

Social Studies Teachers' Perceptions of Benefits of Economic and Social Integration in the South-western States of Nigeria

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ABSTRACT The study investigated the perception of social studies teachers on social and economic integration benefits in the South-west, Nigeria. This study adopted descriptive survey research method. The sample of this study consisted of 486 social studies teachers, 162 secondary schools and 54 local government areas which were randomly selected in 18 senatorial districts in all 6 South-western States in Nigeria. Questionnaire was the major instrument developed and used for the study. The result of the findings showed that there is a positive multiple relationship among the two independent variables (social integration benefits and economic integration benefits) and social studies teachers perception ($R = .538$). This implies that the two variables are relevant and could influence social studies teachers' perception. Also, 28.6 percent of the total variance in teachers' perception is due to the social integration and economic integration benefits variables (Adjusted $R^2 = .286$). This means that the remaining 71.4 percent is due to other factors and residuals. The findings being investigated for in this study is a continued and collective social and economic integration development strategy consciousness that would allow the people living in South-west Nigeria to enjoy social and economic integration benefits to the fullest while knowing their perceptions about it.