

**Environmental Factors, Reviewed Curriculum and Social Studies Lecturers' Work
Performance in Public Colleges of Education in Nigeria**

**Iyiade ADEBUSUYI
LCU/PG/002264**

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Certification

This is to certify that this study titled “Environmental Factors, Reviewed Curriculum and Social Studies Lecturers’ Work Performance in Public Colleges of Education in Nigeria” was carried out by **Iyiade ADEBUSUYI** with Matriculation Number **LCU/PG/002264** under my supervision in the Department of Arts and Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State, Nigeria and that this work has not been previously submitted.

Dr. Mary Mojirade Ayantunji
Supervisor

Date

Dr. Susan Oluyomi Pitan
Head of Department

Date

Dedication

This research work is dedicated to God Almighty and my late parents; Mr. Adebuseyi Hezekiah Makinde and Mrs. Aibinuola Boladale Adebuseyi.

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“Even though the above mentioned institutions and persons have assisted in the process of this research work. I alone stand responsible for the errors, if any, found in the work”.

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List of Acronyms

SOS	-	Social Studies
NERDC	-	Nigerian Educational Research and Development Council
HOD	-	Head of Department
KII	-	Key Informant Interview
NCE	-	Nigeria Certification in Education
USA	-	United State of America
CESAC	-	Comparative Education Studies and Adaptation Centre
EDC	-	Education Development Center
CREDO	-	Curriculum Renewal and Educational Development Oversees
ASSP	-	The African Social Studies Programme
NSSP	-	Nigerian Social Studies Programme
SOSSAN	-	Social Studies Association of Nigeria
NPE	-	National Policy on Education
WAEC	-	West African Examination Council
ICT	-	Information and Communication Technology
SET	-	Social Exchange Theory
SLQ	-	Students Location Questionnaire
MLQ	-	Multifactor Leadership Questionnaire
NCCE	-	National Commission for Colleges of Education
NC	-	North Central
NE	-	North East
NW	-	North West
SW	-	South West

SE	-	South East
SS	-	South South
EFRCSSLWPQ	-	Environmental Factors, Reviewed Curriculum and Social Studies Lecturers' Work Performance Questionnaire
CCTV	-	Closed Circuit Television
CA	-	Continuous Assessment

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Chapter One

Introduction

1.1 Background to the Study

Work performance can be defined as the level to which the workers or employees are committed, dedicated and responsible to discharge their duties¹. In this study, work performance refers to the extent to which lecturers are committed to pedagogical delivery and display of moral uprightness and academic excellence in the teaching profession. Lecturers work outputs therefore involves the overall ability of the teacher to exhibit the right attitude to work, be committed and dedicated to the teaching roles while making deliberate efforts toward the attainment of educational goals and objectives. The indicator of lecturers' performance is evaluated in his or her ability to make deliberate effort to enhance students' academic performance, possession and display of in-depth knowledge of his or her subject matters. He should also be able to carry out presentation of lesson in a well-organised manner, effective classroom organisation and control, participation in the school curricular activities, regularity and punctuality in the school, maintenance of good interpersonal relationship with subordinates and superiors; others include discipline, motivation and counseling of students and compliance to lecturers' professional code of conduct among others².

Work performance can be seen as execution, conduct, compliance or conformity with stated decisions or directives issued by a super-ordinate or demanded by the institution or establishment. This shows that performance of any job must be according to the pattern set performing such tasks. Lecturers' performance is a judicious devotion and dedication to the achievement of standards within and outside the institution setting^{3, 27}. It has been discovered that workplace environment impacts on lecturers' performance

positively and negatively and if the environment is tense, the lecturers get demotivated and their performance also affected. Therefore, poorly designed work patterns, insecurity, unsuitable authorities, poor leadership style, lack of appreciation and lack of personal decision-making opportunity also impact on the lecturers' performance. Lecturers' performance can be seen as an individual level variable or something a single person does. Therefore, a lecturer's performance is determined during performance interviews⁴.

Lecturers' work performance involves preparing and delivering of lectures, supervision of students in industrial training, final year project, post graduate students, marking assessments and grading of scripts. Other functions include development and promotion of innovative teaching methods, consultation with students and production of teaching materials for students. Research role involves carrying out investigations on identified problem(s), presentation of findings of such investigations in conferences/seminars and publishing the findings in journals and/or text books. The third role involves rendering services both to the school and the community at large. Such services include heading a department, faculty, committee, external supervisor, advisor of student societies, members of other recognised committees at departmental, faculty and university levels example; sports, graduation, convocation and so on. A study states that teaching and research are the core functions of a lecturer and their quality can be improved by hiring the best scholars and empowering them with good incentives^{2,5}. However, there are so many factors that can influence work performances among which are environmental factors and curriculum. This study therefore considers environmental factors such as home and school environmental factors and 2020 reviewed Social Studies curriculum in colleges of education in Nigeria.

Environmental factors refer to the physical, social, and cultural conditions in which individuals operate⁶. These factors can have a significant impact on the work performance of lecturers in colleges of education. In this study, the researcher explores the concept of environmental factors and how they can influence the work performance of lecturers in colleges of education. Physical environmental factors are the physical conditions in which an individual works. In colleges of education, the physical environment includes the classroom, lecture halls, and other facilities. The physical environment can impact the work performance of lecturers by creating a comfortable or uncomfortable work environment. For example, a poorly ventilated classroom can cause discomfort and reduce the concentration level of the lecturer, which can lead to poor teaching performance. Social environmental factors are the relationships between individuals in the workplace⁷. In colleges of education, lecturers work in a social environment that includes colleagues, students and administrative staff.

The social environment can affect the work performance of lecturers through social support, collaboration and social conflict. Social support from colleagues and administrative staff can enhance the work performance of lecturers, while social conflict can negatively impact their work performance⁸. Cultural environmental factors are the values, beliefs and norms that shape the behaviour of individuals in the workplace. In colleges of education, cultural factors can affect the work performance of lecturers through organisational culture and diversity. Organisational culture can affect the work performance of lecturers through shared values, beliefs, and norms. For example, if an organisational culture values innovation, lecturers are more likely to engage in innovative teaching practices. Diversity can also impact the work performance of lecturers by influencing how they interact with students and colleagues from different cultural

backgrounds^{1,9}. In this study, environmental factors are grouped into two. These are school and home environmental factors.

Home environmental factors such as home location (close to the institution or far from the institution) and Marital Status (Married, Single, Divorced, Widow or Widower). The location of a lecturer's home can impact their work performance in various ways, as it affects many aspects of their life. Let's examine how living close or far from the institution can influence their work performance in Nigeria. Living close to the institution can offer some advantages to lecturers. For instance, they may have an easier and shorter commute to work, which can reduce stress and increase productivity. They can also be readily available when needed for meetings, emergencies or extra work assignments, which can increase their visibility and build better rapport with colleagues and supervisors. Additionally, living close to the institution can enhance job security, particularly in cases where there are limited job opportunities in the area. This is because living close to the institution gives the impression that the lecturer is committed and invested in their work, which could increase their chances of retaining their job or securing promotions¹⁰. On the other hand, there are also potential disadvantages to living close to the institution. For instance, the lecturer may experience boundary issues and may find it challenging to separate their work from their personal life. They may also face pressure to work beyond normal working hours, as they can be easily contacted for work-related activities. Also, they may have a limited social life outside of work, as they may not be able to explore other neighbourhoods or engage in leisure activities elsewhere^{11,29}.

Living far from the institution can also impact lecturers' work performance in different ways. One of the potential benefits is that the lecturer may have a better work-life balance, as they can easily separate work from their personal life. This can help them avoid work burnout and increase their job satisfaction. Furthermore, living far from the

institution can enable lecturers to explore other neighborhoods and engage in leisure activities that are not available within the vicinity of the institution. This can help them achieve a better work-life balance, improve their overall well-being and reduce stress levels. However, living far from the institution can also present some drawbacks¹². For instance, the lecturer may experience more extended commute times, which can impact their energy levels, increase fatigue and reduce productivity. They may also have limited access to the institution and its facilities, which could hinder their ability to be readily available for meetings or work-related assignments. Moreover, living far from the institution may also reduce job security, particularly if there are many job opportunities available in the area. This is because the lecturer may be perceived as less committed to their job and more prone to switching jobs if a better offer arises. The influence of home location on work performance for lecturers in colleges of education in Nigeria is complex. While living close to the institution may offer some benefits, living far from the institution may also have some advantages¹³. Therefore, it is important to consider the specific circumstances of each lecturer when determining how their home location may influence their work performance.

The marital status of lecturers in colleges of education in Nigeria can have both positive and negative effects on their work performance. Married lecturers may have more stability in their personal lives, which can translate into more stability in their work lives. They may be more likely to have a steady routine, which can help them manage their time and workload more effectively. Additionally, they may have the emotional support of their spouse, which can help them deal with stress and challenges in the workplace. However, married lecturers may also have more responsibilities outside of work, such as caring for children or elderly relatives, which can affect their availability and focus on work¹⁴.

Single lecturers may have more flexibility in their schedules, which can allow them to dedicate more time and energy to their work. They may also have fewer distractions or obligations outside of work, which can help them stay focused and productive. However, single lecturers may also experience feelings of isolation or loneliness, which can affect their motivation and job satisfaction. Divorced lecturers may experience a range of emotions, including stress, anxiety, and sadness, which can affect their work performance. They may also have additional responsibilities, such as caring for children or managing finances, which can add to their workload and stress levels. On the other hand, divorce may also bring a sense of freedom and independence, which can translate into increased motivation and productivity.

Widowed lecturers may experience intense grief and emotional distress, which can affect their ability to focus and perform well at work. They may also have additional responsibilities, such as caring for children or managing finances, which can add to their workload and stress levels. However, some widowed individuals may also experience a renewed sense of purpose or motivation, which can help them excel in their work. The marital status of lecturers in colleges of education in Nigeria can have both positive and negative effects on their work performance¹⁵. Apart from the home environmental factors, the study also focused on some school factors such as availability, school safety and leadership style.

The availability of infrastructure facilities plays a crucial role in the work performance of lecturers in colleges of education in Nigeria. Infrastructure refers to the basic physical and organisational structures and facilities needed for the operation of a society or enterprise. These facilities can range from the physical infrastructure such as buildings, classrooms, libraries, laboratories, and equipment to the organisational infrastructure such as policies, procedures, and management practices. The lack of

infrastructure facilities in colleges of education in Nigeria has been a significant challenge facing lecturers. The impact of this on lecturers' performance cannot be overemphasised. It affects the quality of teaching and learning. Poor infrastructure can lead to overcrowding, inadequate teaching materials, and insufficient learning resources. These factors make it difficult for lecturers to effectively deliver their lectures and for students to learn and comprehend the subject matter. Secondly, it affects the morale of the lecturers¹⁶. When lecturers work in an environment where infrastructure is inadequate, it can cause frustration and demotivation. The absence of basic facilities such as electricity, water, and internet connectivity can lead to lecturers being unable to access relevant information and prepare adequately for lectures, thereby affecting their work performance. Furthermore, it affects the retention of lecturers. The absence of infrastructure facilities can make it challenging to attract and retain highly qualified and experienced lecturers. This is because they may seek out better-equipped institutions that provide a conducive teaching and learning environment. The availability of infrastructure facilities in colleges of education in Nigeria has a significant impact on the work performance of lecturers. It affects the quality of teaching and learning, the morale of lecturers and the retention of highly qualified staff¹⁷.

School safety is an essential aspect of education that may likely affect work performance of lecturers in colleges of education in Nigeria. School safety is the process of creating a safe and secure environment within and around educational institutions that ensure the physical, psychological, and emotional well-being of all students and staff. In this context, the focus will be on how school safety influences the work performance of lecturers in colleges of education in Nigeria. School safety can be said to positively influence the work performance of lecturers in colleges of education in Nigeria. When the school environment is safe and secure, lecturers are more likely to feel comfortable and at

ease in their work. This can translate into increased job satisfaction and motivation, leading to improved performance. For instance, a lecturer who is teaching in a secure environment without fear of being robbed, attacked, or harassed will have peace of mind to focus on his/her job and deliver quality lessons. Similarly, school safety can enhance lecturers' productivity in colleges of education in Nigeria. A safe and secure environment can reduce the number of interruptions and distractions that can impede the teaching and learning process. Lecturers can deliver their lessons without fear of being disrupted or interrupted by security threats such as burglary or unrest. This can result in higher productivity, efficiency and better outcomes in the classroom¹⁸.

Furthermore, school safety can promote a positive work culture and foster positive relationships among staff in colleges of education in Nigeria. When the safety and security of all staff are prioritised, it can create a sense of unity and collaboration among colleagues. This can lead to a positive work culture where staff support one another and work together to achieve common goals. It can also lead to better relationships between lecturers and their students, leading to increased student engagement and improved learning outcomes. However, inadequate school safety measures can have negative impacts on the work performance of lecturers in colleges of education in Nigeria. When schools are not safe, lecturers may feel anxious, stressed, and demotivated, leading to poor performance. Insecurity can also lead to absenteeism among lecturers, which can affect the quality of education provided to students. In all, school safety is an essential aspect of education that influences the work performance of lecturers in colleges of education in Nigeria. When schools are safe and secure, it can lead to positive impacts on lecturers' job satisfaction, productivity, efficiency, and relationships with colleagues and students¹⁹. Therefore, it is essential for educational institutions to prioritise the safety

and security of their staff and students to create an environment conducive to learning and productivity.

Leadership style is a crucial factor that can influence the work performance of lecturers in colleges of education in Nigeria. Leadership style refers to the approach used by leaders to manage and direct their subordinates, and it can affect the behaviour, attitudes, and performance of employees. In this context, the researcher critically examine how leadership style can influence the work performance of lecturers in colleges of education in Nigeria. for instance, the autocratic leadership style can negatively influence the work performance of lecturers in colleges of education in Nigeria. Autocratic leaders make decisions without consulting their subordinates and use their authority to direct and control their actions. This leadership style can lead to lecturers feeling demotivated, disengaged, and unsupported. They may feel like they have no input in the decision-making process and their opinions are not valued. This can lead to poor performance, low job satisfaction, and high turnover rates²⁰. Similarly, the democratic leadership style can positively influence the work performance of lecturers in colleges of education in Nigeria. Democratic leaders involve their subordinates in decision-making and seek their input before making decisions. This leadership style can lead to lecturers feeling empowered, engaged, and motivated. They may feel like their opinions matter, and they have a say in the direction of the institution. This can lead to increased job satisfaction, higher performance, and lower turnover rates. Also, the transformational leadership style can also positively influence the work performance of lecturers in colleges of education in Nigeria. Transformational leaders inspire and motivate their subordinates by providing them with a vision and guiding them towards achieving it. This leadership style can lead to lecturers feeling motivated, engaged, and committed to their work. They may feel like

they are part of a larger purpose and are working towards a shared goal. This can lead to increased performance, higher job satisfaction, and lower turnover rates²¹.

However, the laissez-faire leadership style can have negative impacts on the work performance of lecturers in colleges of education in Nigeria. Laissez-faire leaders are hands-off and provide little guidance or direction to their subordinates. This leadership style can lead to confusion, lack of direction, and poor communication among lecturers. It can also lead to a lack of accountability and poor performance, as there is no clear guidance or expectations set²².

The second independent variable in this study is reviewed Social Studies curriculum. This is a critical examination of academic programmes for the purpose of optimising student learning experiences led collaboratively by academic staff who teach within the programme. In the colleges of Education, curriculum is reviewed in five (5) years interval. The latest review was done in 2020 with the following changes and amendments: Reduction of students courses total graduation units from 38-24 credits, reduction of 200 level 2nd semester courses from four to one, changing of most of the courses to elective status, removal of SOS 123 “Origin and Nature of Man”, removal of SOS 125 “ Man and His Government”, removal of SOS 224 “Law Related Education”, removal of SOS 212 “Practicum of NERDC National Curriculum”, removal of SOS 213 “Social Studies Research Methods and Statistics”, removal of SOS 214 “Field Trip from the NCE Minimum Standard, removal of SOS 225 “Transportation and Communication”, removal of SOS 323 “Social Institutions” and removal of SOS 324 “Globalisation”.

The curriculum review described here can have a significant impact on the work performance of lecturers in colleges of education. By optimising the student learning experience through a collaborative approach, academic staff can improve their teaching skills and methods. The changes and amendments made to the curriculum can also affect

how lecturers approach their teaching and assessment practices. The reduction of the total graduation units from 38 to 24 credits may likely have implications for the amount of material covered in each course and the level of depth and breadth of knowledge students are expected to attain. This change can impact the workload of lecturers, as they may need to revise their teaching materials, assessments and grading criteria to reflect the new curriculum^{23,28}.

The reduction of 200 level 2nd semester courses from four to one and changing most of the courses to elective status can provide opportunities for lecturers to focus on teaching their areas of expertise. However, it also means that lecturers may need to teach courses outside of their areas of expertise, which can be challenging. This can also bring redundancy on the part of some lecturers in the department since they may not have enough courses to teach.

The removal of specific courses such as SOS 123 “Origin and Nature of Man”, SOS 125 “Man and His Government”, SOS 224 “Law Related Education”, SOS 212 “Practicum of NERDC National Curriculum”, SOS 213 “Social Studies Research Methods and Statistics”, SOS 214 “Field Trip from the NCE Minimum Standard”, SOS 225 “Transportation and Communication”, SOS 323 “Social Institutions” and SOS 324 “Globalisation”. In the same vein, some courses units were reduced from two to one, not only that, status of some courses were equally changed from compulsory to elective.

All the above can affect the content of courses and change the focus of the curriculum. These changes can require lecturers to update their course materials and teaching methods accordingly. Overall, the curriculum review can provide an opportunity for lecturers to improve their teaching skills, but it can also require them to adapt to changes in the curriculum. The influence on work performance of lecturers in colleges of education will depend on how they approach the changes and the level of support they

receive from their institutions²⁷. Hence, this study investigated environmental factors, reviewed curriculum and Social Studies lecturers' work performance in public colleges of education in Nigeria

1.2 Statement of the Problem

Despite the importance of Social Studies' to an individual, society and the country as a whole, it is disappointing to note that its goals, particularly at Nigeria's colleges of education do not seem to have been successfully achieved. This problem is probably as a result of a number of issues, one of which is the unsatisfactory work performance of Social Studies lecturers at Nigerian colleges of education find themselves. For instance, compared to what was available in the early years of colleges of education's existence in Nigeria, when planning, preparing and producing modules as well as teaching materials among lecturers appears to be unpopular in the present circumstances. Present-day lecturers at colleges of education appear to place less emphasis on grading and evaluating students' assignments, projects, small-group instruction and proper teaching methods^{6, 24}. Similar to this, few lecturers in Nigeria's higher education institutions at this level do not study or research and make an effort to publish in reputable national and international journals^{17, 25}. Due to this intolerable scenario, Social Studies researchers are looking into the reasons why lecturers perform poorly at their jobs. Poor working circumstances for lecturers at colleges of education, lack of motivation and lack of human capital development programme for these lecturers are some of the factors accounted for the scenario^{14, 26}. A number of environmental factors, such as the lecturers' home location, marital status, as well as number of school factors, such as the availability of infrastructure in the colleges. Also, the leadership ideologies of the heads of departments in the Social Studies departments and the position of the Social Studies curriculum have not been sufficiently examined to determine their influence on the lecturers' perceived

poor work performance. A research was carried out on work environment and lecturers' productivity in selected higher institutions in Osun State Nigeria^{13, 27}. Also, a study was done on educational system, redesigning school curricular and lecturers' work performance in Nigerian private Universities^{20, 28}. Another research was conducted on Home Factors as Correlate to the teachers optimum performance in Senior Secondary Schools of Lagos state²⁹. It can be observed that previous studies considered single variables on lecturers work performance, it is in this light that, this study investigated the combined variables to determine lecturers' work Performance. Hence, this study investigated environmental factors, reviewed curriculum and Social Studies lecturers' work performance in public colleges of education in Nigeria.

1.3 Aim and Objectives of the Study

This study investigated the environmental factors, reviewed curriculum and Social Studies lecturers' work performance in public colleges of education in Nigeria. The specific objectives were to:

- i. identify the level of work performance of Social Studies lecturers in colleges of education in Nigeria,
- ii. assess the level of acceptability of latest reviewed Social Studies curriculum in colleges of education in Nigeria,
- iii. examine the level of availability of infrastructural facilities in colleges of education in Nigeria,
- iv. ascertain the most adopted leadership styles (democratic, autocratic, digital and coaching) leadership styles among heads of department in colleges of education in Nigeria,
- v. examine the level of safety in colleges of education in Nigeria,

- vi. ascertain the significant combined influence of Environmental Factors (Home and School Environment factors) and reviewed curriculum on work performance of social studies lecturers in colleges of education in Nigeria,
- vii. establish the significant relative influence of Environmental Factors (Home and School Environment factors) and reviewed curriculum on work performance of social studies lecturers' work performance in colleges of education in Nigeria,
- viii. examine the relative influence of Environment Factors Indices (Home and School Factors) on the Social Studies lecturers work performance in the Public Colleges of Education in Nigeria.
- ix. determine significant difference in the level of acceptability of latest Social Studies curriculum between Federal and State Colleges of Education in Nigeria,
- x. ascertain significant difference in work performance of lecturers between federal and state colleges of education in Nigeria.

1.4 Research Questions

The following questions were formulated answered in this study:

1. What is the level of work performance of Social Studies lecturers in colleges of education in Nigeria?
2. What is the level of acceptability of latest reviewed Social Studies curriculum in colleges of education in Nigeria?
3. What is the level of availability of infrastructural facilities in colleges of education in Nigeria?
4. What is the mostly adopted leadership styles (democratic, autocratic, digital and coaching) among Social Studies heads of department in colleges of education in Nigeria?
5. What is the level of safety in colleges of education in Nigeria?

1.5 Hypotheses

The following hypotheses were tested at 0.05 level of significance:

- H₀₁:** There will be no significant combined influence of Environmental Factors (Home and School Environmental factors) on reviewed curriculum on work performance of lecturers in colleges of education in Nigeria.
- H₀₂:** There will be no significant relative influence of Environmental Factors (Home and School Environmental factors) and reviewed curriculum on work performance of social studies lecturers in Colleges of Education in Nigeria.
- H₀₃:** There will be no significant relative influence of Environmental Factors Indices (Home and School Factors) on the social studies lecturers work performance in the public colleges of education in Nigeria.
- H₀₄:** There will be no significant difference in the level of acceptability of latest Social Studies curriculum between Federal and State Colleges of Education in Nigeria.
- H₀₅:** There will be no significant difference in work performance of lecturers in Federal and State Colleges of Education in Nigeria.

1.6 Significance of the Study

Specifically, the findings of this study would assist the Social Studies lecturers in Nigerian colleges of education to be more determined and dedicated to their primary responsibilities at work. The findings would attract the attention and interest of the Social Studies lecturers to the issues that have to do with the Social Studies curriculum. It would develop the interest of the Social Studies lecturers and the colleges management to the issues of infrastructural facilities in department. The study would also avail the Social Studies head of department to select the appropriate leadership style to adopt in leading the department. The study findings would create awareness for the lecturers and the college management on the safety and security matters.

Furthermore, the findings of this study would equally educate the lecturers on how to cope with the school and home environmental factors in such a way that would not affect their work performance. The findings would also encourage the curriculum reviewers to know the factors to be considered in the course of curriculum reviewing.

The findings of this study would be of benefit to teachers, students, educational administrators, curriculum planners and the society. The findings of this study would establish the need if any, for retraining of lecturers through workshops and seminar to improve their knowledge of Social Studies, the strategies to use, the procedures and the skill needed for good academic performance in Social Studies. It would help the teachers to make use of inquiry, discovery, problem-solving, individualised instructional method as methods of teaching while in the classrooms. When lecturers become aware of these methods, their work would become easier since the students would take part in the teaching and learning process, also the teacher would take less time to teach concepts and allows the student to find out the rest with teachers' support.

The students would benefit from the findings of this study if only the lecturers use the methods. Lecturers' use of the methods would improve student-student interaction, self-esteem, academic performance, group affiliation, accommodation among students since they have to work in groups, tolerating each other's mistakes so that success is achieved. Also, the teachers' use of this method on student would make student become responsible for their own learning and this would motivate them to learn more for better performance both intellectually, socially, physically and emotionally since they have to work with student of different ability, level, behaviour pattern, and different background.

The findings of this study would encourage curriculum planners, to emphasise on proper implementation of Social Studies curriculum in junior secondary schools. By so doing, the student would take major responsibility in their accomplishment of curriculum

learning task. This would also make the curriculum task easier to accomplish since the students and the teacher would be involved.

The findings of this study could also be useful for some educational parastatals and bodies such as Federal Ministry of Education, National Commission for Colleges of Education (NCCE), Social Studies Association of Nigeria (SOSSAN) and Association of African Social Studies Programme (AASSP).

The society could also benefit from the findings of this study. The essence of schooling is to make or build up students that would be functional and contributors to nation building. One of the importance of Social Studies learning is that it brings students to real life situation and enabling them to articulate and find ways of solving their problems in collaboration with others. Finally, findings of this work could provide empirical research information for researchers that are interested in the areas of environmental issues (as relating to school and home) and the curriculum review process.

1.7 Scope of the Study

This study was delimited to environmental factors, reviewed Social Studies Curriculum and Social Studies Lecturers' Work Performance in Public Colleges of Education in Nigeria. Environmental factors in this study were home factors which were home location and marital status of lecturers. School factors were school safety, availability of infrastructural facilities and leadership styles of head of departments.

Also, reviewed Social Studies curriculum that was used in this study was the Social Studies curriculum that was reviewed in 2020.

Work performance in this study was delimited to designing, preparing and developing courses, modules and teaching materials, assessing and evaluating students' coursework, supervising student's research activities including final year student's projects, carrying out research and preparing for publication, supervising micro teaching

and teaching practice and preparing students for Social Studies field work. This was simply because that these were the major assignments of the lecturers.

Geographical scope of this study was delimited to all Federal and State Colleges of education offering Social Studies course in Nigeria. As at the time of this study, there were eighteen (18) Federal and forty four (44) State Colleges of Education offering Social Studies Programme. Colleges of Education were used in this study because it was discovered that most of the public colleges of education in Nigeria were offering Social Studies programme.

1.8 Limitation of the Study

In the course of carrying out this research work, the researcher encountered the following challenges:

Firstly, during the period of administration of the research instrument, some lecturers were reluctant to accept filling of the questionnaire because of their tight schedule, but they were pleaded with and they all responded positively to the questionnaire items. Secondly, some of the Head of Departments (HODs) were too busy to create time for the interview, but the researcher passionately appealed to them and they all accepted to participate in the KII.

Thirdly, there was a trip the researcher embarked on, when the rear tyre of the bus boarded removed on the motion which led to an accident, but not fatal. The researcher joined another vehicle to the state of destination on that day.

1.9 Operational Definition of Terms

Work Performance: This is an assessment of how well Social Studies lecturers in colleges of education performed their assigned tasks. In this study, assigned tasks of Social Studies lecturers are: designing, preparing and developing courses, modules and teaching materials, assessing and evaluating students' coursework, supervising student's

research activities including final year student's projects, carrying out research and preparing for publication, supervising micro teaching and teaching practice and preparing students for Social Studies field work.

Social Studies: This is concerned with the study of social relationships and the functioning of society and usually made up of courses in History, Government, Economics, Civics, Sociology, Geography and Anthropology. This study focuses on Social Studies courses in the department of Social Studies in Colleges of Education in Nigeria.

Social Studies Lecturers: These refer to set of lecturers that have acquired the appropriate knowledge and skills to impart Social Studies contents and concepts on the Social Studies learners in the schools.

Social Studies Curriculum: This refers to course contents of Social Studies offered to colleges (NCE I, II and III) students in Nigeria.

Reviewed Social Studies Curriculum: This is a periodical amendments that occurs in the Social Studies curriculum. In the colleges of Education, curriculum is reviewed in five (5) years interval. The latest review was done in 2020 with the following changes and amendments: Reduction of students courses total graduation units from 38-24 credits, reduction of 200 level 2nd semester courses from four to one, changing of most of the courses to elective status, removal of SOS 123 "Origin and Nature of Man", removal of SOS 125 "Man and His Government", removal of SOS 224 "Law Related Education", removal of SOS 212 "Practicum of NERDC National Curriculum", removal of SOS 213 "Social Studies Research Methods and Statistics", removal of SOS 214 "Field Trip from the NCE Minimum Standard, removal of SOS 225 "Transportation and Communication", removal of SOS 323 "Social Institutions" and removal of SOS 324 "Globalisation".

Environmental Factors: These are home and school factors that are likely to influence work performance of Social Studies lecturers in colleges of education in Nigeria.

Home Environmental Factors: These are factors at the homes of colleges of education Social Studies lecturers in Nigeria. In this study Home Factors are: Home Location (close to the institution or far from the institution) and Marital Status (Married, Single, Divorced, Widow or Widower).

School Environmental Factors: These have to do with the availability of Infrastructural Facilities, School Safety and Leadership Style of the Heads of Department.

Infrastructural Facilities: These are school plants necessary to facilitate teaching and learning in the colleges of education. In this study, infrastructural facilities are: availability of: lecture rooms, resource rooms, practicum laboratories, lecturers' offices, conveniences, Social Studies libraries.

School Safety: This refers to measures put in place by the college authority to safe guard the school environment, students and staffs. In this study, safety measures are: internal security system, perimeter fence, multi-entrances, fire extinguisher and security light at night.

Leadership Style: This refers to the style adopted by the head of the department of Social Studies in colleges of education in Nigeria. In this study, leadership styles to be considered are: democratic, autocratic, digital and coaching.

College of Education: This refers to institutions where middle level man power for teaching basic students in Nigerian schools are produced.

College Types: These are federal and state colleges of education in Nigeria.

Marital Status: This refers to the level of Social Studies lecturers' marital life. That is to know may be they are married, single, widow, widower, separated or divorced.

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Chapter Two

Literature Review

This chapter contains a review of related literature; it shall be discussed under the following subheadings: Conceptual Review, Theoretical Framework, Review of Empirical Studies, Conceptual Framework, and Summary of Reviewed Literature.

The break-down of the subheadings are hereby listed as follows:

2.1 Conceptual Review

2.1.1 Work Performance

2.1.2 Lecturers Work Performance

2.1.3 Social Studies Lecturers' Work Performance in Colleges of Education

2.1.4 Social Studies Curriculum

2.1.5 Historical Development of Social Studies

2.1.6 Nature and Scope of Social Studies

2.1.7 Curriculum

2.1.8 Curriculum Implementation

2.1.9 Curriculum Evaluation

2.1.10 Trends of Curriculum Development/Review in Nigeria

2.1.11 Significance of Social Studies Curriculum

2.1.12 Challenges of Social Studies Curriculum in Nigeria

2.1.13 Social Studies Curriculum Review

2.1.14 Global Issues on Social Studies Curriculum

2.1.15 Environmental Factors

2.1.16 Components of Learning Environment

2.1.17 Relevance of Learning Environment

2.1.18 Work Environment

2.1.19 School Environment

2.1.20 Home Environment

2.1.21 School Safety

2.1.22 School Safety Dimensions

2.2 Theoretical Framework

2.2.1 Job Performance Theory

2.2.2 Social Exchange Theory

2.3 Review of Empirical Studies

2.3.1 School Environmental Factors and Work Performance

2.3.2 School Infrastructural Facilities and Work Performance

2.3.3 School Safety and Work Performance

2.3.4 Leadership Styles and Work Performance

2.3.5 Home Environment and Work Performance

2.3.6 Curriculum Review and Work Performance

2.4 Conceptual Framework

2.5 Summary of Gap in Literature Reviewed

2.1 Conceptual Review

2.1.1 Work Performance

Performance is defined as the degree of task accomplishment that constitutes the workers' job. Performance of the lecturers is referred to as task specific behaviours which are exhibited by the academic staff in their workplace¹. In order to meet up with the vision and mission of the academic institution, the working environment of the lecturers must be conducive and give them a sense of fulfillment towards performing their task optimally. It is expected that a good working environment that encourages teaching and research, with good and fair pay would ultimately encourage job satisfaction. The achievement of a good working environment can be brought to fruition with institutional employee that is driven by policy. Institutional policy is central to the effectiveness of lecturers and the success of the institution.

The performance appraisal/evaluation activities enable to determine whether the employees' performance is in accordance with established objectives and it is primarily based on the appraisal of employees' work results and activity (behaviour), also competence (skills, abilities and characteristics)². In the modern management, performance appraisal is viewed in the broader context of performance management, whereas precision of measurement and accuracy of ratings is accompanied by social and motivational aspects of the appraisal process. Alongside with task performance, which covers job-specific behaviours and employee's core responsibilities, in the appraisal process more attention has been devoted to non-job specific behaviours, like cooperation, dedication, enthusiasm and persistence. These aspects form contextual performance, because of increasing organisational and task complexities are becoming more and more important. Employees' compensation is a process of rewarding employees with monetary

and non-monetary benefits according to the value of their work, thus, compensating them for their efforts³.

2.1.2 Lecturer Work Performance

The performance of lecturers is the ability to carry out the work that becomes the responsibility, namely in the field of education and teaching, research, and community service. The performance of lecturers will have a major impact on the effective implementation of education. The performance of lecturers in the field of education is the ability to apply the competence in carrying out their duties to plan, apply learning and assess learning outcomes⁴. The performance of lecturers can be influenced by various factors. Some of the factors that are suspected to affect the performance of lecturers are attitudes toward the profession, discipline, and work environment. Attitude is an internal situation that can affect a person in performing activities or actions. As things can affect one's actions, then attitude can foster courage in doing something. A person's attitude is related to the person's personality and the value he or she believes. Attitudes are always concerned with objects, and attitudes toward these objects are accompanied by positive and negative feelings. Attitudes to the occupational profession can cause differences in one's performance. Work discipline is a process of constructive development for an employee with an interest because the discipline of work is demonstrated in the action rather than the person⁵.

Performance appraisal is a process of assessing, summarizing and developing the work performance of staff in the university. Every University lecturer in Nigeria receives a written performance appraisal annually which provides a feedback on performance and justifies personnel decision such as promotion and compensation. This official form includes a self- assessment page for the lecturer to fill out and it is in turn sent to the respective departmental heads who state their perception⁶. The completed form is then

forwarded to the appointment and promotions committee where it is reappraised and action recommended. This could be promotion, continuity with the system, termination or warning. The behaviour standards that form the core of the performance appraisal expected of university staff are set out in the staff hand book and these standards relate to tasks that determine academic excellence and output. Academic peers apply these standards through collegial review of course syllabi, research methods and professional publications. Evaluation of teaching and research is a tool for quality improvement⁷.

There are numerous criteria for measuring the performance of the education process. These criteria have been brought out by different studies³. These criteria can be divided into three groups: teaching, research and service. There may be a focus on particular stages of the education process. The stages are:

- (1) on input for example, qualification of staff, nature of students and material resources;
- (2) on processes for example, approaches to teaching, student involvement and feedback;
- (3) on output for example, qualifications of students, employment rates and staff publications.

Quantitative data such as examination pass rates; citation levels for research articles and so on. maybe also available. In other cases, survey data from students or employers might be collected. The more criteria presented, even without rigid detailed scoring scales, the better the evaluation will be. Statistical performance indicators should support judgment, not replace it. Teaching does not include only what is done, but how it is done. Quality of performance in teaching requires that the higher educational institutions prepare the students for their first position as well as provide the basis for performance in future positions. Part of the quality of performance is to maintain an

awareness of the needs of the student (customer). Teachers are service providers while students are the consumers of their services⁸.

Academic performance really means three things; the ability to study and remember facts, being able to study effectively and see how facts fit together and form larger patterns of knowledge and being able to think for yourself in relation to facts and thirdly, to be able to communicate. It is the level of achievement attained via the combination of inputs from student motivation and conduct⁹. Academic performance is generally referred to how well a student is accomplishing his or her tasks and studies, but there are quite a number of factors that determine the level and quality of students' academic performance. This no doubt supports the view of a scholar that the most current information on improving academic performance shows that there are three environmental influences linked to levels of academic performance among school students¹⁰.

These influences according to the information includes high quality parenting (the degree to which a young star is provided with an enriched, warm and responsive learning environment which includes appropriate control and discipline over children, and are closely associated with both higher grade reading and mathematics skills); high quality child-care environments (stimulating activity and nurturing as reflected in high quality parenting) and high quality first grade classrooms (with a focus on literacy instruction, evaluative feedback, instructional conversation, and encouraging child responsibilities)¹¹.

Academic Performance Index revealed that academic performance is how students deal with their studies and responsibilities given to them by their teachers. Academic performance is the ability of students to obtain high grades and standard test scores in school courses, especially courses that are part of the core academic curriculum¹².

2.1.3 Social Studies Lecturer's Work Performance in Colleges of Education

A competent teacher uses an array of teaching strategies because there is no single, universal approach that suits all situations. The different strategies used in different combinations with different groups of students will improve learning outcomes and promote academic performance of the students. Some of the strategies are better suited in teaching certain competence and fields of knowledge than others¹³. Effective pedagogical competence practice promotes the wellbeing of students, teachers and the school community, it improves student's and teacher's confidence and contributes to their sense of purpose for being in school and further builds community confidence in the quality of teaching and learning in the school¹⁴.

Learning in Social Studies is dependent on the pedagogical approaches teachers use in the classroom. A variety of pedagogical approaches are common in schools, but some strategies are more effective and appropriate than others. The effectiveness of teacher's pedagogy often depends on the particular subject matter to be taught and a better understanding of the diverse needs of different learners. In general, the best teachers believe in the capacity of their students to learn, and carefully utilize a range of pedagogical approaches to ensure that learning is adequately achieved. The researcher is of the opinion that teachers need to be well equipped in the methods of teaching (pedagogical competence) as the teacher is responsible for translating policy into action in the classroom¹⁵.

However, effective and efficient Social Studies teachers must have the knowledge of what to teach and how to teach it. They must have the knowledge of the content and master the teaching methods and strategies to facilitate effective interaction between the learners and the content. They should also give room for student's own process of the exploration and discovery which is otherwise known as problem-solving method of teaching¹⁶.

Pedagogy refers to the interaction between teacher, student, and the learning environment and the learning tasks. This broad term includes the way teachers and students relate as well as the instructional approaches implemented in the classroom. This implies that pedagogy is often placed on a spectrum from teacher-centred to learner-centred pedagogy. Teacher-centred pedagogy places the teacher at the centre of the learning process and relies, on rote memorisation, and chorus answers. Pedagogy is based on an assumption of knowledge delivery that take some variations of traditional teaching methods, and underscores the importance of knowledge reproduction; while the learner-centred pedagogy emphasises students' responsibility for learning and is focused on knowledge construction and how students are induced to work and learn together. Therefore, teacher's pedagogical competence about teaching can influence students' academic performance in school. In other words, teachers who display high level of teaching competence during instruction rely on their pedagogical competence to practice and perform effectively in the classroom. Thus, teachers need to develop pedagogical competence and teaching competence that engage students while processing knowledge and foster the ability to think critically about classroom teaching/learning to enhance student's performance¹⁸.

Pedagogy entails different ways in which students learn the various instructions, designed by the teacher. Some of these ways are inclusive of discovery learning, group learning, distant learning and independent study. In the teaching profession, instructional design is just as important as pedagogy. This is based on the fact that the process consists broadly of determining the current state and needs of the learner, defining the end goal of instruction, and creating some intervention to assist the learner to understand in detail the learning¹⁹. It can be established from the above that teacher's pedagogical competence in subject matter must go beyond mere knowledge of the subject matter. The teachers'

pedagogical competence should involve his competence to develop learning interest among the learners²⁰.

Pedagogical competency in teaching refers to the ability of a teacher to exhibit competence and knowledge gained as a result of training. These competence and knowledge prescribed in the training programme are apparently calculated by the curriculum planners to relate and to be instrumental to achievement of the desired educational objectives. Much attention has been paid to the area of teacher competencies, it is not unusual to find instructors/teachers who lack the required competence to teach effectively or teachers who lack the ability or competence necessary to produce a classroom test in evaluating students learning outcome in Social Studies²¹. It is therefore important to know that teachers and others associated with the classroom teaching evaluation programme should possess appreciable, pedagogical competence in teaching. The teacher's pedagogical competence refers to the extent to which student have attained pertinent educational objectives and the ability of the teacher to interpret properly the performance of the student²².

Social Studies programme involves a functional application of large varieties of "social concepts" that establish connective tissues around different subject matters. Such programmes are therefore designed to display a vast knowledge of a variety of subject disciplines including the social sciences, arts and the sciences. This distillation calls for a meaningful clarification of the interrelationships and an understanding of the human and social chemistry that emerge from the interaction of these differentiated subject matter areas. Although the focal point of this subject is man within the environment, its attention and degree of intensity is sharpened on problems of human survival and growth competence, interaction competence and agents of change of both man and the environment²³. This implies that Social Studies as a subject is directly related to man and

his immediate problems in the environment coupled with the interaction with people around the environment.

The introduction of Social Studies as one of the core subject in Junior Secondary School has continued to win the admiration and support of most Nigerian scholars and students²⁴. It was contended that Social Studies education enables students to examine those norms and cultures of their core and immediate communities within the Nigerian milieu in order to strengthen their social responsibilities. Integrated Social Studies inform the child and help him know about the physical, social and educational environment in which he lives and function. This connotes that Social Studies is a realistic subject that studies human beings in the real-life situation. One salient fact derived from the study of Social Studies is the recognition of human being as the most important aspect of learning and development of purposeful competence and knowledge to enable them function well in the society²⁵.

Integrating and dispensing social knowledge through the instrumentality of Social Studies Curriculum design in Nigerian schools is directed towards the following objectives: self-confidence and initiatives; power of imagination and resourcefulness; desire for knowledge and continued learning; sense of compassion for the less fortunate, sense of respect for and tolerance of the opinion of others and social values and attitudes such as: cooperation; participation; interdependence; honesty; integrity; trustworthiness; diligence and obedience²⁶.

These are considered necessary for sound Social Studies Education and functional Citizenship Education. Towards achieving these basic goals, the subject is designed to: provide insights into the use of various knowledge structure and procedure from the social sciences that has relevance in modern civilizations; be concerned with fostering students better understanding of the movements, events and personalities that have

influence the history of their immediate environment and the wider world as a global community; foster and improve human relations through a better understanding of others within the immediate environment and beyond²⁷.

In this respect, it was postulated that Social Studies Education has its central task, of helping young people develop competencies that would enable them deal with and to some extent manage the physical and social forces of the world in which they live. This connotes that Social Studies Education basic goal is to prepare young people to be more humane, rational, responsive and responsible participating citizens. The subject equips the child with socio-civic personal, behaviour. Hence, Social Studies is a process of education which emphasises the relationship human beings have with their physical, social, economic, cultural, religious, scientific and technological environments. The subject enables student to develop the necessary competence and values that will enable them solve problems in their environments. Problems are solved in a holistic perspective. The teachers therefore need competency competence to impart knowledge and inculcate the right type of values and competence necessary for survival in his environment²⁸.

2.1.4 Social Studies Education

Social Studies is focused on the society and is created to sharpen the creative potentials of the learner, in terms of thinking creatively and contributing ideas towards identifying societal problems as well as proffering solution. Social Studies is a programme of study which a society uses to instill in the students, the knowledge, skills, attitudes and actions it considers important concerning the relationship human beings have with each other, their world and themselves²⁹. It has been pointed out that the committee on the development of Social Studies programme viewed the subject as that area of curriculum that will cultivate a good citizenship in the children. They defined Social Studies as all subject matters relating to the organisation and development of

human society and to man as a member of a social group³⁰. Social Studies is the study of man in his environment. Nigerian Education is aimed at developing the skills and knowledge of the Social Studies student and to achieve an overall development. A good Social Studies programme aims at the integrating of the knowledge, experience and effective use of resources for the purpose of fostering national unity and citizenship education. Social Studies exposes students to their cultural environment which enables them develop desirable concepts, values and attitudes. It gives learners good idea of their environment and the problems therein, so that they may be involved deeply in life and problems of the community, promote the appreciation of cultural and cultural heritage and build patriotic and self-actualized citizens. Social Studies inculcates the spirit of interdependence, unity in diversity and co-operation of all members of the local government as well as the national and international communities. It equally equips the students with the basic skills and social habits which should help them to adapt into the society in which they may find themselves³¹.

Social Studies enables people to develop a good sense of judgement and a sense of moral and social responsibilities which enables them become useful members of the society. In summary, Social Studies is Applied Social Sciences, Humanities and other fields of study that bear direct or indirect relevance to effective social action. The ultimate goal of the study being or is to enable man adapt to his environment, utilize available resources optimally for his betterment, appreciate his ecological limitations, constraints and conditionalities as well as preserve his environment³².

The aims and objectives of Social Studies include: Creating awareness of man's environment, influencing man's attitude positively to social, cultural, economic and political values, enabling man to acquire skills for solving problems. Encouraging voluntary participation in social and civil duties³³.

Social Studies deals with people in the society. It helps people to understand their environment and its influence on them. It looks at people in their social and physical environment. It also examines the effects of science and technology on the social and physical environment. It is the study of people in the society with all these various aspects (social, physical, technological elements) working together. Social Studies derived its curricular elements (facts, ideas, knowledge, values and skills) from various disciplines. The disciplines include anthropology, economics, geography, history, philosophy and sociology. While these are disciplines with various contents and methods, they have a common purpose which is equipping people with knowledge, attitudes and skills for solving being an integrated discipline draws relevant contents and methods from these disciplines for achieving a common purpose interdisciplinary study³⁴.

The course, Social Studies oversee man's interaction with his physical, social, political, economic and cultural environment not only that the course transmits the cognitive, effective and psychomotor skill and positive values to an individual which makes him very productive in the society. The course is however considered as integrated approach to the study of man and his environment because it uses these approaches in solving the human societal problems.

Social Studies was first used in the United States of America (USA) during the last two decades of the 19th century. There is another belief that Social Studies was introduced as a subject at the conference African Education held in Mombasa Kenya between 16th – 30th August 1968. The conference had a comparative representative by African countries such as: Nigeria, Ghana, Sierra Leone, Kenya, Uganda, Ethiopia, Lesotho, Malawi, Tanzania, Zambia, and Botswana. The conference suggested the introduction of Social Studies in primary schools and teacher training colleges of member countries³⁵. Another opinion was that Social Studies as “a programme of study is used by

the to instil in students the knowledge, skills, attitude and actions it considers important concerning the relationship human being has with each other, their world and themselves³⁶.

Another school of thought says that the philosophy behind the formulation of Social Studies curriculum in Nigeria is generally based on the following five National objectives:

- (i) free and democratic society
- (ii) just and egalitarian society,
- (iii) united, strong and self-reliant nation,
- (iv) great and dynamic economy,
- (v) a land of bright and full of opportunities for all citizens³⁷.

The above objectives are to be in harmony with Nigerians National objectives, the philosophy has to be geared towards discipline, effective citizenship national consciousness, national unity and indeed towards social, cultural, economic and self-reliant development for making the young ones to be self-independent whether they are schooling or not. However, with the above views it is observed that the implementation of Social Studies curriculum should be right from the primary level up to the high level of education. Because the national aims and objectives are directly linked to the Social Studies curriculum at all levels of educational systems in Nigeria in line with the stated objectives in the previous paragraph³⁸.

The above definitions therefore portray Social Studies as a subject which focuses on man and his environment, an integrated study emphasising the indivisibility of knowledge, learning, which emphasises on the cognitive, affective and psychomotor domains. All these shed more lights to us on the complexity and diversified nature of

Social Studies as a subject. This is because it touches almost all the aspects of human endeavours from cradle to grave.

General Objectives of Social Studies

The following should be considered as the general objectives of Social Studies which are to:

- (1) give man adequate knowledge and information about the society and the wide world.
- (2) create in man an awareness and appreciation of the benefits and result of scientific and technological discoveries and inventions and make him see how this affects his everyday life.
- (3) help him develop his intellectual skills abilities and competence and promote in him the spirit of inquiry discovery thinking and curiosity which act as a spur to further investigations.
- (4) make man know what the society expects of its members that he will be able to judge his actions as well as those of others.
- (5) familiarize man with the norms of his society and thus socialize him according to such norms. This will enable him to improve and perpetuate his society. To help man become a good citizen and develop the necessary values and attitudes needed in democracy.
- (6) create in man an awareness and appreciation that community life in any human society is based on co-operation and interdependence at all levels right from the family to the international level.
- (7) expose man to the problems of his society and then lead him to develop appropriate functional approaches to the solutions of such problems.

- (8) help man develop proper value judgment and ability to criticise and select, and place events in their proper perspectives.
- (9) enable man developed psychomotor skills involving locomotion and non-locomotion skills manipulative and creative skills, and physical abilities.
- (10) help man develop valuable and social acceptable concepts, ideas and philosophy of life³⁹.

Critically, these objectives reveal that they are quite in harmony with the nations educational objectives, and can help bring about the achievement of time national objective help in equipping child with knowledge skills and attitude that will enable him contribute towards bringing about democratic, egalitarian, great and dynamic economy united strong and self-reliant nation and hand of bright and full opportunities for all citizen, enable the child to adopt himself to new situation and identify societal problems and solve them through critical and reflect thinking⁴⁰.

2.1.5 Historical Development of Social Studies in Nigeria

There are some problems that plagued the nation and indiscipline among adults and youth that became glaring. Therefore, to minimise this and socialized the coming generation in a way to build a strong, united and discipline Nigeria, the type of Education that put man at the centre and consider him a central figure and also teach about his society becomes inevitable. No wonder this is the reason that Social Studies found its feet in the school curriculum of the country⁴¹.

Social Studies is embraced by other nations due to the role it plays in nation building as well as the socialisation process because Social Studies is considered as a tool for national development and partial solution to social problems in many countries in the world. For instance, in Britain the course Social Studies is used to legitimise the teaching of social sciences particularly sociology, which prepares individual for their role in the

society. Also, in Western Germany it was initiated after the Second World War, as a means of developing a new political order. In Ghana, Social Studies is used to revamp the economy after military dictatorship to transform the political culture in Ethiopia, to build a foundation for democratic society in Japan, to foster individual and national development in Thailand, Social Studies aimed to prepare students for effective citizenship in a democratic society in Canada and United State and in Nigeria to inculcate concept of nationalism, unity and interdependence among the diverse population in the country⁴².

However, the introduction of Social Studies in Nigeria context is as old as the period before independence. It initially emerged in the western region in 1958 through a joint development programme between the region and the University of Ohio (USA) where the project of Ohio affects the Teacher Training College only⁴³.

A pilot project was conducted in 1963 at Aiyetoro comprehensive. high school in the western region (presently Ogun State). However, this venture serves as an experiment on comprehensive system of education and curriculum development, and also serve as an effort to introduce Social Studies among the subjects. The ministry of education western region in collaboration with the United States Agency for international development jointly financed the project and the Ford Foundation⁴⁴.

As a result of the success achievement at Aiyetoro, the government of the western region decided to extend the Social Studies programme to other school which was assigned to draw up a Social Studies syllabus for the first two years of the secondary school and also to write the materials to suit the syllabus. During the critique conference of Nigerian educated in Lagos (April-May,1968) the textbook, Social Studies for Nigerian schools written by the Aiyetoro team was present for evaluation. However, the conference was organised under the joint auspices of the

Comparative Education Studies and Adaptation Centre (CESAC) and the Ford Foundation programme on curriculum development in Nigeria, made valuable suggestions towards the improvement of the textbook in order to make it usable all over Nigeria⁴⁵.

In 1968, the conference of African Educators held in Mombasa (Kenya) which was a significant stride in the development of Social Studies. The conference was organised under the auspices of Education Development Center (EDC) and the Center for Curriculum Renewal and Educational Development Overseas (CREDO) in which participants from eleven countries were drawn (Nigerian Inclusive). The African Social Studies Programme (ASSP) and later Nigerian Social Studies Programme (NSSP) emerged out of these conferences. The conferences point out the big role of Social Studies as alleviating the defects of the existing educational systems in many emergent African Nations and recommended the teaching of social studies in all teacher training colleges⁴⁶.

Shortly after Mombasa Conference, a seminar was held in Ibadan in January 1968 with participants drawn from different parts of Nigeria (except the East, a seminar was held in Ibadan in January 1968 with participants drawn from different parts of Nigeria (except the East, which was then the heat of war). At this seminar the Social Studies Association of Nigeria (SOSSAN) was formed. The objectives of the association include dissemination, promotion development and adoption of Social Studies in Nigerian Schools⁴⁷.

Social Studies was introduced on national basis at the (1969) National Curriculum Conference where SOSSAN present a report on the need for introduction Social Studies. At this conference issues of ideology, purpose and objectives of Nigerian education were discussed. Part of recommendations and resolutions made at

such conference include teaching of culture and Social Studies in the Nigerian education system. Other part of the recommendation also emphasised that Social Studies should be taught in all teacher training colleges as well as lower classes of secondary schools⁴⁸.

Nevertheless, in accepting some of these recommendations and launching of the New National Policy on Education government approved the teaching of Social Studies in all primary schools, Teacher training colleges and the junior secondary schools in Nigeria.

Considering these series of commitment, one may say that the 1969 National curriculum conference is a land mark in the history of education in Nigeria and a great success in the development of Social Studies in particular. Having identified the philosophy of Nigerian Education in the National Policy on Education (NPE) Social Studies is therefore given prime importance as a tool for implementing them through the school and hence recommended by the federal government as a subject to be taught Nation Wide.

Education project spear headed the teaching of Social Studies in this part of the country. The Nigerian Educational Research Council (NERC) now NERDC) and the Social Studies Association of Nigeria (SOSAN) have made positive effort to improve the teaching of Social Studies⁴⁹.

The Institute of Education ABU Zaria organised the first National workshop in 1971 in Zaria, whereby the institutes materials where evaluated. After the adoption of new national policy on education, Social Studies as a discipline was introduced into the curriculum at various levels of education in Nigeria. Social Studies is made compulsory at primary and junior secondary schools level but it is elective at the senior secondary school level. Social Studies is offered in all the Grade II Lecturers

Training Colleges and course combining Social Studies with other subjects are offered in colleges of education. However, a number of the faculties of Education and Institute of Education in many Nigeria universities run courses on Social Studies methodology for different categories of practicing lecturers and studentlecturers some is these universities include Ahmadu Bello University Zaria, University of Jos, Obafemi Awolowo University Ile Ife, and so on⁵⁰.

Going by the long succession history of Social Studies in Nigeria, one may realise that Social Studies played a vital role in development of the country especially when we consider 1956 USAID and Ford Foundation sponsored project and the pioneering effort of the Aiyetoro comparative high school programme similarly its pertinent to note that a Social Studies guide for primary lecturers was published and first trial Social Studies syllabus for the Advance Lecturers colleges produced by the institute of education ABU Zaria panel in 1975, consequently syllabuses and textbooks were produced for all levels by N.E.R.C, N.T.I, J.C.C, CESAC, and so on. Presently Social Studies is offered in all primary schools, training colleges and the junior secondary levels throughout the country. N.T.I Social Studies examination (external) is made a compulsory paper for the teacher Grade II certificate by 1988⁵¹.

The Bachelor of Education in Social Studies programme was introduced under LVT in 1976. However, a post graduate studies in social was put in place at ABU later M.Ed. programme in Social Studies was introduced in University of Jos. In 1988 the federal government of Nigeria made Social Studies a compulsory external subject for grade II under NTI Kaduna.

Various conference, seminars and workshop has taken place in Nigeria dealing with the objective content, nature scope and methodology of teaching Social Studies education from primary schools up to the university level. There is no doubt today that

all colleges of education in this country offer social studies at NCE level and more than 10 universities are producing graduates and post graduates students with specialisation in Social Studies education⁵².

2.1.6 Nature and Scope of Social Studies

The nature and coverage of the course Social Studies touches all aspects of man in the society including political, social cultural and economic aspects. It also embraces all activities of man designed to enable him enjoy living in society. The scope of Social Studies could be clarified as follows:

- (1) Historical issues where the learners are exposed to accumulated knowledge of the past, arranged in chronological order to gain understanding of the present and prepare a general course for the future.
- (2) Socio-cultural issues, where man's life in society in relation to cherished norms, beliefs values and practices are focused so that they can be transmitted from one generation to another.
- (3) Economic issues as it pertains the ability for man to adjust his unlimited wants to these limited resources; the mobilization of resources for production and distribution of goods and services are focused to prepare and equip learners with adult economic roles.
- (4) Geographical issues as it touches the influence of the physical environment on the action of man characteristics of places on the earth, roles of transportation and communication systems in moving goods services people and message are brought to the attention to the attention of learners.
- (5) Political issues which concern the fundamental institution of public administration and government international relations political institution and process of exercise

of power and authority are address for learners to be a breast with ideas of government, law, democracy, justice and equality.

- (6) Scientific and technological issues are employed to help learners understand the cause and effect of relationships and the systematic application of scientific knowledge to solve practical problems of living. The development of tools sue of machines in various industries, development of forms energy, specialisation and the need to developed various forms of adaption to life's challenges and exposed to learners.
- (7) Citizenship Education intended to prepare learners to assume the right and obligations ad their world of knowledge and experience to solve practical problems of living. The development of tools use of machines in various industries. Development of raw forms of energy, specialisation and the need to develop. Various forms of adaptation to life challenges are exposed to learners.
- (8) Citizens education intended to prepare learners to assume the share rights and obligations as their world of knowledge and experience. Learners are equipped with the basic citizenship skills which emphasises their human dignity and worth as they operate as members of the family, school, community, nations, continent and the world in general.
- (9) Public issues that affect the well-being of man are also concern so as to help learners develop skills which enable them participate and contribute towards the upliftment of the society. The scope also embraces the understanding and appreciation of the value of peace, human rights, HIV AIDS and family life Education in selection to individual and National Development processes are highlighted in the scope of Social Studies; so as to prepare students life in the society^{53, 54}.

In the essence, this shows that Social Studies some concepts ideas methods facts and generalizations from all forms of relevant human activities and experiences to help students understand themselves and the people around them and the entire world in which they live.

2.1.7 Curriculum

Curriculum is a document, plan, or blue print for instructional guide which is used for teaching and learning to bring about positive and desirable change in behaviour⁵⁵. In another term, curriculum are those knowledge, activities and experiences both formal and informal planned and guided by the school for the benefit of the learner. Curriculum can be looked at as the organised knowledge presented to the learner in school, which covers every element in the learning environment. It is through curriculum that ideas, concepts and theories are translated into practice, into teaching, learning and assessment programme that form the day-to-day experiences for educators at all levels⁵⁶.

Curriculum is all the planned learning opportunities offered by the organisation to learners and the experiences learners encounter when the curriculum is implemented. A curriculum is an attempt to communicate the essential principles and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice. A curriculum is the formulation and implementation of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice. A curriculum is the formulation and implementation of an educational proposal to be taught and learned within a school or other institution and for which that institution accepts responsibility at three levels, its rationale, its actual implementation and its effects.

Curriculum has the planned and unplanned experiences which learners receive in the process of their formal or semi-formal education for the purpose of becoming rounded

persons who can make meaningful contribution to the betterment of their society and the world. If the curriculum is not implemented, all efforts expended in the planning are in vain. Curriculum implementation refers to the actual use of curriculum plan or document in the classroom. That is putting the curriculum in use⁵⁷.

2.1.8 Curriculum Implementation

Implementation is the process through which a proposed concept, model, topic, theory and so on is taken up by some practice. To implement means to make something that has been officially decided start to happen or be used. It means to carry into effect. Implementation means putting a plan, scheme, decision, proposal, intention, an agreement, policy or ideas into effect. It is the bedrock of any plan, the determination of a plan's success or failure. It is the moving force of any plan without which a plan is only good intension⁵⁸.

Curriculum implementation is the disseminating of information on a wide basis, after pilot-test, on a newly designed curriculum or on a changed or revised curriculum. It ascertains the feasibility, adequacy or relevance of curriculum plans towards the accomplishment of intended learning outcomes. It also serves as linkage role between conceived curriculum theory and practice, which breathe life into curriculum document and without which a well conceived document is mere non-functional paper work.

Curriculum implementation is the stage of presentation of a combination of the combination of the curriculum content and topics, methodology and instructional materials by the teachers to the learners, most of the time in a classroom setting, a subject or combinations that will enable them take up such learning that the teacher wants to pass across to them. In the light of a given topic, the teacher adopts the appropriate teaching methods and materials to guide student's learning. The students on their own are actively involved in the process of interaction with learning activities. It is not restricted to sheer

translation of curriculum proposal or decision into practice. It involves a complex of activities, materials, personnel and other factors which when approximately harnessed constitute integral parts of curriculum implementation. These include the schools which are the major implementation theatre, the teachers, curriculum materials, students, teacher training institutions, administrative and political factors, examination bodies the public, place of implementation in the curriculum planning process before curriculum evaluation or community members⁵⁹.

Curriculum implementation is described as that which involves putting into practices the officially prescribed courses of study, syllabuses and subjects. It refers to how the planned or officially designed course of study is translated by the teachers into syllabuses, schemes of work and lessons to be delivered to students.

Curriculum implementation is the various steps involved in achieving the desired curriculum objectives of educational programmes. To achieve these objectives, emphasis must be placed on the quality of educational programmes undertaken as well as the quality of teachers who implement them. Teachers are the major implementers of the curriculum at the classroom level. The ability to put the curriculum into practice in the classroom is called curriculum implementation. After the curriculum has been planned with regard to identified objectives, selecting the contents, learning experiences and materials based on their assumed effectiveness in making it possible for the objectives to be achieved, then the design is put into action⁶⁰.

Curriculum implementation as used in this study is the transmission of planned Social Studies curriculum into operational curriculum in the classroom. It is at this stage that all the relevant curriculum inputs are brought into direct contact with the target audience in such a way that through a variety of activities, and learning experiences, mastery of Social Studies subject matter can be maximally achieved at minimal cost.

Curriculum implementation occupies a strategic position in teaching and learning Social Studies curriculum as it link the design with evaluation stages, that is the materials and methods are put together to produce the desirable learning outcome⁶¹.

From the above definitions of curriculum implementation as pointed out by different scholars, summarily, implementation involves actual interaction between the executor (teacher/lecturer) and students or pupils along with the learning environment to realise the set down learning objectives. However, the successful implementation of any curriculum change is dependent on the informed and deliberate choices lecturers and classroom teachers make about curriculum programme and materials they are expected to use. The two common types of curriculum implementation are Laissez-faire approach / the let-alone approach/optional implementation - this gives teachers absolute power to decide what they see best to execute in the classroom. It also refers to a transition period in which boards of education have the option of using the revised curriculum or the existing curriculum. There is no firm control or monitoring whatsoever in this area and Full implementation/authoritarian control - this refers to curriculum that must be used and that have substituted the former or old version⁶².

2.1.9 Curriculum Evaluation

Curriculum evaluation means a continuous process which looks for the diagnosis of strengths and weakness of the curriculum, identification of the outcome of instructions, recognition of the need for teacher improvement, identification of the need for review of the curriculum. Curriculum evaluation is very essential in education because it is used to transform quantitative data into qualitative interpretations as an educational programme is assessed and judgment made on its effectiveness and efficiency⁶³. As curriculum evaluation concerns certain form of measurement or assessment in a bid to form value judgments of the curriculum or its goals and objectives, it assigns qualitative values to

what is being measured in order to make meaningful judgment of the teaching- learning process. It draws attention to the weaknesses of the programme and calls for its eventual review or modification to improve the curriculum⁶⁴.

2.1.10 Trends of Curriculum Development/Review in Nigeria

The historical antecedence of curriculum development in Nigeria began with the arrival of Christian Missions in September 1842 and the establishment of missionary schools. Between 1842 and 1881 Christian Missions alone opened, maintained, controlled as well as defined the objectives, contents and instructional methods including the curriculums of those schools. The main thrust of the curriculum then was based on the four R's: Reading, Writing, Arithmetic and Religion. The objectives of mission schools and the curriculum were to train lay-readers, cooks and catechists who could assist in the mission work⁶⁵.

The agitation by indigenous people for the opening of schools in their respective local environments led to the establishment of the Church Missionary Society Grammar School, Lagos in 1859, Methodist Girls' High School, Baptist Academy and Methodist Boys' High School. Although these schools were opened based on local demands the curriculum and subjects were controlled by the Missionaries. Subjects taught in these Grammar Schools gave little consideration to agriculture or preparation for self-employment rather pupil were trained in British literary tradition and were empowered to mount white collar jobs that were normally for the products of the grammar schools¹⁶².

The early secularly curriculum development in the history of education in Nigeria was between 1882 and 1925. Government interesting curriculum development started in 1882 with the establishment of Education Act which provided for a Board of Education to regulate the development of education at all level in British West African Countries. The opening of the first Government Secondary School (King's College, Lagos in 1910 and

the Metamorphosis of University of Cambridge Local Examinations Syndicate to school certificate in 1923 significantly affected the development of curriculum for senior classes of Nigerian Grammar Schools. Consequently, between 1916 and 1920, subjects such as applied mathematics, experimental science, Botany, Natural History of Animals, Needlework and Hygiene were included in the Nigerian Grammar school curriculum⁶⁶.

Phelps–Stokes Commission Report of 1925 had wide implication on curriculum development in Nigeria. The report revealed that education in Nigeria was not adapted to the needs and aspirations of the people, consequently subjects such like History, Geography, and Biology and so on were restructured to focus on Nigeria and Africa in general⁶⁷. The establishment of West African Examination Council (WAEC) in March 1952 and it's Lagos Office in September 1953 significantly influenced curriculum development in Nigeria. The council was saddled with the responsibility of inspecting and encouraging Grammar schools to teach subjects that are examined by WAEC. Soon after independence in 1960, the quest for national development informed the expansion and modification of the inherited colonial curriculum to serve the new socio-economic and political needs identified in Nigeria⁶⁸.

Critical intellectual evaluation of the goals and practice of education in Nigeria occasioned the establishment of Ashby Commission's whose report in 1960 led to the introduction of subjects such as Vocational Studies, Commerce and Agriculture in secondary schools. This is because Mission Schools and their curriculum neglected African culture and history, thus separating students from the life and needs of their community.

Other landmark events that influenced curriculum development in Nigeria include the establishment of Educational Research Council, the National Curriculum Conference (NCE) in 1969. National Policy on Education in 1977 reviewed in 1981, 2004 and 2014.

The proceedings of the NCC informed the National Policy on Education and the 6-3-3-4 system of Education and a comprehensive review of both the junior and secondary school curriculum. The introduction of Universal Basic Education in 1999 also brought remarkable change in class-room management techniques, supervision and curriculum development in Nigeria⁶⁹.

2.1.11 Significance of Social Studies Curriculum

The following are some of the significance of Social Studies Curriculum:

- i. Provides sociological and societal consistency and accountability
- ii. It makes learning continuum from childhood to adulthood
- iii. Stresses personal application of learning principles that are specific, measurable and realistic.
- iv. Provides a scope and sequence of learning throughout the specified age levels so that students cover the entire course contents.
- v. The Social Studies programme serves as a direction to teachers, provides student materials and teaching resources that are clear, engaging and pertinent.
- vi. Guides learners toward the achievement of realistic and specific learning targets.
- vii. Has an element of adaptability so that slower learners may benefit at their pace without being left behind by more advanced students.
- viii. Shows evidence of reliably mature editorial control in its text; and
- ix. Uses culturally relevant illustrations and graphics⁷⁰.

As it relates to Social Studies Curriculum from primary to tertiary institutions implies the significance of the subject and the part it plays in a student's life. In this way, coming up next are the significance of Social Studies in the school educational plan for national development:

- i. **Helps to Improve the Social Consciousness among Students:** The various subjects in the Social Studies educational program help students to get, watch, and comprehend human conduct, approaches, morals, and the interrelationships that exist among assorted individuals. This thusly encourages the students to build up a more extensive perspective of the overall population and the human circumstance.
- ii. **Helps to Cultivate Serious Thinking Capabilities:** Social Studies ingrain higher-request thinking abilities and aptitudes, for example, application, understanding, assessment, synthesis, and inventiveness in students.
- iii. **Consciousness of the World and Environment:** The information on Social Studies encourages students to see how various social orders are organised, overseen and administered. It likewise serves to inevitably build up an all-encompassing comprehension of their condition and the interrelationship which exists between the regular and human natural surroundings. This thus causes students to comprehend their place on the planet.
- iv. **Helps Students to become valuable and better Citizens:** The investigation of Social Studies gets ready students to grow up as capable, dynamic, and insightful individuals from society. It likewise bestows in them how to address cultural and all-inclusive concerns utilizing writing, innovation and other recognizable community assets⁷¹.

2.1.12 Challenges of Social Studies Curriculum in Nigeria

Despite the relevance of using Social Studies as a medium of instruction for moulding effective citizens, its teaching and learning is no doubt faced with many problems, some of which are new, while others are as old as its birth. Some of these constraints are discussed below:

- i. Social Studies education suffers intimidation and persecution in the hands of social science specialists, such as Historians, Geographers, and Economists among others. They often gang up against Social Studies because of its popularity and acceptance among people.
- ii. Another problem is the incompetent teachers that are used to teach the subject. They resort to using teachers who specialize in History, Geography, Economics and Government to teach the subject, knowing fully well that they lack Social Studies orientation.
- iii. Lack of suitable and adequate textbooks is another problem of Social Studies. Students mostly rely on History, Government and other Social Science textbooks to study Social Studies. This is dangerous because the authors of those textbooks lack Social Studies bearings and so the content of those textbooks cannot be said to be appropriate for the subject.
- iv. Other problems include: inadequate and unsuitable teaching aids used in teaching the subject, poor use of teaching methods, insufficient time allocation on the timetable and lack of continuity of the subject from junior secondary school through senior secondary to higher institution⁷².

2.1.13 Social Studies Curriculum Review

Social Studies curriculum has been reviewed several times to meet the needs of the citizens. These reviews will surely continue since the needs of man are dynamic in nature. There is therefore, the need to change the curriculum since globalisation calls for a drastic move from the contemporary view of Social Studies education. Social Studies must produce new mode of awareness through the concentration of novel world-wide concepts and methods involved in information recovery. The focus of globalisation from Social Studies perspective should centre on human resource capacity empowerment. It is

only on objective and refined labour that can make the new information technology productive⁷⁷.

There should be a redesign of Social Studies curriculum in order to assess global realities and proffer viable solution that can increase international understanding and cooperation since man has and always experience universal problems such as hunger, hatred, diseases, transportation, communication and many others to contend with. The present deficiency of the curriculum in schools and the new challenges of globalisation must be addressed urgently. This could be followed through the revitalization of the Social Studies teacher to adopt the “Social action” approach toward the inculcation of the contents of Social Studies education. This approach calls for a re-socialization of Social Studies teachers who constitute a vital element in curriculum design and development. This is the time to face national realities for effective development and progress of mankind in national and international interactions. For instance, there is urgent need for Social Studies curriculum experts to review the subject curriculum to meet the international standard. In line with this review, and in Nigeria to be specific, there is need to put in place syllabus for senior secondary schools to cater for SS 1-3. This is long overdue. Presently, Social Studies curriculum or syllabus is being run right from nursery, primary and junior secondary schools⁷⁸. This subject is also being run at the colleges of education and universities in Nigeria. The gap between Junior Secondary school (JSS) and higher institutions of learning mentioned above should be bridged with syllabus for senior Secondary school level. This will enable the students to register for the subject at WASCE level thereby bridging the gap. This will allow free flow of the subject from Nursery, Primary, junior secondary, senior secondary, colleges of education and to the university which is long overdue for consideration⁷⁸.

There was a revision of the Universal Basic Education (UBE) Curricula in August 2014 which brought the revised curricula that regrettably remove Social Studies as a distinct subject area and made it a part of the novel Religion and National Values curriculum with four major components (Security Education, Civic Education, Christianity and Islam Religion). This greatly negates the goals of Social Studies education in Nigeria as contained in its curriculum²¹¹.

2.1.14 Global Issues in Social Studies Curriculum

The following amongst others are notably global realities or contemporary issues affecting the Social Studies curriculum in Nigeria: Social Studies curriculum review, Problems of Social Studies curriculum, democratizing Social Studies teaching approaches and tactics in the curriculum, inadequate instructional materials in the Social Studies curriculum and Problem of national integration. These issues are vividly discussed below:

(a) Democratising Teaching Approaches, Tactics and Procedures

Global issue in the Social Studies curriculum is the issue of teaching approaches and tactics in Social Studies education. This has become an issue because many teachers or lecturers are not illustrative and flexible in their teaching, as they have been using the same method of teaching over the years. There are need to vary our teaching methods depending on the topic of the lesson. Democratising teaching approaches thus, involves the use of more than one method of teaching Social Studies, which will enhance students' involvement and comprehension. Also, democratising tactics and procedures of teaching will greatly help to boost the Social Studies education in Nigeria. Teachers need to acquaint themselves with these new tactics and procedures of teaching in Social Studies. These tactics and procedures which are hardly used in teaching by teachers and lecturers include:

- i. Questioning techniques;
- ii. Brainstorming techniques; and
- iii. Simulation techniques⁷⁹.

It is also very glaring that, many lecturers hardly have time to organise before embarking on teaching. These are emerging issues in Social Studies education that needs urgent attention. Furthermore, students pay more attention when different teaching methods are applied. Teachers of subjects at all levels of education need to be conversant with the content and approaches suitable for teaching in order to understand the content of Social Studies and encourage its learning. When Social Studies instructional methods are related to the content, learning will be complete and unconnected facts and concepts will end. It is only when contents are connected to instructional methods that students will be able to recognise the significance of the subject and pass valid judgement of what the subject is all about⁸⁰.

(b) Inadequate Instructional Materials in Social Studies Curriculum

Instructional materials are resources used in the process of learning. This refers to human and non-human materials and facilities that can be used to improve, promote, ease and encourage teaching and learning activities. Instructional materials are “all the resources within the reach of the teacher and the learner, which are employed to facilitate teaching and learning”. There are various types of instructional materials in Social Studies curriculum, which include: Reading and non-reading materials; Visual and non-visual materials; Projected and electronic materials; and Resource persons and places⁸¹.

However, these instructional materials are not completely reflected in the curriculum. When learners are made to see, hear, feel, smell and taste, there is a higher degree of getting them to appreciate subject matter taught. This could be considered true

because instructional materials help bridge the gap between the student and the lesson. Instructional materials cannot be underestimated because when any act of teaching is done without instructional materials, some learning may take place depending on what is taught, but when teaching is effectuated with instructional materials much learning takes place and content retention will improve⁴⁸. This is important because use of instructional materials in teaching a subject can make teaching and learning of such a subject very interesting.

(c) Problem of National Integration

The problem of national integration as a contemporary issue in the curriculum cannot be over emphasised. This is because Social Studies education as ascribed in its curriculum helps to accomplish the objective of building a united, feasible and prosperous Nigeria as the subject seeks to achieve national unity and national survival. Social Studies teach students about the cultural aspects of the different ethnic groups in Nigeria. It is no longer news that Nigeria as a country is suffering from lack of proper integration. Nigerians are divided by tribal and ethnic lines whereas Social Studies stand out as the main subject that can be used to integrate the nation. This is because it empathizes much on citizenship education. If one therefore, encourage the teaching of this subject at all level of the educational system, children who are the future leaders will be taught about love, care, values, honesty, sacrifice for the country, hard work, cultural differences and the need to accommodate one another. They will also be taught about the cultural heritage, customs, traditions, courage, kindness, patriotism, self-discipline, appreciation, perseverance, open-mindedness, endurances, resourcefulness, obedience, sympathy and industry. These social attitudes are important for national integration and health development of the society. Also, Social Studies inculcates in its leaders a sympathetic

appreciation of the diversities and interdependence of mankind, both at the local, national and international levels⁸³.

No tribe in Nigeria is independent as each tribe needs each other to stay alive, survive, develop, protect, secure and make progress. This is supported by the popular saying “divided we fall but united we stand”. This is the stand, belief, vision of Social Studies education as contained in its curriculum. Hence, there is need for a serious structural realignment in Nigeria, which is certainly a global issue. Social Studies education can be used to solve these problems of national integration, unity and development if the subject is given the right place of significance⁸⁴.

(d) Problem of Assessment and Evaluation

Since Social Studies is an open-ended subject, it may be difficult to standardised solutions and accomplishment”. It is anticipated that Social Studies should have positive outcome on human behaviour even though human behaviour is easy to evaluate. It has been largely decided that the performance in Social Studies either in or outside the classroom can be assessed. Social Studies specialists are toiling to establish assessment criteria for evaluating attitudinal operation in a Social Studies class⁸⁵.

(e) Lack of Workshops, Seminars, and Conference for Social Studies Teachers

Workshops, seminars and conferences offer possibilities for interaction, learning and teaching. It equally provides suitable acceptance of information and training on issues and problems about Social Studies. These also contribute to the apathetic manner of Social Studies teachers in the school system⁸⁶.

(f) Low Teacher Qualification

There are Social Science specialists who have little or no knowledge of about the new integrated Social Studies approach. It is experiential that Social Studies is stereotyped and tainted at the expense of quality of education provided. Social Studies

teachers believe that as a result of this situation, their morale is very low. These views were that Social Studies teachers are demoralised factually compromise the quality of Social Studies education and refute the government of Nigeria's ambitions of developing a experienced and informed citizen⁸⁷.

2.1.15 Environmental Factors

Learning environment encompasses all resources human and material, programmes and opportunities, for students to use these resources creatively and imaginatively to learn and develop their potentials. Learning environment refers to the context in which learning takes place. It is the surrounding circumstance which effects learning. An environment in which learning occurs can be as wide as particular society and it may be viewed as an educational institution⁸⁸. A learning environment is the condition and influence which a learner comes in contact with, resulting in a series of complex interactions and ensuring a permanent change in behaviour. This implies that an individual's acquisition of skills, knowledge and competencies would occur under certain conditions and influences. Education does not occur in vacuum. It grows in a socio-political economic environment and there can be no education without a society. Thus, a society provides a macro environment in which a school is located and from which it draws its resources. Within the school, there is also a micro environment which influences the operation and the extent to which educational objectives can be achieved. Therefore, the development of an individual, through knowledge and skills acquisition in school, could be influenced positively or negatively by the socio-political and economic conditions of the environment⁸⁹.

A good learning environment has the advantage of fostering desirable behaviour and attitude; developing problem solving, skills and creative thought; encouraging

students' interrelationship and fostering- centred methods. School environment reflects the physical and psychological aspect of the school that are more susceptible to change and provide the pre-conditions necessary for teaching and learning to take place. Learning environment is an orderly environment in which the school family feels valued and able to pursue the schools mission free from concern about disruptions and safety⁹⁰.

An environment is conducive for learning when is essential for teaching and learning to take place. School learning environment which includes instructional spaces, administrative spaces, circulation spaces, spaces for conveniences and accessories are essential in facilitating teaching-learning process. Over the last decade, research studies from a range of historically somewhat fields (for example,, risk prevention, health promotion, character education, marital health, and social-emotional learning) have identified research-based school improvement guidelines that predictably create safe, caring, responsive and participatory schools⁹¹.

Learning environment is the quality and character of school life. It is based on patterns of school life experiences and reflects norms, goals, values, interpersonal relationships, teaching, learning and leadership practices, and organisational structures. A sustainable, positive school environment fosters youth development and learning necessary for a productive, contributing and satisfying life in a democratic society. This climate includes norms, values, and expectations that support people's feelings socially, emotionally and physically safe.

The school as a learning environment comprises physical, academic, social and cultural environments. The physical environment is made up of school location, physical features and structures within and outside the school. For example, a school may be located in urban or rural areas, noisy or quiet areas. Buildings, equipment and

infrastructures available within a school and its surroundings also constitute its physical environment⁹².

Learning environment is reflected by curricular and co-curricular activities in which teachers and learners engage in classrooms, libraries, laboratories and other places in the school. Social environment is created through interaction among teachers and learners in classrooms and other places in the school. The cultural environment consists of rules, regulations, values and discipline. It also includes all school activities which are meant to initiate learners into societal culture and the dominant among these features is the physical environment as described by some scholars that school physical features consist of the basic systems and structures which are viable and are needed by schools or institutions in order to function effectively and to fulfill the purpose for which it was established.

Physical learning environment if adequately provided and maintained is capable of influencing students and teachers positively. Physical learning environment reflects the political, social, economic and intellectual activities of given school. He referred to them as physical resources, school plant or school facilities. Teaching and learning environments are to implement six functions: inform, communicate, collaborate, produce, scaffold, and manage. They added that conceptually speaking, the learning environment refers to the whole range of components and activities which learning happens⁹³.

Learning environment as a physical space that supports multiple and diverse teaching and learning programmes and pedagogies, including current technologies; one that demonstrates optimal, cost effective building performance and operation over time; one that respects and is in harmony with the environment and stimulating setting for its occupants.

Learning environment in its narrow sense is a conventional classroom and in its widest sense, is a combination of formal and informal education system where learning takes place both inside and outside the school for the purpose of achieving the set objectives. The concept of physical learning environment with respect to physical structures relates to spaces, equipment and tools within the school. Learning environment is a complex structure that includes teaching equipment, sources of information and events within and outside the schools where students can take part in the learning process both directly and virtually⁹⁴.

Looking at the learning environment is about more than the structures, it is about the social relationship within the space. It was asserted that space can be conceptualised as being an interaction between physical and social space. Also the concept of learning environment has been viewed as an environment for the teachers and students' activities within which learning is seen as an active process in a multi-information and co-operational network environment.

Moreover, technology is often considered valuable for increasing educational benefit and instructional quality. Mobile devices, wireless communications, and network technology have recently advanced significantly, and have been integrated into various wireless learning environments that attract many individuals' attention and expectations. For instance, many studies have been predicted that wireless learning environments have the potential to create something new and significant impact on education⁹⁵.

Wireless learning environments offer many educational possibilities that are not easily achieved in other learning environments. Mobile devices enable both the teachers and students to employ computing power without time or location constraints while the internet and wireless technologies enable mobile devices to interconnect seamlessly with each other or with other computing devices. Wireless learning environments have the

following features based on seamlessly linking various computing power with mobile learning devices at hand which include, enhancing availability and accessibility information networks; engaging students in learning related activities in diverse physical locations; supporting group work in projects; improving communication and collaborative learning in the classroom; and supporting quick content delivery. Therefore, wireless learning environments are regarded as more suitable than ordinary classroom or computer classroom for supporting teaching and learning based on learner-centred teaching method which was described as active, productive, creative, and collaborative learning methods⁹⁶.

Environment of an organisation has all elements relevant for its operations and they include direct and indirect action elements. School facilities constitute the major components of both direct and indirect elements in the environment of learning. Learning environment is a controlled environment that facilitates the teaching and learning process through the various elements that exist within it and as well protect the well-being of its occupants. Some scholars have all posited that a safe and orderly environment is the one that is free from threat of personal harm and conducive to teaching and learning⁹⁷.

2.1.16 Components of Learning Environment

Learning environment characterises the organisation at the school building and classroom level. It refers to the feel of a school and can vary from school to school within same district. Several aspects of school's physical and social environment comprise its components⁹⁸.

Some components of learning environment identified as appearance and physical plants; faculty relations; leadership and decision making; environment that is welcoming and conducive for learning; environment that promotes communication and interactions; environment that promotes a sense of belonging and self-esteem and the environment that

promotes learning and self-fulfillment. Environment was characterised as welcoming and conducive for the fact that school building is to contain normal class population. Students should feel safe and comfortable everywhere on school properties, class orderliness should be maintained, classrooms and grounds are clean and well-maintained, noise free environment, classrooms are furnished and staff members have sufficient books. Further, environment is characterised as one that promotes interactions among the occupants of the environment. Teachers, students and parents are partners in the educational sector. Teachers are opened to students' suggestions and students are offered the opportunity to participate in decision making. Staff and students are trained to prevent and resolve conflicts⁹⁹.

However, environment is characterised because of a sense of belonging and self-esteem by interactions of teachers and other staff members with students caring, responsiveness, supportive and respectful. Students trust teachers and other staff members, moral is high among teachers and staff, school is opened to diversity and welcoming to all cultures, teachers, other staff members and students are respected and valued. Also, teachers, staff and students feel that they are contributing to the success of the school. There is a sense of community, the school is respected and valued by teachers, staff, students and families. Parents perceive the school as warm, inviting and encouraging teaching and learning process¹⁰⁰.

Environment is one that promotes learning and self-esteem by emphasis on academic, but all types of intelligence and competence are respected and supported, expectations are high for all students and all are encouraged to succeed, progress is motivated regularly. Results and assignment are used to evaluate and redesigned teaching procedure and content, results and assessment are promptly communicated to students

and parents, achievement and performance are awarded and praised, and teachers are confidently and knowledge⁹⁰.

However, the various aspects or components of learning environment do not operate independently of one another. For example, the physical environment can encourage or discourage social interaction. Similarly, social interaction facilitates a warm affective environment. Collectively, the physical, social, and affective environments contribute to, and are impacted by, the academic environment. Thus, for the purpose of this study only the physical learning environment was considered¹⁰¹.

Learning environment includes all the factors that can affect the learning within and outside the classroom (example, method of presentation, involvement of students, materials and resources, then outside the classroom example, sports, social clubs, social and cultural interaction. Components of learning environment is learning space and its operational environment within its flexible and modifiable learning spaces and their learning environments which are formed through pairs of dimensions¹⁰².

2.1.17 Relevance of Learning Environment

The totality of internal and external influences surrounding a school constitutes its environment. The appropriateness of a learning environment is a key both to safety and to effective learning and development. The surrounding in which students learn can greatly influence the academic performance and well-being of the learners. The architecture, layout, and facilities of the school play a vital role in shaping the learning environment and promotion of effective teaching and learning. Again, learning environment can serve as a tool for influencing behaviour and as an aid to the teacher in the management tasks that students learn better in a well-manage classroom environment. A submission was made by various studies that conducive learning environment can have effect on both the attitudes and achievement of students¹⁰³.

Positive learning environment is relevant for students to achieve their educational goals and teachers to meet their instructional objectives, for the fact that the school physical facilities and other elements are the determinant factors in the attainment of educational goals¹⁰¹. The quality of education that children receive bears direct relevance to the availability or lack of physical facilities and overall atmosphere in which learning takes place. The school facilities consist of all types of buildings for academic and non-academic activities, areas for sports and games, landscape, farms and gardens including trees, roads and parts. Others include furniture and toilet facilities and packing lot, security, transportation, ICT, cleaning materials, food storage facilities and social facilities for the physically challenged persons¹⁰⁴.

Positive learning environment needs to be actively created and sustained by members of the students, parents and school personnel groups in school, and supported by the community at large. When the school community works together to understand and improve learning environment, collective action powerfully supports positive youth development and learning and promotes the underlying 21st century skills and knowledge.

Learning environment promotes students learning. Positive learning environment powerfully affects students' motivation to learn. For example, activities like community service-learning and students' value, and students' engagement can enhance learning environment by providing students with opportunities to participate in the learning process and construct their own knowledge of social and government system¹⁰⁵.

Moreover, when such activities are presented in a supportive and collaborative learning environment, they encourage students to build upon one another's ideas in productive and engaging ways. Together, the experience realistically represents the social situation that they may find themselves part of the greater civil society. In an overlapping

manner, positive learning environment promotes cooperative learning, group cohesion, respect and mutual trust.

These facilities play pivotal role in the actualisation of the educational goals and objectives by satisfying the physical, emotional, cultural, social, educational and psychological needs of students as well as the general educational goals of the society. Emphasis was made by Bickel that physical needs are better met than the psychological needs are met through provision of safe structure, adequate sanitary facilities, a balanced visual environment, appropriate thermal environment, and sufficient shelter space for his work and play. Learners' emotional needs are met by creating pleasant surroundings, a friendly atmosphere, and a spring environment¹⁰⁶.

In fact, schools exist to serve socio-economic and political needs of the ever-changing society. Consequently, they are in constant interaction with their external environment. They receive inputs from the external environment in the form of human and material resources process them and empty same into the society as finished products and services¹⁰⁷. Learning environment is also relevant to its occupants and the society where it exists because of its multipurpose facilities which can be used for academic activities during school hours, and may be available for community use during or after school hours. Such facilities may be used for continuing educational programmes, social activities and recreation. Through appropriate scheduling multipurpose facilities may be available to the community during school hours. This will eliminate the burden of duplication of such facilities as conference halls, gymnasium, library, theatre and sporting facilities. Such integrated effort is effective and brings the community closer to the school¹⁰⁸.

Again, decent facilities in our learning environment make additional contributions to teacher's work. It was asserted that there is a direct relationship between architecture

and the collaboration of teachers. The availability of relevant and recent facilities and equipment in a conducive school climate can influence teacher's abilities and increase the formation of social and professional relationship and sharing of information and knowledge¹⁰⁹.

Learning environment reflects the shared ideas, assumptions, values, beliefs and practices that define its culture and standards for expected behaviour. A school climate that contributes to learning focuses on essential components, including safety and strong relationship between teaching and learning. A positive school climate means that students, staff, and visitors all feel safe. Threats to their physical and emotional safety (example, building) can take a great toll on students, leading some to be fearful of attending school and ultimately impacting negatively on students' learning. A school climate that builds a culture of mutual trust and respect, engage participants, and supports a relationship between teaching and learning that can improve childhood health and academic performance. Ensuring that a school learning environment is sensitive to its culturally and linguistically diverse student body, result in stronger connections between each student and teacher¹¹⁰.

Finally, from the foregoing contributions of different authorities on the relevance of learning environment we can sum up that, positive learning environment promotes student learning, academic achievement, school success and healthy development, as well as effective risk prevention, positive youth development and increase teachers' relation¹¹¹.

2.1.18 Work Environment

Work environment is critical to job satisfaction owing to its possible influence both physical and mental wellbeing of staff at the work place. A good workplace is characterised by factors like competitive wages, trusting relationship between the employees and management, equity and fairness for everyone, and a sensible work load

with challenging yet achievable goals. A composite of all these conditions makes the academic work station the best possible working conditions for staff to work with high level of satisfaction. Some scholars grouped work environment into three distinct but intertwined forms. These are physical work environment, psychological work environment and social work environment¹¹².

The physical work environment deals with the physical or tangibles at the setting where job is performed. It includes things like departmental laboratories, workshops, office layout, temperature, ventilation and lighting. Physical work environment such as lightings, the floor configuration, office layout and also the furniture layout could help employees to perform their job more effectively and also enhance their job satisfaction¹¹³.

In the same vein, good physical working environment such as clean, attractive surroundings enable employees to perform their work smoothly and thus are likely to have a positive impact on job satisfaction. It also includes noise level and space. Aspects of work such as heat, noise, and lighting have been shown to affect a number of psychological processes both directly and indirectly.

The psychological work environment can be considered particularly as those elements of the workplace which are pertinent to academic staff conduct. The psychological work environment is therefore the set of those characteristics of work environment that affect how the academic staff of Colleges of Education feels. The psychological work environment includes the workload, job stress, time for execution of job and support that affect the emotional staff of lecturers¹¹⁴.

The psychological work environment can be said to be good if the work environment is healthy, comfortable, safe and pleasant for employees in completing their work. The social work environment on the other hand deals with relationships at job

settings. It includes communication styles, relationship between academic staff and students, relationship among fellow academic staff and also with deans, head of departments in order to work together as a team.

Social work environment includes the communication in the workplace, worker welfare programmes, interpersonal relationship and health scheme which improves their efficiency and productivity. Social environment captures good and fair treatment between colleagues and superiors, harmonious relation and communication networks¹¹⁵.

Work orientation can be viewed from different perspectives. It was defined as the fundamental purpose that paid work assumes in one's life and a reflection of how one finds meaning in the work context¹¹⁶.

A school of thought described work orientation as series of activities an institution put in place in order to assist members of its staff acquire the knowledge, skills and experiences necessary for efficient and effective performance of jobs and responsibilities in the organisation. Thus, in the context of this study, work orientation is described as a planned introduction of new employees to their jobs, their coworkers, and culture of the organisation for efficient and effective performance of jobs and responsibilities in the organisation.

Work orientation therefore is an important aspect of education process that deals with the art of acquiring skills in the teaching profession. They are essential practices that enhance subject mastery, teaching methodology and classroom management. The objective of work orientation includes promotion of professional growth; help to improve pedagogical skills; keep staff abreast with new knowledge; help in leadership responsibility; help new staff to adjust to teaching field; helps to promote mutual respect among teachers and recognises the need for modern teaching methods¹¹⁷.

Therefore, a new perspective of work orientation is to shape both male and female academic staff attitudes, behaviours and challenge them to set expectations in meeting the goals of the organisation. Furthermore, work orientation forms the basis of good performance and productivity, because when staff is aware of what to do and what not to do, they shape their expectations and behaviours towards such parameters and set goals on how to align with the organisational rules and thus on how to achieve organisational objectives. It is known that work orientation forms the foundation for job satisfaction, as staff are briefed on what is expected of them early enough as they join the institution. The orientation of newly recruited staff may affect their satisfaction at work and in turn has the likelihood of influencing the quality of their input irrespective of gender.

Gender is a social construct used in classifying roles/interest and relationships of men and women across various cultural groups. The concept of gender includes the expectations held about the characteristic aptitudes and likely behaviours of both men and women. Gender refer to stereotyping, a collection of commonly held beliefs or opinions about what are appropriate behaviours and activities for males and females. Gender is a factor that plays a role in both male and female¹¹⁸.

The male and female academic staff could effectively discharge their duties, when they are satisfied with their job. It is expected that academic staff in Colleges of Education would be satisfied with their jobs. Sadly, it was reported through an observational study that most academic staff feel dissatisfied with their job. The academic staff members are probably dissatisfied with their job due to non conducive work environment¹¹⁹.

It was observed that Colleges of Education in Southeast in particular and Nigeria in general have unconducive work environment as they do not have enough and standard workspace such as workshops, integrated units to train the students and some of them also

experience insufficient instructional resources such as consumable and non-consumable resources for practical exercise⁹⁸. Some of the available instructional resources in vocational and technical education in these Colleges of Education appear not to be functioning or not adequate for the lecturers and students to promote teaching and learning activities.

In the same vein, it was observed that College of Education Lecturers in Nigeria are currently facing many challenges in form of inadequate infrastructure, non-regular payment of salaries, lack of enabling research environment, unclear rules and regulations, excessive workload, poor communication disparity in allowances, irregular training and work orientation which have resulted into industrial action by the lecturers over years¹²⁰.

The unfavourable nature of work environment and orientation in Colleges of Education in Southeast, Nigeria seems make it difficult for the lecturers to cope with the academic and societal demands of students and parents which may contribute to their job dissatisfaction. The consequences of lecturers' dissatisfaction with their jobs in colleges of Education in Southeast, Nigeria are absenteeism, early departures from workplace, poor job involvement and low in commitment in performing their duties. This has contributed to supply of unskilled teachers to teach students at the basic and secondary school levels of education¹²¹.

2.1.19 School Environment

The school environment which includes classrooms, libraries and technical workshops are variables that affect teacher's job performance. Hence, the school environment remains an important area that should be studied and well managed to enhance teachers' job performance in Social Studies. The issue of poor job performance of teachers has been of much concern to government, parents and other relevant stakeholders in the educational sector. The quality of education does not only depend on

the teachers as reflected in the performance of their duties, but also in the effective co-ordination of the school environment¹²².

The school environment which also include instructional material planning, administrative planning, the teachers as well as the students are essential in teaching/learning process. The extent to which teachers perform their job could be enhanced depending on their location within the school compound, the structure of the classroom, availability of instructional facilities and accessories. It is believed that a well-planned school will produce expected outcomes of education that will facilitate good social, political and economic emancipation. Orderly classroom environment brings about effective job performance.

A comfortable and caring environment also contributes to teachers' job performance. The physical characteristics of the school have a variety of effects on teachers, students and the learning process. Poor lightening, noise, high level of heat due to overcrowding in classrooms and inconsistent temperature make teaching and learning difficult. These factors can adversely affect student's behaviours and lead to high level of frustration among teachers and poor learning attitude among students. A fascinating school environment is one where they are adequate and qualified human and material resources¹²³. The prevailing condition in some school environments is far from satisfactory and this affects teaching and learning. It is indisputable that the school environment is an important factor that contributes to the learning and assimilation of students. It has the potential to determine how well a child or a teacher is able to realise or destroy his or her goal in life. Some school environments can be loving or frightening, stimulating or boring, conducive or inhibiting to the achievement of the purpose and goal for which it was established¹²⁰.

Teachers' job performance manifests in the students' poor learning outcomes as shown in internal and external examinations, school dropouts, and students' engagement in various anti-social behaviours like cultism and even examination malpractice of different forms. It has also been observed that some teachers have a lukewarm attitude toward their job; they are not punctual at work, attendance registers are not marked, many of them do not write their notes of lesson, the scheme of work is not always covered in a term, some of the teachers do not even go to school, while some are not regular in school. School diaries are not filled, students' note books are not marked, some of the teachers do not even have notes to give to the students and the resultant effect is the poor output of the students¹²⁴.

2.1.20 Home Environment

The home of an employee can be seen in the light of physical and psychological conditions of the house or where the employee lives. This has to do with the relationship and the effect of family, friends and the community on an employee. Home has been defined as a complex term that can encompass every activities that one does outside workplace. Home is part of one's journey to workplace, the environment that the employee lives, the people he lives with, the experience with neighbours, welfare of in-laws, friends and even where he worships, as some religious believes have a significant influence on workplace practices¹²⁵.

However, it has been observed that meeting the often incompatible demand of family and work may create family-work conflict. For example, working long hours may prevent adequate performance of family responsibilities. Employee's position in the family, marital status, marital expectations for example, when an employee has a problem with child bearing all these can have a psychological effect on the employee and are

factors that often bring frictions between home and job¹⁰⁵. Some parents often frown at their daughters' ambition of having their doctoral degree which would enhance their performance at work as such parents believe that men will be intimidated by their daughters' achievement and would not be able to get husband¹²³. Ill-health of family member may also interfere with work as illness of one's child may prevent attendance at work or make one to lose concentration at work¹²⁶.

Job performance is the ability of an employee to render effectively such services that he is paid to do. Also, it is of the view that the price of success is hard work, dedication and commitment to job at hand and determination that whether win or lose; we have applied the best of ourselves to the task at hand. Organisation performance is the desire and ability on the part of employee to remain committed to the task agreed upon and given while diligently carrying out those tasks with no extra cost on the employer. While job commitment is a bond that links employee to the job, job performance can be seen as ability to deliver the service effectively and efficiently. Employee performance was clasified into two groups, one group as job effective performance, while another group of employees may display normative way of performance¹²⁷.

It was argued that employees who are not performing in their jobs sometimes feel that they are treating their employers unfairly while some would eventually engage in withdrawal behaviour, which is a set of action employees perform to avoid the work situation-behaviour that may later culminate in quitting the job or being sacked. Job performance is individual psychological and physical contribution to the job. It is therefore necessary to improve what workers contribute in workplace so that maximum utilisation of resources could be achieved¹²⁸.

It was advocated that one should never continue in a job which one feels that one is not performing, if one is not happy with one's performance and in what one is doing,

one will not have an inner peace¹²⁵. Performance is never an accident. It is always the result of the commitment to excellence, intelligent planning and focused effort. The quality of person's life is in direct proportion to their excellent performance, regardless of their chosen field of endeavours. However, due to the policy of location of University sites in Nigeria, accommodation problems have often been reported by various researchers as one of the problems facing the Nigerian lecturers. Some of those who were interviewed lamented that their family members live miles away from them and for that they travel from time to time so as to ensure that various family responsibilities are met. Therefore, link has been established that between home environment and job performance. It is argued that the kind of home environment an employee comes from will determine his attitude and effort towards the job which will consequently impact their job performance¹²⁹.

2.1.21 School Safety

A secure school encompasses all measures taken to combat threats to learners, teachers, support staff and property in education environments. A secure school environment has a very low risk of physical, emotional and psychological injury to its occupants¹²⁶. Secure schools should have policies and procedures instituted to protect learners and staff from intruders⁹⁸. For example, when entering the school premises, a visitor should record details in a book and perhaps given an Identity Card to carry wherever they go within the school. Visitors could also be often required to show identification to pick up a child from school as a method of proving that they are named on the child's approved pick up list¹³⁰. Additionally, secure schools should be built in such a way that they have layouts or designs that minimise unauthorized entry. For example, a school may have a gate that controls in flows and out flows in school premises¹³⁰.

Safety and Security are two words that are often confused by people. They get tossed around and together all the time, mentioning the other when one means the other one. These words are often used interchangeably either correctly or wrongly. However, safety and security are of course strongly related, but two distinct concepts. To this effect, the distinction between these concepts are been illuminated, so that their application is also clear and most likely would be straight forward. Specifically, focus is on the application of safety and security in terms of school environments¹³¹.

How safety or security is defined affects its application in the school environment and provides an opportunity to influence positive outcomes for learners, teachers and other school staff. In order to exploit the concepts fully, it is important that one look at their meanings categorically¹³².

The word "safety," comes from a Latin word *salvus* which means uninjured or in good health¹³³. The first records of the word was noticed from around 1250. Safety is a concept that includes all measures and practices taken to preserve the life, health, and bodily integrity of individuals. Safety is the condition of being protected from harm or other non-desirable outcomes. Safety can also refer to the control of recognised sources of danger (hazards) in order to achieve an acceptable level of risk. Defining security is problematic, since the term has had many different meanings to different people in different places and different times over the course of human history. Actually, there has been a never-ending debate on its nature and dimension, since there is not a broad consensus on its meaning. The word 'secure' entered the English language in the 16th century¹³⁴. It was derived from a Latin word *securus*, meaning freedom from anxiety. The term security is related to the presence of peace, safety and the protection of people and their resources. It also relates to the absence threats to human life and dignity. Security is about freedom from threat and ability of states to maintain independent identity and their

functional integrity against forces of change, which they see as hostile. Security is generally agreed to be about feeling of being safe from harm, fear, anxiety, oppression, danger, poverty, defense, protection and preservation of core values and threat to those values.

Security is most commonly associated with the alleviation of threats to cherish values, especially those threats which threaten the survival of a particular reference object⁶⁰. From the foregoing definitions, security generally refers to the freedom from, or resilience against, potential harm or other unwanted coercive change caused by others¹³⁵. Also, a clear distinction between safety and security. One of the primary difference between the two terms is their definition. Security refers to the protection of individuals, organisations, and properties against external threats that are likely to cause harm. It is clear that security is generally focused on ensuring that external factors do not cause trouble or unwelcome situation to the organisation, individuals, and the properties within the premises. On the other hand, safety is the feeling of being protected from the factors that causes harm¹³⁶.

There are a variety of definitions of what constitutes a safe school. For example, it was suggested that a safe school is a place free from violence, and represented by an environment where there is no perceived fear with respect to the school or its disciplinary procedures. This entails that in a safe school, learners, teachers, staff, and visitors are free to interact without fear or threats, and in a supportive way to support teaching and learning. A scholar provided a more practical and management-oriented elucidation of school safety, stating that it includes the school's culture and the appropriate training and resources to respond to threats and hazards¹³⁷.

A safe school was also defined as one that is free from danger and possible harm, where non-educators, educators and learners can work, teach and learn without fear or

ridicule, intimidation, harassment, humiliation or violence¹¹⁷. School safety is one in which a school recognises and protects child rights by provision of situation and environment guaranteeing process of learning-teaching, health, safety, and security of the students at any time¹³⁸. The meaning of a safer school as follows: Safer school creates the secure, safer, comfortable and healthy feeling to students and teachers both in normal and also in disaster situation¹²⁰.

By implementing the standard of structures and infrastructures with resilience to disaster, and implanting the safer culture, schools are able to protect school community and surrounding environment from disaster risk. Safety is seen in terms of school communities and is a global term, used to describe the efforts to keep the school community and environment safe. Safety is an “umbrella term” for the many types of issues and/or crises a school community addresses in order to ensure the overall wellness of its members. Examples of such safety issues are health, mental wellness, school climate, fire safety, weather safety, building security, dangerous persons, bullying, environmental disaster, crime in the community, and bus and traffic safety¹³⁹.

"School Safety" also means creating safe environment for learners, starting from their homes to their schools and back. This includes safety from any kind of abuse, violence, psycho-social issue, disaster: natural and manmade, fire, transportation. In a safe school, learners, teachers and other staff are free to interact and go on with their teaching and learning activities without fear of the unknown.

A safe school focuses more on internal threats, that is, threats from within the school environment. If learners perceive danger and sense fear from other learners, teachers, administrators, or even the school infrastructure itself, this may indicate the school is unsafe. For example, if a school has experienced violence among learners and the teachers or the community, that school is considered unsafe. The primary indicator of

a safe school is the existence of a plan in the school policy meant to address situations that may be a threat to learners and staff need a safe and supportive school environment in order to succeed¹⁴⁰.

2.1.22 School Safety Dimensions

- (a) **Physical Dimension:** In terms of physical issues of school safety, physical violence, corporal punishment and bullying are commonly discussed by scholars. For example, when looking at school safety, it focused particularly on school violence as the central aspect of school safety. In relation to the foregoing, literature often takes school violence as the contextual basis for school safety research and aims to develop response mechanisms to crises¹⁴¹
- (b) **Psychological Dimension:** Psychologically, school safety is discussed in literature with reference to how safe learners and staff feel at their school. Researches related to the feeling of being safe at school have developed into debates about how safe individuals feel, talked about relationships among school climate, school safety, and student achievement and well-being and disabilities¹⁴².
- (c) **Social Dimension:** Social Safety Theory hypothesises that developing and maintaining friendly social bonds is a fundamental organising principle of human behaviour and that threats to social safety are a critical feature of psychological stressors that increase risk for disease. More so, invitational education theory suggests that the school should be an inviting place across a set of five Ps which are considered as key areas. These 5 Ps are people, place, processes, policies, and programmes. In relation to the foregoing two theories (Social Safety Theory and Invitational Education Theory), attention is on creating a safe school environment, including the school's building infrastructure, playgrounds and surroundings. This is in tandem with a write up on 'An assessment of the Provision, Quality and Adequacy of Welfare

Facilities in Selected Schools of Lusaka' where it was noted that abundant and adequate welfare facilities are paramount to safety and health in learning environments¹⁴³.

(d) Environmental Dimension: The other way to look at school safety is in relation to hazards and disasters that may happen in the school environment. Natural hazards and disasters and other emergencies can happen at any time in school environments. When they happen, stakeholders should be prepared to handle them safely and effectively. Learners, teachers, parents and other school staff can work together to promote safety and minimise the effects of emergencies and other dangerous situations within their environments. Schools can be affected by natural hazards and disasters such as extreme temperatures, strong winds, fire outbreaks, floods, thunderstorms and lightning, landslides and debris flow among others. All these hazards and disasters can make a school unsafe for teaching and learning processes¹⁴⁴.

Maslow's Hierarchy of Needs, safety is a foundational need that must be met before ascending to higher levels of performance. This is applicable to schools too. Learners and staff must feel safe before they can focus their energy on teaching and learning. As schools seek to improve the academic performance, there is need to create a physically and emotionally safe environment for everyone in school. Safety in school allows learners and staff to look forward to being in an encouraging environment, promoting social and creative learning. If by any chance, their safety is not met, learners and staff could be at risk and this may increase truancy and drop out for learners in extreme cases. In an article on 'An Assessment of the Provision, Quality and Adequacy of Welfare Facilities in Selected Schools of Lusaka' as it was noted that adequate facilities in school enhance school safety¹⁴⁵. A safe school creates an open space for learners to learn and explore many new things in their play ground. Learners of all ages require a

safe learning environment for their better education and development. Research continues to illustrate that children who feel unsafe at school perform worse academically and are more at risk for getting indulged in drugs and delinquency¹²². Both government and private schools are faced with the major crisis of safety and security¹³⁰. School boards meet with teachers and parents to listen and suggest solutions about their children's issue. State and federal governments should take steps to improve school safety and law enforcement as the nation realises the importance of the issue and how its impacting children's future¹⁴⁶.

2.2 Theoretical Framework

2.2.1 Job Performance Theory

Job performance theory is a psychological concept that describes the behaviour and actions of an employee in a workplace. It suggests that job performance is determined by three factors: declarative knowledge, procedural knowledge, and motivation. Declarative knowledge refers to an individual's understanding of the concepts and principles of a particular job^{145,222}. This includes knowledge of facts, concepts, and theories relevant to the job. Procedural knowledge refers to an individual's ability to apply this knowledge in a practical setting. It includes the ability to use tools, techniques, and strategies necessary for completing tasks.

Motivation, on the other hand, refers to the drive, energy, and willingness to perform well in a particular job^{57,75}. It includes the individual's desire to achieve success, to be recognised for their work, and to feel a sense of personal satisfaction and fulfillment. The theory of action and job performance in an organisation is influenced by three main factors: individual, organisational environment, and job demand²⁰. The first factor is the individual, which consists of the vision, values, philosophy, knowledge, nature, competencies, career path, style, and interests of the workers. The second factor is the

organisational environment, which comprises the culture and climate, structure and systems, industrial maturity, strategic position, core competencies, and the greater context^{206, 207}. The third factor is the job demand, which consists of duties, functions, and roles of each member of the organisation.

The theory of action and job performance indicates that the best performance (best fit) can be realised through the components of individual factors, the environment, and the roles and tasks carried out by human resources, including leaders in an organisation¹³⁸. Value, trait, style, and knowledge supported by the organisational environment can push leaders to fulfill their role in completing tasks and functions aimed towards achieving the best organisational performance. A workforce that has skills and knowledge can influence organisational performance positively^{142,144}. This underpins the theory of this research. The researchers choose “Environmental Factors, Reviewed Curriculum” as the factors of work performance.

Job performance theory provides a framework for understanding employee performance based on declarative knowledge, procedural knowledge, and motivation. However, when applied to the context of environmental factors, reviewed curriculum, and Social Studies lecturers' work performance in public colleges of education in Nigeria, the theory needs some critical explanations and modifications. Environmental factors play a significant role in determining employee performance, and this is especially true for Social Studies lecturers in public colleges of education in Nigeria¹⁶⁷.

These factors include the availability of resources, infrastructure, and facilities, as well as the institutional policies and regulations that govern the workplace. Without adequate resources and facilities, Social Studies lecturers may struggle to deliver high-quality lectures, and their job performance may suffer as a result¹⁹⁷. Additionally, the institutional policies and regulations may hinder or support their job performance,

depending on the nature and extent of the rules. Another critical factor that affects Social Studies lecturers' job performance in public colleges of education in Nigeria is the reviewed curriculum. The curriculum sets the framework for teaching and learning, and its relevance, adequacy, and suitability can significantly impact job performance. Inadequate or outdated curriculum can make it difficult for Social Studies lecturers to engage and motivate students, resulting in poor performance⁴⁰.

Furthermore, the reviewed curriculum needs to incorporate new developments in the field of Social Studies and education, so as to ensure that the students receive a well-rounded education. Similarly, Social Studies lecturers' motivation is another critical factor that impacts job performance. While the job performance theory emphasises the importance of motivation, it needs to be examined in the context of public colleges of education in Nigeria. Factors such as low pay, lack of recognition, and limited opportunities for career growth can negatively impact motivation levels¹⁹⁹.

Therefore, it is essential to explore and address these factors to improve Social Studies lecturers' job performance in public colleges of education in Nigeria. In essence, while the job performance theory provides a useful framework for understanding employee performance, it needs critical explanations and modifications to suit the context of environmental factors, reviewed curriculum, and Social Studies lecturers' work performance in public colleges of education in Nigeria. The theory needs to be examined in conjunction with other factors that impact job performance, such as institutional policies, resource availability, and motivational factors, to provide a more comprehensive understanding of Social Studies lecturers' work performance.

Implications of the Theory (Job Performance Theory) for the Study

The application of job performance theory to this study has several significant implications. Firstly, it highlights the need for a comprehensive assessment of both individual and environmental factors that influence lecturers' performance. This means that any intervention aimed at improving lecturers' work performance must address not only the enhancement of their knowledge and skills but also the improvement of the teaching and learning environment. For instance, addressing infrastructural deficiencies such as inadequate lecture rooms and poor safety measures could lead to significant improvements in lecturers' ability to deliver quality education.

Secondly, the theory highlights the critical role of curriculum relevance and adequacy in job performance. The recent review of the Social Studies curriculum, which includes the reduction of course loads and the removal of outdated content, needs to be evaluated in terms of its impact on lecturers' ability to effectively engage and educate students. This suggests that continual assessment and periodic updates to the curriculum are necessary to ensure that it meets current educational standards and societal needs, thereby supporting lecturers in their teaching roles.

Additionally, the theory emphasises the importance of motivation in job performance, which has direct implications for policy and practice in Nigerian colleges of education. To improve motivation, there must be efforts to enhance job satisfaction through better remuneration, recognition of lecturers' efforts, and opportunities for professional growth. This could involve instituting policies that provide financial incentives, professional development programs, and recognition awards for outstanding teaching and research.

Finally, the theory's focus on the organisational environment implies that leadership styles within educational institutions play a crucial role in shaping lecturers'

performance. The study's objective to determine the most adopted leadership styles and their impact suggests that promoting democratic and coaching leadership styles, which are more inclusive and supportive, could foster a more conducive working environment for lecturers. This could lead to improved job performance by enhancing lecturers' sense of belonging, reducing stress, and encouraging collaborative and innovative teaching practices.

In all, the job performance theory provides a robust and comprehensive framework that is well-suited to analyzing and addressing the multifaceted factors affecting Social Studies lecturers' performance in Nigerian public colleges of education. Its application in this study highlights the need for a holistic approach that considers knowledge, motivation, and the organisational environment, thereby offering valuable insights for policy and practice aimed at enhancing educational outcomes.

2.2.2 Social Exchange Theory

Social exchange theory is a framework used to understand human interactions and relationships¹⁴⁸. It posits that individuals are motivated by the pursuit of self-interest, and that social interactions involve an exchange of resources between individuals¹⁴⁹. These resources can be tangible, such as money or material goods, or intangible, such as love, respect, or emotional support. The theory suggests that individuals seek to maximise their rewards and minimise their costs in social interactions. Rewards are the positive outcomes or benefits that an individual receives from an exchange, while costs are the negative outcomes or sacrifices that an individual incurs.

The difference between the rewards and the costs of a social exchange is known as the "outcome." Individuals also consider the outcomes of alternative social exchanges when making decisions³¹. For example, if an individual is considering whether to enter into a romantic relationship with someone, they may compare the rewards and costs of that relationship with the rewards and costs of other potential relationships or remaining

single. Social exchange theory also proposes that the quality of a relationship is determined by the outcomes of the social exchanges between individuals. If the outcomes are positive, the relationship is more likely to be maintained and strengthened. If the outcomes are negative, the relationship is more likely to dissolve or weaken. The theory emphasises the importance of weighing the costs and benefits of social interactions and relationships, and suggests that individuals seek to maximise their rewards while minimising their costs³².

This research is hinged on Social Exchange Theory (SET). The theory explains why people choose to work in an organisation. The theory submits that in the process of interactions between parties seeking reciprocal interdependence, obligations to be fulfilled by both parties are generated. The tenet of social exchange theory is that relationships evolve over time into trusting, loyalty and mutual commitments as long as parties abide by certain rules of exchange. These reciprocal rules of exchange usually involve reciprocity or repayment rules such that the actions of one-party lead to response or actions of the other party¹⁴⁹. This theory is consistent with that of Robinson who describes engagement as a two-way relationship between employer and employee.

The forgoing has implication on this study. Where lecturers believe that their institution cares about their well-being and growth, they respond by attempting to discharge their obligations to the organisations by becoming more engaged. In other words, if Lecturers believe that their contributions toward the organisation growth will generate an equivalent return from the institution, they tend to be more committed. If organisations support the lecturers in publishing in high rank journals, paying for the publication charges, providing avenue to access and download articles in closed-access journals, it will improve their research output and institutional visibility¹⁵⁰.

Implications of Social Exchange Theory for the Study

The application of Social Exchange Theory to this study has several significant implications. Firstly, it emphasises the need for institutions to actively engage in reciprocal exchanges with their lecturers to enhance their work performance. This means that colleges of education should not only focus on what they expect from lecturers but also consider what they can offer in return. For instance, providing adequate resources, professional development opportunities, and recognition can be effective ways to reciprocate lecturers' efforts and foster a productive work environment.

Secondly, SET suggests that lecturers' commitment and performance are closely linked to their perceptions of institutional support. This has direct implications for policy and administrative practices in colleges of education. Institutions that prioritize lecturers' well-being and professional growth are likely to see higher levels of engagement and performance. Practical measures could include supporting lecturers in their research endeavors, such as covering publication fees for high-ranking journals and providing access to necessary academic resources. Such support can significantly enhance lecturers' research output and, consequently, the institution's academic reputation and visibility.

Additionally, the theory highlights the importance of understanding and managing the costs and rewards associated with lecturers' work. For instance, reducing job-related stress through adequate infrastructural facilities and ensuring a safe working environment can minimize the costs incurred by lecturers. By creating a balanced exchange relationship where rewards outweigh the costs, institutions can motivate lecturers to perform better and remain committed to their roles.

Furthermore, SET implies that leadership styles within educational institutions can significantly influence the quality of the social exchange between lecturers and their institutions. Leadership that is democratic and supportive fosters a positive work

environment where lecturers feel valued and understood. This can lead to stronger commitments and better performance outcomes. Therefore, the study's investigation into leadership styles can provide valuable insights into how different approaches impact lecturers' work performance and overall job satisfaction.

In all, Social Exchange Theory offers a robust framework for examining the various factors that influence Social Studies lecturers' performance in Nigerian public colleges of education. By focusing on the reciprocal nature of interactions between lecturers and their institutions, the theory provides a comprehensive understanding of how environmental factors, curriculum changes, and institutional support affect lecturers' work performance. This, in turn, informs practical strategies for enhancing the educational environment and promoting higher levels of lecturer engagement and productivity.

2.3 Review of Empirical Studies

2.3.1 School Environmental Factors and Work Performance

The school environment, which include the classrooms, libraries, technical workshops, laboratories, school management and so on are variables that affect teachers' performance in high schools. The extent to which teachers' performance can be enhanced depends on the effective administration of the school compound, the structure of their classroom, availability of instructional facilities, remuneration and accessories. It is believed that a well planned school will gear up expected outcomes of education that will facilitate good social and economic emancipation, effective teaching-learning process and job performance of the teachers¹⁵¹.

Teachers have critical roles to play in the schools along with supporting development activities in the wider community. They are central to the realisation of national and international educational goals. Most governments and other key stakeholders recognise the crucial importance of improving the living and working

conditions of teachers in order to achieve the desired improvements in quality and access to basic education. The necessity of remunerating teachers adequately has been a constant refrain of education commissions and other reviews over the last forty years¹⁵².

There are many compelling reasons being made for teachers to access their level of performance and hence productivity vis-a-vis their work environment. When the appraisal of teachers is aimed at, it determines the degree to which teachers' orientations and classroom instructions contribute effectively towards the achievement of educational goals, and thereby becoming very helpful and profitable¹⁵³.

No effective education programme can exist without equipment for teaching, this is because conducive environment enables the learner to develop problem-solving skills and systematic attitudes¹⁶⁶. When a favourable environment is provided to meet relative needs of the school system, students will not only have access to the reference materials mentioned by the teacher, but individual students will also learn at their own paces²⁰⁴. The net effect of this is increased overall job performance of the entire teachers¹⁵⁴.

Although, shy and withdrawn behaviour is not typically associated with classroom disruptions, students who are introverted can have difficulty in the classroom setting as well. Introverted students have been shown to have decreased engagement in the classroom setting and fewer peer interactions²¹². Internal factors have an impact on teachers feeling of success and a number of external forces can either aid or hinder a teachers success²⁰⁷. There are number of factors that influence teacher performance such as increased duties and demands on time, low pay, and disruptive students have a significant impact on teachers' attitudes toward their jobs¹⁵⁵. It was explained that teacher performance as the most crucial input in the field of education. Teachers are perhaps the most critical component of any system of education. How well they teach depends on motivation, qualification, experience, training, aptitude and a mass of other factors, not

the least of these being the environment and management structures with in which they perform their role¹⁵⁶.

Quality in higher education can be achieved through ensuring lecturer's increased productivity by provision of quality and conducive work environment. In a study conducted in Nigeria by some researchers which investigated the relationship between work environment and bank employee's job satisfaction, it was found that work environment has significant effect on employee's job satisfaction in the Banking Industry¹⁶⁵. A similar study was conducted in Uganda, findings from the study revealed that unfavorable work environment negatively impacts on academics' job performance¹⁵⁷. In Pakistan, a study result revealed that factors like supervisor support relation with co-workers, training and development and fast incentives at workplace are helpful in developing a working environment that has positive impact on employees' level of productivity. This assertion was supported by another similar study conducted in Kenya¹⁵⁸.

A study shows that work environment of an organisation has positive impact on the productivity of its workers¹⁸⁷. In the same vein, in a study conducted in Malaysia to investigate the effect of workplace environment's on employee's performance found that job aid and physical workplace environment are important towards having employee's performance for better productivity. Similar results were found in China¹⁵⁹. Generally, studies on work place and productivity tend to focus on corporate organisations and scarcely on educational settings.

This study therefore, focused on work environment and how it can influence lecturer's productivity. The findings will be of great importance to higher institutions of learning, professional bodies and is hoped to improve teaching and learning in higher

institutions of learning. However, the work environment in most of the higher institutions in particularly developing economies like Nigeria is appalling and little has been done to mitigate the situation. Most of the institutions in question have: poor educational facilities and equipment that are dilapidated, lecture rooms that are overcrowded; poorly designed lecture rooms, unsuitable furniture, inappropriate lighting, insufficient safety measures in fire emergencies and uncondusive offices among others. Lecturers' working in such environment are more likely to be less productive¹⁶⁰.

The problems of insufficient working environment coupled with low performance of academic staff in the high education sector in low and middle income countries like Uganda, is receiving increased global attention¹³². Hitherto, in the ever changing global knowledge and innovation economy, it is incontestable that higher education institutions ought to make it a top priority to attract, deploy, motivate, develop and retain talented academic staff. This is based on the supposition that a competitive workforce is key to organisational success. A conducive work environment has been singled out as one of the critical factors that can enable any organisation, regardless of context, attract, deploy and retain talented employees¹⁶¹.

Work environment comprised of physical scenery (for example, noise, equipment, heat); fundamentals of the job itself (for example, workload, task, complexity); extensive business features (for example, culture, history); and even extra business background (for example, industry setting, workers relation)¹⁵⁰. Put succinctly, work environment can be perceived as those processes, systems, structures, tools or conditions in the workplace that influence favourably or unfavourably individual employee performance. In addition, work environment encompasses policies, rules, culture, resources, working relationships, work location, and internal and external environmental factors, all of which influence the ways employees perform their job functions¹⁶².

It is the quality of the employee's workplace environment that most impacts on the level of employee's motivation and subsequent performance. It is indisputable that how well employees engage with the organisation, especially with their immediate environment, impacts to a great extent their error rate, level of innovation and collaboration with other employees, absenteeism, overall job performance, and ultimately, how long they stay in the organisation¹⁶³. This correspond with some researchers assertion that due attention should be given to employees' well-being because this is vital if the institution is to achieve its goals, mission and vision. In the ever changing global knowledge-based economy, job performance is increasingly becoming a very significant factor affecting profitability of an organisation. Job Performance is the core construct of the 21st century's work place. Besides, inefficient job performance more often than not, is likely to bring about a tragedy to the organisation as is associated with lower productivity, profitability and impairment of overall organisational effectiveness¹⁶⁴. Job performance can be perceived as behaviours or activities that are performed towards achieving the organisation's goals and objectives.

It is incontestable that good job performance is important for the organisation and the individual employee as it leads to organisational success and source of job satisfaction respectively. In today's competitive higher education environment, universities can no longer afford to waste the potential of their workforce, especially the academic staff. The workplace environment that is set in place, more often than not, impacts academic staff morale, productivity and engagement - both positively and negatively. Besides, it is not just coincidence that new programmes addressing lifestyle changes, work/life balance, health and fitness - previously not considered key benefits - are now primary considerations of potential employees, and common practices among the most admired organisations¹⁶⁵.

However, it is important to note that in most Ugandan Universities, little attention has been paid towards the implementation of a number of practices such as performance based pay, employment security agreements, practices to help balance work and family, as well as various forms of information sharing¹⁵⁸. Yet, this is key if one want academic staff to do their job in improved and/or new ways that meet the expectations of students, employers and society as a whole¹⁶⁶.

Leadership capability is another factor to be considered in interacting with the subordinates. Leadership was defined as the ability to get things done by enlisting the effort of other people. Leadership is perceived as the ability to monitor the subordinates and the environment, constantly collecting information and studying the outside environment making every effort to make it conducive for the subordinates' performance¹⁶⁷. Also, an arrangement of human and material resources which are made available to effectively achieve the production goal of the society concerned. It is the overall set of forces that characterised the mode of operation of a system or organisation in a given work setting. It is imperative that variables like motivation and communication are necessary tools for the leadership to achieve organisational goals. Communication is considered as the bed rock or life wire of an organisation through which job performance is enhanced. As a result of the variables considered organisational climate could be categorized into open and close. An organisation is best referred to as an open system since it is subject to outside forces of the environment. In definitional terms, an open system exchanges information with its environment, while a closed system is isolated completely from it. An organisation that is open interacts with their environments in the form of exchanging information, motivation, drawing upon resources and providing goods and services while closed system do not have such characteristics and referred to as entropy¹⁶⁸.

Some of the hindrances to lecturers job performance in the universities are inadequate facilities to work with like good instructional materials, computers, books, well equipped libraries, access to internet facilities, comfortable offices with air conditioner, class rooms, toilet facilities and regular supply of light to mention but a few. Availability of all these would enhance ability and willingness to perform the assigned tasks. In short the climate of any university is the personality of the university. Each university has a peculiar climate, tone style and culture which depends upon the philosophy and outlook of the leader. Hence, the role of a leader is prominent in any organisation and the effectiveness of such organisation is largely dependent upon the type of leadership provided. To ensure qualitative education in Nigeria particularly in the universities, which is the quest for improve basic education for all. The importance of human and non-human resources are very essential¹⁶⁹.

A good climate make the school a good place to be, a satisfying and meaningful situation in which people spend a substantial portion of their time¹⁴⁸. Observation, also showed that lecturers from universities with better environment, do better in research work, enjoying welfare scheme, have access to better teaching facilities to perform better and feel fulfilled than those with inadequate facilities. People believed that the Universities would produce the right type of manpower in sufficient quantity and quality for the transformation of the nation from a developing country to a developed country¹⁶². For this laudable role to be achieved, there must be an urgent reawakening from unattractive welfare schemes for lecturers, un-conducive work environment, a situation that leads to the drifting away of many lecturers for greener pastures offered by the private sector or by overseas institutions, which has robbed many higher institutions in Nigeria of many of her highly qualified and experienced professionals¹⁷⁰.

The physical characteristics of the school have a variety of effects on teachers, students and the learning process¹⁶⁸. Poor lighting, noise, high level of heat due to overcrowding in classrooms and inconsistent temperature make teaching and learning difficult. These factors can adversely affect student's behaviours and lead to high level of frustration among teachers and poor learning attitude among students. A fascinating school environment is one where they are adequate and qualified human and material resources. The prevailing condition in some school environments is far from satisfactory and this affects teaching and learning. It is indisputable that the school environment is an important factor that contributes to the learning and assimilation of students¹⁷¹. It has the potential to determine how well a child or a teacher is able to realise or destroy his or her goal in life. Some school environments can be loving or frightening, stimulating or boring, conducive or inhibiting to the achievement of the purpose and goal for which it was established. Teachers' job performance manifests in the students' poor learning outcomes as shown in internal and external examinations, school dropouts, and students' engagement in various anti-social behaviours like cultism and even examination malpractice of different forms¹³⁷. It has also been observed that some teachers have a lukewarm attitude toward their job; they are not punctual at work, attendance registers are not marked, many of them do not write their notes of lesson, the scheme of work is not always covered in a term, some of the teachers do not even go to school, while some are not regular in school¹⁴⁷. School diaries are not filled, students' note books are not marked, some of the teachers do not even have notes to give to the students and the resultant effect is the poor output of the students¹⁷².

A study looked at location of schools as it relates to academic performance of students and teachers' job performance in Ekiti State of Nigeria between 1990 and 1997¹⁵⁶. The study used results of the West African School Certificate Examination

(WASCE) conducted between 1990 and 1997 in 50 secondary schools in both rural and urban areas of the state. One validated instrument “Student Location Questionnaire (SLQ)” was used for data collection. One hypothesis was formulated and tested. Data were analysed using mean and t-test. The result showed that there was a significant difference between students’ academic achievement of rural and urban secondary schools in senior school certificate examination (t=273, p that students in urban areas had better academic achievement than their rural counterpart. Therefore, it was recommended that incentive should be provided to teachers in rural areas to encourage them to put in their best to remain in their respective duty stations for an effective school performance¹⁷³.

In a study, it was observed that teachers with the highest training are posted to largest cities, and even more noticeably to the capital¹¹⁰. This and more findings abound on the disparity in the quality of teachers in urban schools compared to those in rural areas, which consequently affect students’ academic attainment¹⁷⁴. A similar research was carried out on school location and teachers’ performance in Economics in Senior Secondary School Education in Oshilini South Local Government area of Delta State¹⁶⁰. The study was a descriptive survey research; frequencies, arithmetic means and standard deviations were the statistical tools used to analyze the data. The findings concluded that despite the impact of change in the school environment in the state, the performance of teachers still remained below average in most secondary schools¹⁵⁵. Based on the findings, the study recommended that the state Government in collaboration with Nigeria Educational Research and Development Council should provide a favourable school location, climate and physical facilities to improve the performance of teachers in the schools¹⁷⁴. Teachers’ was observed that satisfaction were greater in well conducive school environment than unconducive ones¹²⁴.

Also, a study showed that school location in most secondary schools were poor and learning environment is not encouraging. In same vein, a scholar opined that teaching and learning in secondary school were mostly affected by poor school location or environment and these create challenges to teachers' performance in the class¹⁷³. These challenges were viewed by researchers as a result of poor location/climate change which leads to sub-standard education, lack of adequate resources for teaching and students' poor academic performance¹⁷⁵. Schools are either situated in one geographical location or the other¹⁶⁹. These geographical locations are either made rural (remote) where modern facilities such as leisure, easy transportation, cultural heterogeneity and cosmopolitan population are lacking, or city (urban) where there are adequate facilities such as leisure, cinema, easy transportation, cultural heterogeneity and cosmopolitan population. It was posited that the per capital income among rural people are low and there is general poverty. About 70% of the rural populations are engaged in farming at subsistence level, while the urban populations are mostly civil servants, traders and artisans¹⁵¹. The effect of nature has compelled man to either settle or dwell in an urban area. This implies that in the rural settlement or location, there is the near absence of modern educational facilities and this serves as a hindrance to the motivation of teachers and rural child learning which invariably result in poor performance of teachers¹⁷⁶.

2.3.2 School Infrastructural Facilities and Work Performance

Facilities include buildings, grounds, utilities, and equipment, and will typically represent the majority of an entity's capital asset. However, facilities are normally designed or selected based on the needs of operation processes of the organisation. The features of facilities normally reflect the specific needs of occupying organisation and occupants, thus as substantial part of the resources used during the transformation from input to output within office-based organisations, facilities can have a significant impact

on organisational performance¹⁷⁷. The physical facilities comprises of buildings, land, compound, equipment's, tools, space and so on, while the nonphysical facilities include consultancy, catering, security, supply, relocation and event and both are required to be planned, design, documented, resourced, provided or delivered and monitored.

Whilst the quality of facility services is important to business in institutions and organisations around the world, where the customer impact is immediate, such as retail sites and hospital. Business sector is a key determining criticality of facility to core operations¹⁷⁸. Facilities are organisations' resources just like human, technology, finance and time. Facilities play a facilitating role by providing all the necessary support to organisation so that it can successfully carry out its business smoothly; properly managed facilities can make certain contribution to organisation success. These strategic roles and contributions include improving quality working life. Facilities are instrument of productivity; as such this closer integration of facilities brings important opportunities to provide a competitive advantage¹⁷⁹. A study conducted on the impact of overcrowded conditions on student's achievement and teachers' efficiency¹⁴⁴.

According to the findings, "teachers say that overcrowded schools are nosier, that they create more non-instructional duties and paperwork, and that, without question, they inhibit teaching and learning. Overcrowding, due to inadequacy of physical resource affected both classroom activities and instructional techniques. The relationship of the physical environment to teachers' professionalism revealed that physical environment or facilities affect teachers which affect teachers' performance¹³². The most important environmental features which affect teachers' performance are classrooms furniture and class equipment. Comment on simple, dignified, artistic exterior is suggestive of the purpose for which school building exists, make the scholars proud of their school and will have an impressive influence on their performance at school. Availability in quality and

quantity of suitable material, physical resources, in good supply, are crucial for the achievement of curriculum objectives. Proper planning should be done on school facilities. A direct bearing between a range of resources (physical and material) and learning outcomes was affirmed¹⁸⁰.

Adequate and qualitative facilities are required for an effective teaching and learning to take place. School facilities are the operational input, which enable teacher to archive some level of instructional efficiency and effectiveness. School facilities are the physical and spatial enables of teaching and learning which will increase the production and attainment of desired result. There is significant relationship between adequacy of physical facilities, teachers' effectiveness and students' academic performance¹⁶⁷. United States District of Education reports that school buildings that can adequately provide a good learning environment are essential for student's success. Institution of higher education have continued to struggle with mounting fiscal problems, problems that are compounded by the present "crisis of public confidence"¹³⁸. In higher education, skyrocketing costs; declining enrolment; low faculty morale; financial constraint-induced stress among the staff; declining retention; overstrand so onhed facilities; old dilapidated buildings which are badly in need of renovation are only a few of the problem that administrators and faculty members face today¹⁸¹. The Nigerian National University Commission reported that a presidential visitation panel that looked into the operation of all federal universities between 1999 and 2003 revealed that academic and physical facilities at the universities were in deplorable state with insufficient lecture theater/ halls, laboratories and so on confirmed the deplorable situation of the physical facilities in the higher institutions¹⁸². Major factors that are responsible for the problems of facilities in Nigerian Universities includes inadequate financial support, inadequate provision of facilities and maintenance culture.

2.3.3 School Safety and Work Performance

A healthy, safe and secured school environment allows for growth on socio-human and monetary/financial development¹⁸⁸. Therefore, safety and security challenges in institutions certainly bring decline in performance of management/administrations, lecturers, staff and students', becomes unsafe, unhealthy and in-secured environment can be life threatening and hazardous to physical, physiological and psychological wellbeing in the workplace¹⁶². Workplace safety and security is among the administrative task of human resource management of school heads, as well secured, healthy and safe workplace (school) is accepted as indication of good management and administration as a result, management is expected to provide safe and secured leadership and takes responsibility for any action or inaction¹⁸⁰. It is therefore imperative to relate all employees and students to a good safe and secured workplace to enhance performance.

The school like every other workplace is filled with people who have diverse values, wants, needs, desires and expectations which reflects their safety and security culture¹⁸³. College of education lecturers like other lecturers in higher institutions of learning are saddled with the primary responsibility of teaching, course advising, mentoring and counseling of students, participating in faculty and department committee works, involvement in research and curriculum development and community services. Lecturers work schedule involve them in the overall administration of the institution to achieve the set out mission and vision of the institution on which their job performance is determined. Employee performance is the successful execution of tasks by an employee as set and measured by the organisation or institution, to pre-defined acceptable standards¹²². Perceived employee performance means the general beliefs of the employee about his behaviour and his contribution to the success of the organisation or institution.

Employee job performance can be measured using productivity, efficiency, effectiveness, quality and profitability measures¹⁴⁰.

In colleges of education and other higher institution of learning, the measures are; qualification, experience, researches and publications, administrative responsibilities, conferences attended, lecturing work load and community services¹³⁵. To effect the need quality preparation is the teacher; he is to implement the curriculum, the method suitable for learning, the knowledge of the subject matter to be taught, among others¹⁸⁴. The teacher plays a very meaningful role in translating the national educational mission and vision into meaningful learning experiences for students. Therefore it is the teacher that ascertains whether or not the desired educational results, aims and objectives have been achieved.

Teachers' performance involves all the activities carried out by the teacher to attain the desired effects on students. It involves how he participates in the overall running of the school¹⁷⁷. Therefore, teachers' performance is the accomplishment of school goal expectations. However, observation has shown that teachers seem no longer enthusiastic, devoted, motivated and committed to their duty which used to characterize his teaching profession that solicits respects from members of the society¹⁵⁹. Some teachers in recent times are observed to manifest unwholesome attitude towards discharging their duties they exhibit fear, non-challant attitude to work, absenteeism, truancy, total disregard to rules and regulation, no thorough supervision of examinations, poor keeping of students/school records among others¹⁷¹.

Several reasons have been advocated for this state of affairs but of interest to this research is the school workplace, safety and security, challenges that teachers are confronted with daily which could affect teachers' job performance. Performance attempts to look into and assess the cost effectiveness of the programmes and activities'

input in consideration of its output¹⁸⁵. Based on this, performance is seen as a measure of the ratio between output and input. From observation with the prevalent safety and security challenges in Nigeria, there seems to exist some of level of poor performance of some lecturers with the demonstration of lack of commitment, fear, lack of dedication, and commitment to duty due to the work environment in which they find themselves. There seem to be occupational stress, ill health, intimidation and threat from students due to cult activities, robbery, kidnapping and violence challenges in the colleges. The lecturers as a reaction to these are getting disengaged and such disengagement produce mediocre results which is not expected. Hence the research investigated the impact of school workplace, safety and security challenges, and lecturers job performance in Delta state colleges of education, Nigeria and provide positive innovative management options to ameliorate or totally eradicate such challenges¹⁸⁶.

2.3.4 Leadership Styles and Work Performance

The subject of leadership is very important for any organisation survival. This explains the continuous rise in the interest of researchers in examining the significant roles leadership styles play on work performance. Leadership is offering guidance and advice for effective management that end up in followers' high performance and commitment. It is a process of social influence by which a person engage the aid and support of relevant personnel in the accomplishment of set goals¹⁵⁴. Leadership is seen as a frame-work through which a common objective can be achieved and a system under which somebody guide and direct another person/persons towards achieving a specific objective. The manners and ways through which these objectives are achieved is dependent on the leader. Many leaders adopt different approaches or styles in solving different issues at different situations; this is referred to as leadership styles^{151, 187}.

Leadership styles is seen as a vital ingredient required for organisational

sustainability and survival. To a large extent, it determine staff performance and goal attainment in any organisation. This is why an organisation with leaders that fosters high task performance of staff is also more likely of retaining her staff and attracting new ones with relevant skills needed, which are some of the reasons organisations are keen about her leadership's styles. Two styles of leadership were identified as transactional leadership style and transformational leadership style. Also, three styles of leadership were also identified as follow; autocratic leadership style, democratic leadership styles and Laissez-faire leadership style. There has been a continuous downward trend in the performance of staff in public institutions of learning in Nigeria; this has been as a result of numerous factors such as inadequate funding, lack of motivation, work climate, leadership and leadership's styles among others^{157, 160}. Previous studies have explored other factors extensively except leadership style as a factor that influence work performance of staff, thereby leaving scanty indigenous literature to this regard¹³⁸.

(a) Autocratic Leadership Style and Work Performance

An investigation into the relationship between autocratic leadership style and work performance reveals negative correlation, this were unveil in a study that investigated the effect of leadership styles practiced in an organisation and their effect on employee performance using a qualitative approach and source data from secondary source and mainly on journals, it was concluded that autocratic style is less useful in the long term on work performance¹⁵⁶. In a similar vein, a study look at leaderships style with an objective to examine the impact leadership styles has on employee productivity, at the end of the day, they find out that, autocratic leadership style significantly influence productivity negatively^{140, 189}. A study investigated the impact of leadership style on employees performance in an organisation with the aim of establishing the relationship that exist between the two variables using a secondary source of data and concluded that,

for organisation to develop and maintain successful organisation, leaders are required to understand the culture of the organisation to adapt to the organisation, and thereby reject any form of autocratic leadership nature^{136, 170}. This therefore implies that autocratic leadership style may not have desired impact on employee performance as required in achieving organisational aims and objective.

Furthermore, in a study on effect of transformational, transactional and autocratic leadership styles on employee performance, constructs of organisational commitment, and organisational citizenship behaviour and job satisfaction in the Nigeria public sector using the Department of Petroleum Resources as a case study¹⁶⁸. It was concluded by recommending that, managers should use more of transformational leadership to bring about higher levels of organisational commitment, Organisational Citizen Behaviour (OCB) and Job satisfaction^{127, 190}.

A study explores the importance of leadership style on employee's performance in the health sector of Iran, he used multifactor leadership rater questionnaire and find out that the transformational leadership is the dominant leadership in the health sector of Pakistan. It concluded that there is a significant positive relationship between employee's performance and transformational, transactional leaders, and negative influence from laissez-fair and autocratic leadership style. Also, a study was conducted to identify the effect of styles of leadership on job performance which aimed to inspect the association between job performance and leadership styles¹⁸⁰. The result showed that, there was a positive relationship between democratic style and negative influence from autocratic on job performance as a variable.

In addition, an investigation was done on the impact of leadership styles on job satisfaction and to see if perceived organisational politics has a mediating role or not, the researcher made use of descriptive research design¹³⁶. Finding revealed that

transformational leadership has a positive impact on job satisfaction which invariably lead to employee high performance. The finding also suggests that, perceived organisational politics partially mediate the relationship between both leadership style and job satisfaction. A study examines the influence of leadership style adopted by managers and the job satisfaction of their subordinate¹⁸¹. The finding showed that, leadership styles have a significance influence on job satisfaction of subordinate under line managers, the finding also revealed a negative influence of autocratic Leadership style impact on the subordinate work performance¹⁹¹.

(b) Democratic Leadership Style and Work Performance

A study was carried out on leadership styles and employee work performance in a survey of selected small scale enterprises in Ikosi-ketu council development area of Lagos state, Nigeria^{126,182}.It was concluded that democratic leadership style was more appropriate in inducing performance in small scale enterprises, as well as transactional style than transformational leadership style and, therefore, recommended transactional leadership style for the small enterprises¹⁸³. In a similar vein, a study examined the influence of leadership styles on subordinates' performance in Nigerian libraries by making use of a survey method¹⁸⁴.The finding showed that, there is a high link between democratic style of leadership and the commitment of subordinate. It was concluded that there is a cordial relationship in the mode of subordinate to have high sense of belonging and efficient at work. Therefore,it was recommended that liberies managers should ensure the sustenance of effective channel of communication in the library for effective and efficient work flow as well as good social interaction among all categories of staff^{126,185}.

A survey study was conducted on leadership style and organisational performance among leaders in the government of policing sector, USA¹³⁵.The finding showed that, participant in service organisation preferred the democratic leadership style than any

other styles of leadership. This is because leaders will need the creativity of the team members to succeed and perform better in their given task, on the other hand, those in government establishment have no preferred style of leadership but rather depend on the situation¹⁸⁶. Therefore, it was concluded that there is a positive link between leadership styles and organisational performance. In addition, a data-analysis of the transformational leadership using the Multifactor Leadership Questionnaire (MLQ) to integrate diverse findings, compute an average effect for different leadership styles effectiveness, leadership style (democratic/ transactional) scale were found to be reliable and predictor of work performance¹⁰¹. This implies that leadership can impact on the performance of the subordinate¹⁹⁴. In the study “Impact of leadership style on employee’s performance in an organisation. It revealed that there is significance relationship between leadership style and employees’ performance in the attainment of organisation goals and objectives.

In another related study on the romance of leadership; administrative science, it was argued that people have a highly romanticized view of leadership¹⁸⁸. Several experiments were carried out and the result showed that whenever there is a change, whether positive or negative in the employee performance on their task, which the people credit to the leader, and further accredit positive change in performance to democratic style¹⁸⁹. In addition, a study examined the perceptions of leadership among public sector employees as a possible mediator between the supervisor’s leadership style and formal and informal aspects of employee’s performance¹³⁰. The finding showed that, there is a direct relationship between leadership style and performance. Similarly, a crossed experimental research on direct and indirect effect of three core charismatic leadership components on performance revealed that the vision of high quality but significantly affect performance^{101, 195}.

A study on the extent to which leadership styles correlate with employee performance in an organisation used questionnaire and interview method, find out that there is a significant relationship between democratic leadership style in organisations and employee work performance, and this invariably affect the ability of their organisations to achieve corporate goals and objectives^{138, 190}. The conclusion and recommendation was that, efficiency is a function of perceived rewards, good motivation is critical for realizing organisational goals and objective. Also, recognising hard work, employee effort and general employee needs was recommended¹⁹¹. In a study on measuring the impact of leadership styles and employee empowerment on perceived organisational reputation from an internal perspective, using a cross sectional survey method¹⁹². The conclusion was that leadership styles directly and indirectly impact employee image and the organisational reputation^{79, 193}.

A study of the management leadership style, preferred by IT subordinate in an IT Firm in Russia by using a survey method of design and find out that, IT workers especially subordinate preferred the democratic leadership style orientation to be more creative and innovative in their job¹⁹⁴. In a related study on democratic leadership: the lessons of exemplary model for democratic overnance. A case study of China Government, find out that, democratic style of leadership is more inclusive than autocratic^{109, 140}. Therefore it was recommended that democratic leadership style orientation to all public servant holding public office¹⁹⁵.

2.3.5 Home Environment and Work Performance

The home of an employee can be seen in the light of physical and psychological condition of the house or where the employee lives. This has to do with the relationship and the effect of family, friends and the community on an employee. Home was defined as a complex term that can encompass every activities that one does outside workplace¹⁹⁶.

It was believed that home is part of one's journey to workplace, the environment that the employee lives, the people they lived with, the experience with neighbours, welfare of in-laws, friends and even where they worships, as some religious believes have a significant influence on workplace practices^{81, 198}.

However, a study showed that meeting the often incompatible demand of family and work may create family-work conflict^{170, 197}. For example, working long hours may prevent adequate performance of family responsibilities. Employee's position in the family, marital status, marital expectations. For example, when an employee has a problem with child bearing all these can have a psychological effect on the employee and are factors that often bring frictions between home and job. Some parents often frown at their daughters' ambition of having their doctoral degree which would enhance their performance at work as such parents believe that men will be intimidated by their daughters' achievement and would not be able to get husband¹⁶⁷. Ill-health of family member may also interfere with work as illness of one's child may prevent attendance at work or make one to lose concentration at work¹⁶⁹.

Job performance is the ability of an employee to render effectively such services that he is paid to do. The price of success is hard work, dedication and commitment to job at hand and determination that whether win or lose; if one has applied the best of oneself to the task at hand¹⁹⁹. Organisation performance is the desire and ability on the part of employee to remain committed to the task agreed upon and given while diligently carrying out those tasks with no extra cost on the employer. While job commitment is a bond that links employee to the job, job performance can be seen as ability to deliver the service effectively and efficiently. Employee performance was classified into two groups, one group as Job Effective Performance, while another group of employees may display Normative Way of Performance^{138, 200}.

It was argued that employees who are not performing in their jobs sometimes feel that they are treating their employers unfairly while some would eventually engage in withdrawal behaviour, which is a set of action employees perform to avoid the work situation-behaviour that may later culminate in quitting the job or being sacked. Job performance is individual psychological and physical contribution to the job. It is therefore necessary to improve what workers contribute in workplace so that maximum utilisation of resources could be achieved^{161, 201}. It was advocated that one should never continue in a job which one feels that one is not performing, if one is not happy with one's performance and in what one is doing, one will not have an inner peace²⁰². It was submitted that performance is never an accident. It is always the result of the commitment to excellence, intelligent planning and focused effort. Further, it was argued that the quality of person's life is in direct proportion to their excellent performance, regardless of their chosen field of endeavours²⁰³. However, due to the policy of location of University sites in Nigeria, accommodation problems have often been reported by various researchers as one of the problems facing the Nigerian lecturers. Studies showed that family members live miles away from lecturers and for that they travel from time to time so as to ensure that various family responsibilities are met²⁰⁴. Therefore, link has been established between home environment and job performance. It is argued that the kind of home environment an employee comes from will determine his attitude and effort towards the job which will consequently impact their job performance²⁰⁵.

2.3.6 Curriculum Review and Work Performance

There is a common understanding that curriculum is a set of planned and organised materials designed for intended learning outcome, considered as adequate for any functional expectations of a people in time and place^{76, 206}. The term curriculum was derived from the Latin verb 'curere' which means 'to run'^{40, 207}. This has an extension to a

noun form which means ‘a course to be run’, ‘a running course’ or an educational course to be covered. It is the totality of the learning experiences and opportunities, planned for the learner under the guidance of the school. Curriculum is the system of the body of materials and an organised plan put together to modify the behaviour of a person in his/her environment¹⁴¹. Curriculum is the process of preparing or ordering of the selected content and learning experiences of children in such a way that they reinforce each other for easy understanding resulting in learning outcomes^{67, 205}.

In relation to education, curriculum refers to a track for learning. As a race track with starting and ending points, curriculum becomes the course students cover to acquire knowledge. This entails the entire students’ activities, from the day they entered school to the day they leave school. The idea of a race track connotes a target or a goal to be achieved. Students get involved with the curriculum as they learn and aim to achieve a set goal that can be achieved by receiving University education. The tendency then was to expand the existing structure of education system while maintaining the old syllabuses which had been in existence since the beginning of the colonial era. In the sixties and the early seventies many educators and politicians felt that the old curricula had outlived their usefulness as they had little relevance to the needs, aspirations and values of post-independence Africa²⁰⁸.

It is therefore pertinent that one has an idea of what curriculum development and improvement really entails. Curriculum development and improvement is ever vital to educational success and nation building. Nations spend vast amounts of time and resources on designing what ought to be learned in schools in order to elevate social consciousness and improve economic viability²⁰⁹. They also maintained that a curriculum is a search for qualitative improvement in education system, in response to societal changes²¹⁰. It is noted that a curriculum in broad terms includes four basic components

namely: goals, methods, materials and assessment. Goals refer to the expectation/benchmark for teaching and learning which are made explicit in form of a scope and sequence of skills to be addressed in teaching and learning process. Methods are specific to teacher as every individual teacher has a way of imparting knowledge to students¹⁶⁰. Materials refer to the media and tools used for teaching and learning and assessment refers to the reasons for and methods of measuring students' progress in the instruction delivered. Curriculum therefore refers to the totality of students' experiences that occur in the educational process^{40, 139}.

Curriculum means the planned interaction of pupils with instructional content, materials, resources and processes for evaluating the attainment of educational objectives¹⁹⁹. In the build up to the development of a curriculum, the first aspect known as the curriculum design²¹¹. The design of a curriculum must of necessity involve curriculum planning, curriculum content, methods and so on. The design of a curriculum begins from its plan²¹². A plan involves the complete identification of needs, resources to meet the needs inclusive in the process and in most cases implementation and evaluation. In the process of planning a curriculum, the following must be available. There must of necessity be a need. After the need, there must be goals that the need is directed at and consequently objectives. When the objectives are known, then a philosophy must be formulated and thereafter, it can be said that a scope has been created. When these are in place, the curriculum design process has begun to take shape. Corruption in curriculum building is a hindrance to the growth of the University^{209, 215}. It is possible because corruption in any of its multi-dimensional forms has terrible potentials that can neutralise and bring to zero point the developmental aspirations of honest and hardworking individuals and institutions in country in the form of causing general instability, making mockery of the curriculum's purpose, discouraging and eroding genuine value system

upon which the sustainability of a country is laid. Further, it was emphasised that, it is obvious no serious rational thinker can doubt that any form of corruption does not have serious implications for the implementation of curriculum and general well-being or survival of a people²¹³.

Curriculum implementation has a task of translating the curriculum documents into the working curriculum by the collective efforts of the students, teachers, and other stakeholders (like librarians, laboratory attendants, and so on.)^{199, 214}. It was stated on the other hand that curriculum implementation is thus, largely the classroom efforts of the teacher and students of a school in putting into operation the curriculum document²¹⁵. Also, curriculum implementation is the process of putting the curriculum into work for the achievement of the goals for which the curriculum is designed²¹⁶. Nigeria like most countries has adopted education as the instrument par excellence for achieving national objectives and the goal could only be realised through a well designed and implemented curriculum.

Further, curriculum implementation involves the dissemination of the structured set of learning experiences, the provision of resources to effectively execute the plan plus the actual execution of the plan in the classroom setting where teacher-learning interactions take place²¹⁷. It has been rightly put that curriculum implementation is the process of putting all that has been planned as a curriculum process into practice in the classroom through the combined efforts of teachers, learners, school administrators, parents, as well as the interaction with the physical facilities, instructional materials, the psychological and social environments. It is the catalyst for growth and sustainable development. As education is central to society, so is curriculum the heart and life wire of education²¹⁸. A study indicated that during curriculum implementation, the learner for whom the programme is planned interacts with the contents and materials in order to

acquire the necessary skills and ability²¹⁹. From the researcher's view, curriculum implementation involves the actualisation of the learner's curriculum so as to maintain a planned and systematic mode of learning. It aids the step-by-step process of an individual's education. Education today must have the effect of making it possible for a country to have a steady supply of highly creative citizens, who help to improve the living conditions of the general citizenry and to solve the existential problems that are thrown up from time to time^{155, 220}.

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2.4 Conceptual Model

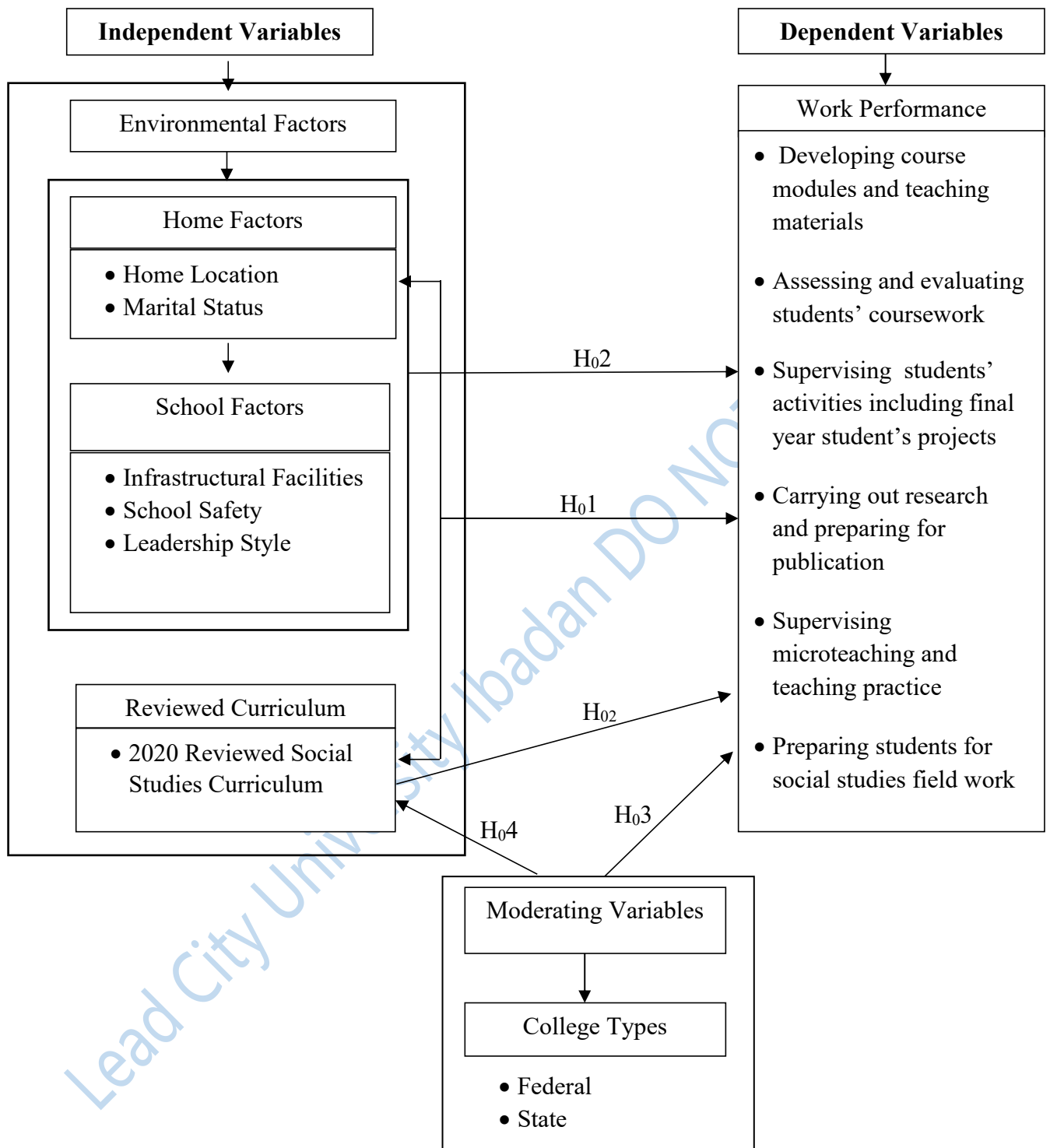


Figure 2.1: Conceptual Model on the Environmental Factors, Reviewed Curriculum and Social Studies Lecturers' Work Performance in Nigerian Colleges of Education

Source: Researcher's Compilation, 2024

The conceptual framework underlying the study is focused on examining the influence of environmental factors, curriculum review, and institutional differences on the work performance of lecturers in colleges of education in Nigeria. The hypotheses were formulated to test various assumptions about the relationships between these variables. H_{01} and H_{02} relate to the combined and relative influences of environmental factors and curriculum review on work performance. The framework suggested that there would be a link among the variables either when considered together or separately. The conceptual framework also assumes that environmental factors (home and school) and curriculum review are linked to work performance and may affect it significantly.

The conceptual framework examined the acceptability of the latest Social Studies curriculum in federal and state colleges of education in Nigeria. The assumption depicts that there may be significant difference in the level of acceptability of the curriculum between these institutions. The framework also investigated the differences in infrastructural facilities, school safety, and leadership styles between federal and state colleges of education in Nigeria. The assumption is that there will be or not be significant differences in these factors between federal and state institutions. This hypothesis implies that the quality of infrastructure, safety, and leadership will be consistent across all colleges of education in Nigeria, regardless of their federal or state status.

Similarly, the framework also relates to the work performance of lecturers in federal and state colleges of education in Nigeria. The assumption is to project the significant difference in the work performance of lecturers between these institutions. It showed that the factors that affect the work performance of lecturers in federal and state colleges of education were similar and that these institutions were equally effective in promoting high-quality teaching and research. Overall, the conceptual framework assumes that environmental factors, curriculum review, and institutional differences have

influence on the work performance of lecturers in colleges of education in Nigeria. The hypotheses are formulated to test these assumptions empirically and determine whether they were valid. The analysis of the hypotheses would provide insights into the factors that affect the work performance of lecturers in colleges of education in Nigeria and the extent to which these factors vary across institutions.

2.5 Summary of Gap in Literature Reviewed

There were some researches on the relationship between school environmental factors and academic performance, there is a lack of literature on the relationship between school environmental factors and job performance among teachers. Further, research was needed to explore how factors such as school culture, physical environment, and resources affects teacher job performance and ultimately student achievement. Although, there were literature on the influence of school facilities on student outcomes, there was a lack of research on the relationship between school infrastructural facilities and work performance among teachers. More research was needed to explore how factors such as the availability and quality of technology, classrooms, and other school resources affects teacher job satisfaction, retention, and overall work performance. While there were some research on the impact of school safety on student outcomes, there was a lack of literature on the relationship between school safety and work performance among teachers.

Further, research was needed to explore how factors such as school violence, bullying, and security measures impact teacher job satisfaction, stress levels, and overall work performance. Moreover, there were literature on the impact of leadership styles on student outcomes, there was a lack of research on the relationship between leadership styles and work performance among teachers. More research was needed to explore how factors such as leadership styles, communication, and collaboration impact teacher job satisfaction, motivation and overall work performance. While there were some research on

the relationship between home environment and academic achievement among students, there was a lack of literature on the relationship between home environment and job performance among teachers. Further, research was needed to explore how factors such as family support, work-life balance, and stress management impact teacher job satisfaction, mental health, and overall work performance. Although, there were some literature on the impact of curriculum on student outcomes, there was a lack of research on the relationship between curriculum review and job performance among teachers. More research was needed to explore how factors such as curriculum design, implementation, and assessment impact teacher job satisfaction, instructional practices, and overall work performance.

The literature reviewed reveals that there were some evidence of the impact of various factors on teacher job performance. School environmental factors, such as the physical environment, school culture, and resources, can affect teacher job satisfaction, which, in turn, can have an impact on student achievement. Similarly, school infrastructural facilities, such as technology, classrooms, and other resources, can affect teacher job satisfaction and retention. Studies suggested that school safety, including measures to prevent bullying and violence, can impact teacher job satisfaction, stress levels, and overall work performance. Leadership styles, communication, and collaboration were also found to impact teacher job satisfaction, motivation, and overall work performance. Additionally, factors such as family support, work-life balance, and stress management can affect teacher job satisfaction, mental health, and overall work performance. Lastly, curriculum design, implementation, and assessment were found to be important in impacting teacher job satisfaction, instructional practices, and overall work performance. However, more research was needed to fully understand the specific ways in which these factors affect teacher job performance.

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Chapter Three

Methodology

This chapter presents methodology of the study. It contains the following subsections Research Design, Population of the Study, Sample and Sampling Techniques, Description of Research Instruments, Validity of the Research Instrument, Reliability of the Research Instrument and Method of Data Analysis.

3.1 Research Design

This study adopted descriptive survey research design. The descriptive survey research design ensures collection of factual information that best describes the existing phenomena without any form of variable manipulation. This enables the researcher to describe the variables in this study without any manipulation because they had already occurred. Mixed method of qualitative and quantitative were also used in the study.

3.2 Population of the Study

The targeted population of this study consists of all lecturers and heads of departments in Social Studies department in colleges of education in Nigeria. As at the time of this study, there were eighteen (18) federal and forty four (44) state colleges of education running Social Studies programme in Nigeria on the approval of National Commission for Colleges of Education (NCCE). There were one thousand, one hundred and twelve (1,112) lecturers in the Social Studies departments including sixty two (62) heads of departments in the public Colleges of education in Nigeria. Table 3.1 and 3.2 presents the population distribution of the study.

Table 3.1: List of Federal Colleges of Education in Nigeria

S/N	Name of Federal Colleges	Number of Lecturers in Social Studies Department
1.	Federal College of Education, Kano	21
2.	Federal College of Education (Special), Oyo	20
3.	Federal College of Education, Abeokuta	25
4.	Federal College of Education, Eha-Amufu, Enugu State	22
5.	Federal College of Education, Kontagora, Niger State	23
6.	Federal College of Education, Okene, Kogi State	25
7.	Alvan Ikoku College of Education, Owerri, Imo State	23
8.	Federal College of Education, Katsina	16
9.	Federal College of Education, Obudu, Rivers State	19
10.	Adeyemi College of Education, Ondo, Ondo State.	22
11.	Federal College of Education, Pankshin, Plateau State	23
12.	Federal College of Education, Yola, Adamawa State	21
13.	Federal College of Education, Zaria, Kaduna State	18
14.	Federal College of Education Bauchi	20
15.	Federal College of Education, Odugbo, Benue State	24
16.	Federal College of Education Osun, Iwo, Osun State	11
17.	Federal College of Education Edo	15
18.	Federal College of Education Sokoto	11
Total	18	359

Source:¹

Table 3.2: List of State Colleges of Education in Nigeria

S/N	Name of State Colleges	Number of Lecturers in Social Studies Department
1.	College of Education, Gindiri, Plateau State	16
2.	College of Education, Hong, Adamawa State, Yola	17
3.	Tai Solarin College of Education, Omu-Ijebu, Ogun State	19
4.	College of Education, Ikere-Ekiti	17
5.	College of Education, Warri, Rivers State	19
6.	FCT College of Education, Zuba, Abuja	13
7.	Nasarrawa State College of Education, Akwanga, Nasarawa State	15
8.	Isa Kaita College of Education, Dutsin-Ma, Katsina State	18
9.	College of Education, Ekiadolor-Benin	17
10.	College of Education, Gashua, Damaturu, Yobe State	16
11.	Kaduna State College of Education, Gidan-Waya, Kafanchan	16
12.	Osun State College of Education, Ilesa	21
13.	College of Education Oro, Kwara State	16
14.	College of Education, Katsina-Ala	16
15.	Sa'adatu Rimi College of Education, Kumbotso, Kano	18
16.	Nwafor Orizu College of Education, Nsugbe, Anambra State	15
17.	Adeniran Ogunsanya College of Education, Otto/Ijanikin, Lagos State	19
18.	Emmanuel Alayande College of Education (EACOED), Oyo, Oyo State	20
19.	College of Education, Waka BIU, Borno State.	17
20.	Delta State College of Education, Agbor	19
21.	Akwa Ibom State College of Education, Afahansit	17
22.	Kogi State College of Education, Ankpa	22
23.	Adamu Augie College of Education, Argungu, Kebbbi State	15

24.	Amimu Sale College of Education, Azare, Bauchi State	18
25.	Zamfara State College of Education, Maru	17
26.	Jigawa State College of Education, Gumel	13
27.	Niger State College of Education, Minna	14
28.	Shehu Shagari College of Education, Sokoto	21
29.	College of Education, Arochukwu, Abia State	20
30.	College of Education, Ila-Orangun, Osun State	20
31.	Michael Otedola College of Primary Education, Lagos	19
32.	Kashim Ibrahim College of Education, Borno State	19
33.	Delta State College of Physical Education, Mosogar	18
34.	Cross River State College of Education, Akampa	15
35.	Edo State College of Education, Igueben	16
36.	Isaac Jasper Boro College of Education, Sagbama, Bayelsa State	14
37.	Kogi State College of Education, Kabba	19
38.	College of Education, Billiri, Gombe State	13
39.	College of Education, Zing, Taraba State	14
40.	College of Education Oju, Benue State	16
41.	Kano State College of Education and Remedial Studies, Kano	22
42.	Kwara State College of Education, Ilorin	18
43.	College of Education, Lanlate, Oyo State	11
44.	Imo State College of Education, Ihitte/Uboma	18

Total 44 **750**

Source:¹

3.3 Sample and Sampling Techniques

The sample for this study were seven hundred and twenty five (725) lecturers and forty-four (44) head of departments in the selected eighteen (18) state and fifteen (15) federal colleges of education in Nigeria. This sample was obtained using the following procedures: First, Nigeria was stratified into six, using the existing geopolitical zones. These were North Central (NC), North East (NE), North West (NW), South West (SW), South East (SE) and South South (SS). In each of the zones, three states were selected. These states were selected based on the fact that each of them has both Federal and State Colleges of Education. In other words, a state was randomly chosen from two states that were close to each other and shared the same characteristics. All the state and federal colleges of education in each of the selected states were purposively selected, while all Social Studies lecturers and heads of the department of Social Studies were purposively and proportionately sampled in this study with intact sampling techniques. Multiple sampling techniques was also used in the study.

Tables 3.3 – 3.8 presents the breakdown of the sample and sampling procedures.

Table 3.3: Distribution of Colleges of Education in North Central (NC)

S/N	States in North Central Nigeria	Number of Federal Colleges of Education	Number of Lecturers in Social Studies Department in Federal Colleges of Education	Number of State Colleges of Education	Number of Lecturers in Social Studies Department in State Colleges of Education
1	Benue	01	24	01	16
2	Kogi	01	25	02	41
3	Kwara,	-	-	02	33
4	Nasarawa	-	-	01	15
5	Niger	01	23	01	14
6	Plateau	01	23	01	21
7	Federal Capital Territory (Abuja)	-	-	01	13
Total	07	04	96	09	149

Source:¹

Table 3.4: Distribution of Colleges of Education in North East (NE)

S/N	States in North East (NE)	Number of Federal Colleges	Number of Lecturers in Social Studies Department in Federal Colleges of Education	Number of State Colleges	Number of Lecturers in Social Studies Department in State Colleges of Education
1	Adamawa	01	21	01	17
2	Bauchi	01	20	01	18
3	Borno	-	-	02	36
4	Gombe	-	-	01	12
5	Taraba	-	-	01	14
6	Yobe	-	-	01	16
Total	06	02	41	07	113

Source:¹

3.5: Distribution of Colleges of Education in North West (NW)

S/N	States in North West (NW)	Number of Federal Colleges of Education	Number of Lecturers in Social Studies Department in Federal Colleges of Education	Number of State Colleges of Education	Number of Lecturers in Social Studies Department in State Colleges of Education
1	Jigawa	-	-	01	13
2	Kaduna	01	18	01	17
3	Kano	01	21	02	39
4	Katsina	01	16	02	34
5	Kebbi	-	-	01	13
6	Sokoto	01	11	01	21
7	Zamfara	-	-	01	17
Total	07	04	66	09	152

Source:¹

3.6: Distribution of Colleges of Education in South West (SW)

S/N	States in South West (SW)	Number of Federal Colleges of Education	Number of Lecturers in Social Studies Department in Federal Colleges of Education	Number of State Colleges of Education	Number of Lecturers in Social Studies Department in State Colleges of Education
1	Lagos	-	-	02	38
2	Ogun	01	25	01	19
3	Oyo	01	20	02	31
4	Osun	01	11	02	41
5	Ekiti.	-	-	01	17
6	Ondo	01	22	-	-
Total	06	04	78	08	141

Source:¹

3.7: Distribution of Colleges of Education in South East (SE)

S/N	States in South East (SE)	Number of Federal Colleges of Education	Number of Lecturers in Social Studies Department in Federal Colleges of Education	Number of State Colleges of Education	Number of Lecturers in Social Studies Department in State Colleges of Education
1	Abia	-	-	01	20
2	Anambra	-	-	01	14
3	Ebonyi	-	-	-	-
4	Enugu	01	22	-	-
5	Imo	01	23	01	18
Total	05	02	45	03	52

Source:¹

3.8: Distribution of Colleges of Education in South South (SS)

S/N	States in South South (SS)	Number of Federal Colleges of Education	Number of Lecturers in Social Studies Department in Federal Colleges of Education	Number of State Colleges of Education	Number of Lecturers in Social Studies Department in State Colleges of Education
1	Akwa Ibom	-	-	01	17
2	Bayelsa	-	-	01	14
3	Cross River	-	-	01	15
4	Delta	-	-	02	37
5	Edo	01	15	01	16
6	Rivers.	01	19	01	19
Total	06	02	34	07	118

Source:¹

Table 3.9: Sample of the Study

S/N	Geopolitical Zones	Selected States	Number of Federal Colleges of Education	Number of State Colleges of Education	Total Number of Lecturers in Social Studies Department (Both Federal & State)	Total Number of Heads of Department in Social Studies Department (Both Federal & State)
1	North Central	Benue	01	01	40	02
		Kogi	01	02	66	03
		Plateau	01	01	54	02
2	North East	Bauchi	01	01	38	02
		Borno	-	02	41	02
		Adamawa	01	01	36	02
3	North West	Kaduna	01	01	36	02
		Kano	01	02	60	03
		Sokoto	01	01	32	02
4	South West	Ogun	01	01	34	02
		Oyo	01	02	43	03
		Osun	01	02	52	03
5	South East	Abia	-	01	20	01
		Enugu	01	-	22	01
		Imo	01	01	41	02
6	South South	Rivers	01	01	43	02
		Delta	-	02	37	02
		Edo	01	01	31	02
Total	06	18	15	23	725	44

Source:¹

3.4 Description of Research Instruments

The instrument used for this study was both quantitative and qualitative instrument. The quantitative instrument was a self-developed questionnaire tagged: “Environmental Factors, Reviewed Curriculum and Social Studies Lecturers’ Work Performance Questionnaire (EFRCSLWPQ)” was used to gather data for the study. This instrument was carefully designed to gather information from the Social Studies lecturers in the public colleges of education. The questionnaire was sectionalised into six (6) sections.

Section A, titled Bio-data contains questions items to describe the demographic characteristics of the respondents such as type of institution, gender, age range, academic qualifications, years of experience, marital status and home location.

Section B, contains seven (7) items focused on work performance of Social Studies lecturers. The items were to determine level at which lecturers: design coursework, prepare for course work, develop course materials, use teaching aids, assess and evaluate students, supervise student’s research, supervise micro teaching, supervise teaching practice and prepare students for field work. All these responses were measured on a four points Likert rating scale of Very Often (4 points), Often (3 Points), Seldomly (2 Points) and Never (1 Point).

Section C, contains sixteen (16) items to determine leadership styles mostly adopted by the Heads of the departments in the selected colleges of education. Items 1-5 measures democratic leadership style, Items 5-8 measures autocratic leadership style, items 9-12 measures digital leadership style while items 13-16 measures coaching leadership style. It was accessed using the following scale: Very True (4 Points), True (3 Points), Partially True (2 Points) and Not True (1 Point).

Section D, contains nine (9) items to determine level of acceptance of the recommendation of the latest Social Studies reviewed curriculum. It was measured using the following 4 likert rating scale: Highly Accepted (4 Points), Accepted (3 Points), Partially Accepted (2 Points), Not Accepted (1 Point).

Section E of the instrument contains twelve (12) items on school infrastructural facilities and safety. Items 1-6 were used to determine level of availability of infrastructural facilities such as lecturer rooms, resource rooms, practicum laboratories, staff offices, convenience and Social Studies laboratories. Items 7-12 were designed to measure level of availability of safety in the colleges such as internal security system, perimeter fence, multi-entrances, fire extinguisher, close circuit television and security light at night. The responses were measured using 4 likert rating scale of Highly Available (4 Points), Available (3 Points), Partially Available (2 Points), Not Available (1 Point).

Section F contains six (6) items to determine the influence of environmental factors (Home and School) and reviewed curriculum on work performance of Social Studies lecturers in public colleges of education in Nigeria. Item 1 determines the influence of home location, item 2 determines the influence of marital status, item 3 determines the influence of school safety, item 4 determines the influence of infrastructural facilities, item 5 determines influence of HOD's leadership style, while item 6 determines the influence of reviewed Social Studies curriculum on work performance of Social Studies lecturers of public college of education in Nigeria using the four points Likert rating scale of Strongly Agree (4 Points), Agree (3 Points), Disagree (2 Points) and Strongly Disagree (1 Point).

The qualitative instrument used in this study was the Key Informant Interview (KII). It was used to elicit information from the Head of Departments. The participants were asked six (6) questions which were centred on the variables of this study.

Six Public Colleges of Education in the South West Geopolitical Zone were randomly selected for the KII

Table 3.10: Distribution of Interviewer and Interview Sections with KII

S/N	Colleges	KII	Section	Date
1	Federal College of Education (Special), Oyo	1	1	02/08/2023
2	Tai Solarin College of Education, Omu-Ijebu, Ogun State	1	1	04/09/2023
3	College of Education, Ila-Orangun, Osun State	1	1	07/09/2023
4	Federal College of Education, Abeokuta	1	1	11/09/2023
5	Osun State College of Education, Ilesa	1	1	20/09/2023
6	Ekiti State College of Education Ikere-Ekiti	1	1	27/09/2023

Sources: Researcher's Field Work, 2023

KII Sub-Themes

The following issues were covered:

- i. Social Studies lecturers work performance
- ii. Level of acceptability of the latest reviewed Social Studies curriculum
- iii. Availability of the infrastructural facilities
- iv. Heads of Department leadership style
- v. Level of safety measures in the Social Studies Department

3.5 Validity of the Research Instrument

The validity of the instrument was carried out via face and content validity methods. The instruments were subjected to proper scrutiny by the research's supervisor. Also, experts in tests and measurements and items generation were consulted and all corrections suggested were effected before the administration of the instrument.

3.6 Reliability of the Research Instrument

In this study, a pilot test was conducted. Split half method was used to analyse the data collected from the questionnaire of the study. Administration of the instruments was carried out to fifty Social Studies Lecturers in four different colleges of education that were not part of the colleges selected for this study. The four colleges were Adeyemi College of education, Ondo; Ikere-Ekiti College of Education, Ekiti State, Kwara State College of Education, Ilorin and State College of Education, Oro. Cronbach coefficient was used to test the reliability of the instruments and coefficient of $r = 0.76$ was generated signifying that the instrument was reliable for the study.

3.7 Administration of the Research Instrument and Method of Data Collection

The researcher recruited six research assistants, a research assistant for each geo-political zone of the country. The research assistants were trained for two weeks for appropriate administration of the instrument.

The researcher with the research assistants of each zone visited the selected colleges where the permission was taken from the Social Studies' Head of Departments to conduct interview with him and to administered the questionnaire with the staff of the department. In some colleges, the Head of departments called the departmental staff members in form of emergency meeting where the researcher explained the purpose of the visit to the cross-section of the staff. However, in few colleges, it was the Head of

departments that held meeting with the staff members of the department after the exit of the researcher on the mission of the researcher to the Department. Also, few colleges were re-visited for the meeting with the staff.

The research assistants of each zone re-visited the sampled colleges on the date given by each college for the administration of the instrument. After the administration of the instrument, 160 questionnaires were retrieved from North Central; 112 questionnaires were retrieved from North East; 127 questionnaires were retrieved from North West; 127 questionnaires were retrieved from South West; 83 questionnaires were retrieved from South East and 190 questionnaires were retrieved from South South. All retrieved questionnaires were Seven Hundred and Twenty Five (725), and this total was used to analyze the data in the study. The interview was also conducted with the Head of department at the day and date already agreed upon. Key Informant Interview (KII) was used to gather data from the Heads of department, while content analysis was used to analyze the data collected from the Head of department.

3.8 Method of Data Analysis

The study employed descriptive statistics, including frequency counts, percentages, mean, and standard deviations, to analyze the data pertaining to the research questions. Additionally, multiple regression analysis was conducted to determine the significance for hypotheses one and two. Furthermore, t-test analysis was used to test hypotheses three and four to analyze the significance difference. Content analysis was used to analyse the responses of the Head of Departments. All the analyses were conducted at the 0.05 level of significance.

Endnote

1. National Commission for Colleges of Education, Plot 829, Cadastal Zone A01 Raph Shodeinde Street, Garki, Abuja, 2022.

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Chapter Four

Results and Discussion of Findings

This chapter presents the results and discussion of findings, which include summary of findings, conclusion, recommendations, contribution to knowledge and suggestions for further studies.

4.1: Instrument Response Rate

Table 4.1 : Distribution of Returned Questionnaires from the Social Studies Lecturers

S/N	Geopolitical Zones	Selected States	Number of Sampled Federal Colleges of Education	Number of Sampled State Colleges of Education	Total Number of Sampled Respondents (Lecturers) in Both Federal & State Colleges of Education	Total Number of Retrieved Questionnaires from the Respondents in Both Federal & State Colleges of Education
1	North Central	Benue	01	01	51	50
		Kogi	01	02	54	52
		Plateau	01	01	45	44
2	North East	Bauchi	01	01	43	41
		Borno	-	02	32	31
		Adamawa	01	01	37	36
3	North West	Kaduna	01	01	41	40
		Kano	01	02	47	45
		Sokoto	01	01	39	38
4	South West	Ogun	01	01	48	47
		Oyo	01	02	53	51
		Osun	07	02	46	45
5	South East	Abia	-	01	24	23
		Enugu	01	-	27	26
		Imo	01	01	32	31
6	South South	Rivers	01	01	35	34
		Delta	-	02	38	37
		Edo	01	01	33	32
Total	06	18	15	23	725	703

Source: Researcher's Fieldwork, 2024

Table 4.1 shows the instrument response rate. It explains the distribution of questionnaire to the Social Studies Lecturers in the public Colleges of Education in Nigeria. The questionnaires were retrieved from the sampled Colleges of Education. Three states were selected from each geopolitical zones of the country. 725 questionnaires were distributed to the respondents and 703 were retrieved from the Social Studies Lecturers and used for the analysis.

4.2 Analysis of Respondents' Demographic Characteristics

Table 4.2: Showing Distribution of Respondents by Type of Institution

Type of Institution	Frequency	Percentage
Federal	230	32.7
State	473	67.3
Total	703	100

Source: Researcher's Fieldwork, 2024

Table 4.2 sheds light on the distribution of Social Studies lecturers across federal and state institutions within public Colleges of Education in Nigeria, revealing a nuanced perspective when considering the number of colleges of each type. Despite state institutions accounting for a higher percentage (67.3%) of Social Studies lecturers, while Federal Colleges of Education recorded (32.7%). It is essential to contextualise this finding with the understanding that state institutions might outnumber Federal institutions. This suggested that state institutions employ a greater number of lecturers, they may also have a larger presence or number of colleges compared to Federal counterparts. Consequently, the observed disparity in lecturer distribution may be partially attributed to the differing scales of institutional representation rather than solely reflective of recruitment patterns or resource allocation.

Taking into account the number of colleges of each type, the distribution of Social Studies lecturers Across federal and state institutions underscores the complexity of educational infrastructure within Nigeria's public Colleges of Education. The reason for state institutions employing Social Studies lecturers may reflect the decentralised nature of education governance, with individual states playing a significant role in the management and staffing of colleges within their jurisdictions. Addressing disparities in lecturer distribution should thus involve a multifaceted approach that considers not only recruitment and resource allocation but also broader structural and systemic factors shaping the educational landscape. Acknowledging the role of institutional scale in shaping lecturer distribution will assist policymakers better formulate strategies aimed at promoting equitable access to quality education across federal and state institutions.

In summary, the implication of table 4.2 in this work was that both federal and state Colleges of Education in Nigeria were used and fully participated in this study.

Table 4.3: Distribution of the Respondents by Home Location to the College

Home Location	Frequency	Percentage
Close to the Institution	477	67.9
Far from the Institution	226	32.1
Total	703	100

Source: Researcher's Fieldwork, 2024

Table 4.3 presents data regarding the home locations of Social Studies lecturers in relation to the colleges where they are employed within public Colleges of Education in Nigeria. The results indicated that a substantial majority of lecturers, comprising 67.9% of the total sample, reside close to their respective institutions. This finding showed a prevalent trend among lecturers to live in proximity to their workplace, which could

potentially facilitate easier access to campus facilities, reduce commuting time, and foster a stronger sense of community within the institution. Conversely, 32.1% of lecturers reside farther away from their colleges, while 67.9% of the lecturers live closely to the institution. The distribution of lecturers' home locations provides valuable insights into the geographical dynamics of faculty demographics within public Colleges of Education, offering implications for housing policies, transportation infrastructure, and community engagement initiatives aimed at supporting lecturers residing farther from their institutions.

The distribution of lecturers' home locations in relation to their colleges highlights the importance of considering geographic factors in workforce planning and support strategies within the educational sector. Addressing the needs of lecturers residing far from their institutions may necessitate tailored interventions such as remote work opportunities, transportation subsidies, or campus housing options to mitigate logistical barriers and enhance work-life balance. The diverse geographic contexts in which lecturers live and work, educational institutions can develop inclusive policies and initiatives that promote the well-being and professional development of their faculty members, ultimately enhancing the quality of education delivery in public Colleges of Education across Nigeria, most especially for the lecturers of Social Studies Department.

In a nut shell, it was clearly established in this work that most of the lecturers in Social Studies Department in the public Colleges of Education in Nigeria are living closely to the institution while some are residing far from the institution.

Table 4.4: Distribution of the Respondents by Sex

Sex	Frequency	Percentage
Male	240	34.1
Female	463	65.9
Total	703	100.0

Source: Researcher's Fieldwork, 2024

Table 4.4 provides an insightful overview of the gender distribution among Social Studies lecturers within public Colleges of Education in Nigeria. The data reveal a notable gender disparity among the respondents, with females comprising the majority at 65.9% of the total sample, compared to males, who accounted for 34.1%. This finding sheds light on the gender composition of the Social Studies lecturers' workforce, indicating a higher representation of females within this professional domain. Such a gender imbalance may reflect broader trends in the teaching profession, where women are often overrepresented, particularly in certain subject areas or educational levels. Understanding the sex distribution of lecturers is crucial for recognising the diversity within the workforce and may have implications for recruitment practices, professional development initiatives, and gender-sensitive policies aimed at promoting equity and inclusivity within public Colleges of Education in Nigeria.

The gender distribution among Social Studies lecturers in these selected colleges presents the importance of promoting gender inequality and addressing potential disparities within the educational workforce. Efforts to recruit, retain, and support male lecturers, particularly in subject areas where they are underrepresented, could contribute to a more balanced and inclusive teaching environment. Moreover, recognising the unique challenges and perspectives that female lecturers may bring to the profession can

inform targeted interventions aimed at enhancing their professional development and advancement opportunities. Considering a supportive and equitable work environment that values diversity and inclusion, public Colleges of Education can empower all lecturers to thrive and contribute effectively to the educational mission, ultimately benefiting students and the broader community.

The major implication of table 4.4 in this work was that Social Studies Department in the Nigeria public Colleges of Education recorded more male academic staff than female.

Table 4.5: Distribution of the Respondents by Age Range

Age	Frequency	Percentage
Less than 30 years	53	7.5
30-39 years	151	21.5
40-49 years	305	43.4
50-59 years	164	23.3
60 years and above	30	4.3
Total	703	100.0

Source: Researcher's Fieldwork, 2024

Table 4.5 showed the data regarding the age distribution of Social Studies lecturers within public Colleges of Education in Nigeria. The data revealed a diverse age range among the respondents, with lecturers spanning various stages of their professional careers. The majority of respondents fall within the age categories of 40-49 (43.4%) and 30-39 (21.5%), indicating a significant proportion of mid-career professionals within the Social Studies lecturers' workforce. Additionally, there is notable representation among lecturers aged 50-59 (23.3%), suggesting a considerable number of experienced educators

who may bring valuable expertise and insights to their teaching roles. However, the data also highlight the presence of younger lecturers, with 7.5% less than 30 years, and a smaller cohort of 60 years and above, comprising 4.3% of the total sample. The age distribution of lecturers provides important insights into workforce demographics, career trajectories, and potential implications for succession planning and professional development initiatives within public Colleges of Education in Nigeria.

The age distribution among Social Studies lecturers emphasises the diversity of perspectives, experiences, and career stages within the teaching profession. Recognising the unique needs and aspirations of lecturers across different age groups is essential for designing tailored support mechanisms and career advancement opportunities. For younger lecturers, targeted mentorship programmes, opportunities for professional growth, and resources for navigating early-career challenges can foster their development and retention within the profession. Similarly, initiatives aimed at supporting mid-career and senior lecturers, such as leadership training, sabbatical opportunities, and flexible retirement options, can enhance their job satisfaction, productivity, and overall well-being.

In conclusion, the above table shows that public College of Education in Nigeria have lecturers that are of adulthood age to lecture the students.

Table 4.6: Distribution of the Respondents by Academic Qualification

Qualification	Frequency	Percentage
B. Sc.	27	3.8
B. Ed. and others	67	9.5
B. Ed. Social Studies	53	7.5
M. Sc.	18	2.6
M. Ed. and others	96	13.7
M. Ed. Social Studies	297	41.7
Ph. D and others	57	8.1
Ph. D Social Studies	92	13.1
Total	703	100.0

Source: Researcher's Fieldwork, 2024

Table 4.6 provides comprehensive insights into the academic qualifications of Social Studies lecturers within public Colleges of Education in Nigeria, highlighting the varying levels of relevance to the field of Social Studies education.

The majority of lecturers hold advanced degrees, with a significant proportion specializing in Social Studies, particularly those with a Master of Education (M. Ed.) degree in the subject, with a notable 41.7% of the total sample. This substantial representation of M. Ed. holders in Social Studies underscores the commitment to specialised training and subject expertise among a significant portion of the teaching workforce. Furthermore, a considerable percentage of lecturers possess qualifications such as a Bachelor of Education (B. Ed.) or Master of Education (M. Ed.) degree in Social Studies, emphasising the value placed on subject-specific knowledge and

pedagogical proficiency in effectively teaching Social Studies within the educational context.

The percentage of lecturers holding a Ph.D. degree, especially in Social Studies and others, remains relatively low (8.1% and 13.1% respectively), it's important to acknowledge the expertise and dedication demonstrated by those individuals who have pursued advanced research qualifications. Despite the scarcity of Ph.D. holders, initiatives to support ongoing professional development and credentialing opportunities tailored to Social Studies educators can further enhance the quality and relevance of instruction within public Colleges of Education in Nigeria. As revealed in the above table, 13.7% of Social Studies Lecturers have Masters of Education, though not in Social Studies Education. 9.5% of the lecturers have Bachelor of Education, 8.1% lecturers have Doctor of Philosophy in other relevant disciplines. Also, 7.5% of the Social Studies Lecturers have Bachelor of Education in Social Studies and 3.8% of the respondents have Bachelor Degree in Science.

The importance of specialised qualifications, particularly M.Ed. and Ph.D degrees in Social Studies and implementing targeted strategies to support professional growth, educational institutions can foster a vibrant and knowledgeable cadre of educators capable of delivering high-quality Social Studies education and nurturing critical thinking skills among Social Studies students across Nigeria.

Finally, the implication of table 4.6 in this work is that Social Studies Department in Nigeria Public Colleges of Education have lecturers across all academic qualifications, and that most of the lecturers have relevant and professionalised degree in Social Studies.

Table 4.7: Distribution of Respondents by Year of Experience

Year of Experience	Frequency	Percentage
Less than 5 years	61	8.7
5-10 years	83	11.8
11-15 years	232	33.0
16-20 years	121	17.2
21-25 years	92	13.1
26-30 years	100	14.2
Above 31 years	14	2.0
Total	703	100.0

Source: Researcher's Fieldwork, 2024

Table 4.7 offers valuable insights into the years of experience among Social Studies lecturers within public Colleges of Education in Nigeria, reflecting the diverse range of professional backgrounds and tenure within the teaching workforce.

The data illustrate a broad spectrum of experience levels among the respondents, with lecturers spanning various stages of their careers. Notably, a significant proportion of lecturers have accumulated considerable experience, with 33.0% reporting 11-15 years of teaching experience and 17.2% having 16-20 years of experience. This finding underscores the presence of a seasoned cohort of educators who bring extensive knowledge, expertise, and pedagogical skills to their roles within public Colleges of Education. Additionally, there is a notable representation of mid-career professionals, with 11.8% and 14.2% reporting 5-10 years and 26-30 years of experience respectively, highlighting the ongoing contributions of educators at various stages of their professional journeys.

Also, 13.1% of the respondents fell between 21-25 years of experience, 8.7% fell below 5 years in the service and 2.0% of the Social Studies Lecturers have more than 31 years experience in the lecturing service.

The distribution of years of experience among Social Studies lecturers underscores the importance of recognising and harnessing the diverse talents and perspectives within the teaching workforce. Experienced educators play a critical role in mentoring and supporting newer colleagues, fostering a culture of continuous learning and professional growth within educational institutions. Conversely, early-career lecturers bring fresh insights, energy, and innovative approaches to teaching, contributing to the dynamic evolution of Social Studies education. The rich experience among lecturers and providing opportunities for collaboration, mentorship, and professional development in public Colleges of Education can cultivate a supportive and enriching environment that empowers educators to thrive and excel in their roles. Moreover, efforts to promote knowledge sharing, reflective practice, and career progression pathways can further enhance the overall quality and effectiveness of Social Studies education, ultimately benefiting students and the broader educational community.

The implication of the table 4.7 on this study was that most of the lecturers in the Department of Social Studies in the public Colleges of Education in Nigeria have appropriate experience to deliver their lecturing services.

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Table 4.8: Distribution of the Respondents by Marital Status

Marital Status	Frequency	Percentage
Married	574	81.7
Single	48	6.8
Widow or Widower	28	4.0
Separated	19	2.7
Divorced	34	4.8
Total	703	100.0

Source: Researcher's Fieldwork, 2024

Table 4.8 provides insightful data regarding the marital status of Social Studies lecturers within public Colleges of Education in Nigeria. The results depict a diverse array of marital statuses among the respondents, reflecting the varied experiences and backgrounds within the teaching workforce. The majority of lecturers, comprising 81.7% of the total sample, are married, indicating a prevalent trend of family commitments and responsibilities among them. Additionally, a smaller percentage of lecturers are single (6.8%), widowed or widowers (4.0%), separated (2.7%), or divorced (4.8%), highlighting the range of personal circumstances and life experiences that contribute to the diversity of the teaching profession.

The marital status of Social Studies lecturers is essential for recognising the multifaceted nature of their lives and the potential impact on their professional roles and responsibilities within public Colleges of Education in Nigeria. Married lecturers may navigate unique challenges related to balancing work and family commitments, while single or divorced individuals may have different support systems and priorities.

Moreover, widowed or separated lecturers may require additional support and resources to cope with personal loss or life transitions. The diverse marital statuses of educators and implementing supportive policies and initiatives tailored to their individual needs, educational institutions can foster a more inclusive and supportive work environment that enables all lecturers to thrive personally and professionally. Additionally, efforts to promote work-life balance, family-friendly policies, and access to counseling and support services can enhance the overall well-being and job satisfaction of Social Studies lecturers, and students within public Colleges of Education in Nigeria. Finally, the table shows that most of the Social Studies lecturers in Public Colleges of Education in Nigeria used in this study were married.

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4.3 Quantitative Analysis

Answers to Research Questions

Research Question One: What is the level of work performance of Social Studies lecturers in public Colleges of Education in Nigeria?

Table 4.9: Distribution of the Respondent by Level of Work Performance of Social Studies Lecturers

S/N	Items	VO	O	S	N	Mean	Std. Deviation
1	Develop course materials	432 (61.5%)	171 (24.3%)	96 (13.7%)	4 (0.6%)	3.47	0.746
2	Use teaching aids	365 (51.9%)	207 (29.4%)	125 (17.8%)	6 (0.9%)	3.32	0.792
3	Assess and evaluate students	408 (58.0%)	195 (27.7%)	89 (12.7%)	11 (1.6%)	3.42	0.769
4	Supervising research	492 (70.0%)	158 (22.5%)	48 (6.8%)	5 (0.7%)	3.62	0.645
5	Supervising microteaching	392 (55.8%)	206 (29.3%)	82 (11.7%)	23 (3.3%)	3.38	0.816
6	Supervising teaching practice	232 (33.0%)	375 (53.3%)	72 (10.2%)	24 (3.4%)	3.16	0.738
7	Preparing students for field work	297 (42.2%)	276 (39.3%)	98 (13.9%)	31 (4.4%)	3.20	0.838
Weighted Mean/Std.						3.37	0.763

Decision Rule: Mean Score < 2.5 is (Low) = 2.5 (Moderate), > 2.5 (High)

Key: Very Often (VO) – 4 points; Often (O) – 3 points; Seldom (S) – 2 points; Never (N) – 1 point

Source: Researcher's Fieldwork, 2024

The data from Table 4.9 provide a comprehensive evaluation of the work performance of Social Studies lecturers within public Colleges of Education in Nigeria, shedding light on their engagement and effectiveness across various critical activities. Responses of the Social Studies lecturers to the develop materials, 61.5% responded very often, 24.3% responded often, 13.7% of the respondents responded seldom while 0.6% responded never. A significant majority of respondents, accounting for 61.5%, reported very often engaging in developing course materials, reflecting a robust commitment to curriculum development. This high level of engagement, coupled with a mean score of 3.47, underscores a proactive approach to designing instructional materials tailored to student needs, thereby enhancing the quality and relevance of the learning experience.

On the use of teaching aids, 51.9% of the Social Studies lecturers responded very often, 29.4% responded often, 17.8% responded seldom while 0.9% of the respondents responded never. Moreover, over half of the respondents, constituting 51.9%, indicated very often using teaching aids in their instruction, demonstrating a considerable level of utilisation of instructional resources to enhance teaching effectiveness and student engagement. Although slightly lower than the engagement in developing course materials, the mean score of 3.32 reflects an ongoing effort to employ diverse pedagogical strategies and multimedia tools in Social Studies education. Responses of the participants on the assessment and evaluation of the students, 58.0% responded very often, 27.7% responded often, 12.7% responded seldom while 1.6% responded never. Additionally, a significant proportion of respondents, comprising 58.0%, reported very often engaging in assessing and evaluating students, with a mean score of 3.42. This underscores a strong commitment to monitoring student progress and providing constructive feedback to facilitate continuous improvement in academic achievement.

On the supervision of students research, 70.0% of the Social Studies lecturers responded very often, 22.5% responded often, 6.8% of the respondents responded seldom while 0.7% responded never. Further more, the majority of respondents, constituting 70.0%, indicated very often supervising research activities, highlighting their pivotal role in guiding students' research endeavours. With a mean score of 3.62, this high level of engagement reflects a commitment to nurturing critical thinking skills and fostering scholarly inquiry within the discipline. Response of the supervision of microteaching, 55.8% responded very often, 29.3% responded often, 11.7% responded seldom while 3.3% responded never. Additionally, more than half of the respondents, accounting for 55.8%, reported very often supervising microteaching sessions, indicating active involvement in cultivating pedagogical competence among aspiring educators. While there is room for improvement in ensuring consistent engagement in supervising teaching practice, the moderate mean score of 3.16 still reflects a meaningful commitment to supporting the professional development of student teachers. With a weighted mean score of 3.37 for all activities combined, Social Studies lecturers in Nigeria demonstrate commendable level of work performance.

The result indicate a commendable level of performance across various activities among Social Studies lecturers within public Colleges of Education in Nigeria, there are areas where further enhancement could be pursued. For instance, while lecturers demonstrate strong engagement in developing course materials and utilizing teaching aids, there may be opportunities to foster more innovative approaches to curriculum design and instructional delivery.

Moreover, a significant proportion of lecturers are actively involved in assessing and evaluating students, there may be room to refine assessment practices to ensure alignment with learning objectives and promote greater student engagement and

ownership of their learning. Supervision of teaching practice, 33.0% of the responded seldom and 3.4% responded never. Additionally, enhancing support structures for supervising teaching practice could further strengthen the professional development of student teachers and ensure the consistent delivery of high-quality instruction, most especially for the Social Studies students. On the preparation of students for the field trip, 42.2% of the Social Studies lecturers responded very often, 39.3% responded often, 13.9% responded seldom while 4.4% of the respondents responded never.

Also, field trip is one of the courses that afford both the students and lecturers to learn outside the classroom and their immediate environment. Lecturers are expected to be more proactive and dedicated to this crucial aspect of the Social Studies discipline in order to let the students be given relevant and appropriate experience needed for their teaching career.

These findings provide valuable insights into the strengths and areas for growth within the teaching workforce, guiding strategic decision-making to continuously elevate the quality of Social Studies education delivery and contribute to the academic success of students across Nigeria.

Research Question Two: What is the level of acceptability of latest reviewed Social Studies curriculum in colleges of education in Nigeria?

Table 4.10: Level of Acceptability of the Reviewed of Specific Area in the Social Studies

S/N	Items	HA	A	PA	NA	Mean	Std. Dev.
1	Reduction of students courses total graduating units from 32-24 credits	294 (41.8%)	197 (28.0%)	185 (26.3%)	27 (3.8%)	3.8	0.911
2	Reduction of 200 level 2 nd semester courses from 4 to 1	159 (22.6%)	307 (43.7%)	159 (22.6%)	78 (11.1%)	2.78	0.921
3	Changing of all courses to compulsory status	279 (39.7%)	214 (30.4%)	141 (20.1%)	69 (9.8%)	3.00	0.996
4	Removal of SOS 123 'Origin and Nature of Man'	256 (36.7%)	216 (30.7%)	109 (15.5%)	120 (17.1%)	2.87	1.091
5	Removal of SOS 125 'Man and His Government'	209 (29.7%)	159 (22.6%)	229 (32.6%)	106 (15.1%)	2.67	1.058
6	Removal of SOS 224 'Law Related Education'	189 (26.9%)	319 (45.4%)	111 (15.8%)	84 (11.9%)	2.87	0.943
7	Reduction of 300 level courses from 4 to 2	189 (26.9%)	289 (41.1%)	135 (19.2%)	90 (12.8%)	2.82	0.971
8	Removal of SOS 213 'Social Studies Research Method and Statistics'	219 (31.2%)	202 (28.7%)	113 (16.1%)	169 (24.0%)	2.67	1.152
9	Removal of SOS 214 'Field Trip'	178 (25.3%)	169 (24.0%)	291 (41.4%)	65 (9.2%)	2.65	0.959
Weighted Mean/Std.						2.78	0.889

Decision Rule: Mean Score < 2.5 is (Low) = 2.5 (Indifferent), > 2.5 (High)

Key: Highly Accepted (HA) – 4 points; Accepted (A) – 3 points; Partially Accepted (PA) – 2 points; Not Accepted (NA) – 1 point

Source: Researcher's Fieldwork, 2024

Table 4.10 presents the result of the assessment of Social Studies lecturers' perceptions regarding the changes on the reviewed curriculum within colleges of education in Nigeria. The data reveal a spectrum of responses to various aspects of the curriculum review, reflecting the diverse viewpoints and considerations among educators. For instance, the reduction of students' course total graduating units from 32 to 24 credits emerged as a focal point within the curriculum review, drawing substantial support from respondents. In this regard, 41.8% of the Social Studies lecturers responded highly accepted, 28.0% responded accepted, 26.3% responded partially accepted while 3.8% responded not accepted. With 41.8% expressing high acceptance, Social Studies lecturers acknowledged the potential benefits of streamlining the curriculum to alleviate students' academic workload while maintaining the integrity of the learning experience. The reduction of 200 level 2nd semester courses from 4 to 1 elicited a more mixed response, with 43.7% of respondents accepting the change but a significant percentage expressing partial acceptance or non-acceptance. In the same vein, 22.6% of the Social Studies Lecturers responded highly accepted and partially accepted respectively, while 11.1% of the respondents responded not accepted. This variance in opinion underscores the complexities inherent in reshaping curricular structures and the need for careful consideration of the implications of such modifications.

Moreover, the amendment made to all courses to compulsory status received moderate acceptance, with 39.7% of respondents supporting the initiative, 30.4% of the respondents accepted the decision, 20.1% of the lecturers were partially accepted it, while 9.8% did not accept the decision. This consensus suggests a degree of agreement among Social Studies lecturers regarding the importance of ensuring comprehensive coverage of essential topics within the Social Studies curriculum.

On the removal of SOS 123, 'Origin and Nature of Man' 36.7% of the respondents were highly accepted the action, 30.7% accepted it, 15.5% were partially accepted the decision while 17.1% did not accept the action. The removal of SIS 125, 'Man and His Government, 29.7% of the lecturers were highly accepted the decision, 22.6% accepted the action, 32.6% of the respondents were partially accepted the decision while 15.1% did not accept the removal of the course. Also, on the removal of SOS 224, 'Law Related Education', 26.9% of the respondents were highly accepted it, 45.4% of them accepted the action, 15.8% of the Social Studies lecturers were partially accepted the action, while 11.9% did not accept the decision. However, removal of specific courses, such as 'Origin and Nature of Man,' 'Man and His Government,' 'Law Related Education,' 'Social Studies Research Method and Statistics,' and 'Field Trip,' evoked diverse responses. Some respondents embraced these changes, others expressed reservations, highlighting varying perceptions of the relevance and significance of these courses within the curriculum.

Furthermore, the reduction of 300 level courses from 4 to 2 garnered moderate acceptance, with 41.1% of respondents supporting the adjustment, 26.9% of the respondents were highly accepted the decision, 19.2% were partially accepted the action while only 12.8% lecturers did not accept the decision. This indicates a willingness among Social Studies lecturers to consider streamlining higher-level coursework to emphasise core competencies and areas of specialisation.

On the removal of SOS 213, 'Social Studies Research Methods and Statistics', 31.2% of the respondents were highly accepting the decision, 28.8% accepted the removal, 16.1% were partially accepted the action while 24.0% did not accept the decisions. Also, removal of SOS 214, 'Field Trip', from the 2020 reviewed Social Studies curriculum was highly accepted to 25.3% of the respondents, 24.0% responded accepted,

41.4% of the Social Studies lecturer were partially accepted the removal while 9.2% of the respondents did not support the action.

Overall, the responses to the reviewed aspects of the Social Studies curriculum underscore the complexity and diversity of perspectives among Social Studies lecturers. These findings offer valuable insights for policymakers and curriculum developers, emphasising the importance of inclusive decision-making processes to ensure the continued enhancement of Social Studies education in colleges of education in Nigeria.

Finally, the amendment made in the 2020 Social Studies curriculum review was accepted by the Social Studies lecturers in the public Colleges of Education in Nigeria.

Research Question Three: What is level of availability of infrastructural facilities in colleges of education in Nigeria?

Table 4.11: Distribution of the Respondents by Availability of the Infrastructural Facilities

S/N	Items	HA	A	PA	NA	Mean	Std. Deviation
1	Lecture rooms	318 (45.2%)	216 (30.7%)	78 (11.1%)	91 (12.9%)	3.08	1.037
2	Resource rooms	293 (41.7%)	229 (32.6%)	150 (21.3%)	31 (4.4%)	3.12	0.891
3.	Practicum Laboratories	207 (29.4%)	319 (45.4%)	115 (16.4%)	62 (8.8%)	2.95	0.900
4.	Staff offices	319 (45.4%)	258 (36.7%)	96 (13.7%)	30 (4.3%)	3.23	0.842
5	Conveniences	239 (34.0%)	219 (31.2%)	149 (21.2%)	96 (13.7%)	2.85	1.039
6	Social Studies Libraries	179 (25.5%)	203 (28.9%)	179 (25.5%)	142 (20.2%)	2.60	1.075
Weighted Mean/Std.						2.97	0.981

Decision Rule: Mean Score < 2.5 is (Low) = 2.5 (Moderate), > 2.5 (High)

Key: Highly Available (HA) – 4 points; Available (A) – 3 points; Partially Available (PA) – 2 points; Not Available (NA) – 1 point

Source Fieldwork, 2024

Research Question three aims to assess the level of availability of infrastructural facilities in public colleges of education across Nigeria. Table 4.11 provides a detailed breakdown of respondents' perceptions regarding the availability of various infrastructural components. On the availability of the lecture rooms in public colleges of education in Nigeria, 45.7% lecturers responded that the lecture rooms were highly available, 30.7% said it was available, 11.1% responded that it was partially available and 12.9% responded that it was not available. The analysis reveals that lecture rooms and staff offices are among the most readily available facilities, with 45.2% and 45.4% of respondents respectively indicating high availability. This suggests that colleges of education generally possess adequate lecture spaces and administrative areas to support teaching and administrative functions, contributing to a conducive learning and working environment for both students and staff.

The responses of the lecturers on the resource rooms shown that 41.7% of the lecturers responded highly available, 32.6% said it was available, 21.3% responded that it was partially available while 4.4% revealed that it was not available.

Meanwhile, Resource rooms and practicum laboratories also demonstrate relatively high levels of availability, with 41.7% and 45.4% of respondents respectively reporting favourable access to these facilities. This indicates a significant investment in resources to support practical learning experiences and instructional materials within colleges of education for the Social Studies students.

The table above also revealed the analysis on the availability of the offices for the Social Studies lecturers. 45.4% of the staff responded that the offices for the staff were highly available, 36.7% said that it was available, 13.7% responded that the offices were partially available while 4.3% said that the offices were not available. Availability of the

offices for the academic staff will definitely make the academic and administrative assignments easier, faster and convenient for the lecturers.

The responses to the availability of conveniences in the public colleges of education in Nigeria was not encouraging enough. 34.0% of the respondents said that the conveniences were highly available, 31.2% responded that it was available, 21.2% said it was partially available while 13.7% responded that conveniences were not available. However, while conveniences such as restrooms are essential amenities, their availability appears to be relatively lower, with only 34.0% of respondents indicating high availability. This highlights a potential area for improvement in ensuring basic facilities are adequately provided to support the comfort and well-being of students and staff alike.

Furthermore, the availability of Social Studies libraries emerges as an area of concern, with only 25.5% of respondents reporting high availability, 28.9% responded that libraries were available, 25.5% said that it was partially available and 20.2% said that the libraries were not available. This indicates a need for greater investment in resources and infrastructure to support the development of robust academic resources within colleges of education, facilitating research and scholarship in the field of Social Studies. Overall, while certain infrastructural facilities demonstrate high availability, such as lecture rooms and staff offices, there are areas, notably Social Studies libraries and conveniences, where improvements are warranted to ensure colleges of education are equipped to deliver quality education and support scholarly endeavours effectively.

In a nut shell, the implication of the above table on this work is that most of the essential infrastructural facilities needed for teaching and learning activities in the Public Colleges of Education in Nigeria are available.

Research Question Four: What is the mostly adopted leadership styles (democratic, autocratic? digital and coaching) among heads of department in Colleges of Education in Nigeria?

Table 4.12a: Distribution of Respondents by Head of Department's Leadership Style

S/N	Items	VT	T	PT	NT	Means	Std. Dev.
Democratic Leadership Style							
1.	Allows collaborative approach to decision making	311 (44.2%)	256 (36.4%)	113 (16.1%)	23 (3.3%)	3.09	0.872
2.	Shares responsibilities among groups	119 (16.9%)	285 (40.5%)	195 (27.7%)	104 (14.8%)	2.88	0.908
3.	Allows ideas freely from Subordinate without judgement	232 (33.0%)	375 (53.3%)	72 (10.2%)	24 (3.4%)	3.18	.887
4.	Diversity of view and experience is respected	216 (30.7%)	191 (27.2%)	179 (25.5%)	117 (16.6%)	2.77	1.143
Weighted Mean/Std						2.98	0.953

Decision Rule: Mean Score < 2.5 is (Low) = 2.5 (Moderate), > 2.5 (High)

Key: Very True (VT) – 4 points; True (T) – 3 points, Partially True (PT) – 2 points; Not True (NT) – 1 point

Source: Researcher's Fieldwork, 2024

Table 4.12a present the distribution of respondents by the Democratic Leadership Style. The respondents responded to the major items under the democratic leadership style. On the allow collaborative approach to decision making, 44.2% responded very true, 36.4% said it was true, 16.1% reacted that it was partially true while 3.3% respondents that it was not true. On the sharing of responsibilities among groups, 16.9% responded that it was very true 40.5% said that it was true, 27.7% of the respondents said it was partially true while 14.8% responded that it was not true. Also, on allows of ideas freely from subordinate without judgement, 33.0% reacted that it was very true, 53.3% responded that it was true, 10.2% said it was partially true while 3.4% responded that it

was not true. Furthermore, on the diversity of view and respect of experience, 30.7% of the respondents said that it was very true, 27.2% responded that it was true, 25.5% said that it was partially true while 16.6% reacted that it was not true.

Table 4.12b: Distribution of Respondents by Head of Department's Leadership Style

S/N	Items	VT	T	PT	NT	Means	Std. Dev.
Autocratic Leadership Style							
5.	Accepts limited or no input	309 (44.0%)	259 (36.8%)	115 (16.4%)	20 (2.8%)	3.22	0.818
6.	Makes all decision without consultation	412 (58.6%)	139 (19.8%)	75 (10.7%)	77 (11.0%)	3.26	1.032
7.	Creates structure and rigid environment	369 (52.5%)	205 (29.2%)	91 (12.9%)	38 (5.4%)	3.29	0.888
8.	Shows empathy	269 (38.3%)	278 (39.5%)	80 (11.4%)	76 (10.8%)	3.05	0.963
Weighted Mean/Std						3.21	0.925

Decision Rule: Mean Score < 2.5 is (Low) = 2.5 (Moderate), > 2.5 (High)

Key: Very True (VT) – 4 points; True (T) – 3 points, Partially True (PT) – 2 points; Not True (NT) – 1 point

Source: Researcher's Fieldwork, 2024

Table 4.12b shows the distribution of the respondents by the Autocratic Leadership Style. Response to accepts limited or no input, 44.0% responded that it was very true, 36.8% reacted that it was true, 16.4% said that it was partially true while 2.8% said that it was not true. On making of all decision without consultation, 58.6% responded that it was very true, 19.8% responded that it was true, 10.7% reacted that it was partially true while 11.0% said that it was not true. On creates structure and rigid environment, 52.5% said that it was very true, 29.2% responded that it was true, 12.9% said that it was partially true while 54% said that it was not true. Also, on shows empathy,

38.3% reacted that it was very true, 39.5% said that it was true, 11.4% of the respondents said that it was partially true, while 10.8% said that it was not true.

Table 4.12c: Distribution of Respondents by Head of Department's Leadership Style

S/N	Items	VT	T	PT	NT	Means	Std. Dev.
Digital Leadership Style							
9.	Inspires other	333 (47.4%)	259 (34.0%)	98 (13.9%)	33 (4.7%)	3.24	0.863
10.	Leverages on new technology	169 (24.0%)	331 (47.1%)	79 (11.2%)	12 (17.6%)	2.78	1.005
11.	Encourages collaboration	178 (25.3%)	155 (22.0%)	203 (28.9%)	167 (23.8%)	2.49	1.110
12.	Driven innovation	107 (15.2%)	296 (42.1%)	159 (22.6%)	141 (20.1%)	2.52	.978
Weighted Mean/Std						2.76	.989

Decision Rule: Mean Score < 2.5 is (Low) = 2.5 (Moderate), > 2.5 (High)

Key: Very True (VT) – 4 points; True (T) – 3 points, Partially True (PT) – 2 points; Not True (NT) – 1 point

Source: Researcher's Fieldwork, 2024

Table 4.12c shows the distribution of respondents by the Digital Leadership Style. The respondents responded to the items as follows. Inspires other, 47.4% responded very true, 34.0% said that it was true, 13.9% reacted that it was partially true while 4.7% responded that it was not true. On leverages on new technology, 24.0% responded that it was very true, 47.1% reacted that it was true, 11.2% said that it was partially true while 17.6% said that it was not true. On encourages of collaboration, 25.3% said that it was very true, 22.0% responded that it was true, 28.9% reacted that it was partially true while 23.8% responded that it was not true. Also, on driven innovation, 15.2% said that it was

very true, 42.1% said that it was true, 22.6% reacted that it was partially true while 20.1% responded that it was not true.

Table 4.12d: Distribution of Respondents by Head of Department’s Leadership Style

S/N	Items	VT	T	PT	NT	Means	Std. Dev.
Coaching Leadership Style							
13.	Partners and collaborations	148 (21.1%)	150 (22.6%)	24 (35.3%)	148 (21.1%)	2.44	1.044
14.	Belief in members potential	298 (58.6%)	279 (19.8%)	98 (10.7%)	28 (11.0%)	3.20	0.826
15.	Listening carefully	234 (33.3%)	155 (22.0%)	179 (25.5%)	135 (19.2%)	2.69	1.124
16.	Demand feed back	348 (49.5%)	169 (24.0%)	78 (11.1%)	08 (14.4%)	3.08	1.103
Weighted Mean/Std						2.85	1.024

Decision Rule: Mean Score < 2.5 is (Low) = 2.5 (Moderate), > 2.5 (High)

Key: Very True (VT) – 4 points; True (T) – 3 points, Partially True (PT) – 2 points; Not True (NT) – 1 point

Source: Researcher’s Fieldwork, 2024

Table 4.12d represents the distribution of respondents by Coaching Leadership Style. On partners and collaboration, 21.1% of the respondents said that it was very true, 22.6% responded that it was true, 35.3% said that it was partially true while 21.1% reacted that it was not true. On belief in members potential, 58.6% responded that it was very true, 19.8% said that it was true, 10.7% reacted that it was partially true while 11.0% said that it was not true. On listening carefully, 33.3% of the respondents responded very true, 22.0% reacted that it was true, 25.5% said that it was partially true while 19.2% responded that it was not true. Also, on demand feed back, 49.5% responded that it was

very true, 24.0% reacted that it was true, 11.1% said that it was partially true while 14.4% said that it was not true.

Summary of the responses from the social studies lecturers on the most commonly used leadership style by the Head of Departments.

Table 4.12e: Summary of the results of HODs leadership style

S/N	Leadership Styles	Mean
1.	Democratic	3.18
2.	Autocratic	3.24
3.	Digital	3.22
4.	Coaching	3.20

Table 4.12 in general, presents the most adopted leadership style by heads of department in colleges of education in Nigeria. The result reveals distinct patterns of adoption and areas for improvement. Autocratic leadership emerges as the most prominent style, characterized by high mean scores across its components: limited input acceptance (Mean = 3.24), unilateral decision-making (Mean = 3.26), and the creation of structured environments (Mean = 3.29), indicative of a prevailing preference for centralized authority. Conversely, coaching leadership exhibits a mixed picture with belief in members' potential (Mean = 3.20) and active listening (Mean = 2.69) scoring high, while partnerships and collaborations fall into the low category (Mean = 2.44), signaling potential areas for enhancement in fostering collaborative relationships.

Democratic leadership demonstrates widespread adoption, with encouraging ideas from subordinates (Mean = 3.18), collaborative decision-making (Mean = 3.09), sharing responsibilities among groups (Mean = 2.88), and respecting diversity of views (Mean = 2.98) all scoring high. Digital leadership, though scoring high in inspiring others through digital means (Mean = 3.22), faces challenges in leveraging new technology (Mean =

2.78) and encouraging collaboration (Mean = 2.49), underscoring potential limitations in fully harnessing digital tools for leadership practices within educational contexts. Policymakers are encouraged to promote a balanced approach to leadership, fostering the integration of coaching, democratic, and digital leadership practices alongside traditional autocratic styles through targeted training and development programs. By embracing diverse leadership styles, educational leaders can navigate modern educational environments effectively, thereby contributing to organizational effectiveness and student outcomes.

Research Question Five: What is the Level of Safety in Colleges of Education in Nigeria?

Table 4.13: Distribution of Respondents by Level of Safety in the Public Colleges of Education in Nigeria

S/N	Items	HA	A	PA	NA	Means	Std. Dev.
1	Internal security system	101 (14.4%)	91 (12.9%)	327 (46.5%)	184 (26.2%)	2.16	0.971
2	Perimeter fence	299 (42.5%)	199 (28.3%)	140 (19.9%)	65 (9.2%)	3.04	0.997
3	Closed Circuit Television (CCTV)	53 (7.5%)	41 (5.8%)	398 (56.6%)	211 (30.0%)	1.91	0.808
4	Fire extinguisher	216 (30.7%)	191 (27.2%)	179 (25.5%)	117 (16.6%)	2.72	1.073
5	Security light at night	396 (56.3%)	220 (31.3%)	68 (9.7%)	19 (2.7%)	3.41	0.774
6	Iron metals and burglaries at the offices entrances	119 (16.9%)	285 (40.5%)	195 (27.7%)	104 (14.8%)	2.60	0.936
Weighted Mean						2.64	0.927

Decision Rule: Mean Score < 2.5 is (Low) = 2.5 (Moderate), > 2.5 (High)

Key: Highly Available (HA) – 4 points; Available (A) – 3 points, Partially Available (PA) – 2 points; Not Available (NA) – 1 point

Source: Researcher's Fieldwork, 2024

Table 4.13 above reveals the distribution of the respondents by level of safety in the Public Colleges of Education in Nigeria. On Internal Security System, 14.4% of the respondents responded highly available, 12.9% responded that it was available, 46.5% said that it was partially available while 26.2% said that it was not available. On perimeter fence, 42.5% responded that it was highly available, 28.3% said that it was available, 19.9% reacted that it was partially available while 9.2% reacted that it was not available. On the availability of the closed circuit television, 7.5% of the respondent said that it was highly available, 5.8% said that it was available, 56.6% of the respondents reacted that it was partially available while 30.0% said that it was not available. On the fire extinguisher, 30.7% said that it was highly available, 27.2% reacted that it was available, 25.5% of the respondents said that it was partially available while 16.6% said that it was not available. On the availability of the security light at night, 56.3% responded that it was highly available, 31.3% of the respondents said that it was available, 9.7% said that it was partially available while 2.7% reacted that it was not available. Furthermore, on the issue of provision of iron metal and burglaries at the offices entrances, 16.9% of the respondents reacted that it was highly available, 40.5% said that it was available, 27.7% responded that it was partially available while 14.8% of the respondents said that it was not available.

The overall analysis of safety levels in colleges of education in Nigeria reveals varying degrees of effectiveness across different safety measures. According to the decision rule provided, the results indicate that security light at night (Mean = 3.41) and perimeter fence (Mean = 3.04) receive high mean scores, indicating a robust level of safety in these areas. These measures are considered effective in enhancing security and preventing unauthorized access to the departmental premises and college in general.

On the other hand, internal security systems (Mean = 2.16), and Closed Circuit Television (CCTV) (Mean = 1.91), fall below the threshold for moderate ranking, suggesting a lower level of safety effectiveness. Although, availability of iron metals and burglaries at the offices entrances (Mean = 2.60) have a mean score slightly higher than the moderate level. These findings highlight potential weaknesses in internal security mechanisms, surveillance systems, and physical barriers against intrusion, which may compromise the overall safety of colleges of education in Nigeria. Similarly, Fire extinguishers (Mean = 2.72) receive a mean score close to the moderate threshold, indicating a moderate level of safety effectiveness in this aspect. While fire extinguishers are present in many colleges of education, there may be room for improvement in terms of maintenance, accessibility, and training in fire safety protocols to enhance their effectiveness in emergency situations.

Overall, the weighted mean score for all safety measures combined is 2.64, falling slightly higher than the threshold for moderate ranking. This suggests that while some safety measures are highly effective, others require attention and improvement to ensure a consistently high level of safety across colleges of education in Nigeria. Therefore, a comprehensive approach that addresses weaknesses in internal security, surveillance, physical infrastructure, and emergency preparedness is recommended to enhance safety levels and promote a secure environment conducive to learning and academic excellence within colleges of education in Nigeria.

The implication of the table 4.13 is that some essential safety measures are on ground while few ones are needed to be improved upon.

4.4 Test of Hypotheses

H₀₁: There will be no significant combined influence of environmental factors and reviewed curriculum on work performance of lecturers in colleges of education in Nigeria.

Table 4.14: Summary of Regression Analysis Showing Combined Influence of Environmental Factors and Reviewed Social Studies Curriculum on Work Performance of Lecturers in Colleges of Education in Nigeria

Std. Error of the RSquare						
Model	R	R Square	Adjusted R Square	Estimate	Change	
1	.978a	.956	.956	1.063	.956	
ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sign.
1.	Regression	17035.228	2	8517.614	7536.543	.000
	Residual	789.993	699	1.130		
Total		17825.221	701			

a. Dependent Variable: work performance of lecturers

b. Predictors: (Constant), Reviewed Curriculum, Environmental Factors

Source: Researcher's Fieldwork, 2024

The regression analysis results, as summarised in Table 4.14, showed a highly significant relationship between environmental factors (home and school environmental factors), the reviewed Social Studies curriculum, and the work performance of Social Studies lecturers in colleges of education in Nigeria (ANOVA: $F = 7536.543$, $p < 0.001$). The model, with an R-squared value of 0.956, explains approximately 95.6% of the variance in lecturers' work performance, indicating a robust predictive power in understanding the determinants of performance in this context. This statistically significant relationship underscores the considerable influence of environmental factors and curriculum revisions on lecturers' work performance, as evidenced by the substantial amount of variance accounted for by the predictors.

Furthermore, the standardised coefficients (Beta) for the predictors (Reviewed Curriculum and Environmental Factors) elucidate their relative contributions to lecturers' work performance. Both predictors exhibit high Beta values, suggesting their significant positive influence on work performance. Specifically, improvements in the reviewed curriculum and environmental factors are associated with enhanced performance outcomes among lecturers (Table 4.14). The standardised coefficients for the reviewed curriculum and environmental factors are Beta = 0.978 and Beta = 0.906, respectively. These coefficients indicate the magnitude and direction of the relationships, with higher values signifying stronger associations.

From an educational and policy standpoint, these results highlight the critical importance of addressing environmental factors and implementing curriculum enhancements to optimise the work performance of Social Studies lecturers in colleges of education. The significant positive influence of these factors highlights the need for strategic interventions aimed at creating conducive work environments and continuously improving curricular offerings. Educational policymakers and administrators should prioritise initiatives that promote a supportive organizational culture, invest in infrastructure, and engage in ongoing curriculum development to improve teaching excellence and enhance student outcomes.

Based on the results of the one-sample t-tests presented in Table 4.14, there is a statistically significant difference in the mean work performance of lecturers between federal and state colleges of education in Nigeria ($t(229) = 72.451, p < 0.001$ for federal colleges; $t(472) = 83.996, p < 0.001$ for state colleges). Specifically, the mean work performance score for lecturers in federal colleges is 2.83 (SD = 0.592), while the mean score for lecturers in state colleges is 3.00 (SD = 0.776). These findings indicated that, on

average, lecturers in state colleges demonstrated a higher level of work performance compared to their counterparts in federal colleges.

H₀₂: There will be no significant relative influence of environmental factors and reviewed curriculum on work performance of social studies lecturers in colleges of education in Nigeria.

Table 4.15: Relative Influence of Environmental Factors and Reviewed Curriculum on Work Performance of Social Studies Lecturers in Colleges of Education in Nigeria

Model	Unstandardised Coefficients		Standardised Coefficients		t	Sig.
	B	Std. Error	Beta			
(Constant)	11.416	.698			16.355	.000
Environmental Factors	.309	.010	.408		30.474	.000
Reviewed Curriculum	.361	.008	.619		46.235	.000

Dependent Variable: work performance of lecturers.

Source: Researcher's Fieldwork, 2024

The statistical analysis conducted aimed to investigate the relative influence of environmental factors and the reviewed curriculum on the work performance of lecturers in colleges of education in Nigeria. The regression model's results, as presented in Table 4.15, reveal significant relationships between the independent variables (environmental factors and reviewed curriculum) and the dependent variable (work performance of lecturers).

According to the regression coefficients showed in Table 4.15, both environmental factors and the reviewed curriculum significantly influence the work performance of lecturers. The standardised coefficients (Beta) offer insights into the relative strength of these influences. Notably, the Beta coefficient for environmental factors is 0.408, while for the reviewed curriculum, it is 0.619. These coefficients suggest that the reviewed curriculum holds a relatively stronger influence on work performance compared to environmental factors.

Moreover, the t-values associated with both environmental factors (30.474) and the reviewed curriculum (46.235) are highly significant ($p < 0.001$), indicating the robustness of the observed relationships. The R-square value of the regression model (0.956) suggests that approximately 95.6% of the variance in the work performance of Social Studies lecturers can be explained by environmental factors and the reviewed curriculum.

From an educational standpoint, these findings emphasises the critical role of curriculum review and environmental factors in shaping lecturer performance. Furthermore, the policy implications highlight the importance of investing in curriculum development and improving environmental conditions to enhance a conducive teaching and learning environment in colleges of education across Nigeria.

H₀₃: There will be no significant relative influence of Environmental Factors Indices (Home and School Factors) on the social studies lecturers work performance in the public colleges of administration in Nigeria.

Table 4.16: Relative Influence of Environmental Factors Indices (Home and School Environmental Factors) and Reviewed Curriculum on Work Performance of Social Studies Lecturers in Colleges of Education in Nigeria

Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.292	1.893		.682	.495
	Home Location	1.554	.164	.144	9.468	.000
	Marital Status	.111	.092	.023	1.200	.230
	Infrastructural Facilities	.292	.033	.321	8.912	.000
	School Safety	.071	.058	.072	1.229	.219
	Leadership Styles	.277	.015	.813	18.048	.000
	Reviewed Curriculum	.276	.033	.473	8.410	.000

Dependent Variable: work performance of lecturers

Source: Researcher's Fieldwork, 2024

The variables were disaggregated into specific indices to gain a clearer understanding of their relative influence on the work performance of lecturers in colleges

of education in Nigeria. The results, as presented in Table 4.16, indicate several noteworthy findings that may contrast with the initial analysis.

The standardised coefficients (Beta) revealed that leadership styles have emerged as the most influential factor, with a Beta coefficient of 0.813, followed by the reviewed curriculum (Beta = 0.473) and infrastructural facilities (Beta = 0.321). These coefficients suggest that leadership styles within the educational institution hold the strongest influence on lecturer performance, followed by the curriculum review process and the availability of infrastructural facilities.

The influence of environmental factors, as measured by home location, marital status, and school safety, appears to have relatively minimal impact on lecturer performance, as indicated by their lower Beta coefficients. While home location (Beta = 0.144) and infrastructural facilities (Beta = 0.072) still exhibit some influence, marital status and school safety demonstrate negligible effects on lecturer performance.

These findings imply a potential contradiction to the initial relative influence analysis, where environmental factors and the reviewed curriculum were considered significant predictors of lecturer performance. However, the disaggregation of variables into specific indices has revealed that leadership styles within the educational institution may hold a more substantial influence than previously anticipated. From a practical standpoint, these results emphasise the importance of effective leadership in recognising an environment conducive to lecturer productivity and job satisfaction, alongside the continued focus on curriculum enhancement and infrastructural development. This result can inform targeted interventions and policy decisions aimed at improving lecturer performance and overall educational quality in the department of Social Studies in colleges of education in Nigeria.

H₀4: There will be no significant difference in the level of acceptability of latest Social Studies curriculum between federal and state colleges of education in Nigeria.

Table 4.17: One-Sample t-test Significant Difference in the Level of Acceptability of Latest Social Studies Curriculum between Federal and State Colleges of Education in Nigeria

	N	Mean	Std. Dev.	Std. Error Mean
Acceptability Social Studies Curriculum (Federal)	230	1.66	.474	.031
Acceptability of Social Studies Curriculum (State)	473	2.33	.777	.036

	t	Df	Sig. (2-tailed)	Mean Difference
Social Studies Curriculum (Federal)	53.090	229	.000	1.661
Social Studies Curriculum (State)	65.301	472	.000	2.334

Source: Researcher's Fieldwork, 2024

The statistical analysis conducted to test hypothesis five aimed to determine whether there is a significant difference in the level of acceptability of the latest Social Studies curriculum between federal and state colleges of education in Nigeria. The results presented in Table 4.17 indicate a substantial disparity in the acceptability of the curriculum between the two types of institutions. The mean acceptability score for the latest Social Studies curriculum among federal colleges of education is reported as 1.66, with a standard deviation of 0.474, while the mean score for state colleges of education is considerably higher at 2.33, with a standard deviation of 0.777. This discrepancy is further supported by the significant t-test results, with a t-value of 53.090 for Federal Colleges and 65.301 for state colleges, both yielding p-values of 0.000, indicating a statistically significant difference in mean scores between the two groups.

Several factors could contribute to the higher level of acceptability of the latest reviewed Social Studies curriculum among state colleges of education compared to Federal Colleges in Nigeria. One potential reason could be the contextual differences

between State and Federal institutions, including variations in funding, resources, and administrative structures. State colleges may have more flexibility in tailoring the curriculum to local needs and preferences, allowing for greater buy-in and acceptance among educators and stakeholders.

Additionally, state colleges of education may have closer ties to local communities and educational stakeholders, which could influence the development and implementation of the curriculum. Local input and feedback from teachers, administrators, and community members may lead to a curriculum that is better aligned with the specific needs, values, and cultural contexts of the region, thus enhancing its acceptability.

Furthermore, the perception of state colleges as more responsive and adaptable to local educational challenges and priorities could contribute to a higher level of confidence and acceptance in the curriculum. State institutions may be perceived as more closely connected to the realities and dynamics of the local educational system, which could promote a sense of ownership and investment in the curriculum among educators and administrators.

From an educational perspective, these findings suggest that there may be underlying factors influencing the perception and acceptability of the Social Studies curriculum in federal and state colleges of education. It is important to state the reasons behind this discrepancy, to identify potential areas for improvement and ensure the curriculum meets the diverse needs of students across different types of institutions.

Policy implications of these results are significant, as they portray the importance of equitable access to quality education and resources across the level of the educational system. Addressing the disparities in cur¹⁹⁶ acceptability between federal and state colleges of education requires targeted interventions, such as curriculum review committees showed comprise representatives from both types of institutions to ensure inclusivity and alignment with national educational objectives. Additionally,

policymakers may need to allocate resources strategically to enhance the implementation and uptake of the Social Studies curriculum, particularly in State Colleges where acceptability appears to be lower.

H₀₅: There will be no significant difference in the level of Social Studies lecturer’s work performance in federal and state colleges of education in Nigeria.

Table 4.18: One-Sample t-test Significant Difference in the Level of Lecturer’s Work Performance in Federal and State Colleges of Education in Nigeria

	N	Mean	Std. Dev.	Std. Error Mean
Work Performance (Federal)	230	2.83	.592	.039
Work Performance (State)	473	3.00	.776	.036

	t	Df	Sig. (2-tailed)	Mean
Difference				
Work Performance (Federal)	72.45 1	229	.000	2.830
Work Performance (State)	83.99 6	472	.000	2.996

Source: Researcher’s Fieldwork, 2024

Table 4.18 above shows one-sample t-test significant differences in the Level of Lecturer’s Work Performance in Federal and State Colleges of Education in Nigeria. The Mean for the Federal lecturers work performance was 2.83, Standard Deviation was .592 and Standard Error Means was 0.39, t was 72.45 and Mean Difference was 2.830; while work performance of the state lecturers had Mean to be 3.00, Standard Deviation was .776 and Standard Error Mean was .036, t was 83.99 and Mean Difference was 2.996.

The statistically significant difference in work performance between federal and state colleges of education has important educational and policy implications. Firstly, it suggests potential disparities in the working conditions, resources, and support systems available to lecturers across different types of institutions. Addressing these discrepancies is crucial for promoting equity and ensuring that all lecturers have access to the necessary resources and opportunities for professional development. Educational policymakers

should prioritize efforts to enhance infrastructure, faculty support services, and institutional governance mechanisms to create conducive work environments conducive to teaching excellence, most especially for the Social Studies lecturers and students.

Moreover, these findings highlights the need for targeted interventions aimed at improving the work performance of lecturers in federal colleges of education. This may involve implementing faculty development programs, providing mentorship opportunities, and fostering a culture of continuous improvement and accountability. By addressing the underlying factors contributing to differences in work performance between federal and state colleges, policymakers can strive to enhance the overall quality of education and student outcomes across all institutions. Additionally, ongoing research into the specific factors influencing work performance in different institutional contexts can inform evidence-based strategies for improving teaching effectiveness and promoting professional growth among lecturers.

4.5 Qualitative Analysis

Responses of the Head of Departments to the Interview

Interview of the Researcher with the HOD Federal College of Education (Special), Oyo

Question 1: How can you describe the latest reviewed Social Studies curriculum?

Response: The set of people that government gathered to review the curriculum tried their best on the review.

Question 2: Please, describe the work performance of Social Studies lecturers in your department.

Response: The Lecturers in my department are performing their duties excellently. They attend lectures regularly and punctually, they conduct C.A for the students, supervising exams, and so on.

Question 3: What is the level of acceptability of latest reviewed Social Studies curriculum by the lecturers in your department?

Response: Lecturers in my department accepted the curriculum and they are implementing it.

Question 4: What is the conditional status and availability of infrastructural facilities in the Social Studies department of your institution?

Response: Most of the needed infrastructural facilities for teaching and learning processes are on ground and are in good condition.

Question 5: Please, describe the leadership style that you adopt in the administration of your department.

Response: An operating democratic system of leadership, my door always open to my staff to bring ideas.

Question 6: What is the level of safety of staff, students and properties in your department?

Response: The safety of the staff, students and properties of the department is good, though, there is room for improvement.

Interview of the Researcher with the HOD Tai Solarin College of Education, Omu Ijebu, Ogun State

Question 1: How can you describe the latest reviewed Social Studies curriculum?

Response: The curriculum was well reviewed.

Question 2: Please, describe the work performance of Social Studies lecturers in your department.

Response: The Lecturers under my watch are superb and very upright. They are always performing their duties as expected of them.

Question 3: What is the level of acceptability of latest reviewed Social Studies curriculum by the lecturers in your department?

Response: Actually a lecturer in my department was not really comfortable with some of the aspects of the reviewed curriculum, but all other lecturers are appreciating the reviewed curriculum.

Question 4: What is the conditional status and availability of infrastructural facilities in the Social Studies department of your institution?

Response: Infrastructural facilities are available, thou most of them needs to be repaired and other that are not available are being worked on their availability soonest.

Question 5: Please, describe the leadership style that you adopt in the administration of your department.

Response: We are taking decision together and I did not see myself as superior officer.

Question 6: What is the level of safety of staff, students and properties in your department?

Response: The safety parameters put in place by the College Management is okay. No problem about security and safety here.

Interview of the Researcher with the HOD Ila Orangun College of Education, Osun State

Question 1: How can you describe the latest reviewed Social Studies curriculum?

Response: I believe the review was well done by our colleagues, so they must have done good work on the curriculum.

Question 2: Please, describe the work performance of Social Studies lecturers in your department.

Response: All my colleagues here are doing well, they are fantastic.

Question 3: What is the level of acceptability of latest reviewed Social Studies curriculum by the lecturers in your department?

Response: All of us accepted the reviewed curriculum and we are implementing it as directed.

Question 4: What is the conditional status and availability of infrastructural facilities in the Social Studies department of your institution?

Response: No Institution can claim to have all needed items but to a reasonable extent, we are better.

Question 5: Please, describe the leadership style that you adopt in the administration of your department.

Response: Am operating democratic leadership style. I always allow collaborative approach to decision making.

Question 6: What is the level of safety of staff, students and properties in your department?

Response: The safety is not bad. Security officers are always on ground day and night.

Interview of the Researcher with the HOD Ila Orangun College of Education, Osun State

Question 1: How can you describe the latest reviewed Social Studies curriculum?

Response: I believe the review was well done by our colleagues, so they must have done good work on the curriculum.

Question 2: Please, describe the work performance of Social Studies lecturers in your department.

Response: All my colleagues here are doing well, they are fantastic.

Question 3: What is the level of acceptability of latest reviewed Social Studies curriculum by the lecturers in your department?

Response: All of us accepted the reviewed curriculum and we are implementing it as directed.

Question 4: What is the conditional status and availability of infrastructural facilities in the Social Studies department of your institution?

Response: No Institution can claim to have all needed items but to a reasonable extent, we are better.

Question 5: Please, describe the leadership style that you adopt in the administration of your department.

Response: Am operating democratic leadership style. I always allow collaborative approach to decision making.

Question 6: What is the level of safety of staff, students and properties in your department?

Response: The safety is not bad. Security officers are always on ground day and night.

Interview of the Researcher with the HOD Federal College of Education, Osiele, Abeokuta

Question 1: How can you describe the latest reviewed Social Studies curriculum?

Response: The curriculum was well reviewed, thou it could have done better.

Question 2: Please, describe the work performance of Social Studies lecturers in your department.

Response: All lecturers in my department are hardworking and are always upright to their duties.

Question 3: What is the level of acceptability of latest reviewed Social Studies curriculum by the lecturers in your department?

Response: Myself and my colleagues in the department accepted the curriculum and believe that the next review will be more inclusive.

Question 4: What is the conditional status and availability of infrastructural facilities in the Social Studies department of your institution?

Response: Facilities are available and they are all in good condition. Other will soon deliver to the department as promised by the College Management.

Question 5: Please, describe the leadership style that you adopt in the administration of your department.

Response: I considered my other colleagues to be equally competent to be HOD, so we are doing things together. We share responsibilities among ourselves.

Question 6: What is the level of safety of staff, students and properties in your department?

Response: The safety of students and staff during the day is okay and at night the security guards are on duty to protect the departmental properties.

Interview of the Researcher with the HOD Osun State College of Education, Ilesa

Question 1: How can you describe the latest reviewed Social Studies curriculum?

Response: Personally, am comfortable with the latest reviewed curriculum.

Question 2: Please, describe the work performance of Social Studies lecturers in your department.

Response: The lecturers in the department are not lazy, they always perform their responsibilities appropriately.

Question 3: What is the level of acceptability of latest reviewed Social Studies curriculum by the lecturers in your department?

Response: The lecturers accepted the curriculum and using it to teach the students as gazetted by the government.

Question 4: What is the conditional status and availability of infrastructural facilities in the Social Studies department of your institution?

Response: We have infrastructural facilities that are relevant and are in good shape. Though, we are still appealing to the management for more resources.

Question 5: Please, describe the leadership style that you adopt in the administration of your department.

Response: To the best of my knowledge am operating open door policy that is democratic system of leadership.

Question 6: What is the level of safety of staff, students and properties in your department?

Response: The security outfit is standard. Both the department and College Management are always work together to ensure the safety of the students, staff and the departmental facilities.

Interview of the Researcher with the HOD Ekiti State College of Education, Ikere, Ekiti

Question 1: How can you describe the latest reviewed Social Studies curriculum?

Response: The latest review that took place in the year 2020 is acceptable by me. I commend the team that carried out the assignment.

Question 2: Please, describe the work performance of Social Studies lecturers in your department.

Response: My lecturers are diligent and dedicated at their duties and totally committed. They are good.

Question 3: What is the level of acceptability of latest reviewed Social Studies curriculum by the lecturers in your department?

Response: We all accepted the curriculum, it was well reviewed.

Question 4: What is the conditional status and availability of infrastructural facilities in the Social Studies department of your institution?

Response: The infrastructural resources are fairly okay. Insufficient of funds make most of the needed facilities not available, but we are coping.

Question 5: Please, describe the leadership style that you adopt in the administration of your department.

Response: The leadership style is all about openness and transparency. Diversity of views and experienced of my other colleagues are always respected.

Question 6: What is the level of safety of staff, students and properties in your department?

Response: College Management provided security outfit for the safety of the students, staff and the properties of the department during day and night.

4.6 Discussion of Findings

The result of research question one revealed a commendable level of work performance among Social Studies lecturers in public Colleges of Education in Nigeria. A majority of respondents demonstrate active engagement in developing course materials, using teaching aids, assessing students, supervising research activities, and conducting microteaching sessions. These activities highlights their dedication to curriculum development, instructional innovation, student assessment, and professional mentorship. The result suggest that Social Studies lecturers in Nigeria demonstrate a commendable level of engagement in various teaching-related activities. The high levels of involvement in curriculum development, teaching aid utilisation, student assessment, and research supervision reflect a proactive approach to pedagogical practices. This may be attributed to the lecturers' intrinsic motivation, institutional support for professional development, and recognition of the importance of these activities in facilitating student learning and academic success, most especially for the Social Studies students.

However, several studies align with the findings of this current research on the work performance of Social Studies lecturers in colleges of education in Nigeria. For instance, a study emphasises on the positive impact of instructional material utilisation on teaching effectiveness, echoing the emphasis on curriculum development and teaching aid utilisation observed in the current study¹. Similarly, other study highlighted the importance of educators' involvement in c²⁰⁴ n development processes for enhancing the quality of educational programme². Additionally, a study underscored the significance of leadership styles in educational settings, supporting the focus on leadership styles observed in the current research³. Another study on research supervision in Nigerian Universities further aligns with the emphasis on research engagement among Social Studies lecturers, while some other studies emphasised the critical role of effective

assessment practices in monitoring student progress, consistent with the findings of the current study^{4,5}.

There are also studies that do not support the findings of this current research. For instance, a study explored factors influencing the use of instructional materials in teaching, indicating potential challenges and barriers that may impact teaching practices differently across disciplines and contexts⁶. Similarly, evaluation of curriculum review in Nigerian polytechnics suggests that the effectiveness of curriculum revisions may vary depending on specific contexts and implementation strategies⁷. Other study on microteaching supervision may not directly align with the current research focus, it underscores the importance of supervision in teacher training programme, offering insights that may inform professional development initiatives for Social Studies lecturers in colleges of education⁸.

The consistent development of course materials and the regular conduction of Continuous Assessment (C.A.) and tests further emphasise the proactive approach adopted by lecturers in ensuring academic rigor and student assessment. This proactive stance not only supports student learning outcomes, but also reflects a culture of continuous improvement within the academic environment. Moreover, the punctuality and regular attendance of lecturers demonstrate professionalism and reliability, essential qualities that contribute to the overall effectiveness of educational delivery.

Additionally, the active involvement of lecturers in student supervision, both in micro-teaching and teaching practice, highlights their role not only as lecturers, but also as mentors and guides in shaping the next generation of teachers. This hands-on engagement in the practical aspects of teacher training is crucial for imparting relevant skills and knowledge to future educators, thus enhancing the quality of teaching in schools and colleges across Nigeria.

Furthermore, the participation of lecturers in extracurricular activities, such as fieldwork preparation and supervision and the utilisation of instructional materials and resource rooms signify a commitment to holistic education. By engaging students beyond the confines of the classroom and leveraging various teaching resources, lecturers contribute to a more enriching and immersive learning experience for students. This approach aligns with contemporary pedagogical practices that prioritise active learning, student engagement and practical application of knowledge.

Moreover, specific concerns were raised regarding changes made to the curriculum, such as the removal and reduction of courses, the reduction of graduating units and the elimination of certain core components like field trips and research methodology courses. These changes were widely deemed unacceptable by the HODs, reflecting apprehensions about the potential impact on the comprehensiveness, quality and relevance of the curriculum. The resistance to these changes underscores the importance of maintaining a balance between innovation and continuity in curriculum reform efforts to ensure that educational standards and objectives are upheld while adapting to evolving educational needs and priorities.

Overall, the responses highlighted the complex and multifaceted nature of curriculum development and review processes in colleges of education in Nigeria. The participants highlight the importance of fostering open communication, collaboration, and shared decision-making among stakeholders to address concerns and promote greater acceptability and effectiveness of curriculum review. Moving forward, it is imperative for educational policymakers and administrators to heed the feedback provided by HODs and engage in constructive dialogue to address concerns, refine processes and create curricular frameworks that reflect the needs, aspirations, and aspirations of all stakeholders involved in the educational enterprise.

Research question two was based on the level of acceptability of the latest reviewed Social Studies curriculum among Social Studies within colleges of education in Nigeria sheds light on the diverse viewpoints and considerations among educators. Table 4.10 presents the responses to various aspects of the curriculum review, revealing the acceptability and otherwise of the reviewed curriculum. For instance, the reduction of students' course total graduating units from 32 to 24 credits garnered substantial support, with 41.8% of respondents expressing high acceptance. This indicates recognition among the Social Studies lecturers of the potential benefits of streamlining the curriculum to alleviate students' academic workload while maintaining the integrity of the learning experience. However, the reduction of 200 level 2nd semester courses from 4 to 1 elicited a more mixed response, with 43.7% of respondents accepting the change but a significant percentage expressing partial acceptance or non-acceptance. This variance in opinion underscores the complexities inherent in reshaping curricular structures and emphasises the need for careful consideration of the implications of such modifications.

Moreover, changing all courses to compulsory status received moderate acceptance, with 39.7% of respondents supporting the initiative, removal of certain courses evoked diverse responses. The removal of courses, that is, 'Origin and Nature of Man,' 'Man and His Government,' 'Law Related Education,' 'Social Studies Research Method and Statistics,' and 'Field Trip' highlight varying perceptions of the relevance and significance of these courses within the curriculum. Additionally, the reduction of 300 level courses from 4 to 2 garnered moderate acceptance, indicating a willingness among educators to consider streamlining higher-level coursework to emphasise core competencies and areas of specialisation.

This result offers insights that both align with and diverge from findings from previous research studies. For instance, a study emphasises the importance of curriculum

flexibility to accommodate students' diverse learning needs, which resonates with the mixed response observed in the current study regarding the reduction of specific courses and streamline coursework^{9,10}. Similarly, a research work highlights the significance of stakeholder consultation in curriculum development processes, supporting the emphasis on inclusive decision-making processes observed in the course of review of the curriculum¹¹.

However, contrasting findings from a study on the acceptability of curriculum revisions in colleges of education suggest a more uniform acceptance of proposed changes, indicating potential variations in perceptions among lecturers¹¹. Additionally, another research on curriculum adaptation in Social Studies education underscores the importance of considering contextual factors and disciplinary differences, which may influence educators' responses to proposed curriculum modifications¹². These disparities highlight the need for necessary approaches to curriculum development and implementation, taking into consideration the unique needs and perspectives of Social Studies educators in colleges of education in Nigeria.

Research question three was on the level of availability of infrastructural facilities in colleges of education in Nigeria reveals both strengths and areas for improvement. The high availability of lecture rooms and staff offices for the Social Studies lecturers suggests that colleges generally possess adequate spaces for teaching and administrative purposes, in order to allow a conducive learning and working environment. Additionally, the relatively high availability of resource rooms and practicum laboratories indicates a significant evidence in supporting practical learning experiences and instructional materials, enhancing the quality of education delivery for the Social Studies students. However, the lower availability of conveniences such as restrooms highlights a need for

improvement in providing basic facilities to ensure the comfort and well-being of students and staff.

Comparing these findings with previous research studies offers valuable insights into infrastructural challenges within colleges of education. For instance, research work emphasises the importance of adequate infrastructure in promoting effective teaching and learning processes, aligning with the emphasis on the availability of lecture rooms and staff offices observed in the current study¹³. Similarly, findings from a study underscore the significance of resource rooms and laboratories in supporting practical learning experiences, consistent with the relatively high availability of these facilities in the current research¹⁴.

However, disparities exist in the availability of Social Studies libraries, with only a quarter of respondents reporting high availability. This contrasts with findings from studies by some researchers, which emphasise the importance of well-equipped libraries in facilitating research and scholarship^{9, 15}. Additionally, the lower availability of conveniences such as restrooms may impact the overall learning and working experience within colleges of education, highlighting the need for targeted interventions to address these infrastructure gaps. Generally, colleges of education demonstrate strengths in certain infrastructural areas, there is a clear need for concerted efforts to ensure equitable access to essential facilities and resources to support quality education delivery and make the teaching/learning environment convenient for the lecturers and students.

Despite the overarching challenges, certain infrastructural facilities were noted to be relatively more prevalent across departments. For instance, the presence of resource rooms, mini-libraries and teaching aids such as whiteboards and projectors was reported by a majority of HODs. This suggests that while there may be deficiencies in certain areas, efforts have been made to provide essential teaching and learning resources to support

academic activities. However, challenges such as power outages, equipment damage and vandalism were cited as barriers to fully utilizing these facilities, indicating the importance of addressing broader systemic issues to optimise the functionality and accessibility of available resources.

The responses highlight disparities in the availability and condition of infrastructural facilities across different Social Studies departments and institutions. While some departments may boast relatively better-equipped facilities, others face more significant constraints and resource shortages. These discrepancies underscore the need for equitable resource allocation and strategic planning to ensure that all Social Studies departments have access to essential infrastructure and resources needed to deliver quality education.

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departments have access to essential infrastructure and resources needed to deliver quality education.

The findings of research question four shed light on the predominant leadership styles adopted by heads of departments in colleges of education in Nigeria. Autocratic leadership emerges as the most prevalent style, characterised by high mean scores across its components, indicating a strong preference for centralized decision-making and structured environments. This aligns with findings from various studies on leadership styles in educational settings, where autocratic leadership often dominates due to its perceived efficiency in achieving objectives and maintaining control over organisational processes¹⁶.

However, it is important to note that while autocratic leadership may provide clear direction, it can also stifle innovation and diminish employee morale, posing challenges for fostering a dynamic and inclusive organisational culture.

Conversely, democratic leadership demonstrates widespread adoption among heads of departments in colleges of education, as evidenced by high mean scores in encouraging ideas from subordinates, collaborative decision-making, and respecting diversity of views. This finding corroborates research indicating the benefits of democratic leadership in educational contexts, such as increased employee engagement, creativity, and job satisfaction¹⁷. By involving subordinates in decision-making processes and valuing diverse perspectives, leaders can foster a sense of ownership and empowerment among faculty and staff, leading to improved organisational outcomes.

The study also highlights the challenges faced by leaders in leveraging digital technology for leadership practices within educational contexts. While digital leadership scores high in inspiring others through digital means, there are significant limitations in leveraging new technology and encouraging collaboration. These findings resonate with recent research highlighting the digital divide in educational leadership, where leaders

often struggle to harness technology effectively for administrative tasks, communication, and instructional purposes^{16, 18}. Addressing these challenges requires investments in digital literacy training and infrastructure development to empower educational leaders to leverage technology for improved organisational effectiveness and student outcomes.

In comparing these findings with related studies, there appears to be consistency regarding the prevalence of autocratic leadership in educational settings, underscoring the need for efforts to promote more participatory and inclusive leadership approaches. Additionally, democratic leadership is widely recognised for its benefits, there remains room for improvement in leveraging digital tools for leadership practices within educational institutions. Future research could delve deeper into the factors influencing leadership style adoption and their impact on organisational culture, teacher morale, and student achievement, providing insights for enhancing leadership effectiveness in colleges of education in Nigeria and beyond.

Overall, the responses paint a picture of Social Studies departments in public colleges of education in Nigeria being led by HODs who embrace democratic leadership principles. By fostering a culture of collaboration, empowerment, and mutual respect, these leaders strive to create inclusive and supportive environments that promote staff engagement, innovation, and professional growth. Moving forward, continuing to uphold these democratic principles and values will be essential for nurturing effective leadership practices and fostering a positive organisational climate within educational institutions.

Research question five investigated the safety levels within public colleges of education in Nigeria and the result yielded crucial findings that warrant thorough examination. Firstly, the study highlights the efficacy of security light at night and perimeter fences in bolstering safety, aligning with similar studies highlighting the importance of visible security measures in deterring potential threats¹⁹. However, contrasting results emerge regarding the effectiveness of internal security systems and

Close Circuit Television (CCTV) surveillance, indicating potential deficiencies in surveillance infrastructure. This divergence suggests a need for further investigation to understand the discrepancies and identify areas for improvement.

Moreover, the findings regarding iron metals and burglaries at office entrances present an interesting contrast, with a level of security enhancement slightly higher than moderate. While this may indicate some improvement, it also suggests potential vulnerabilities that need to be addressed to ensure comprehensive safety measures²⁰. Similarly, the moderate effectiveness of fire extinguishers highlights the importance of emergency preparedness, yet it also signals areas for improvement in maintenance and accessibility to optimise safety measures during crises.

Comparing these results with findings from similar studies, it becomes evident that colleges of education in Nigeria face common challenges in ensuring robust safety measures. For instance, a study identified deficiencies in surveillance systems and internal security protocols in other educational contexts, emphasising the need for strategic investments in infrastructure and personnel training²¹. Additionally, a study highlighted the importance of visible security measures, such as perimeter fences, in deterring potential threats, corroborating the effectiveness of such measures observed in the current study.

Overall, the study underscores a mixed landscape of safety effectiveness across colleges of education in Nigeria, with some measures excelling while others require attention and improvement. Policymakers and stakeholders must prioritise addressing identified weaknesses and implementing proactive measures to foster a secure environment conducive to learning and academic excellence within colleges of education.

In exploring the level of work performance among Social Studies Lecturers in Public Colleges of Education in Nigeria, the KII conducted for the Head of Departments

(HODs) offer valuable insights into the various dimensions of lecturers' roles and responsibilities.

All the interviewed Heads of Department acknowledge that: Lecturers are generally meeting the expectations set forth by the institution indicates a baseline level of competence and dedication among staff members. This is particularly significant as it underscores the foundational commitment of lecturers to their profession and their students (See plates 1-6).

To further support the submissions of the Social Studies lecturers on their work performance in the public colleges of education in Nigeria, four of the KII respondents submitted that: The lecturers in their department always develop course materials and have adequate preparation before they go to the classroom for teaching. They also reported that the lecturers use teaching materials in the course of teaching the students (See plates 2, 3, 5 & 6).

Another three of the participants submitted that the lecturers in their respective department always involve in the supervising of the students research work, micro teaching and teaching practice. They said that the lecturers have considered all these activities as part of their primary responsibilities in the department (See plates 1, 3 & 4).

Furthermore, the participants also said that the lecturers in their department also get involve in the preparation of the students for the field work. The participants stressed further that the preparation and taking out students on field work is an herculean task that need all hands to be on deck for the trip to be a successful one (See plates 1-6).

Finally, the submissions of the Heads of Department were totally in tandem with the Table 4.9, were the responses of the lecturers to their level of work performances were majorly often and very often.

KII conducted for the HODs on the level of acceptability of latest reviewed Social Studies curriculum in the public colleges of education in Nigeria among Social Studies Lecturers brought about various perspectives on the perceived strengths and weaknesses of the curriculum revision process. Firstly, it is evident from the responses that there is a significant degree of dissatisfaction among HODs regarding the adequacy of the review process itself.

Five of the participants expressed concern that the curriculum was not thoroughly reviewed, and decisions made during the process were not widely acceptable. They said that this underscores the importance of ensuring transparency, inclusivity and stakeholder engagement in curriculum development and review processes to be acceptable to all the concerned stakeholders (See plates 1, 2, 5 & 6).

Also, responses from the HODs revealed that Various amendments took place on the Social Studies curriculum such as cancellation of some courses, changes of status, reduction of graduating units were not acceptable by the Social Studies lecturers (see plates 3, 4 & 6).

Specifically, on the reduction of 200 Level 2nd semester courses from 4 to 2, two of the participants in the KII responded that the development was not a good one. They were of the opinion that this will encourage la: 215 may brought about unseriousness on the students (see plates 1 & 5).

Some respondents of the KII also said the removal of some courses in the 2020 reviewed Social Studies curriculum, were not acceptable to them. The participants had contrary view to the opinion of the Social Studies lecturers because they were not in support of the removal of those courses (see plates 2, 3, 5 & 6).

Finally, two of the participant in the KII also objected to the removal of field trip as a course in the latest reviewed Social Studies curriculum (see plates 3 & 4). They said field trip was a course that offers a unique academic knowledge to both students and the lecturers.

The submissions of the participants in the KII conform with the position of the Social Studies lecturers. The responses provided by the Head of Departments (HODs) shed light on the availability of infrastructural facilities in colleges of education across Nigeria, offering insights into the challenges and strengths of the educational infrastructure.

Most of the participants in the KII Expressed dissatisfaction with the current state of infrastructure in their respective Social Studies departments, citing issues such as insufficient lecture rooms, poorly furnished offices and inadequate teaching resources. These concerns highlight the pressing need for investment in infrastructure to create conducive learning environments that support effective teaching and learning activities (see plates 1, 2, 3 & 5).

In the area of conveniences and Social Studies practicum laboratories, three of the participant said these two facilities were very essential for both the lecturers and the students, but unfovrtunately these facilities were not enough in their institutions. And that the view ones on ground were not in good condition (see plates 3, 5 & 6).

On the availability of offices ²¹⁶ ff, lecture rooms and Social Studies resource rooms. Five of the KII participants submitted that these resources were available because they are part of the prerequisite for accreditation of the social studies as a course of study in the Nigerian Colleges of Education (see plates 1, 2, 4, 5 & 6).

Furthermore, the presence of basic amenities such as air conditioning, fans and seating arrangements in lecture rooms and offices indicates efforts to create comfortable

and conducive environments for both staff and students, albeit with varying degrees of availability and quality.

In conclusion, the responses provided by the HODs offer valuable insights into the state of infrastructural facilities in colleges of education in Nigeria. While challenges persist, including issues of inadequacy, maintenance and equity, there are also areas of strength and resilience within the system. Moving forward, addressing infrastructure deficiencies and improving resource allocation processes will be crucial for enhancing the quality of education and creating an enabling environment that fosters teaching excellence and student success across colleges of education in Nigeria.

In support of the Social Studies lecturers submission above, the KII conducted for the Heads of Department revealed that the mostly adopted leadership styles among Social Studies Head of Department in Public Colleges of Education in Nigeria.

The responses provided by the Head of Departments (HODs) shed light on the prevailing leadership styles adopted within Social Studies departments in public colleges of education across Nigeria. Primarily, the overwhelming consensus among the HODs indicates a predominant adoption of democratic leadership styles.

All the HODs that participated in the KII acknowledged that running a democratic system of leadership, characterised by a collaborative approach to decision-making, open communication channels and a willingness to empower and involve departmental staff in various aspects of departmental governance and decision-making processes (see plates 1-6).

KII was also conducted for the Heads of Department on the above subject matter. KII reports from the participants showed that the perimeter fence and Closed Circuit Television (CCTV) were not available in their department. They were of the opinion that

these items should be provided by the college management because of the huge amount of money that would be needed to provide them (see plates 2, 4, 5, & 6).

Also, all the participants submitted that they had iron meters and burglaries at the offices entrances (see plates 1-6), but only three of them claimed to have fire extinguisher (see plates 3,5, & 6), while others said they were improvising the fire extinguisher (see plates 1, 2 & 4).

On the aspects of internal security system and security light at night, some participants submitted that they provided these items in their respective Department in order to guarantee safety of lives of staff, students and the departmental properties (see plates 2, 4, 5 & 6). Two participants responded that they have no financial capacity to provide these items and that they were appealing at the college management to assist them in this regard (see plates 1 & 3).

Discussion of Hypotheses

Test of hypothesis one was on combined influence of environmental factors and the reviewed curriculum on the work performance of lecturers in colleges of education in Nigeria yields significant findings that not only highlight the relationships between these variables but also elucidate their significant influence. The study highlights strong correlations between lecturers' work performance and both environmental factors and the quality of the reviewed curriculum. These results align with previous research, which emphasised the importance of supportive organisational cultures and infrastructure investments in fostering teacher performance. A positive correlation observed between work performance and the reviewed curriculum also resonates with a study which highlighted the role of curriculum enhancements in promoting teaching excellence²². These findings emphasise the critical importance of conducive working environments and continuous curriculum development efforts in optimizing lecturers' work performance.

Moreover, the study reveals a strong correlation between environmental factors and the quality of the reviewed curriculum, echoing the integrated nature of organisational factors and educational practices²³. Conducive working environments may facilitate the development and implementation of high-quality curricular initiatives, reflecting the interconnectedness of educational processes within institutional contexts. The findings not only demonstrate the presence of significant relationships but also highlight their significant influence on lecturers' work performance. The substantial variance explained by the predictors in the regression analysis, as evidenced by the high R-squared value, indicates the considerable influence of environmental factors and curriculum revisions on lecturers' work performance. These results emphasise the critical need for strategic interventions aimed at creating conducive work environments, investing in infrastructure, and engaging in ongoing curriculum development to foster teaching excellence and enhance student outcomes within colleges of education in Nigeria.

Test of hypothesis two illuminated significant relative influence of environmental factors (comprising both home and school environments), the reviewed curriculum, and the work performance of lecturers in colleges of education in Nigeria. Notably, both independent variables exerted considerable influence on lecturer performance. Previous research has also explored the influence of environmental factors and curriculum on educator performance, providing context for interpreting the current findings. Similarly, a study identified significant relationships between curriculum quality and teacher performance, supporting the observed influence of the reviewed curriculum in the present study²⁶. However, contrasting results were observed in studies, which found a stronger emphasis on environmental factors in shaping educator performance. These discrepancies underscore the nuanced interplay between various factors influencing lecturer

performance and highlight the importance of contextual considerations in educational research²⁷.

The significant influence of both environmental factors and the reviewed curriculum on lecturer performance carries profound implications for theory, practice, and policy in education. It underscores the pivotal role of curriculum development and environmental enhancements in fostering conducive teaching and learning environments within colleges of education in Nigeria. Educational policymakers are urged to prioritise investments in curriculum revisions and infrastructure improvements to support lecturer professional growth and enhance overall educational outcomes. Furthermore, these findings underscore the importance of ongoing research and data-driven decision-making in guiding educational interventions aimed at optimizing lecturer performance and promoting student success.

While the current study underscores the influential role of curriculum revisions in shaping lecturer performance, contrasting findings from previous research emphasise the significance of environmental factors. Research studies highlighted the predominant influence of environmental conditions on educator performance, suggesting that contextual factors may vary across different educational settings²⁸. These divergent findings emphasises the need for deliberate effort to educational policy and practice, acknowledging the multifaceted nature of factors influencing lecturer performance and student outcomes. By considering these complexities, policymakers can craft more effective interventions tailored to the unique needs of educators and students within colleges of education in Nigeria.

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Test of hypothesis three investigated the relative influence of environmental factors indices of home and school on the performance of Social Studies lecturers in the Public Colleges of Education in Nigeria. Home location to the institution is one of the key factors that determines the performance of Social Studies Lecturers in the Public Colleges

of Education in Nigeria. Living close to the institution makes it more easy for the staff to get into the office on time and with less money to spend on transport fare, but at the same time has some disadvantages. A study reveals that the staff living within the institution premises or close to the institution are more loaded with official responsibilities than the staff living far from the college¹⁰.

Merital status has to do with been married, single, widow, divorce, widower or single parent. All these effect positively or negatively on the lecturers' work performance in one way or the other. A study shows that children from unstable home were confirmed to have been confirmed to have various effect on their school academic performance¹⁸.

Infrastructure facilities are the basic essential materials that should be put in place to enable development occur and make work getting done in easier and faster way. A study confirmed that lack of necessary instructional facilities negatively affected the output of the University graduates in Nigeria²⁰. The provision and availability of infrastructural facilities is the subject priority of many higher institutions in Nigeria.

School safety is all about security on the life of the students, staff and school properties. It is only in the secure environment that the set goal and objectives of the institution can be achieved. Safety of the work place encourages the worker to have rest of mind to perform optimally without fear of intimidation or injured²¹.

Leadership is great quality and every great organisation success besides other factors owes its credit to the leader who led it to glory. Leadership style is a crucial factor that can influence the work performance of academic staff in the Nigerian higher institutions²⁸. Leadership style influences the action and performance the staff, not only in the Colleges of Education but in all establishment.

Test of hypothesis four was done to investigate the level of acceptability of the latest reviewed Social Studies curriculum between Federal and State Public Colleges of

education in Nigeria. The result yielded significant disparities among the indices of environmental factors of home and school factors . Federal colleges exhibited a lower mean acceptability score (Mean = 1.66) compared to state colleges, where the mean score was substantially higher (Mean = 2.33). Statistical analysis confirmed these differences, with significant t-test results indicating a notable gap in the acceptability of the curriculum between federal and state colleges.

Previous research has explored factors influencing curriculum acceptability in educational settings, offering insights into potential reasons for the observed differences in the current study. Similarly, a study has identified contextual factors such as funding, resources, and administrative structures as influential in shaping curriculum acceptance among educators^{11,29}. These findings align with the present study's suggestion that variations in institutional contexts may contribute to differences in curriculum acceptability between federal and state colleges.

However, further research is needed to explore the specific mechanisms through which these contextual factors influence educators' perceptions of the curriculum in different types of institutions.

The significant differences in curriculum acceptability between federal and state colleges underscore the importance of addressing disparities in educational resources and support across the higher education system in Nigeria. Policymakers must prioritise efforts to enhance the implementation and uptake of the Social Studies curriculum, particularly in federal colleges where acceptability appears to be lower. Collaborative approaches involving curriculum review committees comprising representatives from both federal and state colleges can : ²²² inclusivity and alignment with national educational objectives. Additionally, targeted resource allocation and capacity-building initiatives are essential to ensure equitable access to quality education and resources

across all levels of the educational system. Addressing the factors contributing to differences in curriculum acceptability, policymakers can work towards promoting educational excellence and equity across federal and state colleges of education in Nigeria.

The Lecturers in the department of Social Studies in the Federal and State Colleges of Education in Nigeria. Curriculum in this study has been regarded as the policy document prepared by the Federal Government on periodical indices of four years, but currently changed to five years. The curriculum is like the engine of a vehicle which requires regular servicing in order for it to function well. It is not disappointing doing use or when it required for use¹¹.

Curriculum as a concept is association with education, human development and growth. Curriculum involves embraces the provision of adequate facilities for human development in terms of physical economic and spiritual improvement¹². Curriculum serves the society which constantly charges in terms, values and goals of its members.

Test of hypothesis five was conducted on work performance of lecturers in federal and state colleges of education in Nigeria, aiming to discern potential differences between the two types of institutions. The analysis unearthed a statistically significant contrast in mean work performance scores. Lecturers in state colleges displayed notably higher levels of work performance compared to their counterparts in federal colleges. This disparity highlights the diversity in work performance across distinct educational settings within the country.

However, past research has explored variations in work performance across different types of educational institutions, offering insights that contextualise the present findings. A study discovered that lecturers in private universities exhibited superior work performance compared to those in public universities, a trend that echoes the results of the current study. Conversely, studies found no significant differences in work

performance between lecturers in community colleges and historically black colleges, respectively, compared to other institutional types²⁴. These contrasting findings underscore the multifaceted nature of factors influencing work performance within the educational landscape.

The observed difference in work performance between federal and state colleges holds critical implications for theory, practice, and policy in education. It projects potential disparities in working conditions and institutional support systems, necessitating concerted efforts to promote equity and improve support mechanisms. Educational policymakers are urged to prioritise initiatives aimed at enhancing infrastructure, fostering faculty development, and refining governance structures to cultivate environments conducive to teaching excellence. Moreover, tailored interventions tailored to address the specific needs of lecturers in federal colleges are essential to mitigate disparities and elevate overall educational outcomes nationwide. By addressing these disparities, policymakers can promote a more equitable educational landscape, ultimately enhancing the quality of education and advancing the nation's educational goals.

In contrast to the findings of this study, previous research has produced mixed or non-significant differences in work performance across various institutional contexts. Some studies found no significant disparities in work performance between public and private universities and between urban and rural colleges, respectively²⁵. These divergent findings underscore the complexity of factors influencing work performance within diverse educational settings, warranting further investigation. Understanding the nuanced dynamics at play is crucial for crafting evidence-based policies and interventions aimed at optimizing teaching effectiveness and improving educational outcomes across all types of institutions.

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Chapter Five

Conclusion

This chapter presents the concluding section of the study. It contains the following subsections: Summary of Findings, Conclusion, Recommendations, contribution to knowledge and suggestions for further studies.

5.1 Summary of Findings

Research question one was raised to determine the level of work performance of Social Studies lecturers, the findings suggest a commendable level of engagement across critical activities such as curriculum development, instructional delivery, student assessment, and research supervision. Lecturers demonstrated a proactive approach to enhancing the quality and relevance of the learning experience, indicating a commitment to academic excellence. However, there is room for improvement in leveraging emerging technologies and refining assessment practices to further enhance student engagement and learning outcomes, indicating areas for future development in pedagogical approaches.

Research question two was raised to determine the level of acceptability of the reviewed Social Studies curriculum among lecturers in colleges of education in Nigeria. The results revealed varied responses to proposed changes, with certain aspects receiving high acceptance while others elicited mixed perceptions. While there is general consensus on some adjustments, such as the reduction of course units, concerns remain regarding the removal of specific courses. This highlights the importance of inclusive decision-making processes to address educators' concerns and ensure the curriculum aligns with educational objectives effectively.

Research question three examined the availability of infrastructural facilities in Colleges of Education in Nigeria. While certain facilities such as lecture rooms and staff offices demonstrate high availability, others like Social Studies libraries and

conveniences show lower availability. This highlights the need for infrastructural enhancements to support academic and student welfare needs adequately. Improvements in these areas could contribute to creating a more conducive learning environment and supporting the academic success of students.

Research question four was raised to access the most adopted leadership style among heads of department of Social Studies in colleges of education in federal and state colleges of education in Nigeria. Autocratic leadership emerged as predominant, while democratic leadership style equally demonstrated widespread adoption. However, coaching and digital leadership styles showed potential for enhancement, particularly in fostering collaborative relationships and leveraging technology for effective leadership practices. Enhancing leadership diversity and fostering a more inclusive leadership culture could contribute to organisational effectiveness and staff morale within Colleges of Education.

Research question five investigated the level of safety within Colleges of Education. While some safety measures such as security lights and perimeter fences received high ratings, others like internal security systems and CCTV fell below the moderate threshold. These findings underscore the importance of strengthening safety protocols to ensure a consistently high level of safety across Colleges of Education. Overall, the study provides valuable insights into various aspects of Social Studies education delivery, curriculum development, infrastructural support, leadership practices, and safety measures, offering recommendations for improvement to promote academic excellence and student well-being within Colleges of Education in Nigeria.

The findings from the responses of Heads of Departments (HODs) in Nigerian public colleges of education equally shed light on several key aspects of Social Studies education:

Work Performance of Social Studies Lecturers:

HODs reported that Social Studies lecturers generally meet institutional expectations, demonstrating competence, dedication, and proactive engagement. They consistently develop course materials, conduct assessments, maintain punctuality, and actively supervise students, reflecting a commitment to holistic education.

Acceptability of the Latest Reviewed Social Studies Curriculum:

HODs expressed widespread dissatisfaction with the adequacy and inclusivity of the curriculum review process. They cited deficiencies, lack of stakeholder engagement, and resistance to curriculum changes, emphasising the need for transparent, collaborative processes in curriculum development.

Availability of Infrastructural Facilities:

Responses highlighted significant infrastructural challenges, including insufficient lecture rooms, poorly furnished offices, and inadequate teaching resources. Despite efforts, there are disparities in availability and quality across departments and institutions, calling for improvements in resource allocation processes.

Adopted Leadership Styles Among Heads of Department:

Democratic leadership styles prevail among HODs, characterised by collaboration, open communication, empowerment, and inclusivity. This approach fosters partnerships among staff, promotes a positive organisational climate, and supports staff engagement, innovation, and professional growth.

Overall, the findings underscore the importance of collaborative, transparent, and inclusive approaches in Social Studies education. Addressing challenges and leveraging strengths will be essential for enhancing the quality of education and creating conducive learning environments in Nigerian colleges of education.

Concerning the combined influence of environmental factors and the reviewed curriculum on lecturer work performance, correlations indicated strong positive relationships between these variables. Environmental factors and the reviewed curriculum were found to significantly influence lecturers' work performance, with regression analysis further confirming their substantial predictive power, explaining approximately 95.6% of the variance in work performance. These findings underscore the critical role of environmental conditions and curriculum quality in shaping lecturer performance, highlighting the need for strategic interventions to optimise teaching effectiveness and student outcomes.

In terms of differences in work performance between federal and state colleges of education, significant disparities were observed, with lecturers in state colleges demonstrating higher performance levels compared to their counterparts in federal colleges. These findings underscore the importance of addressing disparities in resources, support systems, and institutional governance mechanisms to promote equity and ensure all lecturers have access to the necessary resources for professional development.

As regards the relative influence of environmental factors and the reviewed curriculum on lecturer performance, regression analysis revealed significant positive associations between these factors and lecturer performance. While both factors exerted a notable influence, the reviewed curriculum emerged as a relatively stronger predictor, emphasising the importance of continuous curriculum development efforts to enhance teaching effectiveness and student learning outcomes.

Concerning the acceptability of the latest reviewed Social Studies curriculum, significant differences were observed between federal and state colleges of education, with the curriculum being more acceptable in state institutions. These findings highlight

the importance of stakeholder engagement and inclusive decision-making processes in curriculum development to ensure widespread acceptability and relevance.

5.2 Conclusion

Social Studies lecturers demonstrated commendable levels of engagement and competence in critical activities such as curriculum development, instructional delivery, and research supervision. However, there is room for improvement, particularly in leveraging emerging technologies and refining assessment practices to further enhance student engagement and learning outcomes. While there are aspects of the reviewed curriculum that receive high acceptance among lecturers, concerns and mixed perceptions also exist, particularly regarding proposed changes. This highlights the importance of inclusive decision-making processes to address educators' concerns and ensure the curriculum aligns effectively with educational objectives.

There are significant infrastructural challenges were in federal and state colleges of education in Nigeria, including disparities in availability and quality across departments and institutions. Improvements in resource allocation processes are necessary to address these challenges and create a more conducive learning environment.

Autocratic leadership styles prevail among Heads of Departments. However, there is potential for enhancement, particularly in coaching and digital leadership styles, to further support organisational effectiveness and staff morale. The study also revealed important correlations and differences, indicating the critical role of environmental factors and the reviewed curriculum in shaping lecturer performance and the need to address disparities between federal and state colleges. Overall, addressing identified challenges and leveraging strengths through collaborative, transparent, and inclusive approaches will be essential for enhancing the quality of education and creating conducive learning environments.

5.3 Recommendations

Based on the findings of this study, the following recommendations are suggested:

Government, college administrators and relevant stakeholders should:

1. provide conducive environment for the Social Studies lecturers and non staff in the Colleges of Education for them to discharge their responsibilities as expected of them.
2. facilitate inclusive decision-making processes involving lecturers in curriculum review and development and address concerns raised by lecturers regarding specific curriculum changes through dialogue and targeted adjustments to ensure broad acceptance and implementation.
3. invest in improving the availability of essential infrastructural facilities such as Social Studies libraries and conveniences to support teaching, learning, and research activities effectively and prioritise maintenance as well as upgrading of existing facilities to ensure optimal functionality and user satisfaction.
4. encourage a balanced approach to leadership by promoting the integration of coaching, democratic, and digital leadership practices alongside traditional autocratic styles and provide leadership training and development programme to equip heads of department with the skills necessary to adapt their leadership styles to diverse educational contexts effectively.
5. improve internal security mechanisms, surveillance systems, and physical barriers against intrusion to improve overall safety levels within colleges of education and also prioritise maintenance, accessibility, and training in fire safety protocols to ensure effective emergency preparedness across campuses.
6. address potential disparities in working conditions, resources, and support systems between federal and state colleges of education.

7. address reasons behind the discrepancy in the acceptability of the Social Studies curriculum between federal and state colleges of education by implementing targeted interventions, such as curriculum review committees comprising representatives from both types of institutions, to ensure inclusivity and alignment with national educational objectives.
8. additionally, allocate resources strategically to enhance the implementation and uptake of the Social Studies curriculum, particularly in state colleges where acceptability appears to be lower.

5.4 Contribution to Knowledge

This study no doubt has contributed immensely to existing body of knowledge. Specifically, its contributions are reflected in the following capacities:

1. the study reveals a commendable level of work performance among Social Studies lecturers, emphasising their active engagement in various teaching-related activities such as curriculum development, instructional innovation, student assessment, and research supervision. These findings contribute to understanding the proactive approach of Social Studies lecturers in Nigeria towards pedagogical practices, driven by intrinsic motivation, institutional support, and recognition of the importance of these activities for student learning and academic success.
2. the research sheds light on the diverse viewpoints among Social Studies lecturers regarding amendment made to the curriculum, highlighting areas of consensus and contention. This insight offers valuable information for curriculum development processes, emphasising the need for inclusive decision-making and consideration of lecturers' perspectives to ensure effective implementation of curriculum revisions.
3. the study provides insights into the level of availability of infrastructural facilities and safety measures in colleges of education, identifying strengths and areas for

improvement. These findings contribute to understanding the importance of adequate infrastructure and safety measures in promoting effective teaching and learning environments, thus supporting educational quality and student well-being.

4. the research identifies prevalent leadership styles among department heads, emphasising the dominance of autocratic leadership while highlighting the benefits of democratic leadership. By examining leadership practices, the study contributes to understanding organisational dynamics within educational institutions and underscores the importance of inclusive leadership approaches for fostering positive organisational culture and teacher morale.
5. the study demonstrates the significant influence of environmental factors and curriculum quality on lecturers' work performance, highlighting the interconnectedness of these variables. These findings emphasises the importance of creating conducive working environments and investing in curriculum development to optimise teaching effectiveness and enhance student outcomes.
6. the research reveals significant differences in work performance, curriculum acceptability, and infrastructure between federal and state colleges, emphasising the need for targeted interventions to address disparities. By identifying these disparities, the study contributes to informing policy and practice aimed at promoting equity and improving educational outcomes across different types of institutions.
7. the conceptual model of this study can be of reference for the other researchers.
8. the methodology used in this work was unique to this study which can serve as literature for the researches.

5.5 Suggestions for Further Studies

Considering the scope of this study, the following areas are suggested for further investigation:

1. researchers in this field should conduct a study to gather insights into students' perceptions of proposed curriculum revisions within colleges of education in Nigeria. Examining students' views on the relevance, adequacy, and effectiveness of course offerings, teaching methods, and assessment practices will help identify areas for improvement and ensure alignment with students' learning needs and expectations.
2. studies can also be conducted to safety measures and emergency preparedness protocols in colleges of education in Nigeria. Examining the effectiveness of security infrastructure, emergency response plans, safety training programmes, and communication strategies will help ascertain the well-being and security of students, faculty, and staff members. This can also include investigating additional indices such as incident response time, campus crime rates, student and faculty perceptions of safety, and effectiveness of communication during emergencies to develop a comprehensive picture of institutional safety and security practices.
3. future research endeavours could pursue a holistic analysis encompassing additional variables related to lecturer work performance, as well as home and school environmental factors that were not included in this study.
4. further studies can equally include private colleges of education to gain the lecturers perception on the subject matter along those in public institutions.

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Appendix A

Lead City University, Ibadan
Faculty of Education
Department of Arts and Social Science Education

**Environmental Factors, Reviewed Curriculum and Social Studies Lecturers' Work
Performance Questionnaire (EFRCSSLWPQ)**

Dear Respondents,

This instrument is designed to solicit information for research purpose, please give sincere responses to these items. You are assured of high level of confidentiality of your responses.

Thank you.

Iyiade ADEBUSUYI

Section A: Respondent's Bio-data

Instruction: Please, respond by ticking (✓) the underlisted information as it peculiar to you.

Type of Institution: (a) Federal () (b) State ()

Home Location to the College: (a) Close to the institution () (b) Far from the institution ()

Sex: (a) Male () (b) Female ()

Age Range: (a) Less than 30 () (b) 30-39 () (c) 40-49 ()
(d) 50-59 () (e) 60 and above ()

Academic Qualification: (a) B.Sc. () (b) B.Ed & others () (c) B.Ed Social Studies () (d) M.Sc () (e) M.Ed & others ()
(f) M.Ed Social Studies () (g) Ph.D & others ()
(h) Ph.D Social Studies ()

Year of Experience: (a) Less than 5years () (b) 5-10 () (c) 11-15 ()
(d) 16-20 () (e) 21-25 () (f) 26-30 () (g) above 31 ()

Marital Status: (a) Married () (b) Single () (c) Widow or
Widower () (d) Separated () (e) Divorced ()

Section B: Lecturers' Work Performance

Instruction: Please, use the following scale to respond by ticking (✓) the items below on your work performance:

Key: Very Often (VO) – 4 points; Often (O) – 3 points; Seldomly (S) – 2 points; Never (N) – 1 point

S/N	Items	VO	O	S	N
1	Develop course materials				
2	Use teaching aids				
3	Assess and evaluate students				
4	Supervising research				
5	Supervising micro teaching				
6	Supervising teaching practice				
7	Preparing students for field work				

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Section C: Head of Department's Leadership Style

Instruction: Please, choose the option that best describe your response by ticking (✓) the items below:

Key: Very True (VT) – 4 points; True (T) – 3 points; Partially True (PT) – 2 points; Not True (NT) – 1 point

S/N	Items	VT	T	PT	NT
1	Allows collaborative approach to decision making				
2	Shares responsibilities among groups				
3	Allows ideas freely from subordinate without judgement				
4	Diversity of views and experience is respected				
5	Accepts limited or no input				
6	Makes all decision without consultation				
7	Creates structure and rigid environment				
8	Lacks empathy				
9	Inspires others				
10	Leverages on new technology				
11	Encourages collaboration				
12	Driven innovation				
13	Partners and collaborations				
14	Belief in members potential				
15	Listening carefully				
16	Demand feed back				

Section D: Level of Acceptability of the Reviewed of Specific Areas in the Social Studies Curriculum

Instruction: Please, indicate your level of acceptance of the following recommendations on the latest reviewed Social Studies curriculum by ticking (✓) among the scale below:

Key: Highly Accepted (HA) – 4 points; Accepted (A) – 3 points; Partially Accepted (PA) – 2 points; Not Accepted (NA) – 1 point

S/N	Items	HA	A	PA	NA
1	Reduction of students courses total graduating units from 32-24 credits				
2	Reduction of 200 level 2 nd semester courses from 4 to 1				
3	Changing of all courses to compulsory status				
4	Removal of SOS 123 'Origin and Nature of Man'				
5	Removal of SOS 125 'Man and His Government'				
6	Removal of SOS 224 'Law Related Education'				
7	Reduction of 300 level courses from 4 to 2				
8	Removal of SOS 213 'Social Studies Research Method and Statistics'				
9	Removal of SOS 214 'Field Trip'				

Section E: Availability of the Infrastructural Facilities and Safety Apparatus

Instruction: Please, rate by ticking (✓) the level of availability of the infrastructural facilities and safety apparatus in your department using the following scale:

Key: Highly Available (HA) – 4 points; **Available (A)** – 3 points;
Partially Available (PA) – 2 points; **Not Available (NA)** – 1 point

S/N	Items	HA	A	PA	NA
1	Lecture rooms				
2	Resource rooms				
3	Practicum Laboratories				
4	Staff offices				
5	Conveniences				
6	Social Studies Libraries				
7	Internal security system				
8	Perimeter fence				
9	Closed Circuit Television (CCTV)				
10	Fire extinguisher				
11	Security light at night				
12	Iron metals and burglaries at the offices entrances				

Section F: Influence of Environmental Factors and Reviewed Curriculum on the Work Performance

Instruction: Please, respond by ticking (✓) the items below using the following scale:

Key: **Strongly Agree (SA)** – 4 points; **Agree (A)** – 3 points; **Disagree (D)** – 2 points; **Strongly Disagree (SD)** – 1 point

S/N	Items	SA	A	D	SD
1	The distance from my home to my institution affects my work performance				
2	My marital status affects my performance at work				
3	Level of safety in my institution affect my work performance				
4	Level of availability of infrastructural facilities influences my work performance				
5	My HOD'S leadership style affects my work performance				
6	The present Social Studies curriculum in operation influences my work performance				

Appendix B

**Lead City University, Ibadan
Faculty of Education
Department of Arts and Social Science Education**

Key Informant Interview (KII)

HODs' Interview on Lecturers' Work Performance

Interview Guide

I would like to thank you for taking the time to participate in this study. The purpose of this interview is to investigate environmental factors, reviewed curriculum and Social Studies lecturers' work performance in public colleges of education in Nigeria. The interview will last approximately 15 minutes and will be taped for accuracy. Your participation is voluntary and your responses will remain confidential as well as your identity, college and department. Please, elaborate on specific details during the course of the interview. Please be candid, honest and accurate in your responses.

1. How can you describe the latest reviewed Social Studies curriculum?
2. Please, describe the work performance of Social Studies lecturers in your department.
3. What is the level of acceptability of latest reviewed Social Studies curriculum by the lecturers in your department?
4. What is the conditional status and availability of infrastructural facilities in the Social Studies department of your institution?
5. Please, describe the leadership style that you adopt in the administration of your department.
6. What is the level of safety of staff, students and properties in your department?

Appendix C

**Federal Republic of Nigeria,
National Commission for College of Education, Abuja.**

**Nigeria Certificate in Education Minimum Standards (Curriculum) for Arts and
Social Sciences Education**

(2012 Edition)

Social Studies (SOS)

Course Contents (Single Major)

Course Code	Course Title	Credits	Status
Year 1, First Semester			
SOS 111	Foundations of Social Studies	2	C
SOS 112	Man and His Social Environment	2	C
SOS 113	Man and His Physical Environment	2	C
Year 1, Second Semester			
SOS 121	Introduction to NERDC National Curriculum	2	C
SOS 122	Nigeria as a Nation	1	E
SOS 123	Origin and Nature of Man	1	E
SOS 124	Man and His economic Activities	2	C
SOS 125	Nab and His Government	2	C
Year II, First Semester			
SOS 211	Nigerian Political Life	2	C
SOS 212	Practicum for NERDC National Curriculum	2	C
SOS 213	Social Studies Research methods and Statistics	2	C
SOS 214	Field Trip	3	C
Year II, Second Semester			
SOS 221	Issues and Problems of National Development and Modernization	2	C
SOS 222	Citizenship Education	2	C

SOS 223	Social Services and Social Change in Nigeria	1	E
SOS 224	Law Related Education	1	E
SOS 225	Transportation and Communication	1	E
Year III, First Semester			
	Teaching Practice	6	C
	Project	3	C
Year III, Second Semester			
SOS 211	Nigerian Political Life	2	C
SOS 212	Practicum for NERDC National Curriculum	2	C
SOS 213	Social Studies Research methods and Statistics	2	C
SOS 214	Field Trip	3	C
Year II, Second Semester			
SOS 221	Issues and Problems of National Development and Modernization	2	C
SOS 222	Citizenship Education	2	C
SOS 223	Social Services and Social Change in Nigeria	1	E
SOS 224	Law Related Education	1	E
SOS 225	Transportation and Communication	1	E
Year III, First Semester			
	Teaching Practice	6	C
	Project	3	C

Year III, Second Semester			
SOS 321	Population and Family Life Education	2	C
SOS 322	Nigeria External Relations	2	C
SOS 323	Social Institutions	1	E
SOS 324	Globalisation	1	E

Summary

NCE Year	Compulsory	Elective	Total
Year One	12 Credits	3 Credits	15 Credits
Year Two	14 Credits	3 Credits	17 Credits
Year Three	4 Credits	2 credits	6 Credits
Overall Total	30 Credits	8 Credits	38 Credits

Note: Students are to register for two electives only for graduation.

Minimum credits required for graduation:

Compulsory - 30 Credits

Elective - 02 Credits

Total: - **32 Credits**

Appendix D

Federal Republic of Nigeria, National Commission for College of Education, Abuja.

Nigeria Certificate in Education Minimum Standards (Curriculum) for Arts and Social Sciences Education

(2020 Edition).

Social Studies (SOS)

Social Studies (Single Major)

Course Code	Course Title	Credits	Status
	Year 1, First Semester		
SOS 111	Foundations of Social Studies	2	C
SOS 112	Man and His Social Environment	2	C
SOS 113	Man and His Physical Environment	2	C
	Total	6	

	Year 1, Second Semester		
SOS 121	Introduction to NERDC National Curriculum for Social Studies	2	C
SOS 122	Nigeria as a Nation	2	C
SOS 124	Man and His Economic Activities	2	C
	Total	6	
	Year II, First Semester		
SOS 211	Nigerian Political Life	2	C
	Total	2	

	Year II, Second Semester		
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SOS 221	Issues and Problems of National Development and Modernization	2	C
SOS 222	Citizenship Education	2	C
SOS 223	Social Services and Social Change in Nigeria	1	E
	Total	6	
	Year III, First Semester		
EDU 311	Teaching Practice	6	C
	Year III, Second Semester		
SOS 321	Population and Family Life Education	2	C
SOS 323	Social Institutions	2	C
	Total	4	

Summary

NCE Year	Compulsory	Elective	Total
Year One	12 Credits	-	12 Credits
Year Two	08 Credits	-	08 Credits
Year Three	04 Credits	-	04 Credits
Overall Total	24 Credits	-	24 Credits

Note: Students are to register for all courses for education

Minimum Credits required for graduation:

Compulsory - 24 credits

Elective - Nil

Total - 24 credits

Appendix E

Pictures of the Researcher and the HODs used for KII



Plate One: Picture of the HOD, Osun State College of Education, Ilesa with the researcher.

Lead City University



Plate Two: Picture of the HOD, Tai Solarin College of Education, Omu-Ijebu, Ogun State with the researcher

Lead City University



Plate Three: Picture of the HOD, College of Education, Ila-Orangun, Osun State with the researcher

Lead City University



Plate Four: Picture of the HOD, Federal College of Education, Abeokuta with the researcher

Lead City University

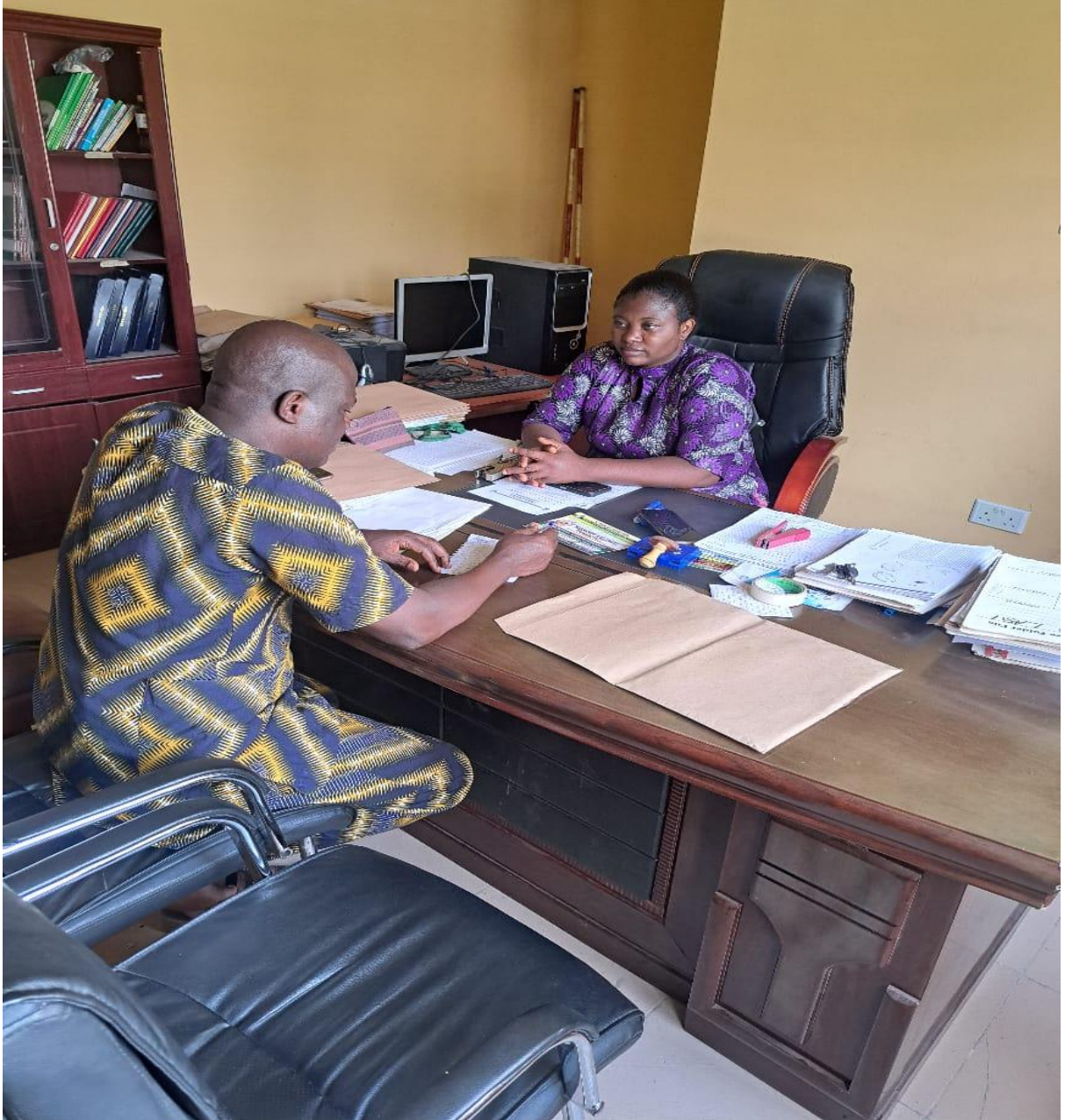


Plate Five: Picture of the HOD, Osun State College of Education, Ilesa wit the researcher



Plate Six: Picture of the HOD, Ekiti State College of Education Ikere-Ekiti with the researcher

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Bio-data

A. Personal Data

1. **Name** Iyiade ADEBUSUYI
2. **Date and Place of Birth** 22nd Sept., 1975, Ilesa
3. **Nationality** Nigerian
4. **State of Origin and Local Government** Osun/Obokun Local Government
5. **Marital Status** Married
6. **E-mail/GSM Number:** [Iyiadeadebusuyi@gmail.com/](mailto:Iyiadeadebusuyi@gmail.com)
07032369245
7. **Permanent Home Address** 4, Toyosi Adeleye Street, Kinji Area,
Mabolaje, Oyo.
8. **Name and Address of Next of Kin** Mrs Folakemi, C. ADEBUSUYI
4, Toyosi Adeleye Street, Kinji Area,
Mabolaje, Oyo.

B. Educational Institutions Attended with Dates

- i. Olabisi Onanbanjo University, Ago-Iwoye, Ogun State. 2007-2012
- ii. Ladoke Akintola University of Technology, Ogbomoso. 2010-2011
- iii. Olabisi Onanbanjo University, Ago-Iwoye, Ogun State. 2001-2004
- iv. Osun State College of Education, Ilesa 1996-1998
- v. Methodist High School, Ilesa 1992-1995
- vi. Ikinyinwa/Iponda Community High School 1988-1990
- vii. St. John's Anglican Primary School, Ikinyinwa 1981-1987

Academic and Professional Qualifications with Dates

- i. M.Ed. Social Studies 2012
- ii. ICT (Data Processing) 2011
- iii. B.Sc. (Ed.) Social Studies (Second Class Upper) 2006
- iv. Nigeria Certificate in Education 1998
- v. School Leaving Testimonial 1994
- vi. National Junior School Certificate 1990
- vii. Primary School Testimonial 1987

C. Work Experiences with Date

- i. Ifelodun Community Grammar School, Kiloru-Ijesa,
(P.T.A Teacher). 1999-2000
- ii. Oroki Nursery and Primary School, Alekuwodo, Osogbo,
(Classroom Teacher). 2000-2002
- iii. Ogun State Primary Education Board, (SPEB)
(Classroom Teacher). 2002-2006

- iv. Ogun State Teaching Service Commission, (TESCOM)
(Teaching Staff). 2006-2007
- v. Academic Staff, Department of Social Studies, School of
Secondary Education, (Arts and Social Sciences Programmes),
Federal College of Education (Special), Oyo, Oyo State, Nigeria. 2008 till date

D. Awards and Fellowships

Award of Commendation Certificate as an outstanding Committee Chairman of Social Studies Association of Nigeria Independent Electoral Committee (SOSANIEC) by Social Studies Students.

Personality award in recognition of the eminent as the most voluntary service in recognition of eminent contribution towards the growth and development of the student's populace by the Final Year Brethren, 2018 set.

Award of distinction as the most industrious and prudent Head of Department in the School of Arts and Social Sciences, Federal College of Education (Special), Oyo by 2019 final year students.

Fellowship Award as Member of Institute of Policy Management Development (IPMD) achievement in the field of human endeavour, dedication and commitment to efficient and having demonstrated the virtues of professional excellence and selfless service to humanity and national development.

E. Membership of Academic/Professional Bodies

- I. Association of Primary Schools Teachers of Nigeria (APSTON)
- II. Conference of Secondary School Teachers (COSST)
- III. Social Studies Association of Nigeria (SOSAN)
- IV. Teacher's Registration Council of Nigeria (TRCN)
- V. Institute of Policy Management Development (IPMD)
- VI. Colleges of Education Academic Staff Union (COEASU)

F. Publication(s)

- i. Adebusuyi I. (2019). Strategies for professionalization of teaching for enhancement of the Nigerian educational system. *Erudite Journal*, 1 (2), 33-42.
- ii. Adebusuyi I. (2019). Re-positioning teachers for effective teaching performance achievement of 2030 education agenda. *South-west Journal of Teacher Education (SOWEJTED)*, 10 (2), 120-124.

- iii. Adebuseyi I. (2019). Social studies education: A discipline for curtailing moral problems and conflicts in Nigeria. *Atiba Journal of Arts and Social sciences in Education*, 6 (2), 276-287.
- iv. Adebuseyi I. (2020). An investigation into the level of awareness, Education and prevention of HIV/AIDs among the colleges of education students in the South-West Nigeria. *Management Skills and Techniques*, 5 (2), 1-16.
- v. Adebuseyi, I. (2021). Impact of Environmental and Social Studies Education in building an environmentally friendly society. *Atiba Journal of Arts and Social Science Education, Federal College of Education (Special), Oyo*, 7(1), 115-123.
- vi. Adebuseyi, I. (2021). Attaining sustainable development goals through the educational system in Nigeria. *Erudite Journal*, 3 (1), 217-226.
- vii. Adebuseyi, I. (2023). Examination malpractice: The bane of educational quality in Nigeria. *Erudite Journal*, 5 (1), 774-781.

G. Major Conferences Attended with Dates

- i. Adebuseyi, I. (2018). Social Engineering of Nigerian youth for national development: The Social Studies education perspective. A paper presented at the 10th annual national conference of School of Secondary Education (Arts and Social Science Programmes), Federal College of Education, Osiele, Abeokuta, between Monday 25th and Friday 29th June.
- ii. Adebuseyi, I. (2018). Restructuring teaching methodology in the Nigerian Schools and the role of relevant instructional materials for student effective performance. A paper presented at the 14th annual national conference of school of Secondary Education (Arts and Social Science Programmes), Federal College of Education (Special), Oyo. between Monday 23rd and Friday 27th July.
- iii. Adebuseyi, I. (2021). Political violence in Nigeria: Implication on national security and democratic stability. A paper presented at the last international conference Organized by School of General Studies, the Polytechnic, Offa, Kwara State, between 16th and 18th November.
- iv. Adebuseyi, I. (2021). The internet and quality Social Studies Education for sustainable development in post-Covid-19. Paper presented at the conference of School of Arts and Social Sciences, Federal College of Education, Abeokuta, Ogun State, between 9th and 13th August.

- v. Adebuseyi, I. (2022). Entrepreneurship education for youths: Implications for sustainable development. A paper presented at the 5th International Conference of the Faculty of Arts and Education, Lead City University, Ibadan, Oyo State between 6th and 8th, June.
- vi. Adebuseyi, I. (2022). Effect of insecurity on school administration in Nigeria. A paper presented at the 16th National Conference of the School of Secondary Education (Arts and Social Science Programmes), Federal College of Education (Special), Oyo, between 20th and 25th February.
- vii. Adebuseyi, I. (2022). Assessing the Social Studies Curriculum for the new world. A paper presented at the 38th Annual National Conference Organized by Social Studies Educationists Association of Nigeria (SOSAN), held at Obafemi Awolowo University, Ile-Ife, Osun State, between 15th and 18th August.
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H. Names and Addresses of Referees

1. Dr. Oluyomi S. Pitan

Head of Department,
Arts and Social Science Education,
Lead City University, Ibadan.
e-mail: pitan.oluyemisi@icu.edu.ng
Phone No.: 08033794249

2. Dr. Mojirade M. Ayantunji

Academic Staff,
Department of Arts and Social Sciences Education,
Lead City University, Ibadan.
e-mail: ayantunji.mojirade@icu.edu.ng
Phone No.: 08056612734

3. Dr. Adenike O. Adegbite

Dean, School of Secondary Education,
(Arts and Social Sciences Programmes),
Federal College of Education (Special), Oyo.
e-mail: adegbiteoluyemi582@fceoyo.edu.ng
Phone No.: 08033975197

Signature

Date

The University Compliance Certification

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