



# Teachers' Academic Qualification and Teachers Years of Teaching Experience: Effective Implementation of Upper Basic Social Studies Curriculum in Rivers State

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## Abstract

The study investigated teacher qualification and experience on effective implementation of the upper basic social studies curriculum in the three senatorial districts of Rivers State. It was an analytical descriptive survey that made use of Four hundred and twenty (420) Social Studies Teachers as population of the study. A sample of forty two teachers (42) was selected using simple random sampling technique. Two (2) research questions guided the study, two (2) null hypotheses were formulated and tested at 0.05 level of significance. A questionnaire titled: "Teachers Self-Rating on Characteristics and Curriculum Implementation Questionnaire (TSRCCIQ) was used for data collection. The reliability co-efficient of the instrument was ascertained using Cronbach alpha test model to establish an index of 0.78. The statistical tools used for data analysis were mean and standard deviation for research questions while one way analysis of variance (ANOVA) was used to test the hypotheses. Findings showed that the social studies teachers' qualification has significant influence on the effective implementation of the upper basic social studies curriculum, also the teachers years' of teaching experience has significant influence on the effective implementation of the social studies curriculum. The study recommends among others that only teachers trained in social studies education be allowed to teach this very important subject.

**Keywords:** Social Studies, Curriculum, Teachers, Characteristics, Effective implementation.

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## **INTRODUCTION**

The world we live in is filled with challenges that get tougher as the days go by. People are struggling everyday to stay afloat sometimes without recourse to the next man: as the saying goes the world is a “rat race” where only the fittest survive. For individuals to be fit and to enable them survive, they must have knowledge as knowledge is power. With knowledge one can survive the turbulent times; this is why parents, guardians, and government ensure that their children, wards and citizens respectively, acquire one form of knowledge or the other so that the society can be a good place.

One of the ways to acquire knowledge is through learning. Learning comes in two forms: informal and formal. The informal learning is done in homes where parents socialize their children and ward on such basic things as sweeping, washing (clothes, plates), cooking, farming, hunting, weaving of mats and anything that has to do with culture of the community, such as respect for elders, love and care for one’s neighbor. In the informal setting there are neither designated classrooms, uniforms, syllabus, examinations, holidays, nor issuing of certificates. The learning is done everywhere in the bush, at home, in the river, and so on.

On the other hand, the formal education is the school system. This is provided by the government, religious organizations and in some cases the community. In this form of learning there is a designated place where learning takes place; people are employed to teach the children, who may not be related to them. In some levels students put on uniforms, there is a scheme of work, students are made to write examinations and there are periods they are to be on holidays. In this form of learning, if any student successfully gets to the end of the programme, he will then be issued certificate. In the formal learning (education) system, the syllabus outlines the subjects to be learnt and how each subject should be taught. Qualified personnels are employed and paid salaries, everything is provided to ensure that students achieve the purpose of going to school.

One of the subjects that is being taught in these schools is social studies: this subject is very important in view of what its aim and objectives are. It is a subject that talks about how man relates with his fellow man and the environment. Ilori (1980) cited in Enang, Mbotto and Etang (2005) defines social studies as that education that shows the important connections which man have with his fellow man and the physical environment. According to Logan (1963) social studies is a subject that focuses on man and his association with his fellow man and his physical environment.

### **History of Social Studies**

Ezegbe (1988) reveals that the subject “Social Studies” originated in the United State of America before the second world war (1939-1945). Ezegbe points out that the subject did not exist as a separate subject till the 1950s. Saxe (1991) however reveals that Social Studies possess its own group of special beginnings 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 spread to the United States.

Barr, Barth and Shermis. (1977) Reveals that Social Studies was nurtured by the works of John Dewey and promoted by such important educators as George Counts. Edgar Wesley, Harold Rugg and Earle Rugg. According to Lybarger (1983) The modern Social Studies was introduced in the United State of America between (1900-1916).

Offorma (2005) cited in Afangideh (2009) sees curriculum as “the document that contains instructional guide which is used for teaching and learning to bring about expected change”. The author explained further that “the curriculum is one means the schools uses to

achieve the hopes of the society. Taba (1962) and Tyler (1969) cited in Mezieobi (1993) informs that curriculum content emerged from three sources; the learner, society and the subject matter. Macdonald (1971) cited in Mezieobi (1993) explains that curriculum is a plan while implementation is putting plan into action. Adegoke (1987) cited in Mezieobi (1993) asserts that when the content of a curriculum has been exhausted it can be said that it has gotten to its end. Mezieobi (1993) counters that, holistically it has no end as it is continuous because of the dynamism of the society.

The author outlines some of the challenges facing social studies to include: the human factor, government and the teacher. The teacher as one of the stakeholder in social studies curriculum implementation is about the most important factor as pointed out by Mezieobi (1993) 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. The author 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 points that the teaching of social studies is dominated by teachers who are from other social sciences such as history, economics and geography. Mezieobi reveals 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) aims 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) is ill equipped this very important aspect of social studies is glossed over. The author cited such authors as Dubey and Barth (1980) 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) also reveals 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 if at all 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 amongst them are (Kaduna, Sokoto, Imo, Abia, Plateau, Ogun, Lagos 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) reveals that most of the teachers once they have successfully graduated and are employed are not ready to learn anything new.

Going by the definition of social studies the aim and objectives, one will conclude that the reason behind its introduction meant well for mankind. However, the failure rate of students in examinations on this subject is disheartening. Ukadike (2005) discovers that students perform poorly in social studies in the Junior Secondary School Certificate examination. Apart from that, the vices in the society are indications that the objectives of social studies are not being achieved. Social studies going by its definition and aim, is an avenue to curb vices in the sense that if its aim and objectives are achieved there will be little or no vices in the society because it teaches man to live and respect his fellow man and to treat the environment with care, Oko cited in Njoku (2005) reveals that Nigeria seems to lack direction as a result of social problems she is faced with: the 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 also points out some of the woes of Nigeria to include: indiscipline at home, public places and in all levels of Nigerian educational system. Oko reveals that many girls and women have defiled themselves and the educational institutions are no longer safe for learning due to the activities of secret cult.

Social studies was introduced to inculcate in the learner the 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. Social studies 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).

Ezegbe (1988) reveals that “most countries of the world offer social studies as one of the subjects in their school curriculum”. The writer however points out that “the idea of this subject or the definition given to it is not universal”. That “its definition or concept in any country rest solely on the objective which the subject is supposed to achieve in that place”. The issue of social studies concept in any country or school level is very important in that, the concept of the subject will help shape or direct the line of study that should be adopted. The concept will also help to determine the content and scope of the subject in any country and for the various school levels in that country (Ezegbe, 1988).

It was for this reason that most of the seminars/ workshops and conferences organized at State and Federal levels and by educational bodies in the late 1960s and 1970s, devoted much attention to finding some generally accepted definitions or concept for the subject. Hence, it is important to recall that the general theme of the April 1978 Jos social studies seminar organized by the Nigerian Educational Research Council was “to make clear the meaning, ideas and concepts of social studies (Ezegbe, 1988).

The aim and objectives of social studies may vary 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, Mboto, and Eteng (2005) points 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.*

The Rivers State Government according to Enang et al. (2005) have some aims to achieve through social studies among them are:

- To teach and humanize the individual child;
- To create the desire to learn and to get certain basic skills including not only those of listening, speaking, reading and writing, but also those of exercising sound social, economic and political judgements; and
- To make the children have positive attitude of togetherness, comradeship and co-operation towards a healthy nation.

Social Studies was first introduced in Western Nigeria in 1963 in Comprehensive High School Aiyetoro in Ogun State. It was initially restricted to classes one and two; it later spread to other schools.

The questions we are seeking answers to are, why have we sank so low, what went wrong, considering the good intentions of the founding fathers of social studies who

introduced the subject into the school curriculum? In trying to answer these questions, Uwakwe and Duru (2010) cited in Unuekwa (2015) explains that “the social studies teacher is a very 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”.

Ukadike (2005) establishes that there is poor performance in social studies at the junior secondary school certificate examination. The author attributed this failure to ineffective learning strategies and inappropriate learning environment. Okam (2012), Mezieobi (2013) and Ossai (2014) argues that only professionally trained social studies teachers (those trained in social studies education) can successfully carry out what is in the social studies curriculum.

Nwaubani (2008) reveals that there are many social studies teachers from other social sciences and humanities who dominate the teaching of the subject at the upper basic level. Akinola (2014) in a study in North Central Nigeria, focuses on the implementation status of social studies at the upper basic educational level, found that social studies as a discipline is yet to have teachers who are trained in social studies education.

From the few reviews, one can say that social studies as a subject has suffered a big setback as a result of the unqualified teachers employed to teach the subject and the resultant effects are poor performance of students in social studies and vices in the society.

Chukwudebulu and Ogbonnaya (2010) see a teacher as a person who teaches knowledge and skill to students. Mezieobi and Arisi (2007), Mezieobi (2013) including Cashin (1989) and Gorden (2002) affirms that students’ assessment of teachers’ instructional characteristics is valid and dependable if the instrument is well structured to elicit observable behaviour of the social studies teacher in the class room.

Omotayo (2014) explains that the social studies teacher background and orientation in training, in terms of qualification, experience, attitudes amongst others may influence the effective implementation of social studies curriculum. In corroboration, Adeogun in Olaleye (2011) cited in Onuekwa (2015) maintains that qualified teachers are instrumental for excellence in teaching and realization of the goals and objectives of any specific school curriculum as social studies. Teachers with requisite qualification and competence teaching topic are ideal for effective implementation of (social studies) curriculum. However, teachers with poor academic qualification in the subject they are assigned to teach cannot be effective. These crops of teachers may skip and refuse to teach difficult topics and concepts (Ivowi, 2004 and Aminu, 2005). Anderson (1980) cited in Okpobiri (2004) points out that “teacher’s qualification and students academic performance” go together. Okam (2012) Mezieobi (2013) and Ossai (2014) argues that teachers that are trained professionally in social studies (those trained in social studies education) can properly implement the social studies curriculum”.

It is commonly believed that experience or acquired learning experiences, knowledge and skills on the job enhances the teaching and learning of social studies. Agbominan and Iyamu (2001) confirms that social studies teachers with great length of experience is likely to implement the social studies curriculum effectively.

### **Statement of the Problem**

The aim and objectives of social studies as good as it may seem has not been achieved. The evidence abounds in our society as Ukadike (2005) and Onuoha (2012) cited in Onuekwa (2015) in their various studies reveals poor performance in social studies in the junior secondary school certificate examination. Also the vices in our society are indicators that the aims and objectives have not been achieved. The question is why, in spite of the efforts of

scholars, government and well meaning 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 against this backdrop that this study investigated Teachers academic Qualification and teachers years of teaching Experience on 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 teachers' academic qualification and teachers' years of teaching experience influence the effective implementation of the Upper Basic Social Studies Curriculum in the three Senatorial Districts of Rivers State.

Specifically, the study intends to:

- Determine the extent to which social studies teachers academic qualifications influence the effective implementation of the upper basic social studies curriculum in the three senatorial districts of Rivers State.
- Examine the extent to which social studies teachers years of experience 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:

- To what extent does teachers academic qualification influence the effective implementation of the upper basic social studies curriculum in the three senatorial district of Rivers State?
- What is the influence of the social studies teachers years of experience on the effective implementation of the upper basic social studies curriculum in the three senatorial districts of Rivers state?

### **Hypotheses**

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

- Teachers academic qualification have no significant influence on the effective implementation of the upper basic social studies curriculum in the three senatorial districts of Rivers State.
- Teachers years of experience 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**

The study adopted analytical descriptive survey on teachers academic qualification and Teachers years of teaching experience on the effective implementation of Upper Basic Social Studies curriculum in Rivers State. Nwankwo (2010) defines descriptive survey 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.

### Population of the Study

The population of this study consists of all the 277 Upper Basic Three Public Schools, four hundred and twenty (420) Social Studies Teachers in Rivers State (State Ministry of Education, Port Harcourt, 2016).

### Sample and Sampling Technique

The sample size of 42 social studies teachers from the three senatorial districts of River State was used for this study.

### Research Instrument

An instrument called “Teachers Self-Rating on Teachers Characteristics and Curriculum Implementation Questionnaire (TSRCCIQ)” was used for data collection.

### Method of Data Collection

The teachers’ 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, This exercise was to reduce errors and ensure prompt retrieval 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.

## RESULT

**Research Question 1:** To what extent does teachers academic qualification influence the effective implementation of the upper basic social studies curriculum in the three senatorial districts of Rivers State?

Table 1: Mean and standard deviation of teachers’ response on the extent teachers academic qualification influenced the effective implementation of the upper basic social studies curriculum in the three senatorial districts of Rivers State

S/N	Teachers academic qualification	M. Sc, N=9		B. Ed, N=21		NCE, N=9		Others, N=3	
		VHE	HE	ME	LE	VLE	SD	Mean	SD
1	How has your academic qualification influence the effective implementation of the upper basic social studies curriculum.	2.89	0.93	3.05	1.40	2.44	1.13	3.00	1.00
2	As a trained social studies teacher i aid my student in the acquisition of value for lifelong Education.	2.89	1.36	3.14	1.24	2.44	1.01	3.00	1.73

3	As a qualified social studies teacher to what extent has your qualification influence your impartation level.	3.00	1.32	3.33	1.15	2.78	1.09	2.67	1.15
4	Because am a trained social studies teacher I have the capacity to teach to the understanding of my students.	3.11	1.05	3.00	1.14	3.11	1.17	2.33	0.58
5	To what extent has your training as a teacher aided in the implementation of the upper basic social studies curriculum.	3.00	0.87	3.14	1.06	3.44	1.13	2.33	0.58
6	To what level has your knowledge of social studies helped in your classroom delivery .	3.00	1.32	2.86	1.11	3.00	1.22	3.00	1.73
7	To what level has your teaching of social studies helped in the acquisition of formal education for the learners.	3.00	0.71	2.62	0.86	2.89	1.17	2.67	2.08
8	To what extent as a social studies teacher have you upgraded yourself educationally since you were employed..	2.22	1.20	1.86	0.85	2.11	1.54	2.00	1.00
9	The social studies teachers in my school are qualified and have a clear understanding of the subject.	3.00	1.41	2.81	1.12	2.67	0.87	2.33	1.53
10	As a qualified teacher i make sure i dilute my instructions to the cognitive level of my students.	2.78	1.39	2.67	1.06	2.11	1.05	2.67	1.15
<b>Grand mean</b>		<b>2.89</b>	<b>0.83</b>	<b>2.85</b>	<b>0.74</b>	<b>2.70</b>	<b>0.81</b>	<b>2.60</b>	<b>1.23</b>

Table 1 shows the mean and standard deviation of response on the extent teachers academic qualification influenced the effective implementation of the upper basic social studies curriculum in the three senatorial districts in Rivers State. The key teachers qualification influence were those with M. Sc (M=2.89, SD=0.83). This was followed by the influence of those with B. Ed (M=2.85, SD=0.74) and those with NCE (N=2.70, SD=0.81). The least influence was from those with others qualifications (N=2.60, SD=1.23).

**Research Question 2:** What is the influence of the social studies teachers' years of experience on the effective implementation of the upper basic social studies curriculum?

Table 2: Mean standard deviation and 95% confidence interval of teachers' response on the influence of teachers years of experience on the effective implementation of the upper basic social studies curriculum in the three senatorial districts in Rivers State

S/N	Teachers experience	N=42				95% CI			
		SA	A	D	SD	Mean	SD	LB	UB
1	As an experience social studies teacher I know the best method to apply at every given topic.	27	13	2	0	3.60	0.59	3.41	3.78
2	From my experience as a social studies teacher, I understand when a student did not follow my teachings from the question he or she asks.	29	9	3	1	<b>3.57</b>	<b>0.74</b>	<b>3.34</b>	<b>3.80</b>

3	As an experience social studies teacher, I go over some parts of the teaching when I perceive my students are not following.	33	4	3	2	3.62	0.82	3.36	3.88
4	It is commonly believed that experience or acquired learning experiences, knowledge and skills on the job enhances the teaching and learning of social studies teacher.	32	8	2	0	<b>3.71</b>	<b>0.55</b>	<b>3.54</b>	<b>3.89</b>
5	As an experience social studies teacher I review the previous lesson as a way of refreshing my students and to help those absent during the lesson.	35	3	3	1	<b>3.71</b>	<b>0.71</b>	<b>3.49</b>	<b>3.94</b>
6	I don't get angry at repeated questions because I see it as an opportunity to explain more to them.	31	9	1	1	3.67	0.65	3.46	3.87
7	I love answering question because from experience I know it will even help the student that did not ask the question.	35	7		0	<b>3.83</b>	<b>0.38</b>	<b>3.72</b>	<b>3.95</b>
8	As an experience social studies teacher I answer questions from my students because an answer for one student is answer to other students who are reluctant to ask.	32	8	2	0	<b>3.71</b>	<b>0.55</b>	<b>3.54</b>	<b>3.89</b>
<b>Grand mean</b>						<b>3.68</b>	<b>0.42</b>	<b>3.55</b>	<b>3.81</b>

Table 2 shows the mean, standard deviation and 95% confidence interval of teachers' response on the influence of teachers years of experience 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=0.42 moving from 3.55LB to 3.81UB. The key teachers experience influence according to teachers was I love answering question because from experience I know it will even help the student that did not ask the question (M=3.83, SD=0.38) from 3.72LB to 3.95UB. This was followed by It is commonly believed that experience or acquired learning experiences, knowledge and skills on the job enhances the teaching and learning of social studies teacher (M=3.71, SD=0.55) from 3.54LB to 3.89UB, As an experience social studies teacher I review the previous lesson as a way of refreshing my students and to help those absent during the lesson (M=3.71, SD=0.71) from 3.49LB to 3.94UB and As an experience social studies teacher I answer questions from my students because an answer for one student is answer to other students who are reluctant to ask (M=3.71, SD=0.55) from 3.54LB to 3.89UB. The least was that from my experience as a social studies teacher, I understand when a student did not follow my teaching from the question he or she ask (M=3.57, SD=0.74) from 3.34LB to 3.80UB.

**H<sub>01:1</sub>** Teachers academic qualification have no significant influence on the effective implementation of the upper basic social studies curriculum in the three senatorial districts of Rivers State.

Table 3: Mean, standard deviation and one way ANOVA on the influence of the social studies teachers academic qualification on the effective implementation of the upper basic social studies curriculum in the three senatorial districts in Rivers State

S/N	Teachers academic qualification	M. Sc, N=9		B. Ed, N=21		NCE, N=9		Others, N=3		F	p-value
		VHE	HE	ME	LE	VLE	SD	Mean	SD		
1	How has your academic qualification influence the effective implementation of the upper basic social studies curriculum.	2.89	0.93	3.05	1.40	2.44	1.13	3.00	1.00	2.51	0.68
2	As a trained social studies teacher i aid my student in the acquisition of value for lifelong Education.	2.89	1.36	3.14	1.24	2.44	1.01	3.00	1.73	0.66	0.58
3	As a qualified social studies teacher to what extent has your qualification influence your impartation level.	3.00	1.32	3.33	1.15	2.78	1.09	2.67	1.15	1.65	0.59
4	Because am a trained social studies teacher I have the capacity to teach to the understanding of my students.	3.11	1.05	3.00	1.14	3.11	1.17	2.33	0.58	0.42	0.74
5	To what extent has your training as a teacher aided in the implementation of the upper basic social studies curriculum.	3.00	0.87	3.14	1.06	3.44	1.13	2.33	0.58	0.95	0.43
6	To what level has your knowledge of social studies helped in your classroom delievery .	3.00	1.32	2.86	1.11	3.00	1.22	3.00	1.73	3.05	0.99
7	To what level has your teaching of social studies helped in the acquisition of formal education for the learners.	3.00	0.71	2.62	0.86	2.89	1.17	2.67	2.08	0.37	0.78
8	To what extent as a social studies teacher have you upgraded yourself educationally since you were employed.	2.22	1.20	1.86	0.85	2.11	1.54	2.00	1.00	2.27	0.85
9	The social studies teachers in my school are qualified and have a clear understanding of the subject.	3.00	1.41	2.81	1.12	2.67	0.87	2.33	1.53	0.28	0.84
10	As a qualified teacher i make sure i dilute my instructions to the cognitive level of my students.	2.78	1.39	2.67	1.06	2.11	1.05	2.67	1.15	2.64	0.60
	<b>Grand mean</b>	<b>2.89</b>	<b>0.83</b>	<b>2.85</b>	<b>0.74</b>	<b>2.70</b>	<b>0.81</b>	<b>2.60</b>	<b>1.23</b>	<b>3.17</b>	<b>0.02</b>

The result of the findings on Table 3 shows that there is significant influence of the social studies teachers academic qualification on the effective implementation of the upper basic

social studies curriculum in the three senatorial districts of Rivers State ( $F = 3.17, p < 0.05$ ). The null hypothesis was rejected at .05 alpha level.

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

Table 4: Mean, standard deviation and one way ANOVA on the influence of the social studies teachers years of experience on the effective implementation of the upper basic social studies curriculum in the three senatorial districts in Rivers State according to the teachers

S/N	Teachers experience	N	Mean	SD	F	P-value
1	As an experience social studies teacher I know the best method to apply at every given topic.	42	3.60	0.59	1.83	0.09
2	From my experience as a social studies teacher, in understand when a student did not follow my teaching from the question he or she ask.	42	3.57	0.74	3.79	0.00
3	As an experience social studies teacher, I go over some part of the teaching when I perceive my students are not following.	42	3.62	0.82	1.14	0.39
4	It is commonly believed that experience or acquired learning experiences, knowledge and skills on the job enhances the teaching and learning of social studies teacher.	42	3.71	0.55	4.15	0.00
5	As an experience social studies teacher I review the previous lesson as a way of refreshing my students and to help those absent during the lesson.	42	3.71	0.71	1.23	0.33
6	I don't get angry at repeated questions because I see it as an opportunity to explain more to them.	42	3.67	0.65	0.68	0.81
7	I love answering question because from experience I know it will even help the student that did not ask the question.	42	3.83	0.38	1.88	0.08
8	As an experience social studies teacher I answer questions from my students because an answer for one student is answer to other students who are reluctant to ask.	42	3.71	0.55	1.38	0.24
<b>Grand mean</b>		<b>42</b>	<b>3.68</b>	<b>0.42</b>	<b>4.86</b>	<b>0.00</b>

The result on Table 4b shows that the influence of the social studies teachers' years of experience 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 ( $F= 4.86, p<.05$ ). The null hypothesis was rejected at .05 alpha level.

## DISCUSSION

### **Influence of the social studies teachers academic qualification on the effective implementation of the upper basic social studies curriculum in the three senatorial districts of Rivers State**

The result of the findings shows that there is significant influence of the social studies teachers academic qualification on the effective implementation of the upper basic social studies curriculum in the three senatorial districts of Rivers State ( $F = 3.17, p < 0.05$ ). The null hypothesis was rejected at .05 alpha level. This finding is consistent with the findings of Okam (2012) Mezieobi (2013) and Ossai (2014) which argues that only professionally trained social studies teachers (those trained in social studies education) can effectively implement the social studies curriculum

## **Influence of the social studies teachers years of experience on the effective implementation of the upper basic social studies curriculum in the three senatorial districts of Rivers State.**

The result shows that the influence of the social studies teachers' years of experience 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 ( $F= 4.86, p<.05$ ). The findings shows that there is a significant influence of the social studies teachers years of experience on the effective implementation of the upper basic social studies curriculum in the three senatorial districts of Rivers State. The null hypothesis was rejected at .05 alpha level. This finding is consistent with the findings of Bassey, Akueawu and Uchendu (2006) which observes that teaching experience will enhance the teaching of social studies.

### **CONCLUSION**

The teachers opined that qualification has significant influence on the effective implementation of the upper basic social studies curriculum in Rivers State. Similar results were obtained in terms of teacher experience. The reality is that we need experienced teachers if we must move forward, experienced teachers will get to a point where they will bow out, as a result the experienced teachers and the inexperienced should collaborate so that when the experienced teachers retires there will still be teachers capable of passing sound knowledge to the students and the next generation of teachers.

### **Recommendations**

- Government and school authorities should ensure that only teachers trained in social studies education should be allowed to teach this very important subject;
- Teachers who are already employed but are not trained should be encouraged and permitted to upgrade by going for training that will qualify them to teach social studies; and
- The inexperienced should be given a chance, they should be attached to the experienced ones who will share their wealth of experience.

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