

EXTENT OF TEACHERS' USE OF INNOVATIVE INSTRUCTIONAL MEDIA FOR SOCIAL STUDIES CURRICULUM IMPLEMENTATION AT UPPER BASIC EDUCATION LEVEL IN ENUGU STATE

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Abstract

The study investigated the extent of teachers' use of innovative instructional media for social studies curriculum implementation at upper basic education level in Enugu state. The study adopted the descriptive survey research design. Two research questions and two hypotheses guided the study. The population for the study consisted of 339 social studies teachers from the six education zones in Enugu State. There was no sample because of the manageable size of the population. The instrument for data collection was a structured questionnaire. Instrument was face validated and reliability was obtained using Cronbach alpha. Data were analyzed using mean, standard deviation for the research questions and t – test statistics for the hypotheses. Findings from the study revealed that teachers' qualification in urban and rural schools were able to use innovative instructional media for the implementation of social studies curriculum to a great extent. Teachers in urban secondary schools employed innovative instructional methods to a great extent while those in rural schools employed innovative teaching methods in the implementation of social studies curriculum to a low extent. The study recommended that efforts should be made by school administrators to expose teachers to workshops on innovative methods of teaching and the use of instructional media. Principals of schools should monitor the teaching of social studies, with a bid to ensure use of provided instructional media and innovative instructional strategies.

Keywords: teachers, innovative instructional media, curriculum implementation, upper basic education,

Introduction

The integration of innovative instructional media in education has become increasingly crucial for effective curriculum implementation. The fact remains that teaching and learning depend on teachers for there can be no meaningful socio-economic and political development in any country without teachers. It is on teachers' numbers, quality and devotion that rest the effectiveness of all educational arrangements, development and growth. Even the educational planners may have the best educational policies and designs, the government may vote the largest sum of its revenue to education, but the ultimate realization of any set of aims for education depends on the teacher. It is the teacher who will ultimately be responsible for translating policy into action and principles into practice in their interactions with their students. Education is the most powerful instrument for social and economic progress. It is the greatest power get known to man for his/her own improvements. Teachers are the heart and soul of the educational enterprises, indeed, the life of the school system depends on them. Tanner and Tanner (2019) noted that the success of a curriculum largely depend on teachers handling it. Teacher quality and qualifications have great impact on curriculum implementation. Professional and academic qualifications of teacher are two vital concepts which cannot be separated in an attempt to analyze the effectiveness of the teacher in curriculum implementation. Teacher qualification is one of the elements that produce a positive result in instructional delivery of social studies (Nwaubani, Ottoh-Offong, Usulor, & Okeke, 2016). The NPE has prescribed a minimum of National Certificate in Education (NCE) as the basic qualification for junior secondary school teachers in Nigeria (FRN, 2013). This is to ensure that those who go into the teaching profession have the basic educational qualification and teaching background. It is equally advocated that those who teach social studies should possess Bachelor's Degree and other higher qualifications in social studies to advance quality implementation of the programme.

As a matter of fact, the absence of well trained and qualified teachers of social studies would make it difficult to deliver effectively a workable educational system in Nigeria (Nwaubani, Ottoh-Offong, Usulor, & Okeke, 2016). This implies that for Nigeria to have a functional and quality educational system, it must constantly endeavor to produce qualified teachers who are competent enough

in the coverage of vital subjects such as social studies. This implies that teachers' quality is more critical in social studies. Unfortunately, qualified social studies teachers in secondary schools is disturbingly absent in our basic education levels in Nigeria. Lasa (2018) asserted that the success of any human endeavour, secondary schools inclusive, is closely related to be quality of teachers who perform the task of teaching. He added that the extent to which public education succeeds will depend to a large extent, upon the quality of the personnel engaged in the educational process and upon the effectiveness with which the discharge individual and group responsibilities. He also pointed out that all ingredients needed in making secondary education succeed, is the competency of the personnel charged with the task of effecting desirable changes in children. The availability of instructional media, facilities and resources in educational teaching and learning stands out among others as a powerful measure for a successful actualization of any curriculum implementation. It is necessary for present day social studies teachers to direct learning with instructional media.

The term instructional materials mean all the resources which are within the reach of the teacher and the student, put to use in order to facilitate teaching and learning. In social studies classroom, some resources and instructional media are recommended to be always part of the teaching and learning in order to enrich the strategic processes required for quality teaching. They include: textbooks; audio – visual material; graphics or two-dimensional materials; community resources etc. The use of appropriately selected instructional media and facilities by the teacher at all levels promote effective teaching and learning. Resources to be used for effective learning should include those that are capable of making permanent impressions on the minds of the learners (Edinyang & Effiom, 2017). Instructional media such as audio visual (television, radio, video, film, DVD, computer assisted power point) etc. are capable of impacting permanent knowledge on learners. Provision of instructional media is extremely necessary to improve the quality of learning in the classroom. It is obvious that teaching and learning social studies cannot be accomplished effectively without the use of instructional materials that incite reform by conveying knowledge and information to learners. This could mean that teachers who teach social studies may be provided with adequate instructional media or that they teach without their knowing how to use them. In Enugu state, exploring the extent to which teachers employ these innovative media in their instructional practices presents an opportunity to assess the current land scape and potential enhancements in the delivery of social studies education. Particularly in social studies at the basic education, the utilization of diverse teaching tools holds significant promise. This study aims to delve into the adoption and utilization of innovative instructional media by educators in Enugu state, shedding light on the strategies employed and the impact on social studies curriculum implementation.

The all-round development of any nation depends largely on the effective implementation of the educational curriculum. The Nigerian Educational Research and Development Council (NERDC, 2013) came up with the curriculum of Social Studies in such a way that it has the potentials to equip the learners with the needed skills to survive in the environment. Dhandhanian (2016) opined that the reason among others, of introducing social studies in Nigeria is to help learners interact with their cultural, social and physical environment, appreciate community life and national heritage, develop characters, values and attitudes expected for national integration and to develop skills to express ideas among one another. Onyeausi (2016) reported that in a community of people populated with diverse multiple culture like Nigeria, they need to be exposed to the values to care and tolerate each other. Hence incorporating social studies in the school curriculum guarantees well – rounded education for learners (Dhandhanian, 2016). The significant function social studies play requires effective implementation to enhance students understanding. Factors identified to be responsible for students understanding of the principles and concepts underlying social studies lessons, among others, are the use of instructional media and innovative teaching methods. The availability of instructional media, facilities and resources in educational teaching and learning stands out among others as a powerful measure for a successful actualization of any curriculum implementation. It is necessary for present day social studies teachers to direct learning with instructional media.

The nature and objectives of social studies require suitable innovative teaching methods to teach the subject effectively in the schools. Teaching methods are strategies employed by teachers for the delivery of pedagogical instruction of social studies in schools. Mezieobi in Okobia (2016) expressed that the current practice whereby social studies teachers rely on the didactic and expository methods in their instruction does not augur well for implementation of social studies curriculum. Given the nature of social studies and in order to accomplish impactful learning Mezieobi (2008), Adeniran (2014) and the National Council on Social Studies (NCSS) (2004) have often recommended instructional methods that

places the learner at the center of the social studies teaching and learning for the successful implementation of the social studies curriculum. Various studies have shown that innovating student centred methods are superior to the teacher-dominated behaviorist instructional model that rely on lectures, textbooks, assignments and traditional tests (Okobia, 2016). If suitable methods are not used in teaching, curriculum implementation will not be realized (Okogu, 2011). Therefore, to teach the curriculum effectively, requires the use of suitable and innovative teaching methods by the teacher (Mezeobi, 2008). For Nigeria, like other developing countries, to have a functional and quality education system, it must constantly endeavor to provide quality instructional media and ensure innovative teaching strategies are adopted. Lack of these, hinder the effective implementation of social studies curriculum in Nigerian schools (Mezieobi & Onyeausi, 2012). This study contributes to the limited literature on the use of instructional media and the debate on the effectiveness of innovative teaching approach. The study is specially designed to provide empirical evidence on the abundance and utilization of instructional media and innovative teaching strategies in Nigeria, with special focus on Enugu state and teaching of social studies in secondary schools in the state. The study worries that lack of such empirical evidence crates a gap between understanding and creating a solution for effective implementation of the social studies curriculum in Nigeria.

The Universal Basic Education (UBE) Programme is a nine (9) year basic educational programme, which was launched and executed by the government and people of the Federal Republic of Nigeria to eradicate illiteracy, ignorance and poverty as well as stimulate and accelerate national development, political consciousness and national integration. The 9 years basic education was to ensure the acquisition of functional education and for laying the foundation for technical, vocational and entrepreneurship in learners. Upper basic Education is a phase of education in state/federal secondary schools for Years 7, 8 and 9, which helps to ensure the bridge between primary and secondary school is safe, strong and consistent for all students. Hanna (2019) noted that the Universal Basic Education (UBE) programme is expected to provide free and compulsory education from primary to Junior Secondary levels. However, research have shown that the lacks of adequate human and material resources are the two critical problems that could hinder the successful implementation of UBE. Like every other enterprise, the success of UBE depends solely on the provision of adequate human and material resources. Upper Basic education schools are found both in government and private owned secondary schools. Government/public secondary schools are secondary schools established, owned, controlled and funded by the government. This could be state or federal government while private owned secondary school are secondary schools established, owned, controlled and funded by private individuals or organizations. NERDC.

At this level of basic education the subject is meant to be taught by specialists in Social Studies Education with a minimum qualification of National Certificate in Education (N.C.E). But is it is quite unfortunate to note by observation that teachers in social studies related areas such as economics, accountancy, banking and finance and business management are deployed to teach social studies at the basic education level in secondary schools in Enugu State. Supporting this view, Ocho in Okorie and Okoli (2014) stated that staffing in Enugu State secondary schools is nothing to write home about both in quantity and quality. Specialist's social studies teachers are professional in the field. These professionals received their training in social studies education both at the NCE and first degree level. As a result of their training in social studies education, they provide to the students education programme, valuable training and experience in matter concerning all round education.

Umadi (2012) opined that the unique nature of social studies education appears to draw extra ordinary attention to the fact that at all stages of its teaching process and content implementation are always problematic. Based on this notification, it is important for the curriculum developers to take into consideration the proper means to ensure that what has been designed is properly implemented to ensure the actualization of the objectives of social studies. The objectives of social studies could be realized when qualified teachers who are familiar with content knowledge, are engaged among other factors such as location. Location is also a key factor in implementation. Inequality in development of urban and rural locations possibly affects teachers' effectiveness, learners' interest and achievement, thus influencing the extent of the implementation of social studies curriculum especially in Enugu State. It is essential for every segment of the state to have equal access and perception of educational issues.

Geographically, Enugu is one of the states in South-East zone of Nigeria. It is the capital of old Eastern Region and it is still looked at as the capital of the South Eastern states. Enugu is significant in Igbo land as it is regarded as the oldest urban city in the South East Nigeria. The cosmopolitan nature of Enugu

State made it house a lot of people from different background who have come to settle there. Effective implementation of social studies curriculum would benefit a whole lot of people. Enugu State has six Education zones namely: Agbani, Enugu, Agwu, Nsukka, Obollo-Afor and Udi. Three of the education zones (Enugu, Agbani & Nsukka) are urban with few rural areas while the other three (Udi, Agwu & Obollo-Afor) are considered rural. Arthur (2011) emphasized that location affects teacher effectiveness. Arthur maintained that some schools, especially government secondary schools in the rural areas lack subject teachers, and those who are not professionally trained end up teaching some subjects.

It is a common knowledge that a well-planned and developed curriculum can only be meaningful if translated into action through effective implementation. Ensuring effective curriculum implementation involves among others the use of instructional media and innovative teaching method. Teaching method is a major concern that affects the attainment of education goals. It is observed that the old method of teaching which is teacher centered is still largely been used in schools in most developing countries and with limited instructional media for effective teaching and learning. A major worry of this study is that the lack of qualified teachers employing instructional media affects teaching such that the teaching of social studies is more theoretical than practical, as it is in some regions in most developing countries and in Enugu state. This study is poised at investigating the availability qualified teachers employing instructional media and the teaching methods both in urban and rural junior secondary schools in Enugu State. The purpose of this study is to investigate the extent the available qualified teachers make use of innovative instructional media in the implementation of social studies in Enugu State. Specifically, the study sought to investigate the extent to which teachers in secondary schools;

1. are qualified to make use of instructional media for implementation of social studies curriculum.
2. employ innovative instructional methods in the implementation of social studies curriculum.

Research Questions and Hypotheses

1. To what extent do teachers' qualifications affect their use of innovative instructional media for implementation of social studies curriculum in secondary schools in Enugu State?
2. To what extent do teachers in urban and rural secondary schools employ innovative instructional methods in the implementation of social studies curriculum?

Hypothesis 1: There is no significant difference in the mean ratings of teachers on the extent to which teachers' qualification affect their use of innovative instructional media for the implementation of social studies curriculum.

Hypothesis 2: There is no significant difference in the mean ratings of teachers in urban and rural secondary schools on the extent to which they employ innovative instructional methods in the implementation of social studies curriculum.

Methodology

Descriptive survey research design was adopted for the study. Creswell (2014) stated that descriptive survey involves gathering data that describe events and then organizes, depicts, and describes the data collected without any manipulation. A descriptive survey research design is a design that studies both small and large population by collecting and analyzing data by the use of questionnaires or interview in order to make generalization or inferences. Survey research design is appropriate for any study that requires the opinion of respondents. The area of the study is Enugu State. Enugu is one of the states in South-East geo-political zone of Nigeria. It is the capital of old Eastern Region and it is still looked at as the capital of the South Eastern states. The population of the study consisted of all 339 social studies teachers in 291 urban and rural public secondary schools in the six education zones in Enugu State. The population spread per education zones are as follows: Agbani has 41, Agwu 22, Enugu 84, Nsukka 86, Obollo-Afor 59 and Udi 47. The total is 339 social studies teachers. 209 respondents are from urban schools while 130 are from the rural schools. There was no sampling in this study. The entire population was used because the number of teachers is 339 and was considered very manageable. The instrument used for data collection was developed by the researcher and captioned 'Extent Of Teachers' Use Of Innovative Instructional Media For Social Studies Curriculum Implementation Questionnaire (ETUIMSSCIQ)' The questionnaire was divided into two sections A and B, of which the A part contains the demographic information of respondents while section B contains questionnaire items on the indices of social studies implementation being examined in the study. Section B was arranged in two clusters A and B in line with the two research questions and two hypotheses. Cluster A had detailed

information on teachers' academic qualification as well as those on the location of respondents. Cluster B contains items on the extent to which teachers in urban and rural secondary schools employ innovative instructional methods in the implementation of social studies curriculum.

The instrument had 18 items of which cluster A comprised 8 questionnaire items while cluster B had 10 items. The instrument was structured on a four-point Likert type scale of very great extent (VGE), great extent (GE), low extent (LE) and very low extent (VLE). The questionnaire was designed to match the research questions. The respondents were requested to tick the option that best suits their opinion. The researcher also attached an introductory letter to the instrument to establish rapport with the respondents. The questionnaire was subjected to face validation which required a close examination of the items. One specialist each from curriculum and instruction, social studies education and measurement and evaluation from Faculty of Education, University of Nigeria Nsukka, validated the instrument. The questionnaire was validated with reference to its comprehensiveness, relevance to content, possible errors, omissions and clarity of purpose. The validation was carried out in order to ascertain that the instrument was suitable and appropriate for the study.

The reliability of the instrument was ascertained by trial testing it on the sample of 40 teachers from schools outside the Enugu State. The researcher administered 40 copies of the instrument to 40 social studies teachers in Awka education zone in Anambra State. The teachers were randomly selected from 10 public secondary schools from urban and rural location. The reliability coefficient of 0.75 and 0.78 were obtained for clusters A and B with a reliability coefficient of 0.77 for the whole instrument. The value of 0.77 obtained attest to the high reliability of the instrument. To carry out the study, School principals were officially informed and their approval was obtained. Nine research assistants were trained and used to cover the six education zones of Enugu, Udi, Agbani, Agwu, Obollo-Afor and Nsukka. The questionnaire was self-administered by the research assistants and the researcher. Two research assistants covered Agbani zone, two assistants covered Agwu, two research assistants covered Nsukka and Obollo-Afor while two covered Udi Education zone. The researcher and one assistant covered Enugu Education zone. Responses were collected on the same day. Data were successfully collected within one month. There was no misplacement of the instrument. Mean and standard deviation were used to answer the research questions. Mean was considered because it has a higher reliability compared to other measures of central tendency. The hypotheses were tested using t-test at 0.05 level of significance.

Results

Results of the study are presented in line with the research questions and hypotheses that guided the study.

Research Question 1: To what extent do teachers' qualifications in secondary schools of Enugu State affect their use of instructional media for implementation of social studies curriculum?

Table 1. Mean ratings and standard deviation of teachers qualifications in secondary schools on the extent to which they affect their use of instructional media for the implementation of social studies curriculum (N = 339).

Curriculum (N = 555).										
		Urban			Rural			Avg. Response		
S/N	Item statement	Mean	SD	Dec	Mean	SD	Dec	Mean	SD	Dec
1.	Social studies teachers with academic qualifications of NCE have the ability to use innovative instructional media in teaching and learning	2.90	1.11	GE	2.99	0.70	GE	2.94	0.90	GE
2.	Social studies teachers with academic qualifications of BSc. Ed. have the ability	2.39	1.14	LE	1.96	1.09	LE	2.17	1.11	LE

	to use instructional media in teaching social studies									
3.	Social studies teachers with academic qualification of B.A and Post Graduate Diploma in education (PGDE) often have the ability to use innovative instructional media in teaching social studies	2.36	1.09	LE	2.03	0.76	LE	2.19	0.92	LE
4.	Social studies teachers with academic qualification of B.A in other areas have the ability to use innovative instructional media in teaching social studies	1.92	0.99	LE	1.43	0.68	LE	1.67	0.83	LE
5.	Social studies teachers with Bachelors of Education (B. Ed) in related areas are better prepared to have the ability to use innovative instructional media in teaching social studies	2.09	1.00	LE	2.18	0.99	LE	2.13	0.99	LE
6.	Social studies teachers with Bachelors of Education (B. Ed) in social studies are poised to have the ability to use innovative instructional media to teach some concepts in social studies	2.99	1.06	GE	3.57	0.99	GE	3.28	1.02	GE
7.	Social studies teachers with master in education (M. Ed.) in social studies have the ability to use innovative instructional media in teaching social studies	3.03	1.12	GE	2.75	1.03	GE	2.89	1.07	GE
8.	Social studies teachers with Doctor of philosophy in social studies Education (Ph. D.) are better equipped to have the ability to expose students to innovative instructional media in teaching social studies	3.08	1.00	GE	3.38	0.97	GE	3.23	0.98	GE
Grand		2.59	1.06	GE	2.53	0.90	GE	2.68	0.97	GE

SD = Standard deviation; DEC = Decision; VGE = Very great extent; GE = Great extent; LE = Low extent; VLE = Very low extent

Table 1 shows that teachers in urban area had a mean rating of 2.59 with standard deviation of 1.06, while those in rural area had mean rating of 2.53 and standard deviation of 0.90. The value of the grand mean was 2.68 with standard deviation of 0.97. This indicates that academic qualifications of teachers in urban and rural locations affect them to a great extent on the use of innovative instructional media for implementation of social studies curriculum.

Research Question 2: To what extent do teachers in urban and rural secondary schools employ innovative instructional method in the implementation of social studies curriculum?

Table 2. Mean Ratings and standard deviation of teachers on the extent to which they employ innovative instructional method in the implementation of social studies curriculum in Enugu State (N = 339)

S/N	Item Statement	Mean	SD	Dec.	Mean	SD	Dec	Mean	SD	Dec
1.	Social studies teachers always use problem solving method in teaching and learning social studies	3.00	0.90	GE	2.26	0.90	LE	2.63	0.90	GE
2.	Social studies teachers use corporative learning strategies in teaching and learning social studies	3.11	0.85	GE	2.34	0.88	LE	2.72	0.86	GE
3.	Social studies teachers often use simulation method in teaching Social studies	3.01	0.95	GE	2.29	1.00	LE	2.65	0.97	GE
4.	Social studies teachers use inquiry or discovery method in teaching Social studies	2.83	1.02	GE	2.35	1.04	LE	2.59	1.03	GE
5.	Social studies teachers use role playing in teaching social studies	3.18	0.83	GE	2.56	1.00	GE	2.87	0.91	GE
6.	Social studies teachers use concept mapping to teach some concepts in social studies content implementation	3.16	0.85	GE	2.26	0.91	LE	2.71	0.88	GE
7.	Social studies teachers incorporate classroom discussion in teaching social studies	3.05	0.94	GE	2.18	0.85	LE	2.61	0.89	GE
8.	Social studies teachers expose students to field work in teaching social studies	2.53	0.97	GE	1.93	0.90	LE	2.23	0.93	LE
9.	Social studies teachers encourage learning by doing in teaching social studies	3.15	0.86	GE	2.20	1.13	LE	2.67	0.99	GE
10.	Social studies teachers use text books in teaching Social studies	2.10	0.77	LE	1.30	0.46	LE	1.70	0.61	LE
Grand		2.91	1.01	GE	2.16	0.90	LE	2.53	0.90	GE

SD = Standard deviation; DEC = Decision; VGE = Very great extent; GE = Great extent; LE = Low extent; VLE = Very low extent.

The results of data analysis in Table 2: presents the mean ratings and standard deviation of teachers in urban and rural secondary schools on their use of innovative instructional methods in the implementation of social studies. Items 1 – 9 in the urban area had mean ratings of 3.00, 3.11, 3.01, 2.83, 3.18, 3.16, 3.05, 2.53, and 3.15 respectively. These mean ratings were higher than the cut – off point of 2.50 except for item 10 that had mean of 2.10. This result indicates that teachers in urban schools employ innovative teaching methods, to a great extent. Teachers in the urban schools had grand mean score of 2.91 and standard deviation of 0.89. Teachers in the rural schools had mean ratings of 2.16 and standard deviation

of 0.90. The overall value for the grand mean was 2.53 with standard deviation of 0.90. The result implies that teachers in urban and rural secondary schools employ innovative teaching methods in the implementation of social studies curriculum to a great extent.

Hypothesis 1: There is no significant difference in the mean ratings of teachers in urban and rural secondary schools on the extent to which their academic qualifications affect their ability to implement social studies curriculum.

Table 3: t-test analysis of responses of teachers in urban and rural secondary schools on the extent to which their academic qualifications affect their ability to implement social studies curriculum

Location	N	Mean	SD	t-cal	Df	Sig	Dec
Urban	209	2.59	1.06	3.27	337	0.17	NS
Rural	130	2.54	0.90				

Table 3 shows that the t-value for the difference in mean ratings of teachers in urban and rural schools on the extent to which teachers' academic qualifications affect their ability to implement social studies curriculum is 3.273 at 0.05 level of significance and 337 degree of freedom. This is not significant at 0.166 level, since it is higher than the significant level of 0.05 set for the study. The null hypothesis is therefore, not rejected as stated. Hence there is no significant difference in the mean ratings of teachers in urban and rural secondary schools on the extent to which their academic and professional qualifications affect their ability to implement social studies curriculum.

Hypothesis 2: There is no significant difference in the mean ratings of teachers in urban and rural secondary schools on the extent to which they use innovative instructional method in the implementation of social studies curriculum in Enugu State.

Table 4: t – test analysis of responses of teachers in urban and rural secondary schools on the extent to which they employ innovative instructional methods in the implementation of social studies curriculum

Location	N	Mean	SD	t-cal	Df	Sig.	Dec.
Urban	209	2.912	0.894	3.526	337	0.010	s
Rural	130	2.167	0.907				

Table 4 shows that the t – value for the difference in mean ratings of teachers in urban and rural schools on the extent to which they employ innovative teaching methods in the implementation of social studies programme is 3.526 at 0.05 level of significance and 337 degree of freedom. This is significant at 0.010 level of significance, since it is less than the significant level of 0.05 set for the study. Therefore, the null hypothesis is rejected. Hence, there is a significant difference in the mean ratings of teachers in urban and rural secondary schools on the extent to which they employ innovative teaching methods in the implementation of social studies programme

Discussion of Results

The results in Table 1 showed that academic and professional qualifications of teachers to a great extent, affected their ability to implement social studies curriculum. Data revealed that teachers who have academic qualifications of NCE, B.Ed, M.Ed and Ph.D in social studies delivered social studies subject matter better in the classroom using innovative instructional media. It was found that teachers with B.Sc.Ed in Social Studies, B.A and Post Graduate Diploma in education, B.A in other areas and B. Ed in related areas are not in the best position to teach social studies. Furthermore, t-test analysis of hypothesis one showed that there was no significant difference in the mean ratings of teachers in urban and rural secondary schools on the extent to which academic qualifications of teachers affected their ability to implement social studies curriculum. This finding by implication suggests that teachers from discipline other than social studies are not in the best position to teach the subject. When

they do, the result would yield not too favourable results.

The result agrees with the finding of Nwanekezi and Ibekwe (2017) who discovered that social studies teachers' academic qualifications had a significant influence on the effective implementation of social studies curriculum. It could imply that qualified social studies teachers make more impact on implementation of the curriculum than those who have not been specially trained to teach the subject. Curriculum implementation requires teachers who are academically and professionally qualified in their field of study. This in essence is why Nwaubani, Ottoh-Offong, Usulor and Okeke (2016) opined that teacher qualifications are the major elements that produce positive results in instructional delivery of social studies. This means that qualified social studies teachers are needed to make learning meaningful in social studies teaching and learning. Against this knowledge, it is relatively not encouraged to allow teachers from the related or unrelated fields to teach social studies. Contrary to this finding, Namamba and Rao (2017) in their study on "influence of teachers' professional qualification and areas of specialization on the implementation of environmental education in Cross River State, Nigeria" discovered that teachers' professional qualifications and area of specialization did not significantly influence the implementation of environmental education curriculum in Cross River State. The result obtained could be peculiar to Cross River State. It could be that there are not enough trained and qualified teachers to teach the subject. It could also be that teachers in Cross River State have had some idea of environmental education. For that reason, they could handle the course irrespective of their qualifications and areas of specialization. However, in addition, Okam (2012) stressed that only professionally trained social studies teachers can successfully produce a desired result in instructional delivery.

The result of the analysis showed that teachers in urban secondary schools achieved coverage of social studies content to a great extent while teachers in rural schools achieved coverage of social studies content to a low extent. The result obtained could be as a result of schools in the urban locations having more social studies teachers than schools in the rural areas. Going by the statistics the researcher obtained from Post Primary School Management Board (PPSMB), most schools in the rural areas had zero specialists of social studies teachers. Furthermore, the t-test analysis of hypothesis two showed that there was a significant difference in the mean ratings of teachers in urban and rural secondary schools on the extent to which they achieved coverage of social studies content in the implementing of social studies curriculum. This result implied that there was a disparity in the coverage of social studies content by teachers in urban and rural schools. This result could be as a result of the fact that teachers in rural schools must not have had good knowledge of the effects of non-coverage of the curriculum while their counterparts in urban schools were very conscious of the impact of constant and good instructional delivery on the students. This finding in respect to teachers in urban schools agrees with the submissions of Boadu, Bordoh, Eshum, Bassaw and Andoh-Mensah, (2014) that teachers' coverage of social studies content is a vital aspect of curriculum implementation.

This finding is also in line with Kankam, Bordoh, Eshum and Bassaw (2015) that the importance of content knowledge has attracted the attention of policy makers; hence programmes, workshops have been organized to equip teachers with necessary knowledge for their professional development. It is obvious that teachers' inability to cover the subject content would necessarily influence the outcome of instruction. Students would not be able to learn all that is required of them to be better individuals with the capacity of serving the society at large. Boadu, Bordoh, Eshum, Bassaw and Andoh-Mensah (2014) study of "teachers' content knowledge impact on students in the senior high schools in Ghana" buttressed the above assertion. They identified that content knowledge which is necessary for proper coverage of the curriculum in order to impart skills, values and knowledge to students was lacking in the selected teachers. Furthermore, as regards the present study, teachers from urban schools must have had good knowledge of social studies content in order to achieve its coverage. Regarding urban and rural disparity, Kanno (2006) was of the opinion that students within the urban area receive quality education while those from rural areas are not very properly taught. This view of Kanno implies that urban and rural situation of schools create gaps in students learning.

Limitations of the Study

Only teachers constituted the respondents for this study. The views of school principals who are co-implementers of curriculum in all subject areas would like to have impact on the data collected.

Conclusion and Recommendation

Studies in social sciences aimed at proving useful outcomes that would go a long way to influence school students' morality and value for the society. Effective implementation of social studies curriculum would adequately help students, who are the present youths and future leaders, to acquire the vital skills and attitudes required for good morality and nation building. The effective implementation of social studies is expected to help with youth character formation to ensure a stable, peaceful and progressive society and nation. However, inadequate coverage of social studies content poses a challenge to social studies curriculum implementation especially in the rural schools. This deficiency in teaching could lead to producing students who are not grounded in the subject thus are not morally well-formed. The consequences of poor implementation of social studies range from disorderliness among youths, poorly behaved youths leading to consistent sabotage of economy to insecurity.

The study hopes to attract ministries of education, both federal and state since they are in position to make teaching appointments and fresh recruitments. Findings from the study would enable ministry of education to focus on recruiting and deploying credible teaching personnel in both urban and rural locations to ensure equality for quality education. The study provides an idea on how curriculum implementers are carrying out their responsibilities. It would also serve as a guide in deciding whether to effect a change, revise the curricula delivery approach, innovate or improve the existing social studies teaching plan. A policy should be enacted by the federal government in collaboration with the state ministry of education to employ only qualified and specialist social studies teachers to teach the subject. The study also recommends the encouragement and support of secondary school teachers to pursue academic development to improve their performance. Regular workshops, seminars or on-the-job training should be organized by the ministry of education to update and upgrading social studies teachers' knowledge and skills in content delivery.

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