

# Assessing the Inculcation and Internalization of the 21<sup>st</sup>-Century Skills among Social Studies Teachers and Primary Schools Pupils in Plateau State, Nigeria

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## ABSTRACT

The study examined the inculcation and internalization of 21st Century skills among Social Studies teachers and primary schools' pupils in Plateau State, Nigeria. Four (4) research questions were raised and two hypotheses were formulated to guide the study. A descriptive survey was employed and the research population comprised of 800 Social Studies teachers across the state out of which 120 were sampled for the research. 4,200 pupils were in the classes of the 120 Social Studies teachers sampled but only 1,200 were randomly sampled (10 pupils per class) and their behaviour observed. A semi-structured interview, checklist and questionnaire were used to collect data for the study. The collected data were analyzed using frequency, mean, standard deviation and independent sample t-test. The findings revealed a moderate knowledge level and inculcation of 21st Century skills knowledge among Social Studies teachers investigated in the study. Also, the study found that low internalization and demonstration of the 21st Century skills among primary school pupils examined. The study therefore, recommended that, Government should provide adequate support for refresher training for Social Studies teachers to improve their knowledge and skills on the inculcation of 21st Century skills components. Also, educational policy makers should develop clear guidelines and standard for integrating the 21st Century skills into the primary school curriculum for pupils' benefits.

**Key words:** 21st Century skills, Demonstration, Inculcation, Internalization, Social Studies.

## BACKGROUND OF THE STUDY

The demand for 21st-century skills in education has gained significant attention in recent years, as educators and policymakers worldwide recognize the need for students to acquire competencies that align with the rapidly evolving global landscape. These skills include critical thinking, creativity, collaboration, communication, and digital literacy, which are vital for success in modern economies and societies (Voogt and Pareja Roblin, 2019). Many countries, especially in Europe, North America, and parts of Asia, have already made considerable progress in embedding 21st-century skills in their educational systems. For instance, Finland, Singapore, and the United States have implemented robust frameworks to equip teachers with the necessary tools and knowledge to integrate these competencies into the curriculum (Care, Kim and Vista and Anderson, 2019). Despite these advancements globally, many developing countries, particularly in Africa, are still grappling with challenges in fully integrating 21st-century skills into their educational frameworks, especially in subjects like social studies (Akyeampong, Lussier, Pryor and Westbrook, 2020). The 21<sup>st</sup> Century skills according to Jacob (2020), refers to a broad knowledge, skills, character traits acquired within subject-area knowledge and instruction which equips students to enjoy a high quality of life, work and relationship by being resilient, intentional, creative and confident in life. Social Studies education, with its interdisciplinary focus on understanding historical, cultural, and societal phenomena, serves as a critical domain for the cultivation of these skills (National Council for the Social Studies, 2010). However, there remains a need to assess the extent to which Social Studies teachers are effectively integrating and inculcating these skills into their teaching practices to ensure that students are adequately prepared for the demands of the 21<sup>st</sup> century.

The 21st century has brought about rapid technological advancements, globalization, and shifts in the nature of work, all of which necessitate a re-evaluation of the skills students need to succeed in the modern world.

Traditional academic knowledge alone is no longer sufficient; instead, there is a growing recognition of the importance of equipping students with a set of competencies collectively known as 21<sup>st</sup>-century skills. These skills include critical thinking, communication, collaboration, creativity, and problem-solving, among others. Within the educational landscape of Plateau State, Nigeria, Social Studies serve as a vital platform for fostering the development of these essential skills. Social Studies education goes beyond rote memorization of facts and figures; it encourages students to engage critically with societal issues, communicate effectively, collaborate with peers, think creatively, and solve real-world problems. Consequently, Social Studies teachers play a pivotal role in not only imparting knowledge but also inculcating these crucial 21<sup>st</sup>-century skills among their students. Social Studies, as a subject, plays a vital role in the development of 21<sup>st</sup>-century skills. It provides a platform to engage students in critical discussions about civic responsibilities, ethics, social justice, and cultural awareness—key components of global citizenship (Anderson and Krathwohl, 2020). Teachers, therefore, act as catalysts in imparting these skills. Research has indicated that teachers' proficiency in the integration of 21<sup>st</sup>-century skills in classroom instruction is crucial for students' academic and personal development (Care, Kim, Vista, and Anderson, 2019). However, despite this recognition, the extent to which social studies teachers in primary schools, particularly in Africa, incubate and internalize these skills remains under explored. This is especially significant in countries like Nigeria, where education systems face challenges in adequately preparing teachers to implement modern pedagogical practices that foster 21<sup>st</sup>-century (United Nations, 2022).

A study by Adewale and Ibrahim (2020) surveyed Social Studies teachers and found that while many acknowledged the significance of 21<sup>st</sup> Century skills, there were discrepancies in their understanding of specific competencies and their implications for classroom practice. Some teachers demonstrated a solid grasp of the concept of these skills and recognized their importance for student success, while others had a limited understanding or misconceptions about their relevance. Additionally, findings from focus group discussions conducted by Okafor (2021) revealed that teachers often faced challenges in translating their awareness of these skills into actionable strategies within the classroom context. Factors such as curriculum constraints, lack of professional development opportunities, and pressure to focus on standardized testing were cited as barriers to effectively integrating these skills into teaching and learning.

A study by Onyeka and Okeke (2020) investigated the instructional practices of Social Studies teachers and found that while many educators recognized the importance of the 21<sup>st</sup> Century skills, there were variations in the degree to which these skills were integrated into classroom activities. Some teachers demonstrated a proactive approach, incorporating collaborative group work, project-based learning, and inquiry-based instruction to promote the development of 21<sup>st</sup>-century skills among their students. However, others relied primarily on traditional teaching methods focused on content delivery, thereby limiting opportunities for skill development. Furthermore, findings from classroom observations conducted by Adeyemi (2022) highlighted the diverse strategies employed by Social Studies teachers to inculcate 21<sup>st</sup>-century skills. Educators who emphasized student-centered learning and experiential activities were more successful in fostering the development of critical thinking, communication, and collaboration skills among their students. Conversely, teachers who adhered strictly to lecture-based instruction tended to prioritize content coverage over skill development, resulting in limited opportunities for students to practice and apply these skills in authentic contexts.

A study by Oladeji and Abubakar (2020) explored teacher perceptions and practices related to 21<sup>st</sup> Century skills integration and found that while many educators recognized the importance of these skills, internalization varied among individuals. Teachers who had undergone professional development workshops or training sessions on these skills tended to demonstrate a deeper understanding and integration of these skills into their instructional practices. They actively sought out opportunities for collaborative learning, critical inquiry, and real-world applications, fostering an environment conducive to the development of 21<sup>st</sup>-century skills among their students. Conversely, teachers who had not received formal training on these skills often struggled to internalize the principles of skill-based learning. They tended to rely on traditional teaching methods focused on content delivery and assessment, with limited emphasis on skill development. As a result, opportunities for students to engage in critical thinking, communication, and collaboration were scarce, hindering their ability to develop these essential competencies. Furthermore, findings from classroom observations conducted by Yakubu (2022) revealed that teachers who internalized the principles of these skills

learning were more adept at creating inclusive and engaging learning environments. They encouraged student voice and autonomy, provided meaningful feedback, and facilitated collaborative discussions, thereby empowering students to take ownership of their learning and develop a range of 21st-century skills in the process.

A study by Mohammed and Ibrahim (2021) surveyed teachers to identify their preferred approaches to promoting 21st-century skills in the classroom. Findings revealed that project-based learning was widely regarded as an effective strategy for fostering critical thinking, problem-solving, and collaboration among students. Teachers appreciated the opportunity for hands-on, inquiry-based learning experiences that allowed students to engage deeply with content and develop real-world skills. Additionally, findings from focus group discussions conducted by Adeyemi and Yusuf (2022) highlighted the importance of incorporating technology into instruction as a means of promoting 21<sup>st</sup>-century skills. Teachers recognized the potential of digital tools and resources to enhance communication, creativity, and information literacy skills among students. They emphasized the need for professional development opportunities to build their own digital literacy skills and integrate technology seamlessly into the curriculum. Furthermore, collaborative learning emerged as another effective strategy for integrating 21<sup>st</sup>-Century skills into the curriculum, as evidenced by the findings of a study by Ahmed (2020). Teachers valued the opportunity for students to work together in small groups, engage in meaningful dialogue, and learn from one another's perspectives. Collaborative activities such as group projects, discussions, and peer feedback sessions were perceived as effective ways to promote communication, teamwork, and interpersonal skills among students.

In Plateau State, Nigeria, the effective integration of 21<sup>st</sup>-century skills within the Social Studies curriculum is paramount for equipping students with the competencies necessary to thrive in today's rapidly changing world. However, there is a lack of comprehensive understanding regarding the extent to which Social Studies teachers in Plateau State have successfully internalized and incorporated these essential skills into their teaching practices. This knowledge gap poses a significant challenge as it hinders efforts to ensure that students receive a relevant and effective education that prepares them for success in the 21<sup>st</sup> century. Therefore, there is an urgent need to conduct a thorough assessment of the inculcation and integrating of 21<sup>st</sup>-century skills among Social Studies teachers in Plateau State, Nigeria.

### **Statement of the problem**

The existing literature on the integration of 21<sup>st</sup>-century skills among Social Studies teachers in Plateau State, Nigeria, is notably sparse. While there may be studies examining general teacher preparedness or professional development initiatives in the state, there is a conspicuous absence of research specifically focusing on the integration of 21<sup>st</sup>-century skills within the Social Studies classrooms. Consequently, there exists a significant research gap in understanding the current level of proficiency, challenges, and opportunities related to the inculcation and integrating of 21<sup>st</sup> -century skills among Social Studies teachers in Plateau State. Closing this gap is imperative for informing targeted interventions and strategies aimed at enhancing teacher effectiveness and ultimately improving student outcomes in the state. Against the backdrop and the resultant effect of it as observed inadequacies in the societies, there is the need for a thorough assessment of how teachers' teaching the pupils in the classroom teach consciously with the knowledge of these skills and how it's been inculcated into the pupils towards an inclusive, life-long and self-reliance education in Nigeria. Hence, this proposal tends to address this through a baseline survey.

### **Research Objectives**

The objectives of the study are to:

1. Examine the teacher's level of knowledge on the inculcation of the 21<sup>st</sup> Century skills during teaching and learning
2. Examine the extent at which the teacher inculcates and integrates these skills during teaching and learning process.
3. Examine the extent at which students are internalizing and exhibiting the 21<sup>st</sup> Century skills.

4. Examine teacher's perception on some suggested strategies for effective inculcation and integration of 21<sup>st</sup> Century skills during teaching and learning processes.

### Research Questions

1. What is the level of teachers' knowledge in the inculcation of the 21<sup>st</sup> Century skills during teaching and learning processes?
2. To what extent do the teachers inculcate and integrate some components of the 21<sup>st</sup> Century skills during the teaching and learning processes?
3. To what extent do the students demonstrate the internalization of the 21<sup>st</sup> Century skills inculcated in them by their teachers in the classrooms?
4. How do the teachers perceive some of the suggested strategies for the inculcation and integrating of 21<sup>st</sup> Century skills during teaching learning processes?

### Statement of Hypothesis

1. There is no significant difference between the extent at which teachers integrate, inculcate and pupils demonstrate the internalized 21<sup>st</sup> century skills components during teaching-learning process.
2. There is no significant difference between teachers' level of knowledge of 21<sup>st</sup> century skills and the inculcation/integration of the skills during the teaching and learning processes.

### METHODOLOGY

This study employed descriptive survey design. However, it combined qualitative and quantitative information to comprehensively describe the inculcation, demonstration and internalization of 21<sup>st</sup> century skills by the Social Studies teachers and pupils in primary schools in Plateau State, Nigeria. The population consists of 800 Social Studies teachers cut across the three senatorial zones of the State. The sample size consists of 120 Social Studies teachers were selected using stratified random sampling. The population was divided into three strata, based on the senatorial zone and 40 teachers were selected from each senatorial zone. For the pupils, 4,200 were in the classes of the 120 Social Studies teachers sampled but only 1,200 were randomly sampled (10 pupils per class) and their behaviour were observed in a cluster form. A structured interview schedule, observation checklists and questionnaire were used as the instruments for data collection. The Social Studies teachers were interviewed to explore their knowledge and experiences relating to 21<sup>st</sup>-century skills components on 4-point ratings. The observation checklist was used also to assess both the teachers and pupils on inculcation, internalization and demonstration of the 21<sup>st</sup> century skills during teaching-learning. Furthermore, the questionnaire was used to sample teachers' opinion on strategies to inculcate the skills. The instruments were used during the classroom teaching exercise in order to determine the level of pupils' internalization of the skills on a 4-point rating scale. The observed 21<sup>st</sup> century skills as classified as 8 Cs by Jacob (2020) were critical thinking, creativity, collaboration, communication, culture/citizenship, connectivity/character education, computing technology and career learning. The instruments were validated by experts in the field and also subjected to reliability test, a reliability index of 0.76 was obtained using Cronbach alpha method which adjudge the instrument to be reliable. Descriptive statistics and inferential statistics were used to analyse the data using SPSS version 25. The descriptive such as frequency, mean and standard deviation provide answers to the research questions while t-test was used to test the formulated hypotheses at 0.05 significance level. Furthermore, the mean ratings per each item of the instruments that is the structured interview and observation checklist were classified as < 2-point low, above 2 but < 2.50 moderates while  $\geq 2.50$  but < 3.5 as high and  $\geq 3.50$  to 4-point as very high.

### RESULTS

**Research question 1:** What is the level of teachers' knowledge on the inculcation of the 21<sup>st</sup> Century skills

during teaching and learning?

Table 1: Mean Rating on the Level of Teachers’ Knowledge on Inculcation of 21<sup>st</sup> Century skills

s/n	Teachers’ knowledge of inculcating 21 <sup>st</sup> Century skills	1	2	3	4	Mean	Rating Remark
1	The teachers are well-informed about the importance of integrating 21 <sup>st</sup> century skills into teaching and learning.	45	45	30		1.87	Low
2	Teachers possess sufficient knowledge about various strategies for incorporating 21 <sup>st</sup> century skills in their teaching methods.	60	45	10	5	1.67	Low
3	There is confident in teachers’ ability to assess students' development of 21 <sup>st</sup> century skills.	35	50	30	5	2.04	Moderate
4	The teachers are actively seeking professional development opportunities related to 21 <sup>st</sup> century skills inculcation.	25	55	25	10	2.29	Moderate
5	There is continuous update knowledge on best practices for inculcating 21 <sup>st</sup> century skills.	30	40	50		2.17	Moderate
	<b>Overall Mean</b>					<b>2.01</b>	

Source: Field Work, 2024.

The table presents frequency and mean of the structure interview conducted on the items relating to the level of teachers’ knowledge on the inculcation of 21<sup>st</sup> Century skills during teaching and learning process. The result of the interview schedule and the interaction with the teachers were based on five items and 4-point scale to ascertain teachers’ knowledge indicating, two items with low rating and three items with moderate knowledge rating. The overall mean was 2.01 indicating a moderate knowledge on the level of teachers’ knowledge on inculcation of 21<sup>st</sup> century skills. The overall mean was below 2.50 decision point. This therefore, indicated that teachers’ level of knowledge on the inculcation of 21<sup>st</sup> Century skills was below average. Further interaction showed that, there is a knowledge gap among Social Studies teachers on how to facilitate/inculcate the development of 21<sup>st</sup> Century skills among primary school pupils.

**Research question 2:** To what extent do the teachers inculcate some components of 21<sup>st</sup> Century skills into the pupils during teaching and learning processes?

Table 2: Mean of the Observation Checklist on the Inculcation of Components of 21st Century Skills by the Teachers

s/n	Teacher inculcation of 21st Century skills components	1	2	3	4	Mean	Rating Remark
1	Teachers consistently incorporate opportunities for students to develop 21 <sup>st</sup> Century skills	20	80	20		2.00	Moderate
2	There is provision of constructive feedback to students addressing the development of 21 <sup>st</sup> Century skills.	35	55	30		1.96	Low
3	Teachers use effectively model 21 <sup>st</sup> Century skills such as communication and collaboration in the classroom.	30	50	35	1	2.12	Moderate
4	There is a created supportive environment that	35	40	45		2.08	Moderate

	encourages the practice of 21 <sup>st</sup> Century skills among students.						
5	Teachers actively engage students in activities promoting the application of 21 <sup>st</sup> Century skills.	20	35	65		2.37	Moderate
	<b>Overall mean</b>					<b>2.12</b>	

Source: Field Work, 2024.

The table present the frequency and mean rating of the observation checklist on the extent at which teachers inculcate some components of the 21<sup>st</sup> Century skills into the pupils during teaching-learning process. The teachers were rated based on five question items in which four of the items were rated moderate and one was rated low based on the 2.50 decision point. The overall mean was 2.12 indicating a moderate extent at which some components of the 21<sup>st</sup> Century skills were inculcated during the teaching of pupils. The implication is that the 21<sup>st</sup> Century skills were not optimally inculcated to the pupils during lessons.

**Research question 3:** To what extent do the pupils demonstrate the internalized 21<sup>st</sup> Century skills inculcated by the teacher in the classroom?

Table 3: Mean Rating of Pupils Demonstration of the Internalized Components of 21<sup>st</sup> Century skills Inculcated.

s/n	Internalized 21 <sup>st</sup> Century skills components	NE (1)	SE (2)	E (3)	HE (4)	Mean	Rating Remark
1	Critical thinking	696	444	60	0	1.46	Low
2	Collaboration	322	504	324	0	1.96	Low
3	Communication	504	564	132	0	1.68	Low
4	Culture/citizen Education	396	624	180	0	1.82	Low
5	Creativity and innovation	540	540	120	0	1.66	Low
6	Connectivity/character education	780	276	144	0	1.48	Low
7	Career learning	540	456	204	0	1.71	Low
8	Computing Technology	696	420	84	0	1.48	Low
	<b>Overall mean rating</b>					<b>1.66</b>	

Source: Field Work, 2024. Key: No Evident (NE), Some Evident (SE), Evident (E), Highly Evident (HE)

The table presents the extent of pupils demonstrating the internalized 21<sup>st</sup> Century skills inculcated by the teachers in the classroom. Eight components of 21<sup>st</sup> Century skills were observed by the researchers and expected to be internalized. The result indicated low mean rating across all the components observed. Some of the aspect of critical thinking observed includes how pupils identify and develop their own analysis and interpretation of current events, find relationships, evaluate etc. during the lessons. The collaborative aspects include listening to one another and contributing their ideas, work with pupils from diverse cultures, be a team member towards achieving a goal etc. The communication skills observed among others were how pupils express themselves orally with evidences from the learning contents and materials. The culture and citizenship revealed how pupils respect others and celebrate diversities. The creativity x-ray how pupils explore and initiate new ideas of doing things or solving problems. Connectivity/character education shows the level of honesty, self-regulation, perseverance, empathy, self-confidence demonstrated during the learning processes. Computing technology centred on how pupils understand digital tools usage like computers, smartphones, smartwatch etc. Career learning aspects observed were career awareness, knowledge, setting goals etc. The

overall mean was 1.66 which implies that the 21<sup>st</sup> Century skills components internalized were in a low state of being demonstrated by the pupils. The implication is that, there is a wide gap as the pupils are not currently abreast with the 21<sup>st</sup> Century skills which are being highly demanded for problem-solving and life-long education.

**Research question 4:** How do the teachers perceive the suggested strategies for inculcation and demonstration of the 21<sup>st</sup> Century skills during teaching learning processes?

Table 4: Mean Response on teachers’ perception of some suggested strategies

s/n	Suggested Strategies for demonstration and inculcation of 21 <sup>st</sup> Century skills	1	2	3	4	Mean	
1	Collaborating with other teachers to reinforce 21 <sup>st</sup> Century skills across subjects is crucial.	30	35	50	5	2.29	Moderate
2	Integrating real-world examples into lessons to illustrate the relevance of 21 <sup>st</sup> Century skills.	15	45	40	20	2.58	High
3	Providing professional development focused on integrating 21 <sup>st</sup> Century skills into teaching practices.	15	15	70	15	2.88	High
4	Allocating dedicated time within the curriculum for teaching and practicing 21 <sup>st</sup> Century skills.	15	60	40	5	2.33	Moderate
5	Encouraging peer-to-peer learning and mentoring to enhance students' 21 <sup>st</sup> Century skills.	10	35	45	30	2.83	High
	<b>Overall mean</b>					<b>2.58</b>	

Source: Field Work, 2024.

The table presents the mean response on teachers’ perception on the suggested strategies for inculcation of the 21<sup>st</sup> Century skills into the pupils. Five suggestions were presented out of which two were moderately rated while the other three suggestions were rated high. Hence, the result revealed that integrating real-world examples to illustrate the 21<sup>st</sup> Century skills into lessons, providing professional development platforms and peer-to-peer learning and mentoring will enhance students’ 21<sup>st</sup> Century skills internalization. The overall mean of 2.58 implies that the suggested strategies would provide path ways towards enhancing the inculcation and integrating the 21<sup>st</sup> Century skills by the teachers thereby promoting their internalization by the pupils.

**Testing of hypothesis**

**Hypothesis 1:** There is no significant difference between teachers’ level of knowledge of 21<sup>st</sup> century skills and integration/ inculcation of the skills during the teaching and learning processes.

Table 5: t-test Result on the significant difference between teachers’ knowledge and integration/inculcation of 21<sup>st</sup> Century Skills

	N	Mean	Std. Dev	T	df	Sign (p-value)
Teachers’ knowledge of 21 <sup>st</sup> century skills	120	2.01	.245	.748	118	.476
Teachers’ integration/inculcation of 21 <sup>st</sup> century skills	120	2.11	.161			

The table present the t-test result on the significant difference between teachers’ level of knowledge and integration/inculcation of the 21<sup>st</sup> century during teaching-learning process. The hypothesis was rejected since the p-value of 0.476 was greater than the 0.05 level of significance. Therefore, it was concluded that there is no

significant difference between the teacher’s level of knowledge and the integration/inculcation of 21<sup>st</sup> century skills during their teaching learning processes.

**Hypothesis 2:** There is no significant difference between the extent to which teachers’ incultation of the 21<sup>st</sup> Century skills and pupils’ demonstration of internalized 21<sup>st</sup> century skills

Table 6: t-test Result on significant difference between Teachers Incultation and Pupils Demonstration of 21<sup>st</sup> century Skills during teaching-learning processes

	N	Mean	Std. Dev	T	Df	sig (p-values)
Pupils Demonstration of the skills	48	1.66	.179	<b>4.580</b>	<b>166</b>	<b>.001</b>
Teachers’ incultation of the skills	120	2.11	.161			

Source: Field Work, 2024.

The table presents the t-test result on the significant difference between the extent at which teachers incultate and pupils demonstrate the 21<sup>st</sup> Century skills during classroom teaching and learning processes. The hypothesis was rejected since the p-value of 0.001 less than the 0.05 significance level. Therefore, it was concluded that there is significant difference between extent at which teacher incultate 21<sup>st</sup> century skill and pupils’ demonstration of the internalized 21<sup>st</sup> Century skills during classroom teaching learning processes.

## DISCUSSION OF RESULT

The research question one examined the level of Social Studies teachers’ knowledge on the incultation of 21<sup>st</sup> Century skills during their classroom practices in Plateau State. It was found that teachers’ knowledge of incultating 21<sup>st</sup> century skill was low, this was obtained from both the interview and interaction ratings. The hypothesis tested in table 5 further established that, there is no significant difference between the teacher’s level of knowledge and teacher integration/incultation of the 21<sup>st</sup> century skills among primary school pupils in the state. The implication is that the incultation of 21<sup>st</sup> Century skills during teaching and learning are inadequate. This finding is agreeing with Adewale and Ibrahim (2020) who found that while some teachers demonstrated some level of 21<sup>st</sup> Century skills, others lacked a clear understanding, leading to inconsistent application in teaching. Also, Okarfor (2021) highlighted that these discrepancies create challenges in translating 21<sup>st</sup> Century skills awareness into practical strategies within the classrooms.

The research question two is on the extent at which teachers incultate some components of 21<sup>st</sup> Century skills into the pupils during teaching and learning processes. The study revealed that, the extent at which teacher incultate some components of 21<sup>st</sup> century was moderate. The tested hypothesis in table 6 established that there is a significance difference between the extent of incultation and demonstration of the skills by the teachers and pupils respectively. This is supported by Oladeji and Abubakar (2020) who explored teacher perceptions and practices related to 21<sup>st</sup> Century skills integration into teaching learning processes and found that while many educators recognized the importance of these skills, incultation and internalization varied among individuals. Furthermore, Onyeka and Okeke (2020) recognized the importance of 21<sup>st</sup> Century skills but, there were variations in the degree to which these skills were integrated into classroom activities.

Research question three examined the extent to which pupils demonstrate the internalized 21<sup>st</sup> Century skills incultated in the classroom. The finding revealed that the demonstration of the skills was low as demonstrated by the pupils. The finding is supported by Oladeji and Abubakar (2020) who established that the development of 21<sup>st</sup> Century skills among pupils was limited and Yakubu (2022) who corroborated this noted that traditional teaching methods do not effectively foster 21<sup>st</sup> Century skills development. Furthermore, the research question four of this study revealed teachers’ perception on some suggested strategies for effective incultation of 21<sup>st</sup> Century skills during teaching and learning processes. The suggested strategies include collaborating, infusing real world examples into the curriculum, peer to peer learning among others was perceived to be a way forward by the Social Studies teachers from this study. This is in agreement with Adeyemi and Yusuf (2022), which suggested that, the integration of collaborative activities, project-based learning, and role-playing



exercises that promote communication, critical thinking, and teamwork among pupils will foster the development of variously skills adequately.

## CONCLUSION

In conclusion, the assessment of the inculcation and internalization of 21<sup>st</sup>-century skills among Social Studies teachers in primary schools in Plateau State, Nigeria, reveals crucial insights into current practices. Firstly, teachers possess varying levels of knowledge regarding the integration of 21<sup>st</sup> Century skills into their teaching lessons, which influences their ability to effectively inculcate these skills into the learning processes. Secondly, some teachers actively work to integrate the 21<sup>st</sup> Century skills into their lessons while the majority do not. This inconsistency across schools shows disparity in the application of the 21<sup>st</sup> Century skills in Social Studies classrooms in Plateau State. Furthermore, pupils exhibit a varied degree of internalization and application of these skills, suggesting that while some demonstrate significant development, others show limited progress.

Therefore, it is essential to implement targeted strategies such as professional development for teachers on the use of interactive teaching methods towards enhancing the effective inculcation and internalization of the 21<sup>st</sup> Century skills. Ultimately, addressing these gaps will contribute immensely towards a more consistent and successful integration of 21<sup>st</sup> century skills into Social Studies lessons. This will invariably improve the overall students' outcomes thereby prepare them to face the future challenges better.

## RECOMMENDATIONS

1. Government should provide adequate support for refresher training for Social Studies teachers to enhance their knowledge level on the 21<sup>st</sup> Century skills components.
2. Educational policy makers should develop clear guidelines and standard for incorporating the 21<sup>st</sup> Century skills into the primary school curriculum for pupils' self-reliance and problem-solve techniques.
3. There should be routine evaluations of teachers to assess how effectively they are inculcating and integrating the 21<sup>st</sup> Century skills into their lessons.
4. Teacher should ensure that there are practical demonstrations of the 21<sup>st</sup> Century skills in the daily assessment of the pupils and this should form part of their continuous assessment.

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