**ATTITUDE OF STUDENTS TOWARDS THE LEARNING OF SOCIAL STUDIES IN JUNIOR SECONDARY SCHOOLS**

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****ABSTRACT****

The main focus of this study is to attitude of students towards the learning of social studies in junior secondary schools using Ifelodun Government Area Kwara State as case study. Survey design was employed for the study with the aid of  convenience sampling method, eighty (80) participant who are secondary school teachers were selected as the participant of the study. Well structure questionnaire was issued to the enrolled participants of which 77 of the instrument were retrieved and validated for the study. Data was analyzed in simple percentage, mean ad standard deviation presented in frequencies and tables. From the data collected, the analysis showed that problems confronting teaching of social studies in our school system includes: Poor teaching methods, inadequate utilization of instructional materials, low interest of learners towards the subject, poor teachers attitude  and laxity  as well societal and cultural perception toward subject. More so, the attitude of student towards the learning of social studies is positive even even as students and the motivation received from his teachers affect the learning of social studies . The study therefore recommends that the teacher should use the method of teaching that is suitable for any topic he/she wants to teach. There should be a sufficient and qualified social studies teachers with good attitude and the students should work hard to develop a positive attitude towards social studies.

****CHAPTER ONE****

****INTRODUCTION****

****1.1 BACKGROUND OF STUDY****

Man’s capacity to learn, to organize learning, to communicate this learning as knowledge, to other members of the species, and to act on the basis of learning and knowledge constitute the subject matter of education (Golsin, 1965). According to develop his mental capacity in such a way as to arm him to play a specific role in a developing programme. It also sets value on the human factor in development which makes man capable of shaping his history. Malue (1968) had strongly argued that a country will never be developed unless education is developed because it is through better education that maximum use can be made of human resources.

Social studies is one of the subject taught in primary and secondary schools today because of its usefulness to everyday life. According to Adeyoyin (1982) social studies is the study of man and his totality (the study covers) where he lives, his activities in the past and present his culture, frame of mind and how he relates to others in the society.

According to Wronki (1981) social studies are those common learning of man’s interaction with his social and physical environment, a way of life of how man influences his environment and in turn how environment influences man.

****1.2      STATEMENT OF THE PROBLEM****

Nigerian education system is in shambles because of lack of reasoning in the curriculum and this has destabilized the nation’s economic and social progress. The learner centred method, if applied will help to remedy the drastic situation encountered in social studies education. There are two main phases to the problems of Nigerian education system. These are: Problem of what to teach and How to teach.

Although social studies is one of the subject that teaches man his environment, a lot of difficulties is been faced by teachers and student  in learning this subject. This study therefore seeks to investigate into the factors affecting the teaching and  learning of social studies in secondary schools.

****1.3      PURPOSE OF THE STUDY****

The primary purpose of this study, therefore, is to examine the attitude of students towards the learning of social studies in junior secondary schools. Also, this study will look into the basic problems confronting teaching of social studies in our school system, and how motivation help the teacher and the learner in social studies class.

****1.4      SIGNIFICANCE OF THE STUDY****

The study is important in that it will enlighten Nigerians on how to think critically, creatively, caringly and collaboratively in all ramifications of life. The importance of this study is that the outcome of the inquiry will be useful in:

1.Addressing the Issue of academic backwardness of students in social studies class.

2. It will address the problems of lack of motivation for the teachers and the taught in social studies class.

3.It will address the problem of placing much emphasis on rote learning and memorization which does not elicit thinking in the learner.

4.The study is like a roadmap showing/directing our course objectives in social studies class.

5.The study will provide a format for redesigning the social studies curriculum.

6. The study will help the teacher's educators in the colleges of education to see the importance of giving adequate training to the student teachers that is in line with modern methods of education.

7. It will help the student teachers to embrace this innovative method of performance/achievement through the teaching of thinking skills in a community of inquiry format.

8.It will help the education curriculum designers in formulating better curriculum for our schools.

9.It will help to solve the problems of cultism and examination malpractices in our schools and education system.

****1.5      RESEARCH QUESTIONS****

The following research questions will guide this study

1. What are the basic problems confronting teaching of social studies in our school system?

2. What is the attitude of students towards the learning of social studies?

3. Whose duty is to prepare the teachers for effective teaching of social studies?

4. How has misplacement of priority affected Nigeria's education system?

5.  How does motivation help the teacher and the learner in social studies class?

6.What are the effective methods for managing the education system In Nigeria?

****1.6      SCOPE (OR DELIMITATION OF THE STUDY)****

This study is limited in examining the attitude of students towards the learning of social studies in junior secondary schools.

****1.7      TARGET AUDIENCE****

This study is directed to the following group of people in Nigerian education system:

1.          Student teachers in the colleges of education

2.          Classroom teachers both in pre-service and in-service, education administrators and managers of our various institution of learning

3.          Education curriculum designers

4.          Policy makers and various governments at both local, state and federal levels

5.          Parents and guardians of the pupils/ students.

**CHAPTER TWO**

**REVIEW OF LITERATURE**

**INTRODUCTION**

Our focus in this chapter is to critically examine relevant literature that would assist in explaining the research problem and furthermore recognize the efforts of scholars who had previously contributed immensely to similar research. The chapter intends to deepen the understanding of the study and close the perceived gaps.

Precisely, the chapter will be considered in three sub-headings:

* Conceptual Framework
* Theoretical Framework

**2.1 CONCEPTUAL FRAMEWORK**

**TEACHING**

Teaching is a set of events, outside the learners which are designed to support internal process of learning. Teaching (Instruction) is outside the learner. Learning is internal to learners(Momoh, 2020). You cannot motivate others if you are not self-motivated. Motives are not seen, but, Behaviors are seen. Is learning a motive or behavior? Learning is both a motive and behavior but only behavior is seen, learning is internal, performance is external.

**Role of a Teacher**

Generally ,the role of teacher can be categorized into:

Traditional Role - Teacher Centered

Modern Role - Facilitator (Student Centered)

There has been a change from the Traditional role to the Modern role in the present

context. The learning increases when the teacher builds on the previous experience of the student. However, individual’s learning differs and each individual learns at his or her own pace. Identifying the slow learners and individual attention of the teacher may be required. Thus, effective learning is to a great extent based on experiences. Direct experiences are student centered and participation in problem solving. While in indirect experience, the contents are carefully designed and organized by teacher

**Factors Affecting Teaching related to Teacher**

**Subject Knowledge:**

There is a saying that a teacher is only as good as what they know. If a teacher lacks knowledge in a subject, that dearth of understanding is passed along to the students. A teacher who knows his subjects well can only play a decisive role in leading the journey of the teaching-learning process.

**Knowledge of learners**:

This is a broad category that incorporates knowledge of the cognitive, social and emotional development of learners. It includes an understanding of how students learn at a given developmental level; how learning in a specific subject area typically progresses like learning progressions or trajectories; the awareness that learners have individual needs and abilities; and an understanding that instruction should be tailored to meet each learner’s needs (Momoh,2020).

 **Teaching Skills**:

A teacher may know his subject well but for sharing, communicating and interacting various experience related to the learning of the subject[,](https://www.scholarify.in/) he needs specific teaching skills. The proficiency and deficiency possessed by a teacher in this regard are quite responsible for turning the teacher learning process a big success or failure.

**Friendliness and Approachability**:

Because it’s the teacher’s job to help students learn, they must be easy to approach. Students will have questions that can’t be answered if the teacher isn’t friendly and easy to talk to (Agun ,2018). The unapproachable, mean, arrogant, rude, teacher can’t last long. If the students think of their teacher as their enemy, they certainly won’t learn much. The best teachers are the most open, welcoming, and easy to approach. A good teacher possesses good listening skills and takes time out of their busy schedule to solve all kinds of problems for their students.

**Personality and behaviour**:

A teacher as a leader has to lead his students in the teaching-learning process through the magnetic influence and incredible impression left on the minds of the students on the basis of his personality traits and behaviour. He is a role model for his students. His actions, behaviour pattern and personality traits carry great meaning to his students for being imitated and brought into practice (Agun ,2018).

**Level of Adjustment and Mental health**:

How adjusted a teacher feels in his personal and professional life and the state and level of mental health maintained by the teacher carry much weight in influencing his teacher behaviour and teacher effectiveness needed for the effective control and management of the teaching, learning process (Agun ,2018). While a teacher possessing poor mental health and lack of adjustment in his personal and professional life may prove totally failure in the realization of teaching-learning objective, a teacher possessing good mental health and adjustment may prove an ideal image to his students and boon to the effectiveness of the teaching-learning process.

**Discipline:**

In a classroom, a teacher uses discipline to ensure routine is maintained, school rules are enforced, and the students are in a safe learning environment. A great teacher has effective discipline skills and can promote positive behaviours and change in the classroom. Without discipline, learning cannot be accomplished.

### Factors Affecting Teaching related to the Learner

**Maturation:**

Maturation is the process of development of bodily systems and co-ordination in the functioning of bodily organs and It is the physical readiness of the individual for learning. Maturation governs not only certain specific motor behaviour such as walking and talking etc., it also plays an essential role in acquiring other skills such as reading and writing (Gredler,2015). This readiness or potentially within the individual determines “what to learn” and ‘how to learn’.

**Age**:

Mental abilities and potentialities develop with age, so learning efficiency increases with age up to a certain level, and after that, it tends to decrease. As children are in growing and developing age, their capacity to learn and acquire new things is greater as compared to that of the older individuals. Grown-up children have grater potential to learn than very young children.

**Motivation:**

Motivation is the core of learning. It is of pivotal importance in affecting an individual’s persistence to learn. Motivation is important in at least three ways; (i) It is a condition for eliciting behaviour. In other words, it brings out appropriate behaviour to be learned, (ii) Motivation is necessary for reinforcement, which, in turn, is an essential condition for learning, i.e[.](https://gyanport.com/%22%20%5Ct%20%22http%3A//webcache.googleusercontent.com/search?q=cache:Qr5aCTQ9KbYJ:https://www.scholarify.in/factors-affecting-teaching/_blank) motivation permits reinforcement to occur, and (iii) It increases the variability of behaviour and thus raising the probability of occurrence of correct responses. For example, curiosity and exploratory drive bring the individual into wider contact with the environment which increases the possibility of performing correct behaviour/response. Thus, motivation provides a powerful incentive for the learner to perform (Gredler,2015).

**Previous learning**:

Rate of learning is partially determined by the learner’s previous learning experiences with similar or somewhat similar material. In the same or somewhat similar learned previous situation, the individual might have “learned how to learn,” it at least prepares the ground to learn and provides ease in learning in the new set-up. So, the factor or relevant previous learning is of great (Gredler,2015).

**Intelligence:**

Intelligence, innate mental ability is basic to the cognitive development of an individual. There is individual difference in the intellectual ability of learners. Intelligence[,](https://www.scholarify.in/) in terms of I.Q. score obtained on intelligence tests, is positively related to learning. Generally, children with higher I.Q. learn new material more rapidly as compared to the average I.Q. children. However, learning is not always linearly related to I.Q. One point of caution is that intelligence cannot be defined solely in terms of learning ability or the learned material by the learner (Gredler,2015).

**Mental health:**

Good mental health in terms of the absence of anxiety, conflict, worry, and frustration, etc. provides the learner with a good ground to learn better. All learning, especially for the beginners, entails a certain amount of anxiety, but anxiety above certain limits hampers learning and the outcomes in terms of the learned material decreases. Thus, the teacher should take care that children must not be put in such an emotional state as may prove a hindrance in learning.

**Physical handicaps and dysfunctioning:**

Malformation and malfunctioning of physical organs or some system cause great hindrance in children’s proper learning. Defects in vision, hearing, and other diseases such as epilepsy, paralysis, cardiac problems, etc[.](https://mbafy.com/%22%20%5Ct%20%22http%3A//webcache.googleusercontent.com/search?q=cache:Qr5aCTQ9KbYJ:https://www.scholarify.in/factors-affecting-teaching/_blank) affect learning. Needless to say that poor vision, hearing defects, and physical handicaps have far-reaching psychological consequences in learning.

**Diet and nutrition:**

Good diet and other nutrients are an essential part of good physical health. These are essential for developing children and for better learning. For example, 90% of the glucose taken by a person is consumed by brain cells, so naturally, poor diet lacking adequate nutrients has an adverse effect on learning.

**Attention and interest:**

Both are interrelated to each other and are also a part of the motivation. Interest originates attention, and attention creates interest in the material/subject to be learned. If a child has an interest in some subject, he will pay more attention to that; and if he pays more attention, he may develop an interest in the learning of that subject.

**Goal-setting and level of aspiration:**

Goal-setting and level of aspiration both related to the psychodynamics of behaviour. Goal set, high or low, by the individual, goes with the expectation of the individual to achieve. Teachers should take care that learners make a realistic view of their abilities, set the goal accordingly, and go on increasing it on its achievement.

### Factors Affecting Teaching related to the Subject-Matters

**The difficulty of the task**:

The material to be learned should be of appropriate difficulty level. Whereas a very easy task fails to challenge children, a very difficult task disappoints them and results in a slow rate of acquisition. The same task varies in difficulty for children of different developmental levels or capacity and previous experiences.

**Length of the task**:

A lengthy material poses a big problem for young learners. The longer a material the more difficult it would be to learn. The difficulty task should also be presented in small parts.

**Meaningfulness of the task**:

Learning outcomes are associated with the meaningfulness of the learning material. Rapid learning occurs when children have to learn something. So, the kind of material to be learned makes a considerable difference in the rate of learning. Some tasks are hard, others are easy. The tasks that have some meaning make learning easier.

**The similarity of the task**:

Tasks which have some elements similar to the previously learned material make learning quick and comfortable. As in life, it is equally applicable in teaching-learning situations.

**Organized Material:**

The subject-matter should be logically organized so that we have better outcomes. The organization of learning material should be from simple to difficult, from concrete to abstract and from direct to indirect keeping in view the physical and mental development of learners, otherwise much of teacher’s efforts and learner’s energy will be wasted(Brown,2017).

**Life learning:**

The task to be learned must be presented in an interrelated manner. No subject-matter should be taught in an isolated way. Most of the material from different subjects can be taught keeping in view their interrelationship. If some part of the subject- matter is related to life while teaching, its effectiveness increases, and forgetting, in that case, is minimized

### Factors Related to Methods of Teaching (Instructional Facilities) and Environment

**Distribution of practice**:

It is also called a method of masses V/s spaced practice. Learning depends upon the rate at which the individual practices with the task. Short periods of practice inters read with a period of rest permit more efficient learning than does continuous or masses practice.

**Whole V/s part learning:**

One important question is whether the material should be learned as a whole or in One may go over the whole learning material several times or take one part at a time and learn it in the piecemeal method.

**Recitation:** –

One way to secure the active participation of the learners in teaching-learning is to use the recitation method. After learning certain material once, the learner recites and tries to recall it loudly.

**Knowledge of result:**

The learner goes on improving his performance if he is given information about the correctness of his responses or his progress in learning at each stage of mastery. The learner can sustain his efforts, if, during the course of learning, he may periodically know how well he has done or how far he is away from the target. Knowledge of result aids learning by being an incentive (Brown,2017). Some information about his accomplishment helps in maintaining his interest and motivation in learning.

**Learning by doing**:

Participation of the learner is of central significance. So, the students should be encouraged to learn things by doing. It will bring more of their involvement in the task. They would take more interest in learning that task and pay more attention to it. Therefore, the teacher should devise means and ways to ensure active participation of the students.

**Suitability of Method:** –

Methods of teaching adopted by the teacher and environmental factors affecting learning are many and varied. These can be elaborated to any extent. Learning is affected by the suitability of methods of teaching like; Discussion method, Demonstration method, Lecture method, Project method, Heuristic method, Programmed learning method, Plat-way method, Story-telling method, Field-work, excursion and trips(Brockett, 2019).

**Teacher and Environments related Factors**:

These factors also play an important role in the effectiveness of teaching-learning outcomes. Physical environment, social environment, classroom culture, curricula, time table; and fatigue and rest very important for providing a conducive environment to learn.

**Basic Teaching Model:**

Objectives are intended learning outcomes written down before the process of instruction. General Objectives - Statement of instructional intent - student ability in general terms. Specific objective statement of instructional intent- student ability in terms of specific & observable. Usefulness of objectives, Elements of objectives, Terminal behavior Condition, and Criterion / Criteria. Writers tend to separate learning into three main groups or domains. These are the psychomotor, cognitive and affective domains (Brown,2017). Those skills, which are concerned with physical dexterity, for example changing a wheel and giving an injection, fall into the psychomotor domain. Both of the tasks do need knowledge but, predominantly they are physical skills, which need practice. Knowledge and knowing the 'how' and the 'why', the thinking skills, fall into the cognitive domain. Examples include 'stating the names of the major bones in the body', 'explaining why we have tides'. Both of these require thought processes to be accomplished. The third domain, and one we often neglect, is the affective domain. This is concerned with attitudes. Examples in this domain include 'the need to eat a healthy, balanced diet', 'the need for equality of opportunity for all', and 'politeness' (Brown,2017). These deal with feelings and emotions and are different from the examples in the other domains. Affective Learning occurs when these three domains are seen as interdependent. Each of these domains should be developed as part of teaching/ learning session. Teachers should be able to define learning objectives in each of them. Learning in these three domains often needs different teaching and learning approaches. They are often considered in isolation but in practice learning may occur simultaneously in all three.

**Traditional versus Modern role**

Traditionally the role of the teacher has been as a purveyor of information: the teacher was the fount of all knowledge. This suggests a picture of students sitting in rows in front of the teacher who is talking and passing information to students with the aid of a blackboard, while the students either listen passively or, if the teacher is lucky, take their own notes. This, of course, is not true any more. The modern teacher is a facilitator: a person who assists students to learn for themselves. Instead of having students sitting in rows, they are likely to be in groups, all doing something different; some doing practical tasks, some writing, some not even in the room but in another part of the building using specialist equipment or looking up something in the library(Brockett, 2019). All of the students might well be at different stages in their learning and in consequence, the learning is individualized to suit individual requirements and abilities. This change from the traditional model is the result of a number of factors. First, it is recognized that adults, unlike small children, have a wealth of experience and are able to plan their learning quite efficiently. Second, not all individuals learn in the same manner, so that if a teacher talks to students some might benefit, but others might not. Third, everyone learns at their own pace and not, of necessity, at the pace set by the teacher. Hence, the individualizing of learning has defined advantages.

Research into the ways that people learn has not provided teachers with any specific answers. If it had, all teachers would be using the same techniques. However, researchers have identified that learning is generally more effective if it is based on

experiences; either direct experiences or experiences that have been read about. Of the

two types of experiences, the former is more likely to be effective than the latter. Thus

concepts that are able to be practiced or seen are more likely to be learning. To apply this in a practical situation in post-16 education and training, learning is more likely to be effective when it is related to, and conducted in, the knowledge of a student’s (work) experience. We need, at this stage, to consider how we as teachers might best provide the experiences so as to make the learning as easy and quick as possible. We might consider two possible approaches to the design of a teaching programme.

(i) A programme where the content is carefully derived from an analysis of the student’s personal, social and/or vocational needs and which is implemented by you in such a controlled and organized manner that the student is almost certain to learn, and is aware when the learning has taken place. By this method motivation is generated by immediate success and the avoidance of failure. Unfortunately this rarely takes place because it has a fundamental drawback. Apart from the requirement for the students to place themselves in the hands of the teacher and thus tend to develop a relationship of dependency, it confirms to them that learning is a process which is organized by someone who knows better. It does not help students to learn on their own.

(ii) The other approach starts from the experience of the student, experience that has taken place as part of life or which has been organized as part of the programme.

It then depends upon the student identifying and accepting a need to learn. Such as approach has been described as ‘problem solving’, ‘student-centered learning’, ‘participative learning’, and so on. The problem with this approach is to ensure that important areas of learning are not omitted and that the ‘right’ balance is struck between these areas, and that each area is learned as effectively as possible. Teaching methods which allow this second approach to be implemented include:

project work derived from students’ current experiences; discussions which allow students to recognize and consolidate what the experience has taught them, and also lead them to identify what else they need to learn and practice; the learning of specific problem-solving techniques which can be applied to a range of situations; activities designed to provide opportunities for specific learning outcomes. Such a list of teaching approaches identifies a second problem associated with the approach; that of (over) concentrating upon the activities – the practical work which tends to be more enjoyable, and neglecting to recognize the possible learning that can accrue from such activities.

**The Concept of Learning**

The phenomenon of learning is so varied and diverse that its inclusion in eight single categories may not be warranted. Learning is a concept and not a ‘thing’. The activity of learning is inferred only through behavioural symptoms. Kimble (1962) attempted to define learning as a relatively permanent change in behavioural potential that occurs as a result of reinforced practice. This definition postulates that the change needs not be an improvement. Addictions and prejudices are learned as well as high-level skills and useful knowledge. The psychological study of learning embraces more than learning a new job or academic subject. It also has a bearing on the fundamental development, motivation, social behaviour and personality. According to Tolman (1961) the development of learning is revealed through the changing probability that an awaited behaviour may result. He held the view that learning itself is not observable. It is rather an intervening variable, one that is inferred as a connecting process between an antecedent variable and consequent behaviour. Hilgard (1962) inferring from Kohler's theory of insight learning stated that ‘a learner is a resourceful person, one who is able to use what he knows in new situations and one who is able to discover for himself solutions to problems that he has never before faced’. Insight learning encourages problem-solving behaviour in the learner. The learner must have prior familiarity with the essentials of the problem. For example, no one can solve a novel algebraic problem without knowing the meaning of the symbols and operations for which they stand. Insight learning requires the learner to see facts in relation to understanding the essentials they bear upon the problem. Insight learning depends upon the capacity of the learner. For example, older children can learn things that younger children cannot learn. This is influenced by past experiences. All instances of learning involve the learner in behaviour of some sort. He learns to do something. An example is learning to read. The same feature of behaviour is exhibited by instances that could be described as learning to become somebody. For example, one can learn to become a teacher. To learn to be somebody is to learn to do something. Learning involves the changing of one's behaviour. From a variety of instances of learning, Thyme (1970) deduced four features of learning. In the first instance the learner learns to do something. This, he interpreted as a feature of behavioural change. Secondly, he previously did something different. That is a change of behaviour. For the third feature, that change of behaviour occurs in a particular kind of situation. Fourthly, the learner changes from one situation to another. In terms of these four features that appear to characterize learning, any instance of learning must get two responses, namely, old response and a new different response. That is, any instance of learning involves a two-fold series of behaviour. Thyme then defined learning as adopting new response to a situation. This same learning can be applied in the teaching and learning of Social Studies. A fundamental implication of this definition is that learning is not a single ‘thing’. It is, on the contrary, a particular pattern or ‘Gestalt’ of behaviour in relation to some kind of situation.

**Factors That Influence Students In Learning**

**Class and Curriculum Structure**

Children thrive when there is structure and struggle when there is chaos. When students sense or see that classes follow a structure, and the curriculum and class materials have been prepared beforehand, it provides them with a greater sense of security. The feeling of security is one of our basic needs. When that’s provided in a learning environment, it allows students to fully focus on the learning material. To help students feel more secure, educators need to plan classes and curriculums. All materials that will be used in class should be prepared in advance. Educators can also state the objectives of a course or class at the beginning of a semester or a class.

**Teacher Behavior and Personality**

If a student has a negative emotion such as fear or disliking towards their teacher, that can negatively affect their attitude toward the subject as a whole. If a teacher shows a preference towards certain students or uses derogatory and humiliating language, that can lower their motivation in education. On the other hand, kindness, optimism, positive feedback, and encouragement can positively affect students’ motivation to learn (Driscoll, 2021)

### Teaching Methods

Students are more likely to retain their motivation in education if educators use different teaching methods. That creates diversity and prevents students from getting bored. Giving room for certain choices such as which partner they’d like to work with can be beneficial too. Students in a single class are likely to have different styles of learning. Thus, a teacher is more likely to meet these needs by applying different teaching methods.

Another important aspect, especially when it comes to [girls in STEM subjects](https://www.builtbyme.com/importance-stem-girls-motivate/%22%20%5Ct%20%22https%3A//www.builtbyme.com/students-motivation-in-education/_blank), is ensuring that the knowledge or skills learned can be practically applied in real life. In some cases, enrolment in [extracurricular activities](https://www.builtbyme.com/%22%20%5Ct%20%22https%3A//www.builtbyme.com/students-motivation-in-education/_blank) or support from a tutor can help address students’ needs that are not met at school.

### Parental Habits and Involvement

Quite a few parental habits can indirectly affect the motivation of children, intrinsic motivation in particular. These include:

* showing interest in the child’s learning material,
* inquiring about their day,
* actively listening,
* helping with specific tasks or skills taught at school,
* attending parent meetings,
* encouraging children t complete homework or study for a test.

Another habit that’s been proven to improve motivation, is reading. Reading to and with small children helps them develop literacy faster than talking does. However, [reading comprehension](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5306315/%22%20%5Ct%20%22https%3A//www.builtbyme.com/students-motivation-in-education/_blank) level can determine students’ success in later school years.

### Family Issues and Instability

Same as the lack of security in the classroom, the lack of security at home can negatively impact motivation in education.

Children who live with both parents, on average get better grades than children who don’t. Family conflicts and disruption can result in [poorer academic performance](https://books.google.es/books?id=yW6MxBs3KAsC&printsec=frontcover" \l "v=onepage&q&f=false" \t "https://www.builtbyme.com/students-motivation-in-education/_blank). Some examples include:

* divorce,
* loss of one or both parents,
* not living with the biological father or mother,
* not having contact with the biological father or mother,
* frequently moving from one home to another,
* being or having been involved with Child Protective Services.

As a result, in certain instances, additional support may be needed from schools to help students with their issues.

### Peer Relationships

As children grow older, the influence peers have upon them increases as well. Therefore, problems and conflicts with peers can make students feel less secure about their social status among peers, increase their stress levels, and lower motivation in education. Keeping an eye on any conflicts, bullying, and other peer issues can prevent serious problems (Driscoll, 2021).

### Learning Environment

School environment or school climate is another factor that affects motivation in education. School environment refers to different norms and regulations that determine the overall climate in the school.

Positive school environment makes students feel safe and secure, meets their basic needs such as daily meals, and provides an optimal environment for them to build healthy social relationships.

Too many classes and learning environment that’s too serious can also lower motivation in education. Adding a fun element to classes can help to ease the atmosphere and improve motivation and results. Allowing [enough time for play](https://www.builtbyme.com/importance-play-in-child-development/%22%20%5Ct%20%22https%3A//www.builtbyme.com/students-motivation-in-education/_blank) and rest can also have a positive effect.

### Assessment

While standardized assessment increases the standards of attainment, it can [negatively influence](https://pdfs.semanticscholar.org/2d2f/ab645e9fd4a75b617547a7a0d59a65e2d9f1.pdf%22%20%5Ct%20%22https%3A//www.builtbyme.com/students-motivation-in-education/_blank) students’ motivation in education, especially at a younger age. The opposite can be seen in countries like [Finland](https://www.builtbyme.com/finland-education-system-successful-home/%22%20%5Ct%20%22https%3A//www.builtbyme.com/students-motivation-in-education/_blank) where primary school children do not get any tests. Despite the lack of assessment, Finnish children display higher academic achievements.

It is also common for students to lose motivation if tests are continuously too challenging. This does not provide a sense of achievement and lowers motivation in education over time. Thus, it’s important for educators to experiment with and apply different testing methods which would be able to address the different learning needs of students.

**Historical Overview of Social Studies as a Subject**

Tamakloe (1994) looks at Social Studies as a subject that deals with man and his relationship to his environment. This goes to explain the fact that teaching of Social Studies should aim at exposing learners to the way of life of the society and the realization that humans, plants and all the other animals are dependent upon each other. The field of Social Studies was developed in the early years of the 20th century in the United States of America. It was built on the foundations of history which was recognized as the central study of Social Studies. The change from the traditional subjects of History to Social Studies occurred in the Jones report (Ravitch, 2003) on Social Studies; incorporated into the famous Cardinal Principle report of the National Education Association in 1918 which suggested that the goal of Social Studies was good citizenship and that historical studies that did not contribute to social change had no value. This report gave a strong boost to Social Studies teaching. The study of history was considered too ‘academic’ and far removed from students’ immediate needs and that they made no contributions to social efficiency. It was in the field of social efficiency that Social Studies was born. The idea was to teach students facts and skills that were relevant to the institutions of their own society and also to prepare them for the real world that would confront them when they had left school. By the 1930s, the Social Studies programme had displaced history with its expanding environment concepts that is, the home, neighbourhood and community (Ravitch, 2003). Social Studies was therefore intended to provide an integrative education aimed at training students as decision makers.

**2.2 THEORETICAL FRAMEWORK**

**Behaviourism Theory**

The behaviourist perspectives of learning originated in the early 1900s, and became dominant in early 20th century. The basic idea of behaviourism is that learning consists of a change in behaviour due to the acquisition, reinforcement and application of associations between stimuli from the environment and observable responses of the individual. Behaviourists are interested in measurable changes in behaviour (Koko,2007). Thorndike, one major behaviourist theorist, put forward that (1) a response to a stimulus is reinforced when followed by a positive rewarding effect, and (2) a response to a stimulus becomes stronger by exercise and repetition. This view of learning is akin to the “drill-and-practice” programmes. Skinner(1955), another influential behaviourist, proposed his variant of behaviourism called “operant conditioning”. In his view, rewarding the right parts of the more complex behaviour reinforces it, and encourages its recurrence. Therefore, reinforcers control the occurrence of the desired partial behaviours. Learning is understood as the step-by-step or successive approximation of the intended partial behaviours through the use of reward and punishment. The best known application of Skinner’s theory is “programmed instruction” whereby the right sequence of the partial behaviours to be learned is specified by elaborated task analysis.

**Theory Of Cognitive psychology**

Cognitive psychology was initiated in the late 1950s, and contributed to the move away from behaviourism. People are no longer viewed as collections of responses to external stimuli, as understood by behaviourists, but information processors. Cognitive psychology paid attention to complex mental phenomena, ignored by behaviourists, and was influenced by the emergence of the computer as an information-processing device, which became analogous to the human mind. In cognitive psychology, learning is understood as the acquisition of knowledge: the learner is an information-processor who absorbs information, undertakes cognitive operations on it, and stocks it in memory. Therefore, its preferred methods of instruction are lecturing and reading textbooks; and, at its most extreme, the learner is a passive recipient of knowledge by the teacher.

**Constructive Theory**

Constructivism emerged in the 1970s and 1980s, giving rise to the idea that learners are not passive recipients of information, but that they actively construct their knowledge in interaction with the environment and through the reorganization of their mental structures. Learners are therefore viewed as sense-makers, not simply recording given information but interpreting it. This view of learning led to the shift from the “knowledge-acquisition” to “knowledge-construction” metaphor. The growing evidence in support of the constructive nature of learning was also in line with and backed by the earlier work of influential theorists such as Jean Piaget and Jerome Bruner (,1966). While there are different versions of constructivism, what is found in common is the learner-centred approach whereby the teacher becomes a cognitive guide of learner’s learning and not a knowledge transmitter.

**Social learning Theory**

A well-known social learning theory has been developed by Albert Bandura, who works within both cognitive and behavioural frameworks that embrace attention, memory and motivation. His theory of learning suggests that people learn within a social context, and that learning is facilitated through concepts such as modeling, observational learning and imitation. Bandura(1985) put forward “reciprocal determininsm” that holds the view that a person’s behavior, environment and personal qualities all reciprocally influence each others. He argues that children learn from observing others as well as from “model” behaviour, which are processes involving attention, retention, reproduction and motivation. The importance of positive role modeling on learning is well documented.

**Socio-constructive Theory**

In the late 20th century, the constructivist view of learning was further changed by the rise of the perspective of “situated cognition and learning” that emphasized the significant role of context, particularly social interaction. Criticism against the information-processing constructivist approach to cognition and learning became stronger as the pioneer work of Vygotsky as well as anthropological and ethnographic research by scholars like Rogoff and Lave came to the fore and gathered support. The essence of this criticism was that the information-processing constructivism saw cognition and learning as processes occurring within the mind in isolation from the surrounding and interaction with it. Knowledge was considered as self-sufficient and independent of the contexts in which it finds itself. In the new view, cognition and learning are understood as interactions between the individual and a situation; knowledge is considered as situated and is a product of the activity, context and culture in which it is formed and utilized. This gave way to a new metaphor for learning as “participation” and “social negotiation”

**Theory Of Experiential learning**

Experiential learning theories build on social and constructivist theories of learning, but situate experience at the core of the learning process. They aim to understand the manners in which experiences – whether first or second hand – motivate learners and promote their learning. Therefore, learning is about meaningful experiences – in everyday life – that lead to a change in an individual’s knowledge and behaviours. Carl Rogers is an influential proponent of these theories, suggesting that experiential learning is “self-initiated learning” as people have a natural inclination to learn; and that they learn when they are fully involved in the learning process. Rogers put forward the following insight: (1) “learning can only be facilitated: we cannot teach another person directly”, (2) “learners become more rigid under threat”, (3) “significant learning occurs in an environment where threat to the learner is reduced to a minimum”, (4) “learning is most likely to occur and to last when it is self-initiated” (Office of Learning and Teaching, 2005). He supports a dynamic, continuous process of change where new learning results in and affects learning environments. This dynamic process of change is often considered in literatures on organizational learning.

**Theory Of Multiple Intelligences**

Challenging the assumption in many of the learning theories that learning is a universal human process that all individuals experience according to the same principles, Howard Gardner elaborated his theory of ‘multiple intelligences’ in 1983. His theory also challenges the understanding of intelligence as dominated by a single general ability. Gardner argues that every person’s level of intelligence actually consists of many distinct “intelligences”. These intelligences include: (1) logical-mathematical, (2) linguistic, (3) spatial, (4) musical, (5) bodily-kinesthetic, (6) interpersonal, and (7) intrapersonal. Although his work is speculative, his theory is appreciated by teachers in broadening their conceptual framework beyond the traditional confines of skilling, curriculum and testing. The recognition of multiple intelligences, for Gardner, is a means to achieving educational goals rather than an educational goal in and of itself.

**CHAPTER THREE**

**RESEARCH METHODOLOGY**

**3.1 INTRODUCTION**

 In this chapter, we described the research procedure for this study. A research methodology is a research process adopted or employed to systematically and scientifically present the results of a study to the research audience viz. a vis, the study beneficiaries.

**3.2 RESEARCH DESIGN**

Research designs are perceived to be an overall strategy adopted by the researcher whereby different components of the study are integrated in a logical manner to effectively address a research problem. In this study, the researcher employed the survey research design. This is due to the nature of the study whereby the opinion and views of people are sampled. According to Singleton & Straits, (2009), Survey research can use quantitative research strategies (e.g., using questionnaires with numerically rated items), qualitative research strategies (e.g., using open-ended questions), or both strategies (i.e., mixed methods). As it is often used to describe and explore human behaviour, surveys are therefore frequently used in social and psychological research.

**3.3 POPULATION OF THE STUDY**

 According to Udoyen (2019), a study population is a group of elements or individuals as the case may be, who share similar characteristics. These similar features can include location, gender, age, sex or specific interest. The emphasis on study population is that it constitute of individuals or elements that are homogeneous in description.

This study was carried out to examine the attitude of students towards the learning of social studies in junior secondary schools, using Ifelodun local government area Kwara State. Students and teachers form the population of the study.

**3.4 SAMPLE SIZE DETERMINATION**

A study sample is simply a systematic selected part of a population that infers its result on the population. In essence, it is that part of a whole that represents the whole and its members share characteristics in like similitude (Udoyen, 2019). In this study, the researcher adopted the convenient sampling method to determine the sample size.

**3.5 SAMPLE SIZE SELECTION TECHNIQUE AND PROCEDURE**

According to Nwana (2005), sampling techniques are procedures adopted to systematically select the chosen sample in a specified away under controls. This research work adopted the convenience sampling technique in selecting the respondents from the total population.

In this study, the researcher adopted the convenient sampling method to determine the sample size. Out of all the entire population of Students and teachers, the researcher conveniently selected 80 out of the overall population as the sample size for this study. According to Torty (2021), a sample of convenience is the terminology used to describe a sample in which elements have been selected from the target population on the basis of their accessibility or convenience to the researcher.

**3.6 RESEARCH INSTRUMENT AND ADMINISTRATION**

The research instrument used in this study is the questionnaire. A survey containing series of questions were administered to the enrolled participants. The questionnaire was divided into two sections, the first section enquired about the responses demographic or personal data while the second sections were in line with the study objectives, aimed at providing answers to the research questions. Participants were required to respond by placing a tick at the appropriate column. The questionnaire was personally administered by the researcher.

**3.7 METHOD OF DATA COLLECTION**

Two methods of data collection which are primary source and secondary source were used to collect data. The primary sources was the use of questionnaires, while the secondary sources include textbooks, internet, journals, published and unpublished articles and government publications.

**3.8 METHOD OF DATA ANALYSIS**

The responses were analyzed using the simple percentage and frequency tables, which provided answers to the research questions.

**3.9 VALIDITY OF THE STUDY**

Validity referred here is the degree or extent to which an instrument actually measures what is intended to measure. An instrument is valid to the extent that is tailored to achieve the research objectives. The researcher constructed the questionnaire for the study and submitted to the project supervisor who used his intellectual knowledge to critically, analytically and logically examine the instruments relevance of the contents and statements and then made the instrument valid for the study.

**3.10 RELIABILITY OF THE STUDY**

The reliability of the research instrument was determined. The Pearson Correlation Coefficient was used to determine the reliability of the instrument. A co-efficient value of 0.68 indicated that the research instrument was relatively reliable. According to (Taber, 2017) the range of a reasonable reliability is between 0.67 and 0.87.

**3.11 ETHICAL CONSIDERATION**

he study was approved by the Project Committee of the Department. Informed consent was obtained from all study participants before they were enrolled in the study. Permission was sought from the relevant authorities to carry out the study. Date to visit the place of study for questionnaire distribution was put in place in advance.

**CHAPTER FOUR**

**DATA PRESENTATION AND ANALYSIS**

**INTRODUCTION**

This chapter presents the analysis of data derived through the questionnaire and key informant interview administered on the respondents in the study area. The analysis and interpretation were derived from the findings of the study. The data analysis depicts the simple frequency and percentage of the respondents as well as interpretation of the information gathered. A total of eighty (80) questionnaires were administered to respondents of which only seventy-seven (77) were returned and validated. This was due to irregular, incomplete and inappropriate responses to some questionnaire. For this study a total of 77 was validated for the analysis.

**4.1 DATA PRESENTATION**

**Table 4.1: Demographic profile of the respondents**

|  |  |  |
| --- | --- | --- |
| **Demographic information** | **Frequency** | **percent** |
| **Gender**Male |  |  |
| 42 | 54.54% |
| Female | 35 | 45.45% |
| **Age** |  |  |
| 10-11 | 25 | 32.5% |
| 11-13 | 30 | 38.96% |
| 35-40 | 10 | 12.98% |
| 40+ | 12 | 15.58% |
| **Educational level** |  |  |
| Jss1  | 25 | 32.46% |
| Jss2  | 32 | 41.55% |
| BS.c | 20 | 25.97% |
| MS.c | 0 | 0% |

**Source: Field Survey, 2022**

**4.2 DESCRIPTIVE ANALYSIS**

**Question 1:**    What are the basic problems confronting teaching of social studies in our school system?

**Table 4.2:** respondent on the basic problems confronting teaching of social studies in our school system.

|  |  |  |  |
| --- | --- | --- | --- |
| **Options** | **Yes** | **No** | **Total %** |
| insufficient qualified social studies teachers | 77(100%) | 00 | 77(100%) |
| lack the materials for teaching social studies subjects | 77(100%) | 00 | 77(100%) |
| lack of clear definition of the subject and lack of knowledge of the method of teaching the subject | 77(100%) | 00 | 77(100%) |
| Lack of effective communication | 77(100%) | 00 | 77(100%) |

**Field Survey, 2022**

From the responses obtained as expressed in the table above, all the respondents constituting 100% said yes in all the options provided. There was no record of no.

**Question 2: What is the attitude of students towards the learning of social studies?**

**Table 4.3:** Respondent on the attitude of students towards the learning of social studies

|  |  |  |
| --- | --- | --- |
| **Options** | **Frequency** | **Percentage** |
| Positive attitude | 45 | 58.44 |
| Negative attitude | 12 | 15.58 |
| Undecided | 20 | 25.97 |
| **Total** | **77** | **100** |

**Field Survey, 2022**

From the responses obtained as expressed in the table above, 58.44% of the respondents said positive attitude, 15.58% said negative attitude. While 25.97% of the respondent were undecided .

**Question 3:**   Whose duty is to prepare the teachers for effective teaching of social studies?

**Table 4.4:** respondent on **w**hose duty it is to prepare the teachers for effective teaching of social studies.

|  |  |  |
| --- | --- | --- |
| **Options** | **Frequency** | **Percentage** |
| School management | 45 | 58.44 |
| Teachers training schools | 12 | 15.58 |
| School principals | 20 | 25.97 |
| **Total** | **77** | **100** |

**Field Survey, 2022**

From the responses obtained as expressed in the table above, 58.44% of the respondents said yes, 15.58% said no. While 25.97% of the respondent were undecided .

**Question 4:  How has misplacement of priority affected Nigeria's education system?**

**Table 4.5:** Respondent on how misplacement of priority affected Nigeria's education system

|  |  |  |  |
| --- | --- | --- | --- |
| **Options** | **Yes** | **No** | **Total %** |
| Lack of leadership. | 77(100%) | 00 | 77(100%) |
| Lack of training for facilitators | 77(100%) | 00 | 77(100%) |
| Enhanced computer skill | 77(100%) | 00 | 77(100%) |
| Lack of proper mind set. | 77(100%) | 00 | 77(100%) |

**Field Survey, 2022**

From the responses obtained as expressed in the table above, all the respondents constituting 100% said yes in all the options provided. There was no record of no.

**Question 5:  How does motivation help the teacher and the learner in social studies class?**

**Table 4.6:** Respondent on how motivation help the teacher and the learner in social studies class

|  |  |  |  |
| --- | --- | --- | --- |
| **Options** | **Yes** | **No** | **Total %** |
| increase persistence | 77(100%) | 00 | 77(100%) |
| enhance cognitive processes | 77(100%) | 00 | 77(100%) |
| lead to improved performance | 77(100%) | 00 | 77(100%) |
| uplifts student's enthusiasm about the activities presented to them | 77(100%) | 00 | 77(100%) |

**Field Survey, 2022**

From the responses obtained as expressed in the table above, all the respondents constituting 100% said yes in all the options provided. There was no record of no.

**Question 6: What are the effective methods for managing the education system In Nigeria?**

**Table 4.7:** Respondent on the effective methods for managing the education system In Nigeria

|  |  |  |  |
| --- | --- | --- | --- |
| **Options** | **Yes** | **No** | **Total %** |
| Increase funding to education sector | 77(100%) | 00 | 77(100%) |
| Establishment of more vocational and technical centers | 77(100%) | 00 | 77(100%) |
| Need for independent inspectorate committees | 77(100%) | 00 | 77(100%) |
| Quality and affordable education should be made available | 77(100%) | 00 | 77(100%) |

**Field Survey, 2022**

From the responses obtained as expressed in the table above, all the respondents constituting 100% said yes in all the options provided. There was no record of no.

**CHAPTER FIVE**

**SUMMARY, CONCLUSION AND RECOMMENDATION**

**5.1 SUMMARY**

In this study, our focus was on the attitude of students towards the learning of social studies in junior secondary schools using Ifelodun local government area, Kwara State as a case study**.** The study specifically was aimed at highlighting the attitude of students towards the learning of social studies in junior secondary schools. Also, this study will look into the basic problems confronting teaching of social studies in our school system, and how motivation help the teacher and the learner in social studies class. A total of 77 responses were validated from the enrolled participants where all respondent are drawn from students and teachers in Ifelodun LGA Kwara State.

**5.2 CONCLUSION**

Based on the finding of this study, the following conclusions were made:

1. The basic problems confronting teaching of social studies in our school system insufficient qualified social studies teachers, lack the materials for teaching social studies subjects, lack of clear definition of the subject and lack of knowledge of the method of teaching the subject, Lack of effective communication.
2. The attitude of students towards the learning of social studies is positive.
3. It is the duty of school management, teachers training schools and school principals is to prepare the teachers for effective teaching of social studies.
4. Misplacement of priority affected Nigeria's education system through lack of leadership, lack of training for facilitators, enhanced computer skill and lack of proper mind set.
5. Motivation help the teacher and the learner in social studies class by increasing persistence, enhance cognitive processes, lead to improved performance and uplifts student's enthusiasm about the activities presented to them
6. The effective methods for managing the education system In Nigeria is by Increasing funding to education sector, establishment of more vocational and technical centers, need for independent inspectorate committees and quality and affordable education should be made available.

**5.3 RECOMMENDATION**

Based on the responses obtained, the researcher proffers the following recommendations:

1. Provisions of the necessary infrastructures and facilities that will motivate teaching and learning of basic science become necessary. Teachers should relate their lesson to real life situation so as to reduce the abstract nature of science subjects.
2. The government should motivate science teachers and reward hardworking teachers and students with adequate packages.
3. The appropriate bodies should monitor teachers and students in order to leave up to their expectations and be alive with their responsibilities as supervision of instructions will reduce laxity among science teachers and their students.
4. It has become necessary for the government to send science teachers for training and seminars to ensure effective teaching of science subjects.
5. Teachers should be trained on how to improvise for teaching aids (being a developing economy) may not have the fund to acquire all the basic equipment for science education. In addition, all the established science equipment manufacturing sectors should be encouraged to produce enough science equipment
6. Class size should be reduces to about 20 students per teacher. 8. The policy that established the 6– 3 -3 – 4 system of education should be revisited and reviewed so that at the end of the junior secondary education, the candidate would have learnt basic technology like masonry, applied art etc.

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**QUESTIONNAIRE**

PLEASE TICK [√] YOUR MOST PREFERRED CHOICE AND AVOID TICKING

TWICE ON A QUESTION

SECTION A

PERSONAL INFORMATION

Gender

Male [ ]

Female [ ]

Age

10-11 [ ]

11-13 [ ]

30-40 [ ]

40 and above [ ]

Educational level

Jss1 [ ]

Jss2 [ ]

BS.c [ ]

MS.c [ ]

**What are the basic problems confronting teaching of social studies in our school system?**

|  |  |  |
| --- | --- | --- |
| **Options** | **Yes** | **No** |
| insufficient qualified social studies teachers |  |  |
| lack the materials for teaching social studies subjects |  |  |
| lack of clear definition of the subject and lack of knowledge of the method of teaching the subject |  |  |
| Lack of effective communication |  |  |

**What is the attitude of students towards the learning of social studies?**

|  |  |
| --- | --- |
| **Options** | **Please tick** |
| Positive attitude |  |
| Negative attitude |  |
| Undecided |  |

**Whose duty is to prepare the teachers for effective teaching of social studies?**

|  |  |
| --- | --- |
| **Options** | **Please tick** |
| School management |  |
| Teachers training schools |  |
| School principals |  |

**How has misplacement of priority affected Nigeria's education system?**

|  |  |  |
| --- | --- | --- |
| **Options** | **Yes** | **No** |
| Lack of leadership. |  |  |
| Lack of training for facilitators |  |  |
| Enhanced computer skill |  |  |
| Lack of proper mind set. |  |  |

**How does motivation help the teacher and the learner in social studies class?**

|  |  |  |
| --- | --- | --- |
| **Options** | **Yes** | **No** |
| increase persistence |  |  |
| enhance cognitive processes |  |  |
| lead to improved performance |  |  |
| uplifts student's enthusiasm about the activities presented to them |  |  |

**What are the effective methods for managing the education system In Nigeria?**

|  |  |  |
| --- | --- | --- |
| **Options** | **Yes** | **No** |
| Increase funding to education sector |  |  |
| Establishment of more vocational and technical centers |  |  |
| Need for independent inspectorate committees |  |  |
| Quality and affordable education should be made available |  |  |