



## Influence of teacher's instructional methods and teachers attitudes on the effective implementation of the upper basic social studies curriculum in rivers state

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### Abstract

The study investigated the influence of teachers instructional methods and teachers attitudes on the effective implementation of the Upper Basic Social Studies Curriculum in Rivers state. The study was a descriptive survey with a population of nine thousand and twenty two (9,022) Upper Basic three students and four hundred and twenty(420) social studies teachers, a sample of six hundred (600) students and forty two teachers (42) was selected using random sampling technique. A questionnaire was used for data collection. The reliability of the instrument was ascertained using Cronbach alpha test model to obtain an index of 0.78. Two research questions and two hypotheses guided the study. Mean and standard deviation were used to answer the research questions while one way analysis of variance (ANOVA) was used to test the hypotheses. The findings among others showed that teachers attitude and teachers instructional methods have significant influence on the effective implementation of the upper basic social studies curriculum in Rivers state. The study recommends that teachers with the right attitude should be rewarded and right methods should be introduced to teach social studies.

**Keywords:** teachers, attitude, instructional method, effective implementation, social studies, curriculum

### Introduction

Social studies is one of the subjects that is being taught in schools in Nigeria. It is unique as it specifically reveals how man interacts with his fellow man and the environment. According to Dike (2006) <sup>[1]</sup> Social studies is the study that helps us to appreciate the interactions, interrelationships and interdependence between man and his fellow man and between man and his social, physical and chemical environment. The social environment are all activities which man performs in his society, the physical environment are the types of land, vegetations, rivers, mountains and lakes that found itself where man exist and the chemical environment are the mineral deposits.

For Saxe (1991) Social studies possess its own group of special beginning and did not originate as many authors have written. Saxe, maintains that the foundations of Social Studies Originated in Great Britain during the 1820's and moved to the United State.

Barr, Bart and Shermis (1977) are of the opines that Social Studies was nurtured by the works of John Dewey and was promoted by such important educators such as George Counts, Edgar Wesley, Harold Rugg and Earle Rugg. According to Lybarger (1983) <sup>[15]</sup> Modern Social Studies Originated between (1900-1916). One of the aims for its introduction was to inculcate in the learner socially approved and desirable value system, attitude, ideas and philosophies of life that will help prolong the society and help the individual in his personal/social adjustment. It is intended to help young people to be aware and fully conscious of the importance of others both in themselves and in their various societal associations, as well as creating a condition where children become aware and responsive to the problems of the society, as well as

existence of a variety of other solutions to them Ezegbe, (1988) <sup>[13]</sup>.

Social studies objective is to reveal how people can live together, cooperate to achieve a collective goal, regard one another and tolerate one another's differences and use their ability and knowledge to help their society grow and develop. It also aims to make people conscious of the importance of being scrupulous in everything (Dayo, Ehon, Nwakego and Abbas, (2008) Cited in Onuekwe (2010) <sup>[25]</sup> The Nigerian Educational Research And Development Center (NERDC) (2007) <sup>[18]</sup> defined social studies as "how man control and is being controlled by his physical, social, political, economical, anthropological, chemical and cultural environment". According to Illori (1980) <sup>[14]</sup>, Social studies a is process of education which focuses on relationships between human beings and their physical and social world. Illori went further to opine that the main interest of social studies education is to fortify the students with selected knowledge, skills, attitudes and social action that has to do with the relationship people have with each other and the environment in which they live. Ezegbe (1988) <sup>[13]</sup> reveals that most countries in the world offer social studies as one of the subjects in their school curriculum. The author however pointed that the definitions are not the same worldwide that the definition or concept in any country rest solely on the objective it is supposed to achieve in that place.

From the definitions and aims of social studies, one would conclude without any bias that the brains behind the establishment of social studies had lofty ideas unfortunately things are not the way they hoped it should be as our society is faced with vices that are far beyond our imagination. In the past, prostitution was practiced in secret and their numbers

were minimal, but today, they are even advertised on the internet. Armed robbery was at a very minimal level and the few thieves then took to their heels at the slightest sound. But today, armed robbery is at a very worrisome level to the extent that some even inform their victims in advance. These days there is little or no respect for elders. Some children even sink as low as beating their parents. In the past, people fight with their fist and to show superiority over their opponents. Today the story is different people fight with whatever they can lay hands on, such as knife, stone, bottle and in some cases gun. In fact, our values have been thrown overboard and majority of us do not see anything wrong, as the lyrics of Asa's song says "there is fire on the mountain and nobody seems to be on the run". Oko cited in Njoku (2005) <sup>[19]</sup> commented that Nigeria seems rudderless as a result of social problems. Family institution has failed in its role to bring up its members in the proper way just as the government has failed in its role to develop the Country. Oko went on to point out some of the woes of Nigeria to include indiscipline, unsteady marriages, divorce, separation and family instability. Oko added that many girls and women have defiled themselves and our educational institutions are no longer safe for learning as a result of the activities of secret cults. The questions that is begging for an answer is why have we sank so low, what went wrong in spite of the good intentions of the founding fathers of social studies?

In trying to answer this question, Nworgu (2006) <sup>[21]</sup> affirms that "teacher's personal qualities and teaching skills application may frustrate or make effective learning". Nworgu stressed that "the caring teacher who breaks down information to the understanding of the learner may likely achieve effective teaching than the disorganized and non creative teacher. Towing a similar line, Uwakwe and Duru (2010) cited in Duru (2011) <sup>[9]</sup> explained that "the social studies teacher is an important factor in any organized teaching and learning encounter. The social studies teacher's position is so important and indispensable that he assumes a nature whose absence leaves a vacuum that cannot be filled by any person".

Going by the reviews, it is obvious that social studies has suffered numerous setback as a result of the sort of teachers employed to teach and the resultant effects are poor performance of students in social studies internal and external examinations plus the increased vices in the society today, some of which have been outlined earlier. Teachers are key factor in the effort to achieve the aims and objectives of social studies, sadly, going by the reviews they have failed in inculcating in the students what the subject intends to achieve because they do not have what it takes such as the academic qualification (trained in social studies education) as pointed out earlier, the charisma to carry the students along (to make them love them and the subject) and others qualities.

The aim and objectives of social studies differs from country to country but one common thing is that it takes the problems of that country into consideration, as Eloma (1998) cited in Enang, Mbotto, and Eteng (2005) <sup>[10]</sup> pointed that:

*In drafting a social studies curriculum for any society, one must take into cognizance the problem of that society. It is sequel to this development that the curriculum of Nigeria educational system emphasizes the problems of Nigeria as*

*its priority.*

Enang *et al.* (2005) <sup>[10]</sup> outlined some of the aims the Rivers State government aims to achieve through social studies to include:

- a. to develop sincere appreciation of the differences and interdependence of all members of the local community, the wider nation and the international community;
- b. to inculcate in children a positive attitude to citizenship and to build in them the hunger to make a positive personal contribution to the creation of a united Nigeria;
- c. to introduce the children to social customs and values as well as cultural practices of the society.

Social studies as a subject originated in Western Nigeria in 1963 in Comprehensive High School Aiyetoro1 in Ogun State. It was initially restricted to classes one and two and later spread to other schools. (Ezegbe1988) <sup>[13]</sup>. Nigeria is an ailing society that is besieged by vices which has affected her development.

Ezegbe (2003) <sup>[12]</sup> and Obasi (2009) <sup>[22]</sup> defines a teacher as the starting point of learning process, the facilitator of learning skills, the assessor of learning efficiency and indeed the central element in the entire educational programme. Also, Mkpa (1987) <sup>[17]</sup> presented a teacher as "someone who is trained in a formal teaching training institution, a planned programme of training, among other areas, in the principles and practice of education and was exposed to an observed period of where he is being supervised while carrying out the practical aspect either after or as part of the period of training. The definitions of a teacher are many. But a common agreement is that a teacher makes input in learners, and transfer knowledge to students and impacts greatly on learners. He processes raw materials (the students) into finished products (when they successfully complete the programme at a particular level). It is important to know that without the teacher in a school system, the presence of learners is meaningless.

The teacher is a major stakeholder in school business. In fact, poor performances of students most times are attributed to poor teaching. The teachers are blamed when students do not do well. They are also appreciated when learners do well. It is believed that the quality of teachers in a school determines the performance of the learners in that school.

Every teacher has a set of roles or functions to play for learning to take place successfully. One of these roles are those cited in Ahara (2015) <sup>[1]</sup> where Nwosu (1995) identified some of the roles of a teacher to include;

*Playing of instructional objectives; choosing learning materials, organizing students in a manner to assist them meet the set objectives, choosing of appropriate methods and techniques for effective teaching, interpreting curriculum plan to students, role model in an academic pursuit, providing students with needed information.*

Since the ultimate of all teaching endeavors is to bring about significant students' behavioral changes or growth in students achievement, propelled largely by teachers' effectiveness, it is, therefore, reasonably rational to anchor teaching

competences mainly on these three:

1. Processes of teaching, meaning methods of teaching;
2. Teaching job related characteristics or description or set rules and activities that are directly related to the teachers day-to-day teaching job in the classroom (teacher work-oriented traits and characteristics); and
3. Teachers' personality characteristics or traits such as physical and emotional adjustment or stability, initiative, dependability, leadership, cooperation (ability to get along with students and teachers in the teaching team), appearance, attendance; judgment, perseverance, punctuality and responsibility, all of which seemed likely to make possible the achievement of the desired results in the students-growth in learning.

Bartel (1976) in Okoro (2009) defines curriculum as a well arranged series of courses and supporting activities arranged in such a way to assist students a long range of educational goal. Offorma Taba (1962) and Tyler (1969) cited in Mezieobi (1993)<sup>[16]</sup> Reveals that curriculum content emerged from three sources; the learner, society and the subject matter. Mezieobi (1993)<sup>[16]</sup> explains that each curriculum content take into consideration the society where the subject is to be taught. Mezieobi (1993)<sup>[16]</sup> sees the implementation as an avenue to weigh the curriculum, ascertain if it meets the expectation. Macdonald (1971) cited in Mezieobi (1993)<sup>[16]</sup> gave an insight into the distinction between the curriculum and implementation when he said that curriculum is a plan while implementation is putting plan into action. Adegoke (1987) cited in Mezieobi (1993)<sup>[16]</sup> asserts that when the content of a curriculum has been exhausted it can be said that it has gotten to its end. Mezieobi (1993)<sup>[16]</sup> however disagrees and points to the fact that if you look at it holistically, it has no end as it is continuous due to the dynamism of the society.

Mezieobi (1993)<sup>[16]</sup> reveals that it is a core subject at the primary and secondary level while it is optional at the senior secondary and tertiary level. Be that as it may, the author sadly informed that inspite of this, social studies has not lived up to expectation. This assertion is given more weight by Okam (1992) cited in Mezieobi (1993)<sup>[16]</sup> when the author informed that social studies has failed or rather it is failing in Nigeria. Mezieobi (1993)<sup>[16]</sup> outlines among other things the teachers factor as one of the challenges facing social studies.

The teacher, as one of the stakeholders in social studies curriculum implementation is about the most important factor as pointed out by Mezieobi (1993)<sup>[16]</sup> who went further to say that the teacher is the principal factor in the inappropriate implementation of social studies curriculum at all levels of the school system. He cited that methods adopted by the teacher as one of the reasons for the sorry state of social studies across the schools in the country. Mezieobi also pointed that the teaching of social studies is dominated by teachers who are from other social sciences such as history, economics and geography. He revealed that the curricula demands of these subjects do not tally with that of social studies.

One aspect of social studies is the investigation-oriented methods which include inquiry, discovery, problem solving, individualized instructional methods. These methods according to Mezieobi (1993)<sup>[16]</sup> is aimed at setting the mental laboratory of the student into action. The aim of this according

to the author is to provoke the students rational and critical reflective thinking, creativity, independent investigation and discovery, sound decision making and value clarification and imbue the students with the desirable attitude, values and competences essential for effective social living. Unfortunately because social studies according to Mezeobi (1993)<sup>[16]</sup> is ill equipped this very important aspect of social studies is glossed over. The author cited such authors as Dubey and Barth (1980), Pwajok (1984) and Madubuike to buttress this point, they attest to the fact that a very small percentage of social studies teachers, not more than five percent (5%) make use of the critical thinking generating methods which are desirable for effective social studies teaching and learning.

Mezieobi (1993)<sup>[16]</sup> also revealed that most teachers of social studies do not carry out their studies in creative learning environment; the students are confined to the formal classrooms with minimal exposure to the surrounding communities and beyond. That the teacher do not adopt the multi methods – multi-media approaches in order to provide for differences and variation in the students needs and interest. The author made this discovery when he carried out an extensive study of fifteen states in the country (Kano, Kaduna, Sokoto, Imo, Abia, Akwa-Ibom, Benue, Plateau, Ogun, Oyo, Lagos, Taraba, Yobe, Jigawa and Katsina states).

Another point to buttress the fact that the teacher is also a factor in the sorry state of social studies is the inability of the teacher to improve himself. As Mezieobi (1993)<sup>[16]</sup> revealed that most of the teachers once they have successfully graduated and are employed are not ready to learn anything new. The Universal Basic Education or U.B.E. as it is popularly called was established in September 30<sup>th</sup>, 1999 out of the ashes of the Universal Primary Education (U.P.E.) by the government of Olusegun Obasanjo.

As a result of the establishment of the Universal Basic Education Act of 2004 by President Olusegun Obasanjo, the Rivers State Universal Basic Education board was formed. The board is sited in Port Harcourt and it is being supervised by the Ministry of Education. The board is constituted by an executive chairman who is a seasoned educationist not below the rank of a director in the service, three full time board members representing the three senatorial zones of the state, a representative from ministry of education and ministry of finance who shall not be below the rank of a director; also, one representative from Nigeria Union of Teachers, Parents Teachers Association and Agency for Adult and non formal education, and finally the Secretary of the board.

One thing to note is that the governor of the state has the exclusive right to appoint the Chairman and other members of the board on the recommendation of the Commissioner.

Universal basic education (Major Stakeholders)

The major stakeholders are:

1. The federal government
2. The state government
3. The local government
4. The local communities, and
5. N.G.O's and donor agencies both national and international. According to Obisike (2009)<sup>[23]</sup>

The reason behind the establishment of the Universal Basic

Education is to ensure that every school going age in the country has basic education and this is done by creating the enabling environment for these persons to have access to education. Maduegwu cited in Obisike Nwafor (2009) [23].

Gage cited in Okah (2014) [24] defined method as “recurrent instructional processes which could be applied to the teaching of different types of subject matter and is useable by more than one teacher”. The issue of appropriate instructional strategies is central to the teaching of social studies and this studies should be taught in our schools Ossai, (2014) [26].

There is no best method of teaching social studies, but Akpochofo (2014) [3] significantly recommended the application of combination of methods or eclectic approach in order to achieve effective teaching and learning of social studies. This is more so important that the use of multiple method and strategies will aid the creation of multiple learning experiences, which not only stimulates learning but enhances learners interest and motivation. In addition, it equips the learner with sustainable knowledge and learning experiences, which can be practically applied in the learners environment.

Attitude is another factor to be considered in the characteristics of a teacher. A man’s attitude is all about his mind, the way he perceives things affects his action. Attitude is what provokes a person to behave in a certain way. If a man behaves well towards a person, it is because he has a loving attitude towards the person. Attitude is a very powerful driving force in the characteristics of the social studies teacher. Ahmad (2009) [2] observed that the social studies teachers ability to perform characteristically can lead to good classroom interaction. Friendly classroom interaction between teachers and students encourages teaching and learning of social studies. The students may creatively make input in the teaching learning process, the resulting feedback positions the teacher for better effective implementation of the social studies curriculum. According to Essien, Obot, Udohand Akpan (2014) [11], “...the quality and behaviour of the (social studies) teacher is very crucial in the formation of students attitudes towards examination success (and rate of learning)”. The teacher is the actor on stage whose characteristic and instructional behaviour can make or mar the inculcation of desirable behaviour in the learner. Reed (1996) [27] discovered that less friendly and gracious teachers led to students loss of interest and which significantly affect their academic performance. Akubuiro and Joshua (2004) [4] in a study on self-concept, attitude and achievements of secondary schools students in science in the Southern Cross River State, found that attitude is significant than other variables in the study to predict achievement. A teacher with positive attitude towards the teaching of social studies is likely to teach effectively.

### Statement of the Problem

social studies has not gotten its desired footings as Ukadike (2005) and Onuoha (2011) cited in Uzoagba (2014) [28] in their various studies revealed poor performance in social studies in the junior secondary school certificate examination. Also the vices in our society are evidences that the aim and objectives of social studies have not been met. Our worry is why, in spite of the efforts of scholars, government and well meaning

### Population of the study

individuals to see that the aim and objectives of social studies are achieved, we are still far from the expectations of the originators of social studies? It is as a result of our concern that this study investigated the influence of teachers instructional methods and teachers attitude on the effective implementation of upper basic social studies curriculum in Rivers State.

### Aim and Objectives of the study

The aim of this study is to identify how the Social Studies teachers attitude and instructional methods influence the effective implementation of the Upper Basic Social Studies Curriculum in the three senatorial districts of Rivers State.

Specifically, the study intends to:

1. Ascertain the extent to which the social studies teachers instructional methods influence the effective implementation of the upper basic social studies curriculum in the three senatorial districts of Rivers State.
2. Determine the extent to which social studies teachers attitude influence the effective implementation of the upper basic social studies curriculum in the three senatorial districts of Rivers State.

### Research Questions

The following research questions guided the study:

1. What is the influence of the social studies teachers instructional methods on the effective implementation of the upper basic social studies curriculum in the three senatorial districts of Rivers State?
2. How does the social studies teachers attitude influence the effective implementation of the upper basic social studies curriculum in the three senatorial districts in Rivers State?

### Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

1. Teachers’ instructional methods have no significant influence on the effective implementation of the upper basic social studies curriculum in the three senatorial district of Rivers State.
2. Teachers attitude have no significant influence on the effective implementation of the upper basic social studies curriculum in the three senatorial district of Rivers State

### Methodology

#### Research Design

This work is an analytical descriptive survey on the influence of teachers instructional methods and teachers attitude on the effective implementation of upper basic social studies curriculum in Rivers State. According Nwankwo (2010) [20] Descriptive survey is defined as “that in which the researcher gets information from a given population and describe certain features of the sample as they are at the time of the study and which are of interest to the researcher, however without influencing any independent variable. The author further explained that “findings from the sample are used to judge the whole population from which the sample was drawn”.

The population of this study was 9,022 Upper Basic Three

Students and 420 social studies teachers in the three senatorial districts of Rivers State (State Ministry of Education, Port Harcourt, 2016)<sup>[8]</sup>.

**Sample and Sampling Technique**

The sample size of six hundred (600) upper basic III students randomly selected from the three senatorial districts of Rivers State and forty two (42) social studies teacher selected from the three districts

**Research instrument**

Social Studies Teachers Self-Rating questionnaire on Social Studies Teachers Classroom instructional Characteristics (SSTSRQ) and Students Rating Questionnaire on social studies teachers Classroom Instructional Characteristics (SRQSSTCIC) were used for data collection.

**Method of data collection**

The teachers’ and students’ ratings on social studies teacher characteristics were administered by the researcher and two research assistants to facilitate the study. The sampled social studies teachers filled personal data. The students were strictly guided to fill the questionnaire, this exercise was to reduce errors and ensure prompt collection of the filled questionnaire.

**Method of data analysis**

Mean and standard deviation were used to answer the research questions while one way analysis of variance (ANOVA) was used to test the hypotheses.

**Results**

**Research Question 1:** What is the influence of social studies teachers’ instructional methods on the effective implementation of the upper basic social studies curriculum in the three senatorial districts in Rivers State?

**Table 1(a):** Mean, standard deviation and confidence interval of students’ response on the influence of social studies teachers methods on the effective implementation of the upper basic social studies curriculum in the three senatorial districts in Rivers State.

S/N	Teachers methods	N=600				Mean	SD	95% CI	
		SA	A	D	SD			LB	UB
1	The teacher makes the class lively by filling us with jokes as the teaching progress.	415	89	49	47	3.45	0.94	3.38	3.53
2	We enjoy class because our teacher is humorous.	401	89	54	56	3.39	0.99	3.31	3.47
3	Our teacher has a way of making us understand and remember what we learnt.	471	89	28	12	3.70	0.65	3.65	3.75
4	My teacher is good because he encourages us to ask questions.	504	65	15	16	3.76	0.63	3.71	3.81
5	My teacher is ready to go over the lesson if he perceives we are not following.	452	77	33	38	3.57	0.86	3.50	3.64
6	There are some questions that we will ask that will make our teacher go over certain aspect of the lesson because he perceived we did not understand that aspect of the lesson.	432	106	30	32	3.56	0.82	3.50	3.63
7	Our teacher sometimes encourages us to read the next topic in advance and pick one of us to present it in the class.	379	123	40	58	3.37	0.97	3.29	3.45
8	Sometimes our teacher rewards us with gift if we answer correctly difficult questions.	326	98	68	108	3.07	1.17	2.98	3.16
	Grand mean					3.49	0.56	3.44	3.53

Table 1(a) shows that the mean, standard deviation and 95% confidence interval of students’ response on the influence of social studies teachers methods on the effective implementation of the upper basic social studies curriculum in the three senatorial districts in Rivers State according to the students was 3.49, SD=0.56 moving from 3.44LB to 3.53. The key method influence was my teacher is good because he encourages us to ask questions (M=3.76, SD=0.63) from

3.71LB to 3.81UB This was followed by the influence that Our teacher has a way of making us understand and remember what he taught us (M=3.70, SD=0.65) from 3.65LB to 3.75UB and my teacher is ready to go over the lesson if he perceives we are not following (M=3.57, SD=0.86) 3.50LB to 3.64UB. The least was that Sometimes our teacher rewards us with gift if we answer a difficult question (M=3.07, SD=1.17) from 2.98LB to 3.16UB.

**Table 1(b):** Mean, standard deviation and confidence interval of teachers’ response on the influence of social studies teachers methods on the effective implementation of the upper basic social studies curriculum in the three senatorial districts in Rivers State.

S/N	Teachers method	N=42				Mean	SD	95% CI	
		SA	A	D	SD			LB	UB
1	I fill my students with jokes to make the class lively as learning progresses.	26	9	3	4	3.36	0.98	3.05	3.66
2	My students enjoy my lesson as I mix the lesson with healthy jokes.	28	10	2	2	3.52	0.80	3.27	3.77
3	I employ methods that will help my students understand the lesson and remember what I have taught them.	35	7	0	0	3.83	0.38	3.72	3.95
4	In correcting my students I encourage them not to feel bad as once they have known it will improve their knowledge.	29	13	0	0	3.69	0.47	3.54	3.84
5	I correct my student respectfully.	31	8	3	0	3.67	0.61	3.48	3.86

6	I make the study of social studies easy by adopting methods that will make it easy for my students to understand.	28	13	1	0	3.64	0.53	3.48	3.81
7	As a social studies teacher I ensure that my lessons are organized simple to complex.	36	5	1	0	3.83	0.44	3.70	3.97
8	As a social studies teacher I breakdown the lesson to the level where my students will understand.	39	2	1	0	3.90	0.37	3.79	4.00
Grand mean						3.68	0.36	3.57	3.80

Table 1(b) shows that the mean, standard deviation and 95% confidence interval of teachers’ response on the influence of social studies teachers methods on the effective implementation of the upper basic social studies curriculum in the three senatorial districts in Rivers State according to the teachers was 3.68, SD=0.36 moving from 3.57LB to 3.80. The key method influence was that as a social studies teacher I breakdown the lesson to the level where my students will understand (M=3.90, SD=0.37) from 3.79LB to 4.00UB. This was followed by the influence that as a social studies teacher I ensure that my lessons are organized (M=3.83, SD=0.44) from

3.70LB to 3.97UB and I employ methods that will help my students understand the lesson and remember what I have taught them (M=3.83, SD=0.38) 3.72LB to 3.95UB. The least was that I fill my students with jokes to make the class lively as learning progresses (M=3.36, SD=0.98) from 3.05LB to 3.66UB.

**Research Question 2**

How does teachers attitude influence the effective implementation of the upper basic social studies curriculum in the three senatorial districts in Rivers State?

**Table 2(a):** Mean, standard deviation and confidence interval of students’ response on how teachers attitude influenced the effective implementation of the upper basic social studies curriculum in the three senatorial districts in Rivers State.

S/N	Teachers attitude	N=600				Mean	SD	95% CI	
		SA	A	D	SD			LB	UB
1	My teacher does not get angry when we ask him question.	523	49	14	14	3.80	0.59	3.75	3.85
2	My teacher does not mock us when we ask stupid question.	437	97	30	36	3.56	0.84	3.49	3.63
3	My teacher always show concern when we are absent in class.	397	102	46	55	3.40	0.97	3.32	3.48
4	My teacher treats us equally irrespective of our background.	427	93	39	41	3.51	0.89	3.44	3.58
5	My teacher advices us to be good children	515	59	16	10	3.80	0.56	3.75	3.84
6	Because of our teacher's friendly nature, we are relax in class and understand the lesson	456	101	30	13	3.67	0.67	3.61	3.72
7	My teacher seldom uses the cane	347	97	70	86	3.18	1.11	3.09	3.26
8	I have learnt good behavior from my teacher	489	72	27	12	3.73	0.64	3.68	3.78
Grand mean						3.58	0.47	3.54	3.62

Table 2(a) shows the mean, standard deviation and 95% confidence interval of students’ response on how teachers attitude influenced the effective implementation of the upper basic social studies curriculum in the three senatorial districts in Rivers State according to students was 3.58, SD=0.47 moving from 3.54LB to 3.62UB. The key students’ response attitudes were my teacher does not get angry when we ask him

question (M=3.80, SD=0.59) from 3.75LB to 3.85UB and my teacher advices us to be good children (M=3.80, SD=0.56) from 3.75LB to 3.84UB. These were followed by I have learnt good behavior from my teacher (M=3.73, SD=0.64) from 3.68LB to 3.78UB while the least was my teacher seldom uses the cane (M=3.18, SD=1.11) from 3.09LB to 3.26UB.

**Table 2(b):** Mean, standard deviation and confidence interval of teachers’ response on how teachers attitude influenced the effective implementation of the upper basic social studies curriculum in the three senatorial districts in Rivers State.

S/N	Teachers attitude	N=42					Mean	SD	95% CI	
		SA	A	D	SD	N			LB	UB
1	As a social studies teacher I do not get angry when my students ask questions.	31	10	0	1	42	3.69	0.60	3.50	3.88
2	As a social studies teacher I do not mock my students when they ask stupid questions.	32	7	1	2	42	3.64	0.76	3.41	3.88
3	As a social studies teacher I show concern when any of my student is absent from school.	20	17	4	1	42	3.33	0.75	3.10	3.57
4	As a social studies teacher I contact the parents of any student that is absent from class to know why the student is absent.	17	9	10	6	42	2.88	1.11	2.54	3.23
5	As a social studies teacher I treat my students equally in spite of their social background.	29	12	1	0	42	3.67	0.53	3.50	3.83
6	As a social studies teacher I show a good example to my students by not coming late to class.	33	6	3	0	42	3.71	0.60	3.53	3.90

7	As a social studies teacher I try to make my students relax so they can feel at home and get what am teaching them.	29	11	1	1	42	3.62	0.66	3.41	3.82
8	As a social studies teacher I hardly use the cane as I feel it may frighten the students and they may not relax and understand the lesson.	21	12	6	3	42	3.21	0.95	2.92	3.51
Grand mean							3.47	0.54	3.30	3.64

Table 2(b) shows the mean, standard deviation and 95% confidence interval of students' response on how teachers attitude influenced the effective implementation of the upper basic social studies curriculum in the three senatorial districts in Rivers State according to teachers was 3.47, SD=0.54 moving from 3.30LB to 3.64UB. The key teachers' response attitudes was as a social studies teacher I show a good example to my students by not coming late to class (M=3.71, SD=0.60) from 3.53LB to 3.90UB. This was followed by as a social studies teacher I do not get angry when my students ask questions. (M=3.69, SD=0.60) from 3.50LB to 3.88UB and as

a social studies teacher, I treated my students equally in spite of their social background (M=3.67, SD=0.53) from 3.50LB to 3.83UB while the least was as a social studies teacher I contact the parents of any student that is absent from class to know why the student is absent (M=2.88, SD=1.11) from 2.54LB to 3.23UB.

**H<sub>01</sub>:** Teachers methods have no significant influence on the effective implementation of the upper basic social studies curriculum in the three senatorial district of Rivers State

**Table 3(a):** Mean, standard deviation and one way ANOVA on the influence of the social studies teachers methods on the effective implementation of the upper basic social studies curriculum in the three senatorial districts of Rivers State according to the students(n=600)

S/N	Teachers methods	Mean	SD	F	p-value
1	The teacher makes the class lively by filling us with jokes as the lecture progress.	3.45	0.94	0.79	0.82
2	We enjoy class because our teacher is funny.	3.39	0.99	0.94	0.57
3	Our teacher has a way of making us understand and remember what he taught us.	3.70	0.65	1.03	0.42
4	My teacher is good because he encourages us to ask questions.	3.76	0.63	0.69	0.92
5	My teacher is ready to go over the lesson if he perceives we are not following.	3.57	0.86	0.58	0.98
6	There are some questions that we will ask that will make our teacher go over certain aspect of the lesson because he perceived we did not understand that aspect of the lesson.	3.56	0.82	0.56	0.98
7	Our teacher sometimes encourages us to read the next topic in advance and pick one of us to present it in the class.	3.37	0.97	0.60	0.97
8	Sometimes our teacher rewards us with gift if we answer a difficult question.	3.07	1.17	0.67	0.93
Grand mean		3.49	0.56	0.78	0.83

Table 3(a) shows that the mean, standard deviation and one way ANOVA on the influence of the social studies teachers method on the effective implementation of the upper basic social studies curriculum in the three senatorial districts of Rivers State according to the students was 3.49, SD=0.56. The result of the one way ANOVA showed that there is no

significant influence of the social studies teachers' method on the effective implementation of the upper basic social studies curriculum in the three senatorial districts of Rivers State. (F=0.78, p>.05). The null hypothesis was upheld at .05 Alpha level.

**Table 3(b):** Mean, standard deviation and one way ANOVA on the influence of the social studies teachers methods on the effective implementation of the upper basic social studies curriculum in the three senatorial districts of Rivers State according to the teachers (n=42)

S/N	Teachers methods	Mean	SD	F	p-value
1	I feel my students with jokes to make the class lively as learning progress.	3.36	0.98	0.80	0.69
2	My students enjoy my lesson as I mix the lesson with healthy jokes.	3.52	0.80	1.55	0.17
3	I employ methods that will help my students understand the lesson and remember what I have taught them.	3.83	0.38	0.74	0.75
4	In correcting my students I encourage them not to feel bad as once they have known it will improve their knowledge.	3.69	0.47	1.87	0.09
5	I correct my student respectfully.	3.67	0.61	2.47	0.03
6	I make the study of social studies easy by adopting methods that will make it easy for my students to understand.	3.64	0.53	1.35	0.25
7	As a social studies teacher I ensure that my lessons are organized simple to complex.	3.83	0.44	2.26	0.04
8	As a social studies teacher I breakdown the lesson to the level where my students will understand.	3.90	0.37	3.99	0.00
Grand mean		3.68	0.36	2.97	0.01

Table 3(b) shows that the mean, standard deviation and one way ANOVA on the influence of the social studies teachers method on the effective implementation of the upper basic social studies curriculum in the three senatorial districts of Rivers State according to the teachers was 3.68, SD=0.36. The result of the one way ANOVA showed that there is a significant influence of the social studies teachers' method on the effective implementation of the upper basic social studies

curriculum in the three senatorial districts of Rivers State. (F=2.97, p<.05). The null hypothesis was rejected at .05 Alpha level.

**H<sub>02</sub>:** Teachers attitude has no significant influence on the effective implementation of the upper basic social studies curriculum in the three senatorial districts of Rivers State.

**Table 4(a):** Mean, standard deviation and one way ANOVA on the influence of the social studies teachers attitude on the effective implementation of the upper basic social studies curriculum in the three senatorial districts of Rivers State according to the students(n=600)

S/N	Teachers attitude	Mean	SD	F	p-value
1	My teacher does not get angry when we ask him question.	3.80	0.59	1.53	0.99
2	My teacher does not mock us when we ask stupid question.	3.56	0.84	0.81	0.79
3	My teacher always show concern when we are absent in class.	3.40	0.97	0.92	0.61
4	My teacher treats us equally irrespective of our background.	3.51	0.89	1.29	0.12
5	My teacher advices us to be good children	3.80	0.56	1.51	0.99
6	Because of our teacher's friendly nature, we are relax in class and understand the lesson	3.67	0.67	0.76	0.85
7	My teacher seldom uses the cane	3.18	1.11	2.92	0.60
8	I have learnt good behavior from my teacher	3.73	0.64	0.83	0.75
	Grand mean	3.58	0.47	3.01	0.02

Table 4(a) shows that the mean, standard deviation and one way ANOVA on the influence of the social studies teachers attitude on the effective implementation of the upper basic social studies curriculum in the three senatorial districts of Rivers State according to the students was 3.58, SD=0.47. The result of the one way ANOVA showed that there is a

significant influence of the social studies teachers attitude on the effective implementation of the upper basic social studies curriculum in the three senatorial districts of Rivers State. (F=3.01, p<.05). The null hypothesis was rejected at .05 Alpha level

**Table 4(b):** Mean, standard deviation and one way ANOVA on the influence of the social studies teachers attitude on the effective implementation of the upper basic social studies curriculum in the three senatorial districts of Rivers State according to the teachers(n=42)

S/N	Teachers attitude	Mean	SD	F	p-value
1	As a social studies teacher I do not get angry when my Students ask questions.	3.69	0.60	2.51	0.02
2	As a social studies teacher I do not mock students when they ask stupid questions.	3.64	0.76	1.21	0.34
3	As a social studies teacher I show concern when any of my student is absent from school.	3.33	0.75	1.90	0.08
4	As a social studies teacher I contact the parents of any student that is absent from class to know why the student is absent.	2.88	1.11	1.51	0.19
5	As a social studies teacher I treat my students equally in spite of their social background.	3.67	0.53	4.48	0.00
6	As a social studies I show good example to my students by not coming late to class.	3.71	0.60	1.36	0.25
7.	As a social studies teacher I try to make my students relax so they can feel at home and get I'm teaching them.	3.62	0.66	1.50	0.19
8	As a social studies teacher I hardly use the cane as I feel it may frightened the students and they may not relax and understand the lesson.	3.21	0.95	1.50	0.19
	Grand mean	3.47	0.54	2.21	0.04

Table 4(b) showed that the mean, standard deviation and one way ANOVA on the influence of the social studies teachers attitude on the effective implementation of the upper basic social studies curriculum in the three senatorial districts of Rivers State according to the teachers was 3.47, SD=0.54. The result of the one way ANOVA showed that there is a significant influence of the social studies teachers' attitude on the effective implementation of the upper basic social studies curriculum in the three senatorial districts of Rivers State. (F=2.21, p<.05). The null hypothesis was rejected at .05 Alpha level.

**Discussion**

Influence of the social studies teachers instructional methods on the effective implementation of the upper basic social studies curriculum in the three senatorial districts of Rivers State.

The result on Table 3(a) showed that the influence of the social studies teachers methods on the effective implementation of the upper basic social studies curriculum in the three senatorial districts of Rivers State according to the students was not significant. (F=0.78, p>.05). The null hypothesis was upheld at .05 alpha level whereas Table 3(b)



showed that the influence of the social studies teachers methods on the effective implementation of the upper basic social studies curriculum in the three senatorial districts of Rivers State according to the teachers was significant. It showed that there is a significant influence of the social studies teachers methods on the effective implementation of the upper basic social studies curriculum in the three senatorial districts of Rivers State ( $F= 2.97, p<.05$ ). The null hypothesis was rejected at .05 alpha level. The present result is inconsistent with an earlier finding of Baumgartner (2004) which opined that effective teachers apply various teaching strategies, because there is no best single method or pedagogy that suits all situations.

The influence of the social studies teachers attitude on the effective implementation of the upper basic social studies curriculum in the three senatorial districts of Rivers State.

The result from Table 2(a) showed the influence of the social studies teacher attitude on the effective implementation of the upper basic social studies curriculum in the three senatorial districts of Rivers State according to the students somewhat was high. The result of the one way ANOVA (Table 4a) showed that there is a significant influence of the social studies teachers attitude on the effective implementation of the upper basic social studies curriculum in the three senatorial districts of Rivers State ( $F= 3.01, p<.05$ ). The null hypothesis was rejected at .05 alpha level. This finding is consistent with Uya (2011) which asserted that the social studies teacher has the capacity to influence the attitude of the students towards effective learning, if the instruction is trustworthy and valid.

The Table 2(a) showed that the influence of the social studies teacher attitude on the effective implementation of the upper basic social studies curriculum in the three senatorial districts of Rivers State according to the teachers was high as well. The result of the one way ANOVA (Table 4b) showed that there is a significant influence of the social studies teachers attitude on the effective implementation of the upper basic social studies curriculum in the three senatorial districts of Rivers State ( $F= 2.21, p<.05$ ). The null hypothesis was rejected at .05 alpha level. This finding is consistent with an earlier finding of Reed (1996)<sup>[27]</sup> which discovered that less amiable teachers led to learners reduced interest and which significantly affect their academic achievement.

### Conclusion

Based on the results of the study it is suggested that something should be done for the teachers to exhibit the right attitude towards the implementation of the curriculum because attitude is a very key element in the teaching and learning process. Also, the students response on attitude suggest that attitude should be taken seriously because the students are in a good position to assess their teachers attitude.

### Recommendations

1. Teachers should seek or create new methods to teach their students.

2. The most outstanding teacher should be rewarded monthly (teacher of the month) taking into consideration his attitude and other variables.

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