
**ASSESSMENT OF CONTENT AND PEDAGOGICAL
KNOWLEDGE OF SOCIAL STUDIES STUDENT-
TEACHERS IN FULL-TIME AND SANDWICH
PROGRAMMES IN THE UNIVERSITY OF BENIN**

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Abstract

This paper assessed the content and pedagogical knowledge of Social Studies student-teachers in full-time and sandwich programmes at the University of Benin. The population of the study was made up of all year 3 full-time Social Studies students and all year 4 Social Studies students in Sandwich programme in the Faculty of Education, University of Benin. There were forty-one (41) full-time and sixty-one (61) sandwich students in the 2018 contact for the sandwich and 2017/2018 session for full-time students. The entire population made up the sample size. The research instruments used for the study included an achievement test, a checklist containing items to determine the pedagogical knowledge on assessment techniques, resources and instructional methods/techniques. The findings of the study revealed the following: the level of content knowledge possessed by the two categories of Social Studies student-teachers is above average; the level of pedagogical knowledge in instructional methods/techniques possessed by the two categories of Social Studies student-teachers is above

average; the level of pedagogical knowledge in instructional resources possessed by the two categories of Social Studies student-teachers is above average; the level of pedagogical knowledge in assessment techniques possessed by the two categories of Social Studies student-teachers is above average. The study further revealed that there was a significant difference in the mean scores of the two categories of Social Studies student-teachers in the level of content knowledge they possess, with the full-time student-teachers having a greater mean value and that though there was no significant difference in the mean scores of the two categories of Social Studies student-teachers in the level of pedagogical knowledge they possess in all aspects covered by this study, the full-time student had a slightly higher mean score. Therefore the study recommends that it is important that lecturers and all stakeholders make conscious and deliberate effort to ensure that both programmes are at par.

Keywords: Sandwich and Full-Time Programmes, Teacher Preparation, Content and Pedagogical Knowledge.

Introduction

Every nation strives to provide quality education for its citizens, as education is considered the bedrock for the development of nations. Balogun (2010) opined that education is the light, without which, the whole world would be in darkness. The success of any educational programme particularly, in terms of quality, depends to a very large extent on the regular supply of teachers in adequate quantity and quality. It is important to note however that achieving quality education would be nearly or ultimately impossible if teacher education is not well organized. Ibukun (2004) was of the opinion that the quality of human resources in form of teachers, often dictates the extent of the effectiveness of educational programmes. Therefore the teacher in any educational process occupies a key

position. He is the key to the success or failure of the entire educational process. Teacher quality is an important determinant of students' learning outcomes. It ensures the learners possess adequate knowledge, skills and competences that are appropriate for their areas of responsibility necessary for them to solve problems they may encounter and also help them meet the demands of life after schooling. The need to meet the high demand for adequate number of teachers for the Nigerian educational system resulted in the introduction of sandwich degree programmes/part-time studies in Nigerian universities. The aim was to increase teacher quantity, quality and to cater for different categories of candidates who desire to either qualify as teachers or improve their competencies in the teaching profession. On the surface, the content of full-time and sandwich programme appear to be the same, but a closer examination will prove that both programmes are not in parity. Differences exist in terms of the quality of students admitted for both programmes, duration/contact periods and hours, the quality and effort put in by lecturers to the different programmes, poor remuneration of sandwich staff including course lecturers, access to infrastructure including lecture halls, hostels and laboratory, assessment of both programmes by the NUC and issues personal to the students such as coping with one's studies, job and family which is common to a majority of sandwich students.

Shulman (1986) championed the idea that effective teaching requires a specialized form of knowledge, which encapsulates the specific skills and understanding about teaching a particular subject matter or content area and this is termed content knowledge. He termed the unique form of teacher competence as Pedagogical Content Knowledge (PCK), describing it as teachers' expertise for teaching particular subject matter. These indices for teachers' expertise/competence form the variable of this study as it seeks to find out if the two categories of Social Studies student teachers (full-time and sandwich) display the same level of content and pedagogical knowledge after being trained in the subject area but with a different mode of learning. The level of content knowledge possessed by the student-teachers has to do with their demonstration of mastery of subject matter and the ability to give current and

correct information to learners that are appropriate and within the level of the pupils. The level of pedagogical knowledge, consist of the student-teachers' knowledge of instructional methods/ techniques as well as the utilization of the best method that suits a given topic; the knowledge of instructional resources and the selection and usage of the most appropriate for a given topic; and the knowledge and utilization of techniques required to determine if learning has occurred or have taken place in the pupils.

In recent years questions have been raised about whether the nature of teacher preparation influences the level of competence exhibited by the teacher in the field. Researchers (Howey & Zimpher, 1989; Darling-Hammond, 2000; Alade & Ogunlade, 2009; Okebukola, 2014) have begun to question if different modes of learning/variation in learning prepare teachers differently and to what extent. Studies have shown variations in the way and manner the full-time and sandwich programmes are organized and made to function. Aghenta (1992) and Mkpa (2002) identified disparities and shortcomings in the sandwich B.A./B.Sc. Education programmes when compared to the full-time programme. They listed entry qualification; course duration and reduction in the scope of course content coverage, commercialization of examination grades and forceful imposition of handouts on students as shortcomings in the sandwich programmes organized by universities.

It does appear that many educated elites, parents, society and even school proprietors have some negative attitudes towards the teachers trained through the sandwich/part-time mode. Some scholars are of the view that the poor academic achievement of students in higher institutions is traceable to the foundation laid in them when they were in the primary schools as to whether they were taught by sandwich teachers or full-time N.C.E teachers (Akinwauli & Adeyanju, 2011). Many school owners prefer to employ the services of full-time trained graduates compared to those who acquired their qualification on part-time basis. Similarly, Odu, Akande, Osakinle, Alade & Ogunlade (2009) found that in some cases, some employers of labour discriminate between products of full-time degree and sandwich degree programmes. To further

strengthen this idea, Okebukola (2014) stated that 60% of the poor quality teachers in the secondary school system are trained through sandwich/part-time programmes. This discrimination is not only worrisome but also calls for urgent measure to reduce the trend. Borishade (2006) however made a case for sandwich programme as he argued that the sandwich degree programme is achieving virtually all its stated objectives such as encouraging continuous academic growth of serving teachers, improving their productivity and competencies and he opined that the the quality or products of sandwich programmes were not different from the quality and product of full-time regular degree programmes.

Most of these observations and opinions are on a general note. This notwithstanding, teacher-educators should be worried about how such comments affect their sandwich programmes and seek ways to address some of the short comings (real or perceived) of these programmes. At the University of Benin, the Faculty of Education needs to be curious about the parity between the content and pedagogical knowledge of its full-time and sandwich students. The question that begs for answer at this point is: does the variation in teacher preparation influence the University of Benin Social Studies students-teachers' content and pedagogical knowledge differently? If there is noticeable difference, to what extent do the Social Studies students-teachers from the two categories differ in their content and pedagogical knowledge? Providing answers to these and other questions forms the orbit of this study.

Research Questions

Four research questions were raised to guide the study namely:

1. What is the level of content knowledge possessed by the two categories (full-time and sandwich) of Social Studies student-teachers?
2. What is the level of pedagogical knowledge in instructional methods/techniques possessed by the two categories of Social Studies student-teachers?
3. What is the level of pedagogical knowledge in instructional resources possessed by the two categories of Social Studies

- student-teachers?
4. What is the level of pedagogical knowledge in assessment techniques possessed by the two categories of Social Studies student-teachers?

Hypotheses

Some hypotheses were also formulated to guide the study and they are presented as follows:

1. There will be no significant difference in the mean scores of the two categories (full-time and sandwich) of Social Studies student-teachers in the level of content knowledge they possess.
2. There will be no significant difference in the mean scores of the two categories of Social Studies student-teachers in the level of pedagogical knowledge in instructional methods/techniques they possess.
3. There will be no significant difference in the mean scores of the two categories of Social Studies student-teachers in the level of pedagogical knowledge in instructional resources they possess.
4. There will be no significant difference in the mean scores of the two categories of Social Studies student-teachers in the level of pedagogical knowledge in assessment technique they possess.

Methods

This study employed the survey research design as it sought to find out the real and exact state of a phenomenon, which in this case is the content and pedagogical knowledge of two categories of student-teachers in Social Studies degree programme in the Faculty of Education, University of Benin. The population of this study was made up of all year 3 full-time Social Studies students and all year 4 Social Studies students in the Sandwich programme in the Faculty of Education, University of Benin. There were forty-one (41) full-time students and sixty-one (61) Sandwich students in the 2017/

2018 academic Session. The entire population made up the sample size. Consequently, one hundred and two (102) students-teachers made up the sample. The instrument used for this study was an achievement test and a checklist. The achievement test consisted of multiple-choice items adopted from the Basic Education Certificate Examination (BECE) Social Studies Past questions and consists of items to determine the content knowledge of the two (2) categories of Social Studies pre-service teachers. The checklist contained items to determine the pedagogical knowledge on assessment techniques, instructional resources and instructional methods/techniques. The validity of the instrument for this study was carried out by two Social Studies lecturers and an expert in measurement and evaluation in the Faculty of Education, University of Benin. To determine the reliability of the instrument, the instrument was tested using the internal consistency reliability (Cronbach Alpha) and the reliability coefficient value of 0.80, 0.89 and 0.85 were obtained as values for the instrument to measure pedagogical knowledge in instructional methods/techniques, instructional resources and the assessment techniques respectively. Section B containing the items for measuring content knowledge was a standardized instrument and so it was not exposed to reliability testing by the researchers. The researchers administered the questionnaire to the respondents and completed instruments were collected on the spot. The data generated on content knowledge were scaled and scored manually and transferred to summary sheet where it was analyzed using the Statistical Package for Social Science (SPSS).

Research questions one to four were answered using descriptive statistics of mean, standard deviation and percentages. Any mean score equal to or greater than the scale average score of 50 percent of total obtainable score was regarded as a high response (above average). Hypotheses one to four were tested using t-test of independent sample. All hypotheses were tested at 0.05 level of significance and p-value greater than .05 ($p\text{-value} > .05$) was taken as not significant and any value less than .05 ($p\text{-value} < .05$) was treated as significant.

Results

Research question 1: What is the level of content knowledge possessed by the two categories of Social Studies student-teachers?

Table 1: Level of Content Knowledge Possessed by Social Studies Student-teachers

Time-period	N	Mean	SD	Test-score	Mean %	Remarks
Full-time	41	26.90	3.16	40.00	67.25	Above Average
Part-time	61	22.07	7.05	40.00	55.18	Above Average

Table 1 shows the descriptive data with respect to the level of content knowledge possessed by the two categories of Social Studies student-teachers, in the University of Benin. From the table, full-time students have mean score = 26.90, standard deviation = 3.16 and percentage mean score = 67.25 while part-time students have mean score = 22.07, standard deviation = 7.05 and percentage mean score = 55.18. The mean as a percentage of the test-score (mean percent) for both full-time and part-time students is greater than 50% of total obtainable score, therefore it could be concluded that both full-time and part-time students scored above average in the level of content knowledge they possess. However, full-time students appear to have a higher level of content knowledge compared to the part-time students since 67.25% is greater than 55.18%.

Research Question 2: What is the level of pedagogical knowledge in instructional methods/techniques possessed by the two categories of Social Studies student-teachers?

Table 2 shows the descriptive data with respect to the level of pedagogical knowledge in instructional methods/techniques possessed by the two categories of Social Studies student-teachers,

in the University of Benin. From the table full-time students have mean = 57.00, standard deviation = 7.38 and scale mean = 45.00, while part-time students have mean = 52.93, standard deviation = 13.93 and scale mean = 45.00. Both the full-time students and the part-time students scored above the scale mean. It is concluded therefore that both categories are above the scale average hence the Level of Pedagogical Knowledge in Instructional Methods/Techniques they possess is high. However, the full-time students appear to have a higher Level of Pedagogical Knowledge in the Instructional Methods/Techniques they possessed than the part-time students, since 57.00 is greater than 52.93.

Table 2: Level of Pedagogical Knowledge in Instructional Methods/Techniques Possessed by Social Studies Student-teachers

Time-period	N	Mean	SD	Scale-mean	Remarks
Full-time	41	57.00	7.38	45.00	Above Mean
Part-time	61	52.93	13.93	45.00	Above Mean

Research Question 3: What is the level of pedagogical knowledge in instructional resources possessed by the two categories of Social Studies student-teachers?

Table 3: Level of Pedagogical Knowledge in Instructional Resources Possessed by Social Studies Student-teachers

Time-period	N	Mean	SD	Scale-mean	Remarks
Full-time	41	83.80	10.56	60.00	Above Mean
Part-time	61	76.73	13.83	60.00	Above Mean

Table 3 shows the descriptive data with respect to the level of Pedagogical Knowledge in Instructional Resources possessed by the two categories of Social Studies student-teachers, in the University of Benin. From the table full-time students have mean =

83.80, standard deviation = 10.56 and scale mean = 60.00, while part-time students have mean = 76.73, standard deviation = 13.83 and scale mean = 60.00. Both the full-time students and the part-time students scored above the scale mean. It is concluded therefore that both categories are above the scale average hence they possessed high Level of Pedagogical Knowledge in Instructional Resources. However, the full-time students appear to have a higher Level of Pedagogical Knowledge in Instructional Resources than the part-time students, since 83.80 is greater than 76.73.

Research Question 4: What is the level of pedagogical knowledge in assessment techniques possessed by the two categories of Social Studies student-teachers?

Table 4: Level of Pedagogical Knowledge in Assessment Techniques Possessed by Social Studies Student-teachers

Time-period	N	Mean	SD	Scale-mean	Remarks
Full-time	41	62.00	7.05	45.00	Above Mean
Part-time	61	57.27	12.08	45.00	Above Mean

Table 4 shows the descriptive data with respect to the level of pedagogical knowledge in assessment techniques possessed by the two categories of Social Studies student-teachers, in the University of Benin. From the table full-time students have mean = 62.00, standard deviation = 7.05 and scale mean = 45.00, while part-time students have mean = 57.27, standard deviation = 12.08 and scale mean = 45.00. Both the full-time students and the part-time students scored above the scale mean. It is concluded therefore that both categories are above the scale average, hence, they possessed high Level of pedagogical knowledge in assessment techniques. However, the full-time students appear to have a higher Level of pedagogical knowledge in assessment techniques they possessed than the part-time students, since 62.00 is greater than 57.27.

Hypotheses 1: There will be no significant difference in the mean scores of the two categories of Social Studies student-teachers in the level of content knowledge they possess.

Table 5: Independent Sample t-test of Mean Difference in Content Knowledge between Full-Time and Part-Time Social Studies Students

Time-period	N	Mean	SD	df	t-value	p-value (Sig. 2-tailed)
Full-Time	41	26.90	3.16	98	2.872	.006
Part-Time	61	22.07	7.05			

$\alpha = .05$, $p < .05$ = Significant

Table 5 shows the difference in the responses by the two categories of Social Studies student-teachers with respect to the level of content knowledge they possess. Full-time students' score of Mean and SD are 26.90 (3.16) while part-time students' score of Mean and SD are 22.07 (7.05). The t-value = 2.872, while the P-value is less than alpha (.05) that is (.006 < .05). Therefore, the null hypothesis that "there will be no significant difference in the mean scores of the two categories of Social Studies student-teachers in the level of content knowledge they possess" is rejected. This implies that there is a statistically significant difference in the mean scores of the two categories of Social Studies student-teachers in the level of content knowledge they possessed, with the full-time students having a greater mean value.

Hypothesis 2: There will be no significant difference in the mean scores of the two categories of Social Studies student-teachers in the level of pedagogical knowledge in instructional methods/ techniques they possess

Table 6: Independent Sample t-test of Mean Difference in Pedagogical Knowledge in Instructional Methods/Techniques between Full-Time and Part-Time Social Studies Student-teachers

Time-period	N	Mean	SD	df	t-value	p-value (Sig. 2-tailed)
Full-Time	41	57.00	7.38	98	1.196	.238
Part-Time	61	52.93	13.93			

$\alpha = .05$, $p > .05$ = Not Significant

Table 6 shows the difference in the responses by the two categories of Social Studies student-teachers with respect to Pedagogical Knowledge in Instructional Methods/Techniques. Full-time students' score of Mean and SD are 57 (7.38), while part-time students' Mean and SD are 52.93 (13.93). The t-value = 1.196, while the P-value is greater than alpha (.05) that is (.238 > .05). Therefore, the null hypothesis that "there will be no significant difference in the mean score of the two categories of Social Studies student-teachers in the level of pedagogical knowledge in instructional methods/techniques they possess" is retained. This implies that the two categories of Social Studies student-teachers are statistically the same in the level of pedagogical knowledge in instructional methods/techniques they possessed.

Hypothesis 3: There will be no significant difference in the mean scores of the two categories of Social Studies student-teachers in the level of pedagogical knowledge in instructional resources they possess.

Table 7 shows the difference in the responses by the two categories of Social Studies student-teachers with respect to level of pedagogical knowledge in instructional resources they possess. Full-time students' score Mean and SD are 83.80(10.56), while part-time students score Mean and SD are 76.73 (13.83). The

t-value = 1.937, while the P-value is greater than alpha (.05) that is (.059 > .05). Therefore, the null hypothesis that “there will be no significant difference in the mean scores of the two categories of Social Studies student-teachers in the level of pedagogical knowledge in instructional resources they possess” is accepted. This implies that the two categories of Social Studies student-teachers are statistically the same in the level pedagogical knowledge in instructional resources they possessed.

Table 7: Independent Sample t-test of Mean Difference in Pedagogical Knowledge in Instructional Resources between Full-Time and Part-Time Social Studies Student-Teachers

Time-period	N	Mean	SD	df	t-value	p-value (Sig. 2-tailed)
Full-Time	41	83.80	10.56	98	1.937	.059
Part-Time	61	76.73	13.83			

$\alpha = .05$, $p > .05$ = Not Significant

Hypothesis 4: There will be no significant difference in the mean scores of the two categories of Social Studies student-teachers in the level of pedagogical knowledge in assessment technique they possess

Table 8: Independent Sample t-test of Mean Difference in Pedagogical Knowledge in Assessment Techniques between Full-Time and Part-Time Social Studies Student-teachers

Time-period	N	Mean	SD	df	t-value	p-value (Sig. 2-tailed)
Full-Time	41	62.00	7.05	98	1.579	.121
Part-Time	61	57.27	12.08			

$\alpha = .05$, $p > .05$ = Not Significant

Table 8 shows the difference in the responses of the two categories of Social Studies student-teachers with respect to level of Pedagogical Knowledge in Assessment Techniques they possess. Full-time students' score Mean SD are 62.00 (7.05), while part-time students score Mean SD are 57.27 (12.08). The t-value = 1.579, while the P-value is greater than alpha (.05) that is (.121 > .05). Therefore, the null hypothesis that "there will be no significant difference in the mean scores of the two categories of Social Studies student-teachers in the level of pedagogical knowledge in assessment technique they possess" is accepted. This implies that the two categories of Social Studies student-teachers are statistically the same in the level of pedagogical knowledge in assessment technique they possessed.

Discussions

The findings revealed that both full-time and part-time Social Studies teachers have a good content knowledge as they both scored above average in the level of content knowledge they possess. However, full-time students appear to have a significantly higher level of content knowledge than the part-time students. The finding seems to provide justification for the claim made by Odu, et al. (2009) that employers of labour discriminate between products of full-time degree and sandwich degree programmes. The reason for this finding could be related to the shortcomings inherent in the programme as identified by Aghenta (1992) and Mkpa (2002) who identified shortcomings in the sandwich BA/B.Sc Education programmes versus the fulltime programmes to include, entry requirements/qualifications, course duration and reduction in the scope of course content.

In respect to instructional method/techniques, the result obtained showed that both the full-time student-teachers and the part-time student-teachers scored above the scale mean. It was concluded therefore that both categories are above the scale average hence the level of Pedagogical Knowledge in Instructional Methods/Techniques they possessed was high. However, the full-time student-teachers appeared to have a slightly higher level of pedagogical

knowledge in Instructional Methods/Techniques they possessed than the part-time student-teachers.

In the area of instructional resources, results revealed that both the full-time student-teachers and the part-time student-teachers scored above the scale mean. It was concluded therefore that both categories were above the scale average hence they possessed high level of pedagogical knowledge in instructional resources. However, the full-time students appeared to have a slightly higher level of pedagogical knowledge in instructional resources than the part-time students.

Under assessment techniques, the finding revealed that both the full-time student-teachers and the part-time student-teachers scored above the scale mean. It was concluded therefore that both categories were above the scale average, hence, they possessed high Level of pedagogical knowledge in assessment techniques. However, the full-time students appeared to have a slightly higher level of pedagogical knowledge in assessment techniques they possess than the part-time students.

The result from the three aspects of pedagogical knowledge of Social Studies student-teachers covered in this study therefore showed that indeed the student-teachers from the two study modes had good level of the basic knowledge in this regard. This finding seems to support the claim of Akinwomi & Adeyanju (2011), who in a case study on post-graduate training job performance of sandwich and full time N.C.E teachers found out that there were no significant difference in sandwich and full time N.C.E teachers' performance variables, lesson preparation, teaching methods and knowledge of professional practice and ethics.

Although this study revealed that both full-time and part-time Social Studies student-teachers possessed a good level of pedagogical knowledge in the areas examined, it is worthy to note that the full-time student-teachers had a slightly higher percent mean score in all the aspects of pedagogical knowledge examined in the study. Iyayi (2007) observed that the sandwich programmes of colleges of education could be regarded as a 'crash programme' because of the hasty and haphazard manner in which these sandwich programmes are planned, organized, implemented and

managed by the colleges. It is therefore important for lecturers to ensure they use the curriculum of regular students in teaching sandwich students and make deliberate effort to cover the course contents to a great extent so as to reduce any perceived or actual difference in the quality of teachers produced through both the full-time and part-time modes.

Recommendations

There is need to streamline and harmonize the full-time and the part-time/sandwich programs so as to ensure parity in entry qualification requirements, course content and course duration. To bridge this gap, it is important that lecturers and all stakeholders make conscious and deliberate effort to ensure that both programmes are at par. This can be achieved if emphasis is placed on content coverage for sandwich students during their contact and their contact period is fixed during times that are more convenient and suitable. There is also need to pay attention to the quality of students admitted into the sandwich programme. The quality of students admitted into sandwich degree programmes is fundamental to the quality of teachers being produced. This is so because there is need for these students to have both intellectual and physical capacity to enable them cope with the rigors and stress of the sandwich programme as they are expected to complete two semester courses within a given contact period which is usually short.

It is also recommended that a quality control agency should be established to review, monitor, and guide the activities of the various part-time, distant, and outreach programmes that are currently on various tertiary institutions in the country. This agency should be responsible for ensuring quality control and minimum standards in teaching/learning facilities; admission requirements; quality of faculty/lecturers; and student to faculty ratios.

Conclusion

This study concluded that the existing variations influence the content and pedagogical knowledge possessed by the two categories

of Social Studies student-teachers. The parity between full-time and sandwich Social Studies student-teachers content and pedagogical knowledge in the University of Benin is not as dispersed as one is made to believe from available literature. It is possible the parity is significantly different among students of other universities. In addition, based on the findings of this study, it was also concluded that full-time and sandwich Social Studies teachers of University of Benin are most likely to display good content and pedagogical knowledge during teaching practice as well as on graduation.

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