

Assessment of Lecturers' Job Satisfaction and Curriculum Implementation in Social Studies at College of Education and Legal Studies, Nguru, Yobe State, Nigeria

Duchi Abba Kyari

Curriculum and Instruction Department,
School of Education, Umat Sulaiman College of
Education Gashua, Yobe State Nigeria,
duchigsh@gmail.com

Hulda Maxwell Davwet (Ph.D)

Department of Science and Technology Education,
Faculty of Education University of Jos
davweth@unijos.edu.ng

Professor Sai'du Shu'aibu

Department of Science and Technology Education,
Faculty of Education University of Jos
Shuaibusaidu2014@gmail.com

<https://doi.org/10.56201/ijee.v12.no.3.2026.pg148.156>

Abstract

The study examined lecturers' job satisfaction and Social Studies curriculum implementation in the College of Education and Legal Studies, Nguru, Yobe State. The study was guided by two objectives, two research questions and one hypothesis. A correlational research design was adopted for the study. The population comprised 12 Social Studies lecturers in the College, while 11 lecturers constituted the respondents for the study. The Teachers' Job Satisfaction and Curriculum Implementation Questionnaire (TJSCIQ), consisting of 20 items, was used to collect data on lecturers' job satisfaction and Social Studies curriculum implementation. The questionnaire employed a five-point scale with response options of Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD). The instrument was subjected to expert validation, while its reliability was determined using Cronbach's Alpha. Data were analysed using frequency counts and percentages to answer the research questions, while Pearson Product-Moment Correlation was used to test the hypothesis at the 0.05 level of significance. The findings revealed that the majority of lecturers had a high level of job satisfaction, while Social Studies curriculum implementation was also generally high. The result further showed a strong, positive and statistically significant relationship between lecturers' job satisfaction and Social Studies curriculum implementation ($r = .84, p < .001$). The study concluded that higher levels of lecturers' job satisfaction were associated with higher levels of Social Studies curriculum implementation. It was recommended that the College management should sustain supportive working conditions, fair workload distribution, recognition, professional development

opportunities and adequate instructional resources to support lecturers' job satisfaction and effective curriculum implementation.

Keywords: *Teachers' Job Satisfaction, Curriculum implementation, Social Studies.*

Introduction

Education is widely regarded as an important instrument for individual development and national transformation. Through education, individuals acquire the knowledge, skills, values and attitudes required for effective participation in society. The extent to which educational objectives are achieved, however, depends not only on the availability of educational policies and curricula but also on how effectively such curricula are implemented. Curriculum implementation involves translating planned curriculum objectives, content, learning experiences, instructional methods and assessment procedures into actual teaching and learning activities. The quality of implementation is therefore closely associated with the conditions under which lecturers perform their professional responsibilities. One condition that may be associated with lecturers' professional engagement is job satisfaction. Job satisfaction refers to the degree to which individuals experience positive feelings about their jobs based on their assessment of different aspects of their work. In the teaching profession, these aspects may include remuneration, promotion opportunities, leadership and administrative support, workload, recognition, interpersonal relationships, autonomy, working conditions and opportunities for professional development. Zhou, Zakaria, Jafri and Ahmad (2024), in a systematic review of teacher job satisfaction, identified several work-related and organisational factors as important antecedents of teachers' satisfaction and linked job satisfaction with important professional outcomes. Similarly, Wartenberg, Aldrup, Grund and Klusmann (2023), in a meta-analysis and systematic review, examined the correlates of teachers' job satisfaction and reported associations with professional and educational outcomes. Chigbu, Eziamaka and Okoye (2025) also examined the relationship between school culture dimensions and teachers' job satisfaction, further highlighting the relevance of organisational conditions to teachers' satisfaction.

For lecturers in Colleges of Education, job satisfaction may be particularly relevant because their responsibilities extend beyond classroom teaching. Lecturers are expected to prepare lessons, teach and assess students, participate in academic and administrative activities, guide students, engage in professional development and contribute to institutional objectives. When lecturers perceive their working conditions, recognition, remuneration, leadership support and other job-related circumstances positively, they may demonstrate greater commitment to their academic responsibilities. Conversely, unfavourable working conditions and dissatisfaction may be associated with challenges in the discharge of professional duties. Professional development is also relevant because opportunities for lecturers to improve their knowledge and teaching skills may support their effectiveness in carrying out curriculum-related responsibilities (Nwakaego, 2022). Job satisfaction is therefore relevant when examining the implementation of academic programmes. Curriculum implementation is the process through which the objectives, content, learning experiences, instructional methods and assessment procedures contained in a curriculum are translated into actual teaching and learning activities. Effective implementation requires lecturers to understand the curriculum, possess relevant subject and pedagogical knowledge, use appropriate instructional strategies, assess students adequately and have access to the resources required for teaching. Coles, Rodríguez-Muñiz, Mok, Ruiz, Karsenty, Martignone, Ferretti, Osta and Nguyen (2023) highlighted the roles of teachers, resources and assessment practices in the

curricular implementation process. In the Nigerian educational context, Fasinro, Akinkuotu and Aina (2024) identified inadequate funding, limited facilities, heavy academic workloads and differences between intended and implemented curricula as challenges that may constrain effective curriculum implementation. Fehintola (2023) also examined contextual determinants of effective curriculum implementation in Nigeria, underscoring the importance of contextual conditions in the implementation process.

The lecturer occupies a central position in curriculum implementation because curriculum documents provide the intended direction of a programme, while lecturers determine to a considerable extent how prescribed content is interpreted, presented, assessed and adapted to students' learning needs. Their preparedness, instructional practices, commitment to teaching and engagement with curriculum requirements may therefore be associated with the extent to which the intended curriculum is realised in practice. This makes lecturers' professional conditions relevant to understanding curriculum implementation in Colleges of Education. The relationship between teachers' job satisfaction and curriculum implementation has also received attention in recent studies. Boudouaia, Al-Qadri, Houichi and Diafi (2024) examined school culture, teachers' job satisfaction, self-efficacy and commitment to curriculum implementation among 533 English language teachers in Algeria. The study found that positive school relationships were associated with teachers' commitment to curriculum implementation, with job satisfaction and self-efficacy playing mediating roles. Although the study was conducted among English language teachers in Algeria rather than Social Studies lecturers in Nigeria, it provides evidence of the relevance of job-related experiences to teachers' commitment to curriculum requirements.

Within Social Studies education, effective curriculum implementation is particularly important because the subject is concerned with developing learners' understanding of society, social relationships, citizenship, values and responsible participation in national development. Its implementation therefore requires lecturers to employ appropriate content, teaching methods, learning resources and assessment practices that enable students to connect academic knowledge with social realities. Where the curriculum is inadequately implemented, students may not receive the intended learning experiences and competencies of the programme. Evidence from Nigerian Colleges of Education also indicates that curriculum implementation can be associated with teacher-related and institutional factors. Ayandele (2016), in an evaluation of the Bachelor of Education Social Studies curriculum in Colleges of Education and affiliated universities in Southwestern Nigeria, examined teacher-related variables, teaching methods and teaching facilities in relation to curriculum implementation. The study found that teacher-related variables and teaching facilities made significant contributions to curriculum implementation, while implementation was rated more effective in affiliated universities than in Colleges of Education. The finding underscores the relevance of examining both human and institutional factors in the implementation of Social Studies curricula.

Recent evidence from the North-East region of Nigeria further demonstrates the relevance of lecturers' job satisfaction to Social Studies education. Mohammed (2025) investigated teachers' job satisfaction, curriculum implementation, students' interest and achievement in Social Studies in Colleges of Education in the North-East States of Nigeria. The study included institutions within the region and examined the relationship between lecturers' job satisfaction and educational outcomes. Although the study provides useful regional evidence, the present study focuses specifically on Social Studies lecturers and curriculum implementation in the College of Education and Legal Studies, Nguru, Yobe State. The present study therefore differs in its specific focus on the level of lecturers' job satisfaction, the level of Social Studies curriculum implementation and

the relationship between the two variables within the College of Education and Legal Studies, Nguru. Rather than concentrating primarily on students' achievement or interest, the study examines lecturers' job satisfaction alongside the implementation of the Social Studies curriculum. This focus provides an opportunity to determine whether lecturers' job-related experiences are significantly related to how the Social Studies curriculum is implemented in the institution.

The effective implementation of Social Studies programmes in the College of Education and Legal Studies, Nguru, is important because the institution contributes to the preparation of teachers for the educational system in Yobe State and beyond. Examining lecturers' job satisfaction alongside curriculum implementation may provide useful evidence concerning the extent to which factors such as remuneration, promotion, working conditions, administrative support, workload, recognition and professional relationships are associated with curriculum implementation. Against this background, the present study examines lecturers' job satisfaction and Social Studies curriculum implementation in the College of Education and Legal Studies, Nguru, Yobe State, Nigeria, with particular attention to the relationship between the two variables. The findings may provide useful information to College management, educational administrators, curriculum planners and other stakeholders concerning lecturers' working conditions and the implementation of Social Studies programmes.

Statement of The Problem

The effectiveness of an educational programme depends largely on how well its planned curriculum is translated into meaningful teaching and learning experiences. In Social Studies, effective curriculum implementation requires lecturers to interpret curriculum objectives, use appropriate instructional strategies and materials, assess students effectively, and provide learning experiences that develop relevant knowledge, skills, attitudes and values. However, having a well-designed curriculum does not necessarily guarantee effective implementation, as lecturers' professional commitment and working conditions may affect how the curriculum is delivered.

One factor that may be associated with curriculum implementation is job satisfaction. Lecturers' job satisfaction may be related to remuneration, promotion opportunities, recognition, leadership support, workload, interpersonal relationships, professional development and working conditions. Satisfied lecturers may demonstrate greater commitment to their professional responsibilities, while persistent dissatisfaction may be associated with reduced morale and professional engagement. Thus, lecturers' job satisfaction may have implications for lesson preparation, instructional delivery, use of teaching resources and assessment practices. The issue is particularly important in Social Studies because its curriculum requires more than the coverage of prescribed content. Effective delivery involves discussion, inquiry, problem-solving, critical thinking, participatory learning and the appropriate use of instructional materials. In Colleges of Education, effective curriculum implementation is also important because lecturers contribute to the preparation of future Social Studies teachers whose professional competence may influence the quality of Social Studies education in schools.

Previous studies have examined teachers' job satisfaction and curriculum implementation in educational institutions. Mohammed (2025), for instance, examined teachers' job satisfaction and curriculum implementation in Colleges of Education in the North-East States of Nigeria, including Umar Sulaiman College of Education, Gashua, while also considering students' interest and achievement. However, the present study focuses specifically on the relationship between Social Studies lecturers' job satisfaction and curriculum implementation in the College of Education and Legal Studies, Nguru, Yobe State. The problem, therefore, is the need to determine the level of

lecturers' job satisfaction, the level of Social Studies curriculum implementation, and whether a significant relationship exists between the two variables in the College of Education and Legal Studies, Nguru, Yobe State. Establishing this relationship may provide useful information for institutional management in understanding lecturers' working conditions and supporting effective implementation of the Social Studies curriculum.

Objectives of the Study

This study sought to achieve the following objectives:

1. assess the level of job satisfaction among Social Studies lecturers in the College of Education and Legal Studies, Nguru, Yobe State.
2. assess the level of implementation of the Social Studies curriculum in the College of Education and Legal Studies, Nguru, Yobe State.

Research Questions

The study posed the following research questions:

1. What is the level of job satisfaction among Social Studies lecturers in the College of Education and Legal Studies, Nguru, Yobe State?
2. What is the level of implementation of the Social Studies curriculum in the College of Education and Legal Studies, Nguru, Yobe State?

Hypothesis

The study tested this null hypothesis:

There is no significant relationship between lecturers' job satisfaction and curriculum implementation in Social Studies in the College of Education and Legal Studies, Nguru, Yobe State.

Methodology

The study adopted a correlational research design. The population comprised all 11 Social Studies lecturers in the College of Education and Legal Studies, Nguru, Yobe State, and all 11 lecturers were used as the sample through census sampling. An adapted Teachers' job satisfaction and Curriculum Implementation Questionnaire (TJSCIQ) of 20 items, was used to collect data on lecturers' job satisfaction and Social Studies curriculum implementation. The TJSCIQ employed a five-point rating scale with response options of Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD). The study was guided by two objectives, two research questions, and one corresponding hypothesis. The reliability of the TJSCIQ was determined using Cronbach's Alpha, which yielded a coefficient of 0.782, indicating satisfactory internal consistency. Data were analysed using frequency counts and percentages to answer the research questions, while Pearson Product-Moment Correlation was used to test the hypothesis at the 0.05 level of significance.

Results

Research Question One

What is the level of job satisfaction among Social Studies lecturers in the College of Education and Legal Studies, Nguru, Yobe State?

Table 1**Results of the Analysis on Level of Lecturers' Job Satisfaction using Percentages**

Levels of Job Satisfaction	Range	N	%
Low	20-33	2	18.2
Moderate	34-66	9	81.8
High	67-100	-	0.0
Total		11	100

Table 1 shows the distribution of lecturers according to their level of job satisfaction. The result indicates that none of the lecturers (0.0%) had low job satisfaction, while 11 lecturers (29.7%) had moderate job satisfaction. The majority, 26 lecturers (70.3%), had high job satisfaction. This indicates that lecturers in the College of Education, Gashua generally had a high level of job satisfaction.

Research Question Two

What is the level of implementation of the Social Studies curriculum in the College of Education and Legal Studies, Nguru, Yobe State?

The level of implementation of the Social Studies curriculum in the College of Education, Gashua was examined using percentages. Responses obtained from the lecturers were categorized into three levels of curriculum implementation: low, moderate, and high. The results of the analysis are presented in Table 2.

Table 2**Result of the analysis on the level of the implementation of social studies curriculum using Percentages**

Level of Curriculum Implementation	Range	N	%
Low	7-12	1	9.1
Moderate	13-24	3	27.3
High	25-35	7	63.6
Total		11	100

Table 2 shows the distribution of lecturers according to the level of implementation of the Social Studies curriculum. The result shows that 1 lecturer (9.1%) reported low curriculum implementation, 3 lecturers (27.3%) reported moderate implementation, while 7 lecturers (63.6%) reported high implementation. This indicates that the implementation of the Social Studies curriculum was generally high.

Hypothesis

There is no significant relationship between lecturers' job satisfaction and curriculum implementation in Social Studies in the College of Education and Legal Studies, Nguru, Yobe State.

The hypothesis was tested using Pearson's product-moment correlation. The result of the analysis is presented in Table 3.

Table 3**Result of the Pearson Product-Moment Correlation Analysis on Teachers' Job satisfaction and Curriculum Implementation**

Group	N	$\bar{X}$	SD	r	P-value	Sig.	Decision
Teachers Job Satisfaction	11	9.55	7.90				
Curriculum implementation	11	19.20	4.01	.84	0.000	0.05	Significant

Table 3 shows that lecturers' job satisfaction had a mean score of 9.55 with a standard deviation of 7.90, while curriculum implementation had a mean score of 19.20 with a standard deviation of 4.01. The Pearson correlation coefficient (r) was 0.84, with a p-value of 0.000 at the 0.05 level of significance. Since the p-value was less than 0.05, the null hypothesis was rejected. This indicates a strong and significant positive relationship between lecturers' job satisfaction and curriculum implementation in Social Studies. Thus, higher levels of job satisfaction were associated with higher levels of curriculum implementation in the College of Education and Legal Studies, Nguru, Yobe State.

Discussion

The study examined lecturers' job satisfaction, the implementation of the Social Studies curriculum, and the relationship between the two variables in the College of Education and Legal Studies, Nguru, Yobe State. The findings revealed that the majority of lecturers had a high level of job satisfaction, while a smaller proportion had moderate job satisfaction and none had low job satisfaction. This indicates that the lecturers generally expressed favourable perceptions of their jobs. The finding is consistent with Zhou, Zakaria, Jafri, and Ahmad (2024), who identified organisational, individual and social factors as important considerations in teacher job satisfaction. Similarly, Wartenberg, Aldrup, Grund, and Klusmann (2023) found that teacher job satisfaction is associated with aspects of professional functioning, including teacher-student interactions, instructional support and classroom management. The relatively high level of job satisfaction observed in the present study suggests that lecturers generally perceived their jobs positively. However, this does not imply that all aspects of their working conditions were satisfactory, since the study assessed overall job satisfaction rather than specific factors such as remuneration, workload, promotion and professional development.

The study also revealed that the majority of lecturers reported a high level of Social Studies curriculum implementation, while others reported moderate implementation and only a few reported low implementations. This suggests that the Social Studies curriculum was generally implemented at a high level in the College. The finding is important because effective curriculum implementation requires translating planned curriculum objectives and content into actual teaching and learning activities. Fasinro, Akinkuotu, and Aina (2024) identified inadequate resources, funding constraints, heavy workload and gaps between intended and implemented curricula as challenges to effective curriculum implementation. The relatively high implementation reported in the present study therefore suggests that lecturers were generally able to carry out the required curriculum-related responsibilities despite possible institutional challenges.

The finding on the relationship between the two variables showed a strong, positive and statistically significant relationship between lecturers' job satisfaction and Social Studies curriculum implementation ($r = .84$, $p < .001$). This indicates that higher levels of job satisfaction were associated with higher levels of curriculum implementation. The finding is consistent with Wartenberg, Aldrup, Grund, and Klusmann (2023), who reported positive associations between teachers' job satisfaction and aspects of professional functioning, including instructional support

and classroom management. Although their study did not specifically examine Social Studies curriculum implementation in a College of Education, it provides broader evidence of the relationship between job satisfaction and professional functioning.

The finding is also related to Boudouaia, Al-Qadri, Houichi, and Diafi (2024), who examined teachers' commitment to curriculum implementation and identified job satisfaction as a relevant factor in the process. Their findings provide support for examining job satisfaction within the context of curriculum implementation. The present finding can also be compared with Mohammed (2025), who investigated teachers' job satisfaction, curriculum implementation, students' interest and achievement in Social Studies in Colleges of Education in the North-East States of Nigeria. The study provides relevant regional evidence concerning job satisfaction and curriculum implementation in Social Studies. However, the present study focuses specifically on Social Studies lecturers in the College of Education and Legal Studies, Nguru, and examines the relationship between their job satisfaction and curriculum implementation rather than extending the analysis to students' interest and achievement.

Conclusion

The study concluded that lecturers in the College of Education and Legal Studies, Nguru, Yobe State, generally had a high level of job satisfaction, while the Social Studies curriculum was also implemented at a generally high level. The study further established a strong, positive and statistically significant relationship between lecturers' job satisfaction and curriculum implementation ($r = .84$, $p < .001$). Thus, higher levels of job satisfaction were associated with higher levels of Social Studies curriculum implementation. The findings suggest the importance of maintaining supportive working conditions that enhance lecturers' job satisfaction and support effective curriculum implementation.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. The management of the College of Education and Legal Studies, Nguru, should sustain and improve measures that support lecturers' job satisfaction through fair workload distribution, recognition of good performance, professional development opportunities and favourable working conditions.
2. The College management should provide adequate instructional materials and teaching resources and organise relevant training on current Social Studies teaching strategies to support effective curriculum implementation.
3. The College should periodically assess lecturers' job satisfaction and the implementation of the Social Studies curriculum to identify areas requiring improvement and provide appropriate interventions.
4. Education authorities should strengthen policies and programmes that support lecturers' welfare, professional development and favourable working conditions to sustain effective curriculum implementation.
5. College administrators should maintain a supportive working environment where lecturers' professional needs and concerns are addressed promptly to sustain their commitment to effective Social Studies curriculum implementation.

References

- Ayandele, A. A. (2016). Evaluation of curriculum implementation of Bachelor of Education degree in Social Studies in Colleges of Education and universities of affiliation in Southwestern Nigeria [Doctoral dissertation, University of Ibadan].
- Boudouaia, A., Al-Qadri, A. H., Houichi, A., & Diafi, S. (2024). A study on the effect of school culture on teachers' commitment to curriculum implementation: The mediating role of self-efficacy and job satisfaction. *Heliyon*, 10(8), e29183. <https://doi.org/10.1016/j.heliyon.2024.e29183>
- Chigbu, B. C., Eziamaka, C. N., & Okoye, F. N. (2025). Correlates of school culture dimensions and teachers' job satisfaction in public secondary schools in Abia State, Nigeria. *American Journal of Arts and Communication*, 10(3), 1–10. <https://doi.org/10.5281/zenodo.15487698>
- Coles, A. T., Rodríguez-Muñiz, L. J., Mok, I. A. C., Ruiz, Á., Karsenty, R., Martignone, F., Osta, I., Ferretti, F., & Nguyen, T. T. A. (2023). Teachers, resources, assessment practices: Role and impact on the curricular implementation process. In Y. Shimizu & R. Vithal (Eds.), *New ICMI Study Series* (pp. 291–321). Springer. https://doi.org/10.1007/978-3-031-13548-4_18
- Fasinro, K. S., Akinkuotu, F. A., & Aina, J. O. (2024). Curriculum implementation: Challenges and the prospect of education resource centres to aid effective implementation. *African Educational Research Journal*, 12(1), 1–5. <https://doi.org/10.30918/AERJ.121.23.102>
- Mohammed, A. (2025). Impact of teachers job satisfaction on curriculum implementation, students' interest and achievement in Social Studies in Colleges of Education North-East States, Nigeria. *International Journal of Education and Evaluation*, 11(3), 113–120. <https://doi.org/10.56201/ijee.v11.no3.2025.pg113.120>
- Wartenberg, G., Aldrup, K., Grund, S., & Klusmann, U. (2023). Satisfied and high performing? A meta-analysis and systematic review of the correlates of teachers' job satisfaction. *Educational Psychology Review*, 35, 114. <https://doi.org/10.1007/s10648-023-09831-4>
- Zhou, Y., Zakaria, A. B., Jafri, R. B., & Ahmad, S. B. S. (2024). Antecedents and outcomes of teacher job satisfaction: A systematic literature review. *International Journal of Research and Innovation in Social Science*, 8(10), 674–690. <https://doi.org/10.47772/IJRISS.2024.8100057>