instructional strategies capable of developing in the learners, autonomy and independence in learning for effectiveness. However, shifting instructional practices from the traditional didactic approach to learner-centred focussed has attracted researchers' attention for several decades. This is as a result of the potential for reforming curriculum and its implementation narratives inherent in the learner-centred approaches (Zabeli, Anderson & Saqipi, 2018). Learner-centred instructional strategies permit the instructors to focus on constructing authentic, real-life tasks capable of motivating learners' involvement and participation (Weimer, 2002); assessing students' prior experiences, interests, preference for instructional approach and engagement (Emenyeonu, 2012) as well as emphasizing students constructed knowledge and skills rather than those directed by instructors (Brackenbury, 2012).

Weimer (2002) cited in Barraket (2005) identified five significant changes in practices distinguishing learner-centred instruction from didactic traditional teacher-centred approaches. These include shifting the balance of classroom power from teacher to student, designing contents as a means of building knowledge rather than a 'knowledge end' in itself, positioning the teacher as facilitator and contributor, rather than director and source of knowledge, shifting responsibility for learning from teacher to learner; and promoting learning through effective assessment. It is

therefore essential for classroom teachers to plan and provide instruction that permits *collaboration* in which students adequately interact with one another as part of classroom learning, *personalization* through which the learners have significant input on the design and goals of classroom learning, *critical thinking or problem solving* in which students work on tasks with no single correct answer and as well support ideas with evidence, and *student self-regulation/academic tenacity* that provides students the opportunities to demonstrate persistence and allow them to modify their approach when faced with obstacles to achieving long-term goals. Nevertheless, study suggests that application of learner-centred instructional strategies in Sub Saharan countries has not been effectively implemented. The findings of Nyimbili, Namuyamba and Chakanika (2018) revealed that despite the high level of interest demonstrated by the pupils in learning English using the learner-centred approach, teachers were not interested in teaching using this approach, although they incorporated a limited number of learner centred activities in their teachings.

Also, Arseven, Sahin and Kılıç (2016) in their study found that teachers' adoption level of student-centred instruction is high in their quantitative findings whereas; in terms of planning, application and assessment, their qualitative outcomes suggest that teachers adopted more teacher-centred approach and the perception of teachers in terms of practicability of the approach is found negative. Similarly, in their qualitative analytic study comprising 36 practicing teachers, Zabeli, Anderson and Saqipi (2018) found that teachers demonstrated understanding of learner-centred teaching philosophy in terms of the students' role in the learning process, whereas how exactly the concept is to be applied in teaching situation is less understood by the teachers. Also, in terms of the role of the teacher, their findings suggest that teachers' thinking is characterized more of being oriented towards teacher-centred than student-centred approaches. On how teachers perceive their approach to teaching, it was reported that the teachers understood their approaches as developing deep learning, enabling active student learning as well as developing relationships in the classrooms in terms of student working in collaborative manner. Findings of Tawalbeh and AlAsmari (2015) furthermore revealed that instructors exhibited a positive attitude towards learner-centered instruction as they believed it as an effective way of enhancing students' learning.

Empirical findings on variables influencing teacher's choice of teaching method and classroom professional behaviours showed mixed results. For instance, studies (Adeyemi, 2010; Yala & Wanjohi, 2011) reported teachers' experience and educational qualifications as significant predictors of teachers' job commitment and students' learning outcomes. Cheruiyot (2018) also reported a significant relationship between teacher factors and choice of teaching methods, $\chi^2 = 38.217$, $df=5$, $p=0.004$ and identified teacher's experience as an important teacher factor. However, Tawalbeh & Al Asmari (2015) found no significant difference in instructors' perceptions of learner-centered instruction approach on the basis of qualification, $F(3, 140) = 1.160$, $p=.327$; and years of experience, $F(2, 141) = 1.007$,

$p = .368$. Arseven, Sahin and Kılıç (2016) also reported that variable such as gender and seniority have no significant influence on teachers' adoption level of student-centered education.

Acknowledging the existence of several strategies through which teachers engage their students, nonetheless, student-centred teaching/learning approach seems to stand out as it enables students shape their own learning paths and places upon them the responsibility to actively participate in making their educational process a meaningful one. However, the extent to which Social Studies teachers adopt this strategy in teaching Social Studies is unknown, the current study therefore, focused on the extent to which Social Studies teachers in Oyo State secondary schools comply with student centred teaching/learning curriculum practices.

Research Questions

The research questions raised and answered in the study are:

1. How do Social Studies teachers implement student-centred curriculum in their various classes?
2. To what extent do Social Studies teachers comply with student centred teaching/learning tenets?

Hypotheses

The formulated and tested hypotheses in the study were:

- H₀₁: There is no significant influence of educational qualification on the extent of Social Studies teachers' compliance with student centred teaching/learning practices.
- H₀₂: There is no significant influence of years of teaching experience on the extent of Social Studies teachers' compliance with student centred teaching / learning practices.

Methodology

The study adopted a descriptive research design. The population comprised of all secondary schools' Social Studies teachers in Oyo state. The sample for the study consisted of 120 teachers selected using multi-stage sampling procedures. Out of the three senatorial districts in Oyo State, two senatorial districts were selected using a simple random sampling technique. In each of the selected senatorial districts, three Local Government Areas were selected using a simple random sampling technique making a total of six LGAs in all. Also, ten schools each were selected from each of the LGAs using a simple random technique while purposive sampling technique was used to select two Social Studies teachers in the selected schools. The instrument used to collect data for the study was a researcher's designed and validated questionnaire titled "Students Centred Curriculum Practices Assessment Questionnaire (SCCPAQ)". The SCCPAQ contains two sections: Section A, contains items that addressed bio data of the teachers while section B contains 14 items that assessed classroom curriculum implementation practices of

the Social Studies teachers. Items on SCCPAQ assessed teacher's classroom teaching/learning instructions that permit collaboration (Items 1-3), personalization (4-7), critical thinking or problem solving (8-10) and student self-regulation and academic tenacity (11-14). SCCPAQ took on a four-point Likert scale format of Never (0) to All the Time (3). The instrument was pilot tested before its use with a reliability coefficient of 0.70. Teachers' responses to 14 items on SCCPAQ were cumulated. The minimum and maximum scores obtainable on this questionnaire are 0 and 42 with mean and SD values of 23.7 and 5.4. Scores ranging from 0-14 is adjudged as Low extent of compliance, 15-28 as Moderate extent of compliance while scores of 29-42 is adjudged as High extent of compliance. Research question one was answered using mean and standard deviation, research question two answered with frequency and percentage while hypotheses one and two were tested with Chi-Square statistical technique.

Results

Research Question 1: How do Social Studies teachers implement student-centred curriculum in their various classes?

Table 1: Social Studies Teachers Student-Centred Curriculum Implementation Practices

S/N	In your classroom teaching/ learning interactions, <i>how often did you provide instruction that permits...?</i>	Mean	ST	Remarks
A	Collaboration			
1	students to interact with one another as part of classroom learning	1.70	.97	Often
2	learners relying on help and support from classmates to complete assignments/learning tasks.	1.21	.95	Occasionally
3	learners receiving and using feedback from peers to revise work	1.58	.97	Occasionally
	Grand Mean	1.49	SD= .53	Occasionally
B	Personalization			
4	Learners having input on the design and goals of classroom learning	1.93	.91	Often
5	Learners having personalized pathways to college/career readiness	1.72	1.04	Often
6	Learners having choice over how to demonstrate proficiency	1.67	.94	Often

7	Learners working at their own pace to master content	1.67	.99	Often
Grand Mean		1.75	SD=.65	Often
C	Critical Thinking or Problem Solving			
8	students work on tasks with no single correct answer	1.23	1.02	Occasionally
9	Students apply previously learned content to new problems and new contexts	1.96	.94	Often
10	Students support ideas with evidence	1.78	.90	Often
Grand Mean		1.65	SD=.51	Often
D	Student Self-Regulation and Academic Tenacity			
11	Students the opportunities to demonstrate persistence	1.99	.90	Often
12	Students assess the quality of their own work as they proceed	1.79	.86	Often
13	Students modify their approach when faced with obstacles to achieving long-term goals	1.78	.87	Often
14	students participate in learning outside the school day/school building	1.68	.94	Often
Grand Mean		1.81	SD=.52	Often

Rating: 0-0.75= Never; 0.76-1.5= Occasionally; 1.6-2.25=Often; 2.26-3.00=All the Time

Table 1 showed Social Studies teachers' student-centred curriculum implementation practices in the classrooms. In terms of learning collaboration classroom activities, the Grand mean value of 1.45 indicates that Social Studies teachers occasionally provide such instructions that permit collaboration while they often provide instructions that permit personalization (Mean = 1.75, SD = .65), critical thinking/problem solving (Mean = 1.65, SD = .51), and student self-regulation/academic tenacity (Mean = 1.81, SD = .52).

Research Question 2: To what extent do Social Studies teachers comply with student centred teaching/learning tenets?

Table 2: Extent of Social Studies teachers' Compliance with Student Centred Teaching/Learning Tenets

Extent of Compliance	Score Range	Frequency (f)	Percentage (%)
Low Extent	0-14	5	4.2
Moderate Extent	15-28	93	77.5
High Extent	29-42	22	18.3
Total		120	100.0

Result in Table 2 showed the extent of Social Studies teachers' compliance with student centred teaching/learning tenets. As shown on table, 4.2% of the teachers complied to a low extent, 77.5% to a moderate extent while 18.3% of the teachers complied to a high extent. It is shown that the majority of the Social Studies teachers complied with student centred teaching/learning tenets to a moderate extent.

Hypotheses

H₀1: There is no significant influence of educational qualification on the extent of Social Studies teachers' compliance with student centred teaching/learning practices.

Table 3: Chi-Square Test of Influence of Educational Qualification on the Extent of Social Studies Teachers' Compliance with Student Centred Teaching/Learning Practices

Academic Qualification	Extent of Compliance			Total	χ^2	df	p
	Low	Moderate	High				
NCE	0(0.0%)	20(16.7%)	5(4.2%)	25(20.8%)	25.714	10	.004
B. Ed/B.A.	1(0.8%)	43(35.8%)	11(9.2%)	55(45.8%)			
Ed/B. Sc. Ed							
B.A./B. Sc.	0(0.0%)	12(10.0%)	1(0.8%)	13(10.8%)			
PGDE	3(2.5%)	6(5.0%)	1(0.8%)	10(8.3%)			
Masters	1(0.8%)	9(7.5%)	1(0.8%)	11(9.2%)			
HND	0(0.0%)	3(2.5%)	3(2.5%)	6(5.0%)			
Total	5(4.2%)	93(77.5%)	22(18.3%)	120(100.0%)			

Table 3 showed the influence of educational qualification on the extent of Social Studies teachers' compliance with student centred teaching/learning practices. It can be observed that the Chi-square test result indicated that there is a significant influence of educational qualification on the extent of Social Studies teachers' compliance with student centred teaching/learning practices, $\chi^2(n = 120) = 25.714$, $df = 10$, $p = .004$. Since the p-value is less than 0.05 thresholds. The null hypothesis is rejected.

H₀1: There is no significant influence of years of teaching experience on the extent of Social Studies teachers' compliance with student centred teaching/learning practices.

Table 4:Chi-Square Test of Influence of Years of Teaching Experience on the Extent of Social Studies Teachers' Compliance with Student Centred Teaching/Learning Practices

Years of Teaching Experience	Extent of Compliance			Total	χ^2	df	p
	Low	Moderate	High				
Less than 5yrs	0(0.0%)	27(22.5%)	11(9.2%)	38(31.7%)	19.452	6	.003
5-10yrs	0(0.0%)	36(30.0%)	3(2.5%)	39(32.5%)			
11-15yrs	3(2.5%)	10(8.3%)	5(4.2%)	18(15.0%)			
16yrs & Above	2(1.7%)	20(16.7%)	3(2.5%)	25(20.8%)			
Total	5(4.2%)	93(77.5%)	22(18.3%)	120(100.0%)			

Table 4 showed the influence of years of teaching experience on the extent of Social Studies teachers' compliance with student centred teaching/learning practices. It can be observed that the Chi-square test result indicated that there exists a significant influence of years of teaching experience on the extent of Social Studies teachers' compliance with student centred teaching/learning practices, $\chi^2(n = 120) = 19.452$, $df = 6$, $p = .003$. Since the p-value is less than 0.05 thresholds. The null hypothesis is rejected.

Discussions

Finding of this study revealed that Social Studies teachers in Oyo State secondary schools often provide instructions that permit personalization, critical thinking/problem solving, and student self-regulation/academic tenacity among the students while they occasionally provide instructions that permit collaboration. This outcome suggests that the teachers usually embedded some of the student-centred classroom instructional practices in their teaching instead of complete adoption of the student-centred instructions. Also, the collaboration aspect of student-centred classroom instructional practices is occasionally inculcated in their instructional execution in the classrooms. This finding support Nyimbili, Namuyamba & Chakanika's (2018) study that reported that teachers were not actually interested in complete adoption of student-centred classroom teaching but usually incorporated a limited number of learner centred activities in their teachings. Also, the current finding corroborates findings of Arseven, Sahin & Kılıç (2016) that also suggest that a high level of teachers' adoption of student-centred instruction in their quantitative findings while their qualitative findings indicated teachers' adoption more of teacher-centred approach in terms of planning, application, and assessment.

Finding also showed that most of the Social Studies teachers complied with student centred teaching/learning tenets to a moderate extent. This finding further

corroborates the outcome of research question one on Social Studies teachers' implementation procedures of a student-centred learning. The finding is also in line with findings Zabeli, Anderson & Saqipi (2018) who reported that teachers demonstrated understanding of learner-centred teaching philosophy in terms of the students' role in the learning process, whereas how exactly the concept is to be applied in teaching situation is less understood by the teachers. However, the finding contradicts that of Arseven, Sahin & Kılıç (2016) who found that teachers' adoption level of student-centred instruction is high in their quantitative findings. Although, a mixed method research design was adopted by Arseven, Sahin & Kılıç (2016) and their qualitative reports showed that teacher's approach was more of teacher-centred, and this equally contradicts the outcome of their quantitative findings.

Findings of this study further revealed that teachers' educational qualification and years of teaching experience significantly influenced the extent of Social Studies teachers' compliance with student centred teaching/learning practices. This suggests that teachers' educational qualification and years of teaching experience are significant determinants of teachers' compliance with the adoption of student-centred teaching/learning practices. Student-centred curriculum implementation unlike the traditional approach requires expertise that can be fostered through experience and understanding. Therefore, there is a possibility that as teachers move up in educational ladder, their level of understanding of pedagogy increases. Teacher's actual experiences in practical classroom teaching are expected to grow with increase in the years of practice and as a result, more understanding and skills gained becomes effective tools. This finding tends to support the findings of Yala & Wanjohi (2011) that teachers' experience and educational qualifications are significant predictors of teachers' job commitment. Also in support of the current finding is the finding of Cheruiyot (2018) who found teacher's experience as an important teacher factor that influences choice of teaching methods. This finding, however, contradicts Tawalbeh & AlAsmari's (2015) study who found no significant difference in instructors' perceptions of learner-centered instruction approach on the basis of qualification and years of experience.

Conclusion

The study concludes that Social Studies teachers in Oyo State secondary schools incorporated student-centred activities in their classroom instructional strategies rather than a complete adoption of student-centred teaching approach. Nevertheless, these practices can be built upon towards achieving the desired classroom instructional strategies that are purely student-centred in orientation.

Recommendations

Based on the findings of this study, the following recommendations were made:

- (1) Social Studies teachers in Oyo State secondary schools should be encouraged to tailor their instructional practices towards such that allows for

- collaboration in their learners.
- (2) There is also a need for the Social Studies teachers in Oyo State secondary schools to place more emphasis on instructional practices that focused more on students or learners instead of putting teacher at the centre of attention.
 - (3) The school administrators should allow teachers with higher qualifications and experience to mentor the less experienced ones on the adoption of instructional practices that are student-centred in nature.

References

- Adeyemi, B. A. (2010). Teacher related factors as correlates of pupils' achievement in social studies in Southwest Nigeria. *Electronic Journal of Research in Educational Psychology*, 81 (1), 313-332.
- Allybokus, B. S. (2015). *The implementation of learner-centred teaching in Mauritian state secondary schools: Examining teachers' beliefs and classroom practice*. An Unpublished Ph. D. Thesis of Institute of Education, University College London. Retrieved from <https://core.ac.uk/download/pdf/33680276.pdf> on the 9th May, 2020
- Arseven, Z., Sahin, S., & Kılıç, A. (2016). Teachers' adoption level of student centered education approach. *Journal of Education and Practice*, 7(29), 133-144.
- Barraket, J. (2005). Teaching research method using a student – centred approach? Critical reflections on practice. *Journal of University Teaching and Learning Practice*, 2, 59-74.
- Brackenbury, T. (2012). A qualitative examination of connections between learner-centered teaching and past significant learning experiences. *Journal of the Scholarship of Teaching and Learning*, 12(4), 12–28.
- Chauhan, S. S. (2007). *Advanced educational psychology* (7th ed.) New-Delhi: Vicas Publishing House PVT LTD.
- Cheruiyot, B. B. (2018). Teacher factors that influence the choice of teaching methods used by early childhood development education teachers in Keiyo South District. *Africa International Journal of Multi disciplinary Research*, 2 (1), 7-17
- Diaz-Barriga, A. F. (2016). Learner-centred curriculum revisited. *European Journal of Curriculum Studies*, 3(2), 505-519
- Emenyeonu, O. C. (2012). Student-centered learning in Oman: Challenges and pitfalls. *International Journal of Learning and Development*, 2(5), 243-253.
- Johnson, L., Adams, B, S., Estrada, V., & Freeman, A. (2015). *NMC Horizon Report: 2015 K-12 Edition*. Austin, Texas: The New Media Consortium. Retrieved from <https://files.eric.ed.gov/fulltext/ED559357.pdf> on the 12th May, 2020
- Kumar, M. K. (2016). Challenges of implementing student-centered strategies in classrooms. *International Research Journal of Engineering and Technology*, 3(12), 1224-1227.
- Lock, J., Eaton, S. E. & Kessy, E. (2017). Fostering self-regulation in online learning

- in K-12 Education. *Northwest Journal of Teacher Education*, 12(2), 1-13.
- Nyimbili, F., Namuyamba, M., & Chakanika, W. W. (2018). The use of learner-centred techniques in the teaching of English Language in selected secondary schools of Lundazi District. *International Journal of Humanities Social Sciences and Education*, 5(3), 143-149
- Paris, S. G., & Paris, A. H. (2001). Classroom applications of research on self-regulated learning. *Educational Psychologist*, 36(2), 89-101.
- Sivakumar, R. (2018). Methods and resources in teaching Social Studies. *Journal of Contemporary Educational Research and Innovations*, 8(2), 207-216
- Tawalbeh, T. I., & AlAsmari, A. A. (2015). Instructors' perceptions and barriers of learner-centered instruction in English at the university level. *Higher Education Studies*, 5(2), 38-57
- United Nations Educational Scientific and Cultural Organisation (2007). Education for All by 2015. Will we make it?. EFA Global Monitoring Report. Paris: UNESCO.
- Weimer, M. (2002). *Learner-centred teaching: Five key changers to practice*. San Francisco: Jossey Bass.
- Yala, P. O. & Wanjohi, W. C. (2011). Performance determinants of KCSE in Mathematics in secondary schools in Nyamira Division, Kenya. *Asian Social Science*, 7 (20), 107-112.
- Zabeli, N., Anderson, J. A., & Saqipi, B. (2018). Towards development and implementation of learner-centred education in Kosovo. *Journal of Social Studies Educational Research*, 9(4), 49-64