

Assessing the Extent of NCE Political Science Education New Minimum Standard Implementation in Colleges of Education in Oyo State, Nigeria

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Abstract

This study assessed the extent of implementation of NCCE Minimum Standards in Political Science in Colleges of Education in Oyo State, Nigeria. The descriptive survey research design was adopted. All the 26 Political Science lecturers (Federal College of Education (Special), Oyo-12; Oyo State College of Education, Lanlate- 04 and Emmanuel Alayande College of Education, Oyo- 10) in public Colleges of Education in Oyo State participated in the study. Two research questions and one null hypothesis guided the study. A 13-item self-constructed “NCE Political Science Education Programme Implementation Questionnaire” (NCEPSEPIQ) with a reliability co-efficient of 0.75 using cronbach alpha technique was used to collect data. Mean and standard deviation were employed to summarise the data. The hypothesis was tested using Pearson-Product Moment Correlation at 0.05 level of significance. Findings revealed high level of implementation of NCE Political Science Minimum Standards in the institutions. It also indicated the need for more staff and adequate facilities as some of the challenges for the implementation. There was a significant positive relationship between lecturers’ perception on the extent of implementation and years of working experience. Hence, it was recommended that governments should recruit adequate number of Political Science lecturers, provide more facilities, and incorporate a feedback mechanism to gather input from NCE students, lecturers and stakeholders. This will enable curriculum planners to review and improve the curriculum ultimately enhancing political science education in Oyo State and Nigeria as a whole.

Keywords: Political Science, Minimum Standard, Implementation, College of Education

Introduction

The role of political science education in any social organisation or society cannot be overemphasized. This is because the discipline teaches rudiments of politics and also, serves as an instrument for citizenship education (FRN-NCCE, 2020). Hence, its inclusion at all levels of education in Nigeria with supervisory bodies. For example, the National Commission for Colleges

of Education (NCCE) is saddled with the responsibility of the colleges of education in Nigeria, while National University Commission (NUC) is responsible for Nigeria university affairs. Both NCCE and NUC, have political science curricula in their manuals of minimum standards (Alkasim, Adamu, Sufi and Adamu in Olusegun, 2021).

In a highly pluralistic state with diverse culture, belief, language and fast growing population as ours, political science education is inevitable. As a discipline dealing with the political issues of human beings, political science belongs to the class of social science and has a strong relationship with other social science disciplines such as economics, geography, history, philosophy, sociology, anthropology among others (Olusegun, 2021). Political science has its subject matter as: political institutions referring to the (State, government, judiciary, parliamentary, pressure groups, political party and the likes), political behaviour and activities of the human as political science (Biswas in Olusegun, 2021). The basics of political science are taught as social studies or civic education at the primary and junior secondary schools, while it is offered as government at the senior secondary school level. Also, it is taken as one of the examination subjects to obtain the senior secondary school certificate (Olusegun, 2021). In the absence of political science as a subject in the school, political science teachers are made to teach either government or social studies (Eje, 2023). Furthermore, political science is being offered for the award of bachelor degree in political science or political science education at the University and NCE certificate in colleges of education (Olusegun, 2021).

The philosophy of political science or political science education according to the NCCE 2020 minimum standard, have been able to widen scholars' horizon and enable a broader understanding of the concept of political science. The philosophy of political science/ education include: (1) the study of political power and power relations among men within the state and the international system. This refers to the systematic and analytical study of the acquisition, control and exercise of power by individuals, groups and organisations within the political system. (2) It serves as Instrument for citizenship education. By this, it inculcates into the citizens, the knowledge of government, its processes, principles, political theories, democratic ideals, values, attitudes and norms, essential for the development and sustenance of a democratic culture and stable polity. (3) It explains the understanding of relations among states and international organizations, interdependence of nations, co-operation, peaceful co-existence and mutual assistance.

The objective of political science education centers on the aim to equip the students with skills, knowledge and methodology needed for effective teaching of government in secondary schools. Therefore, the understanding or adequate knowledge of philosophy of political education can help in the achievement of its objectives. The primary objectives of the programme according to the NCCE 2020 Minimum standard are to: (1) Produce proficient teachers of government who can demonstrate sound knowledge of political science. (2) Train teachers of the subject who, not only possess confidence, skills and techniques necessary for the teaching of the subject but also possess the proper values and attitudes towards political science as a discipline of study. (3) Inculcate within the scope of the students' training the necessary values, skills and techniques for effective and moral leadership. (4) Inculcate in the student's values of citizenship that will broaden their sense and scope of participation in community as well as national affairs. (5) Produce teachers that can inspire and inculcate in the students, the values and attitudes of pan-Africanism, African nationalism and African brotherhood. (6) Train teachers who can impart values that will promote the growth of international co-operation, co- existence and mutual assistance.

According to Usman (2024), the National Certificate in Education (NCE) programme aims at improving the quality of education and this is central to government's series of educational reforms. Thus, the imperative of implementing NCCE new minimum standard (Magaji and Nayaya 2022). The minimum standard provides basis for programme evaluation and proper accreditation of academic programmes in colleges of education (Samuel and Okodoko 2012). In the view of Okebukola (2013) in Tom-lawyer (2014), curriculum in Nigeria is theoretically oriented and irrelevant to the future demands of students. This necessitates regular review of curriculum to maintain the required standard and as well compete favourably with the curricula of the developed countries. Kolawole (2015), stressed that assessment of any programme will help in the development and application of tests, instruments and techniques to appraise students to determine their level of attainment in the course, subject or programme. Also, De Wit and Altbach (2021), note that assessment of programme is vital for several reasons which he mentioned as: Quality improvement, Alignment with global trends, Economic competitiveness, Addressing teacher shortages and Enhancing equity. The NCE teachers upon their graduation from the college shall be qualified to teach government related subjects in Nigeria secondary schools. This is in agreement with emphasis on the National Policy of Education NPE (2004) implementation guideline that NCE shall be the minimum qualification for teaching in Nigeria. Various

methodological approaches for teaching political science at the NCE level were highlighted as: Lecture method, Tutorials, Seminars/Discussions, Excursions/Field Trips, Project method and any other relevant method (NCCE minimum standard, 2020).

The literature review on the implementation status of the new minimum standard (NMS) in NCE courses in Nigeria offers diverse views and findings. Several studies have focused on the assessment of challenges and advancements in implementing NMS (Usman, 2024). The aspect of curriculum alignment, teacher's readiness, efficiency and resources availability have been frequently researched upon. The study conducted by Ogochukwu and Gbendu (2015) on the assessment of the implementation of minimum standards for basic schools in realising the second millennium development goals (MDGs) revealed insufficient resources, inadequate manpower, facilities and equipment as factors contributed to the poor implementation of minimum standard for basic education. Similarly, the study of Samuel and Okodoko (2012), Evaluating the Implementation of the NCE primary education programme in Nigeria colleges of education showed a significant relationship between structural facilities, teachers' qualifications and availability of relevant textbooks in implementing NCE primary education programmes. Abdulrahman, Gimba, Hassan, and Jiya (2019) also carried out a research centered on assessing the implementation of the curriculum content of mathematics education. The result revealed lecturers acknowledgement of adequate curriculum content in achieving the programme's philosophy and objectives. In like manner, the research conducted by Jacob and Samuel (2020) on Educational Policy in Nigeria: Implementation Challenges and Remedial Measures revealed some challenges such as inadequate qualified teachers, funding, insufficient infrastructural facilities, nonchalant, institutional corruption, political instability, policy implementation commitment discontinuity, communication gap between policy designer and implementers. Similarly, Tom-lawyer (2014) in his study, "An appraisal of the revised Nigeria Certificate in Education Minimum Standards (English Language Curriculum)" stresses that NCCE recommends participatory and interactive approach in the delivery of lessons and mandatory tutorials for language and literature courses. However, the extent to which it can be achieved is in doubt because of the issues of overcrowded classroom which has been plaguing curriculum implementation in the country (Olusola and Rotimi, 2012).

The review of related literatures revealed the challenges and strength progressions in implementing new minimum standards in colleges of education (Usman, 2024). It is worthy of note that successful implementation of educational reforms will require careful planning, allocation of

resources, faculty development and a supportive institutional culture (Badran and Toprak, 2020; Li and Li, 2023 et. al.in Usman 2024). Hence, it is important to carefully examine the successes, challenges and obstacles encountered during the implementation of the NCE political science new minimum standard and the implication on the political science or government teachers in the state. This study therefore aims to probe into, and offer useful suggestions to the identified issues in assessing the extent of the implementation of NCE political science education new minimum standards in Colleges of Education in Oyo State.

Purpose of the Study

The main objective of this study is to assess the extent of NCE political science education new minimum standard implementation in Colleges of Education in Oyo State, Nigeria. The specific objectives are to:

1. Assess the extent of the implementation of the National Certificate in Education (NCE) political science education new minimum standards in Colleges of Education in Oyo State.
2. Investigate the challenges associated with implementation of the new minimum standard for NCE political science education in Oyo State.
3. Find out the relationship between the perceptions of old lecturers with 5 years and above teaching experience and new lecturers with below 5 years of teaching experience, on the extent of implementation of new minimum standard NCE political science education in Colleges of Education in Oyo State.

Research Questions

The following research questions guided the study.

1. To what extent have the National Certificate in Education (NCE) political science education new minimum standards been implemented in Colleges of Education in Oyo State,?
2. What are the challenges regarding the implementation of new minimum standard for NCE political science education in Colleges of Education in Oyo state?

Research Hypothesis

1. There is no significant relationship between the perception of lecturers with more than five years of teaching experience and lecturers with below five years of teaching experience on the extent of implementation of new minimum standard NCE political science education in colleges of education in Oyo State.

Methodology

Research design for this study was descriptive survey. The population comprises all the political science education lecturers at federal and State Colleges of Education in Oyo State during 2023/2024 academic session. The names of institutions and total number of the lecturers were: (1) Federal College of Education (Special), Oyo: 12 lecturers. (2) Emmanuel Alayande University of Education, NCE Political Science programmes: 10 lecturers. (3) Oyo state College of Education, Lanlate. 4 lecturers. A total of 26 lecturers participated in the study.

Purposeful sampling technique was utilized to include all lecturers in the study. Instrument used for the study was a 13-item self-constructed “NCE Political Science Education Programme Implementation Questionnaire” (NCEPSEPIQ). The instrument was face-validated by experts and a test-retest reliability coefficient of 0.75 established using Cronbach alpha formula. Statistical tools of mean and standard deviation were employed to summarise the data and the hypothesis was tested using Pearson Product Moment Correlation (PPMC) coefficient at .05 level of significance.

Results

Analysis of bio data

Table 1: Gender Classification of Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	23	88.5	88.5	88.5
Female	3	11.5	11.5	100.0
Total	26	100.0	100.0	

The table above shows that 23 (88.5%) of the respondents are males while 3 (11.5%) are females.

Table 2: Qualifications of Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Bachelor's degree	9	34.6	34.6	34.6
Master's degree	16	61.5	61.5	96.2
PhD	1	3.8	3.8	100.0
Total	26	100.0	100.0	

The table shows that 9 (34.6%) respondents are first degree holders, 16 (61.5%) are master's degree holders and 1 (3.8%) respondent possess a Doctoral degree.

Table 3: Working Experience of Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1-5 years	9	34.6	34.6	34.6
6-10 years	11	42.3	42.3	76.9
11-15 years	4	15.4	15.4	92.3
16-20 years	1	3.8	3.8	96.2
21 years and above	1	3.8	3.8	100.0
Total	26	100.0	100.0	

Table 4 reveals that 9 (34.6%) of the respondents has 1-5 years of working experience, 11 (42.3%) have 6-10 years' experience, 4 (15.4%) have 11-15 years of working experience, 1 (3.8%) have 16-20 years of working experience while 1 (3.8%) has 21 years and above years of working experience.

Research Question One: To what extent have the Nigerian Certificate in Education (NCE) political science education new minimum standards been implemented in colleges of education in Oyo State?

Table 4: Descriptive Statistics

S/N	Items	Mean	Std. Deviation
1	I am conscious of the new minimum prerequisites for NCE Political Science Education	3.50	.510
2	I accept the new baseline requirements	3.58	.504
3	I found it convenient to use the new NCE minimum standard	3.69	.618
4	The new minimum standard requirement was successfully applied in every way	3.46	.647
5	I modified my methods for teaching political science to include the new minimum standard	3.38	.571
6	While the minimum standard was put into place, i saw a lot of chances in the involvement and performance of the students	3.15	.834
7	I was given numerous professional development opportunity on the minimum requirement	3.23	.652
	Weighted mean	3.43	

The above table further revealed a weighted mean of 3.43 out of the maximum obtainable score of 4.00 which is higher than the standard mean of 2.5. This reveals that the extent at which the Nigerian Certificate in Education (NCE) Political science education new minimum standards been implemented in colleges of education in Oyo state is high.

Research Question Two: What are the challenges faced regarding the implementation of new minimum standard for NCE Political Science in Oyo state?

Table 5: Descriptive Statistics

S/N	Items	Mean	Std. Deviation
8	The new minimum standard NCE Political Science programme is cumbersome	3.15	1.059
9	I found it tough to utilize political science NCE new minimum standard	2.95	.962
10	I face obstacles in adopting NCE political science new minimum standard successfully	3.00	1.203
11	More staff are needed for the new minimum standard NCE political science successful implementation in my college	2.62	.938
12	The methodological approaches such as; tutorials, excursion, field trips and project methods are scarcely utilized in my college	3.31	.970
13	Implementation of NCE Political science new minimum standard require more facilities in my college	2.81	.881
	Weighted mean	2.94	

The above table further revealed a weighted mean of 2.94 out of the maximum obtainable score of 4.00 which is slightly higher than the standard mean of 2.5. From the table, the implementation of new minimum standard for NCE Political Science in Oyo state will require more staff and facilities. This is revealed by mean scores (2.62 and 2.81 respectively), lower than the weighted mean of 2.94.

Null Hypothesis: There is no significant relationship between Lecturers' perception and working experience on the extent of implementation of new minimum standard of political science in colleges of education in Oyo State.

Table 6: Correlations

		working experience	Lecturers' perception
working experience	Pearson Correlation	1	.693**
	Sig. (2-tailed)		.000
	N	26	26
Lecturers' perception	Pearson Correlation	.693**	1
	Sig. (2-tailed)	.000	
	N	26	26

**. Correlation is significant at the 0.01 level (2-tailed).

Table 6 above reveals that there is a positive relationship (0.693) between Lecturers' perception and working experience on the extent of implementation of new minimum standard of political science. Therefore, we reject the null hypothesis and accept the alternative hypothesis that there is significant relationship between Lecturers' perception and working experience on the extent of implementation of new minimum standard of political science in colleges of education in Oyo state.

Discussion of Findings

The findings of this study based on specific objective one and research question one revealed that the extent at which NCE political science education new minimum standard has been implemented in Colleges of Education in Oyo State is high which implies that the programme was successfully implemented. This is in agreement with the research report of Usman (2024) who carried out a study on assessing the extent of mathematics education new minimum standard implementation in colleges of education in Niger State whose findings revealed a successful implementation of the programme. The result also agrees with the result of Abdulrahman, Gimba, Hassan, and Jiya (2019) on assessing the implementation of the curriculum content of mathematics education which revealed adequate curriculum content in achieving the philosophy and objectives of the programme.

The findings of this study based on specific objective two and research question two showed that shortage of staff and inadequate facilities were the major challenges regarding the implementation of NCE political science new minimum standard in Oyo State. The finding of the study corroborates that of Ogochukwu and Gbendu (2015) on the extent of implementation of minimum standards of basic education for the realisation of the second millennium development goal in

Bayelsa state, it revealed insufficient resources, inadequate manpower, facilities and equipment as factors contributed to the poor implementation of minimum standard for basic education. The finding also agrees with the report of Jacob and Samuel (2020) which revealed that inadequate qualified teachers, funding, insufficient infrastructural facilities, institutional corruption, political instability among others are some of the implementation challenges of educational policy in Nigeria.

The findings of this study based on specific objective three, and the hypothesis revealed that there was a significant relationship between lecturers' perception and working experience on the NCE new minimum standard political science education implementation in Colleges of Education in Oyo State. This implies that irrespective of the length of service, political science lecturers in federal and State Colleges of Education in Oyo State agreed to the successful implementation of new minimum standard political science education in the state.

Conclusion

Based on the findings of this study, it could be concluded that new minimum standards for NCE political science education programme in colleges of education in Oyo State is successfully implemented. However, adequate measures should be taken by the stake holders to improve on the teaching and learning of NCE political science education programme in the colleges of education in Oyo State and Nigeria as a whole.

Recommendations

The following recommendations were made:

1. Government should provide necessary facilities in the Colleges of Education for smooth running of the programme.
2. Government should employ adequate lecturers for teaching political science in the colleges of education in Oyo State and Nigeria.
3. Implement a feedback mechanism to gather perspectives from students, lecturers and the administrators. This will help in curriculum review, implementation and advancement of political science education in the State.

4. The NCCE should organise and execute regular workshops, seminars and conferences for the political science lecturers to make them up to date in methods and trends of political science teaching.

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