

## **Need for Collaboration Between Teachers and Academic Research: Implications for Pedagogy, Knowledge Production and Quality Assurance in Nigerian Schools' Social Studies Curriculum**

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**ABSTRACT:** *This paper discusses issues of power, privilege, voice and status in educational research and the need for collaborative research between world of Teachers and Academics. Most of the involvement of academics in the teachers' research movement has been to produce an academic inter programme. Despite the so called revolution in teachers' research around the world today, where there is a lot of talk about teachers as producers of knowledge, there is still the perception that Academic research is the superior to that of Teachers. Teachers still research in Nigerian schools as an activity conducted by those outside the Nigerian secondary schools classroom for the benefit of the Teachers and Pupils at the primary and Secondary schools in Nigeria. While Teachers feel that academic research is irrelevant to their lives and the pupils, many academics in higher schools in Nigeria dismiss teachers research as trivial, theoretical and inconsequential and hence incapable of addressing the numerous problems facing the education industry in Nigeria. The point here is that both teachers and academics till today in Nigeria still see their enquiries as essentially irrelevant to one another. The political economy of knowledge production and utilization which has accorded a high status and rewards to certain forms of knowledge Production used by teachers sometimes deny the legitimacy of their own knowledge that they have generated through their school based inquiries. Research to most Academics use a specialized language that is outside purview of teachers. Teachers on the other hand feel that academic researchers are largely insensitive to the complex circumstances with which they are faced in their works and frequently feel oppressed and exploited by higher school researchers. The paper therefore discuss the need to correct the present imbalance in knowledge generation and the need to bridge the gap between teacher research and academic research in Social studies using four hypotheses and four questions. Recommendations were made.*

**KEYWORDS:** academic research, teacher, research, pedagogy, knowledge production, quality assurance knowledge utilization

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## INTRODUCTION

Today, academic researchers in Nigeria are responsible for a highly rewarded sector of the economy: the generation and application of knowledge. Teachers frequently discount the legitimacy of their own knowledge that they have developed through their inquiries based in schools due to a lack of specialised language. Teachers started inquiries are not given recognition in the process of knowledge development. The only way to get a hold of this is if you're willing to pay for it. In their interactions with higher education institutions in Nigeria, teachers are silenced and taken advantage of. Many of them have lost interest in and excitement for academic research because they feel left out of significant studies in the education industry. Despite the so-called revolution in teacher research happening around the world right now, where there is a lot of talk about teachers as producers of knowledge, the dominant view still is that research can only be conducted by Academics, and solutions can only be prescribed for teachers in elementary and secondary schools.

It has been noted that academics tend to dismiss teachers' research as unimportant, theoretical, and irrelevant to their own work if the instructors themselves undertake any investigation through study. Academics in modern-day Nigeria have largely disregarded teachers' inquiries into student learning as a legitimate means of expanding the body of human knowledge. Teachers, as far as I've seen, rarely participate in deep intellectual debate. Key note addresses given by teachers are also unusual at conferences devoted to educational research. Ogunyemi (2018) notes that few academic researchers have utilised action research to analyse their own methods.

Teachers are never included in discussions on the creation and use of knowledge by university researchers because of the widespread belief that they are unqualified, mediocre sexists, racists, and inept in their fields. Teachers, on the other hand, have said that they feel exploited by university researchers and that university researchers are often indifferent to the complicated conditions with which they are faced in their job. According to Judith's (1993) observation, research has shifted from informing teachers' decisions to serving as a tool for exercising institutional power over them.

In modern-day Nigeria, university researchers pay little attention to what educators already know. Without taking into account the unique challenges that teachers experience in their various schools, it is standard practise to distribute pre-packaged and apparently research-based solutions to school problems to teachers for implementation. Teachers have undertaken a vast quantity of independent research (Bamisele, 2016).

Teachers in Nigerian schools are not actively encouraged to become knowledge creators, according to available evidence. They are not urged to take the initiative in doing research or to accept full accountability for the results. The number of times a teacher's name is mentioned in a report, and the number of times a teacher's name is mentioned in a report. Teachers tend to have their own individual personalities and inclinations. They shouldn't be treated as blank slates that need to be illuminated by research results. The only way to know whether you're going to have a good time is if you have a good time. According to Balogun (2018), educators

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are the gatekeepers in schools and are viewed as the pivot on which quality education and development hang. As a result, educators should be wholly committed to self-improvement for coordinated promotions, and one method to do this is through collaborating with University-based researchers to develop knowledge. Teachers, according to Fatoba's (2008) analysis, play a pivotal role since they are essentially the classroom's CEO. Teachers should be included in any research conducted at their schools whose participants are students, as they are the ones who will put policy statements into practise.

To tackle societal problems and difficulties, as the field of social studies is intended to do, men are supposed to be equipped with knowledge. The overarching goal of social studies instruction is to provide students with the knowledge, skills, and values necessary to thrive in a world that is always evolving. Because of this, there is a pressing need to figure out how to create new bodies of knowledge. From what I've seen, the knowledge given to instructors in Nigerian secondary and primary schools is reified. Researchers from higher schools seldom approach these educators to discuss how this kind of knowledge may be collaboratively developed through education. Most of the time, this kind of knowledge is just handed to instructors or used to justify imposing a rigid curriculum.

The majority of the time, the best way to learn about the world is through the eyes of others. It has been noted that some researchers commercialise their findings by selling pre-packaged answers to issues plaguing primary and secondary schools in Nigeria. This runs counter to the common belief that teachers would be the best suited to carry out such studies, given that they are familiar with the issues and frustrations that their students face. Instead of guiding instructors' judgement, research has become a tool that allows researchers at higher schools to impose their conclusions on the classroom faculty. In primary and secondary schools across Nigeria, this is the destiny of educators. This research aimed to bridge the gap between teacher and academic research on social studies instruction in Nigerian schools by exploring the political economics of knowledge production and use.

This study investigated the need for collaborative research efforts in Social studies Education in Nigerian schools between teachers in Primary and Post primary schools and those in higher schools like the Universities, Polytechnics and Colleges of Education. It will bridge the widely noted gap in knowledge production and utilization by the duo. It will also end the notion among teachers that educational research conducted, by these in the higher schools is largely irrelevant to their lives in schools. Such collaborative research between the duo will also end the enormous impression by those in higher schools who hardly reckon with knowledge of the teachers, dismissing their research if any, as trivial, theoretical and inconsequential. This is because it is very rare to see and implement teacher research and teacher generated knowledge as solutions to problems of education in Nigeria. Unless such knowledge is generated by those in academy; it is seen as not been useful for teacher education programme.

### **Research Hypotheses**

The following hypotheses were formulated and tested at 0.05 level of significance:

1. There is no significant difference between knowledge production and utilization by teachers and academics in Social studies schools classroom.

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2. There is no significant difference between teachers' research and academic research in Nigerian schools Social schools classroom.
3. There is no significant difference between citations of teachers' research and academic research in Nigerian schools Social studies classroom.
4. There is no significant difference between teachers' generated knowledge and utilization and academic generated knowledge and utilization as solutions to problems of Teacher Education programme in Nigerian schools.

## **METHODOLOGY**

This study was a descriptive study of the survey type. The researcher considered this type of design suitable for the study because it allowed for a wide coverage within a limited time. The population for this research was all the social studies teachers in Ekiti State Primary, Secondary and tertiary Schools. The sample for the study comprised of 75 Primary, Secondary and tertiary schools' teachers. 25 each category in 5 local government area of the state, one school from each local government area, making a total of five (5) schools used for the study. The sampling technique used for the study was the simple random sampling type. The measurement instrument used for the study was a well-designed questionnaire named "Need for collaborative research between Teachers and Academic: implications for pedagogy, knowledge production and quality assurance in Nigerian schools Social studies classroom". The information on the questionnaire was rated according to the Likert scale type of SA (Strongly Agree) 4, A (Agree) 3, D (Disagree) 2, SD (Strongly Disagree) 1, rating respectively.

The face and content validity of the instrument was done by the researcher and experts in Social studies education and other experts in counseling psychology of Bamidele Olumilua University of Education Science and Technology Ikere Ekiti in Ekiti State. The test-retest method of reliability was used with a reliability coefficient of 0.90 which was considered high for the research.

The administration of the questionnaire was done by the researcher to the respondents. Adequate time was given to the respondents for them to respond. The data generated was collated and analyzed using descriptive statistics of mean and standard deviation to answer research questions whereby a mean cut off of 2.50 meant acceptance and below 2.49 meant rejection. Hypotheses were analyzed using chi-square and tested at 0.05 level of significance.

**RESULTS****Table 1: Descriptive Analysis of knowledge production and utilization by teachers and academic research in Social studies classroom**

S/N	Items	SA	A	D	SD	Mean	Decision
1.	Is There Any Need For Collaborative Research Between The duo Of Teachers and Academics with regards to knowledge production?	20 40%	15 30%	7 14%	8 16%	3.16	Agreed
2.	Is there any need for collaborative research between the duo with regards to knowledge utilization?	8 16%	20 40%	16 33%	6 12%	2.60	Agreed
3.	Is there any noticeable in balance in knowledge generation to favour teachers in Social studies classroom in Nigerian schools?	34 68%	16 32%	0 0(0)	0 0(0)	3.67	Agreed
4.	Is there any need to bridge the gap between the worlds of Teachers and Academic research	26 52%	17 34%	0 0(0)	7 14%	3.19	Agreed
5.	Do you think this research is important to raise the issue of power, voice and status of Teachers as regards research generally?	34 68%	13 26%	0 0(0)	3 6%	3.20	Agreed

Mean greater than or equal to 2.50 Agreed or otherwise Disagreed.

The result of analysis presented in Table 1 revealed the responses of all the respondents in all schools used (Primary, Secondary and tertiary Institutions). The mean value in summation is greater than 2.50 which indicated that there is the need for collaborative research as currently experienced in other countries of the world. The mean value for the question item for question 1,2,3,4, and 5 are 3.16, 2.60, 2.69, 3.52 and 3.05 respectively. Hence it is concluded here that there is the need for collaborative research in Social studies in Nigeria irrespective of status of schools. This is a good step towards improving Teacher Education programme and practices in Nigeria.

**Table 2: Descriptive Analysis of academic research and Teacher research in Nigerian schools social studies classroom**

S/N	Items	SA	A	D	SD	Mean	Decision
1.	The effort of research among Teachers is the same with those of Academics.	26 52%	17 34%	0 0%	7 14%	3.19	Agreed
2.	The quality of Academic research is not different from those of Teachers.	17 34%	7 14%	26 52%	0 0%	3.19	Agreed
3.	The financial involvement of Teachers research is not different from those of Academics	6 12%	42 84%	2 4%	0 0%	3.05	Agreed
4.	Teachers research is trivial, theoretical, and inconsequential to Teacher education programme in Nigeria school	42 84%	6 12%	2 4%	0 0%	3.05	Agreed
5.	Teachers believed that Academic research is imposed on them as solutions to problems being experienced by them in schools	26 52%	17 34%	7 14%	0 0%	3.19	Agreed

Mean greater than or equal to 2.50 Agreed or otherwise Disagreed.

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The result of the findings in Table 2 revealed that there is no significant difference between Academic research and Teacher research in Social studies in Nigerian schools shown by the mean value which is greater than 2.50. The mean values for the question item for question 1, 2,3,4,5, are 3.19, 3.19, 3.05, 3.05, and 3.19 respectively. This is because Social studies is an integrated subject that does not focus merely on specific aspect of man's existence, but rather considered the totality of man's interaction with his physical and social environments. It is a study centrally based on societal issues with problems of man in his environment as the central core. It is therefore agreed by both Teachers and Academics that the legitimate contributions which social studies have to offer a child can best be considered in relation to ultimate purpose of education in Nigeria. A position accepted by both Teachers and Academics.

**Table 3: Descriptive Analysis citations of teachers' research and Academic research in Nigeria secondary schools social studies classroom**

S/N	Items	SA	A	D	SD	Mean	Decision
1.	Teachers do not look at the research conducted by Academics to inform and improve their practice	13 26%	34 68%	0 0	3 6%	3.20	Agreed
2.	it is very rare to see citations of Teacher in Academic research	34 68%	13 26%	3 6%	0 0	3.20	Agreed
3.	It is very common to see citations of Academics in Teachers research	26 48%	20 40%	0 0	10 12%	3.32	Agreed
4.	It is rare to see teachers giving keynote addresses during conferences	13 26%	34 68%	3 6%	0 0	3.20	Agreed
5.	Teachers cannot be given the role of "Editor in Chief" in any Academic research but Academic researcher can be given the role of "Editor in Chief" in publications of Teachers research.	42 84%	6 12%	0 0	2 4%	3.47	Agreed

Mean greater than or equal to 2.50 Agreed or otherwise Disagreed.

The result of the findings in Table 3 as presented. The mean value summation is greater than 2.50. Questions 1, 2, 3, 4 and 5 have their means as 3.20, 3.20, 3.32, 3.20 and 3.47 respectively. Such citations are not different considering the part that the major purpose for public education is to prepare young people for informed, responsible citizenship and social schools has such special responsibilities in carrying out this purpose. Social studies is a unique subject that touches topical issues about man and his environment either in the Primary, Secondary and tertiary schools.

**Table 4: Descriptive Analysis teacher's generated knowledge and Academic generated knowledge as solutions to problems facing the Education industry in Nigeria**

S/n	Items	SA	A	D	SD	Mean	Decision
1.	Knowledge is knowledge either generated by Academics or Teachers.	34 68%	13 26%	0 0	3 6%	3.20	Agreed
2.	Knowledge generated by Academics does not fit into the secondary schools	42 84%	6 12%	2 4%	0 0	3.05	Agreed
3.	The view of the Academic research is still superior to those of Teachers	26 52%	17 34%	0 0	7 14%	3.19	Agreed
4.	Teachers do not have the specialized knowledge for research	34 68%	14 28%	2 4%	0 0	3.62	Agreed
5.	The Academic research is too abstract for Teachers and too distant as solutions facing Secondary Schools in Nigeria.	34 68%	16 32%	0 0	0 0	3.67	Agreed

Mean greater than or equal to 2.50 Agreed or otherwise Disagreed.

The result of the findings is presented in Table 4. It shows that there is no difference between Teachers generated knowledge and Academic generated knowledge as solutions to problem facing the education industry in Nigeria. This is seen as the mean value in summation is greater than 2.50 Question 1, 2, 3, 4 and 5 have their means as 3.20, 3.05, 3.19, 3.62 and 3.67 respectively. Though the view of the Academics as far research is concerned is considered as superior, there is no difference between teacher generated and academic generated knowledge as solutions to problems facing the education industry in Nigeria.

### Hypotheses Testing

**Ho1:** There is no significant difference in the knowledge production and utilization by Teachers and Academics in Social studies classroom.

**Table 5: Analysis of variance**

	Sum of squares	DF	Mean squares	F-cal.	F-tab	Sig.
Between groups	17.384	1	17.384	130.748	3.640	.000
Within groups	55.578	48	.133			
Total	72.962	49				

\*P< 0.05 significant

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The result of the analysis presented in Table 5 revealed that F-cal. Is 130.748 and F-tab is 3.640. This means that the null hypothesis is rejected. Hence there is significant difference in knowledge production and utilization by Teachers and Academics in social studies classroom in Nigerian schools, as shown by the responses of Social studies Teachers in Primary, Secondary and tertiary Institutions in Ekiti state.

**Ho2:** There is no significant difference between Teacher research and Academic research in Nigerian schools Social studies classroom.

**Table 6: Analysis of variance**

	Sum of squares	DF	Mean squares	F-cal	F-tab	Sig.
Between groups	12.484	1	14.081	120.709	3.640	.000
Within groups	32.126	48	.142			
Total	44.610	49				

P < 0.05 significant

The result of the analysis presented in Table 6 revealed that F-cal. is 120.709 and F-tab is 3.640 and P value = 0.00 at 0.05 level of Significance. This means that the null hypothesis is rejected. Hence there is a significant difference between Teacher research and Academic research in Nigerian schools Social studies classroom.

**Ho3:** There is no significant difference between citations of Teachers research and Academic research in Nigerian schools Social studies classroom.

**Table 7: Analysis of Variance**

	Sum of squares	DF	Mean squares	F-cal	F-tab	Sig.
Between groups	36.321	1	20.479	160.756	3.640	.000
Within groups	74.096	48	.231			
Total	110.417	49				

P < 0.05 significant

The result of the analysis presented in Table 7 revealed that F-cal. is 160.756 and DF = 1.48, F-tab = 3.640 and P value = 0.00 at 0.05 level of Significance. This means that the null hypothesis is rejected. Hence there is significant difference in citations of Teachers and Academic research in Nigerian secondary schools social studies.

**Ho4:** There is no significant difference between teacher's generated knowledge and Academic knowledge as solution to problems of Teacher Education programme in Nigerian schools.



**Table 8: Analysis of Variance**

	Sum of squares	DF	Mean squares	F-cal.	F-tab	Sig.
Between groups	25.340	1	15.479	80.744	3.640	.000
Within groups	69.076	48	.381			
Total	94.416	49				

P < 0.05 significant

The result of the analysis presented in Table 7 revealed that F-cal. is 80.744 and DF = (1.48), F-tab = 3.640 and P value = 0.00 at 0.05 level of Significance. This means that the null hypothesis is rejected. Hence there is a significant difference between Teacher generated knowledge and Academic generated knowledge as solutions to problems of Teacher education programme in Nigeria.

## DISCUSSION OF FINDINGS

The research showed that teachers and academics in social studies classrooms produce and use knowledge in very different ways. This is because, in recent years, stakeholders and the government in Nigeria have urged teachers and academic researchers to foster a more democratic atmosphere in their work, with the goal of enhancing the educational opportunities available to all students in Nigerian schools. Ogunyemi (2019) advocates for the sort of collaborative research that would evolve true mutuality and respect for teachers, and this is something that, according to Okebukola (2013), will significantly improve the Teacher Education programme in Nigerian schools.

The second hypothesis is that in secondary schools in Nigeria, there is little to no difference between teacher research and academic research, however the results show otherwise. This takes into account Famuyibo's (2015) argument that educators, especially those with advanced degrees in the field, deserve to be viewed as knowledgeable professionals and given the autonomy to determine how best to apply their expertise to the challenges faced by their students and the organisations where they work. The researchers will be able to use the information they've collected to help them in their research. The worlds of Teachers Research and Academic Research may be brought together through collaborative research. This will promote pedagogy in the classroom, in line with current educational practises, and discourage, if not completely eradicate, teachers' perceptions of their own inferiority in research.

The third hypothesis is that in the Social Studies classrooms of secondary schools in Nigeria, there is no discernible distinction between the citations in teachers' research and Academic research. Mean F-cal. is 120.756, which is higher than the mean F-tab of 3.640. This constitutes evidence against the idea. In Nigeria, both instructors and academic researchers are encouraged to use the same resources while gathering information. Teachers are strongly urged to do their own research and assume full responsibility for the findings; by doing so, they will also get the ability to provide their own citations, since every instructional act must have a clear goal or

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objective. A joint research project is in the works if such teacher initiatives are publicised in Academic Researchers Write Up.

The fourth hypothesis assumes that the answers to the issues with the Nigerian teacher education programme may be found in either teacher-generated knowledge or academic knowledge. Table 8 shows that at the 5% level of significance, F-cal. is 80.744, and F-tab is 3.640, with a df of 1.48 and a P value of 0.00. This constitutes evidence against the idea. This article explains why teachers' knowledge differs significantly from academics' knowledge, which is only understandable by other academics. Such academic research might appear esoteric at times, and the more abstract the work is—not readily digestible by Teachers—the higher the standing of Academic researchers in the academic community.

### **Implication of the Findings**

The importance of academic and classroom instructors working together on research projects is explored in this study. The two researchers in Nigeria had the impression that their work is unrelated. Using specialised terminology, patience, and consistency, all of which teachers may lack, have been cited as causes for teachers' scepticism of educational research. Many educators have firsthand experience with the ways in which the jargon of academic researchers silences their voices.

Teachers' reputations as the source of their pupils' dismal performance on standardised tests can be salvaged via concerted efforts at collaborative research. Teachers have been called technocrats, sexists, racists, and those who lack subject-matter expertise and the suitable teaching style. Teachers and other people in higher education can stop visualising and thinking about such things thanks to a joint study.

By working together, researchers can ensure that educators have access to research-based solutions to issues in their schools, so addressing the problem of disregarding what teachers already know. They will have a hand in improving learning conditions in schools thanks to their input. We cannot stress the significance of this enough. Academic researchers would be completely at a disadvantage if they ignored teachers, who serve as both forerunners and links to students, and who convert policies into deeds in the classroom. No matter what academic researchers prescribe, it is up to teachers to organise the curriculum's contents into logical sections and decide which methods are best for putting those suggestions into practise (Bamidele, 2016).

Teachers' topic knowledge, teaching abilities, classroom attitude, teachers' qualifications, and teachers' experience are all factors that should be considered in order to ensure the success of joint research projects (Famuyibo, 2015). Most social studies instructors nowadays adopt techniques that are meaningful to them, rather than ones that will engage their students (Ekiugbo, 2015). No matter how well-thought-out the lesson's goals and materials are, rote memorization will set in if the teaching approach doesn't take into account the students' unique interests and experiences.

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Teachers' entrepreneurial spirit will be bolstered, and the long-standing practise of marginalising teachers' voices in academic research will be greatly reduced or eliminated altogether, if collaborative research efforts between teachers and academics are successful.

### **Summary and Recommendations**

Collaborative research is one important way to cross the divide between Academics and Teachers. This will totally eliminate the old pattern of silencing Teachers views in research.

The following recommendations will aid the process of collaborative efforts, not only to boost knowledge production and utilization, but also confidence of teachers, proper pedagogy and quality assurance in Social studies classroom in Nigerian Schools.

1. First, research on education needs a new epistemology that values teachers' questions as a unique and vital source of information. Whether people like it or not, instructors all throughout Nigeria have done a lot of introspective research on their own methods.
2. Teachers' pride will be boosted as they participate in the research, and the Teacher Education programme in Nigeria will be bolstered overall if faculty members work together on studies.
3. Teachers should be encouraged to become more proactive in their responsibilities as knowledge creators, as well as to initiate and own their own research.
4. Teachers are not mindless drones who will blindly follow whatever commands academic researchers give them. They should be seen as having preexisting preferences and viewpoints.
5. Teachers should have the authority to choose what themes are crucial for study, to start such inquiries, and to work with academics to develop knowledge through research and citations.
6. The following is a list of all the things that can be done to improve the quality of life in the United States.

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