

**EFFICACY OF NOVEL APPROACHES AND LEARNING RESOURCES IN
ADVANCING SOCIAL STUDIES EDUCATION FOR ENHANCEMENT OF TEACHING
AND LEARNING OUTCOMES IN COLLEGES OF EDUCATION, NORTHWEST,
NIGERIA**

By

RAKIYA FRANCIS TAMBIYI

**Department of Social Studies
Federal College of Education Zaria, Nigeria
08030553577**

Amina Haruna Jumare

**Department of Social Studies
Federal college of education, Zaria, Nigeria
08037012409**

&

Akinlo Segun Titilayo

**Department of Social Studies
Federal College of Education, Zaria, Nigeria
07038968268**

Abstract

This study seeks to investigate and assess the “Efficacy of Novel Approach and Resources in Advancing Social Studies Education for Enhancement of Teaching and Learning outcome in Colleges of Education North West. Nigeria.” The study aimed at addressing the challenges of teaching and learning of Social Studies, as well as to investigate new approaches for improving educational outcome. Four (4) objections, four (4) research questions, and four (4) hypotheses were formulated and some important concepts were clarified. In order to establish the facts on the subject matter, a literature review was made to find out what other scholars have investigated on the issues in the past, Research methodology which include research design, population, sample and sample techniques, research instrument and validation of the instrument were employed for effective collection of data. The study adopted a descriptive survey design. The total population used for the study was 5626 and the sample size was 360 based on the numbers of population from the institutions selected to be use for the study. The instrument used for data collection was a structured questionnaire which was ministered to lecturer and students. The data collected was wereanalyzed using descriptive and inferential statistics, mean and standard deviation was used to answer the research questions while T- Test was used to test the hypothesis. The study recommended that: Standardized professional development program for Social Studies educators should be organized, focusing on novel pedagogical approach technology base learning resources; policy making and education funding agencies should be dedicated in providing the necessary funds for the development and implementation of technology – based learning resources in Social Studies education classroom.

Keywords: Efficacy, Novel Approach, Learning Resources, Social Studies Education.

Introduction

Considerable progress in instructional strategies and educational materials has been made in the twenty-first century, contributing to the overall evolution of education. These improvements have especially benefited social studies education, which is vital for developing civic competence and social responsibility with an emphasis on the Northwest.

As an interdisciplinary field, social studies incorporate information from several academic fields, such as political science, economics, geography, and history, to assist students in gaining a thorough grasp of society concerns (National Council for the Social Studies, 2010). One cannot stress the value of a quality social studies education since it equips students to be aware and involved citizens with the ability to think critically and solve problems.

Levstik and Barton (2011) have critiqued traditional Social Studies teaching techniques for being teacher-centered and rote memorization-based, which can result in disengagement and shallow learning. In response, proponents of student-centered learning and the incorporation of cutting-edge learning materials have been vocal among educational scholars and practitioners. These include project-based learning, digital tools, interactive media, and experiential learning opportunities. Research has indicated that these strategies can improve the effectiveness and engagement of social studies education.

Examining these educational advances is made possible by the unique environment offered by the Northwest area, which consists of multiple states with varied cultural and educational landscapes. This region's education colleges deal with issues such student socioeconomic inequality, varying instructor readiness, and restricted access to contemporary teaching tools. Innovative solutions to these problems could greatly improve the standard of social studies instruction.

Numerous scholarly investigations have emphasized the advantages of using technology into social studies instruction. Diem and Berson (2010) discovered that students' comprehension of historical events and societal issues can be improved through the use of digital storytelling and simulation games. In a similar vein, Swan and Hofer (2013) found that students' spatial thinking and geographic knowledge can be enhanced by geographic information systems (GIS). These cutting-edge resources meet a variety of learning requirements and styles in addition to enhancing interaction in the classroom.

Furthermore, by tying classroom information to real-world experiences, experiential learning strategies like field excursions and service learning have been demonstrated to improve students' comprehension of social studies subjects. These methods motivate pupils to participate in active learning and develop a sense of civic duty.

To sum up, there is a lot of room for improvement in terms of teaching and learning outcomes in social studies education when new teaching strategies and resources are implemented. With the goal of offering insights that could guide educational practices and policy, this study looks into these cutting-edge tactics within the framework of Northwest education colleges. The project is to support the larger objective of enhancing Social Studies instruction and educating students for engaged citizenship by addressing the particular difficulties and taking use of the potential in this area. This study intended to investigate the effectiveness of cutting-

edge methods and educational materials in improving teaching and learning outcomes at colleges of education.

Research Objectives

The specific objectives of this study are to:

The major objective of the study is to investigate the Efficacy of Novel Approaches of Learning Resources in Advancing Social Studies Education for Enhancement of Teaching and Learning Outcome in Northwest, Nigeria. The specific objectives include the followings; To

- i. Assess the adoption of integration of innovative methodologies and the teaching of Social Studied in Colleges of Education in Northwest, Nigeria
- ii. Examine the impact of novel- based learning resources on student engagement and comprehension of Social Studies content in Colleges of Education Northwest, Nigeria.

Research Questions

- i to what extent do the innovative methodologies been adopted and integrated in Social Studies classroom and the teaching of social studies in Northwest Colleges of Education, Nigeria.
- ii to what extend do the novel – based learning resources impacted on student engagement and comprehension of social studies content in College of Education Northwest, Nigeria

Hypotheses

- Ho1 There is no significant difference between the innovative method being adopted and integrated in Social Studies content in Colleges of Education Northwest, Nigeria.
- Ho2 There is no significant difference between the novel- based learning resources and its impact on student engagement and comprehension of Social Studies content in Colleges of Education Northwest Nigeria.

Theoretical Frame work

Social constructivism theory is a learning theory that emphasizes the role of social interactions and cultural context in shaping knowledge construction and understanding, would be used. It proposes that learners actively construct their understanding of the world through interactions with others and with their surroundings. As it recognizes the importance of collaboration, dialogue, and the manipulation of new information to develop meaningful understanding, social constructivism fits well with the study's focus on innovative teaching methods and learning resources (Akpan, Igwe, and Ble, 2020).

Social constructivism can be used as a lens to examine how innovative teaching methods and learning resources influence instructional practices and learning outcomes in the context of the study. According to the theory, interactions between educators, students, and the learning environment are critical in knowledge acquisition and comprehension. Innovations that promote collaborative learning, experiential activities, and active engagement with learning resources can help to improve knowledge social construction.

Technology Integration and Adoption in the Social Studies Classroom

The access to digital learning and the rapid advancement of technology are transforming classrooms in the modern day. In addition to giving teachers easily available data to assist them design high-quality instruction, digital technology may empower students to take an

active role in their education. According to Darling-Hammond, Zieleszinski, and Goldman (2014), teachers that integrate technology into their lessons can see an improvement in student learning and engagement. Additionally, computers can be used to tailor instruction to the requirements of individual students.

Because technology can serve as a "third space" in education—the meeting point of common knowledge and institutional knowledge—and create a "productive cultural space for learning," it may also have sociocultural ramifications (Bhabha, 1994; McCarthey, Kennett, Smith, & West, 2017, p. 49). Furthermore, technology has the ability to inspire and improve student learning in subjects like social studies that students might find less interesting.

Virtual field trips interactive websites, applications and web-based digital libraries are examples of meaningful technology use to supplement social studies curricula. Digital films can be used to promote historical empathy or critical thinking and disciplinary literacy can be facilitated by blogs or photoblogs (Barrow, Anderson, & Horner, 2017).

Benefits of Technology Integration in social studies classroom

1. Enhanced Student Engagement: Using technology to make education more engaging and interactive can help students become more invested in the material they are studying.
2. Enhanced Learning Opportunities: Access to activities outside of the classroom is made possible by virtual field trips, simulations, and multimedia presentations.
3. The acquisition of digital literacy skills involves teaching students how to use internet resources, critically assess information, and conduct research and communicate using technology.etc

Learning Resources

In the context of education, resources are the teaching aids. These could be tangible items like globes, models, or relics; they could also be visuals like pictures, movies, or graphs; they could even be webpages or internet material.

1. The flipped classroom is a pedagogical strategy in which students receive traditional direct instruction outside of the classroom (typically via online lectures or videos), and in-class time is dedicated to tasks like group discussions, hands-on learning, and collaborative problem-solving. Verleger, M. A., Bishop, J. L. (2013).
2. Project-based learning (PBL) is a teaching strategy in which pupils actively participate in personally significant and real-world projects. In PBL projects, students frequently collaborate to resolve a complex issue or respond to a difficult query. Students must use knowledge and abilities from various academic fields as well as critical thinking, problem-solving, and communication abilities to finish the project. This strategy can improve how effectively students apply social studies concepts to real-world situations. etc

Benefits of Learning Resources in Advancing Social Studies Education

- Enhanced Engagement: Innovative approaches, such as gamification and interactive simulations, can increase student engagement by making learning more interactive, immersive, and enjoyable.
- Personalized Learning: Adaptive learning platforms leverage data to tailor content to individual student needs, promoting personalized learning experiences and addressing diverse learning styles, etc.

Challenges of Learning Resources in Advancing Social Studies Education

1. Technology Barriers: Not all students have equal access to technology, potentially exacerbating existing educational inequalities.
2. Pedagogical Shifts: Implementing innovative approaches may require significant changes in teaching methods, which can be challenging for educators.
3. Quality Assurance: The proliferation of digital resources can make it difficult to ensure the quality and accuracy of educational content, etc

Methodology

This study adopted descriptive survey design. A descriptive survey design is usually used to collect information from the entire population or collect data from representative sample drawn from the entire population. The justification for the use of this research design was to get oriented or to be sure of the direction one wants to go and to get there as a researcher.

The sample size for this study is 360 lecturers and NCE II students in Colleges of Education in Northwest. This sample size is adequate for a population of 5626 as recommended by Research Advisor (2010). In order to achieve the sample size from the population, multi-stage sampling technique was used to determine the expected sample size using purposive sampling technique, proportionate sampling technique and convenient sampling technique. A purposive sampling technique was used to select four Colleges of Education with highest number of lecturers and NCE II in Northwest as indicated in the table below. Proportionate sampling technique was used to allocate the sample size to each of the College of Education. This was done by dividing the total number of the respondents (lecturers and NCE II students) by the total population of the four selected colleges of education, multiplied by the sample size. Convenient sampling technique was used to sample respondents (lecturers and students) in each college of education at the study areas based on their willingness and readiness to complete self-administered questionnaire. The main reason for using convenience sampling technique is due to its easy accessibility of respondents (Creswell, 2014; Etika, Musa and Alkassim, 2016).

The instrument for data collection was closed ended questionnaire. A 4-point Likert scale closed Questionnaire was designed and administered to respondents. The 4-Point Likert scale was rated as Strongly Agree (SA) = 4; Agree (A) = 3; Disagree (D) = 2; and Strongly Disagree (SD) = 1. The questionnaire was given to the students and lecturers to assess the Efficacy of Novel Approaches and Learning Resources in Advancing Social Studies Education for Enhanced Teaching and Learning Outcomes in Federal Colleges of Education.

The data collected was analyzed using descriptive and inferential statistics. Mean and standard deviation was used to answer the research questions on a bench mark of 2.5 and above for agree while one sample t-test was used to test the stated hypotheses where SPSS version 23.0 was also used in order to retain and reject the formulated hypotheses at 0.05 level of significance.

Research question one: To what extent do the innovative methodologies been adopted and integrated in social studies classroom and the teaching of social studies in Northwest Colleges of Education, Nigeria?

This research question was answered using descriptive statistics of means and standard deviations. The result of the analysis is presented in Table 1.

Table 1: Mean score of respondents on the extent to which innovative methodologies is adopted and integrated in social studies classroom and the teaching of social studies in Northwest Colleges of Education, Nigeria

Category	N	Mean	Std. Deviation
Students	265	3.58	0.32
Lecturers	95	3.66	0.24
Grand mean	360	3.62	0.28

Decision/benchmark mean = 2.50

Table 1 presents the mean scores of respondents (students and lecturers) on the extent to which the innovative methodologies is being adopted and integrated in social studies classroom and the teaching of social studies in Northwest Colleges of Education, Nigeria. The students' category has a sample size of 265, with a mean score of 3.58 and a standard deviation of 0.32. This indicates that the majority of students have a moderate level of agreement on the integration of novel pedagogical approaches, with a relatively small variation in their responses (standard deviation of 0.32). The Lecturers' category has a sample size of 95, with a mean score of 3.66 and a standard deviation of 0.24. This suggests that lecturers have a slightly higher level of agreement compared to students, with an even smaller variation in their responses (standard deviation of 0.24). From the analysis, the mean score of the two categories (students and lecturers) were found to be higher than the index score of 2.50 for agree, this can also be seen in the grand mean value found to be higher than the index score for agree (3.62 > 2.50) with standard deviation of 0.28. This implies that novel pedagogical approaches have been moderately integrated into social studies education within Northwest colleges of Education.

Research Question Two: To what extent do the novel – based learning resources impacted on student engagement and comprehension of social studies content in College of Education Northwest, Nigeria? This research question was answered using descriptive statistics of means and standard deviations. The result of the analysis is presented in Table 2.

Table 2: Mean score of respondents on the extent to which the novel-based learning resources impacted on student engagement and comprehension of social studies content in College of Education Northwest, Nigeria

Category	N	Mean	Std. Deviation
Students	265	3.52	0.33
Lecturers	95	3.64	0.25
Grand mean	360	3.58	0.29

Decision/benchmark mean = 2.50

Table 2 presents the mean scores of respondents (students and lecturers) on To what extent do the novel – based learning resources impacted on student engagement and comprehension

of social studies content in College of Education Northwest, Nigeria. The students' category has a sample size of 265, with a mean score of 3.52 and a standard deviation of 0.33. This indicates that the majority of students have a moderate level of agreement on the influence of technology-based learning resources on their learning experiences and outcomes, with a relatively small variation in their responses (standard deviation of 0.33). The Lecturers' category has a sample size of 95, with a mean score of 3.64 and a standard deviation of 0.25. This suggests that lecturers have a slightly above moderate level of agreement (mean score closer to 4) on the influence of technology-based learning resources, with an even smaller variation in their responses (standard deviation of 0.25). From the analysis, the mean score of the two categories (students and lecturers) were found to be higher than the index score of 2.50 for agree, this can also be seen in the grand mean value found to be higher than the index score for agree (3.58 > 2.50) with standard deviation of 0.29. This implies that technology-based learning resources have a positive influence on students' learning experiences and outcomes in social studies.

Hypotheses Testing

Table 3: One sample t-test on the difference between the innovative method being adopted and integrated in social studies content in Colleges of Education Northwest, Nigeria

Variable	N	Mean	SDev	t-val	Df	p-value
Extent to which the innovative method been adopted and integrated into social studies education within Northwest colleges of Education.	360	3.62	0.28	28.564	358	0.000

Table 3 presents the results of a one-sample t-test examining the extent of the innovative method being adopted and integration in social studies education within Northwest colleges of Education. The test yielded a t-value of 28.564 with 358 degrees of freedom, indicating a highly significant result ($p < 0.000$). The observed significance level of 0.000 is well below the conventional threshold of 0.05, providing strong evidence to reject the null hypothesis. This suggests that the respondents overwhelmingly believe that there is a significant difference in the extent to which novel pedagogical approaches are integrated into social studies education within Northwest colleges of Education. Therefore, the null hypothesis stating that there is no significant difference in the extent of integration is rejected, indicating a significant difference in the extent of integration.

Hypothesis two: Technology-based learning resources have no significant influence on students' engagement and comprehension of social studies content. This null hypothesis was tested using inferential statistics of one sample t-test. The result of the analysis is presented in Table 4.

Table 4: One sample t-test on the difference between the novel - based learning resources and its impact on student engagement and comprehension of Social Studies content in Colleges of Education Northwest Nigeria.

Variable	N	Mean	SDev	t-val	Df	p-value
novel-based learning resources have no significant influence and its impact on student engagement and comprehension	360	3.58	0.29	27.042	358	0.000

Table 4 presents the results of a one-sample t-test examining the novel-based learning resources have no significant influence on students' engagement and comprehension of social studies content. The test yielded a t-value of 27.042 with 358 degrees of freedom, indicating a highly significant result ($p < 0.000$). The observed significance level of 0.000 is well below the standard level of 0.05, providing strong evidence to reject the null hypothesis. This suggests that the respondents overwhelmingly believe that technology-based learning resources have significant influence on students' engagement and comprehension of social studies content. Therefore, the null hypothesis stating that novel-based learning resources have no significant influence on students' engagement and comprehension of social studies content is rejected, indicating a significant influence on students' engagement and comprehension.

Discussion of findings

This study assesses the Efficacy of Novel Approaches and Learning Resources in Advancing Social Studies Education for Enhancement of Teaching and Learning Outcomes in Colleges of Education, Northwest, Nigeria. From the analysis of results of hypotheses one, two, the following findings were discussed. The finding of hypothesis one in this study reveals that there is a significant difference in the extent to which Innovative methodology are integrated into social studies education within Northwest colleges of Education. The result of data analysis on hypotheses one illustrates that the $t = 28.564$, $df = 358$, $p = 0.000$, which indicates that the probability value (p) is less than the alpha level ($p > 0.05$). This shows that Innovative methodology is integrated to a significantly varying extent in social studies education within Northwest colleges. The finding of this study contradicts the findings of Kwegyiriba, Awudja, Babah, & Mensah (2020) who found that most of the tutors did not use appropriate pedagogical approaches to affect the teaching and learning of Social Studies. Furthermore, the Social Studies teachers did not exhibit enough pedagogical content knowledge of teaching-learning strategies which significantly enhances the Social Studies instructional process in the classroom. The findings is supported by Mensah (2022) who stated that the essence of the achievement of curriculum objectives depends on its pedagogical approaches. The outcome of this research will positively impact on Social Studies students and tutors of colleges of education and the nation as a whole since the classroom dynamics would yield the expected outcomes for national development. The findings is also in line with Fullan, & Stiegelbauer (1991) who are of the view that achieving effective pedagogical approaches is a complex process. According to them, pedagogical approaches consist of the process of putting into practice an idea, programme, or set of activities and situations new to the people expected to change.

The finding of hypothesis two reveals that novel-based learning resources have significant influence on students' engagement and comprehension of social studies content. The result of data analysis on hypotheses two illustrates that the $t = 27.042$, $df = 358$, $p = 0.000$, which indicates that the probability value (p) is less than the alpha level ($p > 0.05$). This shows that

technology-based learning resources significantly enhance students' engagement and comprehension of social studies content. This finding corroborates with that of D'Angelo (2018) who stated that students are able to collaborate with peers using digital platforms, explore creativity through technological features, engage in higher-order thinking processes, participate in inquiry-based learning, synthesize information from multiple sources and establish a sense of online social presence. While implementing technology into the curriculum shifts the learning environment to being more student-centered, instructors play an integral role in guiding understanding, offering assistance and taking the necessary steps to ensure that students are present and reaching their learning goals. The finding is also supported by Wallace-Spurgin (2019) who stated that technology engages students behaviorally, emotionally and cognitively. The finding is also supported by Buckingham (2003) who stated that incorporating digital technologies into the classroom can lead to profound advances in student engagement and learning which can ensure that students are keeping up with the demand of a technology-based world.

Conclusion

The researchers' findings indicate that novel approaches and learning resources have the potential to significantly enhance teaching and learning outcomes in social studies education in Northwest colleges of education. However, the varying extent of integration of these approaches highlights the need for a more comprehensive and standardized approach to teacher training and curriculum development. This would ensure that all students have access to innovative and effective learning experiences, regardless of their institution or location. Technology-based learning resources were found to significantly enhance students' engagement and comprehension of social studies content, underscoring the importance of harnessing technology to create interactive, immersive, and personalized learning experiences that cater to diverse learning styles. This, in turn, improves academic outcomes and fosters a deeper understanding of social studies concepts. However, educators' perceptions and attitudes towards novel teaching approaches vary significantly, highlighting the need for targeted professional development and support to address individual concerns and build a collective understanding of the benefits and implementation strategies for innovative pedagogies. This would foster a cohesive and effective teaching community.

Contributions to Knowledge

The study has contributed to the body of literature in the following ways:

1. Innovative methodology contributes to the understanding of dissemination and adoption of innovative teaching methods in social studies education within Northwest colleges.
2. Novel-based learning resources significantly improve academic outcomes and deepen students' understanding of complex social studies concepts. This is made possible because students are given the opportunity for the advancement of not only Social Studies knowledge base content, but knowledge that can advance the society at large.

Recommendations

On the findings of the study, the following recommendations are put forward:

1. College Administrators and Department Heads should develop a standardized professional development program for social studies educators, focusing on innovative

methodology and novel-based learning resources significantly enhance teachers and students' engagement and comprehension of social studies content.

2. Policy Makers and Education Funding Agencies should be dedicated infunding for the development and implementation of technology-based learning resources in social studies classroom.

Acknowledgements: Special thanks to tertiary education trust fund (TETFUND) for financing the conduct of this research through Institution-Based Research (IBR) Initiative.

References:

- Akpan, V. I., Igwe, U. A., & Ble, I. (2020). Social constructivism: Implications on teaching and learning. *British Journal of Education*, 8(8), 49-56.
- Barron, B., et al. (2015). *Advancing the learning sciences through teacher education: Policy, design, and research*. Routledge.
- Barton, K. C., & Levstik, L. S. (2004). *Teaching history for the common good*. Routledge.
- Bishop, J. L., & Verleger, M. A. (2013). The flipped classroom: A review of the research. *Educational Technology Research and Development*, 61(2), 249-264.
- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Learning Policy Institute
- Diem, R. A., & Berson, M. J. (2010). Technology in retrospect: Social studies and the age of the digital history. *Social Education*, 74(3), 135-136.
- Kwegyiriba, A., Awudja, J. C., Babah, P. A., & Mensah, R. O. (2020). Pedagogical approaches in the social studies instructional process in western region colleges of education, Ghana
- Levstik, L. S., & Barton, K. C. (2011). *Doing history: Investigating with children in elementary and middle schools*. Routledge.
- McCarthy, S., Kennett, J., Smith, M., & West, M. (2017). *Teaching by Example: Integrating Technology into Social Studies Education Courses*. ERIC (ED568442).
- National Council for the Social Studies. (2013). *The college, career, and civic life (C3) framework*