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**TEACHERS' FACTORS AND EFFECTIVE  
TEACHING OF SOCIAL STUDIES  
IN THE NEW WORLD**

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**Abstract**

*This study examined teacher characteristics and successful Social Studies instruction in the modern classroom. The study was guided by three null hypotheses and three research questions. While an ex-post facto methodology utilising a correlational technique was used, a descriptive survey design was also used. 864 Social Studies teachers from secondary schools in Delta State were the study's population. A stratified sampling strategy was used to choose a sample of 120 teachers. The forty items in the questionnaire were on a closed-ended, four-point scale that included four sub-scales: the teacher experience, personality, and efficacy of instruction categories. Expert judgement was used to guarantee the authenticity of the instrument's content. The Cronbach Alpha test was used to confirm the instrument's reliability, and the results showed coefficients of 0.85, 0.78, 0.81, and 0.77 for the various questionnaire scales. The established hypotheses were tested at an alpha level of 0.05 level of significance using the F-test linked with Linear Regression, while the PPMC and Coefficient of Determination were utilised to address the study concerns. The results of the data analysis showed a*

*substantial correlation between the efficacy of teaching Social Studies and the personality, credentials, and teaching experience of the teachers. It was shown that the dispositions, backgrounds, and credentials of teachers predicted how well they would teach social studies. It was suggested that all secondary schools place a strong emphasis on hiring only highly qualified educators with pertinent Social Studies certifications.*

**Key Words:** Experience, Personality, Teacher Effectiveness, Teacher Factors, Qualification

### **Introduction**

Education plays a pivotal role in the development of a nation because it projects mental training. Education is essential to the growth of both the nation and the individual (Uwaifo, 2022). Education continues to be the greatest asset that every government and committed, goal-oriented leader can give to any person. According to Umar et al. (2015), teaching children the skills, knowledge, and attitudes they'll need to survive in the modern world is essential for society to function well. This is evident in the way that education has shaped the political, social, economic, cultural, and technological circumstances and advancements of today. The Federal Republic of Nigeria (2014) emphasises the importance of education by stating that a country's ability to provide high-quality education depends on its teachers, and that teachers have the power to either build or destroy a nation. This demonstrates that high standards are placed on teachers in order to improve the effectiveness of Social Studies instruction.

According to Uwaifo (2021), Social Studies aims to change students' conduct using a variety of teaching-learning techniques. Therefore, it is critical to have an effective and fast approach for delivering education. The key factors that determine effective teaching include a teacher's personality, qualifications, emotional stability, and specific teaching method. In order to effectively

teach Social Studies both now and in the future, educators must meet certain requirements, be dedicated to guaranteeing students' academic achievement, and have a positive attitude towards teaching. Effective Social Studies instruction becomes a myth when these elements are lacking. The paper bases its investigation of the elements influencing teachers' effectiveness in teaching Social Studies to secondary school teachers in Delta State on this premise.

According to Adeoti and Olufunke (2016), elements or attributes pertaining to teachers should be assessed through examinations or inferred from both their professional and academic records. It should be valued because educators are seen as the source of light that nurtures and brightens the lives of people with practical skills, relevant knowledge, and transformational agents who will help their students stand out in the world and have the right values (Omotayo, 2014; Fan, et al, 2016; and Opoh, et al, 2017). According to Uwaifo (2021), training exposes Social Studies teachers to relevant, high-quality curricula that will increase their subject-matter expertise. According to Adu et al. (2014), the main goal of an effective teacher is to have a comprehensive impact on the conduct of the students throughout instruction.

Research on the elements that support or undermine effective teaching has proliferated in recent years, with a particular focus on how well teachers are able to deliver high-quality instruction that influences students' learning outcomes (Kunter et al., 2013). One way to evaluate a teacher's experience is by looking at how well they have understood, processed, transformed, and communicated concepts to students over a given amount of time. Teaching experience refers to lessons that have been taught over a number of years. Improvement and growth result from actions carried out consistently over a period of years in an efficient and effective way. Over time, teaching experience enhances teachers' competency, which raises student performance significantly. According to Rodriquez and Mckay (2010), a teacher is considered experienced if they have been teaching for

more than five years and have the capacity to inspire and engage their students. Because of this, these educators are able to hold students' interest throughout a lesson, effectively manage their classrooms, and adapt their lesson plans midstream to fit the needs of the moment. This demonstrates the adaptability of a seasoned educator.

Additionally, it's thought that pupils who learn from seasoned educators achieve at a high level. This assumption is based on the notion that these educators have developed classroom management abilities and a thorough understanding of the material over time to effectively address a variety of challenging situations (Gibbons, et al, 2017 Evans, 2022). Without a doubt, teachers' experiences have a variety of effects on the teaching-learning process. Long-term educators take ownership of their students' learning requirements, handle classroom issues, and keep students on task by using improved classroom management techniques and appropriate teaching strategies that promote student autonomy and decrease custodial supervision.

According to Buela and Joseph (2015), the effectiveness of less experienced teachers is much lower than that of more experienced teachers. According to Ewetan & Ewetan (2015), teachers with more experience are better at what they do and pupils get more from them. Thus, Ewetan and Ewetan (2015) showed that the effectiveness of a teacher's instruction and the academic achievement of their pupils were significantly influenced by the teacher's prior teaching experience. According to Hill et al. (2015), there is a correlation between a teacher's experience and their ability to teach effectively. They found that teachers with over two years of classroom experience fared better on the Classroom Organisation domain than an inexperienced teacher. Additionally, the study by Bolarinwa et al. (2020) shown that students' high instructional results (academic performance) were significantly influenced by the teaching experience of their teachers. This suggests that instructors' classroom experience will enhance their capacity to instruct students effectively, hence improving their academic achievement. However, Graham et al.

(2020) contended that “transitioning” teachers with 4-5 years of classroom experience performed worse in the study on teaching experience and performance. Guo et al. (2012), on the other hand, found a significant negative relationship between the number of years of experience teachers had and the amount of time they spent on academic activities.

One important factor in determining a teacher’s efficacy in the teaching-learning process is their personality. Numerous studies have inundated the literature on this topic. For instance, Layne’s (2012) study found that personality was a key predictor of good teaching. A noteworthy correlation was demonstrated by Buela and Joseph (2015) between a teacher’s efficacy and personality. According to Enwelim (2016), a teacher’s personality influences how he behaves while carrying out his responsibilities in the classroom and other areas of the school. The effectiveness of the teachers’ instruction may therefore be impacted by this perspective. Thus, on the basis that a teacher’s personality has the power to either enhance or detract from the teaching process, Enwelim (2016) proposed a strong correlation between teacher effectiveness and personality. The study conducted by Robert et al. (2017) verified that the personality trait of instructors has an impact on their performance. Njoku (2020) also made the point that a teacher’s personality improves their ability to teach and has a good impact on students’ progress, coming to the conclusion that there is a connection between a teacher’s personality and their ability to teach. According to Curtis and Liying (2021), a teacher’s personality trend has a significant impact on how well they perform in the classroom. The instructional activities, selected teaching activities, teaching strategies, classroom management approaches, teaching resources/material, and communication abilities of teachers frequently reflect their personality qualities. A teacher’s personality can greatly aid in instruction and improve the way that students and teachers communicate. Teachers who possess strong communication skills can include students in learning activities that are focused on achieving certain goals. Othman’s (2009) study found no indication of a relationship

between teachers' efficacy and personality traits, which contradicts the findings of another study. This suggests that personality has little bearing on how well a teacher teaches.

According to Abe (2014), a deficiency of qualified teachers may be the cause of another factor, unrelated to a teacher's personality, that could impede effective instruction and students' comprehension of the material. According to Filgona and Sakiyo (2020), qualified instructors are educators with a background in education who specialise in teaching a certain subject. This indicates that teachers of Social Studies who lack the necessary certification are not qualified. These fundamental requirements differ between nations. A certified teacher is one who holds a degree in the subject matter they teach, has undergone training, is prepared to adapt to societal changes, and can instill these changes in their students. There are various teacher education programmes in Nigeria that provide training and credentials upon successful completion. The Nigeria Certificate in Education (NCE) and several bachelor's degrees, including B.Sc. Ed., B.A. Ed., and B.Ed., are covered in the discussion. Moreover, M.Sc. Ed., M.Ed., PhD., and Postgraduate Diploma in Education (PGDE). It is important to remember at this point that the years and effort put into obtaining these academic credentials and training can have a favourable impact on the quality of work that teachers produce while doing their jobs. The study by Etiubon and Benson (2014) on the impact of experience and qualifications on high-quality education found that qualifications had a major influence on the latter.

According to Ovigwe (2020), a teacher's credentials have a favourable impact on both improved student achievement and teaching effectiveness. Additionally, research by Jega and Julius (2018) supports study by Ovigwe (2020) that shows higher teacher qualification improves students' academic success by demonstrating that teachers' qualifications translate into successful instructional delivery. All of these imply that instructors' qualifications play a role in their increased topic mastery and

enhanced teaching abilities, which enable them to convey knowledge to pupils in a special way.

### **Objectives of the Study**

The main objective of this study was to find out how teachers' factors affect the effective delivery of Social Studies instructions in secondary schools in Delta State. Specifically, the study will:

- i. determine the relationship between teaching experience and effective teaching of Social Studies;
- ii. find out the relationship between teachers' personalities and effective teaching of Social Studies; and
- iii. establish the relationship between teacher qualifications and effective teaching of Social Studies.

### **Hypotheses**

The following hypotheses were tested in this study:

- H<sub>1</sub>: There is no significant relationship between teaching experience and effective teaching of Social Studies.
- H<sub>2</sub>: There is no significant relationship between teachers' personalities and effective teaching of Social Studies.
- H<sub>3</sub>: There is no significant relationship between teacher's qualification and effective teaching of Social Studies.

### **Methods**

The study used a correlational methodology to adopt the ex post facto design. The study's target group consisted of 864 Social Studies instructors working in government-owned secondary schools in Delta State. The method of stratified sampling was used. This was accomplished by first classifying the schools into local government districts and then into the three senatorial districts of Delta State. From each senatorial district, two local government districts were selected. Ten schools from each local government district were chosen on purpose. Two teachers were selected from each of the selected schools, for a total of 120 teachers in the sample. The forty items in the questionnaire are made up of a closed-ended, four-point scale with four sub-scales: the effective

teaching scale, the teaching experience scale, the personality scale, and the teacher qualification scale. Expert opinion was used to determine the validity of the instrument's content. The reliability of the instrument was demonstrated by the Cronbach Alpha test, which produced coefficients of 0.85, 0.78, 0.81, and 0.77 for the various questionnaire scales. The study problems were addressed using the Pearson Product Moment Correlation Coefficient and Coefficient of Determination, and the stated hypotheses were tested at an alpha level of 0.05 level of significance using the F-test associated with Linear Regression.

## Results

**Hypothesis One:** There is no significant relationship between teaching experience and effective teaching of Social Studies.

**Table 1:** Pearson-r, Coefficient of Determination and Regression analysis on the relationship between teaching experience and effective teaching of Social Studies

	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	SEE	
	.124 <sup>a</sup>	.150	.023	5.114	
		ANOVA			
Model 1	SS	df	MS	F	P
Regression	31.706	1	31.706	1.212	.000 <sup>b</sup>
Residual	2013.965	118	26.155		
Total	2045.671	119			
	Unstandardized Coefficient		standardized Coefficient		
Model	B	Std. Error	Beta	t-Ratio	P
(Constant)	74.676	7.419		10.065	.000
Teaching Experience	.244	.222	.124	1.101	.000

## Dependent variable: Effective teaching of Social Studies

In answering research question one, the analysis in Table 1 unveiled that  $r = .124$  indicates a favourable correlation between teaching experience and efficient Social Studies instruction. The  $r^2$  value of 0.150 demonstrates the impact teaching experience had on effective teaching of Social Studies by 15%. The table also



shows the F-calculated value of 1.212 and a p-value of 0.000. Testing the hypothesis at an alpha level of 0.05, it indicated that the null hypothesis of “no significant relationship between teaching experience and teaching of Social Studies” was rejected. As a result, effective instruction and teaching experience have a substantial link. The unstandardized coefficient (B-value) of 0.244 demonstrates that in Delta State, teaching experience was a reliable indicator of excellent teaching. The standardized coefficient value [ $\beta$  0.124;  $P < 0.05$ ] shows that teaching experience was a strong predictor of how Social Studies were taught and that changing one’s teaching experience will affect how Social Studies are taught. As a result, teaching experience had a substantial impact on how Social Studies will be taught at P-value of 0.05.

**Hypothesis Two:** There is no significant relationship between teachers’ personality and the teaching of Social Studies.

**Table 2:** Pearson-r, Coefficient of Determination and Regression analysis on the relationship between teachers’ personality and effective teaching of Social Studies

	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	SEE	
	.223 <sup>a</sup>	.050	.037	5.025	
		ANOVA			
Model 1	SS	df	MS	F	P
Regression	101.729	1	101.729	4.030	.008 <sup>b</sup>
Residual	1943.942	118	25.246		
Total	2045.671	119			
	Unstandardized Coefficient		standardized Coefficient		
Model	B	Std. Error	Beta	t-Ratio	P
(Constant)	71.682	2.627		27.284	.000
Teachers’ Personality	.208	.104	.223	-2.007	.008

**Dependent variable: Effective teaching of Social Studies**

In answering research question two, the analysis in Table 2 showed  $r = .223$  indicating that teachers’ personalities and

effective teaching have a beneficial link. The  $r^2$  value of 0.050 indicates that teachers' personalities had an effect on effective teaching of Social Studies by 5%. The table also shows the f-value of 4.030 and the p-value of 0.008. Testing the null hypothesis at an alpha level of 0.05, the p-value of 0.008 was less than the alpha level of 0.05. The null hypothesis is therefore rejected and the alternative holds true. Therefore, a significant relationship exists between teachers' personalities and effective teaching. The unstandardized coefficient (B-value) of 0.208 ( $P < 0.05$ ) indicates that the personality of the teacher was a significant positive predictor of effective teaching. The B value of 0.208 demonstrates that there will be a matching personality change in each unit of the teachers' change in the level of effectiveness in teaching of Social Studies. The standardized coefficient value [ $\beta = 0.223$ ;  $P < 0.05$ ] indicates that teachers' personality was a significant predictor of effective teaching of Social Studies.

**Hypothesis Three:** There is no significant relationship between teachers' qualification and effective teaching of Social Studies.

**Table 3:** Pearson-r, Coefficient of Determination and Regression analysis on the relationship between teachers' qualification and effective teaching of Social Studies

	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	SEE	
	.017 <sup>a</sup>	.020	.013	5.154	
		ANOVA			
Model 1	SS	Df	MS	F	P
Regression	.562	1	.562	.021	.005 <sup>b</sup>
Residual	2045.109	118	26.560		
Total	2045.671	119			
	Unstandardized Coefficient		standardized Coefficient		
Model	B	Std. Error	Beta	t-Ratio	P
(Constant)	65.518	6.995		9.367	.000
Teachers' Qualification	.023	.159	.017	.145	.005

**Dependent variable: Effective teaching of Social Studies**

In answering research question three, the analysis in Table 3 uncovered r-value of 0.017 signifies a positive relationship between teachers' qualifications and effective teaching. The coefficient of determination ( $r^2$ ) was 0.020 showing the contribution of teacher's qualification to effective teaching was 2.0%. The Table also shows the f-value of .021 and p-value of 0.005. Testing the null hypothesis at an alpha level of 0.05, the p-value of 0.005 was lower than the alpha level of 0.05. Hence, the null hypothesis of "no significant relationship between teacher's qualification and effective teaching of Social Studies" was rejected. The unstandardized coefficient (B-value) of .023 demonstrates that a teacher's qualification was a reliable indicator of effective instruction. The standardized coefficient value [ $\beta = 0.017$ ;  $P < 0.05$ ] indicates that the teacher's qualification was a significant predictor of effectiveness in teaching the subject. The efficiency of teaching Social Studies was therefore significantly predicted by the teacher's qualifications at the p-value of 0.05.

**Discussions**

The collected data were statistically analysed using the F-test, the Coefficient of Determination, and the Pearson Product Moment Correlation Coefficient in relation to linear regression in order to address the study objectives. Based on the statistical evaluation, the 120 respondents provided a Pearson-value (r) of 0.124 and a coefficient of determination ( $r^2$ ) value of 0.150, indicating a positive relationship between teachers' teaching experience and effective teaching. The F-calculated value of 1.212 and the p-value of 0.000 are also displayed in the table. When the hypothesis was tested at an alpha level of 0.000, the p-value of 0.05 was less than the alpha level of 0.05, indicating a strong correlation between the instructors' experience and the Social Studies lessons they teach. This outcome is consistent with the research by Buela and Joseph (2015), who suggested that experienced teachers are considerably more successful, suggesting that experience improves effective teaching. Additionally, Rodriquez and Mckay (2010) attested to

the fact that educators with five years of experience may effectively engage and significantly impact their pupils' learning. This result also lines up with the explanation provided by Ewetan and Ewetan (2015), who stated that experience enhances one's capacity to teach and that successful instruction and student learning outcomes are significantly influenced by teaching experience. Guo et al. (2012), however, discovered a significant inverse relationship between experience and the amount of time devoted to academic endeavours. Thus, the importance of teaching experience for educators in providing good Social Studies instruction is highlighted by this finding. Therefore, a significant factor in predicting successful and productive instruction is teaching experience.

The analysis that produced a Pearson-value ( $r$ ) of 0.223 and a coefficient of determination ( $r^2$ ) value of 0.050 indicated a positive correlation between teachers' personalities and effective instruction in response to research question two, which looked at the relationship between teachers' personalities and effective teaching of social studies. The  $r^2$  value of 0.050 indicates that instructors' personalities have a 5% positive influence on their capacity to teach Social Studies in an effective manner. The  $f$ -value of 4.030 and the  $p$ -value of 0.008 are also displayed in the table. When the hypothesis was tested at an alpha level of 0.05, the  $p$ -value of 0.008 was found to be less than the alpha level, indicating a substantial correlation between the personalities of teachers and their ability to teach. This demonstrates that instructors' personalities had a strong positive foundation for the teaching of social studies, based on the idea that a positive personality will encourage good teaching while a negative personality will lead to poor teaching. This finding supports the opinion of Robert et al. (2017), who suggested that teachers' behaviour in the classroom is mostly determined by their personality traits. The following claim that a teacher's personality features and attributes influence their actions during teaching is also supported by Curtis and Liying (2021). There is a strong correlation between a teacher's personality and effective teaching, which is further confirmed by

Enwelim's (2016) supposition that personality acts as a factor that can enhance or detract from teaching. Othman (2009), on the other hand, came to different conclusions because his research could not demonstrate a conclusive correlation between teacher effectiveness and personality.

Finally, with regard to research question three, which looked at how a teacher's qualification affected how well they taught social studies, an analysis of the 120 respondents' responses produced a Pearson-value ( $r$ ) of 0.017 and a coefficient of determination ( $r^2$ ) value of 0.020, indicating a positive relationship between Social Studies instruction delivered by qualified teachers and effective instruction. Additionally, the table displays the p-value of 0.005 and the f-value of 0.021. When the hypothesis was tested at an alpha level of 0.05, the p-value of 0.005 was found to be below the alpha level, indicating a strong correlation between the qualifications of instructors and their efficacy as educators. This outcome is consistent with the research of Etiubon and Benson (2014), which showed that a teacher's qualification is a good basis for effective Social Studies teaching and that it had a substantial impact on educational quality. The third finding of this study was corroborated by Jega and Julius (2018) and Ovigwe (2020), who found a connection between the qualifications of teachers and the quality of instruction they provided. This relationship suggested that having highly qualified teachers improved students' academic progress. This finding suggests that better teacher preparation will lead to more effective instruction, which will raise academic achievement among students. Therefore, it can be concluded from all the studies that provide support that the various researchers mentioned above emphasise how important it is for teachers to have qualities like teaching experience, personality, and qualifications that can either enhance or diminish successful teaching in Delta State.

### **Conclusion**

It has been established that the importance of a teacher's background, disposition, and credentials cannot be overstated. The study discovered that the personality, educational

background, and teaching experience of teachers all indicated how well they would teach social studies. Finally, these factors have a significant impact on kids' improved academic accomplishment when they are controlled well.

### **Recommendations**

In all Nigerian schools, it should be emphasised that only teachers with professional training and the necessary qualifications in Social Studies should be employed. Teachers should receive priority training and ongoing retraining on a regular basis. Teachers should have access to opportunities for ongoing professional development through workshops, seminars, and short courses provided by the Ministry of Education.

It has been shown that personalities play a range of roles in affecting the behaviour of both teachers and pupils. Teachers must acknowledge this fact. It is important for the teacher to emphasise that personality traits are not hereditary or fixed. Teachers who display negative inclinations should therefore work on their areas of weakness or get expert help. Teachers need to understand that one of the characteristics of a good and efficient teacher is their ability to keep their classroom in a conducive environment that supports students' effective learning.

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