



## Social Studies Teachers' Teaching Ethics for Effective Instructional Deliveries in Upper Basic Education Schools

**Onyeanusì, Obiageli Calista**

Department of Social Science Education, University of Nigeria, Nsukka

**Email:** obiageli.onyeanusì@unn.edu.ng

### Abstract

This study investigated the possible ways to bolster the teaching ethics training qualities of Social Studies teachers for effective instructional deliveries in upper basic education schools. A descriptive survey research design was used in the study. The population of the study comprised 78 Social Studies teachers in public upper basic education schools in Nnewi and Onitsha education zones, Anambra State. 50 respondents comprising 30 professional and 20 non-professional Social Studies teachers were sampled. A simple random sampling technique was used in selecting the sample. A 26-item structured questionnaire instrument titled "Teaching Ethics Training Needs of Social Studies Teachers Questionnaire (TETNOSSOTQ)" was used for data collection. Cronbach alpha reliability method was used in testing the reliability of the instrument. The instrument was found to have the overall reliability coefficient score of 0.75. Data collected were analysed using mean and standard deviation while independent samples t-test statistical tool was used to test the null hypothesis. The findings of the study showed that adequate classroom management and control, effective instructional delivery, articulate mastery of Social Studies contents, amongst others are the stipulated teaching ethics for effective Social Studies instructional deliveries in upper basic education schools; that teacher preparatory institutions have only to a high extent inculcated the stipulated Social Studies teaching ethics in the student-teachers; availability of unprofessional Social Studies teachers in schools, lack of adequate instructional materials, irregular conduction of in-service trainings for teachers in schools, lack of fund, lack of the mastery of Social Studies contents amongst others are the impediments to Social Studies teachers' effective application of the stipulated teaching ethics during instructional deliveries in upper basic education schools. Finally, it was found that regular conduct of in-service training programs via conferences and seminars, recruitment of only professional Social Studies teachers, provision of funds to schools, etc are the possible ways for adequately enhancing Social Studies teachers' adoption of the stipulated teaching ethics for effective instructional deliveries in upper basic education schools. The findings equally depicted significant difference in the mean responses of professional and non-professional Social Studies teachers on the possible ways for enhancing Social Studies teachers' teaching ethics training qualities for effective instructional deliveries in upper basic education schools. The study recommended for regular conduct of conferences, seminars and workshops for Social Studies teachers in order to bolster their teaching ethics training qualities for effective instructional deliveries in upper basic education schools.

**Keywords:** Social Studies, Social Studies teachers, teaching ethics, upper basic education

### Introduction

Every educational discipline has certain designated principles, standards, policies, procedures or guidelines that its implementers adopt or follow for effective implementation of the subject's curriculum in schools. These designed standards, policies or procedures are referred to as the teaching ethics of the discipline (Bordia, 2022). Teachers as the major stakeholders in curriculum implementation in schools have to strictly adopt these standards, policies, procedures or guidelines for effective instructional deliveries in schools. Social Studies teachers as the

major implementers of Social Studies theme of study and its designed contents in the recently established religion and national values curriculum in upper basic education schools in Nigeria should adequately adopt the stipulated Social Studies teaching ethics in their classroom instructions for students' optimal academic achievements in schools. They need to bolster their Social Studies teaching ethics training qualities for effective application of the stipulated teaching ethics in their classroom instructions; otherwise, the notion behind the establishment of Social Studies theme of



study at upper basic education level in Nigeria will be jeopardized, hindered and shattered consequently thwarting students' academic achievements in schools.

Social Studies is a theme of study in the recently established religion and national values curriculum that was established to help instill in the learners the societal cherished attitudes, morals, values and skills for patriotic living in Nigeria. It is a theme of study at upper basic education level that imbues in the learners the knowledge, values, attitudes, norms and skills for functional and good citizenship behaviours. Lawal (2021) opined that Social Studies is an educational course through which learners are nurtured, trained and modified to acquire and exhibit acceptable behaviours in the society. Nwaubani (2022) similarly perceived Social Studies as a study that instills values, morals and attitudes in the learners for mutual co-existence. Through the teaching of Social Studies, spirits of cooperation, unity, togetherness and tolerance are inculcated in the learners for national transformation (Edinyang & Tanu, 2016).

Social Studies as a theme of study for values and moral inculcation in the learners in schools is expected and supposed to be effectively and efficiently taught by Social Studies teachers in schools. Thus, Social Studies teachers are the people who have sole responsibility of teaching the designed Social Studies contents to learners in schools. They are responsible for translating Social Studies educational policies and principles into actions based on their practice during interaction with the students. Their quality and characteristics are undoubtedly the most important factors that shape teaching and learning as well as Social Studies students' academic achievements in schools (Fenstermacher & Richardson, 2015). Since Social Studies teachers are the hub for attaining Social Studies objectives in the learners in schools especially at upper basic education level; which is the academic level between middle basic education level and senior secondary school level that houses students ranging from the ages of eleven to fifteen in Nigeria (Mifflin, 2015), they need to appropriately carry their teaching activities as stipulated and specified in the discipline's teaching ethics. This they should do through bolstering their teaching ethics training qualities in schools.

Ethics however deals on the moral standards of a group of people. It is the moral belief that guides the behaviours of people. According to Collins Cobuild English Language Dictionary (1993), ethic is an ideal or moral belief that influences the behaviours, attitudes and philosophy of life of a group of people. It is a

system of moral belief and rules that influences a person's behaviours (Esu & Enu, 2019). It is equally a set of standard to be adopted by a professional community (Mahbuba, 2014) hence it helps in promoting values and professionalism. That is why Bordia (2022) eschewed that ethics are the principles that need to be followed by people in a particular profession. These ethical standards which are rules and principles invariably regulate the activities of a person or a group. In the field of education, teachers as the major curricular implementers are guided by stipulated ethical standards for effective instructional deliveries and for students' optimum academic achievements in schools.

Nevertheless, Social Studies as a theme of study for instilling morals and values in the learners has ethical standards that regulate Social Studies teachers' teaching activities for effective instructional deliveries in schools. These Social Studies ethics are set of rules and principles that guide Social Studies teachers' instructional deliveries for students' better performances in schools. Mezieobi (2017) penned that Social Studies teaching ethics are those regulated standards that guide effective Social Studies curriculum implementation at the classroom level and beyond. These ethics as Mezieobi (2017) further reiterated include articulate mastery of contents, teaching for revolutionary critical thinking and application of knowledge for self-development, practical involvement of the learners in the teaching-learning situation, inculcation of value education amongst others. These Social Studies ethical standards pave way for effective realization of the pragmatic Social Studies curriculum contents' deliveries in upper basic education schools. Hence, application of value education as an ethical standard in Social Studies gives learners ample decision choice to determine whether an issue is morally right or wrong. Hence, Cronqvist (2024) buttressed that ethical responsibility of teachers lures them to guide learners on right or wrong.

Nonetheless, since Social Studies teachers' strict adherence to Social Studies teaching ethics during instructions paves way for students' optimum academic achievements in schools, their effective adoption of these specified teaching ethics during classroom instructions in upper basic education schools seems to be doubtful as students' continuous poor academic achievements put worries in the minds of the people whether Social Studies teachers at this level adequately adopt the stipulated Social Studies teaching ethics in their classroom teaching activities. This problem is



enunciated by Ukwetang, Ngwu and Abam (2024) and Adetula (2025) who reported continuous decline in Social Studies students' academic achievements in internal and external examinations. WAEC Chief Examiner (2024) attributed the decline in the students' performances to teachers' poor classroom teaching qualities regarding mostly to their inability to effectively adopt the stipulated Social Studies ethical standards for effective instructional deliveries in Schools. Most Social Studies teachers are not acquainted with the knowledge of these set standards let alone applying them in their teaching activities. Many of them however were not groomed in teacher preparatory schools as Social Studies professionals (Mezieobi, 2017); hence they are not acquainted with the knowledge of the stipulated Social Studies teaching ethics for effective instructional deliveries in schools. Onyeanus (2022) asserted that many Social Studies teachers are not professionals as they are not trained on the teaching methods and professional practical demands and philosophies of Social Studies yet they teach Social Studies in our schools.

Consequently, Social Studies teachers' ineffective adoption of Social Studies teaching ethics in classroom instructional deliveries has adversely affected the academic performances of the students at upper basic education schools in Nnewi and Onitsha education zones of Anambra State. There is therefore ardent need for training of Social Studies teachers on the stipulated Social Studies teaching ethics in order to bolster their teaching ethics training qualities for effective instructional deliveries in upper basic education schools. This study therefore focused on bolstering the teaching ethics training qualities of Social Studies teachers for effective instructional deliveries in upper basic education schools in Nnewi and Onitsha education zones, Anambra State. Nonetheless, the findings of this study would be of great importance to teachers, school authorities, curriculum planners and the governments as it would sensitize them on the teaching ethics of Social Studies and the possible measures for enhancing Social Studies teachers' teaching ethics training qualities for effective adoption of the stipulated teaching ethics in instructional deliveries in Schools. Professional and non-professional Social Studies teachers served as respondents in this study because they are the major implementers of Social Studies contents at upper basic education schools; thus, they were in better position to respond to the items in the questionnaire instrument.

### Statement of the Problem

Social Studies theme of study in upper basic education schools in Nigeria majorly focuses on inculcating in the learners the desired knowledge, values, attitudes, morals and skills for functional and good citizenship behaviours. As a theme of study that has the task of nurturing the learners for patriotic behavioural expositions, it needs to be fully and adequately taught by teachers following its stipulated teaching ethics for effective instructional deliveries and for students' maximum academic achievements in schools.

Nonetheless, many Social Studies students in upper basic education schools have been reported to perform poorly in their internal and external examinations. Their academic achievements are becoming so poor that people are worried on the reasons behind students' decline in their academic pursuits in schools. In this regard, many research findings and scholarly revelations confirmed the major reasons to be as a result of Social Studies teachers' laxity and ineffectiveness in the adoption of the stipulated Social Studies teaching ethics for effective instructional deliveries in schools. Many Social Studies teachers based on research findings were not experts and thus, were not groomed on the designed teaching ethics of Social Studies for effective teaching activities in schools. Consequently, they haphazardly and inappropriately implement the designed Social Studies contents in upper basic education schools. Since many Social Studies teachers in upper basic education schools mostly in Nnewi and Onitsha education zones of Anambra State were not groomed as Social Studies experts to effectively be abreast with the subject's teaching ethics, there is urgent need for Social Studies teachers in upper basic education schools to be adequately trained on the stipulated teaching ethics of Social Studies as to bolster their teaching ethics training qualities for effective instructional deliveries and for students' maximum academic performances in schools. The problem of this study therefore focused on bolstering the teaching ethics training qualities of Social Studies teachers for effective instructional deliveries in upper basic education schools. In investigating this, the study sought to determine the:

1. stipulated teaching ethics of Social Studies for effective instructional deliveries in upper basic education schools;
2. extent teacher preparatory institutions inculcate the stipulated Social Studies teaching ethics in

Student-teachers in teacher preparatory institutions;

3. impediments to Social Studies teachers' effective application of the stipulated teaching ethics during instructions in upper basic education schools;
4. possible ways for enhancing Social Studies teachers' teaching ethics training qualities for effective instructional deliveries in upper basic education schools;

### Research Questions

The following research questions were posed for the study:

1. What are the stipulated teaching ethics for effective Social Studies instructional deliveries in upper basic education schools?
2. To what extent have teacher preparatory institutions inculcated Social Studies teaching ethics in the student-teachers in teacher preparatory institutions?
3. What are the impediments to Social Studies teachers' effective application of the stipulated teaching ethics during instructions in upper basic education schools?
4. In what possible ways can Social Studies teachers' teaching ethics training qualities be enhanced for effective instructional deliveries in upper basic education schools?

### Hypothesis

The following null hypothesis that was formulated and tested at 0.05 level of significance guided the study:

**Ho<sub>1</sub>:** There is no significant difference in the mean responses of professional and non-professional Social Studies teachers on the possible ways for enhancing their teaching ethics training qualities for effective instructional deliveries in upper basic education schools.

### Methods

This study adopted a descriptive survey research design. Descriptive survey research design according to Nworgu (2015) is a research design in which a group of people or items is studied by collecting and analyzing data from only few people or items considered to be representative of the entire group. Descriptive survey research design was deemed suitable for this study because it enabled the researcher to elicit information from the respondents on the possible ways for bolstering the teaching ethics training

qualities of Social Studies teachers for effective instructional deliveries in upper basic education schools. The study was carried out in Nnewi and Onitsha education zones, Anambra State. Nnewi and Onitsha education zones were chosen for the study because they were among the education zones where Social Studies students have been reported to perform poorly in their internal and external examinations yet they are taught by teachers who were assumed to have undergone trainings in teacher preparatory institutions. The researcher therefore wanted to investigate the possible ways to bolster the teaching ethics training qualities of Social Studies teachers in upper basic education schools in the education zones for effective instructional deliveries and for students' optimum academic performances in schools. The population of the study comprised the entire 78 Social Studies teachers in all the public upper basic education schools in Onitsha and Nnewi education zones, Anambra State. A sample of 50 Social Studies teachers comprising 30 professional and 20 non-professional Social Studies teachers in public upper basic education schools in Nnewi and Onitsha education zones was selected for the study. A simple random sampling technique was used in selecting the sample. Simple random sampling technique was used in selecting the sample as to give every Social Studies teacher in public upper basic education schools in Nnewi and Onitsha education zones equal chance of being selected for the study.

A twenty-six (26) structured item questionnaire instrument titled "Teaching Ethics Training Needs of Social Studies Teachers Questionnaire (TETNOSSOTQ)" was used for data collection in the study. The questionnaire instrument was structured into two parts namely section A which comprised the biographic data of the respondents and section B which contained the twenty-six structured items that clustered around the four research questions. The questionnaire instrument was rated based on likert-type 4-point rating scales of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with rating scales of 4, 3, 2 and 1 respectively regarding the research questions 1, 3 and 4; and also Very High Extent (VHE), High Extent (HE), Moderate Extent (ME), Low Extent (LE) and Very Low Extent (VLE) with rating scales of 5, 4, 3, 2 and 1 regarding research question 2. Face validity of the questionnaire instrument was done by two Social Studies experts and one Measurement and Evaluation expert from Faculty of Education, University of Nigeria, Nsukka. Their indicated corrections and

suggestions were effectively integrated into the final draft of the questionnaire instrument.

Twenty (20) questionnaire instruments were trial tested on 20 Social Studies teachers in upper basic education schools in Ogbaru education zone of Anambra State to generate data that were used in determining the reliability of the instrument. Cronbach Alpha statistic was used in determining the internal consistency of the items. The instrument was found to have the overall reliability coefficient of 0.75.

The researcher used the services of two research assistants in administering the questionnaire instrument to the respondents. The administered copies of the questionnaire instrument were instantly collected back from the respondents as to ensure maximum return rate of the questionnaire. The entire disseminated questionnaire were collected back and used for data analysis in the study. Data collated on research

questions 1, 3 and 4 were analysed using mean and standard deviation while independent samples t-test statistic was used to test the null hypothesis at 0.05 level of significance. 2.50 was used as mean bench mark for the mean scores regarding questions 1, 3 and 4. Hence, mean scores from 2.50 and above were accepted while mean scores below 2.50 were rejected. Additionally, following the criterion range of 0.05-1.04, 1.05-2.04, 2.05-3.04, 3.05-4.04, 4.05-5.00 regarding question 2, any mean score within 0.05-1.04 was considered Very Low Extent (VLE). Mean scores within 1.05-2.04 were considered Low Extent (LE). Mean scores within 2.05-3.04 were considered Moderate Extent (ME). Mean scores within 3.05-4.04 were considered High Extent (HE) while mean scores within 4.05- 5.00 were considered Very High Extent (VHE). The collated data were analysed using a computer software package called Statistical Package for Social Sciences (SPSS).

## Results

Findings of the results of the study with regard to research questions 1, 2, 3 and 4 were presented in Tables 1, 2, 3 and 4 while the result of the null hypothesis was presented in Table 5.

**Research Question 1:** What are the stipulated teaching ethics for effective Social Studies instructional deliveries in upper basic education schools?

**Table 1: Mean ratings of professional and non-professional Social Studies teachers on the stipulated teaching ethics for effective Social Studies instructional deliveries in upper basic education schools.**

S/N	Items	Professional Social Studies Teachers				Non- Professional Social Studies teachers			
		n	$\bar{x}$	SD	Dec	n	$\bar{x}$	SD	Dec
1	Effective classroom instructional delivery.	30	4.45	0.510	Agree	20	4.73	0.450	Agree
2	Articulate mastery of Social Studies contents.	30	4.50	0.513	Agree	20	4.60	0.498	Agree
3	Use of Social Studies innovative teaching strategies in Social Studies classroom delivery.	30	4.45	0.510	Agree	20	4.50	0.509	Agree
4	Practical involvement of learners in teaching-learning exercises.	30	4.50	0.513	Agree	20	4.73	0.450	Agree
5	Adequate management and control of classrooms.	30	4.60	0.503	Agree	20	4.73	0.450	Agree
6	Use of adequate requisite Social Studies instructional materials in the teaching and learning of Social Studies.	30	4.45	0.510	Agree	20	4.77	0.430	Agree
7	Use of appropriate evaluation techniques that will embrace the three education domains in evaluating the students.	30	4.30	0.571	Agree	20	4.63	0.490	Agree
8	Making Social Studies classroom delivery to be contemporary relevant.	30	4.40	0.503	Agree	20	4.70	0.466	Agree
<b>Cluster mean</b>		<b>30</b>	<b>4.78</b>	<b>0.255</b>	<b>Agree</b>	<b>20</b>	<b>4.95</b>	<b>0.153</b>	<b>Agree</b>



The responses obtained in Table 1 revealed that both professional and non-professional Social Studies teachers agreed with items 1, 2, 3, 4, 5, 6, 7 and 8. However, since the cluster mean scores of 4.78 with standard deviation of 0.255 and 4.95 with standard deviation of 0.153 for professional and non-

professional Social Studies teachers are greater than 2.50 mean bench mark, it is accepted that items 1-8 are the stipulated teaching ethics for effective Social Studies instructional deliveries in upper basic education schools.

**Research Question 2:** To what extent have teacher preparatory institutions inculcated Social Studies teaching ethics in the student-teachers in teacher preparatory schools?

**Table 2: Mean ratings of professional and non-professional Social Studies teachers on the extent teacher preparatory institutions have inculcated Social Studies teaching ethics in student-teachers in teacher preparatory schools.**

S/N	Items	Professional Social Studies Teachers				Non- Professional Social Studies teachers			
		n	$\bar{x}$	SD	Dec	n	$\bar{x}$	SD	Dec
9	Ability to effectively deliver Social Studies contents in the classroom.	30	2.55	0.686	ME	20	2.20	0.805	ME
10	Ability to effectively control and manage Social Studies classrooms while teaching.	30	2.30	0.923	ME	20	2.37	0.718	ME
11	Ability to master effectively the designed Social Studies contents for effective instructional deliveries in schools.	30	3.00	0.000	ME	20	2.87	0.434	ME
12	Capacity to use innovative and learner-centered teaching pedagogies in classroom teaching and learning.	30	1.95	0.887	LE	20	2.40	0.621	ME
13	Capacity to effectively adopt the requisite evaluation tools for students' assessment.	30	2.20	0.523	LE	20	1.93	0.740	LE
14	Ability to effectively use the requisite Social Studies instructional materials in the teaching and learning of Social Studies in schools.	30	2.70	0.657	ME	20	2.57	0.774	ME
<b>Cluster Mean</b>		<b>30</b>	<b>3.87</b>	<b>0.153</b>	<b>HE</b>	<b>20</b>	<b>3.89</b>	<b>0.153</b>	<b>HE</b>

Table 2 indicated that both professional and non-professional Social Studies teachers agreed that teacher preparatory institutions have to a moderate extent (ME) inculcated items 9, 10, 11 and 14 in the student-teachers and also to a low extent (LE) inculcated item 13 in the students. As professional Social Studies teachers agreed that teacher preparatory institutions have to a low (LE) extent inculcated item 12 in the student-teachers, non-professional Social Studies teachers agreed that item 12 has to a moderate extent

(ME) been inculcated in the student-teachers. Since the cluster mean scores of 3.87 for professional Social Studies teachers and 3.89 for non-professional Social Studies teachers fell within 3.05-4.04 criteria for high extent, it showed that both professional and non-professional Social Studies teachers agreed that teacher preparatory institutions have to a high extent (HE) inculcated items 9-14 in the student-teachers in teacher preparatory schools.



**Research Question 3:** What are the impediments to Social Studies teachers’ effective application of the stipulated teaching ethics during instructions in upper basic education schools?

**Table 3: Mean ratings of professional and non-professional Social Studies teachers on the impediments to Social Studies teachers’ effective application of the stipulated teaching ethics during instructions in upper basic education schools.**

S/N	Items	Professional Social Studies teachers				Non- Professional Social Studies teachers			
		n	$\bar{x}$	SD	Dec	n	$\bar{x}$	SD	Dec
15	Many Social Studies teachers lack the mastery of many Social Studies contents because they are not professionals.	30	4.75	0.444	Agree	20	4.47	0.507	Agree
16	Many Social Studies teachers do not have full knowledge of the requisite innovative teaching strategies for effective Social Studies instructional deliveries in schools.	30	4.50	0.513	Agree	20	4.53	0.507	Agree
17	Most Social Studies teachers are not conversant with the requisite innovative instructional materials for teaching Social Studies in schools.	30	4.35	0.587	Agree	20	4.50	0.572	Agree
18	Most Social Studies teachers lack the capacity for effective classroom management and control.	30	3.95	0.826	Agree	20	4.13	0.819	Agree
19	Some school classrooms and environments are not conducive for teachers to effectively deliver their lessons.	30	4.65	0.489	Agree	20	4.62	0.494	Agree
20	Many schools do not have adequate teaching materials to enable teachers teach effectively.	30	4.50	0.513	Agree	20	4.73	0.450	Agree
21	Poor socio-economic backgrounds of some students do not allow teachers to teach the students effectively in schools.	30	4.75	0.444	Agree	20	4.70	0.466	Agree
<b>Cluster Mean</b>		<b>30</b>	<b>4.06</b>	<b>0.072</b>	<b>Agree</b>	<b>20</b>	<b>4.00</b>	<b>0.000</b>	<b>Agree</b>

Table 3 revealed that both professional and non-professional Social Studies teachers agreed with the statements in items 15, 16, 17, 18, 19, 20 and 21. Since the cluster mean scores of 4.06 with the standard deviation of 0.072 for professional Social Studies teachers and 4.00 with the standard deviation of 0.000

for non-professional Social Studies teachers are greater than 2.50 mean bench mark, it depicted that the statements in items 15 to 21 are the impediments to Social Studies teachers’ effective application of the stipulated teaching ethics during instructions in upper basic education schools.



**Research Question 4:** In what possible ways can Social Studies teachers’ teaching ethics training qualities be enhanced for effective instructional deliveries in upper basic education schools?

**Table 4: Mean ratings of professional and non-professional Social Studies teachers on the possible ways for enhancing the teaching ethics training qualities of Social Studies teachers for effective instructional deliveries in upper basic education schools.**

S/N	Items	Professional Social Studies Teachers				Non- Professional Social Studies teachers			
		n	$\bar{x}$	SD	Dec	n	$\bar{x}$	SD	Dec
22	Seminars, workshops and conferences should be organized for Social Studies teachers to boost their knowledge on the pedagogical underpinnings of Social Studies.	30	4.60	0.503	Agree	20	4.57	0.504	Agree
23	School authorities and the ministries of education should adequately provide Social Studies instructional materials and funds to enable teachers teach effectively in schools.	30	4.55	0.510	Agree	20	4.43	0.504	Agree
24	Conducive classrooms and school environments should be provided in schools for adequate teaching and learning.	30	4.65	0.489	Agree	20	4.60	0.498	Agree
25	Teachers should be adequately remunerated to enable them effectively apply Social Studies teaching ethics in schools.	30	4.85	0.366	Agree	20	4.73	0.450	Agree
26	Only professional Social Studies teachers should be recruited to teach Social Studies in schools.	30	4.60	0.503	Agree	20	4.47	0.507	Agree
<b>Cluster Mean</b>		<b>30</b>	<b>4.09</b>	<b>0.130</b>	<b>Agree</b>	<b>20</b>	<b>4.00</b>	<b>0.000</b>	<b>Agree</b>

Table 4 proved that both professional and non-professional Social Studies teachers agreed with the statements in items 22, 23, 24, 25 and 26. Since the cluster mean scores of 4.09 with the standard deviation of 0.130 for professional Social Studies teachers and 4.00 with the standard deviation of 0.000 for non-

professional Social Studies teachers are greater than 2.50 mean bench mark, it revealed that the statements in items 22 to 26 are the possible ways for enhancing the teaching ethics training qualities of Social Studies teachers for effective instructional deliveries in upper basic education schools.

### Hypothesis testing

**Ho<sub>1</sub>:** There is no significant difference in the mean responses of professional and non-professional Social Studies teachers on the possible ways for enhancing the teaching ethics training qualities of Social Studies teachers for effective instructional deliveries in upper basic education schools.

**Table 5: Independent samples t-test analysis of the mean responses of professional and non-professional Social Studies teachers on the possible ways for enhancing the teaching ethics training qualities of Social Studies teachers for effective instructional deliveries in upper basic education schools**

Category of Respondent	n	$\bar{x}$	SD	DF	SIG	t-value	p-value	Decision
Professional Social Studies teachers	30	4.09	0.130	48	0.000	3.938	0.05	Significant
Non-professional Social Studies teachers	20	4.00	0.000					

The probability associated with the calculated value of t (3.938) is 0.000. Since the probability value of 0.000 is less than 0.05 level of significant, the null hypothesis is therefore rejected showing that there is significant difference in the mean responses of professional and non-professional Social Studies teachers on the possible ways for enhancing the teaching ethics training qualities of Social Studies teachers for effective instructional deliveries in upper basic education schools.

### Discussion of the Findings

The findings of the study revealed that both professional and non-professional Social Studies teachers agreed that effective classroom instructional delivery, articulate mastery of the contents, use of innovative teaching strategies, practical involvement of the learners in the classroom teaching-learning exercises, adequate management and control of classrooms, use of adequate requisite Social Studies instructional materials during teaching-learning situation, use of appropriate teaching and evaluation techniques and also making Social Studies to be contemporary relevant are the appropriate ethics for teaching Social Studies in schools. These teaching ethics are regarded by Mezieobi and Mezieobi (2012) as ‘The Must Possess Competences’. Ezeocha as cited in Mezieobi, Umoru- Sule and Mezieobi (2014) agreeing to this maintained that classroom is the “engine house” or ‘learning theatre’ that if properly utilized professionally, should release the goodies expected of the eventual learning process. Supportively, Mezieobi and Ibekwe (2015) espoused that teachers should have the command of the subject matter, create and foster conducive learning environment and also put

in place classroom rules and regulations. In the same vein, Mezieobi (2016) maintained that Social Studies teachers should have a grip of the evaluation strategies that are germane for appropriate evaluation of Social Studies in schools. Offorma (2014) in consonance reiterated that Social Studies practitioners in the teaching profession must by professional preparation be a repository of Social Studies philosophy, content and methodology and also be prepared to reflect these in performing their roles as Social Studies learning guides or facilitators.

The findings of the study indicated also that teacher preparatory institutions have only to a high extent inculcated in the student-teachers the ability and capacity to deliver effectively Social Studies contents in the classroom, control and manage Social Studies classrooms during teaching and learning, master the designed Social Studies contents for effective instructional delivery in schools, use innovative and learner-centered teaching pedagogies during teaching, adopt the requisite evaluation tools in assessing students and finally, the ability to effectively use the requisite instructional materials in teaching Social Studies contents in schools. This is inadequate and inappropriate as it is expected that every teacher preparatory institution should to a very high extent (VHE) inculcate in the student-teachers the stipulated Social Studies teaching ethics as to enable them function effectively in their future time real teaching activity. Mezieobi (2016) consenting to this noted that the teachings practices (and trainings) which are used to familiarize student-teachers with the practical techniques of teaching and also exposing them to the actual teaching realities of Social Studies classroom environment and demands are grossly inadequate. That



is why Offorma (2014) asserted that Social Studies practitioners and would be teachers must by professional preparation “be a repository of Social Studies philosophy, content and methodology and should be prepared and developed to reflect these in performing their roles as Social Studies learning guides or facilitators.” Mezieobi (2017) in consonance warned that prospective Social Studies practitioners should be fully exposed to the specific teaching strategies that are germane for eliciting the desired learning outcomes in the students.

The findings depicted equally that some Social Studies teachers’ inadequate mastery of Social Studies contents, inadequate knowledge of the requisite innovative teaching strategies and instructional materials, lack of effective classroom management and control, unconducive classrooms and school environments, inadequate teaching materials, recruitment of unprofessional Social Studies teachers and poor socio-economic background of some students are quite impediments to Social Studies teachers’ effective application of the stipulated Social Studies teaching ethics during instructions in upper basic education schools. Woko (2020) in agreement quipped that classroom accommodation is a major problem in Nigerian schools as broken windows and doors are features of some school classrooms. Some teachers also do not have sufficient skills and knowledge of Social Studies contents (Onyeausi, 2025). Hence, they were not professionally trained as Social Studies would-be-teachers in teacher preparatory schools (Mezieobi, Onyeausi, Nzegwu, Alhassan & Eze, 2021). They are not fully acquainted with the knowledge of the requisite innovative teaching methods, techniques and instructional materials for efficient teachings in schools (Ome, 2024). In this regard, Mezieobi (2014) enunciated that the pedagogic leprosy in Social Studies classrooms is blamable on the diversities of teaching personnel in Social Studies classrooms who have no professional preparation in the epistemological, axiological and ontological professional orientation of Social Studies. Moreover, Onyeausi (2022) noted that there are no adequate Social Studies instructional materials especially the e-resources for effective teachings in schools. These consequently make the teachers to lack the zeal and interest in the effective adoption of the teaching ethics during instructions thereby constraining adequate training of students in schools. Adams (2018) observed equally that teachers’ demand for increment in salaries is justified as this impedes teachers’ performances in schools. On this,

Adams further buttressed that successive governments have waged war against (teachers) and the education system. Hence, irregular and insufficient payment of teachers as well as unimproved conditions of services and poor funding of education by governments are all impediments to Social Studies teachers’ effective application of teaching ethics during instructions in schools. Okecha (2018) against this warned that education should be given a pride of place in Nigeria.

The findings more so showed that all the impediments to Social Studies teachers’ effective application of teaching ethics in schools should be averted by organizing seminars, conferences and workshops for teachers to boost their knowledge and skills on the contents and on the requisite methods and materials for teaching Social Studies; governments and school authorities’ provision of adequate teaching materials for schools; provision of conducive school environments as well as adequate funding of schools for effective teaching; adequate increment and regular payment of teachers’ salaries and finally recruitment of enough professional Social Studies teachers in schools. This corresponds with the assertion of Mezieobi (2012) that Social Studies teachers can grow professionally by regular embrace of conferences, seminars and workshops which are capable of acquainting them with the innovative instructional pedagogies, content and desirable learning experiences for effective implementation of Social Studies curriculum. Mezieobi and Onyeausi (2012) warned that professional Social Studies teachers should be recruited for effective instructional delivery in schools. Similarly, Mezieobi (2014) penned that only professionally qualified Social Studies teachers are the right caliber of Social Studies teachers as Social Studies without pedagogical methodic is foul. Albeit, Edinyang, Unimike, Ubi, Opoh and Iwok (2015) penned that qualified Social Studies teachers are the modus operandi towards overcoming the present mess of Social Studies teachers’ teaching lapses in schools. In conjunction, Chukwu and Mezieobi (2019) asserted that conducive school environments and adequate innovative instructional materials should be provided for effective classroom instructional deliveries in schools.

Finally, the findings of the study confirmed that there is significant difference in the mean responses of professional and non-professional Social Studies teachers on the possible ways for adequately enhancing Social Studies teachers’ adoption of the stipulated teaching ethics for effective instructional deliveries in upper basic education schools.



## Conclusion

This study delineated that Social Studies teachers at upper basic education schools do not adequately adopt the stipulated Social Studies teaching ethics in their instructional deliveries as a result of their inadequate mastery of the stipulated teaching ethics for effective instructional deliveries in schools, unprofessionalism in the field of Social Studies, lack of fund and instructional materials especially the innovative ones amongst other. This has consequently thwarted their effective teaching and training of students in schools. To avert this, there is therefore ardent need for effective adoption of the following under listed recommendations.

## Recommendations:

1. Governments and school authorities should recruit only professionally trained Social Studies teachers to teach Social Studies in schools.
2. Governments should provide adequate Social Studies innovative instructional materials in schools for effective instructional deliveries.
3. Teachers should effectively abreast the requisite Social Studies teaching strategies and evaluation tools in their classroom instructions.
4. Government should adequately fund schools to enable them provide the necessary teaching materials for effective teaching and learning in schools.
5. Conducive classrooms and school environment should be provided in schools.
6. Government should effectively remunerate teachers to enable them have much zeal towards effective teaching in school.
7. Both the governments, school authorities and educational organizations should regularly conduct conferences, seminars and workshops for teachers to enable them be abreast with the requisite Social Studies contents, skills and competences that will enhance their effective application of the stipulated Social Studies teaching ethics during instructions in schools.

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