
**IMPROVING SOCIAL STUDIES' CLASSROOM
MANAGEMENT TOWARDS ACHIEVING A NEW
WORLD IN SECONDARY SCHOOLS IN ONDO 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 for the study consisted of all secondary schoolteachers in Ondo state. The sample of 61 was randomly selected from Ondo Central senatorial district. A self-design questionnaire was the research tool. The reliability of the instrument was obtained using Cronbach Alpha method, and a coefficient of 0.71 was obtained, which was an indication that the instrument was reliable in collecting all the relevant data for the study. Mean and standard deviation were used to provide the answer to the research questions, and t-test was used to test the hypotheses. The study concluded that adequate facilities are a necessity for Social Studies classroom management in order to achieve a new world. Hence, it was recommended that adequate facilities should be jointly provided by the government, religious organizations, school authorities, and other relevant educational stakeholders in

order to achieve a new world through social studies right from secondary schools.

Keyword: *New World, Social Studies Teachers, Facilities.*

Introduction

Classroom management is the extensive assortment of skills and methods used by teachers for a successful organisation, orderliness, and attentiveness of students for excellent academic delivery in the class. Effective and efficient teachers devote proper attention to preparation for the lessons, improvisation of instructional materials, effective presentation of lessons, adequate class control for the avoidance of disorderliness, and enhancement of learning among students. Class management includes encouragement of students on positive behaviours and attitudes such as responsibility, respect, good expression and presentation of ideas, compliance to rules and regulations such as avoidance of noise making and disorganization of the class, and inattentiveness during the lessons.

In the 21st century, classroom management has seriously called for the attention of many education stakeholders such as parents, guardians, teachers, students, inspectorate division and the government. Managing a classroom is more than getting things arranged by the teacher in the class for teaching to take place alone. It has to do with accountability and directing of classroom experiences toward predetermined objectives. In fact, one of the important things in teaching and learning is classroom management is the teaching and learning environment, teachers are to create an atmosphere that is conducive to learning, define classroom rules to sustain students' attention, supervision of students' classroom work and assignments and performance toward the targeted educational objectives. No wonder, Özel & Bayındır, in Güleç, & Durmus, (2019) opined "that in the realization of educational purposes, the most important dimension in terms of functionality is the management of the classroom. Hanna (2015) argued that even while preventative

and supportive disciplines are the greatest approaches, they cannot entirely eradicate misbehaviour. Hence corrective discipline is required in the Social Studies classroom.

A Social Studies classroom is a corporeal environment where teaching and learning occur. Edinyang (2015) affirmed that the Social Studies classroom entails the organization of contents, the willpower of set objectives, the arrangement of learners' activities and materials, and the assessment and provision of acceptable learning experiences to arouse learning and teaching processes in order to achieve anticipated changes in learners' behaviour. Gotep (2013) saw Social Studies as a vehicle that can be used to solve societal problems. Omoniyi and Salaudeen (2020) agreed that Social Studies was introduced to the educational system to correct the abnormalities in society and create a new reaction to the inadequacies of past educational practices. Abdu-Raheem and Bamgbade (2022) posited that Social Studies is a discipline that predominantly prepares and acclimatizes individuals to social life, and provides knowledge, skills, behaviour, and human values essential to becoming current citizen who recognizes their communal rights and responsibilities.

In addition, Baba Kudu, Ibrahim, and Abubakar (2015) confirmed that Social Studies is still an indispensable subject when it comes to the promotion of moral standards and discouraging unwelcome behaviours. Watts and Duncan (2017) believed that "Social Studies assist young learners to develop the ability to be informed, reason and take decisions for the democratic society in an interdependent world". Abdu-Raheem and Olorunda (2020) explained that the Social Studies curriculum was designed to build a sound mind as groundwork for purposeful social education directed to the enlargement of intellectual, responsible, and self-directing citizens. Abdu-Raheem and Bamgbade (2022) noted that Social Studies is a formative school instruction designed to equip learners with desired attitudes, values, skills, and knowledge for social liveliness in society.

Social Studies classrooms affect communication practice, which is a mutual interaction process. A properly designed Social

Social Studies classroom allows instructors and students to communicate important thoughts and experiences on a certain topic, which changes the learner's behaviour (Mezieobi, Bozimo, & Amadi in Edinyang, 2015). According to Edinyang (2015), Social Studies classrooms should strive for a highly interactive setting that promotes effective learning and encourages instructors and students to actively engage in the learning process. For all the above to be achieved, the Social Studies classroom must be equipped with adequate modern facilities to achieve a new world. A new world is an act of achieving better teaching and learning outcomes to meet the need of the present through modern facilities. Achieving a new world in this present century is important through Social Studies because it instils in students noble social ideals such as hard work, honesty, patriotism, respect for human uniqueness and labour dignity, respect for constituted authority, and perseverance in carrying out tasks.

It is obvious that certain conditions must be met to improve Social Studies classroom management towards achieving a new world, especially in a formal setting where some conditions or requirements are human or material. Nevertheless, the educational system requires the availability of qualified and devoted teachers, good and adequate learning facilities, and a conducive learning environment. Based on observations, a new world may not be achieved without adequate experience, qualified teachers, a conducive learning environment, and suitable learning facilities. A teacher is someone who facilitates education for students in a structured classroom setting or someone whose job is to instruct and transfer knowledge to students. According to Inyang-Abia, (2010), the teacher is the last hope of the learner(s) in respect of the implementation of curriculum contents for a change in behaviour.

In addition, Guskey (2018) observed that when the self-efficacy of teachers is high, there is a tendency to be exposed to innovative techniques of teaching and use more humanistic and constructive approaches to solve students' problems. Unimna, Unimke, and Opoh, (2019) asserted that teachers are curriculum planners and leaders of the instructional process in the classroom

and that they constantly face duty problems, such as the decision on what to be taught by teachers and learned by students at school. Omolayo and Adeyemi (2020) noted that teachers stand in the interface of the transmission of knowledge, values, and skills in the learning process. They stressed further that one of the factors that are considered vital to the academic achievement of the student is the teacher. Doglas in Osiesi (2020) lamented that the lack of teaching strategies by teachers and difficulties in classroom management by teachers are among the reasons why students perform poorly in their studies. Osifila (2020) acknowledged that teachers' effectiveness is connected with a dedication to instructional delivery, display of moral uprightness, and students' academic performance in the teaching profession.

In order to achieve a new world, there is a need to improve Social Studies classroom management with adequate facilities. Inyang-Abia, (2010) believed that teaching and learning facilities could be referred to as the full school infrastructure, which includes classrooms, staff rooms, laboratories, workshops, libraries, consumables, visual, non - visual and audio-visual aids, water, power, furniture, stationeries, and playgrounds. The teacher's inventiveness in enhancing, adapting, and optimizing the usage of few and sometimes insufficient instructional facilities can have a significant influence on the success in the Social Studies classroom (Alimi, 2010). Unimna, Unimke, and Opoh, (2019) opined that teaching facilities are vehicles that carry messages from the transmitter (teacher) to the receiver (students). Everything utilized directly or indirectly for the purpose of teaching and learning could be referred to as a teaching facility.

Teaching facilities are expected to be available in secondary schools in order to improve teaching and to learn to achieve a new world, such as conducive classrooms, laboratory equipment, school furniture, blackboards, tools and machines, and audio and multimedia aids. The significance of teaching facilities in promoting teaching and learning in the educational system cannot be overstated. Ogbonna, Grace, and Nnana (2013) spoke on the importance of teaching facilities in schools, stating that learning

occurs better and quicker in school environments with high levels of buildings, accommodation, furniture, and equipment than in environments missing these elements. Teachers also cannot successfully teach in the absence of proper instructional facilities. Omabe in Wambua, Murungi, and Mutwiri, (2018) agreed that facilities for teaching and learning are the most significant factor in teaching-learning Social Studies, regardless of the teacher's efficiency and effectiveness in lesson delivery.

Empirically, many studies have been conducted on the facilities for teaching and learning Social Studies across the globe, but the interest of the researcher is to look at the modern facilities that teachers can use for learners that could make them see the reality of life in achieving a new world. The study by Kenan (2019) examined the associations between Social Studies teachers' classroom management skills and self-confidence. The author used 67 teachers in secondary schools in Turkey. The researcher used a self-designed questionnaire. The result shows that statistically no significant difference in classroom management skills or levels of self-confidence in education between male and female Social Studies teachers. However, Kenan (2019) revealed that "a relationship exists between the level of self-confidence and classroom management of the Social Studies teachers".

The study of Wambua, Murungi, and Mutwiri (2018) examined the impact of the classroom learning environment on lower primary school children's performance in Social Studies in Kibwezi zone, Makueni County, Kenya. The study was survey research. All students and teachers in Kibwezi zone lower primary schools participated in the survey. The researcher gathered data through observation and questionnaires. The findings revealed that learning Social Studies, particularly in the classroom environment of the school, was not conducive.

In addition, Ahmed, Ambreen, and Hussain (2018) examined gender differences in classroom management strategies among teachers in Pakistan. The descriptive survey approach was used in the investigation. The research used all teachers that were working in boys and girls Islamabad Model Schools as the

population. Data were obtained using the Classroom Management Inventory (CMI), which the researcher created with the Pakistani environment in mind. The study discovered that “the gender of teachers affects their classroom management and Female teachers had superior classroom management skills in four of the six criteria compared to male teachers”.

Similarly, Güleç and Durmus (2019) studied whether Social Studies teachers’ perspectives on classroom management practices varied based on their gender and seniority. The descriptive research model was used in this study. The study’s sample included 83 instructors from various schools in Bursa. For the analysis, the one-sample t-test and ANOVA were utilized. The study’s findings revealed that there was no significant variation in classroom management practices among Social Studies teachers based on gender. At the same level, male and female Social Studies teachers displayed democratic, autocratic, and irrelevant classroom management understanding (Güleç & Durmus, 2019).

In Nigeria, it is obvious that the behaviours and engagement of many secondary school students are deviating gradually from the norms and cultures of society. It is a source of great concern to well-meaning citizens of the country, parents, guardians, and education stakeholders. Secondary school students in Ondo state are now involving themselves in many sorts of immorality, such as money rituals, lying, stealing, armed robbery, prostitution, and internet fraud. Despite the fact that Social Studies is taught and learned in secondary schools, unscrupulous habits and attitudes are becoming unflattering day in and day out. From the above assertions, it could be deduced that facilities for improving Social Studies classroom management are important in achieving a new world at the secondary school level. The question that came to mind is, do the teachers present teaching to students sequentially with modern facilities that could assist in exposing students to the reality of life? Are there adequate facilities for teachers to improve Social Studies classroom management towards achieving a new world in secondary schools? Are the teachers failing in their duty of managing classrooms effectively? Are all education

stakeholders performing their duties towards proper management of the Social Studies classroom? This study answered the questions by investigating improvement in Social Studies classroom management towards achieving a new world.

Objective of the Study

The purpose of this study was to examine ways of improving Social Studies' classroom management towards achieving a new world. The specific objectives are to:

- i. identify the facilities needed for Social Studies classrooms;
- ii. investigate the strategies to manage Social Studies classrooms; and
- iii. examine the strategies to get all the facilities needed for Social Studies classroom management towards achieving a new world.

Research Questions

Three research questions were raised for the study:

- i. What are the facilities needed for Social Studies classroom management towards achieving a new world?
- ii. What are the strategies to be adopted for Social Studies classroom management towards achieving a new world?
- iii. What are the strategies to obtain the needed facilities for Social Studies classroom management towards achieving a new world?

Hypotheses

Three null hypotheses were formulated for the study:

- H₀1: There is no significant difference between the responses of male and female teachers on the facilities needed for Social Studies classroom management towards achieving a new world.
- H₀2: There is no significant difference between the responses of male and female teachers on the strategies to be adopted for Social Studies classroom management towards achieving a new world.

H₀3: There is no significant difference between the responses of male and female teachers on the strategies to acquire the facilities needed for Social Studies classroom management towards achieving a new world.

Methods

Descriptive survey design was used in the study. All the teachers teaching social studies was the population used in the study in Ondo state out of which 61 were selected using simple random sampling technique from the Ondo central senatorial district. A self-design questionnaire was the research tool. Experts from Educational Management and Social Studies validated the research tool. The tool was subjected to a reliability test with the use of Cronbach Alpha while the coefficient was 0.71, which was an indication that the tool was reliable in collecting all the relevant data for the study. To provide answers to the research questions, the mean and standard deviation of descriptive statistics were employed, and t-test was the inferential statistics used to test all formulated hypotheses.

Results

Research Question 1: What are the facilities needed for Social Studies classroom management towards achieving a new world?

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

Source: Field Survey 2022

Table 1 shows that all of the mean scores are greater than 2.50, indicating that the respondents agree with all of the items as facilities required for Social Studies classroom management in order to achieve a new world. The grand mean of 3.32 and standard deviation 0.70 further confirmed the agreement of the respondents on the items.

Research Question 2: What are the strategies to be adopted for Social Studies classroom management towards achieving a new world?

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 materials 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 students 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
31	Be in charge of the classroom by involving students in the process of instruction by using signal strategies to control easily	61	3.47	0.62	Agreed
32	Apply strategy of reward, recognition, appreciation and promotion of well-behaved, uprightness and academic excellence communally.	61	3.52	0.53	Agreed
	Grand Mean	3.50	0.57	Agreed	

Source: Field Survey 2022

The results in Table 2 show strategies to be adopted for Social Studies classroom management towards achieving a new world. According to the findings, respondents believed that all of the strategies in items 18-32 could be used to create a new world through Social Studies classroom management. The respondents agree with all the things, as their mean scores are more significant than the 2.50 cutoff point. The grand mean of 3.50 and standard deviation of 0.57 further justified that the respondents positively reacted to all the statements.

Research Question 3: What are the strategies to obtain the needed facilities for Social Studies classroom management towards achieving a new world?

Table 3: Mean Responses on strategies to obtain the needed facilities for Social Studies classroom management towards achieving a new world

S/N	Item	N	Mean	St.D	Remarks
33	The government needs to increase funds allocated to education to procure the necessary facilities for improving Social Studies classroom management.	61	3.85	0.35	Agreed
34	The Parents' Teachers' Association must fund a portion of the facilities required to improve classroom management in Social Studies.	61	3.34	0.77	Agreed
35	Philanthropic donations to schools can be used for the purpose.	61	3.50	0.53	Agreed
36	Improvisation of instructional materials by teachers	61	3.50	0.50	Agreed
37	Provision of modern and appropriate instructional facilities by the school authorities	61	3.68	0.46	Agreed
38	Provision of rules and regulations guiding the use of the facilities to avoid loss and damages	61	3.62	0.55	Agreed
39	Donations can be gotten through International connections of the school, teachers or the community for procurement of standard learning facilities.	61	3.50	0.59	Agreed

40	The old students Association of each school can be involved in providing essential instructional materials for students.	61	3.52	0.59	Agreed
41	Religious organizations can contribute towards procuring necessary instructional materials for students.	61	3.31	0.67	Agreed
42	Students can be involved in the provision of instructional materials for learning.	61	3.06	0.72	Agreed
Grand Mean		3.48	0.57	Agreed	

Source: Field Survey 2022

The results in Table 3 revealed the strategies to obtain the needed facilities for Social Studies classroom management towards achieving a new world. All the mean scores in the table are greater than 2.50, which implies that all the respondents thought that statements 33–42 are the strategies to obtain the needed facilities for Social Studies classroom management towards achieving a new world. The grand mean of 3.48 and standard deviation of 0.57 show that the respondents agree with all the statements.

H₀1: There is no significant difference between the responses of male and female teachers on the facilities needed for Social Studies classroom management towards achieving a new world.

Table 4: t-test showing the difference between the responses of male and female teachers on the facilities needed for Social Studies classroom management towards achieving a new world

Variables	N	Mean	Standard Deviation	df	t-cal	Pvalue
Male	41	3.3816	0.37645	59	1.281	0.205
Female	20	3.2235	0.58126			

Source: Field Survey 2022

The result of an independent t-test indicated that responses of male and female teachers are not significantly different on the facilities needed for Social Studies classroom management towards achieving a new world as (Male = 3.38, St.D = 0.37) and (Female = 3.22, St.D = 0.58), $t(59) = 1.28$, $P = 0.205$. Since the p.value is greater than the 0.05 level of significance, the result suggests that the null hypothesis is accepted.

H₀₂: There is no significant difference between the responses of male and female teachers on the strategies to be adopted for Social Studies classroom management towards achieving a new world.

Table 5: t-test showing the difference between the responses of male and female teachers on the strategies to be adopted for Social Studies classroom management towards achieving a new world.

Variables	N	Mean	Standard Deviation	df	t-cal	Pvalue
Male	41	3.5626	0.35872	59	1.457	0.150
Female	20	3.4033	0.47755			

Source: Field Survey 2022

The result of an independent t-test revealed that the responses of male and female teachers are statistically and significantly not different on the strategies to be adopted for Social Studies classroom management towards achieving a new world as (Male = 3.56, St.D = 0.35) and (Female = 3.40, St.D = 0.47), $t(59) = 1.45$, $P = 0.150$. Also, the P value is greater than the 0.05 level of significance. The result suggests that null hypothesis two is accepted.

H₀₃: There is no significant difference between the responses of male and female teachers on the strategies to acquire the facilities needed for Social Studies classroom management towards achieving a new world.

Table 6: t-test showing the difference between the responses of male and female teachers on the strategies to acquire the facilities needed for Social Studies classroom management towards achieving a new world

Variables	N	Mean	Standard Deviation	df	t-cal	Pvalue
Male	41	3.4732	.39498	59	0.605	0.548
Female	20	3.5350	.32811			

Source: Field Survey 2022

The result of an independent t-test in Table 6 indicates that responses of male and female teachers are significantly not different on the strategies for acquiring the facilities needed for Social Studies classroom management towards achieving a new world (Male = 3.47, St.D = 0.39) and (Female = 3.53, St.D = 0.32), $t(59) = 0.605$, $P = 0.548$. The result revealed that the P value is greater than the 0.05 level of significance. The result suggests that null hypothesis three is accepted.

Discussions

The study's findings revealed that male and female teachers' responses are not statistically different in the facilities required for

Social Studies classroom management to achieve a new world. The implication of this is that the facilities needed for Social Studies classroom management towards achieving a new world include conducive classrooms, projectors, photographs, television, computers, audio-visual aids, models, infographics, cinema, video films, strips, videotape, whiteboards, posters, books, charts, maps, and diagrams. The finding supports Kenan (2019), who revealed: "that there was no statistically significant difference in classroom management skills or levels of self-confidence in education between male and female social studies teachers".

Findings also show that the responses of male and female teachers are not significantly different on the strategies to be adopted for Social Studies classroom management towards achieving a new world. This implies that the system to be adopted for Social Studies classroom management towards achieving a new world by the teachers is to incorporate diversity into the lesson plan and give students freedom and flexibility. Furthermore, the maintenance of consistent communication, practices, and cultural sensitivity, the teachers' adequate subject knowledge and mastery, the use of innovative methods and techniques for teaching, love, and showing concern for all the students by solving their problems. Create all-encompassing classroom rules to control the behaviour of students and the teacher. Also, the punishment for disobedience uses relevant instructional materials to make lessons interesting. Give room for self-direction activities and a learning model for commitment and creativity. In addition, it includes giving room for student-centre teaching/learning to make learning practical and pragmatic; facilitating effective cooperative and collaborative learning among students through the peaceful resolution of problems; being in charge of the classroom by involving students in the process of instruction using signal strategies to control and reward, recognition, appreciation, and communal promotion of well-behaved, uprightness, and academic excellence. The finding supports Güleç and Durmus (2019), who found no significant

variation in classroom management practices among Social Studies teachers based on gender. The finding contradicts the outcome of Ahmed, Ambreen, and Hussain's(2018) study that found that "teachers' gender affects their classroom management".

Finally, the finding revealed that the responses of male and female teachers are not statically different on the strategies to acquiring the facilities needed for Social Studies classroom management towards achieving a new world. This means that plans for acquiring the required facilities for Social Studies classroom management include an increase in funds allocated to education by the government to procure the necessary facilities; the Parents' Teachers' Association (PTA) needs to make provision for a portion of the facilities; philanthropic donations; improvisation of instructional materials by teachers; school authorities need to make provision for modern and appropriate instructional facilities; donations through international connections, and in addition, contributions from old students' associations of each school and religious organizations.

Conclusion

Based on the study's findings, it was concluded that adequate facilities are necessary for Social Studies classroom management to achieve a new world. Also, some of these strategies include the incorporation of diversity into the lesson plan and giving students freedom and flexibility, the maintenance of consistent communication, practices, and cultural sensitivity, the teachers' adequate subject knowledge and mastery, the use of innovative methods and techniques for teaching, love and show concern for all the students by solving their problems need to be adopted by Social Studies teachers for proper classroom management towards achieving a new world. Finally, enough facilities required for Social Studies classroom management towards achieving a new world could be acquired through different strategies such as the increase in funds allocated to education by the government to procure the necessary facilities, the Parents' Teachers' Association (PTA) needs to make provision for a portion of the facilities;

philanthropic donations; improvisation of instructional materials by teachers.

Recommendations

The study recommended that adequate facilities be jointly provided by the government, religious organizations, school authorities, and other concerned and relevant educational stakeholders to achieve a new world through social studies proper from secondary schools. Teachers should be encouraged to use appropriate teaching facilities and classroom management to help achieve a new world.

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