



Influence of Teachers' Quality on The Effective Utilization of Instructional Materials for Implementation of Social Studies Curriculum in Secondary Schools

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Abstract

This study investigated the influence of teachers' academic qualification on the effective utilization of instructional materials for the implementation of social studies curriculum in secondary schools in Ekiti State, Nigeria. It is a descriptive research design of the survey type. The population of the study is teachers teaching Social Studies in Junior Secondary Schools in Ekiti State. Instrument for this study was a researcher-designed questionnaire titled "Utilization of Instructional Materials in Social Studies Questionnaire (UIMSSQ)" which was used for data collection. In establishing the face and content validity of the instrument, the draft copy of the instrument was given to two lecturers in Department of Social Sciences Education, Ekiti State University, Ado Ekiti to ascertain its validity. The reliability of the instrument was determined through the test-retest method. Teachers who did not participate in the study were involved. This took place within two weeks interval of the first and second administrations of the instrument. The data collected in the two administrations were analyzed using Pearson Product Moment Correlation co-efficient formula to ascertain its reliability. The reliability coefficient of 0.86 was obtained and this was considered appropriate for this study. Three research questions and one hypothesis were raised and formulated for this study respectively. The findings of the study that many instructional materials were available at different percentages for teaching Social Studies, Social Studies teachers use some instructional materials in the teaching of Social Studies and the quality of teachers' teaching Social Studies is high. It was therefore recommended that school administrators should boost the morale of teachers by providing necessary instructional materials needed to achieve their aims and objectives, government should also put in place adequate facilities and equipment which will make learning encouraging, and enabling environment should be provided for both teachers and learners and teacher should also be resourceful since that could motivate students to learn and perform better academically.

Key words: Teachers, Quality, Utilization, Instructional Materials, Implementation, Social Studies and Curriculum

Introduction

Education is a strong tool for advancing a country's growth. It is extremely important to every country since it draws a lot of attention from not just students but also those who want to keep learning. Similarly, professions are developed via training and preparation of young people for various occupations. Every human civilization, whether primitive or advanced, uses its many social structures to promote social cohesion and growth. In Nigeria, education is viewed as a tool for fostering social unity, communal consciousness, and national progress. This is why, according to the Federal Government of Nigeria's National Policy on Education (FGN, 2013), stated that education is a "par excellence" instrument for effecting national development. The Federal Government argued that any major transformation in Nigerian society's social and intellectual orientation could only be achieved via education.

The emphasis on Social Studies education as an integrated topic of learning was one of the numerous reforms that defined the post-independence curriculum. Realizing the value of Social Studies in fostering learning via problem-solving, social inquiry, and societal awareness. The integration of the individual into a sound and effective citizen; respect for the dignity of labour; inculcation of national consciousness and national unity; inculcation of the right types of values and attitudes for individual survival; and acquisition of the appropriate skills and abilities for individuals to live in and contribute to society are some of the objectives enunciated in the National Policy of Education about Social Studies.

One way to achieve these goals is through the teaching and studying of Social Studies. As a subject that focuses on problem-solving skills, it tackles real-world issues by converting its contents into a clear knowledge of how problems affecting people and their environment may be handled effectively. Not only does Social Studies have the greatest potential for making a substantial contribution to nation building, but its curriculum is organised in such a way that the internal and exterior inconsistencies of our society may be disclosed (Jekayinfa, 2001). It's worth noting that, because people's current social lives may be understood in terms of their pasts, Social Studies tends to break down any inherent barriers in school disciplines in order to completely demonstrate its integrative and inter-disciplinary character as a whole. Because children learn better through activity-based courses with relevant and appropriate teaching resources, Social Studies provide a vehicle for them to pursue their interests.

Many people regard the Social Studies Curriculum as a method of achieving comprehensive human development. It was viewed by the government as a tool for man to fulfil his talents and priorities (Imo, 2017). In many cases, government policies and initiatives seems to be obstacles in the actual implementation of Social Studies curriculum (Amaele, 2015). In the quest to find solutions to the challenges of Social Studies curriculum implementation in Nigerian schools, the government played a key role, particularly in the area of ongoing conceptual examination of the curriculum in order to aid in its successful implementation. These include, among other things, the availability and effective use of instructional materials, human resource availability, subject focus and government policies for successful comprehension and implementation in schools, and teacher certification. Despite several efforts, the issue of comprehension of the meaning of Social Studies curriculum continues to be a concern in education. This contributes to the challenges of implementing any Social Studies programme effectively. Using varieties of methods or ways to make learners active, reflective thinkers and problem solvers are to ensure it effective implementation (Laraba 2015).

Quality Social Studies teachers who are adequately informed about what to teach, attitudes, values, and skills expected to be injected in learners for the realisation of functional educational goals, according to Meziobi, Oyeoku, and Ezegbe (2012), are inextricably dependent on the effective implementation of Social Studies curriculum in schools. Jemialu (2018) also stated that good Social Studies curriculum implementation is identical with effective instruction. Furthermore, it may be viewed as a manifestation of subject knowledge, lesson presentation skills, the creation of a favourable learning environment, and a series of classroom transactions that occur between educators and students, leading in a growth in students' knowledge. It is the attainment of all or most of the learning objectives as well as the elimination of cognitive disparities among pupils. The quality of Social Studies teachers in the classroom is critical to the successful implementation of the Social Studies curriculum in schools (Blessing, 2019).

The National Policy on Education (2004) indicates that the quality of successful teaching is determined by the capacity of educated Social Studies teachers and their ability to mimic learning to a significant degree. According to Akeke and Aluko (2017), the approach used by Social Studies teachers is a significant element that influences students' performance. Many individuals can teach these days, but how many of them are good teachers even those who know what they're doing and how they're doing it? To be a successful Social Studies teacher, you must have strong organisational, managerial, and communication skills, as well as the ability to arrange instructions and provide appropriate assessment and fair assessments. Furthermore, owing to changes in the students' characteristics, the curriculum, the society, and money, among other things, a successful Social Studies teacher is continually learning. Teachers of Social Studies are at the heart of subject implementation; without them, the subjects may fall short of their goals.

The teaching and learning of Social Studies is made easier by teachers' instructional approaches. The Social Studies teacher is required to use a variety of instructional techniques, examples, and explanations to ensure that the student is fully engaged in the classroom. Effective teaching necessitates effective student learning. Teaching effectiveness can be defined as a teacher's ability to be intellectually challenging, motivate students, set high standards, be approachable, present materials well, make Social Studies class interesting, encourage self-initiated learning, and have good elocutionary skills that trigger learning and produce useful outcomes (Akeke & Aluko, 2017).

According to Akubuilu, Ugo, Ugochukwu, and Ikehi (2009), the economic, political, psychological, physical, and technical importance of a people's cultural and moral way of life to national development is addressed in the Social Studies curriculum. Its content is organised around social and environmental concerns that impact man's capacity to function, as well as environmental conservation for long-term growth (Mezieobi, Akpochofo & Mezieobi, 2010). The Social Studies curriculum is one of those programmes that deserves national attention, particularly in terms of curriculum development (Godfrey, 2009). Curriculum is created with the target audience in mind in order to accomplish successful learning via the use of appropriate tools or methods of implementation. The study of Social Studies curriculum, according to Godfrey (2009), is essential to social-based professional courses for learners. One of the subjects in the Junior Secondary Curriculum that might help people accomplish moral, social, and educational goals is Social Studies. Social Studies is a great way to get learners involved in citizenship education by giving them the information, skills, and attitudes that will help them become competent and responsible citizens who can contribute to their communities and demonstrate moral and civic greatness. As part of a desire for relevance in Nigerian education and society, Social Studies was introduced into Nigerian school's curriculum. This explains why Social Studies was given prominent roles in the primary school curriculum (Ediinyang & Effiom, 2014). The Social Studies curriculum was created in such a manner that it has the ability to provide students with the skills they needed to stay current and survive in their surroundings. Its execution, according to Ezeoba and Okafor (2019), affects every aspect of society.

Academic success of pupils at all levels of education is primarily determined by what teachers possess or do prior to, during, and after teaching learning processes. Enem (2005) conducted research on the influence of instructional material use, and the findings revealed that students who were taught with instructional materials did better in Social Studies than students who were not. Schulte (2004) described dispositions as patterns of conduct that occur regularly and without compulsion, forming a habit of mind that is purposeful and geared to broad goals. In the sense that some teachers do excellent things some of the time and all good teachers do poor things some of the time, teachers' disposition has an impact on students' performance. Teachers differ not only in how they communicate subject material, but also in how their pupils internalise their learning experiences (Gurney, 2007). This is true because a teacher who is enthusiastic about the subject being taught and displays it via facial expression, voice inflection, gesture, and general movement is more likely to keep students' attention than one who does not.

Rice (2004) asserted that the factors of teachers are the most significant teacher-related factor impacting pupils' performance. As a result of their teaching features, attributes, and characteristics, which may have been mimicked and internalised, effective teachers are said to encourage learners to learn and develop positive personalities. Throughout their academic careers, teachers serve as a touchstone for

learners. Weegar and Pacis (2011). They are a dependable and consistent presence in a student's everyday school life. It should be noted that students' total experiences are functions of the teacher's characteristics, including gender, qualification, certification, experience, teachers' use of instructional materials, and his disposition, which is what usually reflects in teacher effectiveness and, by extension, students' academic performance. Allvar and Akbari (2010).

People believe that excellent instructors are compassionate, supportive, concerned about the welfare of students, knowledgeable about their subject matter, truly enthused about their profession, and able to assist pupils learn when it comes to pedagogical abilities (Cruickshank, Jenkins & Metcalf, 2003). A pedagogical skill is meant to generate in a teacher the competence, ability, resourcefulness, and inventiveness to effectively use the right language, technique, and available instructional resources to bring out the best in learners in terms of academic achievement.

Quality and functional education that cultivates innovation and creativity in learners are current challenges in Nigerian education. The educational system is confronting various problems that are impeding the achievement of educational objectives. The quality of education provided in schools is linked to a number of things. These issues include a lack of well-trained instructors, inadequate teaching facilities, insufficient funding to acquire required equipment, low-quality textbooks, overcrowded classrooms, unmotivated teachers, and libraries that are under-equipped.

Despite widespread acceptance on the significance of competent teachers in terms of student success, academics have been unable to agree on what precise skills and features define a good teacher (Rice, 2003). It's worth repeating that the varied attitudes that instructors exhibit at work have a significant impact on students' attitudes toward learning in general, and in particular, the study of Social Studies and their future success in the subject. However, it appears that the majority of the research mentioned above do not aim to catch learners' attention, necessitating the usage of instructional materials. Furthermore, prior research has tended to focus on the qualities of teachers and students' performance in disciplines such as Mathematics, Biology, Economics, and Christian Religious Knowledge. While some teacher qualities such as experience, certification, race, and gender have received a lot of attention, other teacher attributes such as temperament have been overlooked. There is minimal study relating instructors' disposition and the usage of instructional materials, which is closely connected to the characteristics stated above. In light of this, the purpose of this study is to look at the impact of teachers' academic qualifications on the successful use of instructional materials in secondary schools in Ekiti State, Nigeria, when implementing the social studies curriculum.

Statement of the Problem

Despite widespread acceptance on the significance of competent teachers in terms of student success, academics have been unable to agree on what precise skills and features define a good teacher. It's worth noting that the varied attitudes that teachers exhibit at work have a significant impact on students' attitudes toward learning in general, and in particular, the study of Social Studies and their future success in the subject. However, it appears that most research do not aim to attract learners' attention, necessitating the usage of instructional materials. Furthermore, prior research has tended to focus on the qualities of instructors and students' performance in disciplines such as mathematics, biology, economics, and Christian religious knowledge. While certain teacher qualities such as experience, certification, race, and gender have received a lot of attention, other teacher attributes such as temperament have been overlooked. There is minimal study relating instructors' disposition and the usage of instructional materials, which is closely connected to the characteristics stated above.

The availability of resources is a critical component in the execution of any educational subject (Social Studies inclusive). Despite this, accusations have been made that learner are taught Social Studies in decrepit classrooms with no furniture, electrical devices, or amenities. There are also allegations that Social Studies is taught by untrained teachers who are not social studies graduates and do not hold a certificate in education. There are also accusations that the curriculum or syllabus, as well as instructional texts, for efficient implementation of social studies in junior secondary schools are insufficient and, in some

cases, unavailable. There are also claims that instructors' instructional techniques and resources for teaching and learning social studies do not fulfil required criteria, either because they are not clearly present or because they are not used appropriately when they are available. It's also conceivable that current resources in schools aren't being wisely utilized by teachers and students for effective Social Studies curriculum implementation. However, a key issue remains unanswered: to what degree are these assertions of resource unavailability and non-utilization credible and verifiable? These were some of the issues explored in this research.

In the light of this, this study investigated the impact of teachers' academic qualifications on the effective use of instructional materials for the implementation of social studies curriculum in secondary schools in Ekiti State, Nigeria, so as to close the perceived gap identified in previous studies.

Research Questions

1. Are instructional materials available for teaching Social Studies?
2. To what extent do Social Studies teachers use instructional materials in teaching Social Studies?
What is the quality of teachers teaching Social Studies students?

Hypotheses

H1: There is no significant difference between the utilization of instructional materials between B.ED and N.C.E Social Studies teachers.

Methodology

This study is a descriptive research design of the survey type. The population of the study is teachers teaching Social Studies in Junior Secondary Schools in Ekiti State. Instrument for this study is a questionnaire. It was a researcher-designed questionnaire titled "Utilization of Instructional Materials in Social Studies Questionnaire (UIMSSQ)" was used for data collection. The questionnaire had four sections; A, B, C, and D. Section A of the instrument illicit information on teachers' biographical. Section B of the instrument dealt with availability of instructional materials for teaching Social Studies. Section C of the instrument contained information on usage of instructional materials for teaching Social Studies with a weighted 4Likert scaling of Strongly Agree (SA) – 4, Agree (A) – 3, Disagree (D) – 2 and Strongly Disagree (SD) - 1. In establishing the face and content validity of the instrument, the draft copy of the instrument was given to two lecturers in Department of Social Sciences Education, Ekiti State University, Ado Ekiti to ascertain its validity. All corrections and suggestions were strictly adhered to and final copy was used for data collection. The reliability of the instrument was determined through the test-retest method. Teachers who did not participate in the study were involved. This took place within two weeks interval of the first and second administrations of the instrument. The data collected in the two administrations were analyzed using Pearson Product Moment Correlation co-efficient formula to ascertain its reliability. The reliability coefficient of 0.86 was obtained and this was considered appropriate for this study.

Results

Research Questions

1. Are instructional materials available for teaching Social Studies?

Table 1.

Availability of instructional materials for teaching Social Studies

	Items	Available	%	Not Available	%
1	Social Studies textbooks	200	56.7	153	43.3
2	Magazine-based news/items	203	57.5	150	42.5
3	Charts	218	61.8	135	38.2

4	Resource persons	153	43.3	200	56.7
5	Maps	178	50.4	175	49.6
6	Pictures	218	61.8	135	38.2
7	Posters	120	34.0	233	66.0
8	Real objects	208	58.9	145	41.1
9	Mineral materials	0	0.0	353	100.0
10	Television set	208	58.9	145	41.1
11	Audio tape	253	71.7	100	28.3
12	Globes	223	63.2	130	36.8
13	Video Tape	160	45.3	193	54.7
14	Computer Systems	303	85.8	50	14.2
15	Models	188	53.3	165	46.7
16	Resource Centre	197	55.8	156	44.2

Results in Table 1 showed Instructional materials in teaching Social Studies that were available and those that are not available for Social Studies in junior secondary schools. It could be seen that many of these instructional materials were available at different percent for teaching Social Studies in junior secondary schools. It is only mineral materials that are not available at all.

2. To what extent do Social Studies teachers use instructional materials in teaching Social Studies?

Table 2.

Extent to which Social Studies teachers use instructional materials in teaching Social Studies?

S/N	Items	Used	%	Not Used	%
1	Social Studies textbooks	353	100	0	-
2	Magazine-based news/items	220	93.6	133	6.4
3	Charts	235	100	118	-
4	Resource persons	142	60.4	211	39.6
5	Maps	150	63.8	203	36.2
6	Pictures	180	76.6	173	23.4
7	Posters	235	100	118	-
8	Real objects	160	68.1	193	31.9
9	Mineral materials	-	-	353	100
10	Television set	180	76.6	173	23.4
11	Audio tape	235	100	118	-
12	Globes	200	85.1	153	14.9
13	Video Tape	142	60.4	211	39.6
14	Computer Systems	-	-	353	100
15	Models	180	76.6	173	23.4
16	Resource center	160	68.1	193	31.9

Results shown on table 2 indicated that some Instructional materials in teaching Social Studies are used in the teaching of Social Studies. These include Social Studies textbooks, posters, charts and audio tape which have 100% usage. Magazine-based news/items has 93.6% while other instructional materials have different percent level of usage that are 60% and above. However, mineral materials and computer systems are not used at all by the Social Studies teachers in the selected schools for teaching Social Studies.

3. What is the quality of teachers teaching Social Studies?

Table 3.*The quality of teachers teaching Social Studies.*

Teacher Quality	Categories	Numbers of Teachers	Percentages (%)
Qualification	NCE	150	42.5
	B.Sc . Ed	0	0.0
	B.Ed	203	57.5
	M.Ed	0	0.0
	M.Sc. Ed	0	0.0
	Others	0	0.0
	Total	353	100
Experience	< 5 Years	50	14.2
	6 - 10 Years	150	42.5
	> 10 Years	153	43.3
	Total	353	100
Characteristics	Low (0 - 40%)	0	0
	Moderate (41 - 59%)	0	0
	High (60 - 100%)	353	100
	Total	353	100
Practices	Low (0 - 40%)	0	0
	Moderate (41 - 59%)	0	0
	High (60 - 100%)	353	100
	Total	353	100

Table 3 present the quality of teachers teaching Social Studies. The result shows that 42.5% of the teachers were NCE holders, 57.5% had B.Ed degree while none of them has B. Sc.Ed, M.Ed, M.Sc.Ed and others. The distribution of the teachers based on their teaching experience shows that 14.2% of them had < 5 years teaching experience, 42.5% had 6 – 10 years teaching experience while 43.3% of the teachers had > 10 years teaching experience. The distribution of the teachers based on teachers' characteristics and practices show that 100% of them of them had high rating of between 60 – 100% respectively. From these results, it implies that the quality of teachers teaching Social Studies is high.

Hypothesis

1. There is no significant difference between the utilization of instructional materials between B.ED and N.C.E Social Studies teachers.

Table 4:
t-test analysis of Social Studies teachers' qualification and utilization of instructional materials

Variable	N	Mean	SD	df	t _{cal}	t _{tab}
NCE	151	29.33	4.248	352	128.035	1.962
B.ED	202	31.47	3.657			

*P<0.05

Table 4 shows that the value of t_{cal} (128.035) was greater than t_{table} (1.962) at 0.05 level of significant. Based on this, the null hypothesis that there is no significant difference between utilization of instructional materials between B.ED and N.C.E Social Studies teachers was rejected. This implies there was significant difference between utilization of instructional materials between B.ED and N.C.E Social Studies teachers.

Discussion of Findings

This finding of this study shows that numerous instructional materials for teaching Social Studies in schools were available at various percentages. The findings in table 1 revealed that instructional resources for teaching Social Studies are available in various percentages, with the exception of mineral materials, which are not available at all. This is in line with Adekeye's (2008) findings, which looked at the Availability and Use of Materials for Teaching Junior Secondary School Social Studies. He discovered that numerous instructional resources for teaching Social Studies in schools were accessible. Yusuf (2007), who performed a research on the availability and usage of community materials for teaching junior secondary Social Studies, agreed with this. The findings revealed that numerous instructional tools for teaching Social Studies in junior secondary schools were readily available.

The outcomes of this study also revealed that several instructional resources are used by Social Studies instructors when teaching Social Studies. On the usage of instructional resources by Social Studies instructors, this conclusion concurred with Adekeye (2008) and Yusuf (2007). However, the findings contradict those of Olokooba (2015), who showed that Social Studies instructors in schools did not employ computer-based instructional resources for instructional purposes. The study's findings also revealed that the quality of social studies professors is good. This conclusion does not support Okobia's (2009) findings, which looked at the availability and use of resources in junior public secondary schools in Edo State, Nigeria. Only 31 professionally qualified social studies instructors were found in the survey, and the materials and facilities used by the teachers were outdated.

The study's findings also revealed that there was a significant difference in the use of instructional materials between B.ED and N.C.E Social Studies teachers. This supported Chukwu's (2009) results, which looked at the status of teaching Social Studies in secondary schools in Ebonyi State. The study found that instructors' instructional delivery method is dependent on their qualifications, as qualified teachers were seen using a variety of instructional resources to pique students' interest in learning. As a result, if teachers are not competent, the implementation of social studies curriculum may be hampered.

Conclusions

It was concluded from this study that many instructional materials were available at different percentages for teaching Social Studies. Social Studies teachers use some instructional materials in the teaching of Social Studies. The quality of teachers' teaching Social Studies is high hence; it enhances their use of Social Studies instructional materials.

Recommendations

Based on the findings of this study, it is therefore recommended that;

1. The school administrators should boost the morale of teachers by providing necessary instructional materials needed to achieve their aims and objectives.

2. Government should also put in place adequate facilities and equipment which will make learning encouraging, and enabling environment should be provided for both teachers and learners.
3. Teachers should also be resourceful since that could motivate students to learn and perform better academically.

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