

EVALUATION OF CONTRIBUTIONS INSTRUCTIONAL MATERIALS AND RECRUITMENT OF QUALIFIED TEACHERS TO THE PERFORMANCE SOCIAL STUDIES IN JUNIOR SECONDARY SCHOOL EDUCATION IN SELECTED AREAS OF AGEGE LOCAL GOVERNMENT IN LAGOS

OGUNJOBI Samuel Ola PhD

Department of Religious Studies, , University of Lagos
Tel. 08035742422

Email: ogunjobisamuel59@gmail.com

OLULOWO Segun Ayotunde PhD

Department of Religious Studies, University of Lagos
Tel. No- 08035267441

Email: segunolulowo@gmail.com Orchid ID: 0009-0008-5703-5243

DOI: <https://doi.org/10.5281/zenodo.14543540>

Abstract

This study evaluates the contributions of instructional materials and the recruitment of qualified teachers to the performance of Social Studies in junior secondary schools within selected areas of Agege Local Government, Lagos State, Nigeria. It explores how the availability and quality of instructional materials and teachers influence students' performance in Social Studies. A descriptive survey design was adopted, involving 133 participants selected based on their designations, including Principals, Vice-Principals (Administration), Senior Staff, and Junior Staff, using the Taro Yamane formula. Data were collected through structured questionnaires and analyzed using descriptive statistics (frequencies and percentages) and inferential statistics with Chi-square tests. The findings revealed significant challenges, including inadequate teacher quality and quantity, as well as insufficient instructional materials. Chi-square analysis confirmed that both instructional materials and teacher quality significantly affect Social Studies performance, with calculated values of 19.331 and 28.211 exceeding their respective critical values. These deficiencies disrupt the educational system and reduce its overall effectiveness. However, the study identifies opportunities for improvement, such as leveraging digital tools, implementing policy reforms, and fostering collaborative efforts among stakeholders. It recommends a systems-based approach to enhance Social Studies education, emphasizing technology integration, regular teacher training and evaluation, and comparative analysis of regional teaching methods to ensure long-term sustainability.

Keywords: Social Studies, Education, Teacher quality and Instructional Materials

Introduction

Social Studies as general subject in Junior secondary school curriculum in Nigeria, plays a vital role in secondary education in Nigeria as it aims to prepare students for active participation in society. It is a subject designed to equip students with the knowledge, skills, and values necessary for understanding and addressing societal issues. Social Studies focuses on developing critical thinking, problem-solving abilities, and a sense of responsibility toward the community, which are essential for nurturing informed and engaged citizens (Akinpelu, 2020).

In Nigeria, Social Studies serves as a tool for promoting national unity and cultural integration. Given the country's ethnic and cultural diversity, Social Studies helps students appreciate different cultural backgrounds and encourages peaceful coexistence among various groups (Olutola & Adebisi, 2019). It also fosters awareness of political, social, and economic issues, preparing students to understand and contribute to the country's development. Through the study of history, geography, and civics, Social Studies builds a foundation for students to engage in the democratic processes that shape their communities and the nation.

Moreover, Social Studies provides practical knowledge that students can apply in real-life situations. This subject encourages the development of skills like leadership, teamwork, and ethical decision-making, which are crucial for personal and societal growth (Nwagwu, 2018). By Highlight on the challenges and opportunities within Nigerian society, Social Studies equips students with the tools to navigate and positively impact their environment.

Nigeria's educational landscape is diverse, reflecting its vast cultural, social, and economic variations. The education system is primarily structured into three levels: primary, secondary, and tertiary. At the secondary school level, students are exposed to a broad range of subjects, with Social Studies playing a key role in shaping responsible citizens. Social Studies was introduced as a subject to foster national integration, promote civic responsibility, and equip students with the knowledge to address societal issues (Akinyemi, 2018).

The curriculum aims to develop students' understanding of their roles in society, including respect for cultural diversity, democratic values, and the importance of peaceful coexistence. Through topics like governance, environmental sustainability, and human rights, Social Studies helps students appreciate societal structures and engage in civic duties (Ogunyemi, 2017). The subject is central to instilling moral values, fostering empathy, and encouraging active participation in community and national affairs.

Furthermore, Social Studies promotes critical thinking, problem-solving, and decision-making skills, empowering students to make informed choices in both personal and public life (Abdu-Raheem, 2020). Given the challenges Nigeria faces, including political instability and economic disparities, the role of Social Studies in promoting national unity and citizenship education is essential for the country's socio-political development.

The teaching and learning of Social Studies at the secondary school level in Nigeria is faced with a number of challenges. Critical among them: is lack of qualified personnel to teach shortage of instructional materials such as visual aids, and multimedia tools

Students often perceive the curriculum as boring or irrelevant to their daily lives, which results in low levels of interest and motivation. Socioeconomic factors, such as poverty, further exacerbate this issue by preventing students from fully engaging in class activities or completing assignments. Cultural differences and language barriers can also make it difficult for students to

comprehend and connect with the content being taught. These challenges collectively undermine the effectiveness of Social Studies education in Nigeria.

A significant factor contributing to these issues is the shortage of qualified teachers. When schools lack well-trained educators, students are deprived of the expertise and guidance necessary to navigate complex concepts in Social Studies. This deficiency often leads to a reliance on rote learning, rather than encouraging critical thinking or interactive classroom experiences. As a result, students may struggle to see the practical relevance of Social Studies to real-world issues, further diminishing their engagement and overall performance.

The shortage of instructional materials compounds these problems. Without adequate resources, such as textbooks, visual aids, and digital tools, teachers are limited in their ability to deliver diverse and engaging lessons. This gap not only affects the depth of learning but also restricts opportunities for students to explore the subject beyond theoretical knowledge. A lack of instructional materials particularly impacts students from underprivileged backgrounds, widening the educational disparity and perpetuating cycles of poverty.

The implications of these deficiencies are far-reaching. Social Studies, a subject designed to prepare students for civic responsibility and societal development, fails to achieve its objectives in such an environment. Students are less equipped to develop critical skills like problem-solving, cultural awareness, and effective communication. Over time, this undermines the broader goals of nation-building and social cohesion.

Addressing these challenges requires a multi-faceted approach. Investments in teacher recruitment, training, and retention are essential to bridge the gap in educational quality. Similarly, prioritizing the provision of instructional materials, leveraging digital tools, and fostering collaborations among stakeholders can revitalize Social Studies education, ensuring it aligns more closely with students' needs and aspirations.

The study aims to evaluate the contributions of instructional materials and the recruitment of qualified teachers to the academic performance of Social Studies students in junior secondary schools within selected areas of Agege Local Government, Lagos. By examining the availability and quality of instructional materials alongside the impact of teacher recruitment processes, the study seeks to highlight the factors that influence learning outcomes in Social Studies education. This research is critical for identifying challenges and opportunities in improving educational standards, ensuring students gain the knowledge and skills necessary for personal and societal development.

This study is important for educational stakeholders in Nigeria and beyond because it highlights the critical issues affecting the teaching and learning of Social Studies in secondary schools. Social Studies is a vital subject that helps students understand their society, develop civic responsibilities, and build critical thinking skills. However, challenges like lack of trained teachers, inadequate resources, and outdated teaching methods limit its effectiveness.

This study focuses on examining the teaching of Social Studies at the secondary school level in Nigeria. It explores the challenges teachers, and administrators face, such as insufficient teaching materials, inadequate teacher training, and curriculum limitations. Additionally, it identifies opportunities for improvement, including the integration of technology, professional development programs for teachers, and curriculum reforms.

Methodology

This study employed a descriptive research survey design, chosen for its effectiveness in identifying attributes of a large population from a sample group. This design is particularly suitable for examining the problems and prospects of teaching Social Studies in Secondary Schools in Agege Local Government Area, Lagos-State. The study's population comprised 200 staff members from selected secondary schools chosen randomly. Using the Taro Yamane formula, the sample size was determined to be 133 participants, ensuring manageability and representativeness.

Data were collected from primary and secondary sources. Primary data were obtained through questionnaires designed to gather specific information relevant to the study. These questionnaires, divided into sections A and B, contained 16 structured questions aimed at eliciting specific responses from the participants without requiring identity disclosure. Secondary data were sourced from textbooks, journals, and other unpublished works to provide additional context and background information.

The main research instrument was the questionnaire, which was moderated and validated by the supervisor to ensure relevance and accuracy. The validation process included incorporating feedback and corrections from the supervisor to refine the final draft. Data collected were analyzed to understand various situations, aiming to make valuable recommendations. The study used absolute numbers, frequencies, and percentages for a comprehensive analysis. Frequencies referred to the arrangement of responses by occurrence, while percentages showed the proportion of each response relative to the total number of responses. This approach facilitated a clear presentation and comparison of data, aiding in identifying key issues and potential areas for improvement in the teaching and learning of Social Studies in the targeted Schools. The data collected from the respondents were analyzed using statistical methods of the tables in simple percentages for clarity. A total of 133 questionnaires were distributed, and all 133 were returned. This study ensured informed consent, protect confidentiality, and allow participants to withdraw at any time. Data will be anonymized and stored securely, with findings reported honestly and without bias.

LITERATURE REVIEW

Theoretical Framework

Systems Theory: Systems Theory was developed in the 1940s by biologist Ludwig von Bertalanffy to explain how components within a system interact to achieve a common goal. It has since been applied in various fields, including education (Von Bertalanffy, 1968). This theory helps identify how interdependent factors like teacher recruitment, instructional materials, and classroom conditions affect Social Studies. It recognizes schools as dynamic systems where deficiencies in one part (e.g., teacher qualifications) impact overall student performance. Systems Theory emphasizes the need for balance and synergy among resources, policies, and human capital in education. By analyzing these interactions, educators and policymakers can develop holistic strategies to enhance Social Studies education. In this study, Systems Theory will be used to explore how challenges such as inadequate teaching materials and unqualified teachers affect student outcomes in selected areas Agege Local Government schools, proposing systemic improvements.

Development of Social studies Education in Nigeria

Social Studies has grown as a key subject in Nigerian schools, aimed at teaching students about their society, history, and values. It began in the 1960s as part of efforts to promote national unity and civic responsibility after independence. Policies like the National Policy on Education (NPE) emphasized its importance in fostering citizenship and social cohesion. Over time, the subject has faced challenges such as outdated teaching methods, lack of resources, and insufficient teacher training.

Adebayo (2019) notes that Social Studies is essential for nation-building but argues that poor teacher preparation limits its effectiveness. Oyetunde and Aliyu (2020) emphasize the need for a more practical curriculum, criticizing the overly theoretical approach to teaching. Eke and Okafor (2021) advocate for using digital tools to improve learning outcomes but highlight the difficulty of implementing this in rural areas. Adetunji (2022) calls for more hands-on learning activities to make the subject more relevant to students' lives, rather than focusing solely on theory.

The major gap in these discussions is the lack of a balanced approach that combines modern teaching strategies, such as digital tools and experiential learning, with solutions for addressing Nigeria's limited educational resources. This study seeks to explore practical ways to make Social Studies more effective in meeting its objectives.

Impact of Inadequate Teaching Materials on Teaching-Learning Process of Social Studies

1. *Reduced Interest and Participation:* When schools lack teaching materials like maps, charts, and projectors, Social Studies lessons often become monotonous, relying only on verbal teaching. This approach limits students' interest and participation because it does not engage their visual or interactive learning styles. Students may struggle to grasp abstract topics, such as historical events or geographical concepts, without visual aids. For instance, a study by Usman and Abdullahi (2016) found that schools with insufficient teaching resources recorded lower student involvement in Social Studies lessons compared to well-equipped schools.

2. *Poor Conceptual Understanding:* Inadequate teaching materials make it difficult for students to develop a deep understanding of Social Studies topics. For example, topics like governance, culture, and global interdependence require practical illustrations to connect theoretical concepts with real-life applications. Without these materials, students may memorize content without truly understanding it, which hampers long-term retention and application. According to Adeyemi (2008), students in under-resourced schools often fail to perform well in Social Studies exams because they lack the tools needed for critical thinking and analysis.

3. *Limited Teacher Effectiveness:* A lack of teaching materials not only affects students but also hinders teachers' ability to deliver lessons effectively. Teachers in poorly resourced schools may spend extra time explaining concepts verbally, which reduces lesson efficiency and causes fatigue for both teachers and students. This can demotivate students and lead to lower engagement levels in Social Studies classrooms (Usman & Abdullahi, 2016).

4. *Inequality in Learning Outcomes:* The absence of adequate teaching materials often widens the gap between students in resource-rich and resource-poor schools. Those in underprivileged schools may have limited exposure to critical learning experiences, which restricts their academic growth and opportunities. This inequality undermines the purpose of Social Studies as a subject designed to promote civic awareness and societal development.

By addressing these challenges through government funding, stakeholder intervention, and modern teaching technologies, Social Studies education in Agege Local Government can become more engaging and impactful.

The Influence of Qualified Social Studies Teachers on Students' Academic Performance

The availability of qualified Social Studies teachers plays a crucial role in shaping students' academic performance. Teachers who possess proper qualifications and training bring expertise and effective teaching strategies to the classroom, enhancing student learning experiences. In Agege Local Government, where many schools face resource challenges, the presence of skilled teachers becomes even more vital for improving Social Studies outcomes.

1. Improved Content Delivery: Qualified teachers are well-versed in Social Studies content and pedagogical techniques, enabling them to explain concepts clearly and make lessons engaging. This clarity helps students understand topics such as civic responsibility and cultural diversity. Studies show that teacher quality significantly influences student achievement, especially in developing countries (Hanushek & Rivkin, 2012). Without skilled educators, students struggle to grasp foundational concepts, leading to poor academic results.

2. Effective Classroom Management: A trained teacher ensures a conducive learning environment by managing the classroom effectively. Overcrowded and undisciplined classrooms can hinder learning, but qualified teachers are equipped to handle these challenges through innovative techniques. For instance, they may use group discussions or project-based learning to ensure active participation, keeping students engaged and motivated.

3. Use of Diverse Instructional Methods: Qualified teachers can adopt various teaching strategies, such as storytelling, debates, and multimedia tools, to make Social Studies lessons interactive and relatable. This approach caters to different learning styles and increases student interest. Research suggests that diverse teaching methods enhance retention and foster critical thinking (Shulman, 1987).

4. Role Modeling and Mentorship: Teachers who are knowledgeable and professional inspire students to achieve academic excellence. Their mentorship encourages students to value education and aspire for better grades. In contrast, unqualified teachers may lack the confidence or ability to positively influence their students.

5. Assessment and Feedback: Qualified teachers are adept at assessing students' performance and providing constructive feedback, helping them identify areas for improvement. Continuous evaluation ensures that students remain on track and work towards achieving their academic goals.

Challenges of Teacher Shortages: In Agege, the shortage of qualified Social Studies teachers leads to larger class sizes, reduced individual attention, and reliance on less effective teaching methods. These issues negatively impact students' academic performance.

Strategies to Improve Teacher Recruitment, Training, and Resource Provision for Social Studies

To enhance Social Studies education in junior secondary schools within Agege Local Government, stakeholders such as school administrators, government agencies, and community members must adopt targeted strategies. Below are practical approaches:

1. Recruitment of Qualified Teachers: The government should establish clear standards for hiring Social Studies teachers, ensuring they possess the necessary qualifications and subject expertise. Offering competitive salaries and incentives can attract skilled teachers to the field. Additionally, collaboration with teacher training institutions can ensure a steady supply of well-trained graduates (Hanushek, 2011).

Example: Regular job fairs and partnerships with colleges of education can make recruitment more efficient.

2. Continuous Professional Development (CPD): Stakeholders should organize regular workshops, seminars, and in-service training for Social Studies teachers. These programs should focus on modern teaching methods, curriculum updates, and classroom management. CPD helps teachers stay current with best practices, which enhances student engagement (Darling-Hammond, 2000).

Example: Training on the use of digital tools, like interactive whiteboards, can boost lesson delivery.

3. Provision of Adequate Teaching Materials: The government and private organizations should ensure that schools are well-equipped with instructional materials like textbooks, maps, and digital resources. Engaging NGOs to support resource provision can also help bridge gaps (UNESCO, 2021).

Example: Interactive e-books and videos can make Social Studies lessons more engaging for students.

4. Increased Funding and Budgetary Allocation: Adequate funding is essential for recruiting qualified teachers, providing training, and procuring teaching materials. Stakeholders should advocate for higher education budgets to meet these needs. Public-private partnerships can supplement government efforts (World Bank, 2018).

Example: Businesses could sponsor classroom materials or training programs in exchange for recognition.

5. Community and Parental Involvement: Communities can play a vital role by donating materials or volunteering expertise to support teaching efforts. Parent-Teacher Associations (PTAs) can also help monitor and ensure efficient use of resources.

Example: Parents can organize fundraisers to buy projectors or teaching aids for schools.

By implementing these strategies, stakeholders can significantly improve the quality of Social Studies education, fostering better academic outcomes for students in Agege Local Government.

Contributions of Instructional Materials and Teacher Recruitment to Social Studies Performance: A Review

The role of instructional materials and the recruitment of qualified teachers in enhancing Social Studies performance has been extensively studied, with scholars offering both corroborating and conflicting views. Adeyemi and Ajiboye (2020) emphasize that instructional materials, such as maps, videos, and digital tools, significantly improve students' understanding by making lessons interactive and relatable. Similarly, Smith (2021) highlights that modern digital resources bridge the gap between theory and practice, leading to better academic outcomes. Both authors agree that teaching effectiveness diminishes without sufficient resources.

On teacher recruitment, Adeyemo (2019) argues that hiring highly qualified teachers is critical, as their expertise ensures better delivery of complex topics and fosters student motivation. Omoniyi (2022) supports this view, showing that students taught by certified instructors consistently achieve higher academic performance. However, Smith (2021) contends that teacher quality has a more profound impact than instructional materials, whereas Adeyemi and Ajiboye (2020) argue the reverse, stating that even the most competent teachers struggle without adequate teaching aids.

Globally, Johnson and Williams (2023) advocate for balancing investments in both instructional materials and teacher recruitment, observing that high-performing educational systems prioritize both areas equally. Adeyemo (2019), however, warns that overemphasizing one factor can result

in uneven educational development. While all authors acknowledge the importance of instructional materials and teacher quality, they differ on which factor is more influential. Nonetheless, integrating both elements appears to be the most practical solution for improving Social Studies education.

TABLE I: Gender distribution of the respondents

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Male	77	57.9	57.9	57.9
Valid Female	56	42.1	42.1	100.0
Total	133	100.0	100.0	

From the above table it shows that 57.9% of the respondents were male while 42.1% of the respondents were female.

TABLE 2: Respondents Designation

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Principal	37	27.8	27.8	27.8
Valid Vice-principal admin	50	37.6	37.6	65.4
Senior staff	23	17.3	17.3	82.7
Junior staff	23	17.3	17.3	100.0
Total	133	100.0	100.0	

The above tables shown that 37 respondents which represent 27.8% of the respondents are principals, 50 respondents which represents 37.6 % are vice principals' administration 23 respondents which represents 17.3% of the respondents are senior staff, while 23 respondents which represents 17.3% of the respondent's junior staff

TEST OF HYPOTHESES

There is extent to which instructional materials constitute problems to the teaching and learning of Social Studies

Hypothesis 1:

(H₀₁): Instructional materials do not constitute significant problems to the teaching and learning of Social Studies.

(H₀₂): Teacher quality and quantity do not significantly constitute problems to the teaching and learning of Social Studies.

These hypotheses guide the study to address both the issues and possible solutions systematically.

H₀₁: Instructional materials do not constitute significant problems to the teaching and learning of Social Studies

Table 3a: Extent to which instructional materials constitute problems to the teaching and learning of Social Studies.

Response	Observed N	Expected N	Residual
Agreed	40	33.3	6.8
strongly agreed	50	33.3	16.8
Disagreed	26	33.3	-7.3
strongly disagreed	17	33.3	-16.3
Total	133		

TABLE 3b: Chi-Square Test

Chi-Square	19.331 ^a
Df	3
Asymp. Sig.	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 33.3.

Decision rule:

The study rejects the null hypothesis that states Instructional materials do not constitute significant problems to the teaching and learning of Social Studies as the calculated value of 19.331 is greater than the critical value of 7.82. Therefore the alternate hypothesis is accepted that states, there is extent to which instructional materials constitute problems to the teaching and learning of Social Studies.

TEST OF HYPOTHESIS TWO

Null Hypothesis (**H₀**): Teacher quality and quantity do not significantly constitute problems to the teaching and learning of Social Studies.

Table 4a: Extent to which teacher quality and quantity constitute problems to the teaching and learning of Social Studies

Response	Observed N	Expected N	Residual
Yes	73	44.3	28.7
No	33	44.3	-11.3
Undecided	27	44.3	-17.3
Total	133		

Table 4a: Chi-Square Analysis

Chi-Square	28.21 1 ^a
Df	2
Asymp. Sig.	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 44.3.

Decision Rule

The decision rule for hypothesis testing is as follows:

If the p-value is less than the significance level (usually 0.05), reject the null hypothesis.

If the p-value is greater than or equal to the significance level, fail to reject the null hypothesis. In this case, the p-value is **.000**, which is less than **0.05**.

Decision Rule: the study **rejects the null hypothesis** and conclude that teacher quality and quantity significantly constitute problems to the teaching and learning of Social Studies at the secondary school level in Nigeria.

Findings and Discussion

The study identified significant challenges impacting the teaching and learning of Social Studies in Nigerian secondary schools. Analysis of Hypothesis 1 revealed that **instructional materials** are a critical problem. The calculated Chi-Square value of *19.331*, exceeding the critical value of *7.82*, led to rejecting the null hypothesis. This indicates a statistically significant extent to which the availability and adequacy of instructional materials hinder the teaching and learning process. These materials, essential for engaging students and fostering understanding, are often insufficient or outdated, particularly in rural and resource-limited schools.

Similarly, findings from Hypothesis 2 highlight *teacher quality and quantity* as another major obstacle. With a Chi-Square value of **28.21** and a p-value of **.000**, the study rejected the null hypothesis, confirming a significant association. A shortage of qualified teachers, coupled with inadequate professional development, hampers effective teaching delivery and student learning outcomes. Overcrowded classrooms further compound the issue, stretching teachers beyond their capacity and limiting individualized attention. Despite these challenges, the study identified opportunities for improvement. Enhanced teacher training programs and the integration of digital instructional materials offer solutions. The adoption of technology in schools could bridge gaps in resource availability and provide innovative teaching methods. Collaborative efforts with educational stakeholders to prioritize Social Studies can also create an enabling environment for improvement. Economic disparities, cultural diversity, and government priorities were observed as external influences affecting the implementation of Social Studies education. Rural-urban disparities in teacher distribution and resource allocation remain particularly concerning. Addressing these systemic issues requires coordinated policy reforms. Leveraging global best practices in curriculum design and pedagogy can help address these challenges. For instance, project-based learning and experiential teaching methods, adapted to Nigeria's context, can enhance student engagement and relevance.

Conclusion

The study highlights the critical role of instructional materials and the recruitment of qualified teachers in improving Social Studies education in junior secondary schools within Agege Local Government. Social Studies, introduced in Nigeria to promote unity and civic responsibility, continues to face significant challenges such as outdated teaching methods, resource shortages, and inadequate teacher training. The lack of appropriate instructional materials reduces student engagement, conceptual understanding, and equitable learning outcomes, thereby undermining the subject's potential to foster critical thinking and societal development.

Qualified teachers are central to addressing these challenges. Skilled educators not only deliver content effectively but also utilize diverse instructional methods that make lessons engaging and relevant. They serve as mentors, providing individual attention and fostering an environment conducive to academic success. However, teacher shortages in resource-constrained areas like Agege lead to overcrowded classrooms, limited individual attention, and diminished learning outcomes.

To enhance Social Studies education, a multifaceted approach is necessary. This includes recruiting qualified teachers through clear standards and incentives, providing continuous

professional development to improve teaching strategies, and equipping schools with adequate instructional materials, including digital tools. Public-private partnerships and increased government funding are crucial in addressing resource gaps, while community and parental involvement can offer additional support.

The importance of balancing investments in instructional materials and teacher recruitment is evident. Adeyemi and Ajiboye (2020) emphasize the significance of resources like maps and digital tools in enhancing student understanding, while Adeyemo (2019) and Omoniyi (2022) argue for the critical impact of qualified teachers on academic outcomes. Johnson and Williams (2023) advocate for a balanced integration of both factors as the most practical solution to improving Social Studies performance. Implementing these strategies will collectively enhance teaching quality, student engagement, and overall academic success, ensuring Social Studies fulfills its role in nation-building.

Recommendations

41. The paper advocates for the implementation of specialized training programs for Social Studies teachers. These programs are essential to ensure that teachers are equipped with the necessary knowledge and skills to facilitate effective learning and foster a positive attitude towards the subject among students.
42. The paper recommends that Schools invest in and provide adequate and relevant instructional materials for Social Studies. This includes textbooks, visual aids, and interactive resources that align with the curriculum, enhancing the overall teaching and learning experience.
43. The paper suggests that regular reviews of the Social Studies curriculum should be conducted to ensure its relevance and comprehensiveness. Incorporating feedback from both teachers and students can help identify gaps and make necessary adjustments to meet the educational needs of students.
44. The teaching of Social Studies in Schools, Colleges, and Universities should be exclusively reserved for graduates of Social Studies education who have a proven track record.
45. Adequate funding should be provided for education in general, and for the Social Studies curriculum in particular. This includes the provision of workshops, internet services, libraries, teaching aids, and sufficient textbooks.

Social Studies teachers should be computer literate to effectively cope with the challenges of Information Technology and globalization.

References

Abdu-Raheem, A. (2020). Social Studies education in Nigeria: The role of citizenship and national development. *Journal of Educational Research and Practice*, 10(1), 85-97.

Adebayo, T. (2019). *Civic education and nation-building in Nigeria*. Sunshine Press.

Adetunji, F. A. (2022). *Theoretical versus experiential learning in Nigerian education*. Emerald Publications.

Adeyemi, T. O. (2008). The supply of science equipment to secondary schools and its adequacy for teaching and learning: A case study of Ekiti State, Nigeria. *Middle-East Journal of Scientific Research*, 3(3), 107-113.

- Adeyemi, T., & Ajiboye, J. (2020). The role of instructional materials in Social Studies education. *Journal of Educational Research*, 15(2), 123-135.
- Adeyemo, F. (2019). Teacher recruitment and its impact on students' performance in Social Studies. *International Journal of Pedagogy*, 10(3), 45-60.
- Akinpelu, J. A. (2020). *The role of social studies in nation-building*. Educational Publications.
- Akinyemi, A. (2018). The impact of Social Studies on civic awareness and social integration in Nigeria. *Education and Society*, 14(2), 33-45.
- Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Education Policy Analysis Archives*, 8(1), 1-44.
- Eke, P., & Okafor, I. (2021). Digital transformation in Social Studies education: Opportunities and challenges. *International Journal of Social Science Education*, 15(4), 98-112.
- Engle, S. H., & Ochoa, A. S. (2019). *Education for democratic citizenship: Decision making in the Social Studies*. Teachers College Press.
- Hanushek, E. A. (1986). The economics of schooling: Production and efficiency in public schools. *Journal of Economic Literature*, 24(3), 1141-1177.
- Hanushek, E. A. (2011). The economic value of higher teacher quality. *Economics of Education Review*, 30(3), 466-479.
- Hanushek, E. A., & Rivkin, S. G. (2012). The distribution of teacher quality and student achievement. *Journal of Economic Perspectives*, 24(3), 95-112.
- Johnson, P., & Williams, K. (2023). Global practices in Social Studies education: A comparative analysis. *Global Education Review*, 18(1), 67-81.
- Lim, S. (2022). Technology and Social Studies education: Lessons from Singapore. *Journal of Educational Technology*, 18(2), 150-165.
- Nwagwu, W. E. (2018). Social studies: A tool for social development in Nigeria. *Journal of Educational Research*, 5(2), 34-45.
- Ogunyemi, K. (2017). The role of Social Studies in promoting societal values and peacebuilding in Nigeria. *International Journal of Social Sciences*, 8(4), 72-83.
- Olatunji, A. (2016). Challenges of teaching Social Studies in Nigerian secondary schools. *Journal of Education and Practice*, 7(12), 34-40.

Olutola, A. O., & Adebisi, K. O. (2019). Social studies education and national integration. *Nigeria Education Review*, 11(3), 112-120.

Omoniyi, A. (2022). Evaluating teacher quality and student performance in Social Studies. *African Journal of Education Studies*, 8(1), 56-70.

Oyetunde, M., & Aliyu, T. (2020). Curriculum design and implementation in Nigerian Social Studies. *Nigerian Journal of Educational Studies*, 18(3), 45-62.

Sahlberg, P. (2020). *Finnish lessons 3.0: What can the world learn from educational change in Finland?* Teachers College Press.

Sharma, R. (2021). Challenges in teaching Social Studies in Indian schools. *Asian Journal of Educational Studies*, 7(3), 112-128.

Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57(1), 1-22.

Smith, R. (2021). Digital tools and teacher effectiveness in modern classrooms. *Contemporary Education Journal*, 12(4), 89-10

UNESCO. (2021). *Education for Sustainable Development*. Paris: UNESCO.

Usman, I., & Abdullahi, I. (2016). Impact of teaching resources on the academic performance of students in Social Studies. *Journal of Education and Practice*, 7(13), 95-100.

Von Bertalanffy, L. (1968). *General System Theory: Foundations, Development, Applications*. George Braziller.

World Bank. (2018). *World Development Report: Learning to Realize Education's Promise*. Washington, DC: World Bank.

Yusuf, A., & Adigun, J. (2010). The impact of instructional materials on students' academic performance in Social Studies. *Nigerian Journal of Education*, 15(2), 45-56.