

**SOCIAL STUDIES TEACHERS' EFFECTIVENESS AS  
AN ESSENTIAL FACTOR TOWARDS BUILDING  
A NEW NIGERIA**

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<sup>1</sup>Bilqees Olayinka **ABDU-RAHEEM** &

<sup>2</sup>Femi Adegboyega **BAMGBADE**

<sup>1</sup>Department of Social Science Education,  
Ekiti State University, Ado Ekiti, Ekiti State.

<sup>2</sup>Department of Social Studies, Osun State College of  
Education, Ilesha, Osun State

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**Abstract**

*The study examined Social Studies teachers' effectiveness as an essential factor towards building a new Nigeria. The study adopted a descriptive research design of the survey type. The population of the study consisted all Social Studies teachers in all Government Secondary Schools, Ondo State. The sample of the study was 60 Social Studies teachers selected randomly from three senatorial districts in Ondo state. A self-designed questionnaire, validated by experts in Social Science and Test and Measurement for face and content validity structures, was used for the study. The reliability of the instrument was ascertained through split-half method with a reliability coefficient of 0.73, which made the instrument reliable for collecting the necessary data for the study. The instrument was administered on 10 respondents in each Local Government selected. Out of 60 questionnaires distributed, 54 were returned indicating 90 percent return. Data collected were analysed using means and standard*

*deviation for research questions and t-test statistics for testing the hypotheses at 0.05 level of significance. Findings revealed that the effectiveness of Social Studies teachers in secondary schools in Ondo state is low to achieving a new Nigeria. The study recommended that Government should provide all the necessary facilities needed to encourage teachers' effectiveness in carrying out their duties and be allowed to handle their specialized subjects, among others.*

**Keywords:** *Social Studies, New Nigeria, Teacher Effectiveness*

### **Introduction**

Nigeria, the most populous country in black Africa, known and called the giant of Africa, is a heterogeneous nation made up of different peoples with different languages, races, cultures, origins, beliefs, norms, ideologies and religions. Nigeria is referred to as a nation having unity in diversity, has about 250-300 ethnic groups with three major ones as Yoruba, Hausa and Igbo. Nigeria is also one of the most countries that have diversity in language all over the world; specifically, about 500 languages are spoken in Nigeria. Nigeria is also blessed with human (very hard working, industrious diligent and highly talented) and natural resources (gold, bitumen, diamond, iron, lead, zinc, rare metals, coal and gemstones). Nigeria is also endowed with favourable physical and social environments.

Despite all the above endowment and blessings showered on Nigeria as a nation, the economy of the country is in shamble, the political system is characterized with electoral malpractices, killing and destruction of properties. The educational system is poor, and there is high rate of graduate unemployment, youth under-employment and drastic loss of jobs among citizens due to poor economy. The results of these are financial hardship, poverty, break-down of families, armed robbery, kidnapping of students and other innocent citizens, killing and maiming by Boko Haram and Fulani herd men, child/women abuse and trafficking, internet

fraud, attacks on security agents and destruction of property worth billions of Naira. These problems have also led to the death of many patriotic and innocent people, fear, unrest and inflation, some ethnic groups, Igbo and Yoruba are presently calling for cessation in the country.

Nigeria as a blessed country found herself in the current unfortunate situation due to so many factors which may be as a result of bad leadership, corruption, laxity on the part of the parents, indiscipline in schools, lack of commitment among workers including teachers, laziness among the youths, socialization, break-down of family system, lack of economic structure, poor access to education, poor health care delivery and lack of infrastructural facilities.

Effective and efficient teaching of Social Studies can change Nigeria to a new and peaceful nation. Mezieobi (2012) viewed Social Studies as a programme of study which a society uses to instill in students the knowledge, skills, attitudes and actions it considers important concerning the relationship human beings have with one another, their world and themselves. Francis (2013) posited that Social Studies was basically introduced to Nigeria educational system with the intention of solving pressing problems. Egbule (2014) noted that social problems have impacted negatively on Nigeria development. Abdu-Raheem (2011) observed that the objective of Social Studies is yet to be achieved as a result of poor teaching and lack or inadequacy of instructional materials to motivate students. Falaye (2013) identified ineffective pedagogical approach, poor teacher quality, poor teacher attitude, and unsustainable learning environment, inadequate learning materials and negative societal influence as problems facing moral and social transformation education, in the Social Studies curriculum.

To build new Nigeria, the role of Social Studies teachers cannot be underestimated because Social Studies is a subject that primarily prepares and adapts individuals to social life, provides knowledge, skills, behaviour and human values necessary for being an effective citizen who knows its social rights and responsibilities. Meziobi and Briabil (2015) agreed that Social

Studies is a formative school instruction designed to equip learners with desirable attitudes, values, skills and knowledge for social existence in the society. Similarly, Edinyang, Ejoh, and Adams, (2020) see Social Studies as a curriculum of study which the society uses to inculcate in students the know-how, skills, attitudes plus action it sees as important concerning the relationship between human beings, their world and themselves.

Social Studies is capable of building solidarity, gender integration and sense of togetherness among members of the society (Bassey, 2015). Egbule (2020) asserted that the curriculum of Social Studies emphasizes positive attitudes and values as hard work, diligence, cooperation, participation, honesty and self-help; it is a value-laden subject that has the capacity to build sound morals and integrity in all facets of the society. The significance of Social Studies in Nigeria is to project, promote and disseminate knowledge, skills, values and norms that are suitable for addressing Nigeria problems and transform the society drastically. Taking into consideration the incessant occurrence of crises, terrorism and protest that disrupt the peace and stability of Nigeria, Social Studies education serves as a mean of curbing the occurrence of terrorism scenes and protests in the country (Olofintoye & Ashibi 2019).

Teacher's effectiveness is the extent to which teachers are dedicated to instructional delivery and display of moral uprightness and academic performance in the teaching profession (Osifila, 2020). Olaleye in Ajayi, Agbajeola and Sinisaye (2017) noted that high quality teachers are education best resources and assets because they are the sources of knowledge to students and guides to students' acquisition of knowledge. Ogunwu and Aina (2020) also asserted that teachers' effectiveness is connected with methods, practice and attitudes of teachers towards excellent performance of students in their subject. It also has to do with comprehensive knowledge of the subject matter, sequential presentation of instruction, good interpersonal relationships with students and adequate class control.

To build a new Nigeria, researchers noted the following as important: teacher's effectiveness relates to value of a sound

educational policies (Adamu and Adu, 2015); teachers should have suitable thirst for knowledge and eager to explore, inquire and make discoveries (Adu, 2016); teaching and learning of Social Studies should not be in theory but in practical form and teachers well-equipped in their area of specialization (Abdu-Raheem, 2015); teachers' attitudes highly influence students' interest in learning (Shittu & Oanite, 2015); psychological strategies are essential in successful classroom management (Manming & Bucher in Kenan BAS, 2019), among others.

Social Studies assists human beings to contribute viably towards overcoming the societal challenges and establish democratic leadership, social co-existence, environmental sustainability, economic growth, technological advancement for improved standard of living (Meziobi, Oganwu, Ossai & Young, 2013). Nigeria citizens need to be well equipped with contemporary knowledge and skills for them to survive the current challenges and maintain peaceful and stable Nigeria (Olofintoye & Ashibi, 2019). For effectiveness and successful delivery of instructions in Social Studies classroom, teachers need regular update of knowledge. Eraut in Irungu, Kagema and Gachabi (2019) asserted that in-service training assist teachers to promote positive images of themselves for acquisition of expertise, skills talents and values. This could promote students' academic standard, upgrade their discipline, boost national development and promote the image of the country. Okebukola in Gbadamosi (2020) agreed that developed teachers are those who have in-depth knowledge, professional insight, capabilities and values that promote effective development. It is against this background that this study examined the Social Studies teachers' effectiveness as essential factor towards building new Nigeria.

### **Purpose of the Study**

This study examined Social Studies teachers' effectiveness as an essential factor towards building a new Nigeria. The study specifically examined:

- i. the level of Social Studies teachers' effectiveness in Ondo state government secondary schools and

- ii. factors that can enhance Social Studies teachers' effectiveness towards building a new Nigeria.

### **Research Questions**

- i. What is the level of Social Studies teachers' effectiveness in Ondo state government secondary schools?
- ii. What are the factors that can enhance Social Studies teachers' effectiveness towards building a new Nigeria?

### **Hypotheses**

- i. There is no significant difference in the mean responses of teachers on the level of Social Studies teachers' effectiveness in Ondo state government secondary schools and
- ii. There is no significant difference in the mean responses of teachers on the factors that can enhance Social Studies teachers' effectiveness towards building a new Nigeria

### **Methods**

The descriptive research design of the survey type was adopted for the study. The population consisted all Social Studies teachers in government secondary schools in Ondo state. The sample of the study consisted 60 teachers randomly selected from Akure North, Akure south, Akoko North-East, Akoko North West, Okitipupa and Ilaje Ese Odo Local Government Areas from the three senatorial district. A self-designed questionnaire titled Social Studies Teachers Effectiveness (SSTE) was the instrument for collecting data, which was validated by experts in Social Studies and Test and Measurement for face and content validity structures. The reliability of the instrument was ascertained through split half method with a coefficient of 0.73, implying that the instrument was reliable. Out of 60 questionnaires distributed, only fifty four (54) were returned indicating a return rate of 90%. The research questions were analysed using means and standard deviation while the hypotheses were tested using t-test statistics at 0.05 level of significance. Any mean score equal or above 2.50 is regarded as agreed while mean rated below the mean score of 2.50 is regarded as disagreed.

## Results

**Research Question 1:** What is the level of Social Studies teachers' effectiveness in Ondo state government secondary schools?

**Table 1: Mean Scores and Standard Deviation of Social Studies teachers' effectiveness in Ondo state government Secondary Schools**

S/N	Items	N	Mean	St.D	Remark
1	I only teach students within the period stipulated for my subject	54	2.22	0.98	Disagreed
2	Providing a graduated sequence of instruction moving from known to unknown (sequential facts learning)	54	2.91	0.50	Agreed
3	I make use of innovative teaching methods	54	3.18	0.72	Agreed
4	I entertain questions from students within the period of teaching and learning alone.	54	1.48	0.74	Disagreed
5	I avoid controversial issues that might be of great benefits to the students in the classroom	54	1.87	0.64	Disagreed
6	I Identifying a new concept at the beginning of the instruction and provide a rationale for learning it	54	3.37	0.80	Agreed
7	Instructional materials are adequate for teaching social studies	54	2.14	0.94	Disagreed
8	I teach other subject with social studies	54	3.19	0.72	Agreed
9	Payment of salary help my effectiveness	54	1.56	0.98	Disagreed
10	I am happy with the incentive packages government is given me	54	1.09	0.74	Disagreed
11	Involving the whole class in finding solution to the problems	54	3.28	0.87	Agreed
12	Work towards achieving the set goals of the curriculum	54	2.51	0.98	Agreed
13	I believe in regularity and punctuality in the school	54	3.22	0.90	Agreed
14	I participate and also engage students in extra-curricular actives	54	2.01	0.84	Disagreed
15	I have good inter-personal relationships with other staff and students	54	3.11	0.76	Agreed
	<b>Grand mean</b>		<b>2.48</b>	<b>0.81</b>	<b>Agreed</b>

The result in table 1 revealed that items 2, 3, 6, 8, 11-13, and 15 were rated above the acceptable mean score of 2.50, this indicated that majority of the respondents is in agreement with the statements. However, items 1, 4,7,9,10, and 14, were rated below the cutoff of 2.50, this indicated that the respondents negatively responded which showed that they disagreed with the statements. The grand mean of 2.48 and standard deviation 0.81 further revealed that the level of effectiveness of Social Studies teachers in government secondary school Ondo state is low.

**Research Question 2:** What are the factors that can enhance Social Studies teachers' effectiveness towards building a new Nigeria?

**Table 2: Mean Scores and Standard Deviation of factors enhancing Social Studies Teachers' Effectiveness towards Building New Nigeria**

S/N	Items	N	Mean	St.D	Remark
16	Continuous professional development of Social Studies Teachers for better performance	54	3.00	0.77	Agreed
17	Professional development of social studies teachers by funding conferences, workshops and seminars; in order to improve their capabilities and quality of instruction	54	3.25	0.73	Agreed
18	Exposing social studies teachers to innovative instructional pedagogies improve their effectiveness and efficiency	54	3.18	0.72	Agreed
19	Encouragement of social studies teachers to be resourceful professional capable of taking initiatives for students' improvement	54	2.81	1.06	Agreed
20	Development of effective teacher's personality that could bring about desired modifications in students' behavior	54	3.42	0.60	Agreed
21	Development of good leadership roles and demonstration of discipline by social studies teachers to serve as role models to students.	54	3.07	0.72	Agreed

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22	Development of commitment and dedication to professional among social studies teachers for attainment of desired success	54	3.20	0.80	Agreed
23	Demonstration of tolerance and forbearance in behaviour of social studies teachers for desired refashioning of students' behaviour	54	3.40	0.78	Agreed
24	Development of tender hearted and benevolent behaviour among social studies teachers for desired remodeling of students' behaviour and attitudes	54	3.20	0.87	Agreed
25	Development of tender hearted and communication of ideas among social studies educators for effectiveness and efficiency in their professional duties	54	3.05	0.94	Agreed
26	Development of purposeful and industrious ideas that could enable social studies teachers to be well-equipped and current in their area of specialization.	54	2.71	0.90	Agreed
27	Social studies teachers should be well-versed and have thorough knowledge of the subject matter and other related subjects for effective transfer of essential knowledge to students	54	3.41	1.00	Agreed
28	Development of awareness and consciousness of social issues and problems in the society for proper guidance and social development students	54	3.38	0.62	Agreed
29	Demonstration of hard work and determination for attainment of targeted goals and objectives to develop in students diligence and responsibilities	54	3.09	0.68	Agreed
30	Display of desirable attitudes and behaviours as well-respected members of their community by social studies teachers for desired development of qualities of social services and national consciousness among students	54	3.35	0.95	Agreed
	<b>Grand mean</b>		<b>3.17</b>	<b>0.81</b>	<b>Agreed</b>

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The results presented in table 2 showed that items 16-30 were rated above the acceptable mean score of 2.50, indicating that the respondents is in agreement with all the statements. This means that the opinions of the respondents are positive on the factors that can enhance social studies teachers' effectiveness towards building new Nigeria. The grand mean and standard deviation of 3.17 and 0.81 further indicated that there was a positive reaction from the respondents.

### **Testing of Hypotheses**

**Hypothesis 1:** There is no significant difference in the mean responses of teachers on the level of Social Studies teachers' effectiveness in Ondo state government secondary schools.

**Table 3: t-test statistics for the mean difference on the level of Social Studies teachers' effectiveness in Ondo state government secondary schools**

<b>Variables</b>	<b>N</b>	<b>SD</b>	<b>df</b>	<b>t-cal</b>	<b>Pvalue</b>	
Female	31	3.064	0.727	52	0.112	0.911
Male	23	3.087	0.733			

### **P > 0.05 (Significant)**

The results in table 3 revealed that t-cal (0.112) df = 52, Pval. 0.911 > 0.05 level of significance. This makes the null hypothesis which states that there is no significant difference in the mean responses of teachers on the level of Social Studies teachers' effectiveness in Ondo state secondary schools not to be rejected. Therefore, there was no significant difference in the mean responses of teachers on the level of social studies teachers' effectiveness in Ondo state secondary schools. This connotes that social studies teachers in Ondo state are ineffective towards achieving a new Nigeria.

**Hypothesis 2:** There is no significant difference in the mean responses of teachers on the factors that can enhance Social Studies teachers' effectiveness towards building a new Nigeria.

**Table 4: t-test statistics for the mean difference on the factors that can enhance Social Studies teachers' effectiveness towards building a new Nigeria**

Variables	N	SD	df	t-cal	Pvalue
Female	31	1.871	.718	52	0.008
Male	23	1.869	.548		0.994

**P > 0.05 (Significant)**

The results in table 4 revealed that t-cal (0.008) df = 52, Pval. 0.994 > 0.05 level of significance. This makes the null hypothesis two which states that there is no significant difference in the mean responses of teachers on the factors that can enhance Social Studies teachers' effectiveness towards building a new Nigeria not to be rejected. Therefore, there was no significant difference in the mean responses of teachers on the factors that can enhance Social Studies teachers' effectiveness towards building a new Nigeria. This implies that Social Studies teachers could be effective if all the factors are considered.

**Discussions**

The findings of the study revealed that there was no significant difference in the mean responses of teachers on the level of social studies teachers' effectiveness in Ondo state secondary schools. Teachers are not effective in teaching their students very well to ensure that a new Nigeria emerges because most of them are not specialists in the subject while those that are specialists were being given other subjects to teach outside Social Studies. This is in line with Abdu-Raheem (2011) who observed that the objectives of Social Studies is yet to be achieved as a result of poor teaching and lack or inadequacy of instructional materials to motivate students. The findings further revealed that there was no significant difference in the mean responses of teachers on the factors that can enhance Social Studies teachers' effectiveness towards building a new Nigeria, meaning that Social Studies teachers could be effective if all the factors considered are taken care of. The

findings are in line with Mezieobi (2012) who viewed Social Studies as a programme of study which a society uses to instill in students the knowledge, skills, attitudes and actions it considers important concerning the relationship human beings have with one another, their world and themselves. It also agrees with Meziobi, Oganwu, Ossai and Young (2013) who agreed that Social Studies education assist human beings to contribute positively towards overcoming the societal challenges and establish democratic leadership, social co-existence, environmental sustainability, economic growth, technological advancement for improved standard of living that will bring about a new Nigeria.

### **Conclusion**

Based on the findings of this study, it was concluded that the level of effectiveness of Social Studies teachers presently is not enough to achieve a new Nigeria because they are not effectively motivated by the government in carrying out their daily responsibilities.

### **Recommendations**

Based on the findings of the study, it was recommended that Government should make school environment conducive for effective teaching and learning by providing all the necessary facilities; teachers should be allowed to handle their specialized subjects; essential instructional materials should be provided; and encouragement in cash and kind should be provided for Social Studies teachers. Also, as part of the measures to keep teachers effectiveness, Government should pay their salaries regularly as and when due and provide opportunities for teachers by sponsoring them to international seminars, workshops and conferences outside Nigeria in order to increase teachers' effectiveness.

Teachers who are in charge of inculcating and disseminating knowledge of Social Studies need to wake-up to their duties, work assiduously for effective and efficient presentation of Social Studies to learners to become useful and patriotic adults who are

capable of building new Nigeria where unity, love, peace economic, social, cultural and political. Also, teachers play important roles in successful educational delivery and nation building, hence, should be exposed to regular and periodical self-improvement to enhance their effectiveness and efficiency in performance of their duties.

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