

FACTORS AFFECTING THE EFFECTIVE IMPLEMENTATION OF SOCIAL STUDIES CURRICULUM IN DELTA STATE TEACHERS' TRAINING COLLEGES

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ABSTRACT

The study investigated the factors affecting the effective implementation of Social Studies curriculum in Teachers' Training Colleges in Delta State. Three research questions and related hypotheses were raised to guide the study. The design used for the study was descriptive survey. Questionnaire was used to generate data for the study. The data were analyzed using Pearson Moment Correlation and Regression Analysis. The factors affecting effective implementation of Social Studies curriculum in Delta State Teachers Training Colleges stemmed from inappropriate use of teaching methods, inability of social studies teachers to implement the curriculum adequately to the understanding of the students and teachers' inability to use good constructive questions during teaching and learning process in the classroom. The continued and persistent presence of these factors affected negatively the quality of academic standard of Social studies education in the colleges. For these reasons, it was recommended that good constructive questions to facilitate teaching and learning should be practised and used by the teachers. Also, Social Studies teachers should display professional competence to be effective in the school system.

Keywords: *Social Studies, curriculum, eachers' Training colleges*

INTRODUCTION

Social Studies is inter-disciplinary subject in nature and content. The content is derived principally from the social science subjects such as geography, political science, economics, anthropology, sociology and the arts. They include content and activities that can be used to develop insight into human relationship in such a way that students can build competence in basic social processes and skills essential for democratic living. According to Osakwe and Itedjere (2005), social studies is an organized, integrated study of man and his environment, both physical and social, emphasizing on cognition, functional skills, desirable attitude and actions for the purpose of producing effective students for subsequent life endeavours. Based on these importance, social studies is a catalyst for the development of human race. Efforts are made to study the factors affecting the effective implementation of the curriculum in the Teachers' Training Colleges in Delta State, Nigeria.

Teaching methods: Teaching methods are suitable teaching strategies used by social studies teachers for teaching of social studies in schools. The following methods are

recommended as suitable, appropriate and effective for teaching social studies (Mezeobi 2002). They are the discussion method, problems solving method, inquiry method and question method. Social studies is a school subject that is integrated in content and nature because it cuts across subject areas such as economics, psychology, sociology, history and geography. Therefore to teach the curriculum effectively, requires the use of suitable teaching methods (Mezeobi 2002).

Curriculum Implementation: There is no one universal definition of the term curriculum. The teachers' main assignment in the school is the implementation of the curriculum. Curriculum according to Madike (1983), is the same as the school syllabus, teaching units, course outline and scheme of work. Therefore, the effective implementation of the school curriculum requires adequate planning by the teacher in the school system. Poor and wrong planning will affect the implementation of the curriculum negatively.

Constructive questions: Constructive questions are applied by teachers in the classroom to help students in understanding some areas of difficulties in the process of teaching. Well constructed questions asked by the teachers when teaching act as catalyst to students comprehension of the subject matter, while bad constructed questions by teachers act as a barrier to understanding the subject matter in the school. But this requires quality and experienced teachers to carry out effectively when teaching is going on in a normal classroom situation.

Social studies is integrational in nature and content: The content is derived principally from the social sciences such as psychology, sociology, economics, Geography. Due to its nature and objective of citizenship focus, it requires suitable methods to teach the curriculum effectively in the school. The inability of the teachers to carry out these functions effectively serve as barrier in its teaching. If suitable methods are not used in teaching, curriculum implementation will be a barrier.

Therefore, teaching methods, curriculum implementation and good constructive questions should be effectively and adequately utilized to remove the hindrance in teaching social studies in the teachers training colleges in Delta State. The purpose of this study hence is to examine how inappropriate teaching methods, ineffective teaching and constructive questions by Social Studies teachers during teaching and learning process affect social studies curriculum implementation in the colleges. Based on this premise, the following issues raised concern for the study. To what extent does teaching methods help students in understanding social studies subject matters? How would effective implementation of social studies curriculum help to step-up students' interest in the subject? How would constructive questions asked by teachers of Social Studies in the classroom during teaching and learning encourage positive responses of the students? In an attempt to address the above pertinent issues the study raised these research questions and the related hypotheses as a guide.

1. Is there any significant relationship between social studies teaching and effective learning of the subject?
2. Is there any significant relationship between social studies curriculum implementation and understanding the subject?
3. Is there any significant relationship between teachers' good constructive questions when teaching the subject and students' response?

The tentative answers were formulated in null forms.

Ho₁: There is no significant relationship between social studies teaching methods and effective learning of the subject.

Ho₂: There is no significant relationship between social studies curriculum implementation and understanding the subject

Ho₃: There is no significant relationship between teachers' good constructive questions when teaching and students' responses.

METHODOLOGY

The design used for the study is the descriptive survey research design. This is to enable the researcher to establish the relationship that exists between two or more variables in the study. The study focuses on the twenty teachers training colleges and all the social studies teachers in these colleges. The sample for the study comprises twenty-five social studies teachers selected through simple random sampling technique from the study population. Questionnaire containing 10 items was used for the study. The instrument was validated by two experts from the department of counselling Psychology of the Delta State University, Abraka both for the construct and content validity. Pearson, r Moment Correlation and Regression Analysis were used to analyze the data. The *R* and simple Regression analysis were tested at 0.05 level of significance. The data are analyzed on tables.

RESULTS AND DISCUSSION

Table 1: Teaching methods and effective learning of the subject by the students in the colleges.

	Mean	Standard Derivation	N
Teaching methods	40.8931	7.8483	159
Effective learning	11.7358	3.03243	159
Model	R	R ²	Adjusted R ²
1	0.31	0.10	0.09
			Standard Error of the Estimate
			7.5

a. Predictor: Constant; Teaching methods

ANOVA

Model	Sum of square	Df	Mean square	F	Significance
Regression	9.70	1	965.7	07.21	0.00
Residual	8807.50	157	56.10		
Total	9773.0	158			

Source: Fieldwork, 2011

a. Dependent Variables: Teaching methods

R = 0.31, R² = 0.09, N = 159; F = 17.214, RT = 0.16

Table 1 shows the significant variation in the mean teaching method and the mean for effective learning by the students all at 0.01 level of significance. Therefore the null hypothesis that there is no significant relationship between Social Studies teaching methods and effective learning of the subject is rejected. This explains the inability of the teachers not using suitable teaching methods in the colleges.

Table 2: The relationship between social studies curriculum and students' passing social studies examinations.

	Mean	Standard Derivation	N
Curriculum	40.10	8.00	159
Social Studies Examinations	12.0	3.20	159

Model	R	R ²	Adjusted R ²	Standard Error of the Estimate
1	0.50	0.25	0.24	7.04

ANOVA						
Model	Sum of square	Df	Mean square	F	Significance	
Regression	2419.991	1	2419.991	51.670	0.00	
Residual	7353.192	157	46.836			
Total	9773.182	158				

Source: Fieldwork, 2011

R = 0.498, R² = 0.2.48, Rt = 0.16; N = 159, F = 51.670

From the table 2, ther is clear evidence that effective social studies curriculum implementation has significant relationship on the students understanding of the subject "Social Studies". The null hypothesis that there is no significant relationship between effective implement of social studies curriculum implementation and students understanding of the subject is rejected.

Table 3: The relationship between good constructive questions by the teacher and students responses.

	Mean	Standard Derivation	N
Constrictive questions	40.9	7.9	159
Students Responses to questions	18.2	5.10	159

(a) Predictor: good constructive questions

ANOVA						
Model	Sum of square	Df	Mean square	F	Significance	
Regression	5508.98	1	5508.98	202.83	0.000	
Residual	464.21	157	27.20			
Total	9773.20	158	-			

Source: Fieldwork, 2011

a. Predictors (Constant), Good constructive questions

b. Dependant variable. Constructive Questions

F = 202.830, R = 0.751, R² = 0.564; Rt = 0.16, N = 159

From the table 3 above, the null hypothesis that there is no significant relationship between good constructive questions by social studies teachers and students responses to questions is therefore rejected since 0.16 is less than the value of 0.751 at 0.05 level of significance using two tail test. This shows significant relationship between Good teachers' questions in the class students responses to questions.

Table 4: Pearson Moment Correlation

Correlation matrix	Effective teaching	Poor school funding	Dilapidated learning environment	Poor curriculum implementation
Effective teaching	1	*314*	*498	*751*
Poor school funding	*314**	1	*255*	*018
Dilapidated learning environment	*498**	.255	1	157*
Poor curriculum implementation	*751**	0.18	157*	1

Source: Fieldwork, 2011

*Correlation is significant at 0.1 level (1-tail), **Correlation is significant at 0.05 level (1-tail)

The table 4 above are the interpretation of the results on table 1 which shows the descriptive analysis of relationship that exist with social studies teaching methods in school, learning of the subjects understanding of the subject, social studies curriculum implementation, students' passing of examinations, good constructive of questions and students passing of examinations.

Table 5: Pearson Moment Correlation

	Social studies Teaching method	Curriculum implementation	Good construction of questions	Students responses to questions
Teaching methods	1	.314	0.50	0.75
Implementation of social studies curriculum	.314	1	0.25	0.2
Good construction of questions	0.50	0.25	1	0.157
Students responses to questions	0.75	0.002	0.16	1

Source: Fieldwork, 2011

The above table shows the relationship that exists among the dependent variables. The correlation matrix and the relationship between effective teachings were established. The test was carried out at 0.01 and 0.05 level of significant at 1-tail test. The analysis shows significant relationship between the dependent and independent variables. The research findings show that inappropriate selections and utilization of suitable teaching methods grossly affect negatively the implementation of social studies curriculum in the teachers' training colleges.

CONCLUSION

This study aimed at examining how inappropriate teaching methods, ineffective teaching and constructive questions by Social Studies teachers during teaching and learning process affect social studies curriculum implementation using twenty five teachers training colleges in Delta State. It was observed that for effective teaching

of social studies education in Delta State Teachers Training Colleges to be successful, suitable teaching methods should be used in its teaching. Effective implementation of social studies curriculum should be carried out by the teachers. Good constructive questions to facilitate teaching and learning should be practiced and used by the teachers. Social studies teachers should display these competences to be effective in the school system.

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