

# Determinants of Social Studies Curriculum Implementation by Teachers with Intellectual Disabilities in Selected Schools of Calabar South Local Government Area of Cross River State, Nigeria: Implication for Psychology

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**Abstract:** Teachers with intellectual disabilities frequently have cognitive processing or perceptual problems. Visual processing problems interfere with understanding text, illustrations, and written work associated with a social studies lesson. Most social studies textbooks include many maps and graphs. For most teachers, these maps clarify the topics covered and those that should be covered as well; however, teachers with visual-spatial and visual-processing disorders may have difficulty interpreting such information. Hence, this study evaluated the factors that affected how the social studies curriculum was implemented by teachers with intellectual disabilities in a sample of schools in the Cross River State, Nigeria, Calabar South Local Government Area; implications for psychology. Two survey factors have been developed to guide the study. The variables under review were used to guide the literature review. The survey study's template was employed. Purposeful selection approaches were used to choose the 60 respondents that made up the study's sample. A structured questionnaire with 10 items and a four-point Likert scale was used to collect the results. Using the Cronbach Alpha reliability method, the instrument's approximate correlation was 0.78. The data was examined using a descriptive methodology. The findings of the study indicated that a teacher's teaching style and level of training among teachers with intellectual disabilities had an impact on how they instruct students in social studies. It was suggested that secondary school teachers with disabilities be given the opportunity to participate in curriculum development and implementation so that they can use student-centered methods in teaching.

**Keywords:** Social studies, curriculum, disabilities, methods of teaching, academic qualification.

## INTRODUCTION

All children who go through the school curriculum become something when they graduate. And no matter what that something is, they will need to interact with others from different cultural and socio-economic backgrounds. Students must study how society works and how people work in a society in order for it all to work once they enter society after graduation. Students learn skills through social studies that help them

succeed in further education as well as life. According to Mkpa [1], Social studies can also be referred to as social sciences. It's a field that deals with human behavior, relationships, resources, and institutions. Teachers' knowledge of the signs and symptoms of common intellectual disabilities and disorders is directly related to early detection, assessment, and diagnosis, as well as the provision of appropriate services. Despite the fact that intellectual disabilities are common disorders among teachers in schools, some teachers lack the necessary knowledge pertaining to these disorders, and this impacts the way, manner, and style of teaching Social Studies.

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Intellectual disability, once called mental retardation, is characterized by below-average intelligence or mental ability and a lack of skills necessary for day-to-day living. Intellectual disability, according to Andzayi and Ikwen [2], is a condition of incomplete or halted development of the mind, which is characterized by the impairment of skills as manifested during the developmental period that contributes to the overall level of intelligence, e.g., cognitive, language, motor, and social ability. It also means a marked impairment in the ability to adapt to the cultural demands of society [3].

There is ignorance by the citizens of Nigeria surrounding teachers with intellectual disabilities, leading to human rights abuses, discrimination, unacceptance, and generally negative attitudes toward the Teacher and the family. Teachers with intellectual disabilities are those who fall below the percentage of 70 when the intelligence quotient (I.Q) is being measured using an I.Q test. Those who scored below 70 on the standard test are considered to have an intellectual disability.

Intellectual disability has some impacts on the family and society at large. Therefore, it is of great necessity that until we understand these impacts, only then will we be able to work with people who have an intellectual disability. Having a family member with an intellectual disability can have an effect on the entire family members: the parents, spouse, siblings, and extended family members [2]. It is a unique shared experience for family members and can affect all aspects of family functioning and may divert attention from another aspect of family functioning. Although there is increased effort to ensure that people with intellectual disabilities can easily access education, employment, and social amenities, the impact of this is that it has resulted in the provision of segregated services for those with disabilities and those without disabilities, which has also led to social exclusion, making a person with intellectual disability face limitations in teaching Social Studies.

Education has been a common occurrence since there have been people on the planet. This is a way of passing on what is valuable from one generation to the next. The main goal of education is to create effective community members with well-formed three "Hs"—head, heart, and hands—who can live prosperous and moral lives as citizens. A successful education will prepare its students to fulfill both their own demands and civic responsibilities [4]. Education has

nevertheless been a crucial vehicle for bringing about significant social, cultural, political, and technological transformations in historically formed and underdeveloped societies, both complex and uncomplex. There is little doubt that this phenomenon has had an impact on the educational ideologies of many nations, including Nigeria.

Of course, each subject's significance within the educational system depends greatly on its ability to further society's larger educational objectives. This is generally true since the educational aims and those of the various school disciplines are derived from the larger community's requirements, issues, and ambitions. In Nigeria, social studies is one of the fundamental academic topics that, if properly taught, has the potential to advance the country's growth [5] significantly. The origins of teaching social studies in the form of the three traditional topics of physical education, geography, and history are unrelated to Nigeria's early development of education. Within these three subjects, Nigerian students were being taught material that was foreign and British-focused. Nigerian children were taught from their immediate surroundings, communities, and histories. The boy found the material to be completely worthless in terms of Nigerian culture.

The basic objectives of social studies were not taught to the Nigerian child in those days, including understanding his local surroundings, national identity, and national pride [6]. The United States of America's (USA) major professional educational body for social studies, the National Council for Social Studies [7], defines social studies as an integrated social sciences and humanities study to promote civic competency. According to [7], social studies is the study of how a connected group of people cooperate in a setting where social norms and acceptable behavior are clearly outlined. One of the Universal Basic Education (UBE) program's key academic disciplines, social studies, may help Nigeria's attempts to construct its nation [8]. According to them, social studies may provide students with the knowledge they need to develop positive values, attitudes, and abilities. Ezegebe [9] pointed out that the objectives of social studies are to achieve Nigeria's national goals in support of this claim. As part of an integrated, practical learning method, social studies cover the effective leadership abilities required for maintaining national unity.

The inadequate application of the Social Studies curriculum in junior high schools is one of the main

issues social studies is currently experiencing. This has led to a constant need for social studies textbooks from both teachers and students, an undue reliance on textbooks for social studies instruction, and a fear of meeting the objectives of social studies. Minimum curriculum with particular reference to the results of both internal and external social studies exams, the design of social studies has resulted in subpar student performance. The Enugu State Ministry of Education recently disclosed the results of the 2010 junior high school exams, which showed that students' social studies performance was below average. The student performed very poorly as a result of finding geography and current events questions to be challenging.

But in schools, teachers are also responsible for implementing the Social Studies curriculum and monitoring pupil behavior. According to Ezegbe [9], a teacher is a subject-matter expert who consciously and purposefully employs his or her wealth of experience, planning, skills, arrangements, interests, and content knowledge with the aid of instructional materials, strategies, and methods to impart a person with less experience. In order to accomplish the desired goals, teachers are equipped with the necessary knowledge of the subjects, resources, and methods for teaching social studies.

"A plan or program including all activities that the learner encounters under the supervision of a school" is what is referred to as a curriculum [10]. The bulk of children's perceptions, which schools are largely responsible for, according to Kantor [11], social, political, economic, and technical aspects of social studies are applicable to the development of a country. It does so because its output focuses on social and environmental concerns that are relevant to man's daily existence and his desire to maintain environmentally sustainable growth [11]. The Nigerian Federal Government has decided to use education to motivate people and achieve the objectives of eradicating poverty, creating jobs, and generating wealth, so it is essential to alter the current passive social studies teaching techniques [12].

The absence of effective teaching techniques results in a loss of pedagogical competency. A teaching method is a method or approach for teacher-learner interaction. The integrated social studies program in junior high school suffers from instructional incompetence, according to Adeyemi [13], who focused on the issues with the successful implementation of the social studies curriculum in Nigerian secondary

schools. This is primarily because teachers cannot meet the subject matter's special pedagogical requirements and inadequate subject-specific schooling requirements. Social studies teaching and learning are supported by teachers' instructional strategies.

One way to describe a certified teacher is as a person who "has in any case the fundamental academic skills necessary for instructing their topics at the important level in a particular nation." The ability needed to become an educator is described in the aforementioned definition. A master's degree is required as a minimum in some countries, whereas an NCE suffices in others. In any case, a teacher's NCE, first degree, or master's degree is insufficient to provide excellent instruction. This is due to the fact that academic preparation is the most important component of becoming a teacher.

Numerous researches have shown that a blend of traditional and learner-centered approaches makes for the greatest teaching strategy [14]. In contrast to the passive participation of students in teacher-centered approaches, learners engage actively in learning environments using learner-centered methods. This approach encourages students to participate in class activities by taking their needs and interests into account [15]. When it comes to increasing interest, learning, and retention, learner-centered strategies are thought to be more effective than teacher-centered ones [15, 16].

Social Studies may not have relevance for young people because they may not fully interact with their environments. After all, Social Studies professors rarely embrace the many learner-centered strategies in their lessons. In order to contribute as much as possible to the growth and development of society, young people need to investigate their surroundings, improve their problem-solving abilities, and become more reflective. The greatest way to provide students with this opportunity is through active student participation in teaching and learning. Therefore, the main purpose of this study was to determine the extent to which Social Studies teachers in the Enugu State of Nigeria use various instructional methods in teaching Social Studies.

Nkechinyere *et al.* [17] looked at the extent to which different teaching strategies were used at the primary education level in Enugu State, Nigeria. 40 Social Studies teachers from primary and junior secondary

schools in the study area completed a questionnaire to provide data. Two research topics served as the study's direction. Mean, frequency, and percentage were used to examine the data that was collected. The results showed that the lecture technique was utilized more frequently than other methods for delivering social studies training, and contributing variables included the teachers' lack of abilities, time constraints, and inadequate money. According to the findings, it was advised that only qualified individuals be hired to teach social studies, that social studies teachers' competencies be increased by holding workshops and seminars for them, and that sufficient funding be given to schools so they can afford a variety of out-of-school methods of teaching social studies, such as field trips and excursions.

The acceptance of the social studies curriculum for successful citizenship in Cross River State, Nigeria, by teachers was also examined by Edinyang *et al.* [18]. To guide the analysis, two research questions have been created and turned into hypothesis statements. The variables under review were used to guide the literature review. The survey study's template was employed. The 250 respondents that were chosen for the analysis were chosen using a stratified random sample process. A validated questionnaire with 20 items and a four-point Likert scale was utilized to collect the data. The statistical program Pearson for Product Moment Correlation was used to examine the data. The findings of the study indicate a significant relationship between the caliber of teaching materials and the implementation of a curriculum for good citizenship, as well as a significant relationship between the disposition of the teachers and the implementation of a successful social studies citizenship program. It was suggested that teachers become knowledgeable about the most recent advancements in social studies, civics, and citizenship and how they might be applied to other sections of the curriculum to teach social studies in the classroom.

Students are aware that there are numerous sources and techniques for learning information. These learner-centered creative methods for instruction include problem-solving, social studies, role-playing, dialogue, dramatization, conversation, field trips, and excursions. The devil's advocate, controlled investigation, paneled system, exhibitory / presentation, and artistic play are a few more. The learner is at the heart of knowledge creation in the majority of these approaches, under the astute direction and supervision of the Teacher.

Usman [19] examined the effect of higher education on the interpretation of social studies curriculum by teachers. Using a survey approach and a questionnaire built and patterned on the five-point Likert scale. Sampled copies were given to ten randomly selected experienced English teachers for critical examination to establish the content validity of the questionnaire, and their positive observations were used. The questionnaire's reliability was established twice on ten randomly selected experienced high school Social Studies teachers using the Pearson product-moment correlation co-efficient statistical technique based on the results of its administration analyses. The computed  $r$  value was 0.843. This  $r$  value is above the amount appropriate for the reliability coefficient. In this sample, the population was two hundred and fifty social studies teachers, sixty of whom were selected by simple balloting and stratified random sampling techniques. The researcher visited the 60 social studies teachers working as respondents in their classrooms. The data was analyzed using frequency counts, simple percentile, and mean statistical techniques to respond to research questions, and the  $t$ -test statistical technique was used to test paired null hypotheses. The findings showed that there was no substantial difference between professional and non-professional teachers in their interpretation of curriculum goals and subject items, and they viewed certain aspects of the curriculum favorably. On the contrary, the groups varied substantially in their interpretation of the prescribed instructional materials, assessment modes, and the instructional personnel needed for curriculum implementation, and they viewed these aspects of the curriculum unfavorably. It was concluded that professional and non-professional Social Studies teachers did not vary significantly in their perception of SSS Social Studies curriculum objectives and subject items while significantly differing in their perception of instructional resources, assessment types, and instructional staff.

Academic qualifications of teachers with disabilities show a significant yet complex connection to curriculum implementation [20]. Students gain more expertise from highly trained teachers than teachers with poor academic competencies. The implementation of the curriculum for social studies is greatly affected by the academic qualification of the teachers [21, 22]. Four classes of teachers teach social studies in Nigeria secondary schools: university-trained graduate teachers, NCE-trained teachers, college-trained teachers, untrained teachers who may be university

graduates but not qualified as teachers, and untrained teachers without experience. This has a lot of impact on Social Studies program development as well as on success assessments. Researchers have made observations about the importance of the professional and academic qualifications of teachers. Moseti [23] noted that any curriculum's effectiveness relies on the competence of the teachers in the class to turn the syllabus into realistic instructional content. On the other hand, Kanno and Onyeachia [24] found that teachers with little to no experience appear to use authoritarian and ineffective approaches that would make students see schools as repressive places with nothing to enjoy. Bishop [25] noted that a teacher must train himself in order to be able to educate others. According to Farrant [26], this expertise is based on the mastery of pedagogical preparation and teaching experience in the subject matter. However, this research does not establish how teachers' competence influences the introduction of an innovation such as the curriculum in social studies.

Samuel [27] research on the characteristics of teachers and the achievement of students in social studies in Nigeria, the goal is to analyze and evaluate the relationship between teacher characteristics and social student achievement. The research aims to establish if there is a link between such traits of teachers and social studies student achievement. The research is important as it will help teachers recognize certain variables that are typical of teachers for successful student achievement. It was found that teachers' characteristics are related to students' achievement. The researcher also suggested that teachers diversify teaching approaches in the learning process to match individual learners and boost social studies students' achievement in the Aniocha North Local Governments Delta State Region.

[6] published a review to analyze the possible impact of mathematics teaching certification on efficacy and student achievement at Rivers State. In the survey, 200 teachers with various credentials took part. The result shows that students taught by trained teachers fared much better than those taught by unqualified teachers, but there was no significant difference in students' academic performance taught by experienced and inexperienced teachers. In this research, Pepple and Esu explored the impact of teaching certification on the quality of teaching and the achievement of the students. The analysis and subsequent findings were based on the achievement in social studies of students taught by experienced teachers and inexperienced

teachers. This present study will not consider the qualification of teachers against the achievement of students or academic performance but will address the implementation of social studies curriculum at the classroom level in junior secondary schools.

Given the significance of social studies and their roles in Nigeria's educational system and society, the subject's curriculum should be properly executed in terms of implementation strategies and teacher qualifications. Once more, the results of students' social studies exams are not encouraging, which justifies the main issue that this study aimed to address. What drives this behavior? Could it be that certain teachers in Calabar South Local Government Area of Cross River State, Nigeria, have poor teaching techniques and little expertise in instructing social studies?

### **Gap in Research**

However, it is pertinent to note that the gap that this research covers is that a significant number of research in the study area focused mostly on socio-economic variables and intellectually disabled students' academic achievements and performance. Intellectually disabled students' dropout tendency is influenced by environmental variables such as parents' income level, educational level, teachers' attitude, and so on. Statistical techniques like Pearson Product Moment Correlation and chi-square were used in analyzing data. Again, most of these researches covered entire Education zones, while some covered more than one Local Government Area.

The gap this research covers is that it analyses the research questions using frequency counts, mean, and standard deviations. It also analyzed the hypotheses using the One-way Analysis of variance in testing the hypotheses. The study would serve as empirical study material for any other researcher who may have a similar curious mind in terms of the determinants of social studies curriculum implementation by teachers with intellectual disabilities in selected schools of Calabar south local government area of Cross River State, Nigeria: Implication for psychology.

### **Purpose of the Study**

The essence of this study was to examine the determinants of social studies curriculum implementation by teachers with intellectual disabilities in selected schools of Calabar south local government

area of Cross River State, Nigeria: Implication for psychology.

Specifically, the study sought to;

1. Explore the degree to which the teaching method of teachers with disabilities affects the application of social studies curriculum.
2. Examine the extent to which teachers' academic qualification influences Social studies curriculum implementation.

### Research Questions

The research question states thus;

1. How does the teaching method of teachers with disabilities affect the application of the social studies curriculum?
2. What is the extent to which teachers' academic qualification influences Social studies curriculum implementation?

### Statements of Hypotheses

1. There is no significant influence of the teaching method of teachers with disabilities on the implementation of the social studies curriculum.
2. Teachers' academic qualification has no significant influence on Social studies curriculum implementation.

## MATERIALS AND METHODS

### Study Design

The method of research used in this analysis is developed for survey research. The design is concerned with critical analysis of the characteristics of the entire population through a selected sample. The survey design was also considered appropriate for this study as it allows the researcher to assess respondents' views, beliefs, emotions, perceptions, and interactions [28].

### Study Area

The study region is Calabar South Local Government of Cross River State. The study area has a projected population of 295,114 people as of the National Population Commission of Nigeria (web) and National Bureau of Statistics (web) population projection for 2018. It is composed of 12 council wards.

It has an area of 142 km<sup>2</sup> and lies between latitude 04 ° 15 'and 5 ° N and longitude 8 ° 25' E. The Local Government Area is limited by the exceptional Kwa River by the Calabar municipality Local Government Area in the North-East. The Calabar River and the Bakassi Local Government Area constrain its Southern shores.

The Indigenous masses are governed by two racial social relations. Those are the Efiks and the Quas. Nonetheless, due to its cosmopolitan status, there is a multiplication of people in the city from all parts of the state and Nigeria. The Efiks gained a handle on Western culture by the honesty of their region along the waterfront. They conducted persuasive commerce with early Europeans. Fishing is another occupation which they are identified with.

On the other hand, the Quas have the basic piece of the Calabar hinterland where farmers, trackers, vendors, and smithies are found. As the Municipal Government's central command, Calabar is the capital city of Cross River State. A lot of regulatory changes were seen in this culture. It was the capital of Nigeria's southern protectorate and lost that position in 1904 to Lagos. Held at Calabar Municipal LGA, famous festivals include the widely celebrated annual Calabar Carnival.

### Study Subject/Participants/Sampling Techniques

The study population is 60 teachers with various disabilities, chosen from 21 high schools. In sampling the respondents, this study followed the purposeful sampling technique. The purposive sampling technique was used only by Social Studies teachers to use the instrument.

### Instrument for Data Collection

A validated 10 items to the modified Likert scale questionnaire titled; the instrument used for the collection of data was the implementation of the Social Studies Curriculum Implementation Questionnaire (ISCIQ). Dividing the instrument into two sections. Part A and B. Section "A" was a personal bio-data on the level of qualification and gender from social studies teachers, while Section "B" is a two-point scale of "Yes" or "No" seeking information from social studies teachers on the extent to which social studies curriculum is implemented during the teaching and learning process in the classroom. The instrument's reliability index was 0.78 when checking the degree of

consistency of the instruments using the Cronbach Alpha reliability method. Using the descriptive approach, the data was analyzed.

**Ethical Considerations**

The study strictly observed ethical standards and principles of social science research to protect the participants from psychological, physical, and emotional harm by ensuring the privacy, secrecy, and confidentiality of their information. The study was conducted with the informed consent of the participants by informing them of the purpose of the study to influence their choice to participate. The researcher informed the participants about the confidentiality of the information given. Also, the researcher ensured the respondents participated in the study willingly, readily, and voluntarily.

Hence, names were not put on the surveys or consent forms; all respondents supplied spoken informed consent due to the study's modest risk requirements. The Ministry of Education granted ethical permissions for the poll.

**Analyses**

A cut of 2.5 was selected where an average rating of 2.5 and above was strongly accepted and accepted, whereas below 2.5 and strongly disagreed with the Statistical Package for Social Sciences (SPSS) version 20 at 0.05 level of significance (i.e., 95 percent confidence interval).

**RESULTS**

The descriptive study of the variable's mean (Mean) and standard deviations (SD) can be interpreted by contrasting the variable's measured mean with the instrument's population mean. For a clearer interpretation of the outcome, the outcome from the data analysis is presented in order of the research

issue. This research question is interested in exploring to what degree the teaching method of teachers with disabilities affects the application of social studies curriculum. The result is set out in Table 1.

The respondents' responses indicated that 51.9 percent agreed and 48.1 percent disagreed that they would use the lecture method to implement the curriculum for social studies. The mean and standard deviation (Mean = 2.49, SD = 2.84) are obtained, suggesting that the teaching method of teachers has a major impact on the application of the research program in social studies.

The respondents' responses also indicated that 46.0 percent agreed and 54.0 percent disagreed that they would use the method of debate to implement the curriculum for social studies. The mean and standard deviation (Mean = 2.51, SD = 2.36) were obtained, suggesting that the approach of teaching teachers has no major effect on the application of the research program in social studies.

In addition, respondents' responses showed that 68.1 percent approved and 31.9 percent disagreed with using the inquiry approach to incorporate the social sciences program. The mean and standard deviation (Mean = 68.1, SD = 31.9) were obtained, suggesting that the approach of teaching teachers has no major effect on the application of the research curriculum in social studies.

The respondents' answers showed that 50.7 percent approved, and 49.3 percent disagreed that they should use the form of dramatization to incorporate the program for social studies. The mean and standard deviation (Mean = 1.99, SD = 2.77) are obtained, suggesting that the teaching method of teachers has a major impact on the application of the research curriculum in social studies. Finally, the respondents' responses indicated that 55.9 percent agreed and 44.1 percent disagreed that they are using

**Table 1: Descriptive Analysis of Teachers' Teaching Methods for Teachers with Disabilities**

S/N	Variable Item	Yes (%)	No (%)	$\bar{x}$	SD	Remarks
1.	Lecture method	51.9	48.1	2.49	2.84	Not Significant
2.	Debate method	46.0	54.0	2.51	2.36	Significant
3.	Inquiry method	68.1	31.9	2.81	2.84	Significant
4.	Dramatization method	50.7	49.3	1.99	2.77	Not significant
5.	Discussion method	55.9	44.1	2.66	2.88	Significant
			Grand mean = 2.74			

**Table 2: Descriptive Analysis of Teachers' Academic Qualification of Teachers with Disabilities**

S/N	Variable Item	Yes (%)	No (%)	$\bar{x}$	SD	Remarks
1.	Teaching staff with a Master's in Social Studies (M.Ed) always deliver social studies more effectively	48.2	51.8	2.13	1.57	Not Significant
2.	Teaching staff with B.A. specialized backgrounds in other fields teaches social studies more easily and better.	58.1	41.9	2.66	2.33	Significant
3.	Social studies teachers with a Bachelor of education teach the subject better.	55.3	44.7	2.54	2.32	Significant
4.	Teachers whose qualification is a Ph.D. in other subjects implement the subject better than those with a B.Ed in Social Studies.	64.7	35.3	2.59	2.01	Significant
5.	Teachers with academic qualifications of NCE in social studies have the ability to implement social studies.	74.3	25.7 Grand mean = 2.51	2.65	2.16	Significant

the discussion method to implement the curriculum for social studies. The mean and standard deviation (Mean = 2.66, SD = 2.88) were obtained, suggesting that the approach of teaching teachers has no major effect on the application of the research program in social studies.

The second research question is interested in examining the extent to which teachers' academic qualification influences Social studies curriculum implementation. The result is presented in Table 2.

The respondents indicated that 48.2 percent agreed and 51.8 percent disagreed that teaching staff with a Master's in Social Studies (M.Ed) always deliver social studies more effectively. The mean and standard deviation (mean = 2.13, SD = 1.57) are obtained, suggesting that teaching staff with a Master's in Social Studies (M.Ed) do not always deliver social studies more effectively.

The respondents' responses also indicated that 58.1 percent agreed and 41.9 percent disagreed that teaching staff with B.A. specialized backgrounds in other fields teach social studies easier and better. The mean and standard deviation (Mean = 2.66, SD = 2.33) were obtained, suggesting teaching staff with B.A. specialized backgrounds in other fields teach social studies more easily and better.

In addition, respondents' responses showed that 55.3 percent approved and 44.7 percent disagreed that Social studies teachers with a Bachelor of Education teach the subject better. The mean and standard deviation (Mean = 2.54, SD = 2.32) were obtained, suggesting that Social studies teachers with a Bachelor of Education teach the subject better.

The respondents' answers showed that 64.7 percent approved and 35.3 percent disagreed that teachers whose qualification is a Ph.D. in other subjects implement the subject better than those with a B.Ed in Social Studies. The mean and standard deviation (Mean = 2.59, SD = 2.01) are obtained, suggesting that teachers whose qualification is a Ph.D. in other subjects implement the subject better than those with a B.Ed in Social Studies.

Finally, the respondents' responses indicated that 74.3 percent agreed and 25.7 percent disagreed that teachers with academic qualifications of NCE in social studies have the ability to implement social studies better. The mean and standard deviation (Mean = 2.65, SD = 2.16) were obtained, suggesting that teachers with academic qualifications of NCE in social studies have the ability to implement social studies better.

### Test of Hypotheses

#### *Hypothesis One*

There is no significant influence of the teaching method of teachers with disabilities on the implementation of the social studies curriculum. The independent variable is the teaching method of teachers categorized into lecture, inquiry, and discussion methods, while the implementation of the social studies curriculum serves as the dependent variable. One-way Analysis of Variance (ANOVA) was the statistical tool employed for data analysis of the variable. The result is presented in Table 3.

The result in Table 3 showed that the calculated F-value of 4.786 was significant at a p-value of .009 with 2 and 58 degrees of freedom at a .05 level of

**Table 3: Summary of Data and One-Way Analysis of Variance (ANOVA) on the Influence of Teaching Method of Teachers with Disabilities on the Implementation of Social Studies Curriculum**

Teaching methods	N	X	SD		
Lecture method	23	38.75	9.77		
Inquiry method	22	41.27	10.08		
Discussion method	15	41.48	9.66		
Total	823	40.72	10.00		
Sources of variation	SS	DF	MS	F	P-level
Between groups	949.971	2	474.986	4.786	0.009*
Within groups	81387.752	58	99.253		
Total	82337.723	60			

P < 0.05, DF = 2, 58.

**Table 4: Post Hoc Tests on the Influence of Teaching Methods of Teachers with Disabilities on the Implementation of Social Studies Curriculum**

Multiple Comparisons				
(I) Teaching methods	(J) Teaching methods	Mean Difference (I-J)	Std. Error	Sig.
Lecture method	Inquiry method	-2.521*	0.844	0.003
	Discussion method	-2.735*	1.237	0.027
Inquiry method	Lecture method	2.521*	0.844	0.003
	Discussion method	-0.214	1.090	0.844
Discussion method	Lecture method	2.735*	1.237	0.027
	Inquiry method	0.214	1.090	0.844

\*The mean difference is significant at the 0.05 level.

significance. With this result, the null hypothesis was rejected. This result, therefore, implies a significant influence of the teaching method of teachers with disabilities on the implementation of social studies curriculum. In order to determine the amount of influence which of the teaching methods categories has on the implementation of the social studies curriculum, a Fisher Least post-hoc test was conducted, as observed in Table 4.

It can be seen from Table 4 that teachers who use the lecture method have more influence on the implementation of the social studies curriculum than teachers who use the inquiry method (mean difference = 2.521, p < 0.05). In the same vein, teachers who use the lecture method have more influence on implementing the social studies curriculum than teachers who use the discussion method (mean difference = 2.735, p < 0.05). Moreover, teachers who use the inquiry method have more influence on implementing the social studies curriculum than teachers who use the lecture method (mean difference = 2.521, p < 0.05). However, the difference between

teachers who use the discussion method and those who use the inquiry method was not significant at 0.05 level of significance.

**Hypothesis Two**

Teachers' academic qualification has no significant influence on Social studies curriculum implementation. The independent variable is teachers' academic qualification categorized into NCE, First Degree, and Post Graduate, while implementation of social studies curriculum serves as the dependent variable. One-way Analysis of Variance (ANOVA) was the statistical tool employed for data analysis of the variable. The result is presented in Table 5.

The result in Table 5 showed that the calculated F-value of 12.011 was insignificant at a p-value of 0.541 with 2 and 58 degrees of freedom at a 0.05 level of significance. With this result, the null hypothesis was retained. This result, therefore, implies that teachers' academic qualification has no significant influence on Social studies curriculum implementation.

**Table 5: Summary of Data and One-way Analysis of Variance (ANOVA) on the Influence of Teachers' Academic Qualifications on the Implementation of Social Studies Curriculum**

Teaching methods	N	X	SD		
NCE	12	31.81	6.00		
First degree	28	36.00	7.91		
Post-graduate	20	37.14	8.23		
Total	823	34.98	7.38		
Sources of variation	SS	DF	MS	F	P-level
Between groups	1608.887	2	398.776	12.011	0.541*
Within groups	80.728.836	58	99.253		
Total	82337.723	60			

$P > 0.05$ ,  $DF = 2, 58$ .

## DISCUSSION

Accordingly, given the broad mean of 2.74 and 2.51 as opposed to the predicted mean of 2.5, the study questions can be answered that teachers' teaching methods and academic qualifications have a major impact on the application of the curriculum in social studies. Again, the result of the hypotheses revealed that there is a significant influence of the teaching method of teachers with intellectual disabilities on the implementation of social studies curriculum, and there is no significant influence of teachers qualification of teachers with intellectual disabilities on the implementation of social studies curriculum.

This finding is consistent with [16] because social studies teachers with intellectual disabilities never followed the various learner-centered approaches in their classrooms; social studies does not make sense to young people because they do not engage entirely with their surroundings. Young people need to explore their environment and develop problem-solving skills and reflective ability in others to make a maximum contribution to society's growth and development. The best way to give this opportunity to the learners in the school setting is through active involvement of the learners in the teaching and learning process.

The study finding corroborates [18] that the academic qualifications of teachers show an important but complex relation to the implementation of curricula. This is also in conjunction with [21] and [22], where students acquire more expertise from highly skilled teachers than teachers with poor academic abilities. The implementation of the Curriculum of Social Studies is greatly affected by the academic qualifications of teachers.

The result of the study also supports [20] that the academic qualifications of teachers with disabilities

show a significant yet complex connection to the implementation of the curriculum. Students gain more expertise from highly trained teachers than teachers with poor academic competencies. The implementation of the curriculum for social studies is greatly affected by the academic qualification of the teachers [21,22].

## Implication for Psychology

Psychologists study how students learn, their cognitive processes, and the impact of various teaching methods on their learning outcomes. Effective curriculum implementation by teachers with intellectual disabilities takes into account these psychological factors to design and deliver instruction that meets the needs of learners. Psychologists play a vital role in the development of inclusive education practices. They can provide expertise in designing curriculum adaptations and accommodations for students and teachers with special needs and ensuring that all students have equitable access to education. Furthermore, curriculum implementation is closely tied to the field of psychology because it involves understanding how people learn, how they are motivated, and how their development is influenced by education. Psychologists contribute valuable insights and research findings to inform curriculum design and instructional practices, ultimately aiming to enhance the educational experiences and outcomes of students. Curriculum implementation involves creating an environment that is conducive to learning, and psychologists can help design interventions to support positive behavior and classroom dynamics.

## Implications for Diagnosis

- 1. Early Identification:** Effective curriculum implementation is instrumental in identifying intellectual disabilities at an early stage. Diverse

teaching methods can reveal variations in learning abilities and difficulties, prompting timely assessments.

- 2. Accurate Assessment:** The varied teaching methods employed in curriculum implementation allow for a more comprehensive assessment of students' cognitive and adaptive functioning. This, in turn, can lead to more accurate and nuanced diagnoses.
- 3. Individualized Plans:** Effective curriculum implementation facilitates the development of individualized education plans (IEPs) for students. These IEPs offer a valuable resource for diagnosticians by providing insights into students' learning profiles, needs, and progress.
- 4. Informed Collaboration:** Collaboration between teachers, special education professionals, and diagnosticians is encouraged by effective curriculum implementation. This interdisciplinary approach can result in a more comprehensive and accurate diagnosis.

#### Implications for Treatment

- 1. Tailored Interventions:** The significant impact of teaching methods on curriculum implementation underscores the need for tailored interventions for individuals with intellectual disabilities. These interventions should consider the specific learning preferences and needs of each student.
- 2. Progress Monitoring:** Curriculum implementation allows for ongoing progress monitoring. This capability to assess the impact of different teaching methods on students' progress is crucial for the treatment of intellectual disabilities.
- 3. Holistic Approach:** Effective curriculum implementation is part of a holistic approach to treating intellectual disabilities. It recognizes that academic development is intertwined with social and emotional growth. Treatment approaches should address all these aspects.
- 4. Parent and Caregiver Involvement:** Recommendations for more engaging teaching methods may involve parents and caregivers in the treatment process. They can participate in supporting and reinforcing learning strategies at

home, contributing to the overall effectiveness of treatment.

#### CONCLUSION

It was concluded, in line with the findings obtained from this report, that teachers' teaching methods and academic qualifications of teachers with disabilities have a major impact on the execution of Calabar South Local Government Area. Teachers are facilitators of the social studies curriculum and monitor the activities of the students in schools; thus, they decide the degree to which social studies are applied.

#### Recommendations

On the basis of the study results, it is proposed that:

- Secondary school teachers with disabilities should be encouraged to engage in curriculum preparation and development, incorporate student-centered methods / instructional approaches, and make their teaching more vibrant and engaging because it is likely to create self-reliant students than the conventional approach.
- Only teachers with disabilities with a Social Studies background should be permitted to teach Social Studies as a subject.

#### CONFLICTING INTERESTS

The authors hereby declare that there is no conflicting interest. Hence, the publishers can go ahead with publishing the paper.

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