



INFLUENCE OF THE USE OF HUMAN RESOURCES ON TEACHING OF SOCIAL STUDIES IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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ABSTRACT

This study investigated the influence of human resources on the teaching of Social Studies in public secondary schools in Anambra State. Specifically, it examined the influence of teachers' experience, as well as their motivation, on the teaching process. The study was guided by two research questions and two null hypotheses. A descriptive research design was employed. A sample of 200 teachers were used for data collection. Data were collected using two researcher-developed instruments: the "Human Resources Questionnaire (HRQ)" and the "Teaching of Social Studies Questionnaire (TSSQ)." Both instruments were validated by three experts—two from Arts & Social Science Education and one from Educational Measurement and Evaluation, Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus, Anambra State. Reliability was established using Cronbach alpha method, yielding coefficients of .79 and .82 for the HRQ and TSSQ, respectively, indicating high reliability. The instruments were administered and retrieved by the researcher and five research assistants through direct contact with respondents. Data analysis involved the use of mean and standard deviation to address the research questions, while paired sample t-tests were conducted to test the hypotheses at a significance level of 0.05. The results revealed that teachers' experience and motivation significantly influenced the teaching of Social Studies in public secondary schools in Anambra State. Additionally, the findings indicated a high level of influence on human resources on teaching outcomes. Based on these findings, it was recommended that school administrators prioritize hiring qualified and experienced teachers and invest in continuous professional development to enhance instructional quality. Teachers should also be adequately motivated through competitive remuneration, career advancement opportunities, and a supportive working environment. Moreover, curriculum planners should incorporate training on effective human resource utilization in teacher education programs to better prepare future educators.

Keywords: Teachers, Human Resources, Experience, Motivation, Social Studies.

Background to the Study

Education is universally acknowledged as a critical driver of individual and societal development. According to UNESCO (2015), education empowers individuals by providing them with the knowledge, skills, and attitudes necessary to participate effectively in society and contribute to national development. Within this framework, Social Studies has emerged as a vital component of the school curriculum, particularly in Nigeria, where it is designed to inculcate civic competence and moral values among students (Okobia, 2016). The subject aims to produce responsible citizens equipped to address societal challenges and promote sustainable development.



Teachers are widely regarded as the backbone of any educational system. Scholars like Darling-Hammond (2000) argue that the quality of teachers is the most significant determinant of student learning outcomes. In the context of Social Studies, teachers' qualifications and expertise are essential for delivering effective instruction due to the interdisciplinary nature of the subject, which draws from fields such as history, geography, and sociology (Mezieobi, 2012). Teachers who lack adequate training in these areas may struggle to provide students with a comprehensive understanding of Social Studies concepts.

Despite the importance of teacher quality, many Nigerian public secondary schools face a shortage of qualified Social Studies teachers. A study by Adeyemi and Adu (2010) revealed that a significant proportion of teachers in public schools lack the requisite qualifications and experience to handle the subject effectively. This shortage is particularly pronounced in rural areas, where access to professional development opportunities is limited (Ofoegbu, 2004). These challenges have far-reaching implications for the quality of Social Studies education in the country.

Motivation is another critical factor that may influence the performance of teachers. Herzberg's Two-Factor Theory (1968) highlighted the importance of intrinsic and extrinsic factors, such as recognition, job satisfaction, and remuneration, in shaping employee performance. Similarly, Usman (2019) found that motivated teachers are more likely to adopt innovative teaching strategies, engage students actively, and improve learning outcomes. Unfortunately, many Nigerian teachers face low morale due to poor working conditions, irregular payment of salaries, and limited opportunities for professional growth.

In Anambra State, the challenges facing Social Studies education seem to be particularly acute. According to Nwafor and Ugwuanyi (2021), public secondary schools in the state often suffer from overcrowded classrooms, insufficient teaching materials, and a lack of qualified teachers. These factors hinder the ability of schools to provide students with a well-rounded education in Social Studies. Moreover, disparities in resource allocation between urban and rural schools exacerbate the problem, leaving many rural students at a disadvantage (Ezeudu, 2013).

The importance of addressing these challenges cannot be overstated. Research by Udeh and Ike (2018) suggested that improving the quality of human resources in education can significantly enhance student achievement and foster national development. In the context of Social Studies, investing in teacher training and motivation is essential for achieving the subject's objectives of promoting civic competence and social responsibility.

Human resource management in education extends beyond recruitment to include ongoing professional development and support for teachers. As noted by Akinyele (2011), continuous capacity building is critical for equipping teachers with the skills needed to adapt to changing educational demands. For Social Studies teachers in Anambra State, targeted training programs on modern instructional strategies, such as inquiry-based learning and collaborative teaching, could significantly improve teaching effectiveness.



Teacher motivation is also closely linked to student outcomes. Studies by Bennell and Akyeampong (2007) emphasize the role of incentives, such as competitive salaries and career advancement opportunities, in retaining skilled teachers and enhancing their performance. In Anambra State, providing teachers with adequate motivation could help address the high attrition rates and ensure a more stable teaching workforce for Social Studies.

Another dimension of the problem is the limited integration of technology in Social Studies education. According to Yusuf and Balogun (2011), the use of technology in teaching enhances student engagement and facilitates the understanding of complex concepts. However, many public secondary schools in Anambra State lack the necessary infrastructure and trained personnel to implement technology-driven teaching methods effectively. This gap underscores the need for strategic investment in educational technology and teacher training.

The role of policymakers in addressing these challenges is critical. As Ojo and Olaniyan (2014) argue, effective policy interventions are needed to ensure equitable distribution of resources, improve teacher recruitment and training, and enhance working conditions. In Anambra State, such policies could help bridge the gap between urban and rural schools and promote equitable access to quality education.

Parents and community stakeholders also have a role to play in improving Social Studies education. A study by Ige (2011) highlights the importance of community involvement in addressing resource gaps and supporting schools in their efforts to provide quality education. In Anambra State, partnerships between schools and local communities could help mobilize resources and create a more supportive environment for teaching and learning.

In summary, the effective teaching and learning of Social Studies in public secondary schools depend on the availability and utilization of qualified and motivated teachers. As evidenced by research from Adeyemi and Adu (2010), Bennell and Akyeampong (2007), and Nwafor and Ugwuanyi (2021), addressing the challenges of teacher quality and motivation is essential for improving educational outcomes. In Anambra State, targeted interventions, such as professional development programs, improved working conditions, and strategic policy reforms, could help overcome these challenges and ensure that Social Studies fulfills its role in fostering civic competence and national development.

Purpose of the Study

The primary purpose of this study was to investigate the influence of the use of human resources in the teaching of Social Studies in public secondary schools in Anambra State. Specifically, the study sought to:

1. Determine the extent to which teachers' experience influence the teaching of Social Studies in public secondary schools.
2. Examine the influence of teacher motivation on the teaching of Social Studies in public secondary schools.



Research Questions

The study was guided by the following research questions:

1. To what extent do teachers' experience influence the teaching of Social Studies in public secondary schools in Anambra State?
2. How does teacher motivation influence the teaching of Social Studies in public secondary schools in Anambra State?

Hypotheses

The following null hypotheses were formulated and will be tested at a 0.05 level of significance:

1. Teacher experience has no significant influence on the teaching of Social Studies in public secondary schools in Anambra State.
2. Teacher motivation has no significant influence on the teaching of Social Studies in public secondary schools in Anambra State.

METHOD

The design adopted in this study was a descriptive survey design. According to Nworgu (2015), a survey research design is the one which aims at collecting data and describing in a systematic manner the characteristics, features or facts about a given population. The study was carried out in Anambra State which is made up of 21 Local Government Areas 268 public secondary schools divided into six education zones, namely Aguata, Awka, Nnewi, Ogidi, Onitsha and Otuocha education zones.

The population of this study comprised 296 Social Studies subject teachers in the 268 public secondary schools in Anambra State. There was no sample because the population was manageable. The instrument for data collection was a structured instrument by the researcher titled "Human Resources Questionnaire (HRQ)" The instrument was face and construct validated by three experts, two from Arts & Social Science Education and one from Educational Measurement and Evaluation, Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus, Anambra State. Cronbach alpha method was used to ascertain the internal consistency of the instrument and coefficient values .80 and .83 were obtained for the two instruments. The researcher personally administered the questionnaire with the help of six research assistants who were assigned to each of the education zones. Out of the 296 copies of the questionnaire administered, seven were incompletely filled, and six were not returned. Thus, 200 copies (representing 67.57%) were retrieved, with an attrition rate of 96 (representing 32.43%). The data collected from the study were analyzed using descriptive statistics of mean and standard deviation to answer the research questions while t-test was employed to test the two null hypotheses at 0.05 level of significance.

3. The decision rule for interpretation of the mean
4. Very High Extent (VHE) (4) 3.5 - 4.00
5. High Extent (HE) (3) 2.5 - 3.49
6. Low Extent (LE) (2) 1.5 - 2.49
7. Very Low Extent (VLE) (1) 0.5 – 1.49



RESULTS

Research Question 1

To what extent do teachers' experience influence the teaching of Social Studies in public secondary schools in Anambra State?

Table 1: Mean Ratings of Teachers on the Influence of Experience on Teaching of Social Studies

N	Mean	Grand Mean	SD	Remark
200	35.1	3.51	0.528	VHE

Analysis in Table 1 revealed the mean ratings of teachers on the extent of the influence of teachers' experience on the teaching of Social Studies.

The findings indicate that the teachers agreed with the mean rating of 35.1, a grand mean of 3.51, and a standard deviation of 0.528. This showed that teachers' experience significantly influence the teaching of Social Studies in public secondary schools to a **Very High Extent (VHE)**, falling within the range of 3.50–4.00.

Research Question 2

How does teacher motivation influence the teaching of Social Studies in public secondary schools in Anambra State?

Table 2: Mean Ratings of Teachers on the Influence of Teacher Motivation on Teaching of Social Studies

N	Mean	Grand Mean	SD	Remarks
200	38.5	3.85	0.596	VHE

Analysis in Table 2 showed the mean ratings of teachers on the extent of the influence of teacher motivation on the teaching of Social Studies.

The findings indicated that the teachers agreed with the mean rating of 38.5, a grand mean of 3.85, and a standard deviation of 0.596. This indicated that teacher motivation significantly influence the teaching of Social Studies in public secondary schools to a **Very High Extent (VHE)**, with the range of 3.50–4.00.



HYPOTHESIS ONE

Teachers' experience has no significant influence on the teaching of Social Studies in public secondary schools in Anambra State.

Table 3: Paired Sample t-test on the Influence of Teachers' Qualifications and Experience on Teaching of Social studies

Variables	N	Mean	SD	Df	t-value	Sig. (2-tailed)	Decision
Qualifications – TL	200	3.81	0.557	199	16.103	0.000	Significant

Analysis in Table 3 revealed the paired sample t-test result on the influence of teachers' experience. The result showed a p-value of 0.000, which is less than the 0.05 level of significance. Hence, the null hypothesis was rejected. This indicated that teachers' experience have a significant influence on the teaching of Social Studies in public secondary schools.

HYPOTHESIS TWO

Teacher motivation has no significant influence on the teaching of Social Studies in public secondary schools in Anambra State.

Table 4: Paired Sample t-test on the Influence of Teacher Motivation on Teaching of Social Studies

Variables	N	Mean	SD	Df	t-value	Sig. (2-tailed)	Decision
Motivation – TL	200	3.85	0.596	199	17.652	0.000	Significant

Analysis in Table 4 reveals the paired sample t-test result on the impact of teacher motivation. The result shows a p-value of 0.000, which is less than the 0.05 level of significance. Hence, the null hypothesis is rejected. This indicates that teacher motivation significantly impacts the teaching of Social Studies in public secondary schools.

Summary of Findings

1. The findings revealed that teachers' experience influence the teaching of Social Studies in public secondary schools in Anambra State.
2. Teacher motivation significantly influence the teaching of Social Studies in public secondary schools in Anambra State.
3. There is a significant influence of teachers' experience on the teaching of Social Studies in public secondary schools.
4. Teacher motivation significantly influence the teaching of Social Studies in public secondary schools.

DISCUSSION

The findings indicate that teachers' experience significantly influence the teaching of Social Studies. This result aligns with studies by Obi and Akwara (2023), who emphasized that experienced teachers are more likely to implement effective teaching methods, enhancing students' understanding and academic performance.



The findings also revealed that teacher motivation significantly influences the teaching and learning process. As Eze and Nwankwo (2021) noted, motivated teachers tend to exhibit greater enthusiasm and commitment, resulting in better student outcomes. The study further highlighted the importance of extrinsic and intrinsic motivators such as recognition, financial incentives, and professional development opportunities in enhancing teaching effectiveness.

Recommendations

Based on the findings, the following recommendations are made:

- Retention of Qualified Teachers:** The government should ensure that public secondary schools retain well-qualified and experienced teachers to enhance the quality of education.
- Teacher Motivation Programs:** Schools and policymakers should implement robust teacher motivation programs, including financial rewards, professional development workshops, and career growth opportunities.
- Curriculum Improvement:** Curriculum planners should design teacher training programs focusing on equipping teachers with pedagogical skills aligned with modern educational demands.
- Resource Allocation:** The Ministry of Education should prioritize the provision of resources and tools that enhance teaching and learning outcomes in Social Studies.

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**QUESTIONNAIRE
PERCEPTION OF TEACHERS ON THE USE OF HUMAN RESOURCES
QUESTIONNAIRE (PTHRQ)**

INSTRUCTION: Tick (V) within the respondent option that best express your feeling.

Cluster 1: Teachers' Experience on Teaching



S/n	Item description	VLE	LE	HE	VHE
1	Teachers' experience plays a key role in providing an extensive form of education in Social Studies.				
2	Teachers' experience enhances the promotion of student-centered learning in Social Studies.				
3	Teachers with higher experience improve the overall teaching and learning of Social Studies.				
4	Experienced teachers make the teaching and learning of Social Studies more effective.				
5	The lack of experienced teachers in some schools has contributed to a low student-teacher ratio, negatively impacting Social Studies learning outcomes.				

Cluster 2: Teacher Motivation

S/n	Item description	VLE	LE	HE	VHE
6	Motivated teachers are more likely to use available time and resources effectively in teaching Social Studies.				
7	Teacher motivation directly influences the level of student engagement and participation in Social Studies.				
8	A highly motivated teacher is more committed to improving the learning experience in Social Studies.				
9	Motivated teachers are more successful in conveying Social Studies content to students, improving academic performance.				
10	Teachers' intrinsic motivation leads to a more focused and efficient approach in Social Studies instruction.				

Source: Field Study (2025)