

**TEACHERS' MOTIVATIONAL SKILLS AS A STRATEGY FOR ENHANCING  
EFFECTIVENESS IN METHODS OF TEACHING SOCIAL STUDIES EDUCATION  
TOWARDS NATIONAL DEVELOPMENT IN NIGERIA**

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**ABSTRACT:** *Within the background of most graduates of Social Studies Education not being entrepreneurial enough to contribute to national development after school, The research on Teachers' Motivational Skills In Social Studies Education And Comprehensive Education Towards National Development in Nigeria aimed at determining if motivational skills of the teacher important for a comprehensive learning of Social Studies Education is a factor for comprehensive education towards the development of our nation. The ex-post facto research design was adopted for the study. A null hypothesis was formulated to guide the study. The data for the work were collected with the help of a PTMSIC questionnaire as the working instrument. The stratified random sampling technique and the simple random sampling technique were adopted for the choice of samples from the population which was made up of Social Studies Education Students from Akwa Ibom State. The face and content validity were established and the alpha Cronbach coefficient was used to establish the reliability of the instrument. The collected data were coded and analysed using the one way analysis of variance (ANOVA). The hypothesis was calculated at F-value of 31.89 and was significant at 0.05 levels with a critical value of 3.00. The Fishers' LSD Multiple Comparison Analysis was used to determine the group means that brought the significance. All showed that students with moderate and high level perception of teachers' motivational skills experienced more competence in Social Studies Education towards national development than students with low level perception. Based on the above result conclusions were drawn and some recommendations made.*

**KEYWORDS:** Teachers' Motivation, Social Studies and National Development

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## INTRODUCTION

Until of recent, education as an objective process did not take much of the learner's interest into consideration. Consequently, the learner was seen as a "tabular rasa" into which the content of the education was to be emptied. The relatively recent constructivist approach to education is learner-centered. This sees education also dependent on the interest of the learner in the mist of the social and general objectives of education Akintayo and Onabanjo (2008). The effectiveness of any teaching method depends to a large extent on how motivated the learner is. The motivation of the learner enhances learner's participation. This is very much in line with the aims and objectives of Social Studies Education which expects the learner to be responsive to the demands of personal and national development. The curriculum itself is also "personal and national development oriented". The necessity for its effective implementation which demands learner interest for participation cannot be over emphasized. It is only in this that education can achieve the necessary effectiveness towards national development for which it is built and fashioned.

Again, education adequately takes into consideration the affective, cognitive and psychomotor domain of learner's development. Since these three domains are indispensable in building responsible citizenry, they are to be adequately attended to if the learner is to be of any use to his national development. To arrive at this responsive education, many factors such as learners attitude will play a great role (Esu, 2001), (Mezieobi, Fubara and Mezieobi, 2008) and (Yenilmez and Çemrek, 2008). Positive attitude demands learners interest. The learner must be motivated. Being that the relationship between interest and motivation in the learning process cannot be over emphasized; teachers of Social Studies must develop the skills to motivate their learners if interest is to be sustained for a positive result from methods and techniques. Without being motivated, learners will not be positively responsive enough to sustain the required interest for a responsive comprehensive education that will build a total man that can contribute to national education no matter the methods and techniques applied.

The problem this study intends to solve is that of most learners in Social Studies Education not being motivated enough by the various methods and techniques of teaching aimed at their contribution to national development after school. The questions this study intends to answer include: Is motivational skills of the teacher important for a comprehensive learning of Social Studies Education? What is comprehensive learning? How does comprehensive learning contribute to national development? The study will focus on Akwa Ibom State of Nigeria.

Consequently, the study had as its main purpose To determine if students' perception of teachers' motivational skills influence the sustenance of students' interest in Social Studies Education towards national development. To guide the study a null hypothesis was formulated thus: Students' Perception of Teachers' motivational skills do not influence the sustenance of students' interest in Social Studies Education towards national development.

### **Teachers' motivational skills and students' interest in learning**

In the thought of Brunning, Schraw, and Ronning, (1999) some students seem naturally enthusiastic about learning, but many need-or expect-their instructors to inspire, challenge, and

stimulate them. For them, effective learning in the classroom depends on the teacher's ability to maintain the interest that brought students to the course in the first place. Whatever level of motivation your students bring to the classroom will be transformed, for better or worse, by what happens in that classroom.

Researchers have begun to identify those aspects of the teaching situation that enhance students' self-motivation (Kochhar,2001). To encourage students to become self-motivated independent learners, instructors can do the following: (1)Give frequent, early, positive feedback that supports students' beliefs that they can do well, (2)Ensure opportunities for students' success by assigning tasks that are neither too easy nor too difficult, (3)Help students find personal meaning and value in the material, (4)Create an atmosphere that is open and positive,(5)Help students feel that they are valued members of a learning community (Kochhar,2001).

Woolfolk (1998) understood motivation in terms of “readiness” to respond to various challenges as a result of perceptual, emotional , behavioural and judgemental responds to environmental input. It involves the full range of influences on a person’s life up to the strong thinking skills that are disconnected from valued life outcomes that can become more useful if motivational self-regulation becomes stronger.

Tella (2007) noted that when teachers are caring, supportive and emphasize the teaching learning process over the performance outcomes, children tend to be motivated to achieve and to expect success. This also happens when in addition teachers give feedback. Adepoju (2008) carried out a study to examine the degree of relationship among motivational variables and academic performance of students in secondary school certificate examinations (SSCE) in Oyo State, Nigeria. The study showed among other thing that teachers should ensure the presence of learning materials (X2) as the most predictor variable and conducive school environment (X7) for learners motivation.

According to Emeruwa (1996), Schools have the duty of putting together learning experiences capable of developing in learners the capacity for group behavior, thinking and acting. Schools are operated with the aim of achieving the objectives of the society. However, he adds that education based on memorization, drill without understanding, disregard of learners’ motivation, rigid programme with absolute standard for all cannot contribute to social development and that of the learners.

The previous study made use of samples from secondary schools below seventeen years. The present study will go forward the see the implications of the independent variable on the dependent variable using samples between eighteen and twenty five years of age from Social Studies departments.

**DATA PREPARATION/ANALYSIS**

**TABLE 1**  
**Split-half reliability estimates of the research instrument (N=50)**

S/n	Variables	Item	Testing	$\bar{X}$	SD	$r_{xy}$	rtt
1	Students, perception of teachers' teaching technique	3	odd	9.13	2.14	0.80	0.89
		3	even	9.11	2.01		
2	Students, perception of teachers' assessment skills	3	odd	10.13	1.65	0.79	0.88
		3	even	10.11	1.76		
3	Students, perception of teachers' pattern of relationship	3	odd	10.13	2.12	0.87	0.93
		3	even	10.11	2.92		
4	Students, perception of teachers' self concept	3	odd	11.13	2.03	0.88	0.94
		3	even	10.11	1.92		
5	Students, perception of teachers' competence in subject matter	3	odd	11.26	2.21	0.86	0.92
		3	Even	11.55	2.01		
6	Students' interest in Social Studies	3	odd	11.06	1.64	0.91	0.95
		3	Even	12.05	1.48		

Codes/scores were assigned to each item. For ease of data preparation, a coding schedule was prepared by developing a key for each of the constructs of the instruments in a tabular form (see Table 2).

The mean and standard deviation of the main variables of the study were calculated and presented as shown in table 2.

**TABLE 2**  
**General description of research variables**

Variables	N	$\bar{X}$	SD
Teachers' Teaching Technique	1000	16.26	1.77
Teachers' Assessment skills	1000	16.8	1.51
Teachers' Pattern of relationship	1000	16.38	1.28
Teachers' self concept	1000	16.44	1.40
Teachers' Competence in Subject Matter	1000	16.70	1.54
Students' Interest	1000	17.74	1.61

## PRESENTATION OF RESULTS

The hypothesis was tested at .05 levels of significance. Students in the sample were categorized into three groups based on their scores on teachers' level of motivational skill. Those who scored half of standard deviation below the mean were grouped under low perception of teachers' motivational skill. Those who scored between half of standard deviation below the mean and half of standard deviation above the mean were grouped under moderate perception of teachers' motivational skill. Those who scored half of standard deviation above the mean were grouped under high perception of teachers' motivational skill. The mean values of these three groups on students' interest were compared using One-way analysis of variance (ANOVA). The results of the analysis are presented in Table 3.

**TABLE 3**  
**One-way analysis of variance (ANOVA) of the influence of teachers' motivational skill on their interest in Social Studies Education (N=1000)**

Group	N	$\bar{X}$	SD		
Low perception of teachers' motivational skill	280	18.00	1.74		
Moderate perception of teachers' motivational skill	400	17.55	1.40		
High perception of teachers' motivational skill	320	17.75	1.72		
Total	1000	17.74	1.61		
Source of variation	Sums of squares	df	MS	F-ratio	Sig of F
Between groups	33.400	2	716.700		
Within groups	2559.000	997	2.567	6.506	.002
				*	
Total	2592.400	999			

\*Significant at .05 level, critical  $F = 2, 997 = 3.00$

The upper part of Table 3 shows the group means and standard deviation for the three groups of perception of teachers' motivational skill. The lower part of the table shows the results of analysis of variance (ANOVA) used to compare these group means. The comparison yielded an F-ratio of 6.506, which is greater than the critical F-value of 3.00 at .05 level of significance with 2 and 997 degrees of freedom. With this result, the null hypothesis is rejected. This implies that there is a significant influence of students' perception of teachers' motivational skill on their interest in Social Studies Education towards National development.

To clearly show which of the group means brought about the significance, a post hoc multiple comparison analysis was carried out using Fishers' least significance difference (LSD) multiple comparison tests. The result of this analysis is presented in Table 4.

**TABLE 4**  
**Fishers' multiple comparison analysis (LSD) of the influence of students' perception of teachers' motivational skill on their interest in Social Studies Education.**

Teachers' motivational skill (I)	Teachers' motivational skill (J)	Mean Difference (I-J)	Standard Error	Sign
Low	Moderate	.4500*	.12483	.000
	High	.2500*	.13110	.057
Moderate	Low	-.4500*	.12483	.000
	High	-.2000	.12016	.096
High	Low	-.2500	.13110	.057
	Moderate	.2000	.12016	.096

\*Significant at .05 level

This table above shows that students with moderate level of perception of teachers' motivational skill experience a significant higher level interest in Social Studies Education towards national development than students with low level perception of teachers' motivational skill. Similarly students with high level perception of teachers' motivational skill experience a significant higher level of interest in Social Studies Education towards national development than students with low perception of teachers' motivational skill. The Table further shows that there is, however, no significant difference between the interest in Social Studies Education among students with moderate perception of teachers' motivational skill and the interest in Social Studies Education towards national development among students with high perception of teachers' motivational skill.

## DISCUSSION

The result of this hypothesis indicated that, students' perception of teachers' motivational skill significantly influences their Interest in Social Studies towards national development. Social Studies aim at enhancing in learners the necessary attitude as value, knowledge as cognition and skills as psychomotor towards the development of the nation that designed the subject. If it is to achieve this object, the teachers must be skilled in motivating the students towards productive and responsive learning. This calls for skillful implementation of curriculum which is national development oriented.

The means or strategies employed by teachers in an attempt to impact knowledge to the learner is referred to as methodology. Osokoye (1996) sees teaching method as the strategy or plan that outlines the approach that teachers intend to take in order to achieve the desirable objectives. It

involves the way teachers organize and use techniques of subject matter, teaching tools and teaching materials to meet teaching objectives. Sometimes when a teacher teaches and at the end of the lesson, evaluation is carried out and it is discovered that students are unable to carry out the behavioural or instructional objectives what the teacher needs to do is to examine his teaching methods rather than looking at students as the causes. Most untrained teachers point accusing fingers on students rather than on themselves when the students are unable to carry out the expected behaviour at the end of the lesson or in examinations. Therefore, teachers planning should include: (1) Choice of appropriate teaching material (2) Choice of appropriate teaching method (3) Intensive research on the topic to be taught (4) Determination of the objectives for the lesson academic failure is not only frustrating to the students and the parents, its effects are equally grave on the society in terms of dearth of manpower in all spheres of the economy and politics. Teachers should try to: Give frequent, early, positive feedback that supports students' beliefs that they can do well ,Ensure opportunities for students' success by assigning tasks that are neither too easy nor too difficult, Help students find personal meaning and value in the material, Create an atmosphere that is open and positive, Help students feel that they are valued members of a learning community. Learners will thus be motivated towards “readiness” to respond to various challenges of value, knowledge and skill necessary for the development of our nation.

A major problem is the fact that making connections between value, knowledge and skills has proven very illusive in many circles. One of the prominent reasons is that other situational variables, emotions, and consequences, play important roles in the production of the desire behavior of the learner. This calls for effective and focused arrangement of the learning experiences and choice of appropriate technique. Techniques such as will put the learner in a good position to perceive the possible life challenges correctly, develop the demanded attitude with articulated skills as possible solutions.

## **RECOMMENDATIONS**

1. Curriculum should reflect the challenges of national development.
2. The objectives of curriculum should be clearly stated towards national development
3. Implementors of school curriculum should be familiar with the context of formulation with adequate knowledge of the objectives of the curriculum.
4. Construtivist approach to teaching such as problem method, discovery method, simulation method, project method, cooperative method and problem solving method should be adopted in Social Studies curriculum implementation as well as other related disciplines.

## **CONCLUSION**

From the above, it was concluded that the motivational skills of the teacher enhances enabling learning in Social Studies and other related disciplines. Techniques and methods that are construtivist if adopted in the implementation of a school curriculum will ensure inculcation of adequate value, knowledge and skills that can match our the challenges of our national development. The formulators of school curriculum themselves if they ensure that the contents

and objectives of curriculum are bias with the national development will be putting education on the right path.

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