
**SOCIAL STUDIES TEACHERS' AWARENESS AND
ATTITUDE TO THE USE OF THE APPROPRIATE
LESSON PLAN FORMATS IN PUBLIC SECONDARY
SCHOOLS IN DELTA STATE**

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Abstract

In the face of preparing today's learners for new challenges, the Social Studies teacher is faced with the task of ensuring that the domains of learning are adequately covered. However, it has been found that most Social Studies teachers focus more on the cognitive domain. This should not be so as lesson plans exist to ensure that teachers are guided in covering all domains of learning. To what extent are Social Studies teachers making use of the appropriate lesson plan formats is what this study was set out to examine. The study employed the descriptive survey research design. The population comprised public secondary school Social Studies teachers in Delta State. Purposive and simple random sampling techniques were used in the study. Four research questions guided the study. Data was collected using a questionnaire tagged "Social Studies Teachers' Attitude to Usage of Appropriate Lesson Plan Formats Questionnaire" (SSTAUALPQ). The reliability of the instrument was determined using Cronbach alpha analysis and a reliability coefficient of 0.81 was obtained. The study found that most Social Studies teachers are not officially aware of the

existence of the appropriate lesson plan formats. Also, they have a poor attitude to the use of these lesson plan formats. It was recommended among other things that the Nigerian Educational Research and Development Council (NERDC) who designed and developed these lesson plan formats in the first place should create adequate awareness of its existence.

Keywords: Domains of learning; Lesson planning; Lesson delivery; Modified NERDC lesson plan; NERDC lesson plan; The new Social Studies teacher.

Introduction

A teacher is a person who guides learners to acquire knowledge, competence or virtue. Informally, the role of a teacher may be taken on by anyone; for instance, members of the family could be consciously responsible for teaching the child in the early years of development. However, formal teaching of the child in any educational setting is usually carried out by professional teachers. A teacher's role varies from providing instruction to preparing lessons according to the recommended curricula, giving lessons and assessing students' progress.

By way of description, Ayo-Vaughan (2018) described a teacher as one who has acquired the requisite content and pedagogical skills needed to facilitate learning. The position of teachers in the educational system of a developing country like Nigeria is very strategic as noted by Eze (2005). This is why it is correct to buttress the point put forward by Edozie (2016) cited in Ayo-Vaughan and Amosun (2020) that teachers are the major stakeholders when it comes to curriculum implementation. Notably, Lawal and Wahab (2011) maintained that a teacher's level of professional ability is a relevant factor in the training and preparation of work involving student learning which is closely connected with lesson planning and preparation using the appropriate lesson plan formats.

The role a teacher plays in curriculum implementation is thus not just limited to the cognitive domain of learning. It extends to

the affective and psychomotor domains. With regards to the affective domain of learning, subjects such as Social Studies and Civic Education now called National Values that are loaded with affective overtones which promotes values and effective citizenship are embedded in the basic education curricula. However, several teachers teach these subjects placing emphasis only on the cognitive domain of learning (Dania, 2017). Okoli (2012) stated that it is not easy to notice the effects of poor teaching immediately, but in the final analysis the mistakes of the teachers are devastating on the future of any nation than those of any known profession. Thus, teachers, especially the Social Studies teacher who is loaded with the responsibility of transmitting affective laden contents, need to deliver these contents in creative and impactful ways using the appropriate lesson plan formats (Odor, 2020).

A lesson plan is a schedule that guides the teacher on what to do in a specific time to a specific group of learners about a specific lesson in a classroom situation (Bin-Hady, 2018). Edozie (2016) defined a lesson plan as a teacher's detailed description of the course of instruction for an individual lesson. Therefore, lesson plans ensure that the teacher has created a logical, systematic learning process essential to making sure students achieve the most learning in the least time. It is an extremely useful tool, which serves as a combination guide, resource, and historical document reflecting teaching philosophy, student population, textbooks, and most importantly, goals for our students (Dickson *et al*, 2014).

There are several formats of the lesson plan in existence. In Nigeria however, over the years, there have been in use three different formats. Imaraigbe (2014) as cited by Edozie (2016) reported that one of such formats is the United Nations Educational, Scientific and Cultural Organization (UNESCO/Tabular) format. This format has been faced off in Nigeria since the year 2012 with the introduction of the Nigerian Educational Research and Development Council (NERDC) format in 2012 (NERDC, Teacher's Guide, 2012). Because of the rigidity of the NERDC format, a Modified NERDC format was adapted from the pure NERDC format. This paper will focus on both versions of the NERDC lesson plan format.

The format of the NERDC lesson plan as adopted from the NERDC, Teacher's Guide (2012) is presented thus:

Lesson Plan – NERDC Format

Subject: _____ Theme: (where applicable) _____
Topic: _____ Class: _____
School: _____ Duration: _____
Average Age: _____ Sex: _____ Date: _____

Behavioural Objectives/ (or performance objectives/instructional objectives/specific objectives) stated in measurable terms, using action words.

Instructional resources: this refers to various forms of educational media used to teach

References: this refers to subject-based textbooks or internet materials, magazines, newspapers used to gather the content for the lesson. These documents should be written out using the latest APA style of referencing.

Presentation

Step I: Identification of prior ideas (this implies knowledge, experience, etc. of the students before the lesson in other words – entry behaviour)

Mode: This could be individual or group

Teacher's Roles: ask probing questions that help reveal students prior ideas

Student's/Pupil's Roles: in response to teacher's role

Step II: Exploration

Mode: this could be individual or group

Teacher's Roles: (Present the review, pose the problem, ask questions, answer questions, carry out exploratory activities etc.)

Student's/Pupil's Roles: (Listen, ask questions, answer questions, take notes, participate in tasks etc.)

Step III: Discussion (the teacher takes the students on a troll of activities that are discussion based)

Mode: this could be individual or group

Teacher's Roles: As above

Student's/Pupil's Roles: in response to teacher's roles

Step IV: Application (the teacher takes the students through a set of activities that helps them see how what they are learning is aligned to basic realities in their environments)

Mode: this could be individual or group

Teacher's Roles: As above

Student's/Pupil's Roles: in response to teacher's roles

Step V: Evaluation (Summary of the main point of the lesson, giving of notes and evaluation)

Mode: this could be individual or group

Teacher's Roles: Summarize, give notes, ask questions, answer questions etc.

Student's/Pupil's Roles: in response to teacher's roles

Step VI: Assignment – this could be class assignment, homework, project work etc.

Notes/Diagrams (the lesson note and diagrams where applicable should now be written)

The NERDC lesson plan format places much emphasis on active learners' participation, teacher creativity and consist of six steps. Each step has a specific caption which teachers are expected to follow strictly in the achievement of stated objectives. Thus making it impossible for the teacher to do otherwise the stated caption. The format also employs an investigative approach to determining learners' entry behaviour rather than an assumptive approach. Each step in this format also consists of mode, teacher's activities and students/pupils activities except the last step which is assignment. This is then followed by notes and diagrams. Thus, this format integrates the concept of lesson plan and lesson note and lessens the workload on the teacher writing a lesson plan and lesson note as separate documents.

Lesson Plan – Modified NERDC Format

Subject: _____ Theme: (where applicable) _____
Topic: _____ Class: _____
School: _____ Duration: _____
Average Age: _____ Sex: _____ Date: _____

Behavioural Objectives/ (or performance objectives/instructional objectives/specific objectives) stated in measurable terms, using action words.

Entry Behaviour (also called previous knowledge):

Instructional resources: this refers to various forms of educational media used to teach

References: this refers to subject-based textbooks or internet materials, magazines, newspapers used to gather the content for the lesson. These documents should be written out using the latest APA style of referencing.

Presentation

Step 1: Introduction (review of previous lesson and set induction inclusive)

Mode:

Teacher's Activities:

Student's Activities:

Step 2: (this should align with objective 1)

Mode:

Teacher's Activities:

Student's Activities:

Step 3: (this should align with Objective 2)

Mode:

Teacher's Activities:

Student's Activities:

Step 4: (this should align with Objective 3)

Mode:

Teacher's Activities:

Student's/Pupil's Activities:

Step 5: Evaluation (this involves summary of the lesson, evaluation of the lesson and board summary)

Mode:

Teacher's Activities:

Student's/Pupil's Activities:

Step 6: Assignment

Notes/Diagrams (the lesson note and diagrams where applicable should now be written)

The rigidity of the NERDC lesson plan format led to its adaptation which gave birth to the Modified NERDC format. This format also places much emphasis on active learners' participation and teacher creativity but each step is not affixed to a caption except the first, and last two steps which are introduction, evaluation and assignment. The steps in this format are flexible. The number of steps will either increase or decrease depending on the number of behavioural objectives stated. Irrespective of the number of steps, Step 1 must be Introduction while the last two Steps must be Evaluation and Assignment. The format does not employ an investigative approach to determining learners' entry behaviour rather than it uses an assumptive approach. That is why entry behaviour is a component of its preliminary section. The presentation stage in this format also consists of mode among others, like the pure NERDC format and also integrates the concept of lesson plan and lesson note into one document.

These formats are what Nigerian school teachers are expected to use in preparing and presenting their lessons to adequately guide them in covering all domains of learning. Despite the existence and official recommendation of these lesson plan formats, teachers, who are key in the process of curriculum implementation, seem to place more emphasis on the cognitive domain of learning. Howbeit, effective teaching cannot be separated from informed preparation

of lesson plans. The new Social Studies teacher, thus, has to be well equipped in lesson planning. This paper is therefore carried out to examine the Social Studies teachers' attitude to the use of the appropriate lesson plan formats in public secondary schools in Oshimili North and South local government areas of Delta State.

Purpose of Study

This study is set out to examine the level of awareness and usage of appropriate lesson plan formats among Social Studies teachers in Delta State. Specifically, the study is set out to:

- i. Find out the extent to which Social Studies teachers are aware of the existence of the NERDC lesson plan format in public secondary schools in Delta State.
- ii. Find out the extent to which Social Studies teachers are aware of the existence of the Modified NERDC lesson plan format in public secondary schools in Delta State.
- iii. Examine the attitude of Social Studies teachers to the use of the NERDC lesson plan format in public secondary schools in Delta State.
- iv. Examine the attitude of Social Studies teachers to the use of the Modified NERDC lesson plan format in public secondary schools in Delta State.

Research Questions

- i. To what extent are Social Studies teachers aware of the existence of the NERDC lesson plan format in public secondary schools in Delta State?
- ii. To what extent are Social Studies teachers aware of the existence of the Modified NERDC lesson plan format in public secondary schools in Delta State?
- iii. What is the attitude of Social Studies teachers to the use of the NERDC lesson plan format in public secondary schools in Delta State?
- iv. What is the attitude of Social Studies teachers to the use of the Modified NERDC lesson plan format in public secondary schools in Delta State?

Methods

This study employed the descriptive survey research design. This study was thus carried out in Oshimili North and Oshimili South local government areas of Delta State which were purposively sampled due to COVID-19 restrictions which made most school authorities closed to research visits. The population consisted of about 500 teachers in the 27 public secondary schools existing in the selected two local government areas (deltastatemobse.net). Twenty (20) public secondary schools agreed to participate in the study and were thus selected purposively. Simple random sampling technique was then used to select five (5) Social Studies teachers from each of the twenty schools making a total of hundred (100) teachers sampled.

The instrument titled “Social Studies Teachers’ Attitude to Usage of Appropriate Lesson Plan Formats Questionnaire” (SSTAUALPQ), a structured questionnaire, was used to elicit data from the respondents. The questionnaire was made up of two (2) sections. Section A focused on the personal data of the respondents while Section B was designed to elicit responses on teachers’ awareness and attitude to the use of appropriate lesson plan formats. It was designed to provide answers to the four research questions raised. The questionnaire contained 16 items which were rated on a 4-point Likert scale of: Strongly Agree, Agree, Disagree and Strongly disagree and modified 4-point Likert scale of Very High Extent, High Extent, Low Extent and Very Low Extent.

The face and content validity of the instrument was determined by giving it to two educational research experts from the School of Education, Department of Measurement and Evaluation, FCE (T), Asaba to validate. Observations made were effected in the final draft of the questionnaire. The validated questionnaire was tested for reliability on 20 teachers in a public secondary school outside of Oshimili North and South local government areas. Cronbach’s Alpha Analysis was used for determining the internal consistency and a correlation index of 0.81 was obtained. The researcher personally administered the questionnaires to the respondents in the selected public secondary schools to ensure proper

administration. These questionnaires were collected after one week to ensure that all the respondents had fully completed it. Descriptive statistics of frequency counts, mean and standard deviation was used for analysis. A decision rule of 2.50 mean rating response score was used. Thus, all mean response scores equal to or greater than (\geq) 2.50 were interpreted as being in agreement with the item statement while all mean response score less than ($<$) 2.50 were regarded as being in disagreement with the item statement.

Results

RQ 1: To what extent are Social Studies teachers aware of the existence of the NERDC lesson plan format in public secondary schools in Delta State?

Table 1: Extent of awareness of the existence of the NERDC Lesson plan format

S/N	Statements	VHE	HE	LE	VLE	\bar{X}	SD	Remark
1	Most Social Studies teachers are not officially aware of the existence of the NERDC Lesson plan format	70	10	10	10	3.40	0.28	Agree
2	Most Social Studies teachers use other lesson plan formats though they are aware of the NERDC format.	60	20	15	5	3.35	0.27	Agree
3	Some Social Studies teachers do not use any particular lesson plan format to teach.	50	40	10	0	3.40	0.28	Agree
4	Official or not, there is no difference between NERDC and other lesson plan formats.	20	10	50	20	2.30	0.22	Disagree
	Weighted Average Mean and SD					3.11	0.26	Agree

Table 1 shows that respondents examined in this study agree with Statements 1-3 as responses to these statements exceeded the mean score average of 2.50 but disagree on the Statement 4 that: official or not, there is no difference between NERDC and other lesson plan formats. However, the weighted average mean score of 3.11 and standard deviation of 0.26 shows that respondents were very close in their responses. This then implies that most Social Studies teachers are not aware of the existence of the NERDC lesson plan format.

RQ 2: To what extent are Social Studies teachers aware of the existence of the Modified NERDC lesson plan format in public secondary schools in Delta State?

Table 2: Extent of awareness of the existence of the Modified NERDC Lesson plan format

S/N	Statements	VHE	HE	LE	VLE	\bar{X}	SD	Remark
5	Most Social Studies teachers are not officially aware of the existence of the Modified NERDC Lesson plan format	50	20	20	10	3.10	0.26	Agree
6	Most Social Studies teachers still use other lesson plan formats though they are aware of the Modified NERDC format.	20	40	30	10	2.70	0.23	Agree
7	Some Social Studies teachers do not understand the concept of lesson plan and therefore stick to the use of Lesson notes.	80	10	10	0	3.70	0.32	Agree
8	Official or not, there is no difference between Modified NERDC and other lesson plan formats.	70	20	10	0	3.60	0.32	Agree
	Weighted Average Mean and SD					3.27	0.28	Agree

Table 2 shows that respondents examined in this study agree on all statements constructed as responses to these statements exceeded the mean score average of 2.50. Furthermore, the weighted average mean score of 3.27 and standard deviation of 0.28 shows that respondents were very close in their responses. This then implies that most Social Studies teachers are not aware of the existence of the Modified NERDC lesson plan format.

RQ 3: What is the attitude of Social Studies teachers to the use of the NERDC lesson plan format in public secondary schools in Delta State?

Table 3: Teachers' attitude to the use of the NERDC Lesson plan format

S/N	Statements	SA	A	D	SD	\bar{X}	SD	Remark
9	My school authority mandates teachers to use any lesson plan format of their choice.	60	20	10	10	3.30	0.28	Agree
10	The NERDC lesson plan format is used by all teachers in my school.	20	10	60	10	2.40	0.23	Disagree
11	Most Social Studies teachers in my school make more use of lesson note not NERDC lesson plan.	60	20	15	5	3.35	0.28	Agree
12	Most Social Studies teachers do not even use any lesson plan format.	75	10	10	5	3.35	0.28	Agree
	Weighted Average Mean and SD					3.10	0.26	Agree

Table 3 shows that respondents examined in this study agree with Statements 9,11 and 12 as responses to these statements exceeded the mean score average of 2.50. However, respondents disagree with Statement 10 that: The NERDC lesson plan format is used by all teachers in my school. Furthermore, the weighted average

mean score of 3.10 and standard deviation of 0.26 shows that respondents were very close in their responses. This then implies that most Social Studies teachers have a poor attitude to the use of the NERDC lesson plan format.

RQ 4: What is the attitude of Social Studies teachers to the use of the Modified NERDC lesson plan format in public secondary schools in Delta State?

Table 4: Mean table on teachers' attitude to the use of the Modified NERDC Lesson plan format

S/N	Statements	SA	A	D	SD	\bar{X}	SD	Remark
13	My school authority mandates teachers to use any lesson plan format of their choice.	60	20	10	10	3.30	0.28	Agree
14	The Modified NERDC lesson plan format is used by all teachers in my school.	25	20	55	0	2.70	0.23	Agree
15	Most Social Studies teachers in my school make more use of lesson note not Modified NERDC lesson plan.	60	20	15	5	3.35	0.28	Agree
16	Most Social Studies teachers do not even use any lesson plan format.	75	10	10	5	3.55	0.31	Agree
	Weighted Average Mean and SD					3.22	0.27	Agree

Table 4 shows that respondents examined in this study agree on all statements constructed as responses to these statements exceeded the mean score average of 2.50. Furthermore, the weighted average mean score of 3.22 and standard deviation of 0.27 shows that respondents were very close in their responses. This then implies that most Social Studies teachers have a poor attitude to the use of the Modified NERDC lesson plan format.

Discussions

This study has provided answers to four research questions related to the level of awareness and attitude of Social Studies teachers to the use of the appropriate lesson plan formats. The study found that most Social Studies teachers, to a high extent are not officially aware of the existence of the NERDC lesson plan format. It also found that most Social Studies teachers, to a high extent, are not also officially aware of the existence of the Modified NERDC lesson plan format. These findings align with Okolocha and Onyeneke (2013) in a similar study carried out on Business Studies teachers. It found out that most business studies teachers were ineffective in adhering to some aspects of lesson plan preparation and delivery. Odor (2020) also suggested that most teachers should ensure they use the appropriate lesson plan format, thus indicating that there was a gap in awareness of appropriate lesson plans.

The study also found that most Social Studies teachers have a poor attitude to the use of the NERDC lesson plan format. Also, most Social Studies teachers have a poor attitude to the use of the Modified NERDC lesson plan format. This finding is obvious since most of these teachers are equally not aware of the existence of these lesson plan formats. This finding negates the usefulness of a lesson plan as put forward by Edozie (2016), Dickson et al. (2014) and Berliner (2001). The reason for this negation cannot be disconnected from the finding that most teachers are not officially aware of the existence of these lesson plan formats in the first place.

Conclusion

This study was set out to examine Social Studies teachers' awareness and attitude to the use of the appropriate lesson plan formats. The study found that most Social Studies teachers in public secondary schools school in Oshimili North and South local government areas of Delta State, to a very high extent are not officially aware of the existence of the NERDC and Modified NERDC lesson plan formats. The study also found that most Social Studies teachers have a poor attitude to the use of the appropriate lesson plan formats. This is

not a good development for the new Social Studies teacher who is responsible for preparing today's learners for new challenges.

Recommendations

Based on the findings of this study, it is recommended that The Nigerian Educational Research and Development Council (NERDC), the body which designed and developed these lesson plan formats in the first place should create a massive awareness of its existence. Similarly, copies of the teacher's guide booklet that contains these formats should be adequately distributed to all teachers by the NERDC, Ministry of Education at the federal and state levels and other related agencies.

In addition, Teacher training and retraining on the use of these appropriate lesson plan formats should be embarked upon by SOSAN as the professional body of Social Studies experts in Nigeria. Social Studies experts at the Colleges of Education and Universities should also expose their pre-service teachers to the appropriate lesson plan formats so that when they go on teaching practice or become professional teachers, they can share their knowledge with the in-service teachers. Finally, Teacher Professional Development Centers established in some states for the training and retraining of teachers should place emphasis on exposing teachers to these appropriate lesson plan formats.

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