UNIVERSITY OF ILORIN

THE TWO HUNDRED AND SEVENTY-FIRST (271ST) INAUGURAL LECTURE

"NAVIGATING THE NEXUS OF TEACHER EDUCATION, CURRICULUM DEVELOPMENT AND SOCIAL STUDIES"

By

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Great Students of the University of Ilorin,
Gentlemen of the Print and Electronic Media,
Distinguished Invited Guests, Friends, and Relatives
Distinguished Ladies and Gentlemen.

Preamble

By Allah's mercy and permission, I present to you the 271st inaugural lecture of the University of Ilorin.

أعوذُ بِٱللَّهِ مِنَ ٱلشَّيْطَٰنِٱلرَّجِيم
بِسْمِ ٱللَّٰهِٱلرَّحْمَٰنِٱلرَّحِيمْ
سُبْحَـانَ اللهِ وَبِحَمْـدِهِ، عَدَدَ خَلْـقِه، وَرِضَـا نَفْسِـه، وَزِنَـةَ عَرْشِـه، وَمِـدادَ كَلِمـاتِـه

I seek refuge in Allah from Shaitan, the accursed; I start in the name of Allah, Most Gracious, Most Merciful. "Glory is to Allah and Praise is to Him, by the multitude of His creation, by His Pleasure, by the weight of His Throne, and by the extent of His Words" (Sahih Muslim 4/2090).

Allah, you are the first without any reference point of starting and you will be the last without any point of termination of your existence. With gratitude to Almighty Allah, I stand before this distinguished audience to deliver this inaugural

lecture, the 3rd from the Social Studies Unit of the Department of Social Sciences Education.

Vice-Chancellor, sir, let me confess that I fervently prayed for this day to come for three major reasons. First, I see it as a day to appreciate Allah for his Rahmah in my life, for Allah is always with me to guide me through many challenges of life. Second, I see it as a special and fulfilling day for me as Allah has made my dream come through; from the humble background of non-literate but loving and dedicated parents, the late Alhaji Salami Omolewa Adeyemi and late Alhaja Munirat Omolola Adeyemi, whose middle names "Omo..." epitomise their sacrifices for their children. This is also a day of fulfilment to showcase my modest contributions to the theory and practice of the teaching profession. This is a profession targeted at ensuring a functional transformative and productive educational system to keep abreast of development in an ephemeral world where things change too rapidly.

My educational journey was chequered as it was not smooth sailing. From my enrolment in Primary 1 at Ansar Ud Deen Primary School, Ibokun, in the early 1970sand Anglican Commercial Grammar School, Ota, Ogun State, 1979 – 1983, it was as if this day would never be when I could not re-register for West Africa Examination Council (WAEC)after I had had an incomplete result in 1983. It was anticipation upon anticipation for the release of my outstanding (withheld results). As a stopgap, I later enrolled to study Business Education at the Technical College, Ile Ife, leading to a wane in my desire to pursue a degree programme in Law. Then I was interested in finding a job or starting a business. I had a job opening to work in a reputable bank and was happy for the opportunity to make it as a school certificate holder. For me, the world of money and comfort beckons. However, my late elder brother, Wahab Adeyemi, insisted that I must pursue my dream of a degree, with the promise to ensure that I lacked nothing to achieve my educational dreams. Angrily, I left Lagos for Ibadan to stay with my older sister, leading to an altercation and disagreement between my elder brother and my sister with his insistence that I should forget the bank job I got on a platter of gold and go to university.

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Mr. Vice-Chancellor, fast-forward to 1988, I had the premonition that my career was to be a professional teacher when I was admitted to study Bachelor of Education degree in Social Studies at the Obafemi Awolowo University (OAU), Ile Ife. I wanted to change to the Law degree programme and even contacted a friend, Oluyomi Akintitana native of Ile Ife with her connection and filled out the change of course form to move to the Faculty of Law. The day when I wanted to cross, something told me not to change my programme and that I would make a career in the field of education, I listened to my inner self. When I told my friend, she became furious, asking "Taiwo why you would let me waste my time and energy". Today Oluyomi Akintitan is very proud of me. She is here with us in the hall today. Looking back, I must thank Allah endlessly, as I do not regret choosing the teaching profession as a calling. Even when I had no job after graduating from OAU and finishing my service between 1992 and August 2003, I kept hope alive.

وَعَسَىٰٓ أَن تَكۡرَهُواْ شَيۡـًٔا وَهُوَ خَيۡرٞ لَّكُمۡۖ وَعَسَىٰٓ أَن تُحِبُّواْ شَيۡـًٔا وَهُوَ شَرّٞ لَّكُمۡۚ وَٱللَّهُ يَعۡلَمُ وَأَنتُمۡ لَا تَعۡلَمُونَ...

"… But maybe you hate a thing, and it is good for you, and perhaps you love something, and it is bad for you. And Allah Knows, while you know not" [Al-Baqara: 2 verse 216].

I joined the University service as an Assistant Lecturer in the Department of Arts and Social Sciences on 8[th]August2006.The department was later split into two on 1st August 2013 with my relocation to the new Department of Social Sciences. I rose through the ranks from Assistant Lecturer to the peak of my career on 1st October 2022, as a Professor of Curriculum Development and Social Studies. My promotion was approved in December 2023 approximately a year before my inaugural lecture delivery. Today, I present my score card from 2006 to date.

Overview of the Lecture

Vice-Chancellor, sir, my bachelor's and master's degrees in social studies, along with a Ph.D. in curriculum development focused on teacher education, have placed me in a

confluence of academic disciplines. They created an opportunity for a more holistic and comprehensive educational experience to acquire knowledge in educational theory, pedagogical practices, and the integration of community resources. They enabled me to develop the capacity to examine existing curriculum and provide ideas on the development of innovative curricula that can enhance student engagement and foster critical thinking skills in diverse learning environments. This multidisciplinary background led to this lecture titled, "**Navigating the Nexus of Teacher Education, Curriculum Development and Social Studies**".

I organized this University of Ilorin Two Hundred and Seventy One inaugural lecture as follows: (i) Introduction; (ii) The Essence of Teacher Education;(iii) Concept of Curriculum Development; (iv) Social Studies as an Academic Discipline;(v) Synergising Teacher Education, Curriculum Development, and Social Studies for Community Development; (vi) My Contributions to Knowledge, Practice, and Community; and (vii) Recommendations.

The Essence of Teacher Education

Teacher education refers to a systematically planned education to prepare prospective teachers to become educators through training in the theory and practice of teaching. It provides opportunities for pre-service or serving teachers to gain the knowledge and professional competencies to impart academic knowledge, skills, and interpersonal abilities to learners; helps learners develop emotional and social skills, assists in instilling values related to respect, responsibilities, and empathies, and guides them in setting and achieving personal goals. Teacher education encompasses knowledge of subject content, teaching skills, pedagogical theory, and professional skills (**Yusuf**, 2010). Teacher education is a continuous lifelong learning process with teachers involved in learning at various stages: pre-service, induction, and in-service professional training. Teacher education aims to equip educators with the expertise, abilities, mindset, and conduct necessary to carry out their duties in all learning settings, in-class instruction, blended,

or online (synchronous or asynchronous).It is an aspect of education that deals with the acquisition of theoretical, practical, and applied skills in the teaching profession (Gaba & Magama, 2016; Musset, 2010; UNESCO, 2024).

Teacher education is anchored on the theory that "teachers are made", as against the belief that "teachers are born". Teaching is both an art (with inborn abilities) and a science (competencies which can be acquired), thus teacher education institutions provide the enabling environment for teachers to acquire the knowledge, and master the skills, of the teaching profession. Over the years, several significant progresses have been made through research and practice to improve the quality of teacher education through higher education and licensing requirements, and continuous professional development programmes. Through teacher education, teachers develop teaching competence which is further nurtured through continuous improvement leading to the deliberate development of best practices in teaching and mindfulness in performing teaching tasks leading to positive reinforcement that fosters teacher effectiveness (Candal, 2015; Seif *et al*., 2011). Teacher education is important because it affects teacher quality. Teaching is a complex job that demands intellectual work that cannot be accomplished without adequate preparation. Teaching requires commitment and solid teacher education that encompasses general education, subject-specific education, and/or specialised education. Therefore, many countries set standards to enter the teaching profession and require teachers to go through certain training with licensing (Musset, 2010; *New World Encyclopedia*, 2015).

Teachers must have a strong grasp of the content they will teach and be confident as authorities in teaching their subject areas. Their subject matter expertise plays an important role in their acceptance as effective and successful teachers which are usually measured through their students' performance in public examinations. Teachers need a deep understanding of the subject matter and the ability to help students grasp the content of their subjects, relate one idea to another, and address misconceptions and alternative conceptions of teaching

concepts(Holt-Reynolds, 1999; University of Northern Iowa, 2024). Student teachers develop the knowledge and skills to use different teaching methods, through teacher education, to meet the different students' learning needs and styles. Teacher education ensures that student teachers develop the necessary knowledge and educational experiences they can use to tailor their teaching to fit individual student's learning approaches and speeds, thereby offering each student tailored learning routes and materials. Teachers, as professionals, as lifelong learners search, process, and evaluate relevant new knowledge thereby updating their knowledge to improve their teaching practice and meet new teaching demands (Guerriero, 2017).

Teacher education hopes to develop effective classroom management skills in pre-service and serving teachers to create a positive, organised, and productive learning environment. Teacher education focuses on ensuring that students understand the basic theories and behaviour strategies for creating physically and emotionally supportive classroom environments where the learning needs of the learner can be met. Through teacher education student teachers will develop the knowledge and skills for effective communication for quality instructional delivery, resolving conflicts, and relationship building, to encourage an environment for positive interactions with students, parents, and fellow teachers (Damme *et al*., 2016). Teacher education zeros in on cultural competence programmes to give educators the awareness, knowledge, sensitivity, and skills to cater to the learning needs of students from different backgrounds. This allows teachers to meet the needs of all students, regardless of their cultural, language, or socio-economic differences, thereby creating an inclusive, more equitable, and responsive educational environment for all categories of learners(Burke, 2024).

Teacher education programmes promote technological proficiency for educators to seamlessly integrate digital tools into the learning environment. This is to enhance teaching, promote students' interaction with learning content and materials, and improve students' performance. Technology integration skills give teachers the ability to use many digital resources as teaching and assessment tools. In addition, the use

of technology can allow teachers to model good use of technology thereby encouraging students to develop technology integration skills which are essential for learners to survive in a contemporary world, where technology drives all sectors, education inclusive (Kaminskienė *et al*., 2022; Yusuf, …, **Yusuf et al**., 2022).

Good teacher training programmes in social sciences education help teachers to handle different classroom situations. They also learn to change how they teach to fit what all students need. Ongoing job training ensures that teachers know the latest education trends and ways to teach. This helps them do their job better, overall l(Bombardelli & Weber, 2021).

Evolution of Teacher Education in Nigeria: From Traditional Models to Contemporary Approaches

Vice-Chancellor, sir, this section of the lecture is on the history of teacher education. The history of teacher training in Nigeria is a story of successes and challenges that have moulded the country's school system.

Education, before colonisation, was a collective affair in which all adult members of the community functioned as teachers, passing on knowledge, skills, and values to the next generation. Teacher training in traditional Africa used to have a strong communitarian, oral, experiential, and culturally based atmosphere. Learning takes place not inside the school environment, but out in nature, where it is transmitted by observation, experimentation, and oral tradition, and is a part of daily life itself. Oral histories, proverbs, legends, and practical skills (farming, hunting, making tools, social obligations, etc.) made up its curriculum where the new generation gains knowledge relevant to the community's survival. Initiation ceremonies also served as formal educational milestones where young people learnt essential life skills and cultural practices, often accompanied by rituals that marked the transition to adulthood (Mosweunyane, 2013; Oyedokun, 2024).

Laying the foundation for formal education with reading and writing components for pre-colonial Nigeria, was the Islamic

schooling which started with the introduction of Islam, via North African traders, in the 11th century, but reached its zenith in the 15th and 16th centuries. Qur'anic education is the root of Islamic education, highlighting the importance of the Qur'an as the primary source of Islamic knowledge and guidance. Pre-colonial Islamic teacher education in Africa was characterised by a rich tradition of learning that emphasised religious, moral, and practical knowledge facilitated through madrasahs where students learned the Qur'an, Hadith (sayings of the Prophet Muhammad - saw), and other religious texts (Baba, 2011; Kurfi, 2022). The Madrasahs served as educational and community centres, fostering a strong sense of belonging and identity among the students. Teacher training emphasises effective techniques for teaching Qur'anic memorising, which is a core component of these schools, and little focus on traditional Islamic sciences. Teachers were educated in classical texts and methods, and training also encompassed ways of relating to the local community and responding to current issues in an Islamic way. The relationship between teachers and students was fundamental with knowledge transmitted not only through texts but also through personal interactions, characterised by respect and reverence for the teacher, who was seen as a custodian of knowledge. The students absorbed the character and scholarly etiquette. Some madrasahs often included instruction in practical skills necessary for daily life and community service, such as agriculture, trade, and craftsmanship (Boyle, 2018; Ware, 2014).

Teacher education in Nigeria has evolved significantly since the colonial era, when it was primarily managed by Christian missionaries, starting with the establishment of the first teacher training college in 1859, named "The Training Institution" by the Church Missionary Society in Abeokuta. However, this initial effort faced several challenges, including political instability and resistance from local authorities, which affected its sustainability and long-term impact, leading to its movement to Lagos in 1867, and later to Oyo in 1896 and renamed St. Andrew's College. The new college had a more sustained and significant influence on teacher education in Nigeria and became a model for subsequent teacher training

colleges and played a crucial role in the development of the education system during the colonial period and beyond. This early institution was crucial in laying the foundation for formal teacher education in Nigeria and contributed in different ways to the evolution of the Nigerian educational landscape (Fafunwa, 1974; Osokoya, 2010), and the evolution of formal teaching-learning processes. In the colonial era in Nigeria, teacher education was criticised for its poor curriculum, inspection arrangement, and high pupil-teacher ratio. These weaknesses, as highlighted by the Phelps-Stokes Commission Report of 1922 subsequently called for reforms in the teacher training system. In the years that followed, Mr. E.R.J. Hussey was appointed as the first director of education and his efforts led to the re-organisation of teacher training institutions across Nigeria, which included opening an Elementary Training Centre and a Higher Elementary Training College. These changes were intended to enhance the standards of teacher training and meet some immediate needs of an overburdened education industry (Osokoya, 2010).

The national policy on education, an outcome of the 1969 curriculum conference, first published in 1977, laid the groundwork for post-independent reform in teacher education, with emphasis on the need for qualified teachers across all levels of education. Pre-service teacher education provides foundational training because the curriculum aimed at equipping teachers with necessary skills. In-service training is carried out to build teachers' capacity after they have been qualified for continuing professional development (Mormah & Bassey, 2021; Osokoya, 2010).

Teacher education is offered by multiple institutions that train teachers at various levels for the primary, secondary, and higher education levels. The teacher education curriculum includes both theoretical knowledge and practical teaching skills designed to produce teachers who are not only knowledgeable in their subject areas but also skilled in pedagogical methods. These are Nigerian Certificate of Education (NCE) with a duration of 3 years and serving as the minimum qualification for teaching in Nigeria, offered by colleges of education. The bachelor's degree

in education (B.Ed.) offered by universities with specialisations in various subject areas has a duration of four years. There is also a postgraduate diploma in education (PGDE) with a duration of one year to qualify graduates from non-education disciplines to teach. The regulatory bodies for teacher education programmes are the National Commission for Colleges of Education (NCCE), the National Universities Commission (NUC), and the Teachers Registration Council of Nigeria (TRCN) (Fafunwa, 1974; Osokoya, 2010; **Yusuf**, 2010).

Concepts of Curriculum Development

The following section of this lecture will address the questions of curriculum and curriculum development. Curriculum is a dynamic area of study with multiple meanings. It is seen as a systematic programme of steps that are designed to lead to learning experiences or a plan to achieve goals. It refers to all planned experiences that contribute to a student's education (in and outside of school). It can also be seen as a discipline with its foundations, knowledge domains, and theoretical frameworks, or as subject matter with specific content areas (e.g., social studies, English language, mathematics, etc.), organised for educational purposes. Curriculum development provides teachers with the tools they need in the form of professional development, teaching materials, and reflective teaching practices, and it encourages collaboration and alignment with school standards(Ornstein & Hunkins, 2018).It is about the systematic way teachers plan learning activities that are interesting and significant learning experiences to teach good lessons to achieve the desired learning objectives in students. This process is important because it helps to match educational content to student needs, preparing them for future challenges and opportunities (Alsubaie, 2016; Ornstein & Hunkins, 2018; School of Education, 2023).

There are three primary models for curriculum development: subject-centred, learner-centred, and problem-centred. The subject-model is about specific content areas, and knowledge is the focus of the subjects, whereas the student-model is about the needs, interests, and goals of students, and

students are empowered to make choices about their learning, whereas the problem-model is about placing students in real-world situations to solve problems, develop critical thinking, and acquire practical skills (School of Education, 2023).The Nigerian curriculum approach emphasises holistic education that integrates academic subjects with life skills and vocational training. Generally, the Nigerian educational system adopts the subject-centred model of curriculum development. The subject-centred curriculum model for social studies adopts an interdisciplinary integration that integrates various subjects to provide a well-rounded education to prepare students for practical life and the workforce (**Yusuf**, 2010).

The purpose of curriculum development in teacher education is to provide a systematic structure to both teaching and learning and to prepare educators to respond to the changing needs of students and society. The goals of curriculum development include focusing on the specific needs of learners, educational institutions, and the broader community, which involves conducting thorough needs assessments to determine what knowledge, skills, and attitudes should be prioritised in the curriculum. It seeks to define explicit, quantifiable learning goals that specify what students should be able to do after a course or educational programme, this being to guarantee that all students are ready for the next level of learning or life. Good curriculum design is designed to enhance teaching practices by equipping teachers with content and pedagogical guidance to help them teach lessons in the best way possible and to lead students to meaningful learning experiences (Alsubaie, 2016; Gupta, 2023; School of Education, 2023).

Social Studies as an Academic Discipline

Social studies is the study of people, groups, systems, and their interactions across space and time, to prepare students for civic life in their communities, nation, and world. At the elementary/primary school level, it is an interdisciplinary study of history, geography, economics, government/civics, language arts, arts, and STEM. At the secondary level, it deals with students studying single-subject, interdisciplinary, and cross-disciplinary approaches, so that students can participate in civil

discourse and civic action to ensure a just world (National Council for the Social Studies, 2024).

As a school subject, social studies entered the Nigerian school curriculum after World War II, based on the growth of the subject in Britain, the colonial master nation, and the United States of America, which emerged as the strongest nation after WW II. It was introduced into the Nigerian school system and became a core subject at the primary and junior secondary levels. The subject gained further acceptance in Nigeria in response to the nation's social needs for national reconciliation and integration after the civil war. Key milestones include the 1969 National Curriculum Conference and support from organisations like the Ford Foundation (Awopetu, 2001). Social studies in the Nigerian school curriculum aims to respond to different needs and challenges in society. It is also meant to develop civic competence, critical thinking, and cultural understanding in students. Social studies is taught as an integrated part of the curriculum from primary to junior secondary school, based on themes such as citizenship, community, and national values, relevant to Nigerian society. The curriculum is spirally organised, ensuring that students return to important topics at higher and higher levels of complexity to solidify learning and understanding. Nigerian social studies aim to promote civic duty and engagement among students, to equip them to be active participants in democratic processes; stimulate critical thinking on social issues; develop problem-solving skills that are necessary to cope with contemporary challenges; focus on the cultural diversity of Nigeria; and engender respect and appreciation for various cultural backgrounds (Ebegha & Atoukudu, 2023; Mkpa, 2020). Social studies is a multidisciplinary discipline that studies human interactions and social problem-solving. It seeks to provide students with knowledge, skills, and attitudes for responsible citizenship.

Social studies is an essential part of the school curriculum, meant to equip students to be responsible and engaged citizens in a complex, plural and interdependent world. It brings together history, geography, economics, and political science, among other things, to give students a broad perspective on human society's complexities and the problems that define

them. The social studies curriculum focuses on critical thinking, civic engagement, and the capacity to address social issues, ultimately developing students' capacities for making reasoned decisions for the common good. Social studies promotes the pursuit of high academic standards and intellectual growth for the development of critical thinking skills, subject matter mastery, and analytical abilities (Ross, 2020).

So, by concentrating on these key objectives, schools can be confident that they are shaping well-rounded individuals who will be ready for both personal and professional success in the 21st century. Social studies should be a key part of the school curriculum because it teaches students the skills and values that are needed to become responsible citizens in a pluralistic society. Through social studies content, students develop their ability to tackle complex social problems, their sense of place in their communities, and their value of civic engagement. This field equips them not only to engage in democratic life, but also to make a constructive contribution to society by developing the empathy, collaboration, and critical reasoning they will need to tackle today's problems. The social studies curriculum emphasises the importance of social responsibility, encouraging students to engage in community service and civic activities that contribute to the public good, and the education aims to provide students with a global perspective, helping them recognise their roles as citizens of an interconnected world (Folorunso & Adegboye, 2024).

Social studies knowledge enables students to use problem-solving skills to address real-world problems and to help them effectively address complex social issues. The curriculum is ethical because it seeks to make students think about the consequences of their choices and actions in society. Education in social studies is about teaching students to express their ideas clearly and convincingly in different settings because civic life requires communication. Social studies also cultivates an appreciation for learning about society, inspiring students to pursue their exploration of social issues well beyond the classroom, and developing thoughtful, active citizens for life (Mkpa, 2020; National Council for the Social Studies, 2008).

Interactions between Educational Tripod Elements of Teacher Education, Curriculum Development and Social Studies for Community Development

Teacher education, curriculum studies, and social studies all contribute to community development because they are all about educating citizens who will be able to make good contributions to their communities. Teacher education provides social studies teachers with the competence and knowledge to teach. Teacher training after service offers ongoing training and professional development to keep social studies teachers abreast of contemporary social issues and educational practices, and to adjust the curriculum to reflect the needs of diverse students (Bombardelli and Weber, 2021; Fafunwa, 1974 andOsokoya, 2010). Curriculum development outlines objectives that align with national educational standards so that students acquire the knowledge and skills necessary for citizenship. It also provides a structured social studies framework for its teaching and ensures the integration of emerging social issues into the social studies curriculum for students to connect their learning to their communities, fostering awareness and action on local challenges (Bombardelli and Weber, 2021).

Generally, the three fields of teacher education, curriculum development, and social studies emphasise the importance of preparing people to participate effectively and responsibly in civic life. They aim to equip people with the knowledge and critical thinking skills necessary to make informed decisions for the public good. The combined impact of the disciplines of teacher education, curriculum development, and social studies provide an eclectic interdisciplinary approach to learning from various fields to achieve a holistic understanding of societal issues with the common goal of addressing community affairs through the advancement of the ideals of democracy and social justice. The Venn diagram, as illustrated in Figure 1, depicts these relationships as the basis for community development. This image serves to show how these intersecting educational elements bring about community development and socialisation (Amadi, 2012).
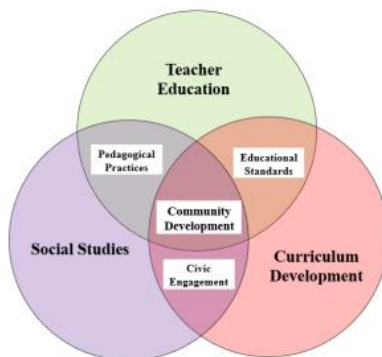
Figure 1: The Nexus of Teacher Education, Social studies, and Curriculum Development

The Venn diagram in Figure 1 presents community development as the confluence of teacher education, social studies, and curriculum development. Each of the disciplines interacts with the other disciplines to reinforce the need for a holistic system of education that addresses societal needs. The diagram elements infer that the intersections of teacher education and curriculum development bring about educational standards, teacher education with social studies creates pedagogical practices, while curriculum development and social studies result in civic engagement. These interactions create an atmosphere for social studies student teachers to be rounded learners in education components (teacher education and curriculum developments), and across the social sciences components of social studies like history, civics, geography, and economics. In this context, the curriculum is concerned with the design of educational programmes that respond to the needs and aspirations of society by bringing together different kinds of learning experiences to realise educational goals. These relationships are further explored in the triangular diagram depicted in Figure 2.
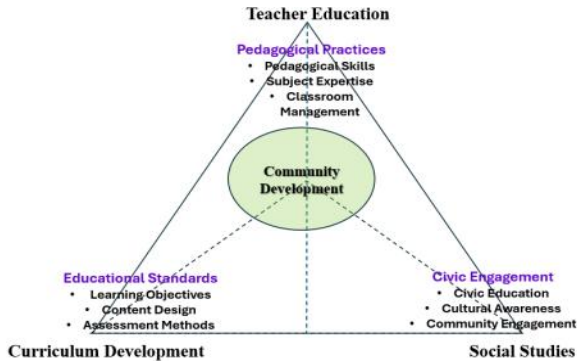
Figure 2: Triangular Conception of the Nexus Between Educational Tripod (TE, CD, and SS)

Figures 1 and 2 reflect the relationships of teacher education, curriculum development, and social studies for community development.

Direct interactions between the elements of teacher education, curriculum development, and social studies are discussed as follows. Teacher education and curriculum development entail that teachers with strong pedagogical training can effectively implement and adapt curriculum, and teacher feedback shapes curriculum refinement and development. (**Yusuf**, 2024; **Yusuf** *et al.*, 2013, 2015, 2022; **Yusuf** and Yusuf, 2016). The relationship between teacher education and social studies is not an accident, but rather a symptom of teacher education programmes that focus on teaching methods in social studies, while content knowledge in social studies is essential to good teacher preparation(**Yusuf**, 2007; **Yusuf** *et al*., 2020 and **Yusuf**, *et al*., 2017).Curriculum development and social studies interaction indicate that the content and objectives inform curriculum design, while the structure of the curriculum determines the depth and breadth of social studies coverage. Curriculum development envisions the integration of local community issues into the social studies curriculum, and curriculum assessment methods evaluate social studies competencies (**Yusuf**, 2010, 2022).

The synergistic effects of teacher education, curriculum development, and social studies on community development are reflected in knowledge and skills transfer. Through the interactions, problem-solving and critical thinking are developed as teachers facilitate critical thinking skills, the curriculum is designed to address real community issues, and social studies provides the framework for analysing community challenges. The relationship of teacher education with curriculum development and social studies is of great importance to community development. By preparing teachers to teach meaningful subject matter well by incorporating contemporary social issues into the curriculum and promoting civic engagement in students, these elements act together to produce knowledgeable citizens who can make positive contributions to their communities.

My Contributions to Knowledge, Practice, and Community

Mr. Vice-Chancellor, in this section of my presentation, I will delve into specifics regarding my contributions to knowledge, practice, and community engagements, areas that have been established as the nexus between teacher education, curriculum development, and social studies.

Contributions to Knowledge
Curriculum Development and Curriculum Implementation

Yusuf (2010) conducted a comparative study on the perception of practising teachers regarding the effectiveness of the two major teacher education curricula models (concurrent and consecutive) in Kwara, Osun, and Oyo states of Nigeria. The study investigated the input, the process, and the output using the Stake's Antecedents-Transactions-Outcomes (ATO) evaluation model. The antecedents (input) deal with the entry mode and standards for each of the models, transaction (process) focuses on the teacher preparation activities, while outcome (output) focuses on the performance of students taught by teachers who have been exposed to either of the two models. Teachers generally rated both models as adequate in terms of the quantity and quality of pedagogical components of their teacher education models. However, students taught by teachers who went through the consecutive model performed better than their counterparts

taught by teachers who went through the concurrent model. The study suggests that the concurrent model may provide a more comprehensive practical experience for teachers, indicating the need for teacher education programmes to emphasise practical training alongside theoretical knowledge. These findings indicated the inadequacy in terms of the subject content component of the concurrent teacher education model, signifying the need for an increased subject content component in teacher education.

We investigated the effect of concept mapping strategy on secondary school students' performance in economics (**Yusuf,** *et al*. 2014), using a pre-test and post-test control group design. The influence of gender on the use of concept mapping strategy was also addressed. The treatment group used the concept map as an advanced organiser and as a resource to deepen students' understanding and for easy recall of instructional content. The results indicated that using a concept mapping strategy enhanced students' academic performance as reflected in better performance than students taught using the conventional talk and chalk approach. In addition, the results indicated that gender influenced the performance of students taught using concept mapping strategy in favour of the male students. These findings show the need for student teachers to be taught how to use a concept mapping strategy for teaching their subjects so that they can use the strategy to motivate students to learn better.

In an intervention study, **Yusuf** and Yusuf (2015) examined the effect of class-wide peer-tutoring instruction on slow learners' academic performance in secondary school economics in Ilorin South, Kwara State. The experimental study adopted the pre-test, and post-test design on the purposively sampled students based on their previous economics results. Gender factor was also examined. The results indicated that slow learners had improved performance in economics after their exposure to the class-wide peer-tutoring instructional strategies. Further analysis indicated that gender was not a significant factor in the use of the class-wide peer-tutoring instructional strategies in economics, indicating the relevance of these strategies irrespective of students' gender. These findings brought out the

need for the use of innovative strategies, like peer tutoring in the Nigerian school system. Therefore, there is a need for student teachers to be exposed to different instructional strategies. In addition, the teacher education curriculum should embed more instructional strategies like peer tutoring (class-wide, cross-age, and peer-assisted), effective questioning, deliberate practice, and differentiation. Once the student teachers have been exposed to these strategies, they can apply them as appropriate when needed to assist certain categories of students.

Yusuf's (2017a) study examined how the school factor of class size, and teachers' factors like teachers' workload and qualifications impacted the performance of secondary school students in economics at the senior school certificate examinations. These school and teachers' variables were related to classroom teaching and the extent each of these variables impacted learners' performance in economics in ten sampled schools, in Ifelodun LGA of Kwara State. The results indicated these variables (class size, teacher workload, and teachers' qualifications) influenced the performance of economics students' performance in senior school certificate examinations. These findings indicated that the recommended ratio of 1 teacher to 35 students needs to be enforced to maintain quality in the teacher-student ratio for economics and other subjects. The results indicated that enhancing the quality of education can be guaranteed by employing teachers with higher qualifications and encouraging better classroom management to improve students' performance in economics and other subjects, which in turn can contribute to community development.

Yusuf (2017b) surveyed secondary school teachers' knowledge and practice of classroom assessment techniques. The results indicated that most teachers were aware of paper and pencil assessments (essay, fill-in-the-gap, MCQ, etc.), quizzes, self-evaluation, peer assessment, and oral assessment. However, most of the teachers were unaware of alternative assessment techniques like discussion chat, triple jump, patchwork test, minute paper, interview and conference. These findings indicated that most teachers were unaware of anything new regarding assessment other than the conventional types (testing, oral, and written) that they had used over the years. These results

presuppose that the teachers were not exposed to the alternative assessment strategies which they could have transferred to their classroom instruction during their training. Therefore, there is an urgent need for teacher educators in teacher education institutions to adopt alternative assessment like application cards, checklists, patchwork text, application articles, and goal ranking and matching, among others. So, in social studies, there could be many alternative forms of assessment that will assist in deeper student engagement with content and enhance the student's ability to apply critical thinking to real-world issues.

In another study, we examined the effect of an innovative instructional strategy, the Marzano instructional strategy on secondary school Economics students' academic performance in Ilorin, Nigeria. The study applied the nine strategies to a sample of students in the experimental group while a control group was exposed to the conventional method of instruction. Results indicated that students in the experimental group who were taught using the Marzano strategy performed significantly better in Economics compared to their counterparts who received instruction using the traditional direct classroom instruction. These results can be attributed to the use of the Marzano strategies as students showed greater enthusiasm using the nine strategies. The results indicated that the Marzano instructional strategies led to increased students' participation and involvement in learning activities through their generation and testing of hypotheses; use of cues, questions, and advance organisers; and cooperative learning among others; thereby ensuring improved students' learning through active learning and problem-solving skills. The study underscores the importance of professional development programmes that equip teachers with Marzano instructional strategies, preparing them to effectively implement these methods in their classrooms and enhance critical thinking and active learning. The curriculum should be designed to include Marzano's instructional strategies, emphasising direct instruction, modelling, and immediate feedback (Oyewumi, **Yusuf** *et al*., 2019).

Yusuf *et al*., (2018) studied the awareness, readiness, and self-efficacy of lecturers in tertiary institutions in Niger State, Nigeria, in using podcasts to supplement their teaching.

The survey study on the awareness, readiness, and self-efficacy of lecturers was targeted at establishing whether the lecturers are aware of the potential of podcasts in instruction, are ready to adopt them, and have the capacity needed to integrate them into their teaching. Findings indicated that the lecturers were aware of the benefits of using podcasts in their teaching and they were ready to use them to supplement their classroom instruction. However, findings indicate that most of the lecturers do not have adequate knowledge and skills in producing and using podcasts in their teaching. These findings on the awareness and readiness to use podcasts without the requisite competence to produce or use them in instruction indicate the need for student teachers to be trained during their teacher education exposure to the knowledge and skills related to the use of podcasts for classroom instruction. In addition, the teacher education curriculum needs to include more hands-on activities on the use of podcasts and other technological tools in teaching.

Odutayo and **Yusuf** (2020) explored the impact of critical dialogue problem-posing discussion strategy on the academic achievement of secondary students in economics. Using a quasi-experimental approach, a group was exposed to the use of critical dialogue problem-posing discussion while a control group used the conventional approach. The findings indicated a significant difference in the performance of the two groups in favour of the students exposed to the critical dialogue discussion strategy. These findings suggest that teacher education programmes should incorporate training on critical dialogue strategies, to equip future teachers with the necessary knowledge and skills to implement these methods effectively in their classrooms. Curriculum developers are urged to make critical discussion a central method of teaching in economics and other subjects, making the classroom livelier and more interactive. The use of the critical dialogue discussion strategy helps the students to take an active part in their learning activities and helps them develop generic communication and cooperation skills.

In my analytical paper, **Yusuf** (2024), I focused on the development of a framework for the development of a teacher

education curriculum that builds in student teachers an entrepreneurial mindset or edupreneurship curriculum. The framework contains six major components encompassing curriculum development, mentorship and networking, policy and support systems, practical training, technology integration, impact, and outcomes. The paper provides detailed information on the relationships among these components to develop educators ready for the 21stcentury work environment as skilled individuals and job creators. These components are aimed at nurturing student teachers to be innovative entrepreneurial educators with knowledge and skills to provide service or create products for the nation's economic development. The paper discusses various implications for teacher education, particularly in terms of curriculum development and its broader influence on social and community advancement. The current teacher education programmes in Nigeria and sub-Saharan Africa are inadequate for preparing educators to meet educational demands and become educational entrepreneurs. The existing teacher education in Nigeria is inadequate to cater to the needs of Nigerians to compete in a global interdependent economy. Therefore, there is an urgent need for a review of the existing teacher education curriculum at all levels to incorporate essential knowledge and hands-on practical skills and develop in students' entrepreneurial competencies required for 21st century global citizens. The framework suggests interdisciplinary or eclectic courses that combine the richness of the core aspects of education with entrepreneurial components like entrepreneurial courses and workshops, internship and mentorship programmes, developing business plans, promoting innovation and creativity, and risk-taking.

My studies have revealed the gaps between the intended curriculum for several curriculum subjects and their actual implementation. Identified challenges that hinder effective implementation include poor content selection, insufficient teacher training, large class sizes, lack of resources, and an over-emphasis on rote learning rather than interactive, student-centred approaches. Additionally, the social studies like other curriculum subjects in Nigeria often struggles to adapt to the rapidly

changing social, economic, and technological contexts leading to it inadequately addressing contemporary issues or encouraging critical thinking and practical skills. Only an improvement in the education of social studies and other subject teachers can address this anomaly.

The deficiencies observed in the implementation of the curriculum in Nigeria have negatively affected student engagement and performance in various school subjects resulting in disinterest in academic work and poor academic results. This has led to the common cliché "fall in the Nigerian standard of education". Ineffective execution of the social studies curriculum in Nigeria has led to a reduction in the development of civic awareness, critical thinking abilities, and job market readiness of students, leading to reduced capacity to develop knowledge and competencies to contribute meaningfully to the country's economic and social development.

Teacher Education

Yusuf and **Yusuf** (2009) in an analytical paper discussed the potentials of information and communication technology within the context of the Nigerian educational reform of 2007. The article recognised the potential of ICT to enhance professional growth by providing access to a vast knowledge base, digital libraries, and virtual libraries. We explored how teachers can keep up with the latest information on how ICT resources can be used for teaching through institutional-supported or self-directed professional training for them to develop their skills. In addition, the need to improve the existing teacher education programme by providing pre-service and in-service teachers with the training to make effective use of ICT resources in their teaching activities was underscored. It highlighted the need for the integration of ICT into the curriculum, at all educational levels, to improve the quality of education and proposed a structured curriculum that includes a continuous learning pathway from basic to higher education level. Generally, the article emphasises the critical role of teacher education and curriculum development in achieving the objectives of educational reforms in Nigeria, particularly through the effective use of ICT.

Yusuf…, **Yusuf** *et al*., (2009) conducted a study on parenting styles' effects on junior secondary school pupils' performance in social studies within the Ilorin Emirate of Kwara State. The findings of the study indicated that parenting styles impacted the academic achievements of secondary school students' social studies in the study area, as children of authoritarian parents performed significantly better than their other colleagues. These findings imply that in teacher education, educators must be trained to understand the impact of parenting styles on student behaviour and performance to help teachers develop strategies to engage parents and support students more effectively. The curriculum should incorporate elements that educate students and parents about the importance of effective parenting styles through workshops or parenting modules. These findings indicate the fact that the family plays a significant role in the development of students' attitudes and academic performance in social studies.

Yusuf *et al*., (2013) in an analytical paper focused on the implications of teachers' motivation on the performance of secondary school students. The paper highlighted the importance of teachers' motivation in achieving the schools' goals, students' learning and development of good citizenship traits. The paper analysed the performance of students in junior secondary schools' core subjects to show the trend of low performance which might be linked to teachers' low morale in the performance of their teaching assignments. The paper underscores the need for teachers to be well motivated through prompt promotion, improved salaries and emoluments, health support initiatives, and professional development through short courses, to motivate teachers to put in more to ensure that their students have their performance improved.

In another study, **Yusuf** *et al*., (2015), investigated the level of emotional intelligence of student teachers concerning their productivity in a Nigerian university to provide insight into their emotional competencies as future teachers. The Emotional Intelligence Scales (EIS) developed by (Goleman, 1995) was adopted after revalidation to measure student-teacher levels of emotional intelligence. What is clear from the results is that most

of the student-teachers are highly emotionally intelligent, with the majority falling into the high emotional intelligence category and very few being at a moderate level. Furthermore, the male students had higher emotional intelligence scores than their female counterparts The research on emotional intelligence concluded that teacher education should include training in emotional intelligence to equip prospective teachers with the skills to regulate their emotions and build healthy relationships with their students. These findings are significant for curriculum development because curriculum designers may need to include elements of emotional intelligence in teacher education course curricula so that student teachers might improve their social skills to be able to collaborate with their colleagues and relate positively with their students. As social studies teachers they can help students comprehend how to discuss social issues, interact better, and employ emotional intelligence in all their dealings.

Yusuf and Sanni (2021) evaluated the effectiveness of the Ado-Ekiti Study Centre, in Ekiti State in the implementation of the National Open University teacher education programme. The research sample was drawn from student teachers enrolled in education programmes and facilitators for the programmes at the centre. Based on the findings, most of the respondents perceived the course contents, pedagogical, and practical components to be in line with the objectives of NOUN regarding teacher education programmes. However, they perceived the resources for implementation to be inadequate. The sample also indicated challenges such as inadequate learning materials, erratic power supply, late delivery of course modules, and Internet access militate against the effective implementation of the teacher education curriculum at the Ado-Ekiti NOUN Study Centre.   The study pointed out the need to provide enough resources to employ permanent facilitators and improve internet facilities at the centre. S

Yusuf.., **Yusuf** *et al*., (2021) investigated the influence of gender on the knowledge of technological, pedagogical, and content knowledge (TPACK) of undergraduate students in public universities in north-central Nigeria. The findings show a notable difference in technology knowledge and technological content

knowledge, with male student teachers outperforming their female counterparts in the Technological Content Knowledge (TCK) and Technological Knowledge (TK) sub-units. Conversely, no significant difference was established between male and female student teachers in their technological pedagogical knowledge (TPK) and their technological pedagogical content knowledge (TPACK). These findings underscore gender differences in teacher education in two dimensions of technological resources integration in teaching, thereby drawing attention to the need to improve technology integration aspects of teacher education. Only such a curriculum can ensure an inclusive learning environment where male and female teachers have requisite knowledge and skills encompassing the TK, TPK, TCK, and TPACK.

Yusuf *et al*., (2022) study focused on student teachers' perceptions of the effectiveness of teaching practice supervision in the Ilorin metropolis of Kwara State, Nigeria. The findings revealed that most of the student teachers had positive perceptions of the teaching practice exercise as effective in providing them with the knowledge and skills related to teaching. The study emphasises the need for structured and effective supervision in teacher education programmes and suggests that teacher training institutions should focus on developing strong supervisory frameworks that emphasise subject-specific methodologies and offer constructive feedback. The findings suggest that the teacher education curriculum should include training in effective supervision techniques and strategies that create a supportive learning environment for student teachers to apply their knowledge and skills in clinical educational settings to hone their competencies as teachers. This approach can help future educators in steering their teaching practice experiences more effectively, and positive perceptions of teaching practice supervision can improve the overall quality of education in social studies and other subjects.

Yusuf and Odutayo (2022) analysed undergraduate students' experiences of online learning during the COVID-19 pandemic in Kwara State, Nigeria. The findings indicated the online tools and resources used for interactive teaching during

the pandemic were WhatsApp, Zoom, Google Classroom, Google Meet, Telegram, and Moodle LMS. In addition, the students had a positive perception of online and anticipated its sustenance within the Nigerian school system. These findings signpost the need for teacher education programmes to include training in effective online pedagogy, and the use of different digital platforms, to equip instructors with the skills to engage students in virtual space. There is also a need to maintain high levels of interaction in online environments that can help prepare future teachers to engage students. The entire curriculum should be taught in a way that is fully integrated, and students should be taught the skills to navigate through online learning. Curriculum designers must include blended learning models that include online and offline learning to increase flexibility and improve learning experiences. Online resources and platform use can enhance social studies education promoting discussion and collaborative projects in which students interact with a range of viewpoints.

Yusuf (2022) in a four-year longitudinal study (100 – 400 levels) surveyed the career goals and learning experiences of social studies student teachers at the University of Ilorin in Nigeria. The results established that most of the student teachers initially did not aspire to pursue a career in social studies education programme. However, even though most of the students do not choose an education programme, most of them settled into their given programmes and performed well. Therefore, their initial none interest in any education programme did not impede them from doing well in their courses. These findings indicate that teacher education institutions and the government should implement support systems to attract good students into the field of education and retain those who may not initially aspire to be teachers.

Social Studies
Yusuf (2007) investigated the influence of teacher qualifications and experience on their use of community resources in teaching social studies concepts in three local government areas of the Ilorin metropolis in Kwara State. Using a researcher-designed questionnaire, my findings indicated that

most social studies teachers strongly agreed that community resources are important for effective teaching of social studies content, however, most of them do not use community resources, as only very few of them use community resources occasionally. Further analysis revealed that most of the teachers do not use community resources in their teaching because they lack training and experience in integrating community resources in their teaching. This suggests the urgent need for focused professional development programmes, such as workshops and seminars, to enhance the capacity of teachers to bring community resources into their classroom work. The results also indicate that the existing curriculum might not do enough to highlight the value of community resources. Curriculum designers should include community-based strategies in social studies curricula to create real-world connections for students. The limited integration of community resources reflects a broader pedagogical issue where traditional methods dominate teaching practices. The focus on active learning strategies that are based on locally available resources can promote greater student engagement and a deeper understanding of the content of social studies.

Yusuf *et al*., (2020) investigated undergraduate civic knowledge, skills, and values as correlates of their civic participation in Kwara State, Nigeria. The study examined their civic knowledge, skills, engagement, and their correlations. The findings showed that the undergraduates' level of civic knowledge and values were average, and their civic skills were very low level. These results are indicative of the fact that most of the students lack civic skills. These findings highlight a strong connection between these elements and civic participation, emphasising the necessity for educational institutions to enhance civic education and encourage active participation in governance. For teacher education, the study recommends improving instructional strategies, while curriculum development should take a holistic approach to civic education. There is also a need for social educators and teachers to develop their students' civic skills so that the civic development of students envisaged in the social studies curriculum can be achieved.

Yusuf's (2020) descriptive survey investigated the relationship between value priorities and university undergraduates' lifestyles in Osun State, Nigeria. The results indicated that the values prioritised by undergraduate students are security, achievement, simulation, self-direction, tradition and conformity. The findings also indicated that the undergraduates always engage in support and life appreciation. Pearson product-moment correlation indicated a significant relationship between university undergraduate values priorities and their lifestyles indicating that their values priorities are predictors of their lifestyles. These findings are indicative of the need to develop students' values through value education so that their lifestyles can make them serve as role models for their students. In addition, teacher education needs to be expanded to include value education with an emphasis on values like curiosity, achievement, kindness, and citizenship. The social studies curriculum which recognises the place of values in social life and personal development, should be implemented to promote students' development of values at the individual and collective levels.

We explored how exemplary lecturers in a university of education in Ghana developed their competencies and skills in the integration of technology for teaching and learning (Yusuf, …, **Yusuf** *et al*., 2022). The study adopted a qualitative hermeneutic phenomenology approach to understanding how the lecturers acquired the appropriate attitude, knowledge, and skills for them to function well using technology in the delivery of their administrative and academic responsibilities. The findings indicated high technology using lecturers integrated Microsoft Office and educational tools, Google Application for Education (GAFE), and open-source software like Open Board, Libre Office, and MindMap, among others. Results also indicated that exemplar lecturers acquired their ICT skills through individual learning, colleague mentoring, and a few institutionally organised pieces of training. These findings show the influence of intrinsic motivation as a determining factor in lecturers' development of ICT competencies and skills. This will ensure

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that future teachers have the skills needed to effectively incorporate technology into their teaching. Curriculum developers are encouraged to create programmes that include strategies for technology integration, fostering innovative teaching methods that use digital tools to enrich students' learning experiences.

The social studies curriculum, which relies on high-quality teacher education, is essential in shaping students' comprehension of society, citizenship, and ethics. This discipline seeks to cultivate informed, responsible, and active citizens who can make positive contributions to Nigeria's diverse society. However, implementation issues and curriculum deficiencies have prevented it from realising these goals in their entirety. Its proper implementation can develop learners who can make positive contributions to Nigeria's diverse society. However, there are several challenges, such as outdated content, a lack of focus on critical thinking, and insufficient teacher training that hinders its implementation. There is a need for a reformed social studies curriculum to address contemporary issues, and such a curriculum must incorporate more interactive teaching methods that provide professional development for teachers. The curriculum will equip students with the knowledge and skills necessary for civic engagement and ethical decision-making in the contemporary world.

General Field of Education

Yusuf *et al*., (2014) studied the availability and use of Internet resources for learning among students at the university level. It was a descriptive study using a questionnaire designed by researchers. The study revealed that the students had access to and used internet resources such as email, online journals, and social networking sites for educational purposes. Most of the students also learnt about using the resources through self-instruction. For teacher education, the findings underscore the need to train students to integrate Internet resources into their learning, to serve as a model for their students in the educational use of the Internet. The findings are profound as they highlight

the deficiency concerning technology integration by classroom teachers. Therefore, there is a need for teacher education institutions in Nigeria to reform their curriculum to incorporate components on ICT, covering basic computer skills, use of the Internet resources for teaching and learning, strategies for finding online resources, evaluating sources, and use of various digital tools and resources for teaching, learning, research, and collaboration.

Gambari…, **Yusuf** *et al.*, (2016) investigated the influence of gender, academic qualifications, experience and areas of specialisation on the attitudes of secondary school teachers towards using the Internet for teaching in Niger State. Key findings indicated that bachelor's degree teachers showed a more positive attitude towards using the Internet for teaching compared to those with NCE or master's degrees, and no significant differences were established in attitudes based on gender, years of experience, school type or areas of specialisation. The findings indicated that teachers with NCE and master's degrees need to improve their ICT skills so that they can integrate ICT into their teaching. In addition, they need to develop positive attitudes towards the use of the Internet in teaching. Government needs to support teachers to attend relevant professional development programmes related to the use of the Internet for teaching and learning. Furthermore, there is a need to integrate ICT training as partof pre-service teacher education programmes to prepare future teachers to effectively use technology in their classrooms. Therefore, teacher education curricula should be designed to incorporate ICT tools and resources so that teachers can make them an integral part of the teaching and learning process. There is a need to provide schools with adequate ICT resources, including Internet facilities and digital resources so that teachers can integrate them in their instruction.

Yusuf *et al.*, (2017) analysed the perceptions of lecturers on the potential of social media in the classroom at the University of Ilorin. The descriptive study focused on the readiness of university lecturers to integrate social media for

teaching. The findings indicated lecturers' readiness to integrate social media in their instruction as they perceived social media as very useful for teaching. They also demonstrated high skills in the use of social media to increase students' participation in their learning. The findings suggest that universities should consider overhauling teacher training programmes to include training on social media and to foster research into their educational applications. Teacher educational institutions should include training in social media tools and pedagogies, to set teachers up for their classroom applications through workshops and the CPD (continuing professional development) for lecturers so that they can use social media well for teaching and learning purposes. Social studies curriculum should be structured to include the use of discussion forums, video sharing, micro blogging, social networking sites, image sharing, blogging, and social review sites, among others, to promote the productive use of social media in the discipline. Social studies teachers should embed social media in their instruction to enhance students' understanding of educational social issues and make use of social media beyond social and entertainment purposes.

Bello …, **Yusuf** *et al*., (2017) investigated the impact of social media usage on the political participation of undergraduate students in Oyo State, Nigeria. Our findings indicated that university students opined that social media had a great influence on their political participation. Social media aroused their interest in political participation and encouraged them to take an active part in political activities like voting, joining political parties, engaging in community service work, and volunteering for political campaigns. The respondents also opined that social media should be allowed to thrive within the existing laws without being regulated by new laws. These findings, like earlier findings on social media, stress the need for social studies curriculum to incorporate social media as a tool for learning and participation in education due to their roles in arousing students' interest in societal issues and political participation. The social studies teachers while implementing social studies should integrate social media to encourage greater active political

participation among student teachers and motivate the students to analyse and interact with current events through social media platforms.

Yusuf *et al*., (2024)analytical paper focused on how to leverage artificial intelligence (AI) in education, particularly in the development of teacher education and enhance community development in sub-Saharan Africa. The article recognises the widespread influence of AI in education and underscores the need for educators to keep abreast of developments in AI for quality instruction and correct assessment of student learning outcomes. The paper emphasises the necessity and urgency for ongoing professional development programmes to equippre-service and serving teachers with the skills required to effectively implement AI tools in their classrooms, as well as the need for research that considers the unique cultural, economic and social contexts of sub-Saharan Africa regarding AI in education. Therefore, the paper highlighted ways through which teacher education curricula through artificial intelligence can be made adaptable to meet the diverse learning styles and needs of students. Furthermore, the paper suggested the need for collaboration between educators, AI specialists, curriculum developers, government agencies, and researchers to ensure the proper integration of AI into teacher education programmes.

Some of my research findings have indicated that factors such as class size, teacher qualifications, and the use of community resources, among others, play an important role in influencing student academic performance. These results underscore the need to create optimal conditions for effective teaching and learning. For example, schools should ensure that they maintain manageable class sizes and ensure that well-qualified teachers are provided in schools. There is also the need to provide opportunities for professional development with an emphasis on innovative and effective teaching strategies and classroom management. Parental factors also influence student learning outcomes as different parenting styles have been established to greatly influence student academic performance. The finding shows that authoritative parenting is associated with

more positive educational outcomes, thus highlighting the importance of family dynamics in shaping a child's learning journey within the school system. This suggests that educational authorities should create programmes aimed at educating parents about effective parenting styles, especially those that are authoritative, to help foster their children's academic achievements. Innovative technology like artificial intelligence is indispensable in contemporary education, thus the Nigerian school system must adapt its curriculum and practices to reflect AI resources.

On-going and Future Research Focus

In my recent publication, I created a framework for an entrepreneurial/edupreneurship curriculum in teacher education, with a special focus on social studies. This framework provided a template for integrating entrepreneurial skills in Nigerian teacher education programmes containing six major components with sub-components and sub-subcomponents, dovetailing to 36 sub-subcomponents as depicted in Figure 3 depicted on the landscape page.

Figure 3 shows six components, which are Curriculum Development; Practical Training; Mentorship and Networking; Technology Integration; Policy and Support Systems; and Impact and Outcomes. Each of the components has three sub-components, with each of the three sub-components also having two components. Having developed this framework on the development of entrepreneurship/edupreneurship in teacher education, I have farmed out areas of future research to capture the gamut of the six components of my model as a researcher and for my master's and doctoral students.
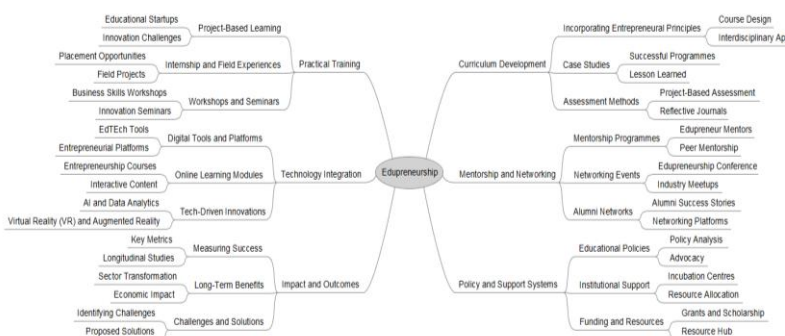
Figure 3: Elements of the Edupreneurship Programme
Source: **Yusuf** (2024

Ongoing studies by me and my graduate students in this area include:

(i) Integration of entrepreneurial mindsets into social studies teacher education,
(ii) Professional development in fostering edupreneurship among social studies teachers;
(iii) Curriculum design for entrepreneurial learning in social studies;
(iv) Assessment of the impact of collaborative learning on entrepreneurial skills development in social studies education,
(v) Culturally relevant pedagogy as a tool for enhancing edupreneurship in social studies;
(vi) Influence of school leadership on the implementation of edupreneurship initiatives in social studies programmes;
(vii) Evaluation of the effectiveness of service-learning projects in developing entrepreneurial skills in social studies students;
(viii) Barriers to implementing entrepreneurial education in social studies teacher education;
(ix) Evaluation of technology use to enhance entrepreneurial learning in social studies education; and
(x) (x) Impact of policy frameworks on edupreneurship in social studies teacher education programmes.

Student Supervision

Alhamdulillah for Allah's mercy, the Creator, Who enjoins Muslims to seek knowledge: "He taught man what He knew not' (96:5) and in other verses of the Quran and commands them to disseminate knowledge to others. By Allah's design, I have had the privilege of supervising the completion of over 200 bachelor's degree projects, 20 master's theses, and three doctoral theses. These projects and theses have covered several areas of education with most on teacher education, curriculum development, and social studies discipline. There are five ongoing doctoral, four masters, and 10 undergraduate project supervision.

Practice

Since I assumed duty at the University in 2006, I have taught several courses at the undergraduate (including a university-wide GNS course and faculty-wide core education courses), masters, and doctoral levels. Thus, I have interacted academically with students across disciplines within the University. I taught only a topic "Curbing Examination Malpractice through Value Education" in GNS 211, and the impact was tremendous. I wish to recall a particular student from the Faculty of Agriculture who came to me after the two-hour lecture that he needed help. He barely crossed the 200 level with the lowest possible 1.50 CGPA and he was worried, I took his case and became a personal academic guardian. He submitted his timetable, we agreed about managing his time and his reading habits, and by the end of the 300 Level he had over 3.00 CGPA, and he eventually graduated after the 500 level with a CGPA of over 3.50 bagging a Second Class (Upper) degree with Honours in Agriculture. This experience is a reference point on the need for all lecturers to assume the role of counsellor caring for the psychological and emotional needs of students enrolled in their courses.

Throughout my career in the University system, I have had the opportunity to serve as a resource person in training teacher educators and teachers in the use of appropriate instructional strategies. Under the leadership of Prof. A. Yusuf, I

participated in the development of the 30% component of the Social Studies and Civic Education curriculum for the University of Ilorin, based on the new Core Curriculum and Minimum Academic Standards (CCMAS). I put my expertise in curriculum development into use in participating in the development of the new core curriculum for my discipline.

Community Engagement

I have served on numerous committees within my department, faculty and the University. Among these are: Faculty Representative to faculties; member, Institute of Education Quality Assurance, 2015 – 2017; Faculty of Education Dress Code Committee, 2014 - 2017; the University of Ilorin Timetable and Classroom Usage Committee, 2015- 2018; Hall Masters and Hall Mistresses Committee (2021 to date); Sub-Committee for WAUG (LOC), University of Ilorin, 2012; and many others.

I was also the Examination Officer, Department of Social Sciences Education, University of Ilorin, July 2010 – July 2015; PG Coordinator, Department of Social Sciences Education, University of Ilorin, July 2019 – February 2022; Sandwich Undergraduate Coordinator, Department of Social Sciences Education, University of Ilorin, July 2018 –2022; Sub Dean, Faculty of Education, University of Ilorin, July 2015 – April 2018, and currently the Head of Department of Social Sciences Education, March 2024 to date.

Outside of the University of Ilorin, I have been involved in community service. I have been Amirah (Chairperson) of the Criterion (Al-Furqan) Muslim Women in Business and the Professions, Kwara State Unit, 1995-1997; Welfare Officer, University of Ilorin Muslim Ladies Circle, 2009- 2011; Coordinator, Faculty of Education University of Ilorin Muslim Ladies Circle, 2011- 2019; Member, Coalition for Family Love and Unity, 2017 – date; and the founder and Coordinator of Pious International Muslim Women Organisation (PIMWO), 2014 – date.

Without being immodest, the Pious International Muslim Organisation runs a functional orphanage and provides scholarships for over 100 orphans not only within the orphanage but also in primary and secondary schools, and financial assistance to over 10 undergraduate students across Nigerian universities. Furthermore, PIMWO provides food worth 20 million yearly to indigent Muslims and other needy, particularly during Ramadan. The body also participates in interest-free assistance as loans for small and medium enterprises.

As an educator, I have had the privilege of being the lead speaker at various end-of-year primary and secondary school programmes. I have also offered my services to several schools free of charge, on academic issues.

Recommendations

Mr. Vice-Chancellor, based on my experience in the field of education, my research findings, and the practical activities that I have participated in as an educator, I would like to recommend improvement in the areas of revising and strengthening teacher education programmes, professional development, implementation of robust supervision frameworks, addressing infrastructure and resource challenges, integrating civic education in all aspects of teacher education, encouraging technology integration, and encourage community involvement in teaching activities, and make the teaching profession more attractive through improved conditions of service.

In specific terms, I recommend the use of the 4Rs framework: **re-imagine, reconfigure, reshape, and reform** teacher education programmes to provide theoretical knowledge and practical hands-on skills for teacher educators through entrepreneurship teacher education for them to develop responsible entrepreneurial competencies and practices. The 4Rs should address the six main components (curriculum development, mentorship and networking, policy and support systems, practical training, technology integration, and impact and results)to integrate educational skills in Nigerian teacher education programmes, which I highlighted earlier in this presentation (**Yusuf**, 2024).

These are highlighted in Table 1.

Table 1: 4Rs Framework: Re-Imagine, Reconfigure, Reshape, and Reform Teacher Education Programmes

4Rs	Strategies for Improvement in Nigerian Teacher Education Programmes
Re-imagine	• **Innovative Teaching Methods**: Adoption of interactive and participatory teaching styles in social studies to engage students.
	• **Development of Critical Thinking Skills**: Using discussions and debates approaches to encourage students to analyse and question societal issues.
	• **Integration of Experiential Learning**: Connecting theory with practice in teacher education through field trips and community projects.

4Rs	Strategies for Improvement in Nigerian Teacher Education Programmes
	• **Increase in Teaching Practice Period**: Allocation of a longer period for teaching practice exercise than the current six-week exercise, which does not provide an opportunity for quality pre-service teaching experience.
	• **Adoption of Interdisciplinary Approaches**: Encourage collaboration between social studies and other subjects to enhance their relevance to contemporary 21st century.
	• **Re-designing of Teacher Education Curriculum to be Responsive**: Making teacher education curriculum flexible to meet the needs of diverse student populations.
	Integration of Community Resources: Making social studies learning more relatable through local leaders and resources in the teaching process.
Reconfigure	• **Integrating Technology in Learning:** Enhancing learning experiences to effectively engage students to meet 21st century learning needs using digital tools.
	• **Collaboration with Stakeholders**: Involvement of parents, community leaders, and local organisations in the educational process.
	• **Tailored Curriculum to Meet Local Needs and Values**: Adapting the content of social studies to reflect local cultures, histories, and current issues.
	Flexible Learning Environments: Creating flexible classroom settings that can accommodate various teaching styles and student needs.
	• **Collaborative Curriculum Development**: Involvement of teachers, students, local government, educational authorities, and community members in the curriculum design process.
Reshape	• **Transformative Pedagogical Approaches**: Implementation of student-centred teaching methods that promote active learning experience.
	• **Focus on Community Involvement**: Connecting students with their communities to promote civic responsibility and improve understanding of immediate values and needs through projects.
	• **Adoption of Critical Pedagogy**: Encourage teachers to adopt critical thinking methods that create in students the ability to analyse societal issues and stay abreast of local and global events.

4Rs	Strategies for Improvement in Nigerian Teacher Education Programmes
	• **Enhancing Student Agency**: Allow learners to take ownership of their education and community involvement through student-led projects.
	• **Diverse Assessment Methods**: Using varied assessment techniques (e.g. portfolios, presentations, group projects) to evaluate student understanding beyond traditional examinations.
Reform	• **Revise Teacher Education Programmes**: Updating the curriculum to include current issues and practical skills relevant to social studies. The CCMAS is a step in the right direction, but more needs to be done.
	• **Establish Continuous Professional Development**: Provision of ongoing training opportunities for teachers to improve their skills.
	• **Edupreneurship Social Studies:** Promote entrepreneurialism in social studies education that involves integrating entrepreneurial skills into the curriculum and fostering innovative teaching practices.
	• **Enhance Resource Allocation**: Ensure that schools have adequate instructional materials and resources to support effective teaching.
	• **Strengthen Assessment Methods**: Focus on competency-based assessments that assess teachers' effectiveness in delivering social studies.
	• **Strengthening Policy Implementation**: Ensure that educational policies are effectively enforced at all levels of government to support teacher training and curriculum changes.
	• **Establish Partnerships with NGOs**: Collaborate with non-governmental organisations to enhance resource availability and support community-based educational initiatives.
	• **Increase Funding for Education**: Advocate for higher budget allocations for teacher education programmes and resources for schools.
	• **Attractive Service Condition for Teachers**: Competitive salaries, job security, benefits, professional development opportunities, a positive work environment, recognition, and community involvement will play a crucial role in enhancing teachers' career aspirations.

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… "My Lord, enable me to be grateful for Your favour which You have bestowed upon me and my parents and to do the righteousness which You approve. And admit me by Your mercy into [the ranks of] Your righteous servants." [An-Naml: 19].

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