

**TEACHERS ATTITUDE TOWARDS TEACHING
AND LEARNING OF SOCIAL STUDIES IN JUNIOR
SECONDARY SCHOOLS IN ODOGBOLU LOCAL
GOVERNMENT AREA OF OGUN STATE.**

By

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DEDICATION

This project is dedicated to God almighty,the one who was,who is,and who is to come,the Alpha and the Omega of my journey so far.

I also appreciate the effort of my guardian Mr and MrsOkunlola for your financial support and prayer,and most especially to my husband SEYI AKINSEHINDE for your support and love, may God almighty shower his blessings on you.

CERTIFICATION

This is to certify that this study was carried out by **OKUNLOLA COMFORT MORENIKEJI**, with Matric number 17012222015 of the department of political science, school of art and social science, Tai Solarin College of Education Omu-Ijebu, Ogun State under my supervision.

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DATE

Project Supervisor

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Your seed time and harvest time shall never seize

Abstract

The study focused on Teachers attitude towards teaching and learning of social studies in Junior Secondary schools in Odogbolu Local government area of Ogun State. Social studies was introduced in 1977 following the adaption of the New National policy on Education, to inculcate in our students certain values, skills, ideas and attitudes which are considered very important for the survival of the Nigerian society. This study reviewed that the teachers' attitudes towards the subject is satisfactory and the way students feel about the learning of the subject is very important considering the emphasis placed on the subject at the junior secondary school level. The major objectives of this study, therefore are (1) to examine the attitudes of teachers and students towards social studies as a school subject, thereby giving them the opportunity to speak for themselves, (2) to examine what personal variables or factors that: might be responsible for their attitudes and (3) it also aimed at finding out the qualifications and teaching experiences of social studies teachers since they form an important component in the teaching and learning process. It was conceived by the researcher that the findings of the study would provide relevant data upon which to give meaningful and practical suggestions to improve the attitudes of teachers and students towards social studies in secondary schools. But concrete efforts should be made to consolidate the positive attitudes of teachers and students towards social studies in the state.

TABLE OF CONTENT

Title Page	i
Dedication	ii
Certification	iii
Acknowledgement	iv
Abstract	v
Table of Content	vi

Chapter One: Introduction

1.1	Background of the Study
1.2	Statement of the Problem
1.3	Purpose of the Study
1.4	Significance of the Study
1.5	Research Questions
1.6	Scope of the Study
1.7	Limitation of the Study
1.8	Definition of terms

Chapter Two: Literature Review

2.1	Introduction
2.2	The Concept Social Studies
2.2.1	The History of Social Studies in Nigeria
2.2.2	Concept of Teachers Attitude
2.3	Theoretical Framework
2.3.1	The general system theory
2.4	Empirical Review
2.4.1	Approaches in Teaching Social Studies
2.4.2	Social Studies Instructional Materials

Chapter Three: Research Methodology

- 3.1 Introduction
- 3.2 Research Design
- 3.3 Population
- 3.4 Sample and Sampling Techniques
- 3.5 Research Instrument
- 3.6 Validity of the Instrument
- 3.7 Reliability of the Instrument
- 3.8 Method of data Collection

Chapter Four: Presentation and Analysis of Data

- 4.1 Introduction
- 4.2 Demographic Data of the Pupils
- 4.3 Demographic Data of the Teachers
- 4.4 Teachers' Perception
- 4.5 Research Questions
- 4.6 Discussion of Findings

Chapter Five: Summary, Conclusion and Recommendations

- 5.1 Summary
- 5.2 Implications of the Findings
- 5.3 Conclusion
- 5.4 Recommendations
- 5.5 Areas for further Research

Appendix I

Appendix II

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Over the years, there have been growing concerns about the attitude of teachers towards the teaching of social studies in secondary schools. The need to adapt our education to the needs of the Nigerian society started before and after independence. Many educational elites began to recognize that the functional inadequacies of the educational system inherited from the colonial education failed to develop positive values, attitudes and habits in our society because the social studies they taught was British oriented and has nothing to offer to the Nigerian child.

Social studies as a discipline are a relatively new subject in the school curriculum in Nigeria. It was introduced into the educational system following the adoption of the New policy of Education in 1977. Under the new policy, social studies is compulsory in the primary and Junior Secondary schools. Arguments in favor of this new arrangement among others were that, it is the current practice in most parts of the world in favor of the unified social studies programme overtaking of history, geography, civics or economics in primary and junior secondary schools.

Secondly, it is believed, it exposes secondary school students at an early age to the main concepts, generalizations, theories and methods of approach of other social sciences. And thirdly, it is emphasized at junior secondary school level because, in Nigeria, education for some students terminates at that level. Therefore, they should be given a taste of the social science through social studies rather than being exposed to just one or two subjects in the social sciences (Anderson 2010).

At the time it was introduced, concerted efforts were made by individual associations e.g the social studies Association of Nigeria (SOSAN), and Governmental bodies such as the Nigeria Educational Research Council (NERC) to get implanted along with other subjects in the school curriculum. To have this done, seminars, workshops and conferences were convened, during which papers were presented and discussed. One of such seminars was the one organized by the Nigeria Educational Research Council (NERC) at Jos from 19 -21 April, 1978 in which experts of Social Studies deliberated on the clarification of the meaning, ideas and concepts of social studies (NERC 1980:IV). Since then efforts have been geared towards producing books and other materials for the new subject.

However, much remains to be done by bodies such as the NREC and scholars to find out the feelings and attitudes of teachers towards social studies and that of students of secondary schools for whom

social studies programme is designed. Therefore, in the light of this observation, it is necessary to investigate the attitude of the teachers and students of Odogbolu Local government area of Ogun State, towards social studies. That in essence, is what this study intends to do.

1.2 Statement of the Problem

An attitude is a mindset that affects how a person thinks and acts. Attitude can influence a person's performance positively or negatively. There are certain things that will trigger teacher's attitude towards teaching and learning of social studies; which may likely to be unavailability of teaching materials, lack of incentives to the teachers and inability to pay salaries on time might contribute to the attitude of teaching and learning of social studies in upper schools.

Finally, several researches has been carried out on teacher's attitude on academic performance of students but there has been no single research on teacher's attitude towards teaching and learning of social studies in upper basic schools.

1.3 Purpose of the Study

1. To determine that effects of teachers attitude on the teachings and learning of social studies.
2. To determine the factors affecting teachers attitude towards teaching and learning of social studies.
3. To determine the factors affecting students attitude to learning social studies
4. To determine the factors that can improve the attitude of teachers towards the teaching of social studies

1.4 Significance of the Study

As Nigeria is still a developing nation, it is hoped that the findings of this research will encourage various governments to provide conducive environment, teaching aids and qualified teachers for effective study of social studies in secondary schools.

This study is of educational importance because it is believed that if social studies teachers in secondary schools understand the factors which stimulate the growth of interest in social studies, such knowledge may provide bases not only to make social studies popular but also to make the teaching of social studies humanizing.

Re-orient teachers with negative attitude towards the teaching of social studies in secondary schools. Assist the government to identify teachers' attitude towards the study of social studies in secondary schools. Serve as a basis for other researchers who are carrying out investigation on similar problems facing the

development of education in Nigeria. Help teachers and educational planners to acquire knowledge of solving problems associated with the attitude of teachers towards the teaching of social studies in secondary schools.

1.5 Research Questions

1. What is the effect of teacher's attitude on the teaching and learning of social studies?
2. What are the factors affecting teachers attitude towards teaching of social studies?
3. What factors affects students' attitude to learning social studies?
4. What factors can improve the attitude of teachers towards the teaching of social studies?

1.6 Scope of the Study

The scope of this study is to ascertain the attitude of teachers towards the study of social studies in junior secondary schools in Nigeria; a case study of public junior secondary schools in Odogbolu Local Government Area, Ogun State was used in this study.

1.7 Limitation of the Study

A research of this nature requires adequate time to ensure thorough work, but the time allowed for this study was limited.

Some respondents may not have provided accurate and sincere answers that represent the true situation required for some of the questions in the questionnaire.

The researcher experienced a lot of problems during the process of this study which are as follows:

- i. Delay in administration of questionnaire due to public holidays.
- ii. Typing and administration of extra copies of questionnaire because some respondents did not return their copies.
- iii. Appealing to the principals of some of the schools used for the study due to interruption of lectures.

1.8 Definition of Terms

Social studies: This is the study of people in relation to each other and to their world. It is the study of social relationships and functioning of society.

1. Teacher: A teacher is a person who helps students to acquire knowledge, competence or virtue.
2. Student: This is a person studying at a university or other place of higher education.
3. Attitude: Attitudes is a relatively stable predisposition or readiness to react in a specific way to a person, group, idea or situation. Attitudes are complex products of learning, experience and emotional processes.
4. Academic Performance: academic performance is the extent to which a student, teacher or institution has attained their short or long-term educational goals.
5. Teacher's attitude: Teacher's attitude is regarding the personality of teachers. Effective teacher willingly share emotions and feelings (I.e enthusiasm, affection, patience, sadness, disapproval) as well as a sincere interest and care about their students.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This study intended to measure and assesses the attitudes towards social studies. Because “attitudes” is the core of this study, efforts in this review was focused on it with a view to understanding what it means. Now that the meaning was clear, it was therefore used as a guide in the conduct of mine field work and data collection.

An attitude is a mindset that affects how a person thinks and acts. Attitudes can influence a person’s performance positively or negatively. For instance, negative attitude towards one’s job will result in negative performance. Similarly, attitude could also affect how well a teacher plans and prepare for his/her lessons. The attitude of a teacher, consciously or unconsciously, greatly affects students’ academic performance. It has been established that teachers’ attitude highly influence students’ interest in learning. Moreover, personality traits of the teachers are more powerful and influential than the course content or instructional strategies used in the classroom. A good classroom strategy requires full interest and support from teachers and learners. If a teacher appears not interested or careful about a particular subject or student, he/she will be unable to foster a supportive learning environment. In addition to that, teachers with negative attitude may not be as approachable to students as teachers who are positively motivated. So, students find it difficult asking such a teacher questions on the grey areas of the subjects he/she teaches. This implies that teachers’ attitude towards their students and teaching in general is very important for students’ success. In the same vein, teachers need to be highly interested in the subject and topics they teach. For instance, a Christian teacher who teaches Islamic studies can never be interested in the subject because the subject is only being taught to earn his/her livelihood. This will in turn take a toll on the students that are to be taught.

Social studies teachers seem to lack the consensus about the nature and importance of the subject. Many of them appear to exhibit a negative understanding of the subject Tabachnik RM (2001). However, despite the general misunderstanding, Tabachnik RM (2001) observes that 65 percent of the primary school teachers in his study expressed a positive attitude to social studies. In the said study, most of the teachers preferred social studies as separate subject such as history, civic, moral instruction and geography. The teachers’ positive attitude, therefore, might have been built on the preference for multidisciplinary approach, which has now been discarded for the integrated approach.

Melinger, H.D (2001) undertook a study where he observes, among others, that teachers with positive attitude (who were exposed to the problem-solving strategy) had higher gains from the post treatment scores on their performance in social studies than their colleagues who used other methods. Cruickshank, Jenkins & Metcalf (2013) write that effective teachers are generally positive minded

individuals who believe in the success of their students as well as their own ability to help students to achieve. Borich (2010) contends that effective teachers are those who use “meaningful verbal praise to get and keep students actively participating in the learning process” (p. 15). In the Nigerian classroom situation, it is observed that many teacher's regards social studies as a low status subject that could be taught any-how Afolabi (2009) hence making social studies hazy and distorted in image. Afolabi further contends that prospective social studies students tend to have doubt regarding the high status of the subject. Hamot M (2000) found in their studies that students believed social studies was useful but did not believe that social studies would help them get a job. Among the social sciences, people seem to think of social studies, as low status subject (Hamot M 2000).

Teachers’ attitudes toward social studies have implications for the successful teaching of essential skills and values, which are central to the social studies education. Research on enthusiasm of the teacher is strongly connected to students’ success Spark, (2018). Cruickshank, Jenkins and Metcalf (2013) report that effective teachers are enthusiastic over their work.

2.2 The Concept Social Studies

The world book encyclopedia (2012) cites the committee of the national education association on Social Studies in 1916, defining it as a subject that enables students to understand others and become good citizens. However this definition is not comprehensive enough. Matovu and Bruce RK (2008), quoting Barth and Shermis (2006) agree with the world book encyclopedia on the question of definition and emphasize the need to study citizenship education. In line with this definition, the subject focuses on the goal of providing the knowledge of the world and its people. The students of Social Studies should acquire and study intellectual, social and group work skills. All these are achieved through proper application of integrated techniques of teaching and learning.

Other writers like Banks JA (2008), document Social Studies as a study of people and their environments in which they live. Such environments include physical, social and political forms. Chamberlain (2002) describes Social Studies as a subject that emphasizes development of responsible citizenship as the ultimate goal and focuses on the understanding of roles, rights, responsibilities, participation and respect of self and others.

Bruce RK (2008) gives a more elaborate definition of social studies. He refers to Social Studies as a composite subject and approaches to teaching and learning it. He also stresses that social studies is a broad name that covers Civics, History and Geography as core subjects integrated at primary level. Although Odada’s view does not fundamentally differ from those given by other authors, his definition gives a

broader nature of SST. He states that, as a school subject, it involves many disciplines that are integrated from Social Sciences and humanities to form one body of knowledge. As a study, it generally deals with man and how he interacts with environmental forces in order to survive. As an approach, it deals with methods, techniques and strategies of learning it. All these explain why the use of integrative approach is the central idea in SST teaching and learning. Failure to understand this concept, results in serious problems of SST implementation.

Adeyoyin (2007) describes Social Studies as an educational innovation capable of bringing about change in behavior. He further says that SST is a discipline, which relates to all bodies of knowledge, information and facts essential in making the individual an integral part of the society. In this definition, SST is seen as a subject that integrates man.

The term Social Studies was used in 1905, when a committee of Thomas Jessa first used it to include economics, sociology, anthropology, political science and geography. In 1956, history was included. Igbohor (2011), views Social Studies as an integrative subject that contained social sciences that are of societal based. He added that Social Studies is targeted at producing better individuals for better society. Social Studies are about man's overall aspects of life; that which include social, economic and political activities. Social Studies therefore address man holistically. It is concerned with making individual an integrative being in the society that man finds himself. Principally, the content of Social Studies is derived from subjects such as economics, geography, history, political science, sociology, anthropology and psychology. Osakwe and Itedjere (2015) are of the view that the main goal of Social Studies is the development of desirable socio-civic and personal behaviours that the society requires to thrive. They added that people must behave in manner that is required to further development of the society. They are of the opinion that most peoples' behaviours tend to reflect the values, ideas, beliefs, custom, norms and attitude which they accept.

In addition, Social Studies simply put are concerned with the development of appropriate attitudes. A subject of this quality should be taught with all emphasis in our schools and even be made compulsory. Their studies showed that Social Studies are an inter-disciplinary subject in nature and content. Its focus is on man, their problems, survival, how they influence their environment and how environment in turn influence man. Social Studies examine human problems from holistic perspective. It combines the contributions of various subjects indicated above to solve human problems. As cited above, the contents of Social Studies are drawn from the social science subjects.

McCarthy (2013), the idea that Social Studies should not be seen as a mere amalgam of the Social Sciences as most of the content is from Social Sciences. It is the integration of the objective, purpose and aims of the various social science subjects. In short, Social Studies are in responses to goal oriented

edification that is geared towards sensitizing young people to solving personal and community-related problems. The scope of Social Studies is not fixed but dynamic in nature. It is ever-changing to accommodate man's many problems of life.

2.2.1 The history of Social Studies in Nigeria

There are conflicting views among scholars in Nigeria as to when Social Studies made its first appearances in Nigerian schools. The emergence of Social Studies in Nigerian schools in the early 1960s. Osakwe&Itedjere (1993) put it in the mid-1960s. Obebe (1987) put it in the late 1960s. Sofadekan (2003) was of the view that Social Studies was introduced in Nigeria in the colonial era with the establishment of church schools. Social Studies was embedded in the then religious curriculum.

However, Mezieobi (1992) has stated that the ascription of the origin of Social Studies to the colonial era is a fallacy. He argued that Social Studies had been in existence during pre-colonial rule and that, prior to that rule, goals, content, methodology and evaluative practices met the aspirations at tribe level.

Indigenous Social Studies in Nigeria

Indigenous or traditional Nigeria refers to the period before colonial rule. Mezieobi (1992) noted that Social Studies has been an integral part of the Nigerian indigenous curriculum right from the earliest times except for certain modifications to accommodate societal dynamics and international prescriptions. He further observed that what was borrowed was the concept of Social Studies as a discrete subject in the curricula of primary schools.

According to Bruce RK (2008) some of the content of traditional Social Studies included:

- ☐ The learning of the people's local and family history, myths, oral literature, proverbs and riddles, and the geography of the community and the adjoining neighbourhood;
- ☐ Respect to elders, honesty and truthfulness, fear of the gods/goddesses, learning of family gods and goddesses;
- ☐ Character, values and virtues development and inculcation which traditional religion encouraged and promoted;
- ☐ Instruction on loyalty to the community, recognition of seniority, hospitality to people, cooperation in common tasks, respect for others. Bruce RK (2008)

Social Studies in indigenous Nigerian societies placed an emphasis on values or affective learning. Bruce RK (2008) stated that the affective learning focused on:

- ☐ Appropriate ways to greet elders and during occasions;
- ☐ Respect to elders, constituted authority and obedience to them;
- ☐ Respect to one's seniors and mutual respect;
- ☐ Loyalty to the family and the community;
- ☐ Hospitality to people;
- ☐ Learning the myths and traditions of the people and appreciating the values therein;
- ☐ Avoidance of taboos;
- ☐ Unquestioning acceptance of the dictates of the elders;
- ☐ Familiarity with the people's culture, traditions; ethics, folklore and mores and manifest respect to them and conformity to them;
- ☐ Acceptance of the community's beliefs, values and practices;
- ☐ Acquisition of knowledge tied to 'special' education i.e. secret societies, divination;
- ☐ Learning the virtues of cooperation, perseverance or endurance, self-control or self-discipline; truthfulness, loyalty, patience, obedience, courage, bravery, kindness, dedication to duty, hard work or diligence, tolerance, love for others, fear of the gods and goddesses, mutual harmony and co-existence, and the recognition and pursuance of one's rights;
- ☐ Knowledge of religious tenets, beliefs, practices as well as religious sanctions and knowledge of the consequences for violating them i.e. incurring the wrath of the gods. (Zarilo G 2000)

Social Studies in the colonial era

Social Studies in the formal school setting can be traced to the arrival of Christian missionaries in 1842 and the consequent establishment of the first primary school in Badagry (Zarilo G (2000)). The colonial curriculum at the time contained aspects of what we now know as Social Studies. For example, it was subsumed within the moral or religious curriculum and prepared Nigerians to be peace loving, respectful, obedient, humane, loyal, law-abiding, hardworking, conscientious and knowledgeable persons. Social Studies was also taught under the canopy of general knowledge, general studies, and civics education, British history, British geography, British politics, and British culture (Zarilo 2000).

In whatever form, Social Studies existed in the primary schools in the period before Nigerian's independence in 1960. However, Social Studies were culture bound and was not relevant to the needs and aspirations of a unified country. Those who were exposed to that colonial Social Studies curriculum, although Nigerian by birth, were British in outlook and behaviour. They understood British environments but knew little, if anything, of the country in which they lived. The beneficiaries of the colonial Social Studies curriculum viewed the knowledge they gained in terms of discrete subjects which made it impossible for them to view their world holistically.

Social Studies after independence

Most African nations achieved independence in the late 1950s and 1960s; and subsequently sought ways to change the educational systems they had inherited to make them more supportive of national developmental goals.

For example, Zarilo G (2000) argued that indigenous national heritage needed to replace colonial ones:

Inherited History, Geography courses needed to be revised to emphasize national heritage and achievements, and thereby develop national pride and identity. He stated further that there was agreement concerning the need to develop materials concerning cultural, tradition and peoples to promote inter-tribal understanding, appreciation and national unity. He also emphasized the need to abandon traditional ways of teaching which emphasized skills of recall and he suggested new ways of learning which develop the skills of independent problem-solving and critical thinking. (Op cit, 1988, p281)

In the early 1960s, this new approach to Social science content, methods and objectives became known in Africa as 'Social Studies' Zarilo G (2000). Social Studies started to gain popularity on the continent of Africa after the Mombasa Conference of 1968. This conference also led to the establishment of Africa Social Studies Programme (ASSP) in 1969. This Programme (now known as Africa Social and Environmental Studies Programme, ASESP) encompassed seventeen countries. Botswana, Ethiopia, The Gambia, Ghana, Kenya, Liberia, Lesotho, Malawi, Nigeria, Sierra Leone, Somalia, Sudan, Swaziland, Tanzania, Uganda, Zambia and Zimbabwe. One of the aims of the Mombasa conference of 1968 was to introduce Social Studies to the member countries.

It is pertinent to acknowledge the efforts of educators from Ohio University which sought to introduce the teaching of Social Studies into the Teachers' College in the former Western Region of Nigeria. Their efforts in 1958 served as a catalyst for the introduction of Social Studies into the school curriculum immediately after independence. Its entry into the school curriculum at this time was short-lived because there were no schools in which to teach the subject.

Social Studies re-surfaced in 1963 when the Comprehensive High School in Aiyetoro, was established as a new experiment in comprehensive secondary education; this put the subject firmly on its evolutionary course from 1963 onward (Ochoa AD 2001)). The roots of contemporary Social Studies have

been traced to indigenous education (Fafunwa (1974) and Awoniyi&Ndagunnu (2005)). The first post-independence Social Studies programmes were developed during two major experiments with educational reform in Nigeria. Growing out of the recommendations of the Ashby Commission, the Banjo Report and the Dike Report in the early 1960s was the concept of a school that would extend secondary education to the majority of boys and girls as opposed to the academic elite (Adesina, 1977).

From the Western region, Social Studies began to spread to other parts of the country. The Northern Nigeria Teacher Education Project (NNTEP) facilitated the introduction of Social Studies in the Northern region. Onyabe (1979) stated that the NNTEP, co-sponsored by the Northern Region Ministry of Education and the University of Wisconsin, developed and tested primary school teachers' education materials in five subject areas, including Social Studies. He further stated that, in 1969, the six northern states introduced Social Studies into their educational system under the auspices of Ahmadu Bello University, Zaria. Later, the Comparative Education Study and Adaptation Centre (CESAC) at the University of Lagos in conjunction with the Ministry of Education in Kwara and Benue-Plateau states organised a dissemination workshop for secondary school teachers in August 1970. The dissemination workshop had a significant effect on the adoption of Social Studies across Nigeria. Adewuya (1992) stated that one of the outcomes of the August 1970 dissemination workshop was that teachers felt challenged by the demands of the interdisciplinary approach of Social Studies and sought ways of increasing their knowledge. Indeed, he stated further that the Ministries of Education in some other states wanted their teachers to enter the mainstream of the new trends in curriculum innovation.

Social Studies found its way into the school curriculum in the Eastern Region of Nigeria in 1971 after the Social Studies Association of Nigerian's (SOSAN) conference that April. Before the advent of the 1977 National Policy on Education (revised in 1981) some schools did not teach Social Studies but rather taught History, Geography, Civics and the General Paper. The National Policy on Education (1977) was a watershed in the inclusion of Social Studies into the school curriculum in Nigeria because it approved the teaching of the subject in both primary and secondary schools. Busari (1992) pointed out that the implementation of the 1977 and 1981 National Policy on Education subsequently approved the teaching of Social Studies in both primary and secondary schools.

The Nigerian Educational Research Council (NERC), now known as the Nigerian Educational Research and Development Council (NERDC) organised a national workshop on primary school curriculum in 1971 to produce the first national Social Studies curriculum for primary schools in Nigeria. Ogundare (2003) pointed out that the 1971 national Social Studies curriculum for primary schools became the fountain from which all state Ministries of Education developed inspiration to produce their particular Social Studies syllabuses. Publishers and writers also used the programme to write textbooks in Social Studies. NERC organised further national workshops in 1972 and 1975 respectively for the successful implementation of

the programme and also for standardizing the Universal Primary Education (UPE) teacher training programme in Social Studies.

The national primary school Social Studies programme lasted until 1983 when a revised version was published. In 1981 NERC created a panel of experts on Social Studies known as the National Committee on Primary Education Social Studies Curriculum Project. The committee was set up to develop a suitable national Social Studies curriculum for all primary school classes, to conduct a critical review of the existing primary school Social Studies curriculum, (including the 1971 NERC curriculum guidelines) as well as to create instruments to refashion the teaching and learning of Social Studies in primary schools. This led to the 1983 national primary school Social Studies curriculum which lasted only for five years.

In 1988, the National Implementation Committee on National Policy on Education in conjunction with the National Primary Education Commission developed a National Social studies curriculum for primary schools and this lasted until 2007.

In line with government's declaration for a 9-Year Basic Education programme the National Council on Education (NCE) directed the NERDC to restructure and re-align the existing primary and junior secondary school curricula to meet the targets of the 9-Year Basic Education in the context of the National Economic Empowerment and Development Strategies (NEEDS) and the Millennium Development Goals (MDGs) and this curriculum is still in operation today in Nigerian schools. The composition and structure of the curriculum enable all teachers to teach the same topics in detail while aiming at achieving the same objectives and practicing the same learning activities.

According to Adeyemi (1986) the Department of Social Studies of CHS, Aiyetoro prepared the first Social Studies programme for secondary schools in Nigeria. It also produced instructional materials to be used for the teaching and learning of the subject. Makinde (1979) highlighted that the Ministry of Education of the Western region, at a conference held in Ibadan, decided to draw an outline for a Social Studies syllabus for secondary school (year one and two), and gave the task of developing this syllabus to CHS, Aiyetoro.

The Social Studies programme developed by CHS, Aiyetoro was used in most of the states that accepted the teaching of Social Studies until 1982. The Nigerian Educational Research Council also organized a series of workshops to design a curriculum for secondary education in Nigeria. In a similar manner the Comparative Education Study and Adaptation Centre (CESAC) in 1982 organized a long vacation Social Studies course for Nigerian secondary school teachers in Kaduna. The ultimate purpose of the course was to improve the quality of Social Studies education in the secondary schools and also to introduce to the participants the Nigerian Secondary Schools Social Studies Project (NSSSSP). Participants were given copies of the national syllabus for junior secondary schools, which had been formally approved in 1982 by the Joint Consultative Committee on Education (CESAC, 1983).

In 1985, the Federal Government harmonized the existing subjects' curricula and came up with the National Curriculum for junior secondary schools. This curriculum consisted of six volumes covering all the nineteen subjects prescribed for the junior secondary schools scheme of the National Policy on Education, although, some states slightly modified this programme to suit their needs. As mentioned earlier, the 9-Year Basic Education programme and the need to attain the Millennium Development Goals (MDGs) and the critical targets of the National Economic Empowerment and Development Strategies (NEEDS) made it imperative to review, re-structure, and re-align the 1985 National curriculum for junior secondary schools in 2007 to fit into a 9-Year Basic education programme, and this is still in effect today.

The Nigerian Certificate of Education (NCE) Social Studies syllabus was subsequently developed and in 1974 examined at a workshop held at Ahmadu Bello University Zaria.

The leading roles played by the Nigerian Educational Research Council (NERC) now known as the Nigerian Educational Research and Development Council (NERDC), the Comparative Education Study and Adaptation Centre (CESAC), CHS, Aiyetoro as well as the various Institutes of Education in the development of Social Studies cannot be underestimated. The Nigerian Educational Research and Development Council (NERDC) played a leading role in running workshops and seminars for leading curriculum specialists in primary, secondary and teacher training colleges.

The various university institutes of Education ran long and short term courses in the form of in-service training for practising teachers. The Institute of Education of Ahmadu Bello University was the first to run a Bachelor of Education degree in Social Studies. Many of the faculties of Education in Nigerian universities now run postgraduate degree programmes leading to the award of the postgraduate Diploma in Education, Masters degrees and even Doctor of Philosophy degrees in Social Studies.

2.2.2 Concept of Teachers Attitude

Attitude plays an important role in determining people reactions to particular situations (Shermis 2010). Attitude is a predisposition to respond favourably or unfavourably to an object, person, or event Adeyemi (2008). Reinke, K. & Moseley, C. (2002) defined it as "a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related" (p.810). Other researchers define attitude as a positive or negative emotional reaction toward a specific situation. Kuzgun, Y. (2010) Assert that Attitudes are evaluation; positive or negative statement about objects, people or events. Thus the successful attainment of the teacher training goal of providing seasoned professionals to cater for the manpower need of the education system depends strongly on the students' attitudes towards the profession. It is believed that if students' perception towards the profession is negative, it is likely that, the teacher training goal of providing seasoned professionals will not be realised. Reinke, K. & Moseley, C. (2012) Maintained that, the teacher's attitude is

an important variable in classroom application of new ideas and novel approaches to instruction. Therefore attitude is one of the main factors that determine the success of any programme (Bichi, A. A., Embong, R., Mamat, M. (2015).

Parker WC (2003) In his study about the attitudes of the teachers at the faculty of education towards the profession of teaching, he used the scale which was originally developed by (Semerci, Ç., Semerci, N., Yazıcıoğlu, S. (2015) in order to measure the attitudes of students towards the profession of teaching. A significant difference was observed between the attitudes of the teachers in the Faculty of Education towards the profession of teaching according to gender, the order of the program they attend in the preference list, and the reasons for choosing the profession of teaching (Köksal, A. (2014). Also used the scale which was originally developed by (Güven, K. (2010), in order to measure the attitudes of students towards the profession of teaching and they found a positive significant correlation between the attitudes of the students attending the non-thesis post-graduate programs for teaching in high school towards the profession of teaching and such positive personal characteristics as trusting others, receiving help, and being supportive, tolerant, cautious, balanced, sensitive, determined and social (Oral, B. (2004)

Conducted their study to determine the attitudes of the teachers in the faculty of education at Inonu University turkey towards profession of teaching. Using a sample of 593 students from the faculty of education, results indicated a significant difference between the attitudes of prospective teachers with intrinsic motivations towards the teaching profession and those of latter teachers with extrinsic motivations towards the teaching. Other variables for which significant differences were also observed between male and female, female prospective teachers' attitudes were found to be more positive than males, Other variables for which significant differences were observed include gender, the type of the department/program they study, the order of the program in the UEE (University Entrance Examination) preference list, and the socio-economic status (SES) of the neighborhood and family they live in (Maliki, A. E. (2009). Investigated the attitudes of education undergraduate students towards teaching profession, using a random sample of 160 prospective teachers from Niger Delta University, Wilberforce Island, Nigeria. The result of the study indicated that prospective teachers have negative attitudes towards the teaching profession; there are significant sex differences in attitude of students towards the teaching profession, female attitude was found to be more positive than the male prospective students. However level of study does not significantly influence prospective teachers' attitude towards the teaching profession.

Maliki (2009) conducted a study, based on descriptive survey method, to determine the attitudes of prospective pre-school teachers towards teaching profession and their professional self-esteem using the whole population of 203 prospective pre-school teachers at Dumlupinar University, faculty of Education during 2011-2012 academic sessions. Two scales: "Scale of Attitude towards Teaching Profession" and

“Scale of Professional Self-esteem”. The findings revealed that, the prospective pre-school teachers have positive attitude towards teaching profession in general and their attitudes towards teaching profession is related to their professional self-esteem.

2.3 Theoretical framework

The theoretical basis for this case study research into teacher’s attitudes towards social studies adopts the model developed by Maclaughin EB (2004). This model proposed that teacher's attitudes towards the learning area related to the interaction of a set of factors linked to student, teacher and learning environment variables, which are exogenous and endogenous to the schooling process .

Exogenous variables exist outside of the schooling process and include: the student's home environment, demographics such as age and gender of the student and teacher, teacher qualifications, the social studies syllabus taught and student, teacher and school socio-economic factors. These variables are referred to as 'givens' by Maclaughin EB (2004) in the schooling process, as they cannot be manipulated within the classroom learning environment.

Endogenous variables are those that may be manipulated and are powerful determinants of attitude. Such variables are embedded in the schooling process and are controlled by teachers, school administrators and personnel. Variables include teacher style and use of strategies (i.e. using positive reinforcement, providing feedback and student centered inquiry based tasks), school implementation of curriculum, classroom structure and teacher’s attitudes towards school and the subjects.

The model shows the role of exogenous and endogenous variables on students' attitudes towards social studies. The factors or correlates of attitude in the model include all independent variables grouped under student variables, teacher variables and learning environment variables, which may in any combination influence the dependent variable of teacher’s attitude.

Teacher’s attitudes may be influenced by variables including, the teacher's age and gender, student's age and gender, location or the socio-economic status of the school, student's home environment and size and gender mix of classes. The model shows that teacher and learning environment variables are significantly related to student attitudes towards social studies. The learning environment is directly influenced by the teacher and directly influences the teacher's attitude towards social studies (Maclaughin EB 2004)).

Student variables

Student variables consist of preexisting student tendencies such as student gender and age (as represented by year level), student motivation and their perception of own ability. Student perception of subject matter's importance and home/community environments. These are all possible influences on student attitudes towards school and school subjects. This case study focused on the variables of age, as reflected by year level and gender to determine whether or not gender and or year level differences are factors that play a role in shaping student attitudes. Attention was also placed on whether student's perception of: their own ability, usefulness of the subject matter, their teacher's attitude towards social studies and students, aspects of the classroom learning environment and parental support for the subject area are factors affecting attitudes to social studies. The learning environment section of the questionnaire, explores the nine key issues or constructs associated with student attitudes towards social studies.

Teacher variables

Teacher variables incorporate teacher age and gender, years of experience, qualifications, and instructional style and practices. Instructional style and practices refers to teacher motivation and enthusiasm towards the subject matter, praise and reinforcement, fairness to students, respect for individual student needs and commitment to teaching and the subject area. The above mentioned teacher variables are not specifically investigated in this research due to time and cost constraints and because of the case study approach adopted it would mean only eleven social studies teachers' attitudes would be investigated. Future research could investigate teacher attitudes towards social studies and the factors that influence these attitudes.

Learning environment variables

Learning or classroom learning environment variables include school locality and socioeconomic factors, population of the school, size and gender mix of classes and classroom climate and organization. Learning environment variables are important factors that influence student attitudes and perceptions of the learning area. The learning environment section of the questionnaire explores student's perception of aspects of the classroom learning environment. Due to the limited size and scope of this case study not all of the above mentioned learning environment variables were investigated.

The model developed by Maclaughin EB (2004) demonstrates that the teacher and learning environment plays a 'key' role in the formation of student attitudes towards the social studies learning area. Essentially, teacher behaviour (instruction and attitude) can influence students and the classroom environment and as a consequence affect attitudes towards social studies and other school subjects.

Positive Attitude of teachers towards the teaching of social studies

Attitude is an important concept to understand human behaviour. It is defined as a complex mental state involving beliefs and feelings. Anastasi (2017) defines attitude as tendency to react in a certain way towards a designed class of stimuli. Attitude has been defined as a mental and neutral state of readiness, organised through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related. People's attitudes towards their profession have an effect on their performance. This case is also valid for the profession of teaching. According to Bradley (2015), inadequate funds of schools, lack of parent and community support, and insufficient salaries are examples of those factors. Marchant (2012) added the role of experience to the factors influencing teachers' attitudes for their profession. Maclaughin EB (2004) found that female teachers have more positive attitude than male teachers. The attitude and expectation of society in general and of the family of the learner in particular affect how learning is viewed and how teaching is organised. These attitudes and expectations vary from society to society and attempting to copy learning and teaching strategy from one society into another, without trying to adapt into the local conditions may not be successful (Ravitch 2003). Studies have pointed out that teacher's negative personal and professional behaviour and poor social image of the teacher and teaching profession are serious factors responsible for teacher's low status. Ravitch C (2003) reported that teacher trainees had a negative attitude towards teaching and those teacher trainees who had positive attitude toward teaching did so with strong reservation which range from the poor social image to the teaching profession, the comparatively poor financial remuneration for the teacher, to the general lack of encouragement by educational authorities. The attitude of teachers comes to the fore as they reflect upon the language that they use in teaching. Consciously or unconsciously, their attitudes play a crucial role in language's "growth or decay, restoration or destruction" (Baker 2018). Their attitudes, too, as part of their cultural orientation, influence heavily their younger students (Shameen 2014). There has been a general agreement that the attitude of teachers towards teaching is significantly correlated with teaching success. In general, it may be concluded that there are indications that teacher's attitudes have a positive relation with success in teaching.

Researchers identified many factors and situations that influence the development of attitudes are: type of schooling, the parental attitudes, and the attitude of friends, teachers, and siblings. The negative attitude of teachers has been documented in many studies (Maclaughin EB (2004)). Another important factor is attitude or belief towards the subject. Callahan and Clark (2018) indicate that one can facilitate development of attitude by providing a conducive atmosphere and models. Development of understanding may enhance the development of attitudes just as value clarification, role playing, and discussion of dilemmas may enhance the development of values and morals. Teachers can have general attitudes towards students. According to Maclaughin EB (2004), general attitudes stem from the teacher's personality and

definition of his role as a teacher. Many attitudes are the results of deliberately planned education and religious training and influences and propaganda. Person-oriented teachers are likely to enjoy their contacts with students and to hold generally favourable attitudes towards them. In contrast, introvert and withdrawn teachers may prefer to minimize social contacts with students and more likely to develop neutral or relatively negative attitudes towards them. Teachers' attitudes can affect teacher-student interaction. That is, once a teacher forms a particular attitude toward an individual student, the teacher is likely to begin to treat this student in individualised way. Thus, attitudes have the potential for affecting students and for functioning as self-fulfilling prophecies.

Negative attitudes of teachers towards teaching profession in Nigeria

It has been observed by many researchers that teaching profession is not attractive to many Nigerian child. So many factors according to many empirical studies contributed to the unattractiveness of teaching profession in Nigerian.

These factors among others include-poor remuneration, teachers' poor conditions of service, irregular payment of salaries, lack of uniform salary scale, poor conditions of schools facilities, unfriendly school environment, low perception of others about the teacher, lack of incentives poor motivation, non-payment of allowances. Others include frequent teacher transfer, transportation problems, and over-crowded classrooms, lack of seriousness on the part of students.

All these are among the factors that de-motivate teachers and lower their morale for teaching. Some teachers for lack of job satisfaction tend to be disillusioned about teaching profession and consequently exhibit some unethical behavior.

According to Maclaughin EB (2004), Teaching no longer attracts favourable attention from the public and society. The high rate of indiscipline and arrogance exhibited by students and pupils make prospective teachers to develop a wrong perception of teaching profession. (Maclaughin EB 2004) in opined that teachers are denied kind words and encouragement; their salaries are not regularly paid and allowances are reduced. Education administrators threaten them; students treat them with disrespect while members of the public refuse them sympathy. Consequently, they lack job satisfaction and become frustrated and exhibit behavior that discourages students from developing interest in teaching profession.

The teacher's attitude towards the teaching profession can affect the student's attitudes towards teaching. If teachers have job satisfaction they will exhibit positive attitudes and students will be motivated to aspire to engage in teaching profession. Maclaughin EB (2004) found out that more qualified teachers seemed to be having more positive attitudes than the less qualified teachers. Similarly, younger teachers appear to possess more positive attitudes towards teaching than older teachers.

Negative attitude of some non-education undergraduate students towards teacher education makes the students of faculty of education feel that they made wrong choice by opting to study education. Non education undergraduate students tend to look down on education undergraduates and they assume that education students are less intelligent.

They ridicule them by calling them teachers. Maclaughin EB (2004) stated that, teaching has been regarded by many as a job which anybody can enter and leave freely without much difficulty or any harm to the educative process. Such teachers who have perceived and accepted teaching as a partial career exhibit negative attitudes towards teaching. Such negative attitude makes such teachers to become disillusioned in teaching subjects assigned to them. This equally can lead to poor performance of students in the various subjects such teachers teach.

2.4 Empirical Review

2.4.1 Approaches in Teaching Social Studies

The subject matter of Social Studies is concentrated on societal improvement through the development of individual who are the composition of the society. Therefore, the concept of Social Studies should be taught systematically using the following four approaches at the secondary school level.

- i. Classification Approach,
- ii. Number classification Approach,
- iii. Activity classification Approach, and
- iv. Place classification Approach.

Classification Approach: Social Studies classification approach is based on the teachers communicating skills of passing ideas to the students. There are two basic approaches. These are inductive and deductive approaches. With these approaches, the teacher begins with what is known to the children from the environment to the distant, concrete to abstract, facts to ideas, simple to complex, easy to hard, real to imaginative, the examples as explained approaches to teaching Social Studies. While the deductive is the direct opposite of inductive, the inductive builds its foundations and encourages students to advance in critical thinking and discovery that is relevant to the learning of Social Studies.

Number Classification Approach: This is an approach of teaching Social Studies that considers the number of students being handled at a particular time by the teacher. The students can either be grouped or individualized. Hamot M (2000) see the grouping as when a number of students are grouped together for the purpose of instruction. This is useful in a formal system of learning. Students are placed in classes for the purpose of effective teaching and learning. The selection for the grouping is based on assumed learning ability of the students. Grouping entails classroom teaching such as lecture, project, seminar and tutorial. On

the contrary, individualized approach contains the idea of instructing a student at a given time. This approach of teaching is found in informal training system. Though more effective but expensive in terms of time and finance.

Activity Classification Approach: Activity classification approach is carried out through the means of activity in teaching. Hamot M (2000) view activity as an approach of teaching during teaching and learning process in the normal classroom situation. The teacher who performs the activity influences the name of the approach. The activity approach comprises two means: student-centred and teacher-centred. The student-centred means encouraging students' independent learning, and therefore stimulates discovering while the teacher centered approach enables the teacher to direct teaching and learning process and therefore ensured that the objectives of teaching are fulfilled in the school situation.

Place Classification Approach: The Place classification approach of teaching Social Studies is based on the place of the teaching and learning process. Ijimi (2014) opines that placing students in appropriate learning environment will facilitate comprehension and ensure compatibility of study. Similarly, this is the classification of teaching based on where the learning holds. Two ways of classification are involved. They are classroom and out-of-classroom classification depending on the subject-matter and the teacher that is involved.

2.4.2 Social Studies Instructional Materials

Teaching Social Studies successfully in school depends on the use of instructional materials to ensure that students' behavioural changes are realized. Some of the instructional materials that are required include textual such as books, audiovisual and human resources that are used individually or collectively in any meaningful Social Studies teaching and learning situation. Instructional materials themselves are not self instructing. They are intended to be used to supplement normal teaching activities as directed by the teacher Hamot M (2000).

Audio-Visual Aids as Social Studies Instructional Materials: Audio-visual aids serve as catalyst to the teacher for teaching Social Studies in schools.

They are sources of endless opportunities to enrich teaching-learning process especially when the aids can be used appropriately and economically by the teacher. They are actually aids to facilitate learning among students. Audio- visual aids according to Igbogbor (2015), are still-pictures, television, slides, film-strips, recordings, graphs, charts, motion pictures, maps, tables, cartoons, models and so on. Hamot M (2000) posit that teaching and learning activities become more meaningful and interesting for knowledge internalization

when students learn with all sense organs simultaneously. While auditory materials are concentrated on the sense of hearing, motion pictures and slides are centred on the use of the sight organ.

Resources Persons as Source of Teaching Social Studies in Schools

Resource persons are the most valuable means of teaching; generally in educational arena. The view that students' interest can be stimulated through this avenue Hamot M (2000). Onyema (2018) opines that without human aspect of teaching in schools, other teaching resources are as good as nothing. Resource persons are human assets that are utilized in enhancing understanding in certain aspects of human field of learning. Resource persons are professionals in all areas of life. Since Social Studies is integrative in scope and nature, specialists in Social Studies alone are of better assistance in Social Studies concepts. The use of resource persons make Social Studies real as much as possible and enhance students' interest and motivation. Therefore, specialists in Social Studies are expected to be sound as much as possible in serving as resource persons to the junior secondary school students.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Methodology

Survey research design will be used for this research work. However, library information will also constitute reasonable percentage of the data used in the work.

3.2 Population of the study

The population of the study comprises of all the teachers in Odogbolu Local government area of Ogun State. However, due to difficulty of reaching all the teachers, a sample is chosen from the population.

3.3 Sample of Study

The simple random sampling that is, sampling with replacement was used to sample 50 teachers out of the total population that formed the study population.

3.4 Sampling Procedure

The questionnaire was administered personally on 50 staffs from the following schools:

1. OmuAJose Comprehensive High School
2. Igbile Community High School
3. Odogbolu High School

The respondents is required to tick against an option that best suited their opinion (Strongly agree, agree, disagree, strongly disagree). Some of the administered questionnaires completed will be retrieved at the spot while others will be collected at much a later date.

3.5 Research Instruments

3.5.1 Questionnaire

The research instrument used for the data collection for this study is a three factor structured questionnaire. The questionnaires are issued to the teachers with closed ended questions and open ended where necessary.

3.5.2 Secondary Data

There is a general review of relevant literatures such as textbooks, journals and other printed documents, magazines and newspapers. Unpublished works is also be consulted.

3.6 Validity of Research Instrument

Validity is the ability of a test to measure that the investigation purported to measure to ensure of the instrument a draft of the questionnaire is presented to the research lecturer for necessary correction and recommendation is made to improve the quality of instrument.

3.7 Reliability of the Instrument

The questionnaire was trial-tested using 20 teachers at Ijebu Ode educational zone which is entirely outside the geographical scope of the study. This area is considered to have similar characteristics with the study area.

To determine the reliability of the questionnaire, the scores from 20 respondents in the trial testing of the instrument were used in establishing the internal consistency.

3.8 Method of data analysis

The data collected in the course of this study is presented both descriptively and statically. The descriptive method deals with the presentation of the variables of the study [in relation to the subject] such as the profiles of the respondents.

The descriptive method is employed to enable explain answers obtained from interview process and questionnaires presented to respondents.

The descriptive method is employed to enable explain answers obtained from interview process and questionnaires presented to respondents.

Statically data will be presented with the use of tables to show the frequency of their responses to research questions presented in the questionnaire.

The simple percentage method for the presentation and analysis of numerical data will be used to test the hypothesis posited for the study.

CHAPTER FOUR

Results and Discussion

4.0 Introduction

In this chapter, data were presented on the basis of the research questions that guided the study.

4.1 Research Question One:

What are the factors affecting students' attitude towards Social Studies?

Research question one sought to examine the factors that affect students' attitude towards Social Studies. To answer this question, social studies teachers were measured on a four-point Liker scale 1-strongly disagree, 2-disagree, 3-agree, 4-strongly agree. With this like scale 1 indicates the least disagreement to the statements and 4 indicating strongest agreement to the statements. Teachers were asked some questions pertaining to the factors affecting students' attitude towards social studies. This is because teachers are always with these students and can give us the correct factors necessitating to the attitude of students when it comes to social studies. Results are presented in Table 1.

	Strong Disagree		Disagree		Agree		Stronger Agree	
	F	%	F	%	F	%	F	%
Well-trained teachers	2	2.8	3	4.2	37	51.3	30	41.7
Lack of teachers' ability to explain concepts in Social Studies to students	4	5.6	33	45.8	19	26.4	16	22.2
Teachers' inability to train students in critical thinking	0	0.0	29	40.3	33	45.8	10	13.9
Most Social Studies teachers in the metropolis are not interested in teaching controversial issues	12	16.7	37	51.3	19	26.4	4	5.6
Teachers' inability to give needed assistance to students	6	8.3	37	51.4	25	34.7	4	5.6
Teachers' inability to use different teaching methods in Social Studies classes	4	5.6	27	37.5	35	48.6	6	8.3
Inadequate teaching and learning materials	0	0.0	19	26.4	35	48.6	18	25.0
Inability of Social Studies teachers to employ resources persons	0	0.0	16	22.2	42	58.4	14	19.4

Results from Table 1 show the responses of the teachers on the factors that affect students' attitude towards Social Studies. 67 (93.0%) agreed that well trained teachers affect that attitudes of students towards Social Studies and 5 (7.0%) disagreed. It was discovered that 35 (48.6%) of the teachers agreed that lack of teachers' ability to explain concepts in Social Studies to students affected students' attitude towards Social Studies whilst 37 (51.4%) disagreed. For responses of the teachers on the fact that teachers' inability to train students in critical thinking affected their attitude towards Social Studies, it was revealed that 43 (59.7%) agreed and 29 (40.3%) disagreed. Relating to the statement on the fact that most Social Studies teacher in the metropolis are not interested in teaching controversial issues it was found out that 23 (32.0%) agreed and 49 (68.0%) disagreed. In addition, majority 29 (40.3%) agreed that teachers' inability to give needed assistance to students affected their attitude towards Social Studies whilst 43 (59.7%) disagreed. Moreover, 41 (56.9%) agreed that teachers' inability to use different teaching methods in Social Studies classes affected their attitude towards Social Studies whilst 31 (43.1%) disagreed.

Furthermore, the issue of inadequate teaching and learning materials cannot be left out in this discussion. On the basis of that it was indicated that as 53 (73.6%) agreed, 19 (26.4%) disagreed. Finally, 56 (77.8%) agreed that the inability of Social Studies teachers to employ resource persons affected students' attitude towards Social Studies whilst 16 (22.2%) disagreed. In line with these findings is that of Tamakloe (2010) who emphasized the need for well trained teachers to teach Social Studies. Aggarwal who made it abundantly clear those Social Studies more than any other subject requires well trained teachers (Aggarwal J.C (2001). Newman argues that bona fide discussion is usually suppressed by some teachers with the belief that the purpose of teaching is to transmit fixed knowledge to students (Levitt RA, Longstreet JA (2011). Levitt and Longstreet who stated that most Social Studies teachers are unwilling to take up in the classroom the controversies that arise in society that must be addressed in Social Studies lessons Levitt RA, Longstreet JA (2011).

The teachers were asked that what other factors affect students' attitude towards Social Studies in the metropolitan. Some teachers said that lack of adequate classrooms, lack of better perspective of the subject, lack of dedicated tutors, lack of exposure to the real world, lack of teaching and learning materials in teaching Social Studies, constant teachers absenteeism, inadequate instructional time on the school time table for teaching Social Studies, the large size

of students in class, the time allocated to the period (last period of the day), students inability to read Social Studies notes and understand it, students perceptions about the subject as they considered it cheap, teachers inability to embark on field trips to help learners in the learning process, teachers inability to mark exercises for prompt feedback and teachers personal disposition towards students all influences students attitude towards the subject “Social Studies”. One teacher added that the subject is normally learnt when examination is due. Also, concept as explained in abstract form, inadequate TLMs, students’ perception about Social Studies and inadequate professional teachers in Social Studies also affect students.

One of the Teachers Said:

The inability to take students for excursion for them to get firsthand information on some issues affects them.

Some Said:

Most students underestimate the subject and therefore exhibit lackadaisical attitude towards its learning. Students become complacent, thinking that they would automatically pass Social Studies even if they do not give it the needed attention. Students have the mentality that the subject is easy to pass hence refuses to put in extra efforts in the subject.

Research Question Two:

What is the factor that affects teachers’ attitudes to learning social studies?

	Strong Disagree		Disagree		Agree		Stronger Agree	
	F	%	F	%	F	%	F	%
Low salary payment scale	0	0.0	6	9.7	10	33.1	34	57.2
Lack of prompt Payment of salary as at when due	0	0.0	1	2	31	62	18	36
There are good and conducive environment for teaching	16	32	27	54	0	0	7	14
Adequate job security for social study teachers	8	16	40	80	0	0	2	4
Adequate Training and re-training of social studies	30	60	12	24	2	4	6	12

teachers								
Presence of other teachers' remunerations	0	0.0	1	2	30	60	18	36
Adequate teaching equipments and instructional materials	0	0.0	1	2	14	28	35	70
Lack of encouragement from both the school and students	0	0.0	3	6	17	34	30	60
Inadequate learning facilities in the school	0	0.0	6	12	10	20	34	68

Results from Table 1 show the responses of the teachers on the factors that affect their attitude towards the teaching of Social Studies. 44 (90.3%) agreed that low salary payment scale affects the attitude of teachers teaching social studies while and 6 (9.70%) disagreed. It was discovered that 49 (98%) of the teachers agreed that Lack of prompt Payment of salary as at when due affect their attitude whilst 1 (2%) disagreed. For responses of the teachers on the fact that there are good and conducive environment for teaching, it was revealed that 7 (14%) agreed and 43 (86%) disagreed. Relating to the statement on the fact that Adequate job security for social study teachers 2 (4%) agreed and 48(96%) disagreed. In addition, majority 8 (16%) agreed that adequate Training and re-training of social studies teachers also affects their attitude to teaching social studies whilst 42 (84%) disagreed. Moreover, 48 (96%) agreed that Presence of other teachers' remunerations affects teachers attitude whilst 2 (4%) disagreed. Also 49 (98%) agreed that Adequate teaching equipments and instructional materials affects teachers attitudes towards the teaching of social studies while 1 (2%) disagreed. For responses of the teachers on the fact that there are lack of encouragement from both the school and student, it was revealed that 47 (94%) agreed and 3 (6%) disagreed. It was also revealed that Inadequate learning facilities in the school affects teachers attitude in teaching social studies where 44 (88%) agreed while 6 (12%) disagreed.

Research Question Three

How can students' attitude towards Social Studies be improved?

Research question two concentrated on how students' attitude towards Social Studies can be improved. To answer this question, social studies teachers were asked to respond to some items which were measured on a measured on a four-point Likert scale 1-strongly disagree, 2-disagree, 3-agree, 4-strongly agree. With this Likert scale 1 indicates the least disagreement to the statements and 4 indicating strongest agreement to the statements. Teachers were asked some questions pertaining to how students' attitude towards Social Studies can be improved. This is because teachers can give adequate information on how students' attitude towards Social Studies can be improved.

Table 2: Improving Students' Attitude towards Social Studies

	Strong Disagree		Disagree		Agree		Stronger Agree	
	F	%	F	%	F	%	F	%
Provision of competent teachers for the subject	0	0.0	7	9.7	31	43.1	34	47.2
Teachers should be able to explain concepts in Social Studies very well to the comprehension of students	0	0.0	1	1.4	43	59.7	28	38.9
Social Studies teachers should be interested in teaching controversial issues	0	0.0	9	12.5	37	51.4	26	36.1
The students should be trained to think critically	0	0.0	4	5.6	40	55.6	28	38.8
Social Studies teachers should use different teaching methods	0	0.0	2	2.8	40	55.5	30	41.7
Teachers should be readily available to give students the needed assistance in Social Studies	0	0.0	1	1.4	43	59.7	28	38.9
There should be the provision of adequate teaching and learning materials	0	0.0	1	26.4	33	45.8	38	52.8

Social Studies teachers should engage resource persons in areas where they find difficulties	0	0.0	3	4.2	25	34.7	44	61.1
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Table 2 presents the results on how students' attitude towards Social Studies can be improved. It was displayed that 65 (90.3%) of the teachers agreed that there should be the provision of competent teachers for the subject whilst 7 (9.7%) disagreed. Also, 71 (98.6%) agreed that teachers should be able to explain concepts in Social Studies very well to the comprehension of students whilst 1 (1.4%) disagreed. Again, 63 (87.5%) of the teachers agreed that Social Studies teachers should be interested in teaching controversial issues and 9 (12.5%) disagreed. On training students to think critically, it was revealed that 68 (94.4%) agreed and 4 (5.6%) disagreed. Regarding the use of different methodologies by teachers, it was revealed that 70 (97.2%) agreed and 2 (2.8%) disagreed. In addition, 71 (98.6%) agreed that teachers should be readily available to give students the needed assistance in Social Studies whilst 1 (1.4%) disagreed. Furthermore, the results displayed that with 71 (98.6%) agreeing that there should be the provision of adequate teaching and learning materials 1 (1.4%) disagreed. Finally, 69 (95.8%) agreed that Social Studies teachers should engage resource persons in areas where they find difficulties and 3 (4.2%) disagreed.

Here, the teachers were asked how the attitude of students towards Social Studies can be improved in the metropolitan. One of the teachers said that the attitude of students towards Social Studies can be improved by employing experienced teachers who are not only interested in teaching but have the excellence of students at heart. Another teacher added that the teachers have to educate the students on the importance of studying the subject. Field trips for real life experience with what has been taught have to be organized. Adequate teaching and learning materials and also engaging of resource person must be emphasized. Teachers are also obliged to make the subject interesting and attractive. There should be regular organization of seminars on Social Studies for both teachers and students. Student should be educated on the fact that, a good grade at WASSCE can give them good courses or programme at the university. Students must be given assignments in group. They should also be encouraged to think critically during lessons.

One Teacher Said:

Social Studies should be interactive by bringing in examples that student can easily relate with.

Again, it can be improved by making use of different methods of teaching. Students must be educated on the benefit of the subject to their personal lives and the country at large. They must be helped to do presentations on controversial issues. They should be encouraged to develop positive mindset about Social Studies. Teachers must assist students towards the study of Social Studies. They must be willing to tackle social issues irrespective of the topic at hand. They must embark on field trips. They must be punctual, use of right teaching and learning materials and give students research assignments to help broaden their scope of the subject. All these good measures will help shape students' attitude towards the subject. They should engage students practically in the lesson. They should relate what they teach to the social environment. They should use the role-play method to allow students participation in the teaching and learning of the subject. According to Clark role playing is "an attempt to make a situation clear or to solve a problem by unrehearsed dramatization" Clarke LD (2010). ShafteI&ShafteI described role playing as "a group problem solving method that enables young people to explore human problems in a spontaneous enactment followed by guided discussion" ShafteI D, ShafteI O (2012).

4.2 Discussion of Findings

In this chapter, the analysis and interpretation of this data were made. It was discovered that so many factors contributed to the negative attitude of both teachers and students towards the teaching and learning of social studies which has also contributed to the outcome of students offering social studies. One of the reason for the poor attitude of teachers towards the teaching and social studies is the poor salary scale and late payment of salary. The payment of salary and the use of good remuneration for teachers is a way of encouraging teachers to do well in their duty. When teachers are not properly paid and taking care of it affects their productivity in class. It was also discovered that lack of conducive environment affects both the teachers and the students. This is a problem that can be best address by the government. It was discovered that some students do not have the desk and chair to seat in the class for proper learning. One of the ways to improve this is by providing adequate materials to schools for the teaching and learning

of social studies in school has the learning social studies affects the attitude and behavior of students outside the school compound and the only way to build a healthy and safe society.

CHAPTER FIVE

Summary, Conclusions and Recommendations

5.1 Summary of the Research

This study revealed that there is a significant influence of teachers' attitudes on students' academic performance in social studies. The implication is that students who perceived their teachers' attitude as positive performed better than their counterparts who perceived the same teachers' attitude as negative. Cruickshank, Jenkins & Metcalf (2003) asserted that effective teachers are generally positive minded individuals who believe in themselves and in the success of their students as well as their own ability to help students to achieve. Therefore teachers should develop positive attitude toward social studies in order to help the students to succeed in their academic endeavours.

5.2 Conclusion

Social Studies are subjects that teach value, norms, right attitude and skills development. This needs to be emphasized at the junior secondary school. The value of Social Studies as a subject to the students requires better attention and enthusiasm. And to arouse students attention, value, attitude, only specialist teachers of Social Studies should teach the subject at all levels. The Social Studies teachers should employ the approaches enumerated above to enable students participate actively during teaching-learning process. The reason for this is that knowledge can only be internalized adequately when students are involved in learning process. Orientation should be given to students by Social Studies specialists to enlighten them that Social Studies is useful for the overall development of the nation; that no subject is superior to one another. The study makes a conclusion that factors that affect students' attitude towards Social Studies include; teachers not showing interest in teaching controversial issues, teachers' inability to give needed assistance to students, teachers' inability to use different teaching methods in Social Studies classes, inadequate teaching and learning materials and inability of Social Studies teachers to employ resource persons in times of difficulty. Lastly, students' attitude towards Social Studies can be improved by providing competent teachers for the subject, teachers being interested in teaching controversial issues, teachers employing different teaching methodologies, teachers being readily available to give students the needed assistance in Social Studies, adequate

provision of teaching and learning materials and teachers engaging the services of resource persons in areas of difficulty.

5.3 Recommendations

1. The Nigeria Education Service should recruit professional teachers to teach Social Studies in Senior High schools. This will help in giving them knowledge to become excellent students' in Social Studies.
2. Teachers of Social Studies should make the class lively to solve the problem of period boredomness on the part of the learners in the teaching and learning process.
3. There is the need for a tripartite collaboration among the Ministry of Education, Ghana Education Service and other Non-governmental educational organizations to provide the needed teaching and learning materials for the teaching and learning of Social Studies.
4. Teachers of Social Studies should employ different methodology in teaching the subject

QUESTIONNAIRE

Dear respondent

I am carrying out a research on Teachers attitude towards teaching and learning of social studies in Junior Secondary schools in Odogbolu Local government area of Ogun State.

Kindly answer the questions below as honestly and accurately as possible. The study is for academic purpose only. If you have any optional comments you feel like making, you may write at the back of this questionnaire.

Thank you in advance for your co-operation.

Section A

Kindly tick () the appropriate responses in the spaces provided.

1. What is your gender? Male () Female ()
2. What subject do you teach? _____
3. What class do you teach? _____

Section B

Kindly tick () the appropriate responses in the spaces provided

S/N	QUESTIONS	SA	A	SD	D
1.	Lack of teachers' ability to explain concepts in Social Studies to students				
2.	Teachers' inability to train students in critical thinking				
3.	Most Social Studies teachers in the metropolis are not interested in teaching controversial issues				
4.	Teachers' inability to give needed assistance to students				
5.	Teachers' inability to use different teaching methods in Social Studies classes				
6.	Inability of Social Studies teachers to employ resources persons				
7.	Provision of competent teachers for the subject				

8.	Teachers should be able to explain concepts in Social Studies very well to the comprehension of students				
9.	Social Studies teachers should be interested in teaching controversial issues				
10.	The students should be trained to think critically				
11.	Social Studies teachers should use different teaching methods				
12.	Teachers should be readily available to give students the needed assistance in Social Studies				
13.	There should be the provision of adequate teaching and learning materials				
14.	Social Studies teachers should engage resource persons in areas where they find difficulties				
15.	Well-trained teachers				
16.	Inadequate teaching and learning materials				
17.	Low salary payment scale				
18.	Lack of prompt Payment of salary as at when due				
19.	There are good and conducive environment for teaching				
20.	Adequate job security for social study teachers				
21.	Adequate Training and re-training of social studies teachers				
22.	Presence of other teachers' remunerations				
23.	Adequate teaching equipments and instructional materials				
24.	Lack of encouragement from both the school and students				
25.	Inadequate learning facilities in the school				

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