

Improving Social Studies' Classroom Management towards Achieving a New World in Secondary Schools in the Uvwie Local Government Area of Delta State

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Abstract: *The study examined improving Social Studies' classroom management towards achieving a new world. The descriptive survey research design was adopted in this study. The population of the study consisted of all the teachers teaching social studies in the Uvwie LGA of Delta State. Simple random sampling technique was used to select 61 teachers teaching social studies. The instrument for data collection was the questionnaire. The instrument consisted of two parts. Part A contains the respondents' personal information, and Section B focused on the variables derived from the study's specific objectives. The reliability coefficient for the instrument was calculated using the Cronbach alpha method and was 0.71. The instrument was deemed dependable due to its excellent reliability. Research questions were addressed using the means and the grand means. The decision rule's threshold was 2.50. The study concluded that sufficient facilities are required for Social Studies classroom management to reach a new world. The study recommended that in order to attain a new world through social studies, suitable facilities be jointly given by the government, religious organizations, school authorities, and other interested and relevant educational stakeholders.*

Keyword: Audio-visual aid, Classroom management, consumable, furniture, stationeries

Introduction

The wide range of techniques and skills that teachers employ to successfully organize, keep the classroom orderly, and keep the students' attention focused on the lesson in order to deliver it academically is known as classroom management. Competent and efficient teachers give adequate attention to lesson planning, lesson presentation, improvisation of instructional resources, adequate classroom management to prevent disorder, and student learning enhancement. Class management involves motivating students to exhibit positive behaviors and attitudes, such as responsibility, respect, and effective idea expression and presentation, as well as to follow rules and regulations, such as refraining from making noise, causing the classroom to become disorganized, and failing to pay attention during class.

Classroom management has become a critical concern for many education stakeholders in the twenty-first century, including parents, guardians, instructors, students, the inspectorate division, and the government. Organizing the classroom such that the instructor can teach the class alone is only one aspect of managing a classroom. Accountability and guiding classroom experiences toward predetermined goals are included. In fact, one of the most crucial aspects of teaching and learning is classroom management. Teachers must establish rules that will keep students' attention, supervise their in-classwork activities and assignments, and evaluate how well they are performing in relation to the specific learning goals. It makes sense why Özel & Bayındır stated in Güleç, & Durmus (2019) that "the administration of the classroom is the most significant dimension in terms of functioning in the accomplishment of educational aims. Even while preventative and supportive disciplines are the best strategies, Hanna (2015) stated that they cannot completely abolish bad behavior. Therefore, the Social Studies classroom needs corrective discipline.

A Social Studies classroom is a physical place where instruction and learning take place. In order to achieve desired changes in students' behavior, Edinyang (2015) asserted that the Social Studies classroom requires the organization of content, the determination of set objectives, the arrangement of learners' activities and materials, the assessment of student learning, and the provision of acceptable learning experiences. Gotep (2013) considered social studies to be a tool for addressing societal issues. Social Studies were incorporated into the educational system, according to Omoniyi and Salaudeen (2020), to address social abnormalities and develop a fresh response to the shortcomings of earlier educational practices. According to Abdu-Raheem and Bamgbade (2022), social studies is a subject that primarily helps people get used to social situations and acclimates them to them. It also imparts the knowledge, abilities, attitudes, and moral principles necessary to help people become responsible citizens of the modern world.

Moreover, Baba Kudu, Ibrahim, and Abubakar (2015) reaffirmed the importance of Social Studies as a subject for fostering moral behavior and deterring undesirable behavior. The ability to be informed, reason, and make decisions for a democratic society in an interdependent world are skills that young learners can develop through social studies, according to Watts and Duncan (2017). According to Abdu-Raheem and Olorunda (2020), the purpose of the social studies curriculum is to foster the development of a sound mind as the foundation for social education that has a specific social purpose and aims to increase the number of intelligent,

responsible, and self-reliant individuals. According to Abdu-Raheem and Bamgbade (2022), social studies instruction is formative and aims to provide students the attitudes, values, skills, and information they need to be socially active in society.

The practice of communication, which involves reciprocal engagement, is influenced by social studies classes. An effective Social Studies classroom layout enables teachers and students to share significant ideas and experiences on a particular subject, which alters the behavior of the learner (Mezieobi, Bozimo, & Amadi in Edinyang, 2015). Edinyang (2015) contends that social studies classrooms ought to strive for a highly interactive environment that fosters efficient learning and motivates teachers and students to actively participate in the learning process. For all of the aforementioned to be accomplished, the Social Studies classroom needs to be furnished with sufficient contemporary amenities to create a new world. Better teaching and learning outcomes are attained by using model facilities to address the needs of the present. Creating a new world in the twenty-first century through social studies is crucial because it instills in pupils noble societal principles like perseverance in completing tasks, hard work, honesty, patriotism, respect for the dignity of labor and the individuality of human beings.

In a formal context where some criteria or requirements are human or material, it is evident that some conditions must be met to improve Social Studies classroom management toward reaching a new world. A favorable learning atmosphere, high-quality and sufficient learning facilities, and skilled and dedicated teachers are nevertheless necessary for the educational system. Observations show that a new world might not be attained without enough knowledge, knowledgeable instructors, a supportive environment for learning, and appropriate facilities. A teacher is a person whose role it is to instruct students and impart knowledge, or someone who facilitates students' education in a formal classroom setting. While integrating instructional materials, the teacher is the learner(s)' last hope for modifying behavior, claims Inyang-Abia (2010).

It is necessary to strengthen Social Studies classroom management with proper facilities in order to create a new world. Inyang-Abia (2010) thought that the full school infrastructure, which includes classrooms, staff rooms, laboratories, workshops, libraries, consumables, visual, non-visual, and audio-visual aids, water, power, furniture, stationery, and playgrounds, could be referred to as the teaching and learning facilities. The success in the Social Studies classroom can be significantly impacted by the teacher's resourcefulness in augmenting, modifying, and making the best use of the limited and occasionally insufficient educational facilities (Alimi, 2010). According to Unimna, Unimke, and Opoh (2019), classrooms serve as vehicles for transmitting messages from the transmitter (teacher) to the receiver (students). A teaching facility is something that is used, directly or indirectly, to facilitate learning and teaching.

In order to enhance instruction and help students learn to succeed in a modern world, secondary schools are expected to have the necessary teaching resources, including comfortable classrooms, laboratory equipment, school furniture, blackboards, tools and machinery, and audio and multimedia aids. It is impossible to overestimate the importance of teaching facilities in fostering teaching and learning within the educational system. Speaking about the significance of teaching facilities in schools, Ogbonna, Grace, and Nnana (2013) claimed that surroundings with high levels of buildings, accommodations, furniture, and equipment promote learning more effectively and quickly than environments without these components. Also, teachers cannot function effectively in the classroom without adequate facilities. Notwithstanding the teacher's efficiency and efficacy in delivering lessons, Omabe in Wambua, Murungi, and Mutwiri (2018) concurred that the facilities for teaching and learning are the most important aspect in teaching-learning Social Studies.

Statement of the Problem

It is clear that many secondary school students in Delta State are rapidly diverging from societal norms and customs in terms of their behaviors and activities. Parents, guardians, and anyone involved in education that have the best of intentions are extremely concerned about it. Secondary school students in the Uvwie LGA are currently engaged in a variety of unethical activities, including money rituals, lying, stealing, and armed robbery, prostitution, and computer fraud. Even though social studies is taught and learned in secondary schools, unethical behaviors and attitudes are getting worse every day. This has raised concerns in the minds of some stakeholders, which is what motivated the researchers to look into how to manage Social Studies classrooms better in order to create a new world. This study primarily addressed this problem.

Research Questions

The following research questions served as a guide for the investigation

1. What are the facilities needed for Social Studies classroom management towards achieving a new world?
2. What are the strategies to be adopted for Social Studies classroom management towards achieving a new world?

Methods

The investigation was planned as a descriptive survey. The investigation was directed by two research questions. The population of the study consisted of all the teachers teaching social studies in Uvwie LGA. Simple random sampling technique was used to select 61 teachers teaching social studies. The instrument for data collection was the questionnaire. The instrument consisted of two parts. Part A contains the respondents' personal information, and Section B focused on the variables derived from the study's specific objectives. The reliability coefficient for the instrument was calculated using the Cronbach alpha method and was 0.71. The instrument was deemed dependable due to its excellent reliability. Research questions were addressed using the means and the grand means. The decision rule's threshold was 2.50.

Results

Table 1: Mean Responses on the Facilities Needed for Social Studies Classroom Management towards Achieving a New World.

S/N	Item	N	Mean	St.D	Remarks
1	Conducive classrooms	61	3.65	0.62	Agreed
2	Projectors	61	3.32	0.90	Agreed
3	Photographs	61	3.24	0.82	Agreed
4	Television	61	2.98	0.86	Agreed
5	Computer	61	3.52	0.74	Agreed
6	audio-visual aids	61	3.54	0.78	Agreed
7	Model	61	3.21	0.83	Agreed
8	Infographic	61	3.11	0.75	Agreed
9	Cinema and Video Films	61	3.00	0.87	Agreed
10	Strip	61	2.91	0.73	Agreed
11	Videotape	61	3.18	0.74	Agreed
12	Whiteboard	61	3.52	0.53	Agreed
13	Posters	61	3.37	0.61	Agreed
14	Books	61	3.62	0.58	Agreed
15	Charts	61	3.50	0.50	Agreed
16	Maps	61	3.39	0.58	Agreed
17	Diagrams	61	3.47	0.62	Agreed
Grand Mean			3.32	0.70	Agreed

The respondents agreed with all of the items as facilities needed for Social Studies classroom administration in order to build a new world, as shown by Table 1's mean scores, which are all greater than 2.50. The respondents' agreement on the items was further supported by the grand mean of 3.32 and the standard deviation of 0.70.

Results

Table 2: Mean Responses on strategies to be adopted for Social Studies classroom management towards achieving a new world.

S/N	Item	N	Mean	St.D	Remarks
18	Incorporate diversity in the lesson plan	61	3.31	0.74	Agreed
19	Give students freedom and flexibility	61	3.21	0.66	Agreed
20	Maintenance of consistent communication	61	3.57	0.56	Agreed
21	Practices and cultural sensitivity	61	3.55	0.53	Agreed
22	Respect for opinions of all students without prejudice	61	3.39	0.63	Agreed
23	Adequate knowledge and mastery of the subject matter	61	3.63	0.51	Agreed
24	Use of innovative methods/techniques for teaching	61	3.68	0.56	Agreed

25	Love and show concern for all the students by solving their problems.	61	3.54	0.59	Agreed
26	Create all-encompassing classroom rules to control the behaviour of students and the teacher the punishment for disobedience.	61	3.50	0.53	Agreed
27	Make use of relevant instructional material to make lessons interesting.	61	3.75	0.50	Agreed
28	Give room for self-direction activities and a learning model for commitment and creativity	61	3.52	0.56	Agreed
29	Give room for student's center teaching/learning to make learning practical and pragmatic.	61	3.49	0.53	Agreed
30	Allow effective cooperative and collaborative learning among students by solving problems together in peaceful manners	61	3.45	0.62	Agreed
Grand Mean		3.50	0.57	Agreed	

The findings in Table 2 outline managerial techniques for social studies classes that can be used to create a new world. The results showed that respondents thought social studies classroom management could change the world using all of the tactics in items 18 to 30. Since their mean scores are more than the cutoff of 2.50, the respondents are in agreement with all of the statements. The respondents' overall response to all of the claims was supported by their grand mean of 3.50 and standard deviation of 0.57.

Discussion of Findings

Table 1 showed that teachers' responses to the facilities needed for Social Studies classroom management to create a new world are not statistically different from one another. The implication of this is that conducive classrooms, projectors, photographs, television, computers, audio-visual aids, models, infographics, cinema, video films, strips, videotape, whiteboards, posters, books, charts, maps, and diagrams are required for Social Studies classroom management in order to achieve a new world. The result confirms Kenan's (2019) findings that there was no statistically significant difference between male and female social studies teachers in terms of classroom management abilities or levels of educational self-confidence.

Table 2 demonstrates that teachers' opinions on the management tactics to be used for Social Studies classrooms in order to create a new world are not considerably different. This suggests that the method to be used by the teachers to manage the Social Studies classroom in order to create a new world is to include diversity in the lesson plan and provide students freedom and flexibility. The result confirms Güleç and Durmus's (2019) findings that there is no discernible gender-based difference in the classroom management techniques used by Social Studies teachers. According to Ahmed, Ambreen, and Hussain's (2018) research, "teachers' gender affects their classroom management," however this finding is in direct opposition to that conclusion.

Conclusion

Based on the study's findings and discussions, the study came to the conclusion that sufficient facilities are required for Social Studies classroom management to reach a new world. Additionally, some of these techniques include incorporating diversity into the lesson plan and allowing students freedom and flexibility, maintaining consistent communication, practices, and cultural sensitivity, the teachers' adequate subject knowledge and mastery, the use of cutting-edge methods and techniques for teaching, and showing love and concern for all the students by resolving their problems. Social studies teachers should adopt these strategies for proper classroom management.

Recommendations

The study advised that in order to attain a new world through social studies, suitable facilities be jointly given by the government, religious organizations, school authorities, and other interested and relevant educational stakeholders. To help create a new world, teachers should be encouraged to employ the proper instructional resources and classroom management.

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