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SOCIAL STUDIES LECTURERS' PERCEPTION ON THE EXTENT OF IMPLEMENTATION OF RESEARCH RECOMMENDATIONS TOWARDS EDUCATIONAL DEVELOPMENT OF HIGHER EDUCATION INSTITUTIONS IN DELTA STATE, NIGERIA

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Abstract

This study examined Social Studies lecturers' perception on the extent of implementation of research recommendations to educational development of higher education institutions in Delta State. This study adopted a descriptive survey design. The population of the study comprised all the male and female higher education institutions' Social Studies lecturers in Delta State. As at the time of the study, there was an estimated population of 45 female, and 56 male (101) higher education institutions' Social Studies lecturers in seven (7) higher education institutions in Delta State. Simple random sampling technique was adopted in selecting 30 female social studies lecturers and 40 male social studies lecturers from the higher education institutions in Delta State. Therefore, the sample for the study was 70 Social Studies lecturers. A researcher self-constructed questionnaire was used as instrument for data collection. The instrument was subjected to reliability testing using Cronbach Alpha reliability Coefficient method. The reliability coefficient established was .84. Copies of the questionnaire were administered and retrieved by the researcher with the assistance of two trained research assistants on the spot. Mean and Standard Deviation were used to answer the research questions while Z-test statistical tool was used to test the hypotheses. It was found among others that Social Studies Lecturers perceive that research recommendations are not implemented as expected towards the development of infrastructure, curriculum and staff development in higher education institutions in Delta State. Therefore, it was recommended among others that Delta state government should set up a research committee that will look into modern research to adopt relevant recommendations and forward to government for implementations in different sectors.

Keywords: Educational Development, Implementation, Social Studies Lecturers' Perception, Research Recommendations, and Higher Education Institutions (HEIs)

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Introduction

Social Studies lecturers are core and important actors in the teaching of social studies in higher education institutions (HEIs) – Universities and Colleges of Education. It is believed that since there are no Social Studies disciplines in Polytechnics, there would not be Social Studies lecturers in Polytechnics. In the search of knowledge in Social Studies, the role of the Social Studies teachers for lower basic education level schools (primary 1-3), middle basic education level schools (primary 4-6), upper basic education level schools (JSS 1-3) cannot be underemphasized. The search for knowledge has resulted in the documentation of every vital information that has in one way or the other, contributed in solving some of the challenges bedeviling the World today. Nwogu (2015) posits that man has always searched, and will perhaps continue to search for facts yet unknown to him and for the answers to questions yet unanswered. This assertion gives credence to the concept of research especially in the field of social studies education in particular and education in general. According to Salau (2019), research can be referred to as the scientific field of study that examines education and learn processes and the human attributes, interactions, organizations and institutions that shape educational outcomes. This has been described as research. Maduabum (2017) described research as the formal systematic application of the scientific method to problem solving. Also, raised about observed issues is concerned with finding answers or solutions to questions raised about observed issues or phenomena or events in the environment through systematic and logical procedures. In this context, research could be described as a systematic approach towards finding solutions to problems in education as regards infrastructure, curriculum and staff development. In a related way, Chikwe and Okafor (2019) opined that research is a systematic and purposeful inquiry into problems; this means that the purpose of the inquiry is to find solutions to the problems which hinder progress in a given sector in the society.

On the other hand, a social studies lecturer is referred to any individual professionally trained to teach Social Studies in higher education institutions (HEIs). Such an individual must have qualifications, credentials and certificates in Social Studies Education (Mezieobi & Mezieobi,

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2021). The social studies lecturer with qualifications, credential and certificates in social studies education is referred to as Social Studies Educationist (Mezieobi & Mezieobi, 2021). On the other hand, there are social studies lecturers without qualifications, credentials and certificates in Social Studies education. These social studies lecturers are referred to as Social Studies Educators (Mezieobi & Mezieobi, 2021). They are often used in teaching social studies in HEIs in the absence of social studies educationists.

In another development, Mars (2016) asserts that, researchers in education in general and social studies education in particular often proceed in an orderly manner which starts with identifying a problem, and then going on to identify the variables inherent in the problem to be investigated, pose relevant questions and state testable hypotheses, carry out extensive literature search, develop a design appropriate to the problem of study, carry out some research treatment, collect data and interpret the data after some statistical analysis, report the research findings. In a related way, Chikwe and Okafor (2019) opined that research is a systematic and purposeful inquiry into problems. Adopting a systematic approach, research is fragmented into different stages such as identifying and defining the problems, reviewing literature providing research questions and or formulating hypotheses, designing the study, collecting of data, analyzing of data, drawing conclusion and recommendations (Maduabum, 2017). While these steps are very necessary because each step leads to another, the conclusions and recommendations are said to be very important. The conclusion highlights the findings of the researcher while in the recommendations the researcher suggests what should be done as remedy to the found problems (Nwankwo, 2013). It shows Social Studies researchers' contributions to the problem under study. Recommendations are consistent with the purpose of the study, its objectives, the evidence presented by the data, and the interpretations given. Consequently, the essence of recommendation in research is to proffer solutions to numerous problems for social studies and education development.

Development is the transformation of the society and the emergence of new social and economic organizations are critical indicators of development (Stiglitz in Ewetan & Urhie, 2014). Hence, educational and social studies development could be described as the transformations that take place in educational sector and social studies related sector such as infrastructural, curriculum or

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staff development. One major means of developing social studies and education is through the implementation of government policies which at times are generated through research recommendations. This means that the implementation of research recommendations is significant for educational and social studies development. The word implementation connotes operationalisation of a well-articulated and well intentioned ideas packed as theory. Hence to implement is to put to action packed ideas or theories into reality. Mezieobi cited in Ogar & Awhen (2015) conceptualized the term implementation simply as a process of putting an agreed plan, decision, proposal, idea or policy into effect. It is the bedrock of any plan success or failure. It is the moving force of any plan without which a plan is only good wish or intention.

Basically, implementation of research recommendation is necessary for educational and social studies development. Thus, there ought to be high extent of implementation in education and this can be affirmed by those who are so involved in the process of teaching, which are the Social Studies teachers. Social Studies teachers who benefit directly from Social Studies education growth have over the years been divided with regards to the extent of implementation of research recommendation in Social Studies education. While some Social Studies teachers are of the view that there is a high extent of implementation of research recommendations, others have contrary view. According to Okoroma (2016), there is a low level of implementation of policies and recommendations in educational sector. The problem according to Okoroma (2016) is traceable to the planning stage which comes immediately after policy formulation. Similarly, Ogar & Awhen (2015) opined that the problem facing our different level of educational system is not the formulation of policy or lack of possible solutions to problem but the implementation. On the other hand, Obinna (2017) found that teachers' development and the satisfactory packages that get to teachers is as a result adoptions of policies and recommendations.

However, while there is a contrary opinion on the extent of implementation of research recommendations in educational sector and social studies related sectors, considering its relevance in educational and social studies development, it is worthwhile to ascertain the extent of research recommendations implementation in higher education institutions (HEIs) in Delta State. It is against this backdrop that the researcher deemed it fit to examine Social Studies

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lecturers' perception on the extent of implementation of research recommendations towards educational development of higher education institutions in Delta State.

Purpose of the Study

This study examined Social Studies Lecturers' perception on the extent of implementation of research recommendations towards educational development of higher education institutions in Delta State. Specifically, this study sought to:

1. examine Social Studies Lecturers' perception on the extent of implementation of research recommendations to infrastructural development of higher education institutions in Delta State.
2. ascertain Social Studies Lecturers' perception on the extent of implementation of research recommendations to curriculum development of higher education institutions in Delta State.
3. determine Social Studies Lecturers' perception on the extent of implementation of research recommendations to staff development of higher education institutions in Delta State.

The following research questions were posed:

1. What are the Social Studies Lecturers' perceptions on the extent of implementation of research recommendations towards infrastructural development of higher education institutions in Delta State?
2. What are the Social Studies Lecturers' perceptions on the extent of implementation of research recommendations towards curriculum development of higher education institutions in Delta State?
3. What are the Social Studies Lecturers' perceptions on the extent of implementation of research recommendations towards staff development of higher education institutions in Delta State?

The following null hypotheses were tested at 0.05 levels of significance:

1. There is no significant difference between the mean responses of male and female HEIs' Social Studies Lecturers on the extent of implementation of research recommendations

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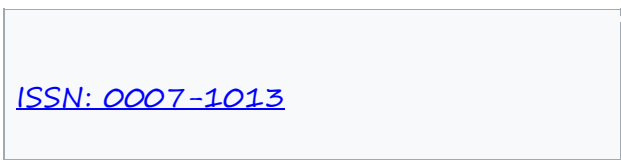
- towards infrastructural development of higher education institutions (HEIs) in Delta State.
2. There is no significance between the mean responses of male and female HEIs' Social Studies Lecturers on the extent of implementation of research recommendations towards curriculum development of higher education institutions in Delta State.
 3. There is no significant difference between the mean responses of male and female HEIs' Social Studies Lecturers on the extent of implementation of research recommendations towards staff development of higher education institutions in Delta State.

Methodology

The study was carried out in Delta State. Descriptive survey research design was adopted for the study. The population of the study comprised all the male and female HEIs' Social Studies Lecturers' in Delta State. As at the time of the study, there was an estimated population of 45 female and 56 male higher education institutions' (HEIs) Social Studies Lecturers in seven higher education institutions in Delta State. Simple random sampling method was adopted in selecting 30 female teachers and 40 male Social Studies Lecturers from the HEIs in Delta State. Therefore, the sample size for the study was 70 (seventy). A researcher-made questionnaire titled "Social Studies Lecturers' Perception on the Extent of Implementation of Research Recommendations towards Educational Development (SSLPEIRRED)" was used for the study to elicit responses from the respondents. The instrument was partitioned into three sections of A, B & C. The three sections were structured in the pattern of five-point rating scale of Very High Extent (VHE-5), High Extent (HE-4), Moderate Extent (ME-3), Low Extent (LE-2) and Very Low Extent (VLE-1). This instrument was face validated by two experts in the Department of Social Science Education in the Faculty of Education, Delta State University, Abraka. The reliability of the instrument was established using Cronbach Alpha Reliability Coefficient to measure the internal consistency of the instrument. To achieve this, 20 male and 20 female HEIs' Social Studies Lecturers from HEIs in Edo State were randomly selected and their responses were computed. The reliability coefficient achieved was 0.84. percentages. Mean and Standard Deviation were used to answer the research questions while Z-test was used to test the hypotheses. It was decided that any item that records a mean of 1.00-1.80 = Very Low Extent

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(VLE), 1.81-2.60 = Low Extent (LE), 2.61-3.40 = Moderate Extent (ME), 3.41-4.20 = High Extent (HE), and 4.21-5.00 = Very High Extent (VHE).

Results and Discussions

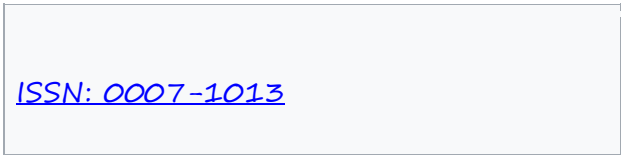
Table 1: respondent’s opinion on Social Studies Lecturers’ perception on the extent of implementation of research recommendations towards infrastructural development of higher education institutions in Delta State.

Male SS Lecturers (n=56)				Female SS lecturers (n=45)			
S/N	INFRASTRUCTURE DEVELOPMENT	M	SD	DECISION	M	SD	DECISION
1	Provision of instructional materials	2.10	.94	LE	2.11	.94	LE
2	Construction of modern classrooms	2.19	.92	LE	1.89	.99	LE
3	Remodeling of library	2.06	.87	LE	2.14	.75	LE
4	Equipping of Library	2.00	.98	LE	2.14	.75	LE
5	Equipping of workshops with automated facilities	1.81	1.02	LE	2.00	.98	LE
6	Digitalization of Library	1.94	.99	LE	2.19	.87	LE
7	Building of computer laboratory	2.25	.92	LE	2.06	.85	LE
8	Equipping of computer laboratory	2.00	.98	LE	3.50	.72	ME
Total		2.04	.95	LE	2.25S	.86	LE

Sources: field survey, 2024

Table 1 on Social Studies lecturers’ perception on the extent of implementation of research recommendations to infrastructural development of higher education institutions in Delta State

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shows that male and female Social Studies lecturers to a low extent agreed that research recommendations are implemented to infrastructural development of higher education institutions in Delta State. This is based on the grand mean scores of 2.04 and 2.25 respectively, which is within the ranges of low extent. Also, the closeness in the Standard Deviation for the two groups which is .95 and .86 shows homogeneity in their responses.

Table 2: respondent’s opinion on Social Studies lecturers’ perception on the extent of implementation of research recommendations towards curriculum development of higher education institutions in Delta State.

Male Lecturers (n=56)				Female lecturers (n=45)			
S/N	CURRICULUM DEVELOPMENT	M	SD	DECISION	M	SD	DECISION
1	Planning of curriculum	2.06	.85	LE	2.25	.92	LE
2	Content development of curriculum	1.89	.99	LE	2.19	.92	LE
3	Recruitment of facilitator for curriculum development	2.14	.75	LE	2.06	.87	LE
4	Adoption of teaching methods	2.11	.94	LE	2.10	.94	LE
5	The use of modern instructional materials	1.81	1.02	LE	2.00	.98	LE
6	Proper classroom management	2.19	.87	LE	1.94	.99	LE
7	Teacher/students relationship	3.48	.69	HE	1.44	.62	VLE
8	Formative evaluation	3.58	.68	HE	1.50	.72	VLE
9	Summative evaluation	2.57	.68	LE	2.47	.51	LE

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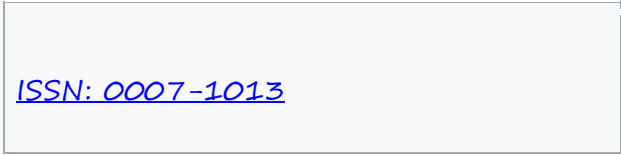
10	Adoption of evaluation strategies	2.65	.67	ME	2.69	.59	ME
11	Supervision of instruction	2.63	.67	ME	2.56	.67	LE
	Total	2.46	.80	LE	2.11	.79	LE

Table 2 on Social Studies lecturers’ perception on the extent of implementation of research recommendations towards curriculum development of higher education institutions (HEIs) in Delta State showed that male and female Social Studies lecturers to a low extent agreed that research recommendations are implemented towards curriculum development of higher education institutions in Delta State. This is based on the grand mean scores of 2.46 and 2.11 respectively, which is within the ranges of low extent. Also, the closeness in the Standard Deviation for the two groups which is .80 and .76 show homogeneity in their responses.

Table 3: respondent’s opinion on Social Studies lecturers’ perception on the extent of implementation of research recommendations towards staff development of higher education institutions in Delta State.

		Male Lecturers (n=56)			Female lecturers (n=45)		
S/N	STAFF DEVELOPMENT	M	SD	DECISION	M	SD	DECISION
1	Training of staff	2.06	.85	LE	2.25	.92	LE
2	Participation in seminars	1.89	.99	LE	2.19	.92	LE
3	Organization of conferences for staff	1.14	.75	VLE	1.06	.87	VLE
4	Provision of textbook for staff	2.11	.94	LE	1.10	.94	VLE
5	Regular remuneration	1.81	1.02	LE	2.00	.98	LE
6	Promotion of staff	2.19	.87	LE	1.94	.99	LE

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Total	1.87	.90	LE	1.76	.94	LE
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Table 3 on Social Studies lecturers’ perception on the extent of implementation of research recommendations toward staff development of higher education institutions in Delta State shows that male and female Social Studies lecturers to a low extent and very low extent respectively agreed that research recommendations are implemented towards staff development of higher education institutions in Delta State. This is based on the grand mean scores of 1.87 and 1.76 respectively, which is within the ranges of low extent and very low extent respectively. Also, the closeness in the Standard Deviation for the two groups which is .90 and .94 show homogeneity in their responses.

Hypothesis 1:

There is no significant difference between the mean responses of male and female Social Studies lecturers on the extent of implementation of research recommendations towards infrastructural development of higher education institutions in Delta State.

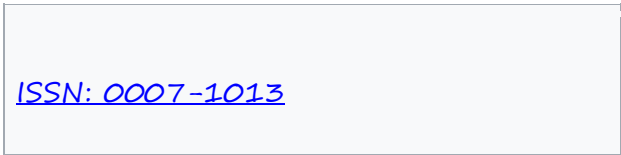
Table 4: z-Test Responses on extent of implementation of research recommendations to infrastructural development.

Category	n	M	SD	z-cal	z-crit	Remark
Male SS lecturers	56	2.04	.95			
Female SS lecturers	45	2.25	.86	2.56	1.96	Significant

Table 4 shows that male Social Studies lecturers had Mean and Standard Deviation scores of 2.04 and .95 respectively, while female Social Studies lecturers had mean and standard deviation scores of 2.25 and .86 respectively. The z-cal value was 2.56, while the z-crit was 1.96 at a .05 level of significance for two tailed test. This result shows that z-cal was greater than z-crit, which means that the null hypothesis was rejected. Thus, there was a significant difference between the mean responses of male and female Social Studies lecturers on the extent of implementation of research recommendations towards infrastructural development of higher education institutions in Delta State.

Hypothesis 2:

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There is no significant difference between the mean responses of male and female Social Studies lecturers on the extent of implementation of research recommendations towards curriculum development of higher education institutions in Delta State.

Table 5: z-Test Responses on extent of implementation of research recommendations to curriculum development

Category	n	M	SD	z-cal	z-crit	Remark
Male SS lecturers	56	2.46	.80			
Female SS lecturers	45	2.11	.79	4.83	1.96	Significant

Table 5 shows that male Social Studies lecturers had mean and standard deviation scores of 2.46 and .80 respectively, while female Social Studies lecturers had mean and standard deviation scores of 2.11 and .79 respectively. The z-cal value was 4.83, while the z-crit was 1.96 at a .05 level of significance for two tailed test. This result shows that z-cal was greater than z-crit, which means that the null hypothesis was rejected. Thus, there was a significant difference between the mean responses of male and female Social Studies lecturers on the extent of implementation of research recommendations towards curriculum development of higher education institutions in Delta State.

Hypothesis 3:

There is no significant difference between the mean responses of male and female Social Studies lecturers on the extent of implementation of research recommendations towards staff development of higher education institutions in Delta State.

Table 6: z-Test Responses on extent of implementation of research recommendations towards staff development

Category	n	M	SD	z-cal	z-crit	Remark
Male SS lecturers	56	1.87	.90			

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Female SS lecturers	45	1.76	.94	1.31	1.96	Not Significant
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Table 6 shows that male Social Studies lecturers had mean and standard deviation scores of 1.87 and .90 respectively, while female Social Studies lecturers had mean and standard deviation scores of 1.76 and .94 respectively. The z-cal value was 4.83, while the z-crit was 1.96 at a .05 level of significance for two tailed test. This result shows that z-cal was greater than z-crit, which means that the null hypothesis was rejected. Thus, there was a significant difference between the mean responses of male and female Social Studies lecturers on the extent of implementation of research recommendations towards curriculum development of higher education institutions in Delta State.

Discussion of Findings

It was revealed in this study that male and female Social Studies lecturers to a low extent agreed that research recommendations are implemented to infrastructural development of higher education institutions in Delta State. This explains that the recommendations from educational research are hardly implemented when it comes to issue concerning infrastructural development of higher education institutions in Delta State. This finding is in consonance with Okoroma (2016) that opined that there is a low level of implementation of policies and recommendations in educational sector.

The study also revealed that male and female Social Studies lecturers to a low extent agreed that research recommendations are implemented towards curriculum development of higher education institutions in Delta State. This finding indicates that the recommendations from educational research are hardly implemented when it comes to issue concerning curriculum development of higher education institutions in Delta State. This is in conformity with Okoroma (2016) that aver that there is a low level of implementation of policies and recommendations in educational sector.

The study finally revealed that male and female Social Studies lecturers to a low extent and very low extent respectively agreed that research recommendations are implemented towards staff development of higher education institutions in Delta State. This finding indicates that the recommendations from educational research are hardly implemented when it comes to issue

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concerning staff development of higher education institutions in Delta State. This is in line with Ogar & Awhen (2015) that opined that the problem facing our different level of educational system is not the formulation of policy or lack of possible solutions to problem but the implementation.

Conclusion

This study concludes that research recommendations are necessary for the development of education in general and Social Studies education in particular. However, Social Studies lecturers and Social Studies teachers who are major beneficiaries have moderate perception on the extent of implementation of recommendations towards educational development. Social Studies lecturers perceive that research recommendations are not implemented as expected towards the development of infrastructure, curriculum and staff development in higher education institutions in Delta State.

Recommendations

The following recommendations were made:

1. The Delta state government should set up a research committee that will look into modern research to adopt relevant recommendations and forward to government for implementations in different sectors.
2. Curriculum planners should consider research recommendations when planning school curriculum so as to implement such recommendations in educational sectors for development.
3. Social Studies lecturers should always update themselves with modern research so that they can be current with modern teaching methods and other things necessary for the development of education. With this, Social Studies lecturers and teachers could become more effective in Social Studies teaching.

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