



Influence of Teachers' Characteristics on the Implementation and Achievement of Social Studies Curriculum Objectives in Upper Basic Schools in the Federal Capital Territory (FCT), Abuja, Nigeria

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ABSTRACT

The study analyzed the implementation of the Social Studies curriculum in Upper Basic Schools in the Federal Capital Territory (FCT), Abuja, focusing on teacher characteristics and the achievement of curriculum objectives. Utilizing a descriptive survey research design, data were gathered from 108 purposively selected Social Studies teachers using the validated Social Studies Implementation Questionnaire (SSIQ), which had a reliability coefficient of 0.841. Findings revealed generally high curriculum implementation with impressive levels in lesson planning ($M = 4.05$), interactive teaching ($M = 4.18$), and relevance of lessons ($M = 4.22$). However, resources ($M = 3.48$) and school support ($M = 3.55$) were moderate. The overall achievement of curriculum objectives averaged 2.86, with the highest rated being the development of technology-oriented students ($M = 3.43$). Notably, gender did not significantly impact implementation, while urban location and factors such as age, qualification, and experience did show significant effects. The study concluded that while curriculum implementation is satisfactory, it suffers from resource limitations and weaknesses in achieving cultural heritage and national unity objectives. Recommendations included enhancing instructional resources, institutional support, professional development for teachers, and emphasizing cultural diversity and national unity.

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INTRODUCTION

Social Studies was formally introduced into the school curriculum following its success in addressing social issues in Britain, America, and Nigeria in the late 1960s. Its early development, particularly after the First and Second World Wars, was associated with the need to promote respect for constituted authority, obedience to parents, respect for elders, protection of public property, regard for human life, and responsible participation in societal development (Olatide, 2024).

In Nigeria, the 1969 National Curriculum Conference in Lagos represented a major turning point in educational development, as it marked an

attempt to move the educational system away from its colonial orientation and use education as an instrument for national consciousness, self-reliance, and national development. The conference emphasized national unity, citizenship education, national consciousness, nationalism, and national reconstruction, which subsequently provided a foundation for Nigeria's educational objectives (Oluwalola, Olaoluwa & Ojo, 2022). These objectives include fostering national consciousness and unity, inculcating appropriate values and attitudes for individual and societal survival, developing an understanding of the environment, and equipping individuals with the knowledge, skills, and competencies required to

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live productively and contribute meaningfully to society (Etuk, 2022).

Against this background, Social Studies education occupies a significant position in the Nigerian school curriculum because it is designed to address individual and societal needs through the development of desirable values, attitudes, knowledge, skills, and competencies. The introduction of additional areas of study into Social Studies at the primary and secondary school levels was motivated by the need to achieve these broader national educational objectives (Bayram & Pala, 2024).

Accordingly, Social Studies focuses on self-realization, improved human relationships, national consciousness and unity, as well as social, cultural, economic, political, scientific, and technological development. Its major objectives include developing national consciousness and commitment as essential ingredients for nation-building, inculcating social values and skills for effective participation in social life, developing intellectual abilities for understanding the immediate and wider environment, and fostering rational thinking for practical purposes (Shuaibu & Shaibu, 2020). Fidelis, Essien, Veronica and Blessing (2020) further emphasize that Social Studies is arguably the subject within the Nigerian educational system most suited to addressing societal issues in a comprehensive and educationally meaningful manner.

The extent to which these objectives can be achieved, however, depends largely on effective curriculum implementation. Curriculum implementation involves translating the intended curriculum into actual teaching and learning experiences, usually through the interaction of teachers and students in the classroom (Pozas & Letzel-Alt, 2023). Teachers are central to this process because their knowledge, professional preparation, experience, pedagogical skills, and instructional competence influence how curriculum content is interpreted and delivered to learners. Teacher participation in curriculum development can improve curriculum quality, enrich learning activities, and enhance the value of the curriculum (Tep, 2024). Similarly, excluding teachers from curriculum planning and

development can create a disconnect between curriculum intentions and classroom instruction because teachers ultimately determine the learning experiences provided to students (Tran & O'Connor, 2024). Effective implementation therefore requires teachers to employ appropriate instructional strategies and relevant educational resources while also encouraging students to actively participate in learning, interaction, and discussion of Social Studies content (Uchechi, 2021).

The role of teachers in curriculum implementation makes teachers' qualifications, experience, and instructional competence particularly important. Teachers' qualifications provide the professional and academic foundation necessary for understanding curriculum content and applying appropriate pedagogical approaches. Teaching experience may enhance teachers' familiarity with learners, subject matter, classroom situations, and instructional challenges, while instructional competence enables teachers to select and effectively apply appropriate teaching strategies, resources, assessment techniques, and classroom-management practices. These characteristics are particularly relevant to Social Studies because the subject requires instructional approaches that promote critical thinking, value clarification, social interaction, problem-solving, citizenship, and the application of knowledge to real-life societal issues. Thus, examining teachers' qualifications, experience, and instructional competence as predictors of curriculum implementation is essential for determining whether the intended objectives of Social Studies are being translated into meaningful learning outcomes in Upper Basic Schools.

Curriculum assessment is also essential to determining the extent to which curriculum implementation is achieving its intended purposes. Assessment involves gathering information and using it as a basis for making rational decisions about curriculum implementation (Mbia, Micheal & Lucia, 2022). It may include evaluating instructional materials, determining the effectiveness of teaching strategies, and making decisions concerning



learners' performance and opportunities. Saliu (2020) similarly describes curriculum assessment as a systematic process of collecting and evaluating data to determine the value, merit, and significance of a curriculum and to establish whether its implementation requires improvement, modification, or innovation.

In this sense, curriculum assessment serves as a quality-control mechanism for ensuring that educational resources and instructional processes are appropriately utilized to achieve desired outcomes. Nathan (2022) also maintains that evaluation provides information for rational curriculum decisions, thereby improving implementation and promoting the achievement of intended results. Likewise, Gamage, Dehideniya and Ekanayake (2021) characterize curriculum assessment as a systematic process of collecting data and applying value judgments to determine the worth and merit of a curriculum and to identify areas requiring improvement, modification, or innovation.

Despite the intended contribution of Social Studies to national development, evidence suggests that its curriculum has not always been effectively implemented in Nigerian schools. Msheliza, Ahmadu and Polisha (2021) report that Social Studies instruction has not been adequately administered to provide learners with the knowledge, facts, and ideas required to develop positive values and attitudes necessary for individual and societal survival. Aboho and Usman (2025) similarly observe that inadequate implementation of Social Studies instruction has limited students' acquisition of the information and concepts needed to develop desirable values and attitudes.

The consequences are reflected in persistent social problems such as disrespect for elders and constituted authorities, dishonesty, corruption, religious and ethnic crises, murder, arson, examination malpractice, drug abuse, cultism, indiscipline, and other maladaptive behaviours. Ekiugbo (2024) likewise identifies drug abuse, cultism, indiscipline, banditry, Boko Haram, dishonesty, corruption, religious crises, ethnic and tribal conflicts, murder, arson, examination malpractice, and other maladaptive

behaviours as continuing societal challenges associated with inadequate realization of the expected outcomes of Social Studies education.

These challenges raise important questions concerning the factors responsible for the effectiveness or otherwise of Social Studies curriculum implementation in schools. Since teachers are the principal agents through whom the intended curriculum is translated into classroom experiences, their professional qualifications, years of teaching experience, and instructional competence may have significant implications for the quality of curriculum implementation and students' attainment of curriculum objectives. Where teachers possess appropriate qualifications, adequate experience, and strong instructional competence, they may be better positioned to interpret curriculum content, select suitable teaching methods and resources, engage learners actively, assess learning effectively, and connect Social Studies concepts with contemporary societal issues. Conversely, deficiencies in these teacher-related characteristics may contribute to ineffective curriculum implementation and limited attainment of the intended learning outcomes.

The situation is particularly significant in Upper Basic Schools in the Federal Capital Territory (FCT), Abuja, where Social Studies is expected to contribute to the development of responsible, knowledgeable, socially competent, and patriotic citizens. Nigeria continues to face challenges relating to ethnicity, inadequate cooperation, weak national unity, lack of patriotism, corruption, indiscipline, and other forms of maladaptive behaviour. These challenges strengthen the need for effective Social Studies instruction capable of shaping learners' attitudes and values towards responsible citizenship and nation-building. As Ekiugbo (2024) notes, the failure to implement Social Studies effectively can limit learners' acquisition of the knowledge, concepts, values, and attitudes required for individual and societal survival.

Therefore, there is a need to examine teacher-related factors that may influence the implementation of the Social Studies curriculum and the achievement of its intended objectives.



Specifically, investigating teachers' qualifications, teaching experience, and instructional competence as predictors of Social Studies curriculum implementation can provide empirical evidence on the extent to which these variables contribute to effective curriculum delivery. Furthermore, examining their predictive relationship with students' achievement of curriculum objectives can help determine whether the quality of teacher preparation and classroom instruction translates into the desired educational outcomes. Such evidence is particularly important for informing teacher development, curriculum planning, instructional improvement, assessment practices, and educational policy in the FCT, Abuja.

Against this background, this study seeks to examine the extent to which teachers' qualifications, experience, and instructional competence predict the implementation of the Social Studies curriculum and students' achievement of its stated objectives in Upper Basic Schools in the Federal Capital Territory, Abuja.

Research Questions

1. What is the level of implementation of Social Studies curriculum objectives in Upper Basic Schools in the FCT, Abuja?
2. What is the level of achievement of Social Studies curriculum objectives among students in Upper Basic Schools in the FCT, Abuja, as rated by Social Studies teachers?
3. Is there a significant difference in the implementation of Social Studies curriculum objectives based on teachers' gender, age, educational qualification, teaching experience, and school location?
4. Is there a significant difference in teachers' ratings of the achievement of Social Studies curriculum objectives based on teachers' gender?

Research Hypothesis

The following null hypotheses were tested at the 0.05 level of significance:

H₀₁: There is no significant difference in the implementation of Social Studies curriculum

objectives based on teachers' gender in Upper Basic Schools in the FCT, Abuja.

H₀₂: There is no significant difference in the implementation of Social Studies curriculum objectives based on teachers' school location in Upper Basic Schools in the FCT, Abuja.

H₀₃: There is no significant difference in the implementation of Social Studies curriculum objectives based on teachers' age, educational qualification, and teaching experience in Upper Basic Schools in the FCT, Abuja.

H₀₄: There is no significant difference in teachers' ratings of the achievement of Social Studies curriculum objectives based on teachers' gender in Upper Basic Schools in the FCT, Abuja.

Research Methodology

The study adopted a descriptive survey research design to examine the implementation of the Social Studies curriculum in Upper Basic Schools in the Federal Capital Territory (FCT), Abuja, with particular attention to teachers' characteristics and curriculum implementation. The study was conducted in FCT, Abuja, located in the North-Central zone of Nigeria. The choice of the study area was informed by concerns about students' relatively low performance in Social Studies at the Basic Education Certificate Examination (BECE). The population comprised all the Social Studies teachers in Upper Basic Schools in the FCT. A total sample of 108 Social Studies teachers was selected using purposive sampling.

Data were collected using the Social Studies Implementation Questionnaire (SSIQ) developed by the researchers. The questionnaire was used to obtain information on teachers' characteristics, Social Studies curriculum implementation practices, and teachers' ratings of the achievement of Social Studies curriculum objectives. The instrument was subjected to face and content validation by three experts in Social Studies education and educational measurement and evaluation. Its internal consistency was established using Cronbach's alpha, which yielded a reliability coefficient of 0.841, indicating



satisfactory internal consistency. Data were analyzed using descriptive statistics, including mean and standard deviation, as well as inferential statistics. Independent-samples t-test and one-way analysis of variance (ANOVA) were employed to determine whether teachers' characteristics significantly influenced curriculum implementation and achievement of curriculum objectives. Hypotheses were tested at the 0.05 level of significance.

RESULTS AND DISCUSSION OF THE FINDINGS

Results

Table 1 and Table 2 establish that age, qualification, teaching experience, and location significantly influence implementation, while gender does not.

Demographic Characteristics

Table 1: Demographic Characteristics of Social Studies Teachers

Variable	Category	Frequency (f)	Percentage (%)
Gender	Male	56	58.9
	Female	52	48.1
	Total	108	100
Age	21–30 years	22	20.3
	31–40 years	33	30.6
	41–50 years	39	36.1
	51 years and above	14	13.0
	Total	108	100
Qualification	NCE	38	35.2
	B.Ed/B.Sc. Ed	48	44.4
	M.Ed/M.Sc. Ed	13	12.1
	Ph.D	9	8.3
	Total	108	100
Location	Urban	61	56.5
	Rural	47	43.5
	Total	108	100
Teaching Experience	1–5 years	25	23.1
	6–10 years	15	13.9
	11–15 years	18	16.7
	16 years and above	50	46.3
	Total	108	100

Source: Research Fieldwork, 2025.

The results indicate that Social Studies curriculum implementation was generally at a high level across most of the assessed indicators.

Coverage of required curriculum topics recorded a mean of 4.12, indicating that teachers reported substantial attention to the prescribed curriculum content. Effective use of lesson plans also

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recorded a high mean of 4.05, suggesting that lesson planning constituted an important component of curriculum delivery.

Table 2: Teachers' Characteristics and Curriculum Implementation

Teacher Characteristic	Group/Source	N	Mean	SD	t/F-value	p-value	Decision
Gender	Male	56	3.45	0.62	1.21	0.228	Not Significant
	Female	52	3.32	0.58			
Location	Urban	61	3.60	0.55	2.45	0.016*	Significant
	Rural	47	3.28	0.64			
Age	Between Groups				3.12	0.029*	Significant
Qualification	Between Groups				3.89	0.011*	Significant
Experience	Between Groups				4.56	0.005*	Significant

Source: Research Fieldwork, 2025. *Significant at $p < 0.05$.

The highest implementation rating was recorded for the relevance of Social Studies lessons to students' real-life experiences, with a mean of 4.22. This suggests that teachers generally attempted to connect classroom instruction with situations and experiences familiar to learners. The use of interactive teaching methods also recorded a high mean of 4.18, indicating reported use of learner-participatory approaches in classroom instruction.

Teacher confidence in curriculum delivery recorded a mean of 4.15, while student understanding and learning assessment and assessment and feedback each recorded approximately 4.00. Completion of the curriculum within the allocated time recorded 3.89, also indicating a high level of implementation. However, not all aspects of implementation were equally strong.

The availability and use of instructional resources recorded a comparatively lower mean of 3.48, interpreted as moderate, while school support recorded 3.55, also interpreted as moderate. These two areas therefore constitute important implementation gaps. The findings suggest that although teachers reported strong performance in curriculum coverage, lesson planning, interactive instruction and curriculum

relevance, resource availability and institutional support may constrain effective implementation. Thus, the answer to Research Question One is that Social Studies curriculum implementation was generally high, but weaknesses remained in instructional resources and school-level support.

Table 3 provides the dependent-variable evidence on achievement of Social Studies curriculum objectives. The results demonstrate that achievement of Social Studies curriculum objectives was uneven. The overall mean of 2.86 was reported as indicating a generally high/moderate level of achievement in the manuscript. However, examination of individual objectives reveals considerable variation.

The objective concerning equipping students to live effectively in the modern age of science and technology recorded the highest mean of 3.43. Similarly, the objective of raising students who can think independently, respect the norms of others, and respect the dignity of labour recorded a relatively high mean of 3.35. These results suggest that teachers perceived stronger achievement in objectives associated with adaptation to contemporary society, independent thinking, social tolerance, and responsible attitudes.



Table 3: Achievement of Social Studies Curriculum Objectives

S/N	Social Studies Curriculum Objective	Mean	SD	Decision
1	Equipping students to live effectively in the modern age of science and technology	3.43	0.97	High Extent
2	Developing and projecting Nigerian culture, arts and language as well as the world's cultural heritage	2.31	0.27	Low Extent
3	Raising a generation who can think for themselves, respect the norms of others, and respect the dignity of labour	3.35	0.79	High Extent
4	Fostering the unity of Nigeria, with emphasis on the common ties that unite Nigerians despite their diversities	2.34	0.27	Low Extent
Total Average		2.86	0.58	High Extent

Source: Research Fieldwork, 2025.

In contrast, the objective concerning the development and projection of Nigerian culture, arts and language and the world's cultural heritage recorded a substantially lower mean of 2.31. The objective concerning fostering Nigerian unity, with emphasis on the common ties that unite Nigerians despite their diversity, also recorded a low mean of 2.34. The results therefore show that achievement was not uniform across the curriculum objectives. Objectives related to science and technology and individual/social

behaviour received stronger ratings, whereas cultural heritage and national unity received weaker ratings. This finding is particularly important because these latter objectives are central to the broader social and civic purposes of Social Studies education identified in the study.

Table 4 links teacher characteristics directly with achievement of curriculum objectives. It shows a statistically significant difference between male and female teachers' ratings of objective achievement.

Table 4: Gender and Achievement of Social Studies Curriculum Objectives

Variable	N	Mean	SD	t-value	df	Sig. (2-tailed)	Decision
Male Teachers	56	3.42	0.55	2.04	106	.044*	Significant
Female Teachers	52	3.18	0.60				

Source: Research Fieldwork, 2025. *Significant at $p < 0.05$.

The findings show that teachers' characteristics did not have a uniform relationship with curriculum implementation. Gender did not produce a statistically significant difference in curriculum implementation. Male teachers recorded a mean of 3.45 compared with 3.32 for female teachers, with $t = 1.21$ and $p = .228$. Since $p > .05$, the difference was not statistically significant. Therefore, the result does not provide sufficient evidence that male and female teachers differed significantly in their reported level of curriculum implementation.

School location, however, produced a statistically significant difference. Urban teachers

recorded a mean of 3.60 compared with 3.28 among rural teachers, with $t(106) = 2.45$ and $p = .016$. The difference indicates that teachers in urban schools reported higher curriculum-implementation ratings than teachers in rural schools. This finding may be considered alongside the study's finding that instructional-resource availability and school support were among the comparatively weaker implementation areas.

Age also showed a statistically significant difference, $F = 3.12$, $p = .029$. Educational qualification produced $F = 3.89$, $p = .011$, while teaching experience produced $F = 4.56$, $p = .005$. Since all three p -values are below

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.05, the null hypotheses relating to these characteristics would be rejected at the 0.05 level. However, the ANOVA results only establish that differences exist among the groups. They do not establish which specific age, qualification or experience groups differ from one another. Therefore, the manuscript should not state that

“higher qualifications and greater teaching experience tend to support more effective curriculum delivery” unless appropriate group means and, preferably, post-hoc comparisons are provided. The current statistical results support significant group differences, but not that specific directional conclusion.

Table 5: Teachers' Curriculum Implementation Practices

Implementation Indicator	Mean	Interpretation
Coverage of required curriculum topics	4.12	High
Effective use of lesson plans	4.05	High
Availability/use of instructional resources	3.48	Moderate
Use of interactive teaching methods	4.18	High
Student understanding/learning assessment	≈4.00	High
Assessment and feedback	≈4.00	High
School support	3.55	Moderate
Completion within allocated time	3.89	High
Relevance of lessons to students' real-life experiences	4.22	High
Teacher confidence in curriculum delivery	4.15	High

Source: *Research Fieldwork*, 2025.

The results show a statistically significant gender difference in teachers' ratings of the achievement of Social Studies curriculum objectives. Male teachers recorded a mean of 3.42 (SD = 0.55), while female teachers recorded a mean of 3.18 (SD = 0.60). The independent-samples t-test yielded $t(106) = 2.04$ and $p = .044$. Because $p < .05$, the difference is statistically significant at the 0.05 level. The result therefore indicates that the male and female teacher groups differed significantly in their ratings of the achievement of curriculum objectives.

Importantly, this result should not be interpreted as demonstrating that students taught by male teachers objectively achieved more than students taught by female teachers. The data reported in the manuscript are teachers' ratings, not independently measured student achievement scores. Therefore, the appropriate interpretation is that gender was significantly associated with teachers' assessments of curriculum-objective achievement.

Table 5 supports the measurement of curriculum implementation and helps explain the mechanisms through which teachers' characteristics may affect curriculum delivery.

Findings of the Study

Based on the results of the study, the following findings were established:

1. Social Studies curriculum implementation was generally high. Teachers reported high levels of curriculum coverage, lesson planning, interactive teaching, assessment, completion of curriculum content within the allocated time, relevance of lessons to students' real-life experiences, and confidence in curriculum delivery.
2. Instructional resources and school support constituted comparatively weaker areas of curriculum implementation. Availability and use of instructional resources recorded a mean of 3.48, while school support recorded a mean of 3.55, both of which were lower than most of the other implementation indicators.



3. Achievement of Social Studies curriculum objectives was uneven across the assessed objectives. The objectives relating to effective living in the modern age of science and technology and developing independent thinking, respect for others and dignity of labour received relatively higher ratings.
4. The objectives relating to Nigerian culture, arts and language, world cultural heritage, and national unity received relatively lower ratings. Their means of 2.31 and 2.34 respectively indicate areas in which achievement of the stated Social Studies objectives requires greater attention.
5. Gender did not produce a statistically significant difference in curriculum implementation. Male teachers recorded a mean implementation rating of 3.45 compared with 3.32 for female teachers, with $t = 1.21$ and $p = .228$.
6. School location produced a statistically significant difference in curriculum implementation. Urban teachers recorded a higher implementation mean of 3.60 than rural teachers, who recorded 3.28, with $t(106) = 2.45$ and $p = .016$.
7. Teachers' age was significantly associated with differences in curriculum implementation, with an ANOVA result of $F = 3.12$ and $p = .029$.
8. Educational qualification was significantly associated with differences in curriculum implementation, with $F = 3.89$ and $p = .011$.
9. Teaching experience was significantly associated with differences in curriculum implementation, with $F = 4.56$ and $p = .005$.
10. Gender produced a statistically significant difference in teachers' ratings of the achievement of Social Studies curriculum objectives. Male teachers recorded a mean of 3.42, compared with 3.18 for female teachers, with $t(106) = 2.04$ and $p = .044$.
11. Teacher-related and contextual factors did not operate uniformly across all dimensions of the study. Gender was not significantly associated with curriculum implementation but was significantly associated with teachers' ratings of curriculum-objective achievement, whereas age, educational qualification, teaching

experience, and school location were significantly associated with curriculum implementation.

DISCUSSION OF THE FINDINGS

The study found that Social Studies curriculum implementation was generally high, as teachers reported high levels of curriculum coverage, lesson planning, interactive teaching, assessment, timely completion of content, relevance of lessons to students' real-life experiences, and confidence in curriculum delivery. This suggests that teachers were generally committed to translating curriculum requirements into classroom practice. The finding agrees with Aboho and Usman (2025), who reported considerable implementation of the Social Studies curriculum in Universal Basic Education in Taraba State. It also supports Tran and O'Connor (2024), who emphasized teachers' curriculum competence and active role in translating curriculum intentions into classroom practice, and Tep (2024), who highlighted the importance of teachers in curriculum development and implementation. Gamage et al. (2021) further noted that curriculum evaluation helps determine the extent to which curriculum intentions are reflected in educational practice.

However, instructional resources and school support were comparatively weaker aspects of implementation, with means of 3.48 and 3.55, respectively. This suggests that although teachers were implementing the curriculum relatively well, inadequate resources and institutional support could constrain effectiveness. The finding supports Ekiugbo (2024), who emphasized activity-based approaches and learner participation in Social Studies, and Msheliza et al. (2021), who stressed the importance of appropriate administration and support for effective Social Studies instruction. It also agrees with Pozas and Letzel-Alt (2023), who identified supportive and collaborative professional environments as important to effective teaching.

Achievement of Social Studies curriculum objectives was uneven. Objectives concerning effective living in the modern age of



science and technology, independent thinking, respect for others and dignity of labour received relatively higher ratings. This reflects the socializing and developmental purposes of Social Studies identified by Bayram and Pala (2024). It is also consistent with Ekiugbo (2024), who emphasized active participation in Social Studies learning, and Fidelis et al. (2020), who described Social Studies as an instrument for societal reform.

However, objectives relating to Nigerian culture, arts and language, world cultural heritage, and national unity recorded lower ratings, with means of 2.31 and 2.34. This is concerning because Social Studies is expected to promote cultural awareness and national consciousness. Shuaibu and Shaibu (2020) emphasized the role of Social Studies in developing national consciousness, while Etuk (2022) linked educational objectives to national development. Olatide (2024) and Oluwalola et al. (2022) similarly emphasized the need for curriculum review and reform to ensure that Social Studies responds adequately to changing national and societal needs.

Gender did not significantly influence curriculum implementation, as the difference between male and female teachers was not statistically significant. This suggests that male and female teachers generally implemented the curriculum at comparable levels. The finding is consistent with the emphasis of Tran and O'Connor (2024) on curriculum competence rather than demographic characteristics as a basis for effective curriculum enactment.

In contrast, school location significantly influenced curriculum implementation, with urban teachers recording a higher mean than rural teachers. This difference may reflect disparities in instructional resources, infrastructure, professional development, and institutional support between urban and rural schools. The finding reinforces Saliu's (2020) view of curriculum evaluation as a means of identifying areas requiring quality improvement and Gamage et al.'s (2021) position that curriculum evaluation can reveal contextual factors affecting educational effectiveness.

Teachers' age, educational qualification, and teaching experience were also significantly associated with curriculum implementation. These differences may reflect variations in pedagogical knowledge, curriculum competence, professional exposure, familiarity with classroom practices and capacity to adapt curriculum content to learners' needs. The findings support Tran and O'Connor's (2024) emphasis on teacher curriculum competence and Tep's (2024) recognition of the importance of teacher preparation and professional development in curriculum implementation.

Finally, gender significantly influenced teachers' ratings of the achievement of Social Studies curriculum objectives, with male teachers recording a higher mean than female teachers. This finding differs from the non-significant gender difference observed for curriculum implementation and indicates that implementation practices and perceived achievement of curriculum objectives are distinct dimensions. Gamage et al. (2021) and Nathan (2022) emphasized the importance of distinguishing curriculum processes from educational outcomes when evaluating curriculum effectiveness. The result should therefore be interpreted as a difference in teachers' perceptions of objective achievement rather than evidence that one gender necessarily produces better learner outcomes.

Thus, the findings show that Social Studies curriculum implementation was generally satisfactory but was constrained by weaknesses in instructional resources, school support and the achievement of some cultural and national-development objectives. Teacher and contextual characteristics did not operate uniformly: gender was unrelated to implementation but significantly related to perceived objective achievement, while age, qualification, teaching experience and school location were associated with implementation. The findings therefore support the need for improved instructional resources and institutional support, continuous teacher professional development, greater emphasis on cultural heritage and national unity, and efforts to reduce urban-rural disparities in curriculum implementation. These conclusions are consistent



with the broader roles of curriculum evaluation and assessment in identifying weaknesses and informing educational decision-making (Saliu, 2020; Mbia et al., 2022; Nathan, 2022).

CONCLUSION

The study concludes that the implementation of Social Studies curriculum objectives in Upper Basic Schools in FCT, Abuja is influenced by teacher and contextual characteristics such as age, educational qualification, teaching experience, and school location, while gender does not significantly impact implementation. However, gender does affect teachers' ratings of curriculum achievement and instructional methods. Although some objectives are being met, there is uneven achievement across various goals, with scientific adaptation and respect for others rated positively, while Nigerian cultural heritage and national unity receive lower ratings. Recommendations for improving outcomes include enhanced teacher training, learner-centred teaching approaches, better resources, and stronger institutional support.

RECOMMENDATIONS

Based on the study findings, the following recommendations are made for enhancing Social Studies instruction:

1. Strengthen the provision of instructional resources, including textbooks, digital materials, and teaching aids.
2. Provide better institutional support for Social Studies teachers through instructional supervision and professional development.
3. Promote national unity and peaceful coexistence through classroom activities addressing cultural diversity.
4. Future studies should include direct measures of student achievement to corroborate teacher ratings.

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