

A SEARCH FOR A REALISTIC MEANS OF ACHIEVING SOCIAL STUDIES OBJECTIVES AT THE BASIC EDUCATION LEVEL FOR EFFECTIVE CITIZENSHIP AND SUSTAINABLE NATIONAL DEVELOPMENT. A STUDY OF SECONDARY SCHOOL IN CROSS RIVER STATE , NIGERIA

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Abstract/Synopsis

This study explored realistic means of achieving Social Studies education objectives at the basic education level for effective citizenship, sustainable national unity, security and development. This is against the background of prevailing socio economic, religious and security challenges confronting the nation. A descriptive survey design was used in the study. The population and sample comprised teachers teaching Social Studies in basic education classes in the three education zones of Cross River State. The multi-stage sampling method involving random, stratified and systematic techniques were adopted. The schools were public secondary schools in the education zones both urban and rural. The research instrument was a structured questionnaire developed by the researchers to illicit responses from respondents. Two research hypotheses formulated in a null form guided the study. Response frequencies, mean, standard deviation and chi-square statistical tools were used to analyse the hypotheses. Findings and recommendations are articulated that could enhance the achievement of the envisaged objectives of Social Studies at the basic education level for the betterment of the Nigerian nation. The main finding was that there is close relationship between the teaching of Social Studies objectives and effective citizenship and national development. The main recommendation is that Professionally qualified Social Studies teachers be engaged in the teaching of the subject at the basic education level to achieve the envisaged educational goal of effective citizenship and national development.

Keyword: *Achievement, Social Studies objectives, Basic Education, Effective Citizenship, National Unity, National/Security and Development*

Introduction

The realistic means of achieving the articulated objectives of Social Studies at the Basic Education level in view of the huge and interactable socio-economic and security challenges confronting the nation is of great concern the these researchers. The fundamental concern of Social Studies as a descriptive of study is with man and his complex relationship with the world around him and beyond. As a subject, it attempts to instill in the students the basic knowledge, desirable values and skills necessary for developing Social and civic responsibilities.

Against this background, a knowledge of Social studies objective's (purpose) is of great importance

because the objectives are the expected criteria by which the appropriate materials and the outline of an educational programme are selected; and they serve as guides in developing appropriate instructional procedures that can inspire students with a desire for achievement, self-improvement and sound judgement both at school, the immediate community and larger society in latter life. It is a distinct integrated subject that attempts to study virtually the totality of man's existence in the society purposely to encourage learners to acquire knowledge, skills and values needed for his intellectual, social and personal growth and his contribution to the development and advancement of the society.

The multifaceted or hydraheaded challenges of the Nigerian nation in notable areas as corruption, unemployment, underemployment, indiscipline, ethnicity, terrorism, banditry, armed robbery, kidnapping, human trafficking, gender inequality, disunity, religious intolerance, election rigging, widening social inequality and poverty which plague the nation and other associated problems, can be addressed using social studies education at the basic education level (formative strata) of the education system as a tool.

In conceivably all modern societies social studies education has been accepted as one area of study which holds the promise to develop in the child the ability to interpret social frameworks and relationships inventively and productively (Akinlaye, (2008), Ahmadu (2002).

Therefore, one of the purposes of this study is to respond to the obvious failure of the current pedagogical orientation of social studies teachers to provide students of the subject at the Basic Education level with the critical skills, conceptual understanding and moral imperatives to help the achievement of national education goals as contained in the National Policy on Education (2014) and the national curriculum for basic education (primary and Junior Secondary).

Admittedly, efforts to build a better society and to promote an understanding of social studies, teaching in social, cultural, political and ethical terms be done by utilizing instructional resources and those conducive to learning and nation building is now urgent especially in the face of prevailing national malaise earlier mentioned.

Accordingly as contained in the joint consultation committee (JCC 1980) and from social studies curriculum for primary and secondary schools produced by the Comparative Education Study And Adaptation Centre (CESAC) and NPE (2011), the following objectives were set out for the two strata of Basic Education in Nigeria.

- i. Primary school level (Basic 1-6). The curriculum intends to enable pupils to
 - I, develop the ability to adapt to his changing environment.
 - ii. Inculcate national consciousness and national unity;
 - iii. become good citizens capable of and willing to contribute to the development of the society;
 - iv. inculcate the right types of values and attitudes

Social studies objectives at this level must address two basic purposes.

- i. It should emphasize the development of a responsibility for the socialization and humanizing of the individual child; and
 - ii. It should strengthen these socializing and humanizing responsibilities as well as help children to develop basic concepts, understanding and values of living in society
- Junior secondary school level (Basic 7-9). At this level the curriculum lists the following objectives that would enable students to:
- i. develop a capacity to learn and acquire basic skills including those of listening, reading, speaking, writing and calculation, together with those of observation, analysis and inference which are essential for the formation of sound judgement.
 - ii. ensure the acquisition of the relevant body of knowledge and information which is an essential prerequisite to personal development and to the making of positive contribution to the betterment of the society as a whole.
 - iii. create an awareness and understanding of our physical environment and the evolving social and

- cultural processes.
- iv. develop the ability for a responsible utilization of our cultural, spiritual and natural resources and their conservation for national development
 - v. appreciate the diversity and inter-dependence of members of the local and national communities and the need for cooperation for the unity of the country and international understanding
 - vi. inculcate positive attitudes and appropriate values of honesty, integrity, hardwork, fairness, justice and togetherness for the development of the nation.

Theoretical frame work

The huge importance of this research topic in social studies education justifies the need for a relevant theory to guide and provide adequate framework for effective teaching and learning of social studies objectives at the basic educational level to achieve the desired goal of effective citizenship and sustainable national development.

In this perspective, the behavioural theory of learning and teaching is here discussed.

Behavioural theory of learning and teaching

Behavioural psychology is the brain child of B. F. Skinner, whose work on the concept of behavioural psychology have flourished, producing major and productive application for promoting effective teaching and learning. Behavioural theories provide systematic foundation for research, assessment and instruction. For this particular study on a search for a realistic means of achieving social studies objectives at the basic education level for effective citizenship and sustainable national development psychology theory will be examined as appropriate.

Lerner (2002) maintains that behavioural theories of instruction focus on the tasks to be taught and the analysis of behaviours needed to learn those tasks. Instructional practices stemming from behavioural theory are called direct instruction. Other terms used for this kind of teaching are mastery learning, direct-teaching explicit teaching or sequential skills teaching which are the product of professional training and the acquisition of relevant higher qualification and experience.

Tarwer (2002:141) defines direct instruction as a comprehensive system that integrates curriculum design with teaching techniques to produce instructional programme. Instruction concentrates on the academic skills that students need to learn and the structuring of the environment to ensure that students learn these skills Lovit (2001) Agozzine (2001)

Direct instruction has the following characteristics, according to Rosen shine and Stevens (2006).

- It's academically focused, teaching academic skills directly
- It's teacher's directed and controlled
- It uses carefully sequenced and structured materials
- It gives students mastery of basic skills
- It sets goals/objectives that are clear to students
- It allocates sufficient time for instruction
- It use's continuous monitoring of students performance
- It provides immediate feedback to students.

An important component of behavioural psychology is behaviour analysis. Behavioural analysis provides the theoretical underpinnings of teaching and learning. (Gaguc and Bloom (2007) state that, "What any person can learn, almost all persons can learn provided appropriate prior and current conditions of learning are present which can be provided by a highly qualified and experienced teachers.

Behavioural analysis requires and teachers analyze academic tasks in terms of the skills students need to accomplish the task. These skills are placed in an ordered and logical sequence and students are tested to determine which of the skills they possess. Teaching involves helping students acquire the knowledge and skills they have not yet mastered. The emphasis is analysis of the task and on the behaviours needed to learn that task.

In behaviour analysis a complex desired behaviour is analyzed into its component part (sub-skills).

Those sub skills that a pupil has not yet accomplished are directly taught. Finally, by learning the sub-skills, the pupil reaches the desired behaviour. The assumption of behavioural analysis is that academic success or failure is a result of the connection between the sub-skills that are characteristics of a particular academic task and instructional strategy.

Lerner (2002) provides a summary of the steps in direct instruction in terms of behaviour analysis.

- State, in terms of student's performance, the objectives to be achieved and the skills to learn.
- Analyze the skills to be learned in terms of specific academic tasks.
- List the academic tasks to be learned in a sequential order
- Determine which of these tasks the student does not know
- Teach through direct instruction, do not make assumptions about the learners ability to acquire the knowledge and skills
- Evaluate the effectiveness of the instruction in terms of whether the student has learned the skill.

Winograd and Itare (2008) summarize the recommended procedures for behavioural analysis and direct instruction in school as follows:

- Set goals, which are broken down for maximum content coverage into manageable steps. Task analysis is used to break larger goals into smaller steps or objectives. The individualized instruction programmed is based on procedure.
- Provide rapidly paced lessons and carefully sequential materials. The teacher uses fast pacing so that they become automatic through over-learning. The sequence carefully structured materials allow students to master one step at a time.
- Offer a detailed explanation with many examples the teacher provides detailed redundant illustrations and explanations with sufficient examples. The purpose is to make sure that the students understand the tasks
- Provide many opportunities to practice the new skills. The teacher asks many questions and offers numerous overt and active practice opportunities.
- Give students feedback and correction, especially when new material is being learned.
- Assess student progress. There is active monitoring of students progress to determine if the student is learning, and the teacher makes adjustment as necessary

Social studies is concerned with people, the society and the environment. The aim and objectives of social studies were drawn to help in the achievement of the national education goals as contained in the National Policy on Education and in the National Curriculum for social studies at the Basic Education level. It therefore follows that for the teacher to realistically transmit the curriculum objectives, he/she must possess the innate attributes of understanding of the subject content, the objectives and capable of adopting instructional delivery strategies to achieve effective teaching and learning of the subject. Hence this study considered this theory crucial and applicable.

Understanding the objectives of social studies helps the teacher to appreciate how the subject can be taught and used to solve some of the numerous social problems which affect the Nigerian society. Hence the search for a realistic means of achieving these objectives at the relevant educational strata.

The problem/challenge

Implicit in the a foretasted objectives of social studies at the basic education level is the problem of teaching/learning strategies that will lead to the actualization of those lofty objectives. Such actualization would imply providing professionally well qualified and equipped teachers, since teacher quality is a strong predictor of pupils/students learning outcomes.

Social studies teachers quality represent that existing gap between expected capability and their actual performance which impact on the effective implementation and achievement of set subject objectives, if students are not properly taught and their interest not stimulated to lead to the development of positive attitudes and values them the overall purpose of achieving sustainable national unity, security and

development through effective citizenship would have been jeopardised.

The recurring challenge of insecurity in the country is partly attributed to poor socialization of pupils/students at the formative level of the education system. Effective teaching of the subject is to realise its core objectives especially achieving its ethical imperatives and remediating existing societal and institutional maladies.

It is this unhealthy national infraction and absurdity that engendered concern for this investigation.

Objectives of the study

This investigation examines the search for a realistic means of achieving social studies objective at the basic education level for effective citizenship, sustainable national unity, security and development. It specifically focuses on:

- i. Ascertaining the ways of realistic implementation of social studies curriculum objectives by teachers to achieve its purposes.
- ii. Determine the factors that can positively influence the achievement of social studies objectives, of promoting national unity, security and development

Justification of the study

Effective and result oriented teaching/learning is a synthesis of a variety of teaching behaviours. Rarak (2010) defines effective teaching as that which leads to students success usually measured by the implementation of national set educational objectives for a given subject. Effective social studies teachers according to Umaru, (2018) should be able to encourage students learning and desirable attitudinal change in line with societal expectations. Teachers should have the ability to impact knowledge through appropriate and realistic instructional approaches relevant to different situations. They model what is to be learnt, set appropriate goal levels for academic achievement, concentrate on measurable instructional objectives and have a clear instructional focus. Effective teachers know how to motivate, enrich and stimulate students learning leading to the achievement of stated instructional objectives. They are in control of the learning learners and the environment.

Against this critical underpinning, the study is justified on the basis of the teachers teaching social studies at the basic education level to search for a realistic means of achieving basic education social studies objectives for effective and productive citizens capable of enthroning national unity, security and development.

It is our believe that incumbent social studies teachers if they are able to identify relevant instructional strategies consonant with the national educational objectives for the subject and resourceful in organising and implementing teaching/learning experience for achieving them, could foster learners cognition of knowledge and its application in real life situations.

It is therefore important to research into how teachers of the subject could tenaciously organize instructional modes leading to the achievement of set objectives. The findings of this investigation is expected to enrich accumulated knowledge in this significant area of social studies education; most/essentially it could improve the quality and focus of teaching/learning of the subject for the articulated national education objectives to be achieved.

Literature review

Conceptual elucidation or clarification

The elucidation of the concept of education is important to the understanding of the concepts of social studies curriculum objectives, effective citizenship and national development. Jean Henarich Pestalozzi (1746-1827) looked at education as an instrument for social reform through individual development. This brings us to the dual function of education: the development of the individual and the reform of the society. In this perspective, education is the process of developing the child's moral, physical, emotional and

intellectual powers for contribution in social reform and nation building.

Huk Ley's (1825-1895) described education as the process of man mastering the laws of nature and utilizing them effectively and judiciously in our life experience. Education therefore is preparation for complete living in which case general problems of life are the right rating of conduct in all directions and under all circumstances.

With these at the background education in Nigeria today because of recurring national challenges must be utilized as an instrument for the development of national consciousness and unity, the development and inculcation of a sense of discipline, the restoration of ethical values and dignity of the individual and social reconstruction.

Emanating from the above understanding of the concept of education, the concept of social studies curriculum objectives is here delineated. The Nigerian educational research and development council, NERDC defines social studies curriculum as the planned experience offered to learners of the subject under the guidance of school and the teacher as the facilitator. The curriculum objectives aim at giving learners at the basic education level new, wholesome and functional social orientations especially the inculcation of essential and relevant social behaviour skills for effective and patriotic participation in national life.

The primacy of achieving the set out objectives of social studies at the basic educational level for national unity, security and development has elicited the concern of many social studies educators.

To this end, substantial researches have been conducted on this critical challenge to provide a cogent direction for instructional approaches and focus that will lead to the achievement of these objectives. The review of these researches is done theoretically and empirically.

The review

Jaiyeoba (2011) in his study of effective implementation of social studies curriculum objectives posits that since all level of education is built upon the basic education levels, the sustainability and functionality of national unity and integration rest on teachers effective teaching of these objectives. In the light of this, UNESCO (2015) emphasized the review of basic education curriculum objectives to incorporate elements of citizenship and democratic values as efforts to ensuring a sustained society.

In the same perspective, Adamu and Umaru (2018) in their study of the challenges of national unity and integration revealed that civic awareness, civic knowledge and dispositions is needed by youths in Nigeria as a basis for functional citizenship. Furthermore, social studies curriculum objectives at the basic education level should be taken as basic foundation for social and communal life.

Adekoke and Obikwelu (2018) revealed in their research on basic education social studies curriculum objectives, that the basic knowledge and access to information made possible through functional basic education enables individuals behave responsibly and so make rational decision. This implies that the application of knowledge, skills and attitude acquired through effective teaching at the basic education level influences values and motivation for personal fulfilment, development, active citizenship, inclusive as well as sustainable democratic society.

As noted by Abimbola and Subba (2014) the principles of freedom, equality, justice, cooperation, shared responsibility for the common good of society, sense of community, respect of life self esteem tolerance, safety, peace and development 'depends' on the understanding founding skills, and attitudes of individuals which is the primary responsibility of effective teaching of social studies objectives at the basic education level.

Basic education as enshrined in the National Policy on Education (2014) revised, remains at the core of national stability, security and political and economic growth and development. This is hinged on the premises that this level of education has the essential role to play in the process of maintaining structured and formal educational programmes and seeks to develop in learner sense of national brotherhood and society diversity. According to Fan (2012) the objectives of social studies at the basic education level is aimed at enabling the Nigerian child to become resourceful, responsible, understanding and patriotic; prepare the child to be a useful member of the society, self-reliant and rational in decision making. one approach to achieving

this, is creative teaching in an effective manner. Teachers should develop lasting strategies for moulding efficient values and patriotic mind set in learners.

Eduardo and Yusuf (2015) in their study of the challenges confronting the nation, identified lack of understanding of social objectives, lack of competencies to objectively analyse and assess issues and events in their proper perspectives which are ingrained in basic education social studies curriculum offerings. Teachers of the subject should endeavour to provide learning experiences that promote patriotic awareness in learners. In line with this position, Aspin and Odigie (2010) maintain that lifelong learning which is one of the objectives of social studies education, provides citizens with broader, richer and more resourceful perspectives to life challenges and situations. It also enhances social-economic skills, develops rational minds that enable judgement, self assertion and sense of responsibility that culminate in the culture of peace, security and progress in the society. The implication is that social studies objectives if adequately internalised in learners will bring about social equilibrium, gainful engagement that enable individuals to support the social system, reduce crime rate and improve national security and development.

Eze and Igboegwe (2018) in their study of implementation of social studies education objectives in secondary schools criticized subject teachers for lack of knowledge, competence and commitment as impediments to effective learning. They went to recommend the engagement of highly qualified professional social studies teachers to teach the subject in secondary schools to maximise the achievement of desired objectives.

In the assertion of Ajibola and Obasike (2017), the solution to any educational problem or challenges lies first in discovering the problem and devising the best approach to the solution of the problem. The problem of effective citizenship, national unity, security and development can be frontally addressed using social studies education at the basic education level and qualified teachers as a subtle instrument. The socialization impact of social studies objectives provides the tonic for positively moulding the minds of young learners to become patriotic and responsible citizens of the nation.

Fan, (2012) maintained that the effective teaching/learning of social studies objectives has been strengthened by a growing concern over persistent national problems. As a subject social studies designed specifically for the study of man and how his problems are solved it involves a functional application of large varieties of social concept "that establish connective tissues among different disciplinary areas.

Being a problem-solving subject, it inculcates in man personal awareness, sense of responsibility, logical thinking, appropriate decision making and judgement on issue relating to man's way of life in his physical and social environments. The importance of realistic teaching of social studies objectives to the social-cultural economic, political and technological advancement of the nation therefore deserves serious research emphasis.

Bawan, (2022) noted that there is need for same common focus in curriculum programmes at the basic education level to make effect consistent social studies objectives serve as a guide for the evaluation of achievement. Discrepancy between what is taught and what is evaluated is a common ault of school programme since objectives are by the philosophy of the nation, social studies objectives should positively influence modify and change learners behaviour in the direction of acceptable norms, values, belief, attitude and expectations of the society. Every aspect of social studies objectives should be consciously taught to stress those values that will make society grow, co-exist and develop along modern lines. This requires competent and conscious teachers to achieve this goal.

The review of literature provided the researchers with tremendous insight into the need to search for a realistic means of achieving the objectives of social studies curriculum at the basic education level for effective citizenship, sustainable national unity, security and development.

Research hypotheses

The following research hypotheses formulated in a null form will provide focus for this study.

1. H_{01} : There is no significant relationship between the teaching of social studies objectives at the basic

- education level and effective citizenship, national unity, security and development.
2. H₀₂: A realistic achievement of social studies objectives at the basic education level is not contingent upon the quality of teachers teaching the subject.
- The two null hypotheses will be tested at 0.05 significance level.

Methodology

The study would adopt the descriptive research survey design to obtain and analysed data. The instrument for data collection and administration would be the researchers constructed structured questionnaire titled; Realistic social studies objectives achievement for effective citizenship questionnaire” (RSSOAFECQ”). It was a 20 item instrument with a four points rating scale options tagged: strongly Agree (SA), Agree (A), Disagree (DA) and Strongly Disagree (SD). It was divided into two parts. Part I was designed to provide information on the respondents, while part 2 provided items that elicited responses from the respondents on the subject matter. The instrument was subjected to face validation by experts in measurement and evaluation in the institution.

The population of the study in Junior secondary school (Basic 7-9) teachers teaching social studies. The subject is core and compulsory in the basic education curriculum in Nigeria as contained in the curriculum for junior secondary schools.

The sample consisted of 300 social studies teachers randomly picked or selected from schools in the three education zones of Calabar, Ikom and Ogoja. Each education zone provided 100 teachers. The proportional representative technique was employed to select the required numbers of schools in each education zone. The random sampling method was used to pick the number of social studies teachers from each sampled school to constitute the sample. Schools in both urban and rural locations were captured in the sample.

160 male makes and 140 female teachers both experienced and less experience, professionally qualified and not professionally qualified were included in the sample to render the study sensitive to validity and adequacy.

Data collection analysis procedure

The obtained data from the field were summarised and analysis using response frequencies means, standard deviation and chi-square statistical measures.

Definition of terms

The following recurring terms used in the study are here operationally defined.

- i. **Social studies objective:** Social studies objectives represent the types of knowledge skills, attitudes and values which the teaching social studies in Nigerian schools should aimed at inculcating in Nigerian learners (pupils and students). These are whatever social studies teacher preparing to teach a lesson in the subject must aspire to achieve in the long run or direction a social studies educator must steer his teaching course. These objectives are in consonance with National Education Policy.
- ii. **Effective citizenship:** Social studies objectives are geared towards cultivating civic awareness, civic knowledge and civic dispositions needed by youths in Nigeria as a basic for a functional citizenship, active participation in social, communal and sustainable democratic life. Inculcate positive attitudes and values of honesty, integrity, hard-work fairness justice and togetherness for national development.
- iii. **National development:** National development is a multifaceted process involves, positive change and progress in all aspects of national life. Social economic, political, educational cultural. It is the process of promoting a will ordered and harmonious relations at all levels or strata of society to achieve a productive, cooperative and an inclusive national development in

the process of all round transformation of a country; an overall change and improvement in any country as related to citizens' progress and better quality of life for both present and future generations.

Results and discussion

The overall focus of the study was on the search for realistic means of achieving social studies objectives for effective citizenship and sustainable national development. The analysis and discussion began with a general description of research variables, followed by hypothesis presentation and analysis of findings. The general description of research variables

- i. The main independent variable of the research is social studies objectives
- ii. The main dependent variable of the research is effective citizenship and sustainable national development.
- iii. The moderator or sub-variable is teacher competence or instructional ability

Presentation of results or finding

The first hypothesis sought to find out if there is a significant relationship between the teaching of social studies objectives at the basic education level and effective citizenship and sustainable national development.

Hypotheses testing and presentation of result

The two hypotheses were subjected to analysis to resolve the problem of the research. Both hypotheses were tested at a 0.05 level of significance.

Hypothesis one

There is no significant relationship between the teaching of social studies objectives at the basic education level and effective citizenship and sustainable national development.

Table I

Table one Analysis of percentage responses for each performance rating necessary for effective teaching of social studies objectives at the basic education level.

S/N	Teaching effectiveness	SA	A	SD	D
1	Teacher absent with social studies objectives	190	43	105	52
2.	teacher identifies specific objectives for each stration of basic education	76	64	97	63
3.	Teacher abreast with educational goals	97	68	75	60
4.	Teacher identifies objectives based on learners needs	81	74	115	30
5.	Teacher designs instructional needs based on objectives	120	88	66	26
6.	Teacher implements instruction consistent with objectives	108	102	64	26
7.	Teacher identifies learners'	59	44	105	92
8.	Teacher implements instructional procedures which focus on various achievement and instructional effectiveness	63	74	97	64
9.	Integrates into instruction the environment of learners in line with objectives	95	36	88	81
10	Demonstrates a respective of instructional models and teaching skills appropriate to specific objective and to particular learners	54	46	110	90
11.	Promotes effective patterns of communication in the teaching /learning process	99	66	90	74
12.	Uses	75	65	86	74
13	Teacher modifies instruction on the basis of learners' feedback during instruction	109	81	70	39
14	Teacher uses organizational and management skills to establish a maximally effective learning environment	97	73	104	26
15	Teacher exhibits openness and flexibility in teaching/learning situation	85	35	82	95
16	Tape the solicita the assistance of others as a member of a professional team	78	52	106	64
17.	Analysis and varies instructional techniques line with teaching/learning climate	82	48	110	60
18	Exhibits knowledge of the interrelationship of concepts in social studies	94	86	78	42
19.	Identifies and reacts with sensitivity to the needs and feelings of learners	72	58	88	82
20.	Designs and implements evaluation procedures which focus on learners achievement and instructional effectiveness.				

Hypothesis two

A realistic achievement of social studies objectives at the basis educational level is not contingent upon the quality of teachers teaching the subject.

Table two: Analysis of percentage responses for teachers quality and the achievement of social studies objectives at the basic education level.

Teacher quality is explained in terms of the acquisition of relevant academic and professional qualification of Nigerian Certificate in Education (NCE) with social studies as teaching subject; Bachelor

degree in Education (B.Ed social studies) masters degree in Education with social studies as specialization and Ph.d in Social Studies Education.

Table 2

Number and qualification of teachers teaching social studies at the basic education level.

i.	Ph.D social studies Education	Nil	NI
ii.	M.E./M.Se Social Studies Education	46	15.32
iii.	B.Ed/B.Sc Kc, Social Studies	104	34.6
iv.	NCE Social Studies	62	20.6
v.	B.Sc/BA/HND Social Sciences	28	9.63
vi	MA/B.Sc with PGDE	25	8.33
vii	m.Sc/MA Arts and Social Sciences	45	11.6

Of the 300 teachers covered in the study, Ph.d had nil; M.Ed/M.Sc social studies 15.2 B.Ed/B.Sc (eds social studies 34.6%, NCE social studies 20.6%, B.Sc/BA/HND social sciences, 9.3%; BA/B.Se with PGDE 8.3%, M.Sc/MA in Arts and social science 11.6%

In terms of numeral analysis, 46 teachers representing 15.3% M.Ed/M.Sc degrees in social studies/ 104 representing 34.6% possess B.Ed/B.Sc education or BA (Education) social studies; 62 representing 20.6% possess NCE in social studies; 28 representing 9.3% possess B.Sc/BA/HND in social sciences and humanisers; 25 representing 8.3% possess BA/B.Sc with PGDE while 35 representing 11.6% possess M/Sc/MA in and social sciences. There was no Doctor of Philosophy holder in social studies education teaching at that level at the time of this study.

Descriptive statistics (response frequencies, mean, standard deviation and chi-square) were used to analyze the obtained data

Hypothesis I

The hypothesis states that there is no significant relationship between the teaching of social studies objectives at the basic education level and effective citizenship and national development.

Table 3

Social studies teachers' academic variables in frequency and percentage.

Variables	Frequency	Percentage
Qualifications, post graduates with teaching qualification	80	26.66
Graduates with teaching qualification social studies	120	40.00
Nigerian Certificate in Education (NCE) social studies	60	20.00
Others post graduates, graduates and diplomas without teaching qualification	40	13.33
total	300	100

Based on table 3 above, it can be observed that twenty six point six percent (20.04) of the respondents were teachers with post graduate teaching qualifications in social studies. Forty percent (40.00) percent were social studies graduate teaching with teaching qualification, twenty percent (20.00) percent were qualified social studies teachers with Nigerian Certificate in Education (NCE), thirteen point three percent (13.33) were other categories of social studies (post graduate graduates with diploma without teaching qualification especially in social studies

Table 4

Difference in mean score between social studies teachers with relevant teaching qualification (post graduate, graduate and NCE) and others.

S/NO	SOCIAL STUDIES		M	SD
1	Teachers with relevant teaching qualification	n = 260	7.00	2.04
2	Others without relevant teaching qualification	n = 40	1.04	0.06
	Grand mean		8.1	2.1

The obtained grand mean of 8.1 and standard deviation of 2.1 respectively indicates that social studies teachers with relevant teaching qualifications were more knowledgeable and professionally equipped to teach the subject and implement realistically the objectives of the subject to achieve effective citizenship and national development than other non-qualified teachers who have little or no knowledge of the objectives of the subject and instructional delivery pedagogy.

Hypothesis 2

The hypotheses states that a realistic achievement of social studies objectives at the basic education level is not contingent upon the quality of teachers.

Table 3 above statistic presents the relationship between social studies teachers quality and the realistic achievement of social studies objectives at the basic Education level. From the table, it is obvious that social studies teachers with professional preparation are more knowledgeable and equipped to comprehend, adapt appropriate instructional strategies and resources to enable learners learn and comprehend social studies objectives for effective citizenship and sustainable national development.

Table 4

Chi-square analysis of the relationship between the teaching of social studies objectives at the basic education level and effective citizenship and sustainable national development.

Variables	Fo	fe	fo-fe	(fo-fe) ²	(fo-fe) ² / fe
	212	212	124	15,376	fe
	88	88	-124	-15,373	x ² = 12.400
	df = n				
	critical value = 3.84				

From table 4 above at 0.05 level of significance, the deviation is statistically significant. The computed value of chi-square (x²) is 12.400 is greater than the critical value of 3.80. the result therefore falls in the rejection level. Thus the null hypothesis is rejected and the alternative hypothesis accepted. Thus, it can be said based on the result that there is a significant perspective relationship between the teaching of social studies objectives at the basic education level and effective citizenship national unity, security and development.

Table 5

Chi-square analysis of the relationship between teacher quality and the teaching of the subject social studies

Teachers variables	Fo	fe	fo-fe	(fo-fe) ²	(fo-fe) ² / fe
Professionally qualified	198	72	126	15,876	12,600
Not professionally qualified	72	198	- 126	15,876	
Total	300	300			
	Critical value = 3.84				

From the data in table 5 presented above the computed value of x² is 25.300. The value is greater than the critical value of 3.84, which suggest that the value falls on the rejection region. Thus the null

hypothesis which states that a realistic achievement of social studies objectives at the basic education level is not contingent upon the quality of teachers teaching the subject is rejected, while the alternative hypothesis is accepted. Based on this result, teacher quality significantly influences teaching/learning outcomes and the achievement of social studies objectives.

Discussion of findings

The findings of the study reveals that there is a clear relationship between the teaching of social studies objectives at the basic education level and effective citizenship and sustainable national development. This finding is consistent with that of Janyeoba (2011) as well as that Adekoke and Obikwela (2018) who revealed in their research on basic education social studies curriculum objectives, that the basic knowledge and access to information made possible through functional basic education enables individual's behave responsibly and to make rational decisions. This implies that the application of knowledge, skills and attitude acquired through effective teaching of social studies objectives at the basic education level influences values and motivation for personal fulfilment, development, active citizenship, inclusive as well as sustainable democratic society. In this perspectives also UNESCO (2005) had emphasized the review of basic education curriculum objectives to incorporate element of citizenship and democratic value as efforts to ensures a sustained and united society.

One of the primary reason why the nation has remained in the state of political, social economic, moral and religion duidrum and flux is the inability of social studies teachers at the basic education level to impact whole some and functional social orientations especially the inculcation of essential and relevant social behaviour skills for effective citizenship and patriotic participation in national life.

For the relationship between teacher quality and the realistic achievement of social studies curriculum objectives at the basic education level, the result of the analysis also confirmed a positive relationship. In the light of this, the findings of the study of Eze and Igboegive (2018) confirms the result of this research. Their study of the implementation of social studies education objectives in secondary schools criticized subject teachers for lack of knowledge, competence and commitment as impediments to effective learning. They therefore recommended the engagement of highly qualified professional social studies teachers to teach the subject in secondary schools to maximise the achievement of desired objectives.

Basic education social studies curriculum objectives as enshrined in the National Policy on Education (2014) revised remains at the core of effective citizenship, national stability, security, political and economic growth and development. That is why competent, resourceful, creative professionally qualified teachers be engaged to teach the subject at this critical level of the educational system.

Conclusion

Emanating from the findings of this study, it can be concluded that there is close relationship between the teaching of social studies objectives at the basic education level and the achievement of effective citizenship, national unity, security and sustainable development.

The success of any educational programme is contingent on the quality of teachers. Therefore the study revealed significant impact or influence of teacher quality especially knowledgeable, creative, skilful professional social studies teachers who can inspire learners to acquire knowledge, skill, and values needed for their intellectual, social and personal growth and contribution to the development and advancement of the nation.

Recommendations

In line with the findings of this study, the following recommendations are here articulated to help address the problem of a realistic means of achieving social studies objectives at the basic education level for effective citizenship and national development centre (CESAC)

1. Social studies curriculum objectives as contained in both the national policy on Education, the Nigerian Educational research and development council curriculum for basic Education, the comparative education study and adoption centre and relevant text books be made available to social studies education teachers.

2. Secondary schools libraries be equipped with relevant and up-to-date text books in social studies and other related disciplines to serve as resource reference materials for social studies teachers.
3. Professionally qualified social studies teachers be engaged in the teaching of the subject at the basic education level to achieve the desired objectives.
4. Internal supervision by heads of schools (principals) and subject- heads be intensified to ensure effective teaching by teachers.
5. External supervisors or school inspectors be regular in their visits to schools and be able to offer professional advice to teachers teaching the subject on this important national imperative.

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