IMPACT OF SOCIAL STUDIES TEACHERS EFFICACY ON CONTENT DELIVERY IN JUNIOR SECONDARY SCHOOLS IN KEBBI STATE

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ZARIA, NIGERIA

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A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATES STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF EDUCATION (M.Ed.) IN SOCIAL STUDIES

DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION,

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SEPTEMBER, 2023

DECLARATION

I, Sanusi Musa FAKAI declare that the work in this dissertation titled "Impact of social studies teachers' efficacy on content delivery in junior secondary schools in Kebbi state" has been carried out by me in the Department of Arts and Social Science Education, Faculty of Education, Ahmadu Bello University, Zaria. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other institution**.**

_____ _____

Sanusi Musa FAKAI Date
P17EDAS8078

CERTIFICATION

This dissertation titled"IMPACT OF SOCIAL STUDIES TEACHERS EFFICACY ON CONTENT DELIVERY IN JUNIOR SECONDARY SCHOOLS IN KEBBI STATE" by Sanusi Musa FAKAI met the regulations governing the award of Master's Degree in Social Studies of Department of Arts and Social Science Education, Faculty of Education, Ahmadu Bello University Zaria, and is approved for its contribution to knowledge and literary presentation. I am liable for errors found in the work.

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DEDICATION

This research work is dedicated to my beloved Father, Mal. Musa Fakai and Mother Hajiya Maryam Sule and to all my sectional lecturers Prof. I.D Abubakar, Prof H.I Bayero, DR. M.A SarkinFada, Dr. Z.S Gaya, Dr. Nasa'i Muhammad and MalamYahayaJafaruShinkafi, and all those who have in one way or the other contributed to the success of the work.

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Abstract

This study analyzed the impact of Social Studies teachers' efficacy on content delivery in Junior Secondary Schools in Kebbi State. Four objectives, research questions and Null-hypotheses each was formulated. The research design for this study was descriptive survey research method. The population of the study was six hundred teachers (600) in Upper basic Schools in Kebbi State. Simple random sample technique was used to select the two hundred and thirty four (234) teachers of the study as determined by modified Research Advisors Table (2010). The impact of Social Studies teachers' efficacy on content delivery questionnaire (ISSTECDQ) was the instrument used to collect data. The instrument was validated by supervisors and experts. The reliability of the instrument was established through a pilot test and Cronbach Alpha was used to confirm reliability of the instrument to give a reliability index of 0.96, and Mean and Standard Deviation were used to answer the research questions respectively, while t-test for independent sample was used to test all null hypotheses at a significant level of 0.05. The result indicated that hypothesis one was accepted, while hypotheses two, three and four were rejected. The result indicated that both male and female teachers so not differ in delivering the content of Social Studies in junior secondary schools in Kebbi State(t=0.749 P=0.455) SocialStudies teachers differ on the method they use in teaching Social Studies in Junior secondary schools in Kebbi state (t=120.771 P=0.000) SocialStudies teachers differ on the ways they organize their activities in teaching Social Studies in Junior Secondary Schools in Kebbi state (t=127.343 P=0.001). Social Studies teachers differ on how they evaluate their lessons in teaching Social Studies in Junior secondary schools in Kebbi state (t=127.343 P=0.001).From the analyzed data of the respondents. It recommended that teachers should use variety of skills such as class management, reward and punishment etc. While delivering the contents of Social Studies, Students should also be taught with methods that demand critical thinking and problem solving ability.

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LIST OF ABBREVIATIONS

ASESP	African Social and Environmental Studies Programme
ASSP	African Social Studies Programme
CESAC	Comparative Education Study and Adaptation Centre
CREDO	Centre of Curriculum Renewal in Educational Development Overseas
EDC	Educational Development Centre
FIS	Federal Inspectorate Service
FGN	Federal Government of Nigeria
FME	Federal Ministry of Education
ICT	Information Communication Technology
ITInformation Technology	
NASSE	National Association of Social Studies Educationist
NCCE	National Commission for Colleges of Education
NCE	Nigeria Certificate in Education
NCSS	National Council for Social Studies
NERC	National Educational Research Commission
NERDC	Nigerian Educational Research and Development Council
NSSP	Nigerian Social Studies Programme
PGDE	Post Graduate Diploma in Education
SOSAN	Social Studies Association of Nigeria
SOSCEAN	Social studies and Civic Educators Association of Nigeria
SOSTAN	Social Studies Teachers' Association of Nigeria

OPERATIONAL DEFINITION OF TERMS

Efficacy: This implies the teachers' ability in doing his daily routine adequately and effectively

Content delivery: This means the systematic and logical application of teachers' prowess in teaching his subject matter

CHAPTER ONE
INTRODUCTION

1.1 Background to the study

No society that can grow beyond the quality of its educational system. Where there is qualitative development in education through qualified and committed teachers such society will rapidly develop. Education is considered as an investment in human beings in terms of development of human resources, skills, motivation, knowledge and critical thinking. Education is a major driver of economic competitiveness in an increasingly knowledge driven global economy. The imperative for countries to improve educational system calls for quality teaching within educational institutions. However, to ensure qualitative education, content delivery must be given much importance as far as teaching and learning processes are concerned. Content delivery is one of the most challenging as well as one of the most important aspect in teaching and learning processes. Content is the heart of any course, this means the way content is presented to students, determines students' success and satisfaction. Content Delivery means the provision of education through activities such as collaborative teaching, seminars, lectures, tutorials, demonstrations, laboratory sessions, clinical/practicum sessions, fieldwork, supervision, or other teaching methods, inclusive of content that is delivered online, or through distributed learning or at a distance(Dammas&Alharthy, 2019).

Content delivery is often not physical entities, but rather a combination of processes, people, skills, and materials that must be appropriately integrated to result in the 'planned' or 'designed' goals. Therefore, government should put in place appropriate teacher management strategies to support all teachers and encourage their involvements in the development and implementation of

content in junior secondary school for qualitative Education and national development. For teachers to work in the school system and maximize their performance in content delivery, they need an enabling physical working environment with adequate facilities. Physical working environment constitutes the physical setting in which teachers perform their duties and in the context of the present study, it refers to school facilities .These includes such things as, office accommodation, instructional materials, lighting, temperature conditions, workshop equipment, library resources, classroom space, information and communication technology (ICT) facilities among others. The physical working environment and the availability of resources to support teaching are necessary platforms for service delivery among teachers. Having been informed members of the society who share the same neighborhood and the same school environments with the students; seeing and observing the behaviors' of the students, the place of teachers in controlling the tempo of change and development cannot be overestimated. Considering the vital role of teacher in the society, it can be asserted that, for the welfare of youth and society as well, there is need for teaching to be well established, improved and highly maintained by the society. Educational authorities therefore have an obligation to seek and provide opportunities for teachers to grow professionally in society (Afangideh, 2018).

In view of the foregoing,Bassey (2010) asserted that a teacher must be the best educated both in character and academic qualification. Quality of teaching is an influential factor on learning outcomes. Considering the spate of corruption, moral decadence and other vices (such as sorting, sexual harassment, prostitution, drug abuse etc.) which have engulfed higher institution communities, it becomes imperative to monitor and evaluate how teaching and learning of social studies is being implemented. Only external monitoring and evaluation of teaching and learning process might however result to delayed attention to challenges impeding effective teaching and

learning of Social Studies including learning outcomes. Hence, these may become counter-productive to developing the expected values and morals in students' and encourage corrupt practices in higher institution.

According to Myers (2017) "Social studies aim to produce a responsible individual who will be able to cope with change, capable to make reasonable decisions, an intelligent consumer and controller of science and technology, able to live with and appreciate human diversity, support and defend human dignity. Such a person should be able to settle differences honorably, avoid the use of violence, be conscious of, and active in the stewardship of our planet, and have the skills necessary to maintain a functional economic system and democratic government". This implies that social studies is expected to produce students who are morally disciplined: who are honest, trustworthy, dedicated and committed to duty, who appreciate hard work, diligence and dignity as against those who delight in armed robbery, prostitution, cultism, kidnapping and rape among others. Education in every sense is one of the fundamental factors of development. No country can achieve sustainable economic development without substantial investment in human capital. Education enriches people's understanding of themselves and world. It improves the quality of their lives and leads to broad social benefits to individuals and society. Education raises people's productivity and creativity and promotes entrepreneurship and technological advances. In addition it plays a very crucial role in securing economic and social progress and improving income distribution.

Education is one of the crucial aspects towards human development. This means, it is important in shaping human life and development. There are several types of education namely formal, informal and non-formal education. These types of education are normally given since childhood to adulthood and they vary from society to society. Childhood is a critical stage in

human development so education provided during that period needs to be a special one. Several authors have done some works to show weaknesses in childhood education systems and pedagogies and they have identified some measures to improve. These authors include Maria Montessori and Margaret Mead. They show the need for educational reform in order to bring people's socio-economic development. The main purpose of this paper is therefore to identify some problems and weaknesses in educating children and to provide suggested measures for improvement. (Dammas&Alharthy, 2019).

Education is an essential aspect of human development as it provides an avenue to help people to grow economically and broaden their understanding of cultural and social practices in the community. Most educated people within a society that does not value the importance of education, often leave. This leads to massive brain drain, that if left unchecked could adversely affect the social and economic viability of the entire community. Education is the key to development as it opens up a world of possibilities from advances in health care services, to innovative tools for use in the agricultural sector. For us to be able to reap these benefits fully, we need to unleash the potential off the human mind. The best way to achieve this is with education, which should not be taken lightly (Khan. 2014). Introduction Education is considered as an investment in human beings in terms of development of human resources, skills, motivation, knowledge and critical thinking. Higher education is a major driver of economic competitiveness in an increasingly knowledge driven global economy. The imperative for countries to improve employment skills calls for quality teaching within educational institutions. Monitoring and Evaluation helps to build an educational programme, assess its achievements and improve upon its effectiveness

An effective monitoring and evaluation is strategic to determining how well a training programme can meet its objectives and serves the target audience. Herberth. (2015), argued that monitoring and evaluation is a way of systematically measuring and tracking programme activities and results. It becomes imperative that monitoring and evaluation of what goes on in the lecture room between lecturers and students be given adequate audience. It is pertinent to observe that in basic and post basic education in Nigeria, there is inbuilt supervision of teaching and learning of social studies known as internal and external evaluation. Internal evaluation which is also called institution self-evaluation is a continuous internal evaluation carried out by the school management team and school management committee, using national school self-evaluation form to ascertain how well the institution is achieving set objectives.

According to Asabiaka (2008), Social studies as a social science subject, is more inter-disciplinary, more concerned with skills development and more normative. It is a field of study in which content and purpose focus on relationships. It provides knowledge, attitudes, values and skills that enable people to understand better their physical and social environment in order to act or behave as responsible citizens. The primary purpose of social studies is to help young people develop the ability to reason and make decisions for the public good as citizens of a culturally diverse and democratic society in an interdependent world. The quality of a nation's educational sector depend considerably on teachers, as well as the collective interactions of the internal and external forces that intervene in the fulfillment of the purpose for setting up schools. The effectiveness and stability of schools is mostly based on the satisfaction of the teachers. Teachers constitute a major component in the organizational structure of junior secondary school system in Nigeria. They play prominent role in the success of any school because they are responsible

for dispensing knowledge. They constitute the “heart of Nigerian educational system, they are the major indicator, as well as the major determinant of quality education at all level”.

Teachers impart knowledge to the students and help them to acquire certain skills, attitude, and creates desirable changes in the behavior of the students. Good teachers possess unique qualities including a passion for their subjects and the ability to transfer into the learners, a sound knowledge, excellent communication and interpersonal skills for social and economic growth of a nation (Afangideh, 2018). In essence, teachers does more than a teaching, they contribute to the general academic, emotional, economic and cultural development of the learners. Teaching involves facilitating, articulating and engineering the minds and attitudes of learners for socio-economic development and national building. To this end, problems of teachers’ efficacy and content delivery remain formidable challenges in the teaching and learning process in Nigeria which has in many ways contributed to the downfall of education in Nigeria and the quality of graduates we produce. It is against this backdrop that this research was carried out in order to proffer plausible solutions.

1.2 Statement of the Problem

For most teachers and instructors, content delivery remains a key focus in teaching andlearning processes in junior secondary school in Kebbi State. In a normal situation, content delivery refers to the interaction among the student, the teacher, the content, and the skills that will enhance students learning and collaborating with others belong to diverse cultural group and adapt changes within and out of their environment. The process of content delivery involves applying a repertoire of instructional strategies to communicate and interact with students around academic content and to support student engagement.Content delivery among teachers focuses

on how teachers create productive and humane learning environments, understand their subject matter, using their knowledge to plan meaningful instruction, and teach in ways that help students learn deeply. However the current state of content delivery in junior secondary school teachers in Kebbi State is rated very inefficient and not impactful due to teachers'ineffectiveness and lack of good qualifications and training. Other factors that have contributed poor content delivery are but not limited to poor conditions of service which includes poor remuneration, poor infrastructure, and lack of adequate motivation by government. Similarly, poor attitude of teachers to work, lack of job satisfaction, inadequate and obsolete infrastructural facilities are all attributed to poor content delivery in junior secondary school in Kebbi State. The problem persisted over a long period of time and this have affected content delivery among teachersin junior secondary schools, and teachers undoubtedly, are the pivot on which the wheel of any educational system revolves and consequently affects students' performance. Several measures were put in place over the years to encourage content delivery in juniorsecondary schools which includes prompt payment of salaries, provision of instructional materials, monitoring and evaluation of work performance of teachers, frequent supervision of schools by kebbi state supervisory crew, punishment of truant teachers, closure of time book when it is eight o'clock to forestall late coming to school among others. Some of these measures have been found to be inefficient and ineffective since the intended results were not fully realized and content delivery among teachers in junior secondary school level remains very poor. Hence, the problem of this study hinges on the determination of the extent to which Social Studies teachers efficacy on contentdelivery in junior secondary schools in Kebbi State.

1.3 Objectives of the Study

The main objective of this study is to investigate the impact of Social Studies teachers' efficacy on content delivery in junior secondary schools in Kebbi State. However, the specific objectives are to:

i. Find how teachers deliver the content of Social Studies in Junior Secondary Schools in Kebbi State
ii. Find the methods used by teachers in teaching Social Studies in Junior Secondary School in Kebbi State
iii. Find how teachers organize their activities in teaching Social Studies in Junior Secondary School in Kebbi State.
iv. Find how teachers evaluate their lessons in teaching Social Studies in Junior Secondary School in Kebbi State.

1.4 Research Questions

Based on the objectives of this study, the following research questions were formulated for answering:

1. How do male and female teachers deliver the content of Social Studies in Junior Secondary Schools in Kebbi State?

2. What are the methods used by teachers in teaching Social Studies in Junior Secondary School in Kebbi State

3. In what ways do teachers organize their activities in teaching Social Studies in Junior Secondary School in Kebbi State?

4. How do teachers evaluate their lessons in teaching Social Studies in Junior Secondary School in Kebbi State?

1.5 Research Hypotheses

Based on the research questions, the following null hypotheses areformulated for the study and tested at 0/05 level of significance.

Ho1: There is no significant difference between the views of male and female teachers on how they deliver the content of Social Studies in Junior Secondary Schools in Kebbi State

H02: There is no significant difference in the views of teachers on the methods they use in teaching Social Studies in Junior Secondary School in Kebbi State

Ho3: There is no significant difference in the views of teachers on the ways teachers organize their activities in teaching Social Studies in Junior Secondary School in Kebbi State.

Ho4: There is no significant difference in the views of teachers on how they evaluate their lessons in teaching Social Studies in Junior Secondary School in Kebbi State.

1.6 Significance of the Study

The finding of this study will be beneficial to relevant stake holders in education such as policy makers, Quality assurance departments/units, curriculum planners and developers, Ministries of Education (State and Federal), School based management committee (SBMC) as well as curriculum planners, supervisors, teachers, school administrators and researchers

The findings and recommendations of this study will provide the policy makers and government with adequate knowledge on how to go about ensuring effective service delivery in

schools and all other agencies of the government by bringing out good policies to that effect. Furthermore, the Government and policy makers will find this study of great importance to the Federal government and policy makers, as it will help them enhance policy position on the need for the training of social studies teachers; provision of needed infrastructural and structural facilities. Quality assurance departments/units are important to effective service delivery in the educational system of the country. Therefore, the findings and recommendations of the study will further avail them with adequate information on how teachers as key players in the implementation of curriculum can ensure effective service delivery.

The curriculum planners and developers are important stakeholders in the education sector. They are in charge with provision of the teacher and students data in schools in form of document which gives guide. As such the findings will provide them with information which may help whenever the curriculum is to be modified. Similarly, the findings of this study will encourage curriculum planners/Developers, to emphasize on proper implementation of the social studies curriculum in Junior Secondary Schools. By so doing, the student will take major responsibility in their accomplishment of curriculum learning task. This will also make the curriculum task easier to accomplish since the students and the teacher will be involved. The findings and recommendations of the study will provide the Ministries of Education (State and Federal) with adequate information on how to use the teacher as a tool to ensure service delivery through the teaching of social studies as a subject.

School based management committee (SBMC) will find the findings of this study important because they will use it as basis to contribute to the progress of the community and school in particular. This will enable them to realize the role of the social studies teacher as a key stakeholder in the service delivery. The finding of this research will be of significant importance

to supervisors in clarifying some topic which are not fully been implemented by teachers within the social studies curriculum content or otherwise. This will go a long way in facilitating creativity and identification of effective strategies as well as application of relevant pedagogical procedures and instructional materials needed in solving any identified obstacles in the implementation of the social studies curriculum.

School administrators will find the recommendation of this study, if completed and published useful in applying them in the administration of the schools and ensuring service delivery. The overall, function of the school authority is to ensure the attainment of the goal of the school through the effective service delivery. The research work will be beneficial by explicitly exposing the level or extent by which social studies education equips teachers with adequate skills to ensure service delivery. The findings and recommendations will provide them with more knowledge and insights on how to go about their daily routine in order to enhance service delivery.

This study might also serve as a source of baseline information for future researchers who may in due course wish to embark on similar research. This will serve as a viable major yard stick in solving problems precipitated by poor service delivery among teachers in junior secondary schools.

1.7 Scope of the Study

This research work analyzed the impact of Social Studies teachers' efficacy on content delivery in junior secondary schools in Kebbi state. The study was delimited to only Junior Secondary Schools in Kebbi state; only 90 Junior Secondary Schools were randomly drawn from six educational zones in Kebbi state. Similarly, 234 male and female Social Studies teachers

were used in the study within the six educational zones in Kebbi state. The researcher did not select or deny any participants based on gender, ethnicity or any other demographic categorization.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

This research work is designed to analyze the impact of Social Studies teachers' efficacyon content delivery in junior secondary schools in Kebbi state, Nigeria. In this chapter, a review of related literatures were presented in the following sub- headings:

- Theoretical framework
- Instructional Theory
- Behaviourism Theory
- Humanism Theory
- Constructivism Theory
- How Instructional Theory Affects Content delivery among junior secondary school teachers
- Concept of Social Studies education
- Objectives of Social Studies education
- Nature and scope of Social Studies education
- Historical background of Social Studies education
- Development of Social Studies thoughts in United States
- Development of Social Studies thoughts in Africa
- Development of Social Studies thoughts in Nigeria
- Philosophical background of Social Studies education programme

- Social Studies contents
- Methods of teaching Social Studies
- Evaluation of lesson in Social Studies
- Concept of teacher
- Concept of service delivery
- Factors that hinders effective service delivery among junior secondary school teachers
- Review of related empirical studies

  Summary

2.2 Theoretical Framework

Ttheories are set of statements that describe and predict behavior. They are important because they guide and give meaning to what we see. It is important to remember that theories are influenced by the cultural values and belief systems of their times. Valid theories are supported by research and can be used to guide decision making.Theoretical knowledge, on its own, provides a valuable foundation for participants learning. But, because real life is often more complex than theories, participants tend to separate theory from practice. Theory is an explanation, idea, or opinion based on though, observation and reasoning which has been tested and confirmed as general principle explaining a large number of related facts.

Reviewing related literature on analysis of impact of Social Studies teachers' efficacy on content delivery in junior secondary schools calls for the reviewing of learning theories. This is because it is generally believed that Learning theories describe the conditions and processes through which learning occurs, providing teachers with models to deliver contentsthat lead to better learning.People who enjoy teaching often find the theories interesting and will be excited when

they start to see connections between the theory and the learning they see happening in their own classrooms.

2.2.1 Instructional Theory

An instructional theory is a theory that offers explicit guidance on how to better help people learn and develop. A major discussion in instructional theory is the potential of learning objects to structure and deliver content. It provides insights about what is likely to happen and why with respect to different kinds of teaching and learning activities while helping indicate approaches for their evaluation. Instructional designers focus on how to best structure material and instructional behavior to facilitate learning. One of the first instructional theorists was Robert M. Gagne, who in 1965 published Conditions of Learning for the Florida State University's Department of Educational Research. Originating in the United States in the late 1960s, instructional theory is influenced by three basic theories in educational thought: behaviorism, the theory that helps us understand how people conform to predetermined standards; cognitivism, the theory that learning occurs through mental associations; and constructivism, the theory explores the value of human activity as a critical function of gaining knowledge.

Instructional theory is a discipline that focuses on how to structure material for promoting the education of humans, particularly youth. Originating in the United States in the late 1970s, instructional theory is typically divided into two categories: the cognitive and behaviorist schools of thought. Instructional theory was spawned off the 1956 work of Benjamin Bloom, a University of Chicago professor, and the results of his Taxonomy of Education Objectives — one of the first modern codifications of the learning process. One of the first instructional

theorists was Robert M. Gagne, who in 1965 published Conditions of Learning for the Florida State University's Department of Educational Research.

Renowned psychologist B. F. Skinner's theories of behavior were highly influential on instructional theorists because their hypotheses can be tested fairly easily with the scientific process. It is more difficult to demonstrate cognitive learning results. Paulo Freire's Pedagogy of the Oppressed first published in English in 1968 had a broad influence over a generation of American educators with his critique of various "banking" models of education and analysis of the teacher-student relationship.

In the context of e-learning, a major discussion in instructional theory is the potential of learning objects to structure and deliver content. A stand-alone educational animation is an example of a learning object that can be re-used as the basis for different learning experiences.

2.2.2 Behaviourism Theory

Behaviourism is based largely on the work of John B. Watson and B. F. Skinner. Behaviorists were concerned with establishing psychology as a science and focused their studies on behaviors that could be empirically observed, such as actions that could be measured and tested, rather than on internal states such as emotions (McLeod, 2015). According to behaviorists, learning is dependent on a person’s interactions with their external environment. As people experience consequences from their interactions with the environment, they modify their behaviors in reaction to those consequences. For instance, if a person hurts their hand when touching a hot stove, they will learn not to touch the stove again, and if they are praised for studying for a test, they will be likely to study in the future

According to behavioral theorists, we can change people's behavior by manipulating the environment in order to encourage certain behaviors and discourage others, a process called conditioning. Perhaps the most famous example of conditioning is Pavlov's dog. In his classic experiment, Pavlov demonstrated that a dog could be conditioned to associate the sound of a bell with food, so that eventually the dog would salivate whenever it heard the bell, regardless of whether it received food. Watson adapted stimulus conditioning to humans (Jensen, 2018). He gave an 11-month-old baby a rat, and the baby seemed to enjoy playing with it. Over time, Watson caused a loud, unpleasant sound each time he brought out the rat. Eventually, the baby associated the rat with the noise and when he saw the rat. Although Watson's experiment is now considered ethically questionable, it did establish that people's behavior could be modified through control of environmental stimuli.

Skinner (1938) examined how conditioning could shape behavior in longer-term and more complex ways by introducing the concept of reinforcement. According to Skinner, when people receive positive reinforcement, such as praise and rewards for certain behaviors, those behaviors are strengthened, while negative reinforcement will deter behaviors. According to Skinner, by carefully controlling the environment and establishing a system of reinforcements, teachers, parents, and others can encourage and develop desired behaviors (Jensen, 2018). A simple example of behaviorism in the classroom is a point system in which students are awarded points for good behavior and deducted points for unwanted behavior. Eventually, accumulated points might be traded in for rewards like small gifts or homework passes. This approach assumes that motivation is external, in that students will engage in certain behaviors in order to gain the rewards.

Because it emphasizes the external environment, behaviorism largely ignores or discounts the role of internal influences such as prior knowledge and emotion. To an extent, behaviorists view learners as blank slates and emphasize the role of the teacher in the classroom. In this teacher-centered approach, instructors hold the knowledge, decide what will be learned, and establish the rewards for learning. Since their experience and prior knowledge are not considered relevant, learners are passive participants simply expected to absorb the knowledge transmitted by the teacher. While the idea of learners as blank slates has fallen out of favor, many of the conditioning aspects of behaviorism remain popular. As almost any student can attest, behavioral methods of reinforcement, such as the point system described above, are still common, especially in younger grades. Recent trends toward gaming in the classroom, where certain behaviors are rewarded with points and leveling up, are based in a behaviorist approach to learning.

2.2.3 Humanism Theory

Humanism recognizes the basic dignity and worth of each individual and believes people should be able to exercise some control over their environment. Although humanism as an educational philosophy has its roots in the Italian Renaissance, the more modern theorists associated with this approach include John Dewey, Carl Rogers, Maria Montessori, Paolo Freire, and Abraham Maslow. Humanist learning theory is a whole-person approach to education that centers on the individual learners and their needs, and that considers affective as well as cognitive aspects of learning. At its essence, "humanism in education traditionally has referred to a broad, diffuse outlook emphasizing human freedom, dignity, autonomy, and individualism" (Lucas, 1996). Within this broader context, humanism is also characterized by the following tenets (Madsen & Wilson, 2012; Sharp, 2012):

Humanism centers the individual person as the subject and recognizes learners as whole beings with emotional and affective states that accompany their cognitive development. Recognizing the role of students' emotions means understanding how those emotions impact learning. Student anxiety, say around a test or a research paper, can interfere with the cognitive processes necessary to be successful. Empathetic teachers recognize and try to understand students' emotional states, taking steps to alleviate negative emotions that might detract from learning by creating a supportive learning environment.

In a library context, Mellon (1986) identified the phenomenon of library anxiety, or the negative emotions that some people experience when doing research or interacting with library tools and services. This anxiety can distract learners and make it difficult to engage in the processes necessary to search for, evaluate, and synthesize the information they need to complete their task. Similarly, in her Information Search Process, Kuhlthau (1990) describes the affective states as well as the cognitive processes students engage in when doing research, acknowledging that their emotions fluctuate among anxiety, optimism, and, ultimately, satisfaction or disappointment.

A humanist approach to education recognizes these affective states and seeks to limit their negative impact. For instance, we can acknowledge that feelings of anxiety are common so learners recognize that they are not alone. We can also explain how the skills students learn are relevant to their lives in and outside of the classroom. Because humanists see people as autonomous beings, they believe that learning should be self-directed, meaning students should have some choice in what and how they learn. Humanistic education is often connected with student-centered pedagogical approaches such as differentiated curricula, self-paced learning, and discovery learning (Lucas, 1996). Self-directed learning can take many forms, but it

generally means that the instructor acts as a guide, and learners are given the freedom to take responsibility for their own learning. Teachers will provide the materials and opportunities for learning, but students will engage with the learning on their own terms. In a library classroom, we can give students choices about the topics they will research or offer learners different types of activities to practice skills and demonstrate what they have learned.

Humanists also believe that learning is part of a process of self-actualization. They maintain that learning should be internally motivated and driven by students' interests and goals, rather than externally motivated and focused on a material end goal such as achievement on tests, or employment (Sharp, 2012). The expectation is that when students are allowed to follow their interests and be creative, and when learning takes place within a supportive environment, students will engage in learning for its own sake. This emphasis on self-actualization is largely based on Maslow's (1943) hierarchy of needs. Maslow identified five levels of needs: basic physiological needs such as food, water, and shelter; safety and security needs; belongingness and love needs, including friends and intimate relationships; esteem needs, including feelings of accomplishment; and self-actualization, when people achieve their full potential. Importantly, these needs are hierarchical, meaning a person cannot achieve the higher needs such as esteem and self-actualization until more basic needs such as food and safety are met. The role of the humanist teacher is to facilitate the student's self-actualization by helping to ensure needs such as safety and esteem are met through empathetic teaching and a supportive classroom.

In his book, Pedagogy of the Oppressed, Freire (2000) brings together many of the student-centered elements of humanistic education, with a strong emphasis on social justice aspects of learning and teaching. In contrast to behaviorist approaches, Freire emphasizes the importance of students' life experience to their learning. He criticizes what he describes as the "banking model"

of education, in which students are viewed as passive and empty vessels into which teachers simply deposit bits of knowledge that students are expected to regurgitate on exams or papers without any meaningful interaction. Freire insists that learning must be relevant to the student's life and the student should be an active participant in order for learning to be meaningful. Freire also emphasized the emancipatory role of education, arguing that the purpose of education was for learners to gain agency to challenge oppressive systems and improve their lives, and praxis, in which learners put abstract and theoretical knowledge into practice in the real world. While a student-centered approach and choice can be introduced in any classroom, observers note that in an age of curriculum frameworks and standardized tests, where teachers are often constrained by the material, the ability to provide students with choice and allow for exploration is limited (Sharp, 2012; Zucca-Scott, 2010). Librarians often face similar constraints. School librarians also must meet state and district curriculum standards. Academic librarians generally depend on faculty invitations to conduct instruction and need to adapt their sessions to fit the content, time frame, and learning objectives of the faculty member. Nevertheless, we can always find ways to integrate some self-direction. For instance, rather than using planned examples to demonstrate searches, we might have students suggest topics to search. If we plan hands-on practice activities, we could allow learners to explore their own interests as they engage in the activity, rather than limiting them to preselected topics.

2.2.4Constructivism Theory

Jean Piaget (1896-1980) is considered the father of the constructivist view of learning. As a biologist, he was interested in how an organism adapts to the environment and how previous mental knowledge contributes to behaviors. Constructivism is an important learning theory that educators use to help their students learn. Constructivism is based on the idea that people

actively construct or make their own knowledge, and that reality is determined by your experiences as a learner. Basically, learners use their previous knowledge as a foundation and build on it with new things that they learn. So everyone's individual experiences make their learning unique to them.

Constructivism is crucial to understand as an educator because it influences the way all of your students learn. Teachers and instructors that understand the constructivist learning theory understand that their students bring their own unique experiences to the classroom every day. Their background and previous knowledge impacts how they are able to learn. Educators are able to use constructivist learning theory to help their students understand their previous knowledge. If you're a current or aspiring educator, it's important to get the education and credentials you need. But it's also important to understand learning theories and how they impact you and your students. This guide will tell you more about the constructivist learning theory and how it helps you as a teacher.

There are many specific elements and principles of constructivism that shape the way the theory works and applies to students. Learn about the different principles of constructivism and how they make up the whole theory.

Knowledge is constructed. This is the basic principle, meaning that knowledge is built upon other knowledge. Students take pieces and put them together in their own unique way, building something different than what another student will build. The student's previous knowledge, experiences, beliefs, and insights are all important foundations for their continued learning.

People learn to learn, as they learn. Learning involves constructing meaning and systems of meaning. For example, if a student is learning the chronology of dates for a series of historical events, at the same time they are learning the meaning of chronology. If a student is writing a paper about history, they are also learning principles of grammar and writing as well. Each thing we learn gives us a better understanding of other things in the future.

Learning is an active process. Learning involves sensory input to construct meaning. The learner needs to do something in order to learn, it's not a passive activity. Learners need to engage in the world so they are actively involved in their own learning and development. You can't just sit and expect to be told things and learn, you need to engage in discussions, reading, activities, etc.

Learning is a social activity. Learning is directly associated to our connection with other people. Our teachers, our family, or peers, and our acquaintances impact our learning. Educators are more likely to be successful as they understand that peer involvement is key in learning. Isolating learnings isn't the best way to help students learn and grow together. Progressive education recognizes that social interaction is key to learning and they use conversation, interaction, and group applications to help students retain their knowledge.

Learning is contextual. Students don't learn isolated facts and theories separate from the rest of our lives—we learn in ways connected to things we already know, what we believe, and more. The things we learn and the points we tend to remember are connected to the things going on around us.

Knowledge is personal. Because constructivism is based on your own experiences and beliefs, knowledge becomes a personal affair. Each person will have their own prior knowledge and

experiences to bring to the table. So the way and things people learn and gain from education will all be very different.

Learning exists in the mind. Hands-on experiences and physical actions are necessary for learning, but those elements aren't enough. Engaging the mind is key to successful learning. Learning needs to involve activities for the minds, not just our hands. Mental experiences are needed for retaining knowledge.

Motivation is key to learning. Students are unable to learn if they are unmotivated. Educators need to have ways to engage and motivate learners to activate their minds and help them be excited about education. Without motivation, it's difficult for learners to reach into their past experience and make connections for new learning

2.3 **How Instructional Theory Affects Content delivery among junior secondary school teachers**

Instructional Theory refers to the theory that offers crystal clear guidance about helping people learn and develop in a better way. The theory identifies clearly ideal instructions and teaching methods. This theory considers content delivery a sort contractual relationship between the teacher and the learners. The relationship consists of certain activities to be performed by the teacher such as: analyzing teaching task, determining learning goals, identifying entering behavior and selecting teaching strategy. The teacher formulates teaching tasks by his own experiences and insight. He makes judgment about the learner's stage of development. The teaching strategies are formed in a way that the educator can quickly adopt the learning objectives. Instructional Theories help in indicating approaches to the instructor for evaluation. It provides valuable insights regarding teaching and learning activities about why and what likely

is to happen. To facilitate the learners' best learning, the instructor focuses on making the best structure material and behaviour. This theory explain the processes that people engage in as it make sense of information, and how it integrate that information into their mental models so that it becomes new knowledge.

An instructional theory prescribes how to better help people learn. Instructional theory helps us create conditions that increases the probability of learning. Its goal is understanding the content and to improve the process of delivery. Instructional theory identify how teaching should be like. It outlines strategies that an educator may adopt to achieve the learning objectives. Instructional theory is adapted based on the educational content and more importantly the learning style of the students. It is used as teaching guidelines/tools by teachers/trainers to facilitate learning. Instructional theories encompass different instructional methods, models and strategies. It provides direct guidance for practitioners and ensure learning becomes purely goal-oriented.

It is important to understand how teachers can apply Instructional theory inside their classroom to create a unique learning environment for students. In instructional classrooms, the teacher has a role to create a collaborative environment where students are actively involved in their own learning. Teachers are more facilitators of learning than actual instructors. Teachers must work to understand the preexisting conceptions and understanding of students, then work to incorporate knowledge within those areas. Teachers will also need to adjust their teaching to match the learner's level of understanding.

Instructional classrooms rely on four key areas to be successful: Shared knowledge between teachers and students., Shared authority between teachers and students., Teachers act as a guide or facilitator., and Learning groups consist of small numbers of students.

Instructional classrooms focus on student questions and interests, they build on what students already know, they focus on interactive learning and are student-centered, teachers have a dialogue with students to help them construct their own knowledge, they root in negotiation, and students work primarily in groups.

Instructional classrooms often have teachers who do small group work, collaborative and interactive activities, and open dialogues about what students need in order to find success.

2.4 Concept of Social Studies education

The circumstances surrounding the introduction of the subject, Social Studies into Nigeria can be identified as one major factor that has influenced the way the subject has been variedly defined in the past years. The early practitioners of the subject allowed their professional background and preparation to influence what they perceived and taught as Social Studies. Lawal and Oyeleye (2015) in support of this view remarked that the definitions, nature and scope of the subject became so restricted to the confinements of the single discipline purview of the Social Sciences. Some other practitioners of the subject have equally defined Social Studies as the study of the relationship between man and his environment. As an adjunct, they see it as how man influences the environment and how the environment influences man. Quartey (2011) observes that this view has strong geographical and sociological connotations. These standpoints present the false notion that Social Studies have nothing new to offer. By presenting Social Studies in subject compartments, it attempts to negate the importance attached to the attainment of unity of knowledge.

Teachers, who had this perception of the subject's definition, taught Social Studies purely for knowledge acquisition. This approach to the definition of the subject does not adequately

emphasize the affective domain of learning as it merely focuses on the cognitive orientations of the subject. Though none of these definitions can be an acceptable definition of Social Studies, each contains some elements which an ideal definition of the subject should contain. Again, one cannot deny that Social Studies deals with facts derived from interpersonal and man-land relationship, but it is wrong to assume that it focuses on a body of precise memorable facts about man and the environment. This is because Social Studies is not a discipline in which academic selfishness is exhibited or promoted. That is, a discipline in which a teacher seizes opportunity to emphasize his/her own area of specialization at the expense of the real content of the subject (no compartmentalization of knowledge). This position will lead us into looking at what an ideal definition of the subject should read like (Quartey, 2011).

Emphasizing on the importance of Social Studies as one of the curricular offerings that help to achieve national educational objectives, Okam(2017) maintained that Social Studies is capable of promoting effective citizenship education. Similarly, observed that Social Studies is widely recognized as one of the subjects designed to promote effective citizenship education as designed in the national educational philosophy. In the same vein, Quartey (2011) succinctly stated that Social Studies is one of the innovative elements of the new Nigerian education system. It was incorporated into junior secondary school curriculum as a core subject of study for overall development of a sense of responsibility, patriotism and effective citizenship in the learners. According to Onyeanusi and Egharevba (2012), it is a course of study that is highly relevant to social, political, cultural, economic and technological development of a nation. However, in the words of Akpochafo (2010), the contents of Social Studies are organized around social and environmental issues affecting man’s existence and his capacity to manage and preserve the environment for sustainable development.

Social Studies more so studies man in a holistic view in an integrated manner as it draws its contents from other social sciences and humanistic disciplines. Hence, Obasi (2010) defined Social Studies as "citizenship education which deals with the study of people in specific places (History), in various groups (Sociology); how they organize themselves (politics) and earn a living (Economics)." Social Studies however look at man's interrelationship with his fellow beings and his environments as he struggles to survive in these environments. In corroboration, Okon (2017) emphasized that "Social Studies is an integrated discipline which focuses on man and his relationship with his social environment borrows concepts from a wide range of social sciences including Sociology, Economics, Human Geography and Government." Social Studies imbues in man the critical cognition, affective wherewithal and social-civic competencies for conquering all disabilities and problems and for making his environment worth living.

In essence, the ultimate role of Social Studies is the development of the character of man, inculcating in him worthy attitudes which will be habituated in actuality. This attitudinal development of man is the fulcrum on which real qualitative and transformation of Nigeria will anchor. Notable scholars have defined Social Studies in ways that confirm the subject as a value-laden discipline. For instance, Kissock(1986) in Okon (2017), defined social studies as "a programme of study which society uses to instill in students the knowledge, skills, values, attitude and actions it considers important, concerning the relationships human beings have with each other, their world and themselves" . Social studies focused on man and his interactions with his environment. It also keeps on changing because of the factors of time and human development. It fights against evil vices in the society. The subject considers peculiar problems of a country and finds solutions to those problems.

Obasi (2010), defined the subject as essentially studies of human relationship, like human to human, human to institutions, human to physical environment and human to value systems. This implies that the subject is one that encourages attention to be given to the process of living and working together, using of the environment to met basic human needs, customs, institutions, values and life situations, cultural heritage and its dynamic on-going characteristics. Social studies is a "study that equips the youth with tools necessary in solving personal and community related problems". Thus, Social Studies will not mainly aim at giving out knowledge, but it will equally emphasize on inculcating a certain distillate knowledge which will assist humans in acquiring the tools necessary for life. Such tools are knowledge, values, attitudes and skills. These tools are expected to assist the learner in solving both personal and community related problems.

The National Council for Social Studies in the United States of America has officially defined Subject as "An integrated study of the social sciences and humanities to promote civic competence and help young people develop the ability to make informed and reasoned decisions as citizens of culturally diverse, democratic society in an inter dependent world." This implies that the goal of Social Studies purely revolves around citizenship education, education for cultural integration and sustainable living. Social Studies can also be described as a discipline which attempts to modify or change the learners' behaviors in the directions of acceptable values and attitudes through a process of studying human beings relationship with his or her environment and with the desire to provide solutions to various complementing problems in order to ensure his/her survival, having been equipped with the necessary tools such as values, attitudes, skills and knowledge (Lawal and Oyeleye 2015).

Social Studies is the study of man and his physical, social, political, cultural and economic environment. It centers on the development of man, how man influences his environment and how the environment influences him in return. As a social subject, it is more inter-disciplinary, more concerned with skills development and more normative. It is a field of study in which content and purpose focus on relationships. It provides knowledge, attitudes, values and skills that enable people understand better their physical and human environments in order to act or behave as responsible citizens. Its primary purpose is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

The foregoing reveals that attempts at defining Social Studies can be fraught with misconceptions and professional biases. However, the correct definition of Social Studies will basically present it as a discipline that deals with man's problem of survival. The focus of the definition should not be on the problem, but on how to prepare man to confront such problems. Any definition of the subject that cannot make this happen should be regarded as one of those that depict what Social Studies is not. Ossai et al (2012), state those who present the subject as amalgamation of social sciences and humanities could be described as scholars who stopped mid-way while trying to do justice to the task. Rather, Social Studies should be defined as a discipline that allows the learners to study people as they interact with one and other, as they meet their needs for survival and comfort, develop their unique life styles, work out problems of group living as they reflect on the knowledge, beliefs, environmental characteristics and tides of circumstances that have brought them to their present status and are likely to propel them into the future.

2.5. Philosophical Background of Social Studies Education Programme

The introduction of Social Studies in the world over was usually characterized by the desire to use the subject to address contemporary national problems. Likewise, the school as we all knows has an obligation to provide a curriculum designed to develop effective living in the society. Such a curriculum is expected to equip the leaner with skills, understandings, attitudes, habits and appreciations that will help contribute to this goal. The Nigerian Social Studies Programme is not an exception in this as it shall be seen in this Unit. It has a set of goals and objectives which one can confidently describe as being of direct relevance to the philosophy and objectives of Nigerian education. (Obasi, 2010)

The school, as an agency of the community and the society at large, supplements the home and other agencies, with which the child has contact. To a greater extent than the other agencies, the school plans solely for the child. In a democratic society, education must perform a positive and dynamic role in perpetuating and improving that society. The school has an obligation to provide a curriculum designed to develop effective living in the society. Such a curriculum should equip the learner with skills, understanding, attitudes, habits and appreciations that will contribute to this broad goal. All areas of the school programmes share the responsibility of advancing this objective, but the Social Studies has it as a primary function, to his/her environment; self-realization, human relationship, economic efficiency, and civic responsibility. Ossai et al (2012)

In this context, the Social Studies programme is defined in the school curriculum as the study of human beings and their interaction with their physical and social environments in the past, present, and emerging future. Human relationships are studied as students investigate ways

of developing their personalities and of living at home, in communities, and in other lands. Emphasis is given to relationship among people, relationships between people and institutions, relationship between people and goods and services, and relationship between people and the earth. Specific attention is given to ways of meeting basic human needs for food, shelter and clothing and to the efforts of humankind to solve social problem. In short, the cultural heritage and its dynamic on-going characteristics are of primary concern in the Social Studies. The philosophical background of the subject therefore emphasizes that the teacher charges him/herself with the responsibility of forming citizens of localities, and the country. By this, he/she is expected to package and deliver content areas that promote a balance between patriotism and citizenship. This requires creating opportunities for learners to understand the world as a place full of people with different stories than their own and understand the conventions which bind them to others in order to participate fully politically and socially (Obasi, 2010)

Nwagu (2013), stated that the open-ended nature of Social Studies encourages the discipline to accommodate social issues considered relevant to life. By this opportunity, it emphasizes integration and inter relationship of knowledge. Hence, Social Studies provides general education for social living through the processes it adopts, the social sciences and many other aspects of knowledge and learning from the primary sources of the content of the subject. Furthermore, the dynamic nature of human environment is fortunately a major concern of Social Studies. This also forms part of its philosophical background as it is meant to encourage learners to understand better and cope with the ever occurring changes in the political, social, economic and other facets of life, so as to effectively face the challenges and opportunities in a world of rapid change. The philosophical background of Social Studies equally creates vantage

opportunity for the discipline to package a content that is integrated in nature, with its products becoming integrated individuals who can stand the test of time as traders, teachers, engineers, doctors, bankers, politicians, or whatever they choose to become. It also encourages the making of learners to be socially relevant, economically viable and politically honest in a rapidly changing world. The recognition of the importance of the foregoing is reflected in the process and content build up to the Social Studies curricula at most of the levels of Nigeria's educational system. For instance, the curriculum of the subject has been spirally built using concentric cycles. This is to reflect the fact that because the knowledge to be acquired by human beings does not come in separate fragments, they must therefore be passed on as a whole. But this must be according to the level of maturity and capability of the learners. (Obasi, 2010)

2.6. Objectives of Social Studies Education

Social Studies objectives focus on the preparation of the learners to be patriotic and effective citizens, conscious of the benefit of collaborative national development and global interdependence. Social Studies objectives focused on the production of responsible citizens who are determined to achieve national development including the provision of multi-disciplinary education that equips them with diverse knowledge, information and data that are crucial to achieving effective integrated national development. Against this background, Nwabuni (2010) posited that "Social Studies plays vital transformational roles in influencing the values and attitudinal needs of the learners when appropriately taught." Hence, the overall objective of Social Studies basically at junior secondary school level in Nigeria is character development and reformation. This is in line with Nigeria's philosophy of education which emphasizes the integration of the individual into sound and effective citizen.

Nwagu (2013), assertedSocial studies is a corrective study because it is a subject which is concern with the problems of man's living in the society with a view of finding solutions to those problems. It is also a subject which concentrates on the three (3) areas of knowledge, cognitive, affective and psychomotor domains. However, the goals and objectives of social studies education vary from society to society. The objectives of Nigerian social studies education which are developed to reflect the spirit of Nigerian philosophy of education, lay emphasis on the integration of Nigerian citizens into sound and effective citizens. The national educational aims and objective from which social studies objective are drawn as stated in the National Policy of Education (2009:4), are as follows:

a. The inculcation of national consciousness and national unity.

b. The inculcation of the right type of values and attitudes.

c. The training of the mind in the understanding of the world around.

d. The acquisition of appropriate skills, abilities and competencies necessary for the development of society.

These Nigerian educational objectives consequently provided the framework on which the general objectives of Social Studies were based. However, the general objectives of Social Studies are:

a. To help the learner fit into the society to which he belongs;

b. To create an understanding of the environment-its man- made, natural, cultural and spiritual resources and the conservation of these resources for development;

c. To develop an awareness and appreciation for the inter-relatedness of human knowledge and human life;

d. To develop capacity to learn and acquire skills essential to the formulation of satisfactory professional life and further studies;

e. To develop capacity for logical thinking and sound rational judgment;

f. To develop in the learners, positive attitudes of citizenship and desire to make positive personal contribution to creation of prosperous, united Nigeria;

g To make the students be aware of the problems in his society and the world in general and a sympathetic appreciation of the diversity and inter-dependence of the local community and of the wider national and international communities.

These general objectives of Social Studies formed basis for the specific objectives of Social Studies in Nigerian junior secondary schools. Specifically, Nwagu (2013), highlighted the specific objectives of Social Studies in Nigerian junior secondary schools as follows:

a. To create an awareness and an understanding of our social and physical environment in order to conserve it for national development.

b. To develop a capacity to learn and acquire certain basic skills of literacy, numeracy and critical thinking essential to the forming of sound judgment concerning social, economic and political issues.

c. To teach the child to acquire a relevant body of knowledge and information necessary for personal development and contribution to the betterment of mankind.

d. To develop appreciation for the diverse nature and interdependence of Nigerian communities.

e. To develop in students, positive attitudes towards the spirit of friendliness and cooperation necessary for a healthy nation and to inculcate appropriate values of honesty, integrity, hard work, fairness and justice.

With these social studies objectives reflecting the needs of the society, one easily understands the usefulness of social studies as a process of education which examines ways of working in the society in order to understand social problems and thereby seek solutions to them.

Social studies focus attention on the use of critical and reflective thinking to solve the problems of man's survival in the society e.g. a good citizen should be able to distinguish between facts from rumors or propaganda. By so doing, pupils are being developed into effective citizens who are less likely to become victims or target of indoctrination. Since social studies focuses on the use of critical and reflective thinking to solve the problems of man's survival that deals with how we can fit into the society by utilizing the necessary attitudes, values and skills, teachers should therefore be adequately deliver their services effectively with emphasis on the relevant approach of problem-solving and evaluation of the attitudes, values and skills. (Frost and Rowland, 2018)

2.7. Nature and Scope of Social Studies Education

According to Nwagu (2013),edgar Wesley was the first man to use the Social Studies for pedagogical purposes in the United States of America in 1938 after the depression years and the appearance of the Soviet Sputnik. To him the new Social Studies was a programme meant to lead the boys and girls to find excitement and motivation in the process of social education via exploration, inquiry and discovery but with emphasis on developing competencies, values and attitudes essential for citizens in a free society. With time American social studies has evolved to prepare young Americans for future wars and to promote the spirit of nationalism, patriotism and loyalty to sensitize the youth on the concepts of self-reliance in food, resources conservation and increased productivity. Social studies is considered as "A spiral ecological study of man which starts from the self to family, hamlet, village, town, district, local government area, state, country, continent and the world at large.

Many people today often get confused on the nature of social studies in our schools and colleges. The subject is relatively new in the school curriculum. It is a corrective study because it

is a subject which is concern with the problems of man's living in the society with a view of finding solutions to those problems. It is also a subject which concentrate on the three (3) areas of knowledge, cognitive, affective and psychomotor domain. Only few people think of the subject in a single form, this is because many authorities see social studies as a plural subject. Nwagu (2013), conceptualized social studies as "An organized, integrated study of man and his environment, both physical and social, emphasizing on cognition functional skills and desirable attitudes and actions for the purpose of producing an effective citizenry". The Traditional Subject Specialists See Social Studies in the Following Ways: (a) as a combination of selected aspects of social sciences without each of these different subjects necessarily losing their identity. (b) As a replacement of the traditional subjects which constitute the humanities and the social sciences. (c) As a distinct subject meant to displace or substitute for history and other traditional subject in the humanity and social sciences in the school curriculum. It is because of this that there was a continuous resistance of the traditional subject specialist to the introduction of social studies into the school curricula. According to Nwabuni (2010), based on the nature of social studies education, the subject has three (3) general perspectives:

a. **The undisciplinary Perspective**: this is a separate subject approach which sees social studies as a combination of history, geography, economics, sociology, psychology, anthropology named among others. With this perspective, a time table is planned in the school in such a way that scholars or specialists in these subjects can come at different times in the day to teach the pupils or students content materials in the name of social studies. This approach is preferred by traditional teachers who have soft spot for social studies education as it is less of a problem for them as it does not require the integration of forms of knowledge. Besides, the approach assures them of the continuity of their subject and job opportunity. However, the proponents of this

perspective forget that life situation or experiences is not organized into component parts or subject compartments. Pupils or students do not think in terms of subjects but they learn in wholes and not discrete bits. Infect, solutions to societal problems are not sought through the aid of separate subjects. Nwagu (2013).

b**.** **The Multidisciplinary Perspective**: This is where concepts (words) and content materials from more than one discipline or subject are taken and taught by one teacher for example. (a) Origin of our community (History) (b) Location of our community (Geography) (c) Resources in our community (Economics) (d) Different groups in our community (Sociology) (e) Interpersonal relationships in our community (Psychology) (f) Development of certain tools in our community (Anthropology).

c**.** **The Interdisciplinary Perspective**: This is sometimes called the unified approach or integrated approach which blends the contents of social studies and it is difficult to distinguish the original disciplines or subject responsible for them. In this approach issues like family, local community development, nation building, justice, freedom, equality, democracy, air pollution, urbanization, globalization to name a few are presented and discussed. Another example is the concept of "power" which can be developed throughout the primary school levels thus:- Primary 1 – Power relationship in the family. Primary 2 - Power relationship in the school. Primary 3 - Power relationship in the local community. Primary 4 - Power relationship in the state. Primary 5 - Power relationship in the country. Primary 6 - Power relationship in the continent of Africa.

Obasi (2010), stated that Social studies is not static, it keeps on changing because of the factors of time and human development. It centers on the development of man, how man influences his environment and how the environment influences him in return. The subject

exposes the child to problems of the society and how to solve those problems. The problems of the society include: Bribery and corruption, Religious fanatics', Tribalism, Greediness, Dishonesty, Distrust, Stealing, Smuggling, Human trafficking, Laziness, Moral, laxity, Drug abuse, Prostitution, Food shortage etc. It is against this background that social studies will equip the child with the basic social habits and cultural values which will enable him to build a good society in the future. Social studies deals with the activities of man at home, in the family, in the village, in the school, at play, in politics, at work, in religion, in everything or wherever man is engaged in his efforts to survive in the environment in which he lives.

Adesina (2011) lamented that various social studies articles explores social studies content integration. It examines how to work with proven reading comprehension strategies through content instruction. Social studies content integration lets students practice and applies reading comprehension strategies in content-area texts. The primary focus of social studies content integration is to teach students "inferential and reasoning skills that are necessary to connect information in the text to relevant prior knowledge". Instruction in making inferences enhances reading comprehension. Drawing conclusions and evaluating are also essential in interpreting expository text, as is familiarity with these text structures: Problem and solution, Descriptions, Cause-and-effect relationships, Categorizing, Sequencing, and Comparisons Students must also learn to use organizational features: Table of Contents, Chapter and section previews and summaries, Headings and subheadings, Photographs and illustrations, including captions, Graphics, Glossary and Index Since vocabulary knowledge and reading comprehension go hand in hand, teachers must provide effective vocabulary instruction to equip students with tools to independently learn words. By implementing specific skills and strategies that are necessary to be successful learners in the content area, students will further their awareness of

text structures, enhance their ability to identify important information, and strengthen their comprehension (Ajayi,2018).

Social Studies Standards

Obasi (2010) found out that National Council for Social Studies has identified the following strands of study for all students in all grades to include the following: Culture, Time, Continuity, and Change, People, Places, and Environments, Individual Development and Identity, Individuals, Groups, and Institutions, Power, Authority, and Governance, Production, Distribution, and Consumption, Science, Technology, and Society, Global Connections, Civic Ideals and Practices

Culture

Culture is all around us. Our cultural backgrounds influence the way we see and interact with the world. Each culture has a unique system of beliefs, knowledge, values, and traditions, yet all have commonalities as well. Because we live in a multicultural society, teachers must help students in the primary years learn to understand and appreciate similarities and differences. By the intermediate and middle school years, students begin to formulate opinions based on their ideas of culture. Social studies instruction provides a forum for students to acquire and assimilate information-including the influence of language and beliefs on day-to-day life.

Time, Continuity, and Change

The nature of social studies requires an understanding of the passage of time and the realization that some things change and some things stay the same. In this area of study, students ask: Who am I? What happened in the past? How am I connected to the people and events of the past? How has the world changed? How does the impact of the past change over time? How can our present perspectives on our own lives play a part in the larger human story across time? How

do our personal stories reflect varying points of view and inform present ideas and actions? How might the world change in the future?(Obasi, 2010)

People, Places, and Environments

In this strand, students study the relationships between populations and their environments: Where are cities, businesses, industrial operations, courthouses, grocery stores, etc. located? Why are they located where they are? What patterns are reflected in the groupings of things? What is a region? How do landforms change? What effects do these changes have on the people in the area?

Individual Development and Identity

Since society influences the individual development and identity of its members, students must learn to recognize and understand cultural norms. Questions central to this study include: How do people learn? Why do people behave as they do? What influences how people learn, perceive, and grow? How do people meet their basic needs in a variety of contexts-farm, city, town, or village? (Obasi, 2010)

Individuals, Groups, and Institutions

Institutions family structures, schools, churches, government agencies, and legal systems form early in the development of a culture. Each institution guides daily life and reflects the values and beliefs of the culture. Students might ask: What are the roles of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in changing institutions?

Power, Authority, and Governance

Since differing forms of power, authority, and government exist in every culture, students must study these systems in order to better understand the behaviors and patterns of citizens.

Issues students might address are: What is power? What forms does it take? How is power gained, used, and justified? What is legitimate authority? How are governments structured? What is the difference between a right and a privilege? What are the responsibilities of those in power? What are the responsibilities of all citizens? How do groups and nations seek to establish order and security? How do groups and nations attempt to resolve conflicts?

Production, Distribution, and Consumption

People often want more goods or services than they find available. Solutions are attempted at the local, state, national, and global levels. Issues related to production, distribution, consumption, jobs, and economic prosperity include: What will be produced? How will production be organized? How will goods and services be distributed? What is the most effective allocation of land, labor, capital, and management? (Obasi, 2010)

Science, Technology, and Society

Discoveries, inventions, and innovations date back to the beginning of time and bring both positive and negative changes. Questions fundamental to the study of science and technology and their effects on society include: How have technological advances in the past brought major societal change? Is new technology always better? How can we cope with the pace of change? Have technological advances peaked? How can individuals and groups maintain distinct identities, while technology links us all together?

Global Connections

The world is growing smaller due to advances in transportation and communication. Economies, governments, and businesses all experience large-scale interdependence. To address global connections, students study economic needs and competition, political and military alliances, and the importance of recognizing ethnic differences.(Obasi, 2010)

Civic Ideals and Practices

All societies have civic ideals and expected practices. Questions central to these issues are: What is civic involvement? How can I become an active member of society? What does citizenship mean now as compared to what it meant fifty years ago? What is the balance between rights and responsibilities? What is the role of a citizen in a community, city, state, nation, and world? Each strand provides rich opportunities for reading and writing connections. In addition, strong strategy instruction helps students understand the important role of social studies in daily life. Let's examine information specific to strong instructional practices

2.8. Historical development of Social Studies Education

Social Studies as a discipline of study cannot be described as a casually conceived subject that just happened by accident. Rather, it is part of an inheritance and a tradition that requires citizens to function efficiently and effectively in a democratic society. However, the researcher intends to discuss the development of Social Studies from global and national perspectives. This will involve a review of the discipline's historical development in USA, Africa and Nigeria, the circumstance leading to its development and the interactive effects of such developments on the growth of the discipline in other countries across continents.

2.8.1 Development of Social Studies Thoughts in the United States

The United States of America appeared to be the "mother" country of Social Studies, and no wonder Obasi (2010), commented that Social Studies first appeared as a curriculum of the educational system of United States of America (USA) within the first two decades of the 20th century. He further remarked that although it was a stormy and difficult birth, distinguished scholars like John Dewey, George Counts, Edger Wesley, Harold Rugg and Earle Rugg, were the

midwives. Thomas Jesse who was the Chairman of National Education Association Committee on Social Studies which issued its final report as part of a major review of the re-organization of secondary education in (1917) has been identified as one of the first to use the term "Social Studies" in its present sense. (Nwabuni, 2010)

Social Studies thought started developing in the United States of America in the early 1900 as a reaction to the tremendous numerous human problems prevailing at that particular period. Some of these problems were basically social and political but purely as a result of the civil wars which Americans went through and were just getting over. Some of these problems were seen as cogs in the wheel of all efforts at ensuring the evolution of a pluralistic and modernized democratic state. By 1921, a national association called National Council for Social Studies (NCSS) whose membership is opened to person or institution interested in Social Studies was formed. This Council charged itself and its members with the responsibility of working towards a better understanding of Social Studies and its importance in developing responsible participation in social, political and economic lives. (Obasi, 2010)

The NCSS has since then been playing prominent roles in the development and wider acceptance of Social Studies across the world. The organization has written several position statements on the basic rationale for Social Studies education and curriculum guidelines. Through the effort of NCSS, various task forces were set up to review the scope, content and sequences of Social Studies. This has really influenced the evolutionary development of Social Studies in American Schools. Events in the world scene, such as the Russian launching of Sputnik (1957) and American internal social problems of the 1960s gave birth to the "new Social Studies" that began in the 1960s. During this period, curriculum materials of this new Social Studies were designed to teach students both the concepts and methods of inquiry used by

historians and social scientists for generating knowledge. Many teaching aids were developed and employed in the teaching of concepts and in the formulation of generalizations to promote effective teaching of Social Studies. By the seventh decade of the twenty century, the alarming rates of crimes, divorce and illegal use of drugs on large scale heightened the interest of the Americans in Social Studies. At this time they had started seeing Social Studies as a catalyst of social change. Hence, the discipline started focusing on relevance to social problems and self-realization. They now felt there was an urgent need for the school to prepare citizens to deal with some of the identified inevitable problems. It is however, important to note that in the United States of America, there is no national Social Studies syllabus for all schools. Each school district writes its own Social Studies syllabus. (Nwabuni 2010)

Social Studies in American scene as observed by Obasi (2010) do not have a static structure. It has transformed from citizenship education for national development by enlarging the vision and meaning of citizenship to include not only the local community, the state and the nation, but also the global community. This is in recognition of the fact that all human beings live in a multi-boundary world; not simply a world of nation-states, but one with a diversity of worldwide systems in which all people affect and are affected by others across the globe.

The recognition of the dynamic nature of Social Studies in United States of America is also being influenced by the fact that humanity is increasingly threatened by problems that cannot be solved by actions taken only at the national level. Social Studies in the United States of America today can therefore be said to be focusing on the reduction of, pressures, social and environmental problems which are of national and international concerns, with contents usually drawn from a variety of discipline-interdisciplinary approach. Students are being taught to think globally as they act locally. Learners are taught in ways that make learning active, interactive,

hands on and engaging. It must be noted that any society, which intends promoting democratic discipline through Social Studies education, requires individuals who are willing and able to participate effectively in the solution of common problems. They must also be willing at times to take decisions which demand compromise among different points of view. This is important for society to develop towards desired goals. This is the idea of Social Studies in the United State of America. While it is true, that other subjects also contribute towards the development of desirable goals in the youths, Social Studies is viewed as bearing the greater responsibility. This is because Social Studies deals directly with human problems and tries to shape the behaviors of individuals (Nwabuni 2010).

2.8.2. Development of Social Studies Thoughts in Africa

Discussion on Social Studies thought in the United States of America without Africa as a continent may be seen as an incomplete exercise because, Social Studies growth and development has been a universal phenomenal. A close look at the development of historical thought of Social Studies in the U.S will reveal that, it has had a great influence on Social Studies thought in Africa (Lawal&Oyeleye, 2013).

Social Studies in Africa is a fairly recent curriculum innovation coming after 1960 in the wake of independence. During this period, most African countries were European colonies. They faced a problem of educating their citizens in European values, which had already been included in the curricula of African schools. The educational policies of the colonial government were formulated to serve the needs of the colonial masters. Teaching was geared towards training Africans who would be able to serve the interest of the colonial government. Africa indigenous values, attitudes and skills were neglected. However colonial education had some aspects of

Social Studies. These were in form of general knowledge, religion, and moral instruction. These were taught as Civics and Government. History, Geography and Government were considered paramount teaching school subjects during the colonial period to achieve the goals and objectives. Good children upbringing was emphasized by colonial masters as a tool making them submissive to colonial rule. At the attainment of independence by some African countries in 1960, colonial education came under very severe attack by the same colonially educated Africans. The British system of education was described as one geared towards separating the Nigerian child from his/her cultural values, instead of developing positive values in him/her. The most important areas which were of greater concern to both the leaders and the generality of Africans were the educational systems and curriculum development. (Lawal&Oyeleye, 2013)

By 1967, more concrete international concern was shown in the development of Social Studies thoughts in Africa, especially as a thing of continental concern. So at an international conference held at Queen's College, Oxford, United Kingdom, the introduction of Social Studies as a formal school subject was proposed, and this conference led to the important and historic 1968 Mombassa Conference held in Kenya. The Mombassa Conference which was sponsored by Educational Development Centre (EDC) Newton, USA and Centre of Curriculum Renewal in Educational Development Overseas (CREDO), London, laid the foundation for an understanding of the meaning of Social Studies and an application of Social Studies in Africa. The conference deliberated on the issues surrounding the development of a new Social Studies curriculum for different countries of Africa. Some of the thoughts which the conference focused on included the philosophy of Social Studies, problem of teacher training, resource materials development and acquisition as well as evaluation techniques. (Lawal&Oyeleye, 2013)

There were representatives from eleven African countries viz. Nigeria, Botswana, Ethiopia, Ghana Kenya, Lesotho, Malawi, Sierra Leone, Tanzania, Uganda and Zambia. The major decision reached was that new curricula for Social Studies for schools in Africa, starting with the primary schools must be developed. Each country representative in consultation with the permission of her government was to set up a Social Studies committee to consider formulating content and developing materials for Social Studies in her country. The conference also set in motion the creation a year later of a permanent African international Secretariat based in Nairobi, Kenya called African Social Studies Programme (ASSP) which was later renamed the African Social and Environmental Studies Programme (ASESP). The organization was charged with the responsibility of co-ordinating further development of Social Studies in African continent. Hence, it advocates an integrated approach to the teaching of Social Studies and this has greatly influenced future thoughts about the subject. Such thoughts have included cultivation of national aspirations, love of one's' country and responsible citizenship. (Nwagu 2013)

African countries that embraced these thoughts have been developing other thoughts in the discipline, depending on the nature of their national problems. For instance, with the end of the civil war in Nigeria, and the complementary problems of such war, Social Studies has been seen as capable of playing a unique role in giving the new breed of Nigerians firm base in national consciousness and integration. To crown it all, the new trends in the development of African Social Studies is the provision of opportunities for looking into the future while taking into consideration the global issues which involve international relations among nations of the world. For example, African Social Studies has recognized the need to pay careful attention to the promotion of democratic and technological value in order to be able to move along with

change in the political, economic and technological systems of many countries of the world. (Lawal&Oyeleye, 2013)

2.8.3. Development of Social Studies Thoughts in Nigeria

Social Studies as an integrated discipline was not in existence during the colonial era in Nigeria (1840-1960). What was found in the primary and post primary schools in the country was the teaching of a kind of curriculum called "General Knowledge" of course, the Nigerian child was therefore being educated outside his/her own environment, his/her society and culture. It was more appropriate at that time to know and explain concepts from European examples. The development of Social Studies in Nigeria however came earlier than those of other countries in Africa. This was because as early as 1958, the Ohio state University in the United States of America had sponsored some Nigerians for training programmes in Social Studies. The arrival of the recipients of such training programmes greatly influenced their thoughts about Social Studies. For instance, they perceived the social ills that accompanied Nigeria's transition from colonial era to independence. They discovered the high rate of acculturation among Nigerians and the rate at which the nation's cultural traditions were breaking down.

They therefore, felt that the only way to salvage the country was to train the young ones in a manner that would provide them with opportunities to catch up with the new problem of change. This pattern of Social Studies thoughts was also complemented with an earlier effort at introducing the subject on an experimental basis in the Northern Nigeria teacher training institutions as a formal school subject. However, between 1964 and 1965, Social Studies had been introduced into Nigeria through the Northern Education Project and the Ayetoro Comprehensive High School Project of Western Nigeria. During this same period, the then

Western Nigeria Ministry of Education began preparation for the propagation of the subject by convening a conference and agreeing to an outline of the Social Studies syllabus for secondary schools classes I and II. This was later assigned to the Department of Social Studies in Ayetoro Comprehensive High School with the assistance of the Ford Foundation Aid and the Comparative Education Study and Adaptation Centre (CESAC). (Lawal, 2013)

The experimental teaching of Social Studies did not experience a total success in the Eastern Nigeria due to the civil war. The Northern states' education committee of the Interim Common Services Agency (after the creation of six states from the existing Northern States), however made a decision that Social Studies should be introduced into schools and colleges in the Northern states.. By 1969, Social Studies department was firmly established in the Institute of Education, Ahmadu Bello University in Zaria. In that very year, a national curriculum conference was held in Lagos and this gave a better national recognition to the subject as a means of achieving national objectives of education. 1970 witnessed another tremendous position change in Social Studies as materials produced for primary and teacher's colleges in the Northern states were out and the CESAC's book were modified and refined. More states such as Lagos, Kwara and Kaduna began to introduce the subject in 1971. Representatives from the East Central State Ministry of Education also attended Social Studies Association of Nigeria (SOSAN) Conference in 1971 with the full support for the teaching and learning of the subject. (Lawal and Oyeleye, 2015)

With the first National Curriculum Workshop held in Ibadan under the sponsorship of the Nigeria Education Research Council (NERC), the first ever National Social Studies Syllabus for primary schools was produced. Concepts, nature, objectives, teaching strategies, teaching aids, evaluation techniques were discussed at the conference. Based on the necessity for training of

pre-service Social Studies teachers in primary schools, the Nigeria Education Research Council (NERC) produced syllabus for teachers colleges in 1972 and the Institute of Education; ABU Zaria introduced the subject into its Post Graduate Diploma in Education (PGDE) programme. In the same year, a degree course in Social Studies in ABU, Zaria and Nigeria Certificate in Education (NCE) programme in Advanced Teacher's College Sokoto was introduced in 1973. (Lawal, 2013)

In 1974 and 1975 witnessed another development at the Institute of Education, University of Lagos, where the subject was introduced at Associateship and NCE levels. 1976 was another year when Universal Free Primary Education was launched throughout the country, and the teaching of Social Studies in the primary schools replaced separate subjects of the social sciences. It became compulsory in teacher's colleges. In 1978, two- year Bachelor of Education (B.Ed) degree programmes in Social Studies was also introduced at ABU, Zaria. By 1980, the discipline of Social Studies was offered at all levels of our educational system and the National Policy on Education made it a core subject in primary and junior secondary schools. In 1981, the NERC now Nigerian Educational Research and Development Council (NERDC), thought it wise to review the National Primary Social Studies Curriculum Guide which was produced in 1971. The revised guide was published by the Federal Ministry of Education in 1983". 1981 and 1984 witnessed another rapid development because many more universities started post-graduate degree programmes in Social Studies. Typical example of such institutions included: Ife, Ibadan, Ilorin, Lagos, Nsukka and Jos. The Joint Consultative Committee (JCC) also approved the Junior Secondary School Social Studies Syllabus

The National Teacher's Institute did not only produce the Grade II Social Studies Syllabus and texts, it also went ahead to write course books on Social Studies for NCE for

Distance Learning System, the distribution of which started in January 1990. Almost all colleges of education now offer Social Studies in their current programmes. Degree and post-graduate programme in Social Studies are now being offered in more than ten universities in Nigeria. The skepticism on the nature, scope and philosophy of Social Studies has been over to some extent. It is now a compulsory subject in the first nine years of a Nigerian child's education courtesy of the new 9-year Basic Education Curriculum launched in 2007. The growth of Social Studies across the different parts of the world has been informed by a variety of reasons and factors. For instance, it has been used as a partial solution for social problem in many countries of the worlds. In United States of America (USA), Social Studies has continued its primary function of preparing students for effective citizenship in democratic society and instilling patriotic ideals in the young ones. (Lawal and Oyeleye, 2015)

Among the African nations, Social Studies have been used to improve the self image of people in the society after a colonial rule and heritage. In Sierra Leone, it was used to learn ways of improving the economy. In Ghana, it was aimed at transforming the society, especially political culture. In Ethiopia, it came to inculcate the concepts of nationalism, unity and inter-dependency among citizenry of a new nation with diverse population. In Nigeria, it is aimed at helping to build a foundation for a democratic society. In spite of many conferences, seminars and workshops for Social Studies, the subject did not receive the blessing of so many schools in Nigeria immediately. Some were scared because of its newness, or lack of understanding of its nature, scope, and dynamism. Other saw the development as a great challenge to their discipline and therefore campaigned against it. This necessitated the formation of Social Studies Association of Nigeria (SOSAN). Several other organizations have since been formed to further promote effective teaching of the subject in Nigerian schools. These organizations include

National Association of Social Studies Educationists (NASSE), Social Studies and Civic Education Association of Nigeria (SOSCEAN),and Social Studies Teachers' Association of Nigeria (SOSTAN) (Lawal and Oyeleye, 2015)

2.9 Methods of Teaching Social Studies

Alice (2011) and Asiabaka (2008) outlined methods of teaching social studies as shown below**:**

1. Lecture Method: simply means teaching through lecture" Teacher explains the matter in simple and understandable manner. The method is particularly used in the secondary classes and above. This method can be used to motivate students, to clarify, to review and to expand contents. Lecture method is for imparting authentic, systematic and effective information about some events and trends. It gives the students training in listening, It develops good audience habits, It provides opportunities of correlating events and subjects, It enables the linkage of previous knowledge with the new one. (Afolabi, 2013)

Merits of Lecture Method

i. a well prepared and a well delivered lecture can make social studies interesting

ii. Lecture gives the teacher an opportunity to come into immediate contact with the pupils

iii. Lecture gives the pupils training in in listening and taking rapid notes

iv. Lecture saves time and energy

v. Good lectures stimulate brighter student

vi. It facilitate rapport between the teacher and the taught

vii. It is more useful for brilliant students

viii. It helps the implementation of others

Demerits

i. Makes students inactive

ii. There is a very little scope for pupil activity

iii. May include irrelevant material

iv. Discourage self-effort by the students

v. Every teacher is not expert enough to deliver lecture

vi. The pupil lose opportunity to make self-study

vii. Lecture can soon result in monotony

viii. Lecturing is against the principle of ' learning by doing'

ix. An average students may not be able to fix up their attention to a lecture of 40-45 minutes . (Afolabi, 2013)

2. Problem Solving Method: this method explains How we think' reflects this approach In this method the learner is required to solve a problem, making use of his previous knowledge. According to Dewey 'the problem fixes the end of thought and the end controls the process of thinking'

Criteria for Problem Selection

i. The problem should be intellectually challenging to children.

ii. The problem should not be entirely unfamiliar to the learners it should be related to their previous experience

iii. The problem should be related to a basic human activity

iv. The problem should have practical relevance

v. The problem should have the potential to create interest among in the specific problem in particular and problem solving in general

MERITS

i. It serves as a preparation for adult life

ii. It develops the power for critical thinking

iii. It makes pupil active recipient of knowledge

iv. It develops values of tolerance and open mindedness

v. It helps for the easy assimilation of knowledge

vi. It helps to establish harmonious relations between teacher and pupils

DEMERITS

i. This method will become monotonous if used too frequently

ii. The problem solving method can easily lead to the selection of trivial and untimely topics

iii. This is appropriate for developing cognitive competencies, but not for bringing about affective changes. (Afolabi, 2013)

3. Project Method: Project method is based upon the ideas of the great American educationalist, Mr. John Deway. The credit of developing these ideas into a method goes to Mr. William Kilpatrick. According to him 'A project is a whole hearted purposeful activity, proceeding in a social environment' According to Stevenson: "A project is a problematic act carried to completion in its natural setting". According to Deway, Children should be given education to satisfy their needs of life and the school should function like a mini society in which and through the students would acquire education by engaging themselves in a variety of group projects nothing is forced upon children .The teacher acts only as a guide. . (Afolabi, 2013)

Steps in project method

i. Providing a situation

ii. Choosing the project

iii. Planning the project

iv. Executing the project

v. Evaluation of the project

Merits

i. It gives freedom to children

ii. It enable the children to learn from their own experience

iii. It is free from the defects of the text book method

iv. It is a natural method of acquiring knowledge

v. It gives training in social adjustment

vi. It gives training in democratic way of living

vii. It trains the children in solving problems

viii. It helps the teacher to understand his pupils

Demerits

i. It hampers the completion of syllabus

ii. There is a possibility of giving more importance to less importance

iii. It may lead to unsystematic learning

iv. It may lead to monopolization by some students

v. It may disturb the school working system

vi. It increases work load of teachers

vii. It is an expensive method

4. **Supervised Study Method:** Arthur C Binning and David H Binning describe that "by supervised study we mean the supervision by the teacher of a group or class of pupils as they work at their

desk or around their tables" teacher is always ready to direct and aid them, Supervised study emphasis individual attention, supervised study emphasis individual attention provide better pupil teacher relation, development of skills. (Afolabi, 2013)

Main Developed Skills are:-

i. Skill as to how to read social studies material

ii. Skill as to how to use encyclopedias

iii. Skill as to how to use dictionaries

iv. Skill as to how to use maps atlases, indexes and almanacs.

v. Skill as to how to read graphs

Limitations

i. Destroys the supremacy of teachers

ii. As they play a secondary role in the teaching learning process

iii. It is a costly method

iv. Bright people are not helped under this method and in some cases are even hindered by the method.

v. It requires the lengthened school day, which is not possible due to various pressures of co-curricular activities. (Afolabi, 2013)

5. Dramatization Method: Dramatization has been described as a 'synthetic art', involving the purposive co-ordination and control of the delicate organs of speech and muscles of the body combined with a sense of rhythm, with a view to free and intelligent expression of emotions and ideas. Drama has its great social value. It is a co -operative enterprise and develops the qualities of co-operation and social understanding. There are many activities in a drama, and as such

students of diverse aptitudes get chance to choose items for which they are best suited and satisfy their urges, e.g.: self-expression through the various activities of a drama. (Afolabi, 2013)

6. Debate: A debate is a programme in which two or more students holding contradictory opinions on a particular problem present arguments, They are also given an opportunity to rebut the opposite side., After this, the rest of the class is encouraged to ask question from the debaters or engage in a brief discussion with them, A debate has a moderator in order to get significant results, the teacher should work both with the debaters and the class

Merits

i. It helps in clarifying issues
ii. It develop team spirit
iii. It provides opportunities to the students to speak distinctly
iv. It engenders toleration of views which are at variance

Demerits

i. Not suitable for all topics
ii. It may create emotional tensions
iii. It may lead to unpleasant feelings
iv. It is likely to dominated by a few students
v. It is likely to go off the track

7. Role Play: Role playing can be defined as an attempt to make a situation clear or to solve a problem by uncharged dramatization, Role playing is the dramatization of an event or a situation or a process, Role playing is dealing with problem through actions, A role is a patterned sequence of feeling words and actions. (Afolabi, 2013)

Purpose of role playing

i. To motivate or launch units

ii. To culminate units

iii. To change attitudes

iv. To teach values

v. To teach content having to do with human relationship

vi. To develop citizenship skill by showing both the successful and unsuccessful methods

Conducting role playing

I. Preparing

- Preparing for role playing
- Selecting the players
- Preparing the audience
- Preparing the players

II. Playing of the roles

- Keep the role playing short
- Let the pupils play it out
- Do not evaluate the acting language
- Do not allow evidence to interrupt

III. Following up the enactment

- Discussion
- Re-enactment

Advantages

i. Develop deep understanding

ii. Developing problem solving skill and attitudes

iii. Explore subject matter in varied ways

iv. Develop interpersonal communication

Disadvantages

i. Pupils who are not well prepared for role playing may not take it seriously

ii. Role playing will not work unless the atmosphere in the classroom is supportive

iii. Pupils find it difficult to enter the roles properly, especially if they are not well briefed on the assignments

iv. Role playing does not always take the direction one hopes

v. Role playing is time consuming

vi. For role playing to work well, one needs a group of sensitive, imaginative, open minded pupils who know each other well enough to be at case with each other. (Afolabi, 2013)

8. Co-operative Learning: Is an approach to organize classroom activities into academic and social learning experiences. It differs from group work, and it has been described as "structuring, positive interdependence. Cooperative Learning involves structuring classes around small groups that work together in such a way that each group member's success is dependent on the group's success. Co-operative learning is a method of instruction that has students working together in groups, usually with the goal of completing a specific task. This method can help students develop leadership skills and the ability to work with others as a team. However, gifted students are often placed in groups with non-gifted children, sometimes with the goal of having the gifted student help the others, either directly or by example. In these instances, the gifted student is not likely to learn anything new, while the non-gifted students are not likely to develop any leadership skills. (Afolabi, 2013)

Why Use Cooperative Learning

i. Students who engage in cooperative learning learn significantly more, remember it longer, and develop better critical-thinking skills than their counterparts in traditional lecture classes.

ii. Students enjoy cooperative learning more than traditional lecture classes, so they are more likely to attend classes and finish the course.

iii. Cooperative learning helps students develop the skills necessary to work on projects too difficult and complex for any one person to do in a reasonable amount of time.

iv. Cooperative learning processes prepare students to assess outcomes linked to accreditation

9. Multi media Approach: Multimedia refers to content that uses a combination of different content forms. This contrasts with media that use only rudimentary computer displays such as text-only or traditional forms of printed or hand-produced material.

Importance

i. Multimedia includes a combination of text, audio, still images, animation, video, or interactivity content forms

ii. Multimedia approach uses a number of media, devices, and techniques in the teaching learning process.

iii. Multimedia approach can convey vast information and provide many sources from which student can access the information

iv. Multimedia approach will improve the teaching learning process.

Multimedia approach is not restricted to a single type of learning style. It can provide the support of a wide range of activities.

v. Multimedia approach aims at providing meaningful learning experience via a mix of media in order to achieve predetermined objectives.

vi. Multimedia approach provides the opportunity to gain mastery of competencies and skills. (Afolabi, 2013)

10. Information and Communications Technology (ICT) Enabled Learning: Information Communication Technology (ICT) is a generic name used to describe a range of technologies for gathering, storing, retrieving, processing, analyzing, and transmitting information. It is often used as an extended synonym for information technology(IT), but is a more specific term that stresses the role of unified communications and the integration of telecommunications, computers as well as necessary enterprise software, middleware, storage, and audio-visual systems, which enable users to access, store, transmit, and manipulate information. The role of ICT in education is to empower the technology into present educational activities. ICT allows open source learning rather than manual source, hence encouraging students to learn new ideas. ICT also brings about active learning, collaborative, creative, integrative and evaluative aspects to the education sector.

General benefits;

i. Greater efficiency throughout the school.

ii. Communication channels are increased through email, discussion groups and chat rooms.

iii. Regular use of ICT across different curriculum subjects can have a beneficial motivational influence on students' learning.

Benefits for Teachers

i. ICT facilitates sharing of resources, expertise and advice

ii. Greater flexibility in when and where tasks are carried out

iii. Gains in ICT literacy skills, confidence and enthusiasm.

iv. Easier planning and preparation of lessons and designing materials

v. Access to up-to-date pupil and school data, anytime and anywhere.

vi. Enhancement of professional image projected to colleagues.

vii. Students are generally more 'on task' and express more positive feelings when they use computers than when they are given other tasks to do.

viii. Computer use during lessons motivated students to continue using learning outside school hours. (Afolabi, 2013)

Benefits for Students

i. Higher quality lessons through greater collaboration between teachers in planning and preparing resources.

ii. Improved pastoral care and behavior management through better tracking of students

iii. Gains in understanding and analytical skills, including improvements in reading comprehension.

iv. Encouragement of independent and active learning, and self-responsibility for learning.

v. Flexibility of 'anytime, anywhere' access

vi. increased self-confidence and self-esteem

vii. Students found learning in a technology-enhanced setting more stimulating and student-centered than in a traditional classroom.

viii. Opportunities to address their work to an external audience

ix. Opportunities to collaborate on assignments with people outside or inside school

ICTs can enhance the quality of education in several ways: by increasing learner motivation and engagement by facilitating the acquisition of basic skills, and by enhancing

teacher training. ICTs are also transformational tools which, when used appropriately, can promote the shift to a learner-centered environment.

Disadvantages of ICT

i. One of the major barriers for the cause of ICT not reaching its full potential in the foundation stage is teacher's attitude.

ii. In theory some people may have the opinion that the teachers who had not experienced ICT throughout their learning tend to have a negative attitude towards it, as they may lack the training in that area of the curriculum.

iii. Another important drawback to using ICT in schools is the fact that computers are expensive.

iv. The use of ICT in the schools helps in the deterioration of accepted norms and values in the society.

2.10 Evaluation of Lesson in Social Studies

Evaluation is the process of examining a program or process to determine what' working, what's not, and why. It determines the value of learning and training programs and act as blueprints for judgment and improvement. According Abraham (2014), evaluations is normally divided into two categories: formative and summative.

A formative evaluation (sometimes refers to as internal) is a method for judging the worth of a program while the program activities are forming (in progress). They can be conducted during any phase of the process. This part of the evaluation focuses on the process. Thus, formative evaluation is basically done on the fly. It permits the designers, learners instructors, and managers to monitor how well the instructional goals and objectives are being

met. Its main purpose is to catch deficiencies so that the proper learning interventions can take place to enable learners to master the required skills and knowledge.

The purpose of formative assessment is to provide teacher and student with feedback that can direct future teaching and learning. For example, following some instruction on the skill of comparing and contrasting, the teacher might assign students the task of writing a short essay comparing and contrasting. Central to formative assessment is the provision of quality feedback. Feedback consists of information that tells us how we are doing and what we need to do next, in the light of our intentions and goals. Aremu (2014) is of the view that Feedback is not the same as praise and blame, rather it is precise information about where someone is in relation to the goals they are trying to attain and what they might do in the future to make progress towards those goals.

A summative evaluation (sometimes refers to a external evaluation) is a method of judging the worth of a program at the end of the program activities (summation). The focus is on the outcome. The findings are used to helpdecide whether a program and its activities should be continued or modified for improvement. Summative evaluations occur at the end of the program to provide an overall assessment of program effectiveness. Summative assessment provides an accounting of student progress at a particular point in time. It is normally a measurement that describes where the student stands in regard to some sort of standard such as curriculum outcomes. An end-of-unit test, for example, is designed to let students know how well they have accomplished the goals of the unit in terms of knowledge and skill acquisition. The most familiar summative assessment is the report card that communicates to students and their parents the degree to which students are meeting expectations with regard to the curriculum. (Afolabi, 2013)

Ways to Help Students Grasp Ideas in Class

1. An open-ended question that gets them writing/talking

To help students grasp ideas in class, ask open-ended questions that require students to respond in writing/talking. They will undoubtedly reveal more than you would've thought to ask directly.Therefore, teachers need to avoid yes/no questions and phrases like "Does this make sense?" In response to these questions, students usually answer 'yes.' So, of course, it's surprising when several students later admit that they are lost. (Hubberman, 2015)

2. Ask Students to Reflect

During the last five minutes of class ask students to reflect on the lesson and write down what they've learned. Then, ask them to consider how they would apply this concept or skill in a practical setting.

3. Use Quizzes

Give a short quiz at the end of class to check for comprehension.

4. Ask Students to Summarize

Have students summarize or paraphrase important concepts and lessons. This can be done orally, visually, or otherwise.

5. Hand signals

Hand signals can be used to rate or indicate students' understanding of content. Students can show anywhere from five fingers to signal maximum understanding to one finger to signal minimal understanding. This strategy requires engagement by all students and allows the teacher to check for understanding within a large group.

6. Response Cards

Index cards, signs, whiteboards, magnetic boards, or other items are simultaneously held up by all students in class to indicate their response to a question or problem presented by the teacher. Using response devices, the teacher can easily note the responses of individual students while teaching the whole group.(Hubberman, 2015)

7. Four Corners

A quick and easy snapshot of student understanding, Four Corners provides an opportunity for student movement while permitting the teacher to monitor and assess understanding.

The teacher poses a question or makes a statement. Students then move to the appropriate corner of the classroom to indicate their response to the prompt. For example, the corner choices might include “I strongly agree,” “I strongly disagree,” “I agree somewhat,” and “I’m not sure.”

8. Think-pair-share

Students take a few minutes to think about the question or prompt. Next, they pair with a designated partner to compare thoughts before sharing with the whole class.

9. Choral Reading

Students mark text to identify a particular concept and chime in, reading the marked text aloud in unison with the teacher. This strategy helps students develop fluency; differentiate between the reading of statements and questions; and practice phrasing, pacing, and reading dialogue. (Hubberman, 2015)

10. One Question Quiz

Ask a single focused question with a specific goal that can be answered within a minute or two. You can quickly scan the written responses to assess student understanding.

11. Socratic Seminar

Students ask questions of one another about an essential question, topic, or selected text. The questions initiate a conversation that continues with a series of responses and additional questions. Students learn to formulate questions that address issues to facilitate their own discussion and arrive at a new understanding. (Hubberman, 2015)

2.11 Concept of teacher

Teachers determine what ultimately happens to educational policies, to curriculum guidelines, the use to which teaching-learning materials are put, etc and in fact the fate of a nation's huge investments in education. What teachers do, or do not do, are able or not able to do, are willing or not willing to do, what they do properly or do poorly determines, to a great extent, the effective curriculum (what children actually learn).They plays a significant role in the determination of the quality of education. The National Policy on Education (FGN, 2004) succinctly states that no "education system can rise above the quality of its teachers" thus implying the important role played by teachers in facilitating teaching and learning and in determining the quality of education service delivery. They are the supporting pillars for the realization of educational goals and objectives. They are the prime mover in the development of optimum condition for learning. The recommended students' population in a single classroom is a maximum of 40 that is Teacher: student ratio; 1:40 (UNESCO, 2000, FGN, 2004). In view of this principle which is generally affirmed by many people, one might expect that every kind of assistance possible would be made available to enhance the teacher's work.

Consequently, a teacher plays an indispensable role in the process of teaching and learning. In other words, he is the change agent that harnesses other resources for production function. In support of this, Drunker (2020) emphasized that, “the concept of education by itself implies the existence of teaching and learning, hence the mention of the word school evokes automatically the picture of teachers and students in an interactive environment. Teachers have been identified as one of the most critical factors for the future success of education and schools (Huberman, 2015).

The Punch, April (2009) puts it that the high rate of failure stems from a potpourri of factors including lack of infrastructure, poor remuneration for teachers, lack of commitment by teachers, teachers heavy work load, poor student ratio in relation with their teachers, shortage of books and students poor attitude to study. The gap of poor funding of education has caused a lot' of havoc (crises) between the teachers and education authority. This has been witnessed with frequent teachers' strikes. However, workers should be properly remunerated and motivated if the education system is to be sustained. The current pattern of investment within the education sector is such that tertiary level get the lion share while the secondary level get the least. This type of sharing cannot foster achievement of educational goals.Babangida (1989) in his Presidential Annual Budget asserted that in both private and public secondary schools in Nigeria, productivity was very slow and to arrest such, there is need for income (rewards) increase which is to be related to increase in productivity. Teachers are expected to focus on the individual needs of the students: This conception considers teacher to be a sharp focus on the needs of the student. Student needs are discussed as either emotional and/ or academic. (Patrick, 2013)

According to Hubberman (2015), a teacher is one who guides others in gaining knowledge, skills and abilities that are necessary for possible adjustments in the society for

future development. The teacher facilitates the acquisition of desirable knowledge and skills and inculcates societal acceptable attitudes into the learners for present and future development. This may explain why teachers are regarded as the most influential people in the lives of the children (facilitators) and society at large. A teacher is a trained person employed to facilitate learning in classroom situation in order to achieve set educational goals. Teacher imparts knowledge to the students and helps them acquire certain skills, attitude, and creates desirable changes in the behavior of the students. Good teachers possess unique qualities including a passion for their subjects and the ability to transfer into the learners, a sound knowledge, excellent communication and interpersonal skills for social and economic growth of a nation (Afangideh, 2018).

A good teacher does more than teaching by contributing to the general academic, emotional, research development, economic and cultural development of learners. Teaching involves facilitating, articulating and engineering the minds and attitudes of learners for socio-economic development and national building. Teachers determine what ultimately happens to educational policies, to curriculum guidelines, the use to which teaching-learning materials are put, etc and in fact the fate of a nation's huge investments in education. What teachers do, or do not do, are able or not able to do, are willing or not willing to do, what they do properly or do poorly determines, to a great extent, the effective curriculum (what children actually learn).They plays a significant role in the determination of the quality of education. The National Policy on Education (FGN, 2004) succinctly states that no "education system can rise above the quality of its teachers" thus implying the important role played by teachers in facilitating teaching and learning and in determining the quality of education service delivery. They are the supporting pillars for the realization of educational goals and objectives. They are the prime mover in the

development of optimum condition for learning. The recommended students' population in a single classroom is a maximum of 40 that is Teacher-student ratio; 1:40 (UNESCO, 2000, FGN, 2004). In view of this principle which is generally affirmed by many people, one might expect that every kind of assistance possible would be made available to enhance the teacher's work. (Druker2020)

2.12 Concept of Content Delivery

Content delivery involves imparting information, specific knowledge, ideas, facts, skills and other relevant data to the learner for his academic and mental development. To deliver contents is not just to engage in activity of given facts to learners, but to pay attention to what is going on, to make diagnoses, and to change another's behaviour. Content delivery is an important pursuit for junior secondary school teachers that seek to create and provide value to their students. Through the provision of high levels of content quality, junior secondary schools teachers can achieve increased students satisfaction, loyalty and therefore long-term achievement. In order to provide high levels of content quality and therefore create value for their students, teachers need to plan the delivery of their services and to ensure the successful implementation of the actual plan. Therefore, good planning and effective implementation of the developed delivery plans are key factors for effective content Delivery. Furthermore, in the pertinent literature, a great numbers of normative studies demonstrate that the effectiveness of content deliveredinfluences positively and significantly students overall educational pursuit. (Kingman-Brundage, 2019).

content delivery is the way in which educational content is conveyed from instructor to students. There are three primary course delivery methods. Face-to-face is the traditional classroom

delivery method, where all contact between instructors and students is in a physical classroom on campus. However, technology may be used for classroom interaction and students may be required to use computers to complete homework assignments. A second method is web-enhanced courses, which combine the traditional classroom delivery style with an institution's learning management system (LMS). The LMS stores course materials that support specific curriculum objectives and all lectures are delivered in a physical classroom. The third primary method is online courses. They are administered synchronously or asynchronously through the institution's LMS, and on-campus meetings are not required. However, they may require proctored in-person exams.

Therefore, for teachers efficacy on content delivery, there is need for them to organizethere lectures logically. Being clear and logical in how you present course material will help your students understand the point of each lecture, as well as make the content easy to follow and recall. Teachers also need to Make there content engaging. In both face-to-face and online environments, it is crucial to engage students with the course. Making your course interesting not only motivates student work, it also promotes student success. Do this by intertwining interesting anecdotes, videos, and examples into your lectures. Moreover, teachers need to deliverthere content consistently, once you've decided how you'll be delivering your course content, keep it that way by delivering your course in a consistent format, you're helping your students navigate the course successfully and keep track of their responsibilities. There is also need for teachers to be concise when delivering there content, they should include only what students absolutely need to know to be successful in the course, and avoid spending too much time on minor details. The less content dumped on students at a given time, the more likely they are to learn what you want them to learn. It is also crucial to stay focused as you deliver your

content, discussing one major topic per lecture and focusing on providing a thorough explanation of that topic prevents content overload and helps students focus on the most important points.

2.13 Factors That HinderEffective Content DeliveryAmongJuniorSecondarySchoolTeachers

Teaching is a complex and demanding profession.To sustain their energy and enthusiasm for the work, teachers need to maintain their personal commitment to the job. This concept of 'content delivery' has long been associated with the professional characteristics of a teacher. It is widely recognized that the role of the teacher has intensified, and teachers are needing to adapt to bureaucratically driven escalation of pressures, expectations and controls concerning what teachers do and how much they should be doing within the teaching day. At a time when education is in constant flux, teachers are expected to reforms on a number of levels into their daily practice. The reform agenda has created an environment where those who wish to survive and thrive must be effective teachers, passionate teachers. (Bettencourt and Brown, 2014)).

A major characteristic of most education system has been shortage of teaching staff. Study by Adiele (2016) reveals that the prescribed students-teachers ration of 40:1 at the secondary school level in Nigeria has been problematic to achieve. This is the same in both primary and tertiary levels of education. Abraham (2014) equally found that the pupil-teacher ratio at the primary school level was as high as 150:1 and 60:1 for secondary schools education in Nigeria. There is no indication that the staffing situation in the education system at all levels has improved. All educational programmes embarked upon in Nigeria had suffered setbacks as a result of the teacher factor. For example in 2003/2004 academic session it was envisaged that basic education programmes would have achieved 85% universal access to junior secondary

education at 10% expanded access rate and 100% transition rate (Abraham 2014). This target was never achieved due to the fact that teachers of diverse qualifications and specializations who were to be used for programme implementation were not adequate, the available ones were then overstressed leading to programme failure. Obanya (2020) had observed that there are two principal ways of looking at the quantity dimension of the teacher and the teaching question: First is the number of teachers available in the system in relationship to needs (overall demand). Second is the availability of specialized teachers for specific subjects on the school curriculum. Several factors accounts for the failure of the system to meet up with teacher demand in the education sector. First is the over rising cost of education and second is the poor funding of education. (Armistead, 2020)

Since education especially at the basic level is provided under the social welfare package, the government bears the cost of education at the first two levels (primary & junior secondary). For this reason, it is the responsibility of the government to adequately fund education. But over the years, governments have not been able to live up to its corporate social responsibility of funding basic education. The one area that suffers the effect of such poor funding is teacher recruitment. Increase in the demand for education results in increase in teacher demand, but this is not followed by increase in the funding of education. The cost of teachers' salary and entitlements alone consumes over 60% of the total cost of education (Abraham, 2014). Thus it has been difficult for the education system to meet up with teacher demand and this has invariably affected the quality of education offered at all levels of the education system. It is generally observed that physical facilities such as books, library facilities, classroom furniture, laboratories, and workshops are grossly inadequate in most Nigerian schools. For instance, Adegbesan (2007) observed that, unfortunately, school facilities are not adequate and some are

not available in the school system, while the ones available are poorly maintained because government is not providing enough funds to maintain the available ones and meet the challenges of education. Despite the role teachers play toward attaining educational goals, provision of physical facilities has remained a serious problem and teaching variables are neither sufficient nor adequate for positive teaching and learning outcomes. The teachers at times had to work under the most unsafe and unhealthy conditions like dilapidated physical buildings, outdated libraries, stinking abandoned classroom and broken furniture (Bukola, 2011).

Ekpoh, (2009) discovered that 59% of teachers expressed dissatisfaction with their working conditions because of under-funding and lack of adequate teaching facilities which affected their job satisfaction, job performance and productivity. Caplan (2020), pointed out that inadequacy of necessary infrastructure has been a major problem facing Nigerian educational system in the past two decades. This is noticeable in the gross inadequacy of teaching materials, office and lecture spaces, lack of current books in the libraries, lack of ICT facilities and poorly equipped laboratories. In a study by Damas et Al (2019), it was found that in most secondary schools in Nigeria, teaching and learning take place under a most non-conducive environment, lacking basic amenities and thus hindered the fulfillment of educational objectives. Availability of enabling physical environment is important in the development of an efficient and effective educational programme in all sectors of the educational system. Thus, a well-planned and maintained physical working environment will not only enhance good teaching process but also facilitate learning.

The junior secondary school system and the teaching profession have been so destroyed to the extent that Nigerian teachers are largely frustrated and depressed. One must add that the terrible damage done to the status and image of teachers became unnoticed. This has become a

thing of embarrassment to many dedicated teachers (Olakunle, 2017). Stated that, too many things have happened within the last thirty years; the poor educational structure, the management, the administration, the supervision, and the financing, this basic problem had led to serious malfunctioning of not only junior secondary school teachers but our entire educational system. However, the factors that hinders effective content delivery among junior secondary school teachers as outlined by Bettencourt and Brown (2014),include the following:

1. Inadequate and decay infrastructural facilities
2. Poor supervision of schools
3. Pay condition and teacher motivation
4. Negative attitudes of teachers
5. Workload and challenges
6. Lack of Career Development
7. Security challenges

1. Inadequate and Decayed Infrastructural Facilities

School facilities are the material resources that facilitate effective teaching and learning in junior secondary schools. Johnston and Clark (2011), posited that they are things which enable skillful teachers to achieve a level of instructional effectiveness that exceed what is possible when they are not provided. School infrastructure has been shown to have a major impact on effective service delivery among junior secondary school teachers. Despite large amount of money being allocated to SUBEB, studies have consistently commented on the poor state and repair of any junior secondary schools. There is problems with junior secondary school building and facilities, the most comprehensive national survey of junior secondary school infrastructure

carried out by Ikoya and Oyomesi (2017), concluded that infrastructure was in bad state. Specifically:

- 53% of schools lacked fundamental structures;
- Over 68% had no functioning library; and
- 65% had no electricity, 54% had no pipe born water, and 89% had no school transport.

However, a school with inadequate offices, classrooms, chairs, lockers, libraries, textbooks and laboratories, will be uncomfortable for teachers' to deliver their content effectively. According to Akpochafo (2010), in most junior secondary schools in Nigeria, teaching and learning take place under un-conducive environment, lacking the basic materials and thus hinders content delivery.

2. Poor supervision of Schools

Content delivery and maintenance of standards in the junior secondary school system are largely enhanced through regular internal and external supervision. Bassey (2010) argued that secondary schools are presently supervised by two categories of people namely (1) Internal supervision within the school, supervisors such as principals, vice principals and the head of department. (2) External supervisors outside the school such as, supervisors who are formally designed officials from the inspectorate division of the ministry of education and the area or zonal education offices. The primary responsibility of inspectors is to see that high standards are maintained and that schools are run in accordance with the laid down regulations while it has been argued that both the principals, vice principals and the external the external supervisors are not doing their assigned responsibility, majority of the internal supervisors do their work only if they were informed that the external supervisors are coming, and these external supervisors

appears to be none functional as they seldom visit schools to monitor the operation in these schools. This has invariably hindered content delivery in junior secondary schools(Adesina, 2011).

Teachers' accountability is generally weak where there is low remuneration. Systematic controls are inadequate, and teachers are rarely inspected and difficult to discipline. When salaries are deposited to banks, head-teachers cannot withhold them from poorly performing teachers and face lengthy and ineffective alternate means of sanctioning them. Furthermore, teacher pay and promotion is rarely linked to performance. When teachers are inspected, the process is often purely supervisory with little support or advice for how teachers can improve their performance. Aremu (2014) highlighted the need for greater accountability in order to rein in unprofessional teacher behavior in schools. Increased accountability can function as a strong complement to other methods of improving teacher motivation. However, combining class size reduction with improved accountability (by hiring local teachers on short term contract or by increasing parental oversight) produced larger test score increases than reduced class size alone. However, accountability that is too harsh or not complemented with support can just as readily damage teacher motivation. A large number of inspector visits or large degree of parental oversight decreases teacher job satisfaction, although these measures also increase student achievement and decrease teacher absenteeism. Aremu (2014), warn against the de-motivating consequences of continually sanctioning of poorly performing teachers or schools without simultaneously providing support for those teachers or schools to improve their performance.

3. Pay Conditions of Service and Teacher Motivation

The broad consensus among occupational psychologists in developed country contexts is that pay on its own does not promote content delivery. However, pecuniary motives are likely to be dominant among teachers where pay and other material benefits are too low for individual and household survival needs to be met. Only when these basic needs have been met is it possible for higher-order needs, which are the basis of true job satisfaction, to be realized." (Aremu, 2014). Teacher salaries are generally low, especially in Africa. Lack of a living wage can undermine the foundation of basic need fulfillment teachers require before they can focus on improving their work. When teachers do not have enough money to live, they often resort to secondary employment activities, which can undermine their motivation to perform in their primary job and lead to increased absenteeism. One such secondary employment activity, private tutoring, can be especially harmful to students' achievement, or at least the distribution of students' achievement, when teachers cut back on teaching part of the curriculum in school in order to generate demand for their tutoring services out of school. Besides resorting to secondary employment, teachers who earn poverty wages are often unable to eat properly before coming to school. Furthermore, it is difficult to motivate qualified teachers to work in the neediest schools and in rural areas without sufficient material incentives. Low pay also alters the profile of those who are most motivated to become teachers, as the opportunity cost of joining the poorly-paid teaching force is lowest for the unskilled, inexperienced, women, and those from rural areas (Wentzel, 2015).

However, beyond a reasonable salary, there is little evidence that further pay increases motivate teachers. Mkpa(2017) does not find a salary structure to be an obvious determinant of teacher job satisfaction. If teachers are able to support themselves and their families, how teachers are paid may be more important than how much they are spent. Teachers are more

motivated when they are paid on time, when retrieving their pay is easy, and sometimes through performance bonus-pay schemes.

Studies across Nigeria have shown that low teacher motivation (e.g. Adewale2020 ,Sabatino 2019, Sarshar*et al*. 2013) often lies at the root of widespread teacher poor delivery, described as endemic in some junior secondary schools, especially in the rural areas, and is also the cause of high rates of attrition. Teacher pay and conditions are almost universally reported to be the main source of dissatisfaction among teachers; they generally felt undervalued and neglected by government. The main issues that affects content delivery by teachers relating to pay conditions According to Adewale (2020) are:

- Low pay, especially in comparison with other civil servants
- Low pay is compounded in some cases by high accommodation costs and high transport cost to reach school
- There are delays in payment, partly due to multiple layers of responsibility in a decentralized government and to politicized payments
- Salary delay sometimes results in teachers having to seek alternative employment (therefore adversely affecting content delivery) until they are paid
- Salary structures currently vary by state and depend on which level oversees the school.
- Salary even vary within the school, depending on who you know
- Promotion is based on qualifications and years of service rather than competence, a situation that is exacerbated by the lack of agreed teaching standards or benchmarks against which to make objectives assessments
- The salary increase due after teachers upgrade their qualification is often not paid.

4. Negative Attitude of Teachers

In Nigeria, teaching has low status. Robbins (2017) while many teachers are involved in unwholesome practices such as examination malpractices, absenteeism from school and classes, late coming to school and classes, inappropriate and non-keeping of records, trading within and outside school, commercial driving, immoral relationship with female students, extortion of money from students, drinking and smoking during official hours. The inability of teachers to show commitment to teaching in schools has been attributed to the unseriousness, indiscipline, poor academic performance of students in schools, which have continued to be of concern to secondary schools' administrators, government, parents/guardians and other education stakeholders

5. Workload and Challenges

Obanya(2020), stated that Notable among the challenges is workload. The concept of workload is a broad one that requires thorough understanding. There is a limited generic meaning- the number of periods a teacher has-attached to it, but it goes beyond that. Apart from the general meaning of workload in teaching parlance, the ratio of learners to teachers is an embedded meaning. Teaching is not the only activity in a class. There are other essential activities such as supervision and inspection of individual learner's work, wrap up assessment after each lesson, marking of assessment and supply of correction. In a crowded classroom where it is notoriously difficult for the teacher to move round the class for inspection, where learners can't talk at a decent decibel level, all the essential teaching and learning activities in the class never take place.

Teachers facing heavy workloads need sufficient motivational supports in order to sustain their effort and professional conduct on the job. If teachers' workload is greater than teachers' motivational supports, teacher motivation is threatened. Expanding access to education for all, as many countries are attempting, increases the workload and challenges faced by teachers. Education for all, combined with population growth, often requires remote deployment of teachers, large class sizes, multiple teaching shifts, or multiple grade levels within a single class. Thesechallenges are negatively correlated with teacher poor content delivery and positively correlated to absenteeism in Africa. Furthermore, due to political influence and irrational policies, it is the least qualified teachers who are most often sent to the most challenging and neediest schools – frequently those located in rural areas (Bitner, 2017)

In addition, Living far from school can also contribute to poor content delivery. In many developing countries, teachers are increasingly asked to perform a greater range of duties, including health education, distributing food, giving immunizations, taking census data, and organizing community development activities. If not properly compensated, these sorts of demands on teachers can decrease their efforts in content delivery. (Robbins, 2017).

6. Lack of Career Development

Conditions surrounding career development often undermine content delivery. Teachers are often recruited from lower-performing academic tracks in the education system; and this not only contributes to a view of teaching as a lower-skilled profession, but also makes teaching a job of last resort for the skilled – and an attractive option for the untalented. While teachers may dislike external controls on their teaching decisions and behavior, nearly all

teachers appreciate external professional support. To improve content delivery,Bozimo and Ikwumelu (2009), highlighted the need for more attractive career structures and more opportunities for teacher professional development. In-service training in particular can increase teacher morale, especially when combined with mentoring and observation, and lead to improved students' outcomes (Abraham 2014). Teachers do appear to be confident in their own abilities, but feel they need the external support, tools, and training to allow them to excel in their work, and opportunity to progress up the career ladder. Professional development also enhances teacher motivation through an important and related channel: observed students' achievement.

Mkpa (2009), finds that teachers with the highest educational attainment are the least satisfied with their job, indicating that their preparation is mismatched with the reality of their work. When committed, skilled teachers do enter the system, they face few opportunities for promotion and only infrequent, low-quality training that fails to give teachers the tools to overcome their classroom challenges. Teachers often rely on and value the opportunity to network with other teachers, and even the chance to progress up the career ladder to become formal mentors to other teachers, but these opportunities are scarce. Because criteria for advancement are primarily based on qualifications and years of service, both good and bad teachers are promoted together, further undermining motivation. Teachers often see their work in the classroom as a stepping stone, and desire to move on either to school administration or another profession entirely. However, the current system provides few opportunities for advancement either within or outside of the classroom. When teachers do pursue their post-classroom ambitions, their independent study to increase their qualifications can lead to increased poor content delivery.

2.14 Review of Related Empirical Studies

Several researches were conducted related to this study, some of which are:

Uchendu (2012), Conducted a Research titled "The influence of motivational strategies on teachers' teaching performance in public secondary schools in Uyo – Urban, AkwaIbom State". One hypothesis was formed to guide the study and Expo Facto design was adopted for the study. A sample of three hundred and sixty (360) teachers was randomly selected from the population of all the secondary school teachers in the 18 public schools in the Area. A questionnaire based on four point likert-type scale was developed and administered to the 360 teachers. The data collected was subjected to statistical analyses using ANOVA. The test yielded significant influence of motivational strategies on teachers' work performance.

The studies differed in their titles, the previous one investigates the influence of motivational strategies on teachers' teaching performance in public secondary schools in Uyo – Urban, AkwaIbom State: while the current was titled "Impact of Social Studies Teachers Efficacy on the content delivery in junior secondary schools in Kebbi State. The previous adopted Expo Facto design, while the current use descriptive survey design. This study used t-test to test the hypotheses and the previous study used Analysis of Variance (ANOVA). They also differed in the location. The sample size of study under review was 360 while this study used 234 as Sample.

The areas of similarities are in the line of population of the study, instrument for data collection. For instance, both used teachers as respondents. They both use questionnaire based on four point Likert-type scale. They equally used mean and standard deviation for answering research questions.

Ubah and Shu‘aibu (2014) carried out a research titled “the evaluation of the implementation of Nigeria certificate in education social studies programme in federal colleges of education in north-western political zone of Nigeria.” Descriptive survey design was adopted and questionnaire was used for data collection. The research population was 108 which comprised of lecturers and the management staff of federal colleges of education under study. The sampled schools were 3 while the sampled population equivalent of the population because the population is not much to be sampled. Data collected were analyzed with the use of frequencies, percentages, means, standard deviations for the research questions and one sample t-test was to test the hypotheses. They found that, the implementation of the course contents is mostly dominated by the use of traditional techniques of instruction notably the lecture method to the detriment of other instructional strategies.

The studies differ in the areas of the Tittle of the study, objectives of study, Location of the study, Research Design, sample size and Statistical tools. For instance, the research conducted Ubah and Shu‘aibu (2014) was titled “the evaluation of the implementation of Nigeria certificate in education social studies programme in federal colleges of education in north-western political zone of Nigeria”. While the current study was titled Impact of Social Studies Teachers’ Efficacy on Content Delivery in Junior Secondary School in Kebbi State. This study used t-test to test the hypotheses and that of Ubah and Shu‘aibu (2014) used Qualitative data analysis through thematic content analysis. This study conducted in Kebbi State the while that of Ubah and Shu‘aibu (2014) was conducted at Niger state Nigeria. The current study used teachers as respondents while the current study used lecturers as respondents.

The areas of similarity are in the line of used mean and standard deviation for answering research questions. They both use frequencies and percentages. They equally adopted descriptive survey design.

Babo (2015), Carried out research titled "Assessment of Social Studies Curriculum Implementation in Junior Secondary Schools in Yobe State". The study adopted a correlational research design, data were collected using questionnaires. Structured questionnaire was used to collect data from respondents while the data for the study was analyzed using multiple statistical procedures: mean point value, standard deviation, and variance, t-test and One-way-analysis of variance (ANOVA). The findings revealed that, social studies curriculum content is not being properly implemented in junior secondary schools in Yobe State, there is no significant difference in the pedagogical methods used by social studies teachers in implementation of social studies curriculum in Junior Secondary Schools in Yobe State, and most of the social studies teachers are using conventional method of teaching, there is no significant difference in the teachers' used of instructional materials in the implementation of social studies curriculum in Junior Secondary Schools in Yobe State, and in most of the schools lacked instructional materials, there is no significant difference in the problems identified with the implementation of social studies curriculum in Junior Secondary Schools in Yobe State. The study recommend that all people concerned with the implementation of social studies curriculum content should be actively involved and committed to ensure the effective implementation of social studies curriculum in Nigeria, social studies teachers need to be conversant with the appropriate and newly discovered teaching methods and strategies and as well employ them while teaching social studies, social studies instructional materials and resources should be made available to the schools, there is need to consider teacher motivation, and provide adequate classrooms for social

studies lessons and Quality assurance officials should put more effort and perform their duties accordingly.

The studies differed in the areas of title of the study, population, research design sample and sampling technique statistical tool for data analysis, Location. For instance, the current study was titled “Impact of Social Studies Teachers’ Efficacy on Content Delivery in Junior Secondary School in Kebbi State.” While that ofBabo (2015), was titled as “investigated on assessment of social studies curriculum implementation in Junior Secondary Schools in Yobe State” This study used t-test to test the hypotheses and Babo (2015), used t-test and One-way-analysis of variance (ANOVA) and Babo (2015), investigated the teachers’ satisfaction while the present study deals with social studiesteachers’ efficacy on content delivery in junior secondary school. The previous used stratified random sampling technique and the present will use Proportionate sampling technique. They differ in the level of location. They are similar because they used teachers as respondents. They equally used frequencies and percentages. They both use mean and standard deviation for answering research questions. They equally used descriptive survey design

Fwang’le (2015) carried out a study on the assessment of the implementation of social studies curriculum in Colleges of Education in North Central Geo-Political Zone of Nigeria. The adopted descriptive survey design that consists of six research objectives, questions and hypotheses which centered around teacher quality and number; adequacy of physical facilities; instructional materials; prescribed standards; pedagogical and evaluation strategies. The population of his study consists of 2,600 students and 102 teachers. The sample of his study was 800 NCE 3 students and 40 teachers which were randomly selected from 8 out of 16 public and private Colleges of Education in North Central Geo-Political Zone of Nigeria. A self-designed

questionnaire titled “Assessing Implementation of Social Studies Curriculum (AISSC)” was used in conjunction with observation checklist of inventory to collect data. Data collected were analyzed with the use of frequencies, percentages, means, standard deviations for the 6 research questions and one sample t-test to test the 6 hypotheses. Results of his major findings revealed that shortage of qualified teachers, inadequacy of physical facilities and instructional materials, non-adherence to minimum standards, and inappropriate evaluation strategies affects the implementation of social studies curriculum in north central geo-political zone. There was however progress in pedagogy by teachers. It was therefore recommended that government, National Commissions for Colleges of Education (NCCE), provosts and other stakeholders should ensure that adequate human and material resources are provided for a more effective social studies curriculum implementation in the Colleges of Education.

The reviewed study has some similarities and differences with the present study. The population of the study under review consists of students and teachers while the population of the current study is made of only teachers teaching social studies in junior secondary schools in Kebbi State, Nigeria. Both studies adopt questionnaires as the instrument for data collection.The study under review made use of 6 research objectives, questions and hypotheses just as the current study has 4research objectives, questions and hypotheses. Also both studies adopt t-test statistics to test all the null hypotheses.

Mazaki (2017) worked on the effect of staff welfare on teachers’ performance in Public primary schools in Bugisu sub-region. Staff welfare was regarded as the independent variable, while teachers’ performance was the dependent variable. The study was guided by five research objectives and five research questions. The study employed a descriptive cross-sectional survey research design - with both qualitative and quantitative approaches, and data was collected from

559 respondents. Quantitative data was analyzed using SPSS computer software (Version 20) to generate frequencies, percentages, mean, and standard deviation. Principal Component Analysis and Regression were employed to determine the pattern of interrelations and robustness among the constructs of welfare variable and their level of effect on teachers' performance. Qualitative data analysis was done through thematic content analysis. The findings revealed that welfare is positively associated with teachers' performance in public primary schools in Bugisu sub-region. The findings also revealed that housing, meals, and the school environment have a statistically significant effect on teachers' performance in public primary schools in Bugisu sub-region, while medical care and allowances did not. It is concluded that welfare may account for teachers' performance in Bugisu sub-region. It is therefore recommended that education policy makers, implementers and managers pay much attention to the provision of teachers' welfare inpublic primary schools in Bugisu sub-region. This is hoped to improve teachers' welfare policy and performance in public primary schools.

The studies differ from one another because the previous one discussed effect of welfare on teachers' performance in Public primary schools: while the current deals with imperative for social studiesteachers' efficacy on content delivery in junior secondary school. The ongoing will use t-test to test the hypotheses and the previous used Qualitative data analysis through thematic content analysis. They differ in the level of location. The current used teachers as respondents and the previous used staff. The areas of similarities are on the statistical tools and research design. For instance, both studies used mean and standard deviation for answering research questions. The both also used frequencies and percentages and they equally adopted descriptive survey design. Another area of similarities is the instrument for data collection both the studies used Structured Questionnaire as data collection instrument.

Prince (2017) conducted a study titled "Teachers' job satisfaction and motivation for school effectiveness in Rivers State of Nigeria". The study adopted a correlational research design, data were collected using questionnaires. This study assessed the differences and relationship between the level of teachers' job satisfaction, motivation and their teaching performance in Rivers State of Nigeria. A questionnaire titled "Teacher Job Satisfaction and Motivation Questionnaire" "TEJOSAMOQ" was used to collect data for the study. While the data for the study was analyzed using multiple statistical procedures: mean point value, standard deviation, and variance, t-test and One-way-analysis of variance (ANOVA). The survey results revealed that teacher related sources of job satisfaction seem to have a greater impact on teaching performance, as teachers are also dissatisfied with the educational policies and administration, pay and fringe benefits, material rewards and advancement. The findings revealed that teachers are motivated by both the context and content, i.e., job security and working conditions of the work itself, reaching one's potential and personal growth.

The studies differed in the areas of title of the study, Sample and Sampling technique, Location of the study, Statistical tools used for data analysis, answering Research Questions and testing Hypothesis. The areas of similarities include the population of the study which both used Social Studies Teachers, the instrument for data collection, they both adopted Questionnaire as instrument for data collection. Another area of similarity is Research design as both used Descriptive Survey Research Design. The studies are also similar in Statistical tool used in answering Research Questions as the both used mean and standard deviation for answering research questions.

Uduak (2018) investigated on teachers' satisfaction with physical working environment: imperative for effective content delivery in junior secondary school in Akwa Ibom state. Survey

design was utilized in conducting the study. One research question and one hypothesis were used for the study. A sample of 533 respondents, derived from a population of 5,339 teachers, were involved in the study. Two research instruments were developed titled "Physical Working Environment Assessment Questionnaire" and "Teachers' Service Delivery Questionnaire" duly validated by experts in Educational Administration and Planning with reliability index of 0.88 and 0.85 respectively were used to elicit relevant data for the study. Data gathered were analyzed using frequency counts, simple percentages and Pearson Product Moment Correlation Analysis. The hypothesis was tested at .05 level of significance. Findings indicated that majority of the teachers were not satisfied with 11 out of 14 aspects of their schools' physical working environment. The facilities were library books, office accommodation, office chairs and tables, teaching aids, shelves for book storage, office space, toilet facilities, electrical facilities, classroom space, science laboratories and computer facilities. The findings also showed that there was a strong relationship between school physical environment and teachers' service delivery. The study recommended that adequate facilities such as laboratories, library books, tables and chairs should be made available for teachers' use in order to enhance their service delivery.

The studies differ from one another because the previous one discussed teachers' satisfaction with physical working environment: while the current deals with imperative for social studie teacher’s efficacy on content delivery in junior secondary school. The ongoing will use t-test to test the hypotheses and the previous one used Pearson Product Moment Correlation Analysis regression analysis. The previous investigated the teachers’ satisfaction while the present study deals with effective service delivery. The previous used stratified random sampling technique and the present will use Proportionate sampling technique. They differ in the level of

location. They are similar because they used teachers as respondents. They equally used frequencies and percentages. They both use mean and standard deviation for answering research questions. They equally used descriptive survey design.

Ukaigwe, &Adieme, (2018) they examined "Teachers' Training Needs for Sustainable Functional Secondary Education in Imo State, Nigeria. Two research questions and one null hypothesis guided the study. The study adopted analytical survey research design. The population comprised all the 317 principals in the 317 public senior secondary schools in Imo State. A sample of 216 principals (155 male and 61 females), which represents 68% was drawn using proportionate stratified sampling technique from the three Senatorial Districts. The instrument that was used for data collection was a self-designed 14-item questionnaire entitled: "Teachers' Training Needs Questionnaire (TTNQ)." The questionnaire was duly validated by three experts in Test and Measurement. The reliability of the instrument was tested using the Cronbach's Alpha statistics to establish the internal consistency of the questionnaire items, and the coefficient of 0.86 and 0.67 were obtained for the two clusters respectively. The research questions were answered using mean and standard deviation while z-test was used to test the null hypothesis at 0.05 level of significance. The findings of the study revealed, among others, that principals agreed that teachers need to be trained for a sustainable functional education in Imo State. These training needs include: training teachers on how to use computer-assisted instructions to teach in the classroom in this digitalized era; training them to adapt their teaching to learners' needs by equipping them with appropriate skills required for self-reliance; training them on how to improve their pedagogical skills in order to meet the challenges of the 21st century teaching. Based on the findings, the researchers recommended among others, that the

principals, as change agents should strive to meet teachers' training needs in order to achieve the sustainable functional education society expects from the school system.

The studies differ from one another because the previous one discussed Teachers' Training Needs for Sustainable Functional Secondary Education: while the current deals with imperative for social studies teachers efficacy on content delivery in junior secondary school. The ongoing will use questionnaire and t-test to test the hypotheses and the previous one used z-test to test the null hypothesis at 0.05 level of significance. They differ in the level of location. The previous used principals as respondents while the current will use teachers. They are similar because they both use mean and standard deviation for answering research questions. They equally used frequencies and percentages. They both used descriptive survey design.

Olujuwon&Oluwakemi (2019), investigated the predictive impacts of welfare packages on teachers' job satisfaction and productivity in public senior secondary schools in Lagos State Education District V. A multipurpose questionnaire titled: Teachers' Welfare Packages, Job Satisfaction and Productivity Questionnaire (TWPJSAPQ) with a Cronbach' Alpha reliability coefficient of 0.73 was administered to 220 purposively selected teachers. Two null hypotheses were tested with the aid of multiple regression analysis. On one hand, the regression model, S = 25.03 + 0.02(st) - 0.08(sp) + 0.02(hsa) - 0.06(ha) revealed that staff training and house allowance have positive but insignificant predictive impact while staff promotion and hazard allowance are insignificantly negative predictors of job satisfaction. On the other hand, the result, P = 29.95 - 0.06(st) + 0.13(sp) - 0.01(hsa) - 0.05(ha) showed that promotion allowance is a positive but insignificant predictor, while staff training, house allowance and hazard allowance are negative but insignificant predictors of job productivity. In the same vein, staff salary, car loan, study leave and leave allowance contributed nothing to teachers' job satisfaction and productivity. It

was recommended that Lagos State Government should continue to set the pace in making prompt payment of teachers' salaries but should improve on the provision of car loan, study leave and leave allowance to all eligible teachers. Also, the Government should synergize with quality assurance department and salary-welfare units to properly investigate teachers' plight and complaints in all the districts, while teachers should be encouraged to put hard work and commitment ahead of incentives and welfare packages.

The studies differed from one another because the previous one discussed predictive impacts of welfare packages on teachers' job satisfaction and productivity in public senior secondary schools: while the current deals with imperative for ocial studies teachers efficacy on content delivery in junior secondary school. The previous used Chi-square to test the two null hypotheses at 0.05 level of significance. The ongoing will use t-test to test the hypotheses.They differ in the level of location. They are similar because they both use teachers as respondents. They both use mean and standard deviation for answering research questions. They equally used frequencies and percentages. They both adopted a descriptive survey design.

Another work Conducted by Terngu, Odeh, &Agbe (2019) on the Influence of Motivation on Teachers' Job Performance for Quality Assurance in Public Secondary Schools in North Central, Nigeria. The study sought to find out the influence of payment of regular salaries and provision of welfare packages on teachers' Job Performance for Quality Assurance in Public Secondary Schools in North Central, Nigeria. Two research questions guided the study while two research hypotheses were tested at 0.05 level of significance. The study adopted survey research design. The population of the study was 6,560 teachers from 1,250 public secondary schools. Using Taro Yamen's formula, the sample size of 377 teachers and 303 public secondary schools was selected. A 35 - item structured questionnaire developed by the researchers titled "Influence

of Motivation on Teachers' Job Performance for Quality Assurance Questionnaire (IMTJPQAQ)" was used as instrument for data collection. The questionnaire was validated by experts. The reliability coefficient obtained for the instrument was 0.68. Descriptive statistics of mean and standard deviation were used to answer the two research questions while Chi-square was used to test the two null hypotheses at 0.05 level of significance. The findings of the study revealed that payment of regular salaries and provision of welfare packages significantly influence teachers' job performance for quality assurance in public secondary schools in North Central, Nigeria. Based on the findings of the study, the researchers recommended that adequate funds should be provided to pay teachers' salaries and teachers' welfare should be of paramount focus for higher productivity on the job.

The studies differ from one another because the previous one discussed Influence of Motivation on Teachers' Job Performance for Quality Assurance: while the current deals with imperative for social studiesteachers' efficacy on content delivery in junior secondary school. The previous used Chi-square to test the two null hypotheses at 0.05 level of significance, while the ongoing will use t-test to test the hypotheses. They differ in the level of location. They are similar because they both used teachers as respondents. They both use mean and standard deviation for answering research questions. They equally used frequencies and percentages. They both adopted a descriptive survey design.

Okon (2020), investigated the influence of educational support services on teachers' job performance in secondary schools in AkwaIbom State, Nigeria. To guide this study, two research hypotheses were stated. The study adopted the cross-sectional survey design. A total sample of 721 teachers which was 20% of the population was selected from the study area. The main instruments used for data collection were questionnaire titled Educational Support Services

Questionnaire (ESSQ)" and "Teachers' Job Performance Questionnaire (TJPQ)". The instruments were validated by experts and the reliability of the instrument established using Cronbach alpha and the coefficient of the sub scales ranged from .77-85 were high for the instrument to be considered reliable. Data collected were analysed using One-way Analysis of Variance (ANOVA) and the result showed that there is a significant influence of Information and Communication Technology (ICT) support services and in-service training support services on teachers' job performance in terms of lesson presentation, knowledge of subject matter, classroom management and teaching strategies. Based on the findings of the study, it was recommended that teachers should be trained and retrained on periodic basis in order for them to meet up with the challenges of education in the 21stcentury.

The studies differed from one another because the previous one investigated the influence of educational support services on teachers' job performance in secondary schools in AkwaIbom State, Nigeria: while the current deals with imperative for social studiesteachers' efficacy on content delivery in junior secondary school. The previous adopted a cross-sectional survey design, while the current use descriptive survey design. The ongoing will use t-test to test the hypotheses and the previous used One-way Analysis of Variance (ANOVA). They differ in the level of location. They are similar because they both used teachers as respondents. They equally used mean and standard deviation for answering research questions.

Jonathan (2020) Investigated motivation and teachers' performance in selected secondary schools in Ikenne Local Government Area of Ogun State. The study adopted a descriptive survey research design of an ex-post facto type. Four research hypotheses were formulated and tested at 0.05 level of significance. Data were collected using a self-developed questionnaire tagged "Teachers' motivation and performance in secondary schools". The

questionnaire was validated and the Cronbach's alpha was 0.81 while the reliability was confirmed at 0.78 using a split-half correlation coefficient. Research questionnaires were administered to two hundred (200) teachers that were randomly selected from four major (4) administrative zones in LGA but only one hundred and eighty-seven (187) were adequately filled and used in the analysis. Data were analyzed using Pearson Product Moment Correlation Coefficient and Multiple Regression statistical methods. The findings of this study reveal a significant positive relationship between teachers' job performance and motivation in ensuring quality education in secondary schools ($r = .567$; $p>.05$). The study also indicated that reward system, professional training and development, work situational factors accounted for 10.4%, 29.1%, and 13.9% respectively of the variance in the motivation of teachers in public secondary schools. The findings reveal that the importance of motivation in the day-to-day performance of teachers cannot be overemphasized, especially when it comes to being rewarded for a job done and being happy on the job. It was recommended that for higher performance as well as for employees to have sense of belonging, Management must introduce Management by Objective (MBO) approach so that all staff will take part and be able to contribute meaningfully to the development of the organization.

The studies differ from one another because the previous one Investigated motivation and teachers' performance in selected secondary schools: while the current deals with imperative for social studiesteachers' efficacy on content delivery in junior secondary school. The previous used Pearson Product Moment Correlation Coefficient and Multiple Regression statistical methods while the ongoing will use t-test to test the hypotheses. They differ in the level of location. They are similar because they both use teachers as respondents. They both use

questionnaires as instrument for data collection. They both use mean and standard deviation for answering research questions. They equally used frequencies and percentages. They both used descriptive survey design.

Florence (2021) worked on the "influence of welfare package on teacher performance in private secondary school in Anambra State". Three research questions guided the conduct of the study. Three hypotheses were formulated for the study. Descriptive survey research design was adopted for the study. The population of the study comprised 2700 teachers in Anambra state secondary schools. The Sample size for the study consists of 790 teachers drawn from the population of the study. The sample consists of 5% of the entire population. The instrument for data collection was a structured questionnaire titled "Welfare Package and Teacher Performance Questionnaire" (WPTPQ) designed by the researcher. Data generated were analyzed using Mean and standard deviation to answer the research questions. Z-test was used to test the hypotheses at 0.05 level of significance. The findings of the study include: Housing allowances influencing teacher's performance in private secondary school is high. Co-operatives and saving facilities influencing teacher's performance in private secondary school is high. Medical care allowances onteacher'sperformance in private secondary school are high. Housing allowances and teachers' performance in private secondary school in Anambra State was not significant. Co-operatives and saving facilities and teachers‟ performance in private secondary school in Anambra State was not significant. Medical care allowance and teachers‟ performance in private secondary school in Anambra State was not significant. The study recommended that teachers housing allowances should be paid promptly to enable them concentrate on their job for effective delivery. Private school management and the government should make sure that Co-operatives and Saving Facilities of teachers are well managed to ensure conformity of regular payment by

the appropriate authorities. The government and private school management should motivate teachers by providing free medical care, which will spur them to enhance teachers‟ job performance.

The studies differ from one another because the previous one discussed influence of welfare package on teacher performance in private secondary school: while the current deals with imperative for social studiesteachers' efficacy on content delivery in junior secondary school. The previous used Chi-square to test the two null hypotheses at 0.05 level of significance. The ongoing will use t-test to test the hypotheses. They differ in the level of location. They are similar because they both use teachers as respondents. They equally used mean and standard deviation for answering the research questions. They both adopted a descriptive survey design

Summary

This research work is designed to analyze the impact of social studies teachers' efficacy on content delivery in junior secondary school education in Kebbi state, Nigeria. In this chapter, reviews of related literature is presented in the following sub- headings: Theoretical framework which included: Instructional theory, humanistic theory among others. Under the conceptual framework the following were discussed. They are: Concept of social studies education, Philosophical background of social studies education programme, Objectives of social studies education, Nature and scope of social studies education, Historical development of social studies education, Development of social studies thoughts in United States, Development of social studies thoughts in Africa , Development of social studies thoughts in Nigeria, Social studies contents, Methods of teaching social studies and Evaluation of lesson in social studies. More so,

Concept of teacher, Concept of content delivery and factors that hinders content delivery among junior secondary school teachers were all discussed in this chapter.

Many empirical related studies were reviewed. They are: Uduak (2018) investigated on teachers' satisfaction with physical working environment: imperative for effective content delivery in junior secondary school in AkwaIbom state, Ukaigwe, &Adieme, (2018) they examined “Teachers’ Training Needs for Sustainable Functional Secondary Education in Imo State, Nigeria, Prince (2017) conducted a study on Teachers’ job satisfaction and motivation for school effectiveness, Jonathan (2020) Investigated motivation and teachers’ performance in selected secondary schools in Ikenne Local Government Area of Ogun State, Another work Conducted by Terngu, Odeh, &Agbe (2019) on the Influence of Motivation on Teachers’ Job Performance for Quality Assurance in Public Secondary Schools in North Central, Nigeria, Olujuwon&Oluwakemi (2019), investigated the predictive impacts of welfare packages on teachers' job satisfaction and productivity in public senior secondary schools in Lagos State Education District V.

Others are: Florence (2021) worked on the “influence of welfare package on teacher performance in private secondary school in Anambra State, Mazaki. (2017) worked on the effect of welfare on teachers’ performance in Public primary schools in Bugisu sub-region, Okon(2020), investigated the influence of educational support services on teachers’ job performance in secondary schools in AkwaIbom State, Nigeria, Uchendu (2012), investigated the influence of motivational strategies on teachers’ teaching performance in public secondary schools in Uyo – Urban, AkwaIbom State. Basically the review tried to find out how welfare, motivation and other factors have contributed to service delivery but the ongoing research wants

to find out the impact of social studies teachers efficacy on content delivery in junior secondary schools in Kebbi State.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter has been discussed under the following sub-headings:

- Research Design
- Population of the study,
- Sample and sampling technique,
- Instrumentation,
- Validity of the instrument,
- Reliability of the instrument,
- Procedure for Data collection,
- Procedure for Statistical analysis

3.2 Research Design

This study adopted a descriptive survey research design. This is research design that seeks to find out the current opinions, views and information from people concerning a particular problem under investigation. Survey design is useful scientific tool to employ when one is interested in the opinions and attitudes as well as the relationship of these opinions to the respondents behavior.Mounton, (2011) state that survey design allows for a systematic gathering of information through the use of questionnaire and interview. It focuses on people, their beliefs

and behaviors and it also help the researcher to document current opinions and information on research work.

3.3 Population of the Study

Population according to Polit and Hungler (2017) is any group of individual that have one or more characteristics in common that are of interest to the researcher. The population of the study comprised the total number of social studies teachers in Junior Secondary Schools in Kebbi State. The total number of Social Studies Teachers is 600 across the six educational zones in Kebbi state. That was based on the official data collected from the six Educational Zones in Kebbi State as at October, 2020. The distribution of the population *of the study is presented in table 1 below.*

Table 1: Population of the study by gender and educational zone.

S/N	Educ. Zone	No. of schools	Male	Female	Total
1	Argungun	43	52	27	79
2	Bunza	52	62	20	82
3	BirninKebbi	58	109	43	152
4	Jega	31	63	26	89
5	Yauri	35	47	23	70
6	Zuru	61	93	35	128
Total		**280**	**426**	**174**	**600**

Source: SUBEB-Kebbi State (2020)

3.4 Sample and Sampling Technique

*The sample size was***234** *from the population above as determined by modified Research Advisor (2010). Proportional sampling technique was used to select the schools. While simple random sampling was used in selecting* **234***Social Studies teachers in junior secondary schools in Argungu, Bunza, BirninKebbi, Jega, Yauri and Zuru educational zones.*

Table 2: Sample Size for the Study

S/N	Educ. Zone	No. of schools	No. of Teachers	Sample
1	Argungun	43	79	28
2	Bunza	52	82	33
3	BirninKebbi	58	152	61
4	Jega	31	89	39
5	Yauri	35	70	24
6	Zuru	61	128	49
Total		**280**	**600**	**234**

3.5 Instrumentation

This study used structured questionnaire titled "Impact of Social Studies teachers' efficacy on content delivery in junior secondary schools in Kebbi State Questionnaire (ISSTECDQ)" as a data collection instrument. The questionnaire was designed in modified liked type four point construct in which respondents have respond to each item in terms of degrees of agreement and disagreement. The responds of the respondents were rated as follows:

Strongly Agree (SA) 4, Agree (A) 3, Disagree (D) 2, and Strongly Disagree (D) 1 respectively.

3.5.1 Validity of the instrument

Validity is the extent to which a measuring instrument provides adequate coverage of the topic under study (Mugenda, 2017). In order to ascertain the face, construct and content validity, the research instrument was vetted by the research supervisors, experts in English language, statisticians, test and measurement Departments. This certified that the instrument is fit for the collection of relevant reliable data for the study.

3.5.2 Reliability of the Instrument

Reliability refers to the extent the instrument is consistent in measuring what is expected to measure (Mugenda, 2017). In order to ascertain the reliability of the research instrument, a Pilot test was conducted in some selected junior secondary schools in BirninKebbi Area/town using thirty (30) Social studies teachers. These schools includes Government Day Secondary School GwadanGaji Quarters, junior Secondaryschool Junju, and Government Day Junior secondary school Gesse Phase 1 among others with the purpose to ascertain the reliability of the test instrument and to gain insight into the sampling administration of the study as much as possible. However, Downie and Heath (2013) said that an instrument is considered reliable if its reliability coefficient has between 0.064 and the closer to 1, the more the reliability of the instrument the more its efficiency in attaining the desired results. However, Special Package for Social Science (SPSS Version 23) was used to analyze the data collected. The Cronbach's Alpha reliability was used and the General reliability co-efficient index of 0. 96 were obtained. Similarly, the co-efficient indices of section A to D were equally obtained. Find attached at APPENDIX C. Therefore, the reliability indices obtained are satisfactory enough to be used for the main work

*3.6*Procedure for Data collection

The researcher obtained an introductory letter from the Department of Arts and Social Science Education, Ahmadu Bello University Zaria. The letter was presented to Zuru, Yauri, Gwandu and Argungu Education Zones, which enable the researcher to secure access to classified documents useful for the study. Authorization letter was obtained from the educational zones which were taken to sample schools as an introduction to inform the school management that the researcher has the permission to conduct a descriptive survey research in the school using teachers. The researcher distributed the questionnaires to the respondents personally with the help of research assistants. The teachers were given instructions by the researcher on how they filled and completed the questionnaires. All items in the questionnaires were fully filled up before being collected by the researcher from the respondents. However, questionnaires were administered to teacher respondents by the researcher and five (5) research assistants. The administration and retrieval of the questionnaires were done effectively which enable respondents in making appropriate responses.

3.7 Procedure for Statistical analysis

The study employed different statistical tools in data analysis. Frequencies and percentages were used for Respondents 'profile. The tools are Mean, standard deviation, and independent sample t-test, respectively. The analysis was done through Statistical Package for Social Sciences (SPSS).Mean and standard deviation was used in answering research questions. The independent samples t-test was used in analyzing Hypotheses. *This is because the hypotheses formulated involve two (2) variables – Social studies Education and Effective Service Delivery. Generally, t-test is good and effective in establishing differences between two variables. This type of inferential statistics is easy to compute and interpret and it also helps in making conclusions. However,* the hypotheses was tested at P> 0.05 level of significance.

Descriptive statistics was used in analyzing the socioeconomic characteristics of the respondents.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

4.1 Introduction

This chapter presents the data analysis of the study. A total of 219 respondents out of the 234 implying a mortality level of just 15. The statistical package of social sciences version 26 was used. The first section presents the bio-data variables of gender and experience in frequencies and percentages. The second section presents the answers to four research questions and the third section presents the testing of the four Null Research hypotheses, one was tested with independent t test while hypotheses two, three and four were tested with the one sample t-test. All the hypotheses were tested at 0.05 alpha level of significance

4.2 Presentation of bio data variables

	Frequency	Percentage
Male	145	66.2
Female	74	33.8
Total	**219**	**100**

Table 3: Gender of Respondents

A total of 145 respondents representing 66.2% are males and the rest of the respondents 74 representing 33.8% are females

Table 4: Working Experience of Responde

	Frequency	**Percentage**
1-10 Years	67	30.6
11-20 Years	62	28.3
21 Years and Above	90	41.1
Total	**219**	**100**

On the working experience, 67 or 30.6% have between 1-10 years as against 62 or 28.3% have between 11-20 years' experience and the rest 90 or 41.1% have over 21 years' experience

4.3 Answering Research Questions

Question One: How do male and female teachers deliver the content of social studies in Junior Secondary Schools in Kebbi State?

Variable	**Gender**	**N**	**Mean**	**STD**	**Mean difference**	**Remarks**
	Male	145	30.4414	3.93502		

Delivery of Social Studies content					0.387	Both male and female have the same level of mean delivery of Social Studies content
	Female	74	30.0541	2.89493		

Table 5: Descriptive statistics between male and female teachers on how they deliver the content of social studies in Junior Secondary Schools in Kebbi State

Outcome of the descriptive statistics revealed that there is no significant difference between the views of male and female teachers on how they deliver the content of social studies in Junior Secondary Schools in Kebbi State. Their computed Mean responses are 30.441 and 30.0564 by male and female respondents respectively. This shows that both have the same level of mean responses regarding the delivery of social studies content.

Question Two: What are the methods used by teachers in teaching social studies in Junior Secondary School in Kebbi State.

Table 6: Descriptive statistics on difference between male and female in the views of teachers on the methods they use in teaching social studies in Junior Secondary School in Kebbi State

Variable	**Gender**	**N**	**Mean**	**STD**	**Mean difference**	**Remarks**
	Male	145	30.9517	3.68430		
Methods of teaching Social Studies					0.654	Both male and female teachers use the same methods in teaching social studies
	Female	74	30.2973	3.90900		

Outcome of the descriptive statistics revealed that there is no significant difference between male and female in the views of teachers on the methods they use in teaching social studies in Junior Secondary School in Kebbi State. Their computed Mean responses are 30.917 and 30.297 by

male and female respondents respectively. This shows that both have the same level of mean responses regarding the methods they use in teaching social studies in Junior Secondary School in Kebbi State.

Question three. In what ways do teachers organize their activities in teaching social studies in Junior Secondary School in Kebbi State?

Table 7: Descriptive statistics on ways do teachers organize their activities in teaching social studies in Junior Secondary School in Kebbi State

	N	Mean	STD deviation	STD Error
1-10 yrs	67	31.0597	3.84897	47023
11-20yrs	62	31.4839	3.84427	48822
21 yrs and above	90	31.0667	3.31086	34900
Total	**219**	**31.1826**	**3.62376**	**24487**

Results of the descriptive statistics showed that there is no significant difference in the views of teachers on the ways teachers organize their activities in teaching social studies in Junior Secondary School in Kebbi State. Their computed mean responses are 31.059, 31.1483 and 31.0667 by years of experience of 1-10 years, 11-20 years and 21 years or above respectively

Question Four: How do teachers evaluate their lessons in teaching social studies in Junior Secondary School in Kebbi State?

Table 8: Descriptive statistics on difference in the views of teachers on how they evaluate their lessons in teaching social studies in Junior Secondary School in Kebbi State on the basis of their years of experience

	N	Mean	STD deviation	STD error
1-10 YRS	67	31.2836	4.34081	53031
11-20YRS	62	30.7097	4.51731	57370
21 YRS AND ABOVE	90	30.556	4.67629	49292
TOTAL	**219**	**30.8219**	**4.52113**	**30551**

Results of the descriptive statistics showed that there is no difference in the views of teachers on how they evaluate their lessons in teaching social studies in Junior Secondary School in Kebbi State on the basis of their years of experience. Their computed mean responses are 31.283, 3.709 and 30.555 by years of experience of 1-10 years, 11-20 years and 21 years or above respectively. This shows that irrespective of the teacher's years of experience their ways of evaluation of lessons in teaching social studies is the same.

4.4 Hypotheses Testing

There is no significant difference between the views of male and female teachers on how they deliver the content of social studies in Junior Secondary Schools in Kebbi State

Table 9: Independent t test statistics on difference between the views of male and female teachers on how they deliver the content of social studies in Junior Secondary Schools in Kebbi State

Variable	Gender	N	Mean	Std. deviation	Mean difference	Df	t-value	P value	Decision
	Male	145	30.4414	3.93502					
Delivery					0.387	217	0.749	0.455	accepted

of SS content			
Female	74	30.0541	2.89493

p value >0.455 at 0.05

Outcome of the Independent t test statistics revealed that there is no significant difference between the views of male and female teachers on how they deliver the content of social studies in Junior Secondary Schools in Kebbi State. This is because the calculated p value of 0.455 is greater than the 0.05 alpha level of significance and the computed t value of 0.749 is lower than the 3.000 t critical value at df 217. Their computed Mean responses are 30.441 and 30.0564 by male and female respondents respectively. This shows that both have the same level of mean responses regarding the delivery of social studies content.

Therefore the null hypothesis which states that there is no significant difference between the views of male and female teachers on how they deliver the content of social studies in Junior Secondary Schools in Kebbi State is hereby accepted and retained.

Hypothesis Two: There is no significant difference in the views of teachers on the methods they use in teaching social studies in Junior Secondary School in Kebbi State.

Table 10: Independent t- test statistics on difference in the views of teachers on the methods they use in teaching social studies in Junior Secondary School in KebbiState.

One-Sample Statistics

	N	**Mean**	**Std. Deviation**	**Std. Error Mean**	**Mean difference**	**df**	**T computed**	**P**	**Decision**
methods they use in teaching social studies	219	30.7306	3.76555	.25445	30.7305	218	120.771	0.000	Rejected

Calculated p< 0.05

The outcome of the one sample t test showed that significant difference exist in the views of teachers on the methods they use in teaching social studies in Junior Secondary School in Kebbi State. The reason is that the calculated p value of 0.000 is below the 0.05 alpha level of significance and the computed t value of 120.771 is above the 1.96 t critical value at df 218. This implies that significant differences exist among the teachers on the methods they use in teaching social studies in Junior Secondary School in Kebbi State

In fact their mean difference was 30.730. Therefore the null hypothesis which state that Hypothesis Two: There is no significant difference in the views of teachers on the methods they use in teaching social studies in Junior Secondary School in Kebbi State, is hereby rejected.

Hypothesis Three: There is no significant difference in the views of teachers on the ways teachers organize their activities in teaching social studies in Junior Secondary School in Kebbi State

Table 11: One sample t- test in the views of teachers on the ways teachers organize their activities in teaching social studies in Junior Secondary School in Kebbi State.

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean	Mean difference	df	T computed	P	Decision
ways teachers organize their activities in teaching Social Studies	219	31.1826	3.62376	.24487	31.1826	218	127.343	0.001	Rejected

Calculated p< 0.05

The outcome of the one sample t- test showed that significantdifference exist in the views of teachers on the ways teachers organize their activities in teaching Social Studies in Junior Secondary School in Kebbi State the reason being that the calculated p value of 0.001 is below the 0.05 alpha level of significance and the computed t value of 127.343 is above the 1.96 t critical value at df 218. This implies that significant differences exist among the teachers on the

ways teachers organize their activities in teaching Social Studies in Junior Secondary School in Kebbi State.

In fact their mean difference was 31.182. Therefore the null hypothesis which states that there is no significant difference in the views of teachers on the ways teachers organize their activities in teaching social studies in Junior Secondary School in Kebbi State is hereby rejected.

Hypothesis Four: There is no significant difference in the views of teachers on how they evaluate their lessons in teaching Social Studies in Junior Secondary School in Kebbi State

Table 12: One sample t test on difference in the views of teachers on how they evaluate their lessons in teaching Social Studies in Junior Secondary School in Kebbi State.

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean	Mean difference	df	T computed	P	Decision
ways teachers organize their activities in teaching Social Studies	219	31.1826	3.62376	.24487	31.1826	218	127.343	0.001	Rejected

Calculated p< 0.05

The outcome of the one sample t test showed that significant difference exist in the views of teachers on the ways teachers evaluate their lesson in teaching Social Studies in Junior Secondary School in Kebbi State. The reason being that the calculated p value of 0.001 is below the 0.05 alpha level of significance and the computed t value of 127.343 is above the 1.96 t critical value at df 218. This implies that significant differences exist among the teachers on the ways teachers organize their activities in teaching Social Studies in Junior Secondary School in Kebbi State.

In fact their mean difference was 31.182. Therefore the Null hypothesis which states that there is no significant difference in the views of teachers on how they evaluate their lessons in teaching social studies in Junior Secondary School in Kebbi State is hereby rejected.

4.5 Summary of Major Findings

After subjecting data to statistical rigor the study made the following findings:

1. Males and females teachers do not differ in their views on how they deliver the content of Social Studies in Junior Secondary Schools in Kebbi State

2. Teachers do not use the similar methods in teaching social studies in Junior Secondary School in Kebbi State.

3. Teachers are of the view that they organize their learning activities in variety of ways in Teaching Social studies in Junior Secondary School in Kebbi State

4. Teachers indicated that they use different type of evaluation strategies inteaching social studies in Junior Secondary School in Kebbi State

4.6 Discussion of Results

Male and female teachers so not differ in their view on how they deliver the content of social Studies in Junior Secondary Schools in Kebbi State. This findings is similar to the study carried out by Babo (2015) on assessment of social studies curriculum implementation in Junior Secondary Schools in Yobe State, Nigeria social studies curriculum content is not being properly implemented in junior secondary schools in Yobe State, there is no significant difference in the pedagogical methods used by Social Studies teachers in implementation of social studies curriculum in Junior Secondary Schools in Yobe State, and most of the Social Studies teachers

are using conventional method of teaching, there is no significant difference in the teachers‘ used of instructional materials in the implementation of Social Studies curriculum in Junior Secondary Schools in Yobe State, and in most of the schools lacked instructional materials, there is no significant difference in the problems identified with the implementation of social studies curriculum in Junior Secondary Schools in Yobe State

Teachers do not use the same methods in teaching social studies in Junior Secondary School in Kebbi State. This outcome is consistent with a study carried out by Ubah and Shu‘aibu (2014) on the evaluation of the implementation of Nigeria certificate in education social studies programme in federal colleges of education in north-western political zone of Nigeria. Findings revealed that the implementation of the course contents is mostly dominated by the use of traditional techniques of instruction notably the lecture method to the detriment of other instructional strategies. This suggest that teachers in Kebbi State do not actually use innovative teaching methods in the delivery of service in terms of teaching methods

Teachers are of the views that they organize their learning activities in variety of ways inteaching Social Studies in Junior Secondary School in Kebbi State: this outcome corresponds with the study by Francis (2011) who examined the implementation of social studies curriculum for effective citizenship in primary schools in Kaduna State. Outcome revealed that the role of government and supervision on the implementation of the objectives of Social Studies curriculum has significant impact on effect of citizenship of pupils in primary schools, the methods of teaching techniques that aids learning in social studies have tremendous effect on effective citizenship of pupils in primary schools and the teachers‘ qualification determines the level of achievement of social studies curriculum objectives for effective citizenship of pupils in schools. In any situation, achieving the learning objectives of any lesson requires the use of

series of organization of learning activates the teacher design to achieve his learning objectives. In absent of well-organized learning activities, no meaningful learning will take place.

Teachers are of the view that the use different type of evaluation strategies in teaching Social studies in Junior Secondary School in Kebbi State, the findings relates to the study conducted by Fwang'le (2015) on the assessment of the implementation of social studies curriculum in Colleges of Education in North Central Geo-Political Zone of Nigeria.Outcome showed that revealed that shortage of qualified teachers, inadequacy of physical facilities and instructional materials, non-adherence to minimum standards, and inappropriate evaluation strategies affects the implementation of social studies curriculum in north central geo-political zone. This implies that among other factors, evaluation of learning process is very important if any meaningful lesson is to take place. It is done mainly to find out if a program is functional or not.

CHAPTER FIVE

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the general summary of the study, it gives conclusions which emerge from the findings of the study, and the chapter further discussed the contribution to knowledge and make necessary recommendations.

5.2 Summary

This study examined the impact of social studies in promoting effective service delivery among junior secondary schools in Kebbi state. This study was structured in five chapters; Chapter one dealt with background information justifying the study was presented; this is followed by four research objectives, four research questions, and four null hypotheses, significance of the study as well as scope and limitation of the study. Chapter two covers literature review, theoretical framework, conceptual framework and review of related empirical studies. Chapter three presents the methodology of the study; the study adopted survey research

design, the population of the study was all the social studies teachers in junior secondary schools in Kebbi state given a total of six hundred (600) teachers. Two hundred and thirty four (234) teachers were used as the sample for the study. The sample of the study was selected through the use of simple random sampling techniques. The study used structured questionnaire as instrument for data collection which contains forty (40) items, the instrument was titled "impact of social studies education in promoting effective service delivery questionnaire (ISSPESDQ)". Chapter four focuses on presentation, analysis and interpretation of data, summary of major findings and discussion of major findings were made. The statistical toolusedfor answering research questions and testing the null hypotheses were mean and standard deviation and t-test independent statistics.

The findings revealed that teachers do not differ in how they deliver the content of social studies in junior secondary schools in Kebbistate.The study further finds out that teachers use variety of teaching methods in teaching social studies in junior secondary schools. Moreover, the study revealed that teachers organize their learning activities in variety of ways in teaching Social Studies in junior secondary schools in Kebbi state. The findings also revealed that teachers use different types of evaluation in evaluating their lesson in teaching Social Studies in junior secondary schools inKebbi state.

Chapter five covers summary, conclusion, recommendation as well as suggestion for further study and contribution to knowledge of the study.

5.3 Conclusion

Based on the findings the study made the following conclusions:

1. Teachers do not differ in their view on how they deliver the content of Social Studies in Junior Secondary Schools in Kebbi State. Hence they deliver the content the same
2. Teachers use variety of teaching methods in teaching Social Studies in Junior Secondary School in Kebbi State.
3. Teachers organize their learning activities in variety of ways in Teaching Social Studies in Junior Secondary School in Kebbi State. Hence, they use varieties of learning activities in achieving the objectives of their lessons.

4. Teachers use different type of evaluation strategies in teaching Social Studies in Junior Secondary School in Kebbi State. Therefore, they evaluate their students by applying different forms of evaluation to know the level of their understanding.

5.4 Contributions to Knowledge

Based on the findings the research work made the following contributions to knowledge:

i. The study was able to establish that Teachers do not differ in their view on how they deliver the content of Social Studies in Junior Secondary Schools in Kebbi State.

ii. The study established that Teachers organize their learning activities in variety of ways in Teaching Social Studies in Junior Secondary School in Kebbi State

5.5 Recommendations

On the basis of the outcome of the study, the following recommendations were put forward:

i. Teachers should use variety of skills such as class management, reward and punishment etc. While delivering the contents of Social Studies.

ii. Students should be taught with methods that demand critical thinking and problem solving ability.

ii. Teachers should be organizing activities into logical stages to fulfill the objectives of the lesson.

iv. Teachers should evaluate their students using varieties of techniques such as short quiz, essay, objectives type questions etc. so as to properly measure learners' ability for adjustment and improvement.

5.6 Suggestion for further Studies

The study was on the Impact of Social Studies Teachers' Efficacy on Content Delivery in Junior Secondary Schools in Kebbi State**.** It can be further studied under the following sub-headings: '

i. Assessment of Social Studies Curriculum Implementation in Junior Secondary Schools in Nigeria

iii. Further study can also be carried out on the Assessmentof Social Studies education in promoting effective service delivery among teachers in Primary schools level in Nigeria.

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APPENDIX A

Questionnaire on the Analysis of Impact of Social Studies Education in Promoting effective service delivery among Junior Secondary School Teachers in Kebbi State

Faculty of Education,
Department of Arts and Social Science Education,
Ahmadu Bello University, Zaria
Date: _____

Dear Respondent,

I am a student in the above named Institution and department undertaking a research on the topic titled "Analysis of Impact of Social Studies Education in Promoting effective service delivery among Junior Secondary School Teachers in Kebbi State". Thus; the questionnaire is designed to collect data about Teachers' views on the research topic above. Kindly go through each statement and indicate your opinion about the items ranging from Strongly Agree (SA) 4, Agree (A) 3, Disagree (D) 2 and Strongly Disagree (SD) 1. All information given will be used for academic purpose only and shall not be made public.

Yours sincerely,

Signed

Sanusi Musa FAKAI

P17EDAS8078

PART B:

BIO-DATA

Please fill the appropriate information and tick the appropriate box.

(A) Gender: Male ( ) Female ( )

(B) Working experience:5 years ( ), 10 years ( ) 20 years and above ( )

PART C

TEST ITEMS

How do male and female teachers deliver the content of social studies in Junior Secondary Schools in Kebbi State?					
		SA	A	D	SD
1.	I make sure that I implement the curriculum content in line with the specific objectives of a lesson				
2.	I arose learner's interest in the teaching and learning process				
3.	For every lesson, I make sure the class is properly managed				
4.	I apply the concept of reward and punishment in the teaching and learning processes.				
5.	I consider the age of learners when implementing the curriculum				

	of social studies				
6.	I manage time properly when teaching social studies contents				
7.	When implementing the curriculum, I make sure that the class is highly interactive.				
8.	I ask and allow students ask questions, they also answer questions.				
9.	I teach and allow students to respond to question without language Barrier				
10.	I do Allow students to freely express their opinions in the teaching and learning processes.				
What are the methods used by teachers in teaching social studies in Junior Secondary School in Kebbi State.		SA	A	D	SD
11	*I use discussion as a teaching strategy to teach social studies*				
12	*I encourage independence and creativity from my students*				
13	*I facilitate and monitor appropriate interaction among students.*				
14	*As a teacher, I support student-centered learning*				
15	*I am flexible in dealing with students needs*				
16	*I use critical thinking and problem solving for my students*				
17	*I use strategies to encourage active learning, interaction, participation and collaboration among students*				

18	*I employ play way method in teaching my students*				
19	*I use concept mapping strategy to make sure instructions are understood.*				
20	*I use panel group discussion to ensure that students understood the lesson*				
In what ways do teachers organize their activities in teaching Social Studies in Junior Secondary School in Kebbi State?		SA	A	D	SD
21	*I use different disciplinary strategies that enhance the student's sense of acceptance.*				
22	*I respond to inappropriate behaviors quickly and assertively*				
23	*In my classes, I have well-articulated rules for general classroom behavior*				
24	*I use strategies that emphasizes the students concern and wishes*				
25	*I use different types of seating arrangement depending on the type of activity students are assigned to do.*				
26	*I take into account students' previous knowledge to plan the activities based on their level.*				
27	*I organize the activities into logical stages to fulfill the objectives of the lesson.*				
28	*I respond to students answers using verbal praising (e.g Brilliant, Correct, Great etc)*				
29	*I use body language to make instructions understandable*				
30	*I create extra activities for students to work when they have*				

	completed their main task				
	How do Teachers Evaluate their lessons in Teaching Social Studies in Junior Secondary School in Kebbi State?				
31	*I use an open-ended questions that gets them writing/ talking*				
32	*I ask students to reflect on the lesson and write down what they have learned*				
33	*I give a short quiz at the end of the class to check for comprehension*				
34	*I assigned students to summarize important concepts In a lesson.*				
35	*I use Socratic seminar where students ask questions of one another about an essential question, topic or selected text.*				
36	*I use ticket out the door where students write in response to a specific prompt for a short period of time*				
37	*I focuses students attention on a single important term, name or concept from particular lesson or class session and direct them to list several ideas that are closely related to that "focus point"*				
38	*I use interest/ knowledge/ skills checklist and assess their levels of skills or knowledge in a lesson.*				
39	*I use four corners for quick and easy snapshot of students understanding*				
40	*I use think-pair-share to evaluate the learning outcomes Ina lesson*				

APPENDIX B

APPENDIX B

Letter of Introduction

APPENDIX C

Research Advisors 2010

Population	Confidence = 95.0% curacy/Margin of Error				confidence = 99.0% Degree of Accuracy/Margin of Error			
Size	0.05	0.035	0.025	0.01	0.05	0.035	0.025	0.01
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	58	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
198	131	158	175	194	153	173	184	196
264	157	198	225	257	189	221	240	260
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
900	269	419	568	823	382	541	672	854
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,900	350	653	1102	2774	567	1005	1580	3158
5,100	357	680	11811	3331	587	1070	1746	3901

5,532	365	710	1275	4211	610	1147	1960	5165
5,908	400	710	1275	4211	610	1147	1960	5165
7,500	400	710	1275	4211	610	1147	1960	5165
10,894	400	727	1332	4899	622	1193	2098	6239
25,000	400	760	1448	6939	646	1285	2399	9972
50,000	400	772	1491	8056	655	1318	2520	12455
75,000	400	776	1506	8514	658	1330	2563	13583
100,000	400	778	1513	8762	659	1336	2585	14227
250,000	400	782	1527	9248	662	1347	2626	15555
500,000	400	783	1532	9423	663	1350	2640	16055
1,000,000	400	783	1534	9512	663	1352	2651	16478
2,500,000	400	784	1536	9567	663	1353	2651	16478
10,000,000	400	784	1536	9594	663	1354	2653	16560
100,000,000	400	784	1537	9603	663	1354	2654	16584
264,000,000	400	784	1537	9603	663	1354	2654	16584

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The recommended sample size for a given population size, level of confidence, and margin of error appears in the body of the table. For example, the recommended sample size for a population of 1,000, a confidence level of 99% and a margin of error (degree of accuracy) of 3.5% would be 575.

Change these values to select different levels of confidence
Change these values to select different maximum margins of error.
Change these values to select different (e.g., more precise) population sizes)

APPENDIX D

S/no. Name of Schools from the six Educational Zones in Kebbi State

01. GSS DAURA ARGUNGU

02. JSS JARKUKA ARGUNGU

03. GSS YELDU ARGUNGU

04. GJSS GULMA ARGUNGU

05. GDJSS ALWASA ARGUNGU

06. GDJSS FELANDE ARGUNGU

07. JSS DANKOJI ARGUNGU

08. JSS GOTOMO ARGUNGU

09. JSS SAUWA ARGUNGU

10. JSS T/ WADA ARGUNGU

11. JSS WALI ARGUNGU

12. MMJSS ARGUNGU ARGUNGU

13. JSS KWAIDO ARGUNGU

14. JSS YOLA ARGUNGU

15. JSS DUNDAYE ARGUNGU

16. GJSS KAOJE BUNZA

17. GGSS BAGUD BUNZA

18. GJSS BAGUDO BUNZA

19. GJSS BANI BUNZA

20. GJSS KWASARA BUNZA

21. GJSS TSAMIYA BUNZA

22. GSS BUNZA BUNZA

23. GDSS TILLI BUNZA

24. GSSG BUNZA BUNZA

25. GSS ZOGIRMA BUNZA

26. MJSS KAMBA BUNZA

27. GSS KAMBA BUNZA

28. JSS GEZA BUNZA

29. JGSS FANA BUNZA

30. GJSS FANA BUNZA

31. AFJSS B/KEBBI B/KEBBI

32. ADBJSS B/KEBBI B/KEBBI

33. DR. AJSS B/KEBBI B/KEBBI

34. DR. SHGDJSS B/k B/KEBBI

35. EHRC B/KEBBI B/KEBBI

36. GDJSS GESSE P1 B/KEBBI

37. GDJSS KOLA B/KEBBI

38. GDGJSS T/WADA B/KEBBI

39. GDJSS MAKERA B/KEBBI

40. UGC B/KEBBI B/KEBBI

Source: SUBEB, Kebbi State (2020)

APENDIX E

STATISTICAL OUTPUT

T-Test

Group Statistics

	gender	N	Mean	Std. Deviation	Std. Error Mean
HYP1	Male	145	30.4414	3.93502	.32679
	Female	74	30.0541	2.89493	.33653

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	8.685	.004	.749	217	.455	.38733	.51697	-.63161	1.40626
Equal variances not assumed			.826	189.955	.410	.38733	.46908	-.53796	1.31261

```
T-TEST GROUPS=GENDER(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=HYP2
  /CRITERIA=CI(.95).
```

T-Test

Group Statistics

	gender	N	Mean	Std. Deviation	Std. Error Mean
HYP2	Male	145	30.9517	3.68430	.30596
	Female	74	30.2973	3.90900	.45441

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
HYP2	Equal variances assumed	.159	.691	1.218	217	.225	.65443	.53737	-.40470	1.71355
	Equal variances not assumed			1.195	139.644	.234	.65443	.54782	-.42866	1.73752

```
ONEWAY HYP3 BY experience
  /STATISTICS DESCRIPTIVES
  /MISSING ANALYSIS
  /POSTHOC=LSD ALPHA(0.05).
```

Oneway

Descriptive

HYP3

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for	
					Lower Bound	Upper Bo
1-10 yrs	67	31.0597	3.84897	.47023	30.1209	3
11-20 yrs	62	31.4839	3.84427	.48822	30.5076	3
21 yrs and above	90	31.0667	3.31086	.34900	30.3732	3
Total	219	31.1826	3.62376	.24487	30.7000	3

ANOVA

HYP3

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	7.849	2	3.924	.297	.743
Within Groups	2854.845	216	13.217		
Total	2862.694	218			

Post Hoc Tests

Multiple Comparisons

Dependent Variable: HYP3
LSD

(I) worrking experience	(J) worrking experience	Mean Difference (I-J)	Std. Error	Sig.	95% Lower
1-10 yrs	11-20 yrs	-.42417	.64066	.509	
	21 yrs and above	-.00697	.58662	.991	
11-20 yrs	1-10 yrs	.42417	.64066	.509	
	21 yrs and above	.41720	.60002	.488	
21 yrs and above	1-10 yrs	.00697	.58662	.991	
	11-20 yrs	-.41720	.60002	.488	

```
ONEWAY HYP4 BY experience
  /STATISTICS DESCRIPTIVES
  /MISSING ANALYSIS
  /POSTHOC=LSD ALPHA(0.05).
```

Oneway

Descriptives

HYP4

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Lower Bound	Upper Bo
1-10 yrs	67	31.2836	4.34081	.53031	30.2248	3
11-20 yrs	62	30.7097	4.51731	.57370	29.5625	3
21 yrs and above	90	30.5556	4.67629	.49292	29.5761	3
Total	219	30.8219	4.52113	.30551	30.2198	3

ANOVA

HYP4

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	21.446	2	10.723	.522	.594
Within Groups	4434.608	216	20.531		
Total	4456.055	218			

Post Hoc Tests

Multiple Comparisons

Dependent Variable: HYP4

LSD

(I) worrking experience	(J) worrking experience	Mean Difference (I-J)	Std. Error	Sig.	95% Lower
1-10 yrs	11-20 yrs	.57390	.79848	.473	
	21 yrs and above	.72803	.73113	.320	
11-20 yrs	1-10 yrs	-.57390	.79848	.473	
	21 yrs and above	.15412	.74783	.837	
21 yrs and above	1-10 yrs	-.72803	.73113	.320	
	11-20 yrs	-.15412	.74783	.837	

FREQUENCIES VARIABLES=GENDER experience A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 B1 B2 B3 B4 B5 B6 B7 B8 B9
B10 C1 C2 C3 C4 C5 C6 C7 C8 C9 C10 D1 D2 D3 D4 D5 D6 D7 D8 D9 D10
/ORDER=ANALYSIS.

Frequencies

Frequency Table

gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	145	66.2	66.2	66.2
	Female	74	33.8	33.8	100.0
	Total	219	100.0	100.0	

working experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-10 yrs	67	30.6	30.6	30.6
	11-20 yrs	62	28.3	28.3	58.9
	21 yrs and above	90	41.1	41.1	100.0
	Total	219	100.0	100.0	

I make sure that I implement the curriculum content in line with the specific objectives of a lesson

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	25	11.4	11.4	11.4
	D	36	16.4	16.4	27.9
	A	67	30.6	30.6	58.4
	SA	91	41.6	41.6	100.0

	Total	219	100.0	100.0	

I arose learner's interest in the teaching and learning process

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	48	21.9	21.9	21.9
	D	30	13.7	13.7	35.6
	A	42	19.2	19.2	54.8
	SA	99	45.2	45.2	100.0
	Total	219	100.0	100.0	

For every lesson, I make sure the class is properly managed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	36	16.4	16.4	16.4
	D	50	22.8	22.8	39.3
	A	37	16.9	16.9	56.2
	SA	96	43.8	43.8	100.0
	Total	219	100.0	100.0	

I apply the concept of reward and punishment in the teaching and learning processes.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	13	5.9	5.9	5.9
	D	30	13.7	13.7	19.6
	A	97	44.3	44.3	63.9
	SA	79	36.1	36.1	100.0
	Total	219	100.0	100.0	

I consider the age of learners when implementing the curriculum of social studies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	37	16.9	16.9	16.9
	D	55	25.1	25.1	42.0

	A	48	21.9	21.9	63.9
	SA	79	36.1	36.1	100.0
	Total	219	100.0	100.0	

I manage time properly when teaching social studies contents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	18	8.2	8.2	8.2
	D	55	25.1	25.1	33.3
	A	49	22.4	22.4	55.7
	SA	97	44.3	44.3	100.0
	Total	219	100.0	100.0	

When implementing the curriculum, I make sure that the class is highly interactive.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	24	11.0	11.0	11.0
	D	31	14.2	14.2	25.1
	A	55	25.1	25.1	50.2
	SA	109	49.8	49.8	100.0
	Total	219	100.0	100.0	

I ask and allow students ask questions, they also answer questions.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	12	5.5	5.5	5.5
	D	12	5.5	5.5	11.0
	A	51	23.3	23.3	34.2
	SA	144	65.8	65.8	100.0
	Total	219	100.0	100.0	

I teach and allow students to respond to question without language Barrier

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	30	13.7	13.7	13.7
	D	42	19.2	19.2	32.9
	A	76	34.7	34.7	67.6
	SA	71	32.4	32.4	100.0
	Total	219	100.0	100.0	

I do Allow students to freely express their opinions in the teaching and learning processes.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	32	14.6	14.6	14.6
	D	22	10.0	10.0	24.7
	A	49	22.4	22.4	47.0
	SA	116	53.0	53.0	100.0
	Total	219	100.0	100.0	

I use discussion as a teaching strategy to teach social studies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	37	16.9	16.9	16.9
	D	53	24.2	24.2	41.1
	A	41	18.7	18.7	59.8
	SA	88	40.2	40.2	100.0
	Total	219	100.0	100.0	

I encourage independence and creativity from my students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	10	4.6	4.6	4.6
	D	23	10.5	10.5	15.1
	A	103	47.0	47.0	62.1
	SA	83	37.9	37.9	100.0
	Total	219	100.0	100.0	

I facilitate and monitor appropriate interaction among students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	37	16.9	16.9	16.9
	D	54	24.7	24.7	41.6
	A	48	21.9	21.9	63.5
	SA	80	36.5	36.5	100.0
	Total	219	100.0	100.0	

As a teacher, I support student-centered learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	13	5.9	5.9	5.9
	D	55	25.1	25.1	31.1
	A	39	17.8	17.8	48.9
	SA	112	51.1	51.1	100.0
	Total	219	100.0	100.0	

I am flexible in dealing with students needs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	22	10.0	10.0	10.0
	D	27	12.3	12.3	22.4
	A	61	27.9	27.9	50.2
	SA	109	49.8	49.8	100.0
	Total	219	100.0	100.0	

I use critical thinking and problem solving for my students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	6	2.7	2.7	2.7
	D	10	4.6	4.6	7.3
	A	43	19.6	19.6	26.9
	SA	160	73.1	73.1	100.0
	Total	219	100.0	100.0	

I use strategies to encourage active learning, interaction, participation and collaboration among students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	24	11.0	11.0	11.0
	D	44	20.1	20.1	31.1
	A	76	34.7	34.7	65.8
	SA	75	34.2	34.2	100.0
	Total	219	100.0	100.0	

I employ play way method in teaching my students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	35	16.0	16.0	16.0
	D	28	12.8	12.8	28.8
	A	53	24.2	24.2	53.0
	SA	103	47.0	47.0	100.0
	Total	219	100.0	100.0	

I use concept mapping strategy to make sure instructions are understood.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	56	25.6	25.6	25.6
	D	31	14.2	14.2	39.7
	A	44	20.1	20.1	59.8
	SA	88	40.2	40.2	100.0
	Total	219	100.0	100.0	

I use panel group discussion to ensure that students understood the lesson

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	3	1.4	1.4	1.4

	D	13	5.9	5.9	7.3
	A	117	53.4	53.4	60.7
	SA	86	39.3	39.3	100.0
	Total	219	100.0	100.0	

I use different disciplinary strategies that enhance the student's sense of acceptance.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	34	15.5	15.5	15.5
	D	48	21.9	21.9	37.4
	A	44	20.1	20.1	57.5
	SA	93	42.5	42.5	100.0
	Total	219	100.0	100.0	

I respond to inappropriate behaviors quickly and assertively

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	12	5.5	5.5	5.5
	D	46	21.0	21.0	26.5
	A	36	16.4	16.4	42.9
	SA	125	57.1	57.1	100.0
	Total	219	100.0	100.0	

In my classes, I have well-articulated rules for general classroom behavior

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	22	10.0	10.0	10.0
	D	33	15.1	15.1	25.1
	A	70	32.0	32.0	57.1
	SA	94	42.9	42.9	100.0
	Total	219	100.0	100.0	

I use strategies that emphasizes the students concern and wishes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	2	.9	.9	.9
	D	3	1.4	1.4	2.3
	A	13	5.9	5.9	8.2
	SA	201	91.8	91.8	100.0
	Total	219	100.0	100.0	

I use different types of seating arrangement depending on the type of activity students are assigned to do.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	27	12.3	12.3	12.3
	D	41	18.7	18.7	31.1
	A	74	33.8	33.8	64.8
	SA	77	35.2	35.2	100.0
	Total	219	100.0	100.0	

I take into account students' previous knowledge to plan the activities based on their level.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	35	16.0	16.0	16.0
	D	25	11.4	11.4	27.4
	A	48	21.9	21.9	49.3
	SA	111	50.7	50.7	100.0
	Total	219	100.0	100.0	

I organize the activities into logical stages to fulfill the objectives of the lesson.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	41	18.7	18.7	18.7
	D	44	20.1	20.1	38.8

	A	42	19.2	19.2	58.0
	SA	92	42.0	42.0	100.0
	Total	219	100.0	100.0	

I respond to students answers using verbal praising (e.g Brilliant, Correct, Great etc)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	8	3.7	3.7	3.7
	D	21	9.6	9.6	13.2
	A	106	48.4	48.4	61.6
	SA	84	38.4	38.4	100.0
	Total	219	100.0	100.0	

I use body language to make instructions understandable

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	35	16.0	16.0	16.0
	D	51	23.3	23.3	39.3
	A	45	20.5	20.5	59.8
	SA	88	40.2	40.2	100.0
	Total	219	100.0	100.0	

I create extra activities for students to work when they have completed their main task

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	14	6.4	6.4	6.4
	D	50	22.8	22.8	29.2
	A	39	17.8	17.8	47.0
	SA	116	53.0	53.0	100.0
	Total	219	100.0	100.0	

I use an open-ended questions that gets them writing/ talking

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	36	16.4	16.4	16.4
	D	54	24.7	24.7	41.1
	A	52	23.7	23.7	64.8
	SA	77	35.2	35.2	100.0
	Total	219	100.0	100.0	

I ask students to reflect on the lesson and write down what they have learned

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	9	4.1	4.1	4.1
	D	61	27.9	27.9	32.0
	A	35	16.0	16.0	47.9
	SA	114	52.1	52.1	100.0
	Total	219	100.0	100.0	

I give a short quiz at the end of the class to check for comprehension

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	17	7.8	7.8	7.8
	D	26	11.9	11.9	19.6
	A	62	28.3	28.3	47.9
	SA	114	52.1	52.1	100.0
	Total	219	100.0	100.0	

I assigned students to summarize important concepts In a lesson.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	8	3.7	3.7	3.7
	D	9	4.1	4.1	7.8
	A	53	24.2	24.2	32.0
	SA	149	68.0	68.0	100.0

	Total	219	100.0	100.0	

I use Socratic seminar where students ask questions of one another about an essential question, topic or selected text.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	28	12.8	12.8	12.8
	D	48	21.9	21.9	34.7
	A	63	28.8	28.8	63.5
	SA	80	36.5	36.5	100.0
	Total	219	100.0	100.0	

I use ticket out the door where students write in response to a specific prompt for a short period of time

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	35	16.0	16.0	16.0
	D	36	16.4	16.4	32.4
	A	45	20.5	20.5	53.0
	SA	103	47.0	47.0	100.0
	Total	219	100.0	100.0	

I focuses students attention on a single important term, name or concept from particular lesson or class session and direct them to list several ideas that are closely related to that "focus point"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	73	33.3	33.3	33.3
	D	27	12.3	12.3	45.7
	A	46	21.0	21.0	66.7
	SA	73	33.3	33.3	100.0
	Total	219	100.0	100.0	

I use interest/ knowledge/ skills checklist and assess their levels of skills or knowledge in a lesson.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	9	4.1	4.1	4.1
	A	119	54.3	54.3	58.4
	SA	91	41.6	41.6	100.0
	Total	219	100.0	100.0	

I use four corners for quick and easy snapshot of students understanding

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	36	16.4	16.4	16.4
	D	36	16.4	16.4	32.9
	A	36	16.4	16.4	49.3
	SA	111	50.7	50.7	100.0
	Total	219	100.0	100.0	

I use think-pair-share to evaluate the learning outcomes Ina lesson

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	17	7.8	7.8	7.8
	D	36	16.4	16.4	24.2
	A	38	17.4	17.4	41.6
	SA	128	58.4	58.4	100.0
	Total	219	100.0	100.0	