



Professionalism Qualification of Teachers and the Teaching of Social Studies in Junior Secondary Schools: Implication for Quality Instructional Delivery

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ABSTRACT

Teaching arguably is a process of imparting knowledge to the learner or actions aimed at guiding pupils through series of planned activities to enable them acquire intended skills, knowledge and ability or a way of transferring information to a group of learners. This paper x-rays the implications of the infiltration of general practitioners or nonprofessionals on the pedagogical advancement of Social Studies education as well as the methods through which the subject-learner friendly nature of the subject can be best achieved such as; Field-trips, community resources, demonstrations, resource persons, films, slide and film strip projections, etc. The following findings were made: inadequate knowledge of Social Studies content poor attitudinal disposition among the teachers and inadequate knowledge of Social Studies methods affect the classroom instructions. On the basis of the findings, it was recommended among others that employment of Social Studies teachers should be purely based on professional competencies and relevance, there should be regular training and retraining of Social Studies teachers and Social Studies teachers should be encouraged to developed positive attitude towards the teaching of the subject.

INTRODUCTION

Teaching is a process of impacting knowledge to the learner or action aimed at guiding learners through series of planned activities to enable them acquire the intended skills, knowledge and abilities or a way of transferring information to a group of learners. This act of imparting, transferring and inducing learners brings about change in behaviour of learners, Uzoagba (2019). Teaching involves a teacher who must be knowledgeable, qualitative, skilled, possess good attitude and should have knowledge of instructional techniques and methods of teaching. The teacher's role in the classroom is to dispense the acquired knowledge using established materials. For the actions of the teachers to be referred to as teaching, he must create a conducive classroom environment, select and design learning opportunities that are learner friendly from which the learner acquires the required attitude and knowledge, Izuagba (2004). Similarly, Ezewu (1988) in Izuagba (2004) opined that teaching is a systematic action deliberately designed taking into consideration the characteristics of the learner and the orderly presentation of the subject matter to (the learner) in order to facilitate changes in behaviour in the direction predetermined by the activator or facilitator.

From the fore going, one may ask if teaching is a necessary ingredient for societal development? Yes. Teaching is the fulcrum by which the wheels of the society rotate. It is through teaching that children are made to learn and internalize the culture of their environment. It is through teaching that socialization of the young and adults takes place. Teaching promotes values and norms of the society. Through teaching society passes information from one generation to the other. Through teaching knowledge are induced, passed, transferred and skills developed and acquired. Social Studies is an interactive subject that brings people together in their homes, markets, schools and any environment where human beings live, hence, its definitions as the study of man in his environment.

Mezieobi and Domike in Ebirim (2013) opined that Social Studies is an integrated field of study that probes man's environmental relationship and imbues man with high level intellectual skills, social skills and competences germane to solving man's environmental diverse problems for better and effective social living. They further stated that Social Studies deals with human environmental relations, interrelations and interactions for social effectiveness and efficiency. They also maintained that Social Studies as a discipline must promote the citizenship behaviour inculcation and connote the development of intellectual and affective living in the society. They went on to say that Social Studies shapes and enlightened humanity, social world awareness, sensitivity, acquaintance and coping mechanism for social realities.

Uchegbu (2004) observed how teachers can prepare student for Social Studies lessons. According to him, Social Studies is a subject which deals primarily with human beings interacting with one another in their environment. He stated that one important way to study human behaviour is through observation. Where for, one major step in preparing children for Social Studies lesson is to get them to cultivate the spirit of observing things and

people around them. Teaching enables students to communicate what they heard and see. Observation is one of basic steps in teaching Social Studies that foster natural innate curiosity in children so that they can know about things happening around. What it entails is requiring children to take special notice of what they see, hear and experience. Observation helps children to develop inquiry mind, ability to ask questions, listen attentively and ability to examine what they have heard Uchegbu (2007). Also, Ebirim, Uzoagba & Ohizu (2015) explained that field trips, use of resource persons, community resources, storytelling, demonstration and overhead projectors are methods of teaching Social Studies that can reinforce pupils' willingness to take part in lesson activities and be receptive to new experience and places.

LITERATURE REVIEW

The Information Literacy Group (2023) explains pedagogical theory as a practice of education which is conceived with the underlying values and principles that influence approaches to learning, teaching and assessment. The theory in essence provides insights on pedagogical practice of pedagogies that enhances learner centeredness in the teaching-learning process. According to the National College for Teaching and Leadership Centre (2012) pedagogy theory is interested in the learner's active participation both in interaction and activity. Hence, the theory regulates the teacher or teaching behaviour involving range of techniques, methods, skills for arranging and organizing a successful and fulfilling classroom activities.

This theory implies that it demands a professionally trained teacher must be content and method driven or knowledgeable in any given subject, guided by the basic principles and practices that elicit interest of the learners, hence their active learner participation in learning activities both in and outside of the classroom.

1. Conceptual Development Teaching

Teaching is a process of helping learners to acquire knowledge, competence or virtue. One who teach must have the pedagogy, subject knowledge, competence in teaching the subject, in curriculum, learner assessment; psychology, planning and leadership. Informally the role of teaching can be handled by anyone, Williams, McDiarmid & Clevenger-Bright (2008). The family plays a big role in teaching their young ones informally on how to imbibe and internalizing the cultures of their environment and through that method get them socialized, Ebirim, Uzoagba, Ohizu and Onyeocha (2018). Teaching means engagement with learners to enable them understand the application of knowledge, concepts and processes. It includes design, content selection, delivery, assessment and reflection. To teach is to engage students in learning; thus, teaching consists of getting students involved in the active construction of knowledge.

Social Studies

Social Studies is the study of man's life, his interactions with his social and physical environments and his knowledge of science and technology to solve his problems in his environment. Social Studies can also be defined as the study of man in his environment, the study of man and his relationship with other people around him, including all the natural resources in his environment. Social Studies assesses man in his physical and social environment as well as the effects of science, technology and religion on him. It is a branch of social science that deals with how people live together, work together and solve their daily problems of life (Nkire, 2016). Nkire upholds the most common and most simple definitions which states that Social Studies is the study of man (human being) and his interactions with the environment.

Classroom for Teaching Social Studies

The important thing about a Social Studies classroom is that it should be a stimulating "workshop of ideas" This means that on the walls, floor and surfaces of the room there should be things that:

- Stimulate children to think critically and openly
- Motivate them to continuous effort
- Display individual and group achievement
- Display interesting and challenging ideas
- Provide places for group and individual activities with instructional material
- Store equipment for use with instructional material

It is not easy for teachers to have all of these in a room at all times. A classroom of this nature needs large expenditure of teacher time and effort in its organization. On the other hand, these things will be very valuable for teaching a variety of subjects.

Teaching of Social Studies

Despite all the teaching aids, still the most important ingredient in the classroom for successful teaching is, of course, the teacher. What the teacher is able to achieve through contact, personality, and personal effort is of prime importance. The practice of encouraging teachers who specialize in geography and/or history to teach Social Studies creates the erroneous impression that this is acceptable and that those subjects represent adequate preparation for the teaching of Social Studies. It should be pointed out that Social Studies covers a much wider variety of subjects than history and geography. Social Studies also has its own distinct objectives, approaches and methods. For example, Social Studies gives great importance to the values, beliefs and attitudes of people; much more than is provided by traditional history and geography Teaching. It focuses on people's present activities and their interaction with one another. Where it concerns itself with the physical environment it examines how people affect and are in turn, affected by their surroundings.

2. Methods of Teaching Social Studies

The following are methods of teaching Social Studies according to:

Field Trip

Field trip is a visit to a place outside the regular classroom which is designed to achieve certain objectives, which cannot be achieved as well by using other means. The term field trip is usually used when a person or group of persons undertake tour of places where they expect change from normal daily life. When educational field trips are undertaken by students of an educational institution the main aim is not only recreation and pleasure but also to gain. Additional knowledge through direct experiences. Sampath (2006) in Ebirim, Uzoagba and Ohizu (2015) has it that during field trips the student acquires concrete learning experiences in a real situation which has been undertaken with a specific purpose. Field trips are organized visits into the immediate or distant places taken by the students and the teachers to further educational purposes of the regular classroom activities. The chief purpose of this method is to give the students first-hand experiences that cannot be had in the classroom.

Community Resources

Community resources are a group of services and/or assisted programme that are provided to the members of a community for free or at an affordable price. Examples of community resources include: radio, television stations, post offices, factories, market and stores, business centre, telephone, newspaper and telegraph offices etc. Each resource is made available to community members to help them become self-reliant and maintain their human rights and well-being (Castek, 2012). A community can be many things; it-is people who live in the same neighbourhood or city, people with the same interest or background, or even organizations or communities that have something in common. Resources tangible and intangible, meet the need of the community by providing assistance, ideas and solutions.

Story-Telling

This is a technique where a teacher tells a story of fiction or of fact to his students. Sometimes the pupils may have more interesting stories to tell than the teacher, so the teacher should check this out with the students beforehand. From earliest times the story -telling technique has been employed in teaching, in fact ever since man found it necessary to pass on to future generations useful information, knowledge and experience. In the African tradition, story -telling was the most effective way to teach historical events as well as moral education. Fables and myths with themes about moral values were considered useful as warnings about the dangers of the unknown, especially for the overly adventurous child.

Demonstration

Social Studies values highly the acquisition of skills for tackling life's problems. One of the best ways of introducing various skills to the class is

through demonstration. Demonstrations are useful as a direct method of explaining things to children, but they should always be supplementary to the presentation of ideas. Simple demonstrations such as how to operate equipment in the class room, are probably the most familiar demonstrations experienced by children, but there are others equally important. For instance, classroom demonstrations could include games, a few easy magic tricks, how to cook a simple dish, a gymnastic or acrobatic display, or how to use farm implements if the school is in a farming area. Demonstration is the most direct way of involving students and getting them to handle materials. Students should be encouraged, whenever possible, to use all their senses; sight, hearing, smell, taste and touch, as well as movement.

Resource Persons

A resource person is anyone who comes into the classroom as a guest speaker to present information or pass on to students their experience of a specific topic. He or she may be an expert, a parent, an official or leader from the local community; he may be a teacher from another class, or the school's headmaster; he may be a student from an upper class speaking to a lower class. The technique of using a resource person is an effective way of presenting information to the class which may not be readily available from the teacher. The use of a resource person introduces variety into regular class procedure and may heighten pupils' interest in the material being presented. In Social Studies classes the resource person can bring events and realities from the community and the outside world into the classroom. Content presentation to pupils may be better received from an outside person than it would be if presented by the classroom teacher.

Film, Slide and Film Strip Projection

The prime value of these is in their ability to bring lifelike visual images into the classroom. They can even make the viewers feel they have been transported physically into the displayed scene. The darkened room and the brightly -lit screen can heighten the illusion of the viewer being within the picture shown. Film projection entails using a machine to project an image on to a wall or screen. The image can be transparencies, drawings, or moving pictures. This method is best used as reinforcement in a formal lecture at post-primary level.

3. Statement of the Problem

Teaching of Social Studies is a necessary tool that will help students acquire basic knowledge of becoming good citizens who know how the society functions. It builds in the students' leadership qualities and acts of political participation in the society. Hence, norm, values, customs and cultures of every society are learnt through Social Studies. Regrettably, most teachers in the act of teaching the subject exhibit pedagogical inadequacies; hence the lack of requisite qualification, knowledge of subject matter, competence, attitudinal disposition, knowledge of instructional technique and methods of instructional

delivery which has brought about low level of interest among students in the subject.

4. Objective of the Study

The purpose of this study is to examine the implication of the use of general practitioner in the teaching of Social Studies. Specifically, the study intends to;

1. Find out how inadequate knowledge of Social Studies content affect the classroom instructions.
2. Find out how poor attitudinal disposition of the teachers affect teaching of Social Studies.
3. Find out how inadequate knowledge of Social Studies methods of teaching translate to incompetence among teachers in Social Studies.

5. Research Questions

The following questions will guide the study:

1. How does inadequate knowledge of Social Studies content and methods of teaching affect the classroom instructions?
2. How does poor attitudinal disposition of the teachers affect teaching of Social Studies?
3. How does how inadequate knowledge of Social Studies methods of teaching translate to incompetence among teachers in Social Studies?

METHODOLOGY

This study focused on the pedagogical behaviour among teachers of Social Studies in Imo states. The survey research design was adopted for the study. The population of the study comprised of all the teachers in Social Studies in educational zone of Imo States totalling 1,510. The simple random sampling technique was used in drawing a sample size of 148 teacher representing 10% of the population. Three research questions and two null hypotheses were formulated to guide the study. Data collection was carried out with the use of structured questionnaire. The data collected was analysed using mean and standard deviation, while hypotheses were tested using t-test.

RESULT AND DISCUSSION

Research Question 1: How does inadequate knowledge of Social Studies content of teaching affect the classroom instructions?

Table 1. Mean and Standard Deviation Scores of Responses on How Inadequate Knowledge of Social Studies Content and Methods of Teaching Affect the Classroom Instructions

S/N	STATEMENTS	SA	A	D	SD	X	SD	Remarks
1	Some Social Studies teachers are not qualified because they did not study Social Studies	91	41	15	4	3.45	0.78	Agree
2	Some Social Studies teachers do not explain the contents of Social Studies	51	36	31	33	2.70	1.15	Agree

	to the understanding of the students							
3	Because of some Social Studies teachers lack of knowledge of the content, they do not carry students along during teaching and learning	61	45	32	13	3.02	0.98	Agree
4	Due to lack of knowledge of Social Studies subject matter, some teachers do not know when and how to use instructional materials during teaching and learning of Social Studies	41	53	21	36	2.66	1.12	Agree
5	Some Social Studies teachers do not engage learners in various forms of assessments to deepen their understanding in the subject.	43	59	34	15	2.94	1.00	
	Grand Mean/SD					3.01	0.97	Agree

Field Survey Data (2023)

Analysis on Table 1 shows mean and standard deviation scores on inadequate knowledge of Social Studies content and methods of teaching affect the classroom instructions. The analyses also revealed that the respondents rated all items above a mean score of 2.50. This implies that the respondents agreed that Social Studies teachers inadequate knowledge of Social Studies content and methods of teaching affect the classroom instructions. The evidence of the above response is shown in grand mean score of 3.01. The grand standard deviation score of 0.97 indicates that Social Studies teachers were homogenous in their response on how inadequate knowledge of Social Studies content affect the classroom instructions. Research Question 2: How does poor attitudinal disposition among the teachers affect teaching of Social Studies?

Table 2. Mean and Standard Deviation Scores of Responses on How Poor Attitudinal Disposition of the Teachers Affect Teaching of Social Studies

S/N	STATEMENTS	SA	A	D	SD	X	SD	Remarks
1.	Some Social Studies teachers do not want to improve their knowledge of their Social Studies through seminars, conferences and so on.	77	20	36	15	3.01	1.15	Agree
2.	Some Social Studies teachers go late to their lessons so that they will spend less time against he approved 40 minutes per lesson	79	43	5	4	3.04	1.37	Agree
3.	Some Social Studies teachers lack interest and enthusiasm to teach the subject	99	41	3	8	3.53	0.78	Agree
4.	Some Studies teachers do not have or prepare for the lessons simply because they completely lack motivation to teach the subject	63	26	61	21	3.13	0.41	Agree

5.	Some Social Studies teachers careless about students' understanding of Social Studies content by not recognizing individual differences among students during teaching and learning	63	77	6	5	3.31	0.70	Agree
Grand Mean/SD						3.21	0.88	Agree

Field Survey Data (2023)

Table 2 reveals mean and standard deviation scores on how poor attitudinal disposition among the teachers affects teaching of Social Studies. Furthermore, Table 2 indicates that all items were rated above a mean score of 2.50 that the respondents agreed that poor attitudinal disposition among the teachers affect teaching of Social Studies. This is evident in grand mean score of 3.21. The grand standard deviation scores of 0.88 indicate that Social Studies teachers have the same opinion on how poor attitudinal disposition among the teachers affect teaching of Social Studies. Research Question 3: How does inadequate knowledge of the content and methods of teaching translate to incompetence among teachers in Social Studies?

Table 3. Mean and Standard Deviation Scores of Responses on How Inadequate Knowledge of Social Studies Methods of Teaching Translate to Incompetence among Teachers in Social Studies

S/N	STATEMENTS	SA	A	D	SD	X	SD	Remarks
1.	Poor knowledge of some Social Studies teachers have made some students lack interest in the study of Social Studies due to their methods of teaching.	52	69	11	19	3.02	0.96	Agree
2.	Poor knowledge of the use of modern methods of Social Studies among some teachers have contributed to their abysmal performance in teaching of the subject.	52	69	11	19	3.02	0.96	Agree
3.	Poor knowledge of some Social Studies teachers on how to diversify their methods of teaching have contributed to students' poor academic performance in the subject.	49	56	22	24	2.86	1.05	Agree
4.	Some Social Studies teachers lack competence in teaching the subject skillfully as a result of failure to use basic instructional aids such as current Social Studies textbook among others	79	9	59	4	3.08	1.01	Agree
5.	Some teacher poor knowledge of Social Studies has contributed to their inability to improvise instructional materials when they are not readily available	67	54	8	22	3.10	1.04	Agree
Grand Mean/SD						2.94	1.03	Agree

Field Survey Data (2023)

Data analysed on Table 3 indicate the mean and standard deviation scores on how inadequate knowledge of the methods of teaching translate to incompetence among teachers in Social Studies. Table 3 in addition shows indicates that the respondents rated all the items above a mean score of 2.50. This implies that the respondents agreed that inadequate knowledge of the methods of teaching translate to incompetence among teachers. The above agreement is also shown in grand mean scores of 2.94. Again, the grand standard deviation score of 1.03 indicate that the respondents have similar view on how inadequate knowledge of the methods of teaching translate to incompetence among teachers in Social Studies. Hypothesis 1: There is no significant difference between mean scores of Social Studies teachers on how inadequate knowledge of Social Studies content and methods of teaching affect the classroom instructions based on Gender.

Table 4. Test of Difference between Mean Scores of Social Studies Teachers on How Inadequate Knowledge of Social Studies Content and Methods of Teaching Affect the Classroom Instructions Based on Gender

Gender	Mean	SD	N	df	t	Sig
Male	45.3	9.6	53	149	0.78	.176
Female	44.1	7.9	98			

P > 0.05

Table 4 reveals that t-test was run to test the difference in the mean scores of Social Studies teachers on how inadequate knowledge of Social Studies content and methods of teaching affect the classroom instructions based on Gender. The result shows no significant difference given that t-value = 0.78 and p-value > 0.05 (.176 > 0.05). Thus, the null hypothesis was accepted that the difference in the mean scores of Social Studies teachers on how inadequate knowledge of Social Studies content and methods of teaching affect the classroom instructions based on Gender is not significant. Hypothesis 2: There is no significant difference between the mean scores of Social Studies teachers on how poor attitudinal disposition among the teachers affect teaching of Social Studies based on gender.

Table 5. Test of Difference between Mean Scores of Social Studies Teachers on How Poor Attitudinal Disposition among Teachers Affect Teaching of Social Studies Based on Gender

Gender	Mean	SD	N	df	t	Sig
Male	42.3	8.4	53	149	-0.59	.915
Female	43.1	7.2	98			

P > 0.05

Analysis in Table 5 reveals that t-test was run to test the difference in the mean scores of Social Studies teachers on how poor attitudinal disposition among the teachers affect teaching of Social Studies based on gender. The result shows no significant difference given that t-value = -0.59 and p-value > 0.05 (.915 > 0.05), hence, the null hypothesis was accepted that the difference in the

mean scores of Social Studies teachers on how poor attitudinal disposition among the teachers affect teaching of Social Studies based on gender is not significant.

CONCLUSIONS AND RECOMMENDATIONS

Social Studies is a field of study that probes man's environmental relationship and imbues man with high level of intellectual skills, social skills and competence germane to solving man's environmental diverse problems for better and effective social living. It is an interactive school subject that brings people together in their homes, market, schools, workplace and any environment where human beings live. Therefore, it becomes very imperative that teachers teaching Social Studies should be properly trained to possess the requisite qualification, knowledge, competence and professional skills that will promote or accelerate quality instructional delivery of Social Studies curriculum content.

1. Employment of Social Studies teachers should be purely based on professional competencies and relevance.
2. There should be regular training and retraining of Social Studies teachers so as to improve of pedagogical approach.
3. Social Studies teachers should be encouraged to developed positive attitude towards the teaching of the subject.
4. Social Studies teachers should endeavour to use variety of learner-centered methods in teaching the subject.
5. Social Studies teachers should ensure the use of resource-based teaching material such as community resources, classroom resources, technology-based resources and so on.

FURTHER STUDY

This research still has limitations so further research is still needed on this topic "Professionalism Qualification of Teachers and the Teaching of Social Studies in Junior Secondary Schools: Implication for Quality Instructional Delivery".

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