Teacher Factors as Correlates of Social Studies Students Creativity Skills Development in Upper Basic Schools, Kwara State

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Abstract

Education is a crucial tool for intellectual, social, moral, spiritual, political, and economic development. This study examined teacher factors as correlates of Social Studies students' creativity skill development in Upper Basic Schools in Kwara State. It explored the profile of Social Studies teacher factors, the level of creativity skill development among students, and the influence of teacher factors on students' creativity skills. The study adopted a descriptive survey design, with a population of junior secondary school students in Kwara State. A sample of 300 students from public upper basic schools across the three senatorial districts was selected using stratified random sampling. Data were collected using a validated questionnaire titled "Impact of Teacher Factors on Upper Basic Students' Creativity Skills Development in Social Studies in Kwara State." The data were analysed using percentages, mean, standard deviation, weighted mean, and multiple linear regression analysis. The findings revealed that the profile of Social Studies teacher factors in Kwara State was average (Weighted Mean = 3.25). Similarly, creativity skill development among Upper Basic students in Social Studies was also at an average level (Weighted Mean = 2.85). A significant relationship was found between teacher factors and students' creativity skill development (F = 9.227; p < 0.05), indicating that teacher factors play a crucial role in fostering creativity among students. The study concluded that teacher factors are significant determinants of Social Studies students' creativity skill development in Kwara State. It recommended that school management should make appropriate and adequate investments in the education sector to provide necessary facilities and manpower. This would enhance students' creative potential and improve learning outcomes in Social Studies.

Keywords: Education, Teachers Factors, Professional Development, Creativity, Social Studies

Introduction

Education is an essential tool for human intellectual, social, moral, spiritual, political and economic development. This implies that education takes care of all-round aspect of human life. Education could be informal, non-formal or formal, these categories of education are all useful for overall well-being of an individual in the society. This is the basis upon which formal education is a situation that exists within the confines of a school and it is an interaction that happens between teachers and students under the guidance of the curriculum. Education can be described as the 'wise, hopeful and respectful cultivation of learning undertaken in the belief that all should have the chance to share in life' (Smith, 2015). From this submission it can be deduced that schooling and education are interwoven, this is because education is the means of study and learning, sometimes it is perceived as end product of schooling.

Word Press (2019) categorized education into informal, formal and non-formal. The formal education takes care of formal schooling which undertaken by learners are tutored by the specialized teachers with certain academic skills. The students often attend pre-basic, basic and upper-basic schools to undergo their elementary educational learning. Therefore, formal schooling or education environment is a sort of organized learning forum and planned education with different subject curriculum, syllabus one and lots of principles to be observed by both students and teachers.

The focus of this study as far as creativity skills development in Social Studies is concerned deals with areas of students' ability in problem solving, writing, visual arts and communication skills. This skill enables one to put innovative ideas into a given operation of providing solutions to problems that may take place in various areas. These are, home, family, relationships, education, jobs, career, and so forth. problem solving skills are regarded as significant in facilitating the implementation of tasks and activities in a productive manner and in achievement of personal and professional goals. The failure of students in Social Studies could be attributed to their low level of creativity in problem solving.

Abdullahi and Onasanya, (2010) linked effectiveness and quality of teaching as determinant of learning outcomes. Teachers play a significant role in transferring knowledge to students because they are the major stakeholders when it comes to teaching and learning. In transferring knowledge to students, teachers need to put into consideration that education should go beyond academic performance and consider students' ability to create new things from what they have learn. Students are to be trained to create new thing from what they have learnt, involve in creative thinking which may result decision making (Stone & Morris, 2010).

The role of teacher in the school system is significant and that is the reason teachers' factors in the life of learners cannot be quantified. Weaver (2019) identified teacher factors to include teacher experience, professional development, and educational level. These three attributes of teacher are capable of influencing the learners' academic attainment in some ways. For instance, quality of teachers' teaching experience could mar or make the students learning outcome. Several scholars such as Stronge (2010) and Eaker and Keating (2012) opined that teachers' quality is an integral aspect of students' achievement. It is expected that experienced teacher is highly skillful to turn around classroom environment for the betterment of teaching and learning, any teacher short of this expectation is tartan mount to ill equipped educator. Therefore, teachers' factors that have positive effects on students' achievement worth to be explored.

Teachers qualification is among factors often considered in the assessment of the school quality, however Weaver (2019) pointed it out that concept of "highly qualified" is obsolete in the school environment but the idea is still significant given the conditions that are attached to it. According to her, some of the conditions attached to the qualification of teachers include attainment of bachelor' degree, obtaining teacher registration council certificate and showing mastery level of the subject matter in the classroom. These conditions seem stringent to teachers practice but they are required to enhance effective implementation of the school curriculum by the teacher most especially for those teachers handling core subject like Social Studies. In America No Child Left Behind (NLCB) educational reform emphasized highly qualified teacher as an impetus to rejuvenate education (Robinson, 2011). The similar view is embedded in the Universal Basic Education (UBE) requirement of ensuring good quality teachers for basic schools in Nigeria. Regardless of the state requirement for what makes a teacher to be quality.

Professional development refers to upgrading and improvement in skill and knowledge of a particular profession after the initial certification. It has been defined as the continuation of a teacher's professional development beyond their initial training, qualification, and induction (Stevenson, 2010). Professional development is a wide range of specialized training, formal education as well as advanced professional learning for both teaching and non-teaching staff in the bid to improve their professional knowledge, competency level, skill set and level effectiveness (Antley, 2020). From the foregoing it can be deduced that professional development takes place during initial teacher training, and is the extension of such development after the award of a qualification.

Professional training will enhance teachers' knowledge, experience, skill in impacting students creatively. School owners, proprietors, administrators and managements and Social Studies teachers need to engage in professional development program. This will go a long way to encourage and improve Social Studies students' creativity skills. Evans (2011) pointed out that effort to 'shape' teachers' professionalism invariably focuses on behavioral aspects of practice and to recognize any modifications in professionalism to entail a commensurate development of the professional. Indeed, the enhancement of individuals' professionalisms is a necessary component of professional development.

Olagbaju (2020) also identified teacher teaching experience, subject mastery, and questioning behavioras the indispensable teacher factors in the instructional procedure. These are teacher related factors that could as well positively influence the students' creativity skills. Students that are taught by the teachers that have mastery of their subject matter are blessed to

improve their knowledge. Mastery of subject is the totality of the expertise or knowledge of the subject matter possessed by an individual. Omotoyinbo and Olaniyi (2019) opined that subject mastery and effective communication are factors that distinguish teachers and determine their level of success in the classroom.

Effectiveness in teaching begins with the teacher's depth in the knowledge of the subject matter to be delivered in the process of instruction. In the same vein teacher communication skill is another angle to evaluate good teacher' characteristics. In a simpler way, communication is referring to as giving, receiving or exchanging ideas, information, signals or messages through appropriate media, enabling individuals or groups to persuade, to seek information, to give information or to express emotions. This broad definition includes body-language, skills of speaking and writing. Therefore, listening is an important aspect of communication objectives. According to Courtright (2011) Listening encourages worthy, appreciated, interesting and respected conversation. Ordinarily, conversations emerge on a deeper level of communication when intensive listening occurs. Teachers foster the ability to listen and speak in learners by acting as a model for positive and effective communication. Greater communication brings greater intimacy and builds self-esteem.

Huang et al. (2020) defined creativity as a multidimensional construct of cognitive, affective, and psychomotor domains. Creativity is also a pattern of thought or idea that emergences spontaneously, imaginatively and purposively for inventions and creations (Sudjarwo et al., 2019). Creativity is an important construct that need to be explored in the academic setting irrespective of the field of study. It is a construct that is relevant and useful if applied well in any sphere of human life. Creativity has to do with the ability to come up with something that truly new and original and this involves exercising creative thinking skills. Although creativity and innovation are sometimes perceived as natural phenomenon but it is something that could be developed or improved upon through trainings and it is also a product of application of a given instructional strategy (Rock Content Writer, 2021). Creativity differs from innovation, where creativity is an emphasized process of generating ideas, while innovation extends the idea process to implementation and execution (Perry-Smith & Mannucci, 2017).

However, Robinson and Stubberud (2014) believed that creativity and innovation are essential for business development. This implies that creativity is associated with human thinking because ideas that brings out innovation emanates from critical thinking or creative thinking. Creative thinking is thus the ability and soft skill applied to arrive to a new problem solving. Creative thinking ability is crucial for students in facing the more complex socio-economic issue

and in most especially in this competitive era (Arbia et al., 2020; Astuti et al., 2020). Jooss et al, (2020) noted that flexibility, adaptability, and authenticity are considered essential to meet the demands of living and working in this rapidly changing world.

The process of gaining creative thinking is tied with the use of lateral-thinking, visual reading, out-of-the-box thinking, copywriting, artistic creativity, problem-solving, analytical mind, divergent thinking, brainstorming, and mind mapping. However, these techniques are subjective to be used under varieties of creativity skills such as experimentation, opposing views, asking questions, communication, and organization (Rock Content Writer, 2021) Indeed Editorial Team (2021) also defined creativity as the ability to think about a task or a problem in a new or different way, or the ability to use the imagination to generate new ideas. Creativity enables someone to solve complex problems or find interesting ways to approach a task. Creativity for the school students is the process that leads to insightful answers to a problem and the formulation of new questions that allow an old technique to be dismissed from a new viewpoint, requiring imagination and invention. Creativity develops when teachers encourage students to produce original ideas and that creative education encourages critical thinking (Saracho, 2012).

Social Studies was officially gained ground in school curriculum in the 60s following its success stories eradicating socio-political problems in Britain and America. This has contagious effect of introduction of the subject in other Africa countries like Nigeria. Healing the wounds of the 1st and 2nd world wars is the justification for Social Studies education in Britain in order to appease the conscience of the citizens, to respect constituted authority, to be submissive and show regards to the elders of the society, to protect public property, value the lives of fellow citizens and contribute positively towards the development of the society. The national curriculum conference held in 1969 was the catalyst that ushered Social Studies into the Nigeria educational curriculum development (Edinyang, Mezieobi & Ubi 2013).

Social Studies is one of the compulsory subjects at the Junior Secondary Schools (JSS) level in the Nigerian educational system (Federal Republic of Nigeria, 2013). As a core subject, it should be able to inculcate basic values necessary for societal development. For this to be achieved there must be effective instructional programmer that will ginger or stimulate the action of students to learn. Utulu (2012) defined Social Studies as meeting any course, which is concerned with man as a social being and with the way he organizes society. This will include the social, cultural, economic, political, historical and geographical aspect of society. This shows that Social Studies enable young people to have a general understanding of all the discipline of social sciences.

Several studies have explored the impact of teachers and school-related factors on students' creativity skills. Park, Kim, and Jang (2017) analyzed the factors influencing the creative personality of elementary school students in Seoul, Korea, using a path analysis approach. Their study, which involved 208 fifth- and sixth-grade students, found that scientific attitude, attentiveness, and creativity were significantly correlated, while gender and age had no significant effect. The research emphasized that scientific attitude had the strongest direct effect on creativity, and attentiveness played a supporting role in fostering creativity. Similarly, Meintjes and Grosser (2010) examined creative thinking in prospective teachers in South Africa and found that various contextual factors, such as school model, culture, role models, and socio-economic background, influenced creative thinking abilities. These studies highlight the importance of school environments and teacher-related factors in shaping students' creativity.

Further research supports the role of teachers in fostering creativity. Machali et al. (2021) investigated the impact of teacher creativity on students' ingenuity, emphasizing the mediating role of entrepreneurial education. Using a quantitative approach in vocational schools in Indonesia, they found that teacher creativity significantly influenced students' creativity, particularly when entrepreneurial education was incorporated into the curriculum. Perdana et al. (2019) explored gender differences in creative and critical thinking skills in chemistry students, revealing that male students exhibited stronger creative-thinking skills while female students excelled in critical-thinking abilities. Meanwhile, Tan et al. (2016) studied the effects of classroom context on creativity in high-ability students and found that removing high-stakes examinations provided more opportunities for creative potential to flourish. These findings collectively suggest that school structures, teaching methods, and the learning environment all contribute significantly to students' creative skill development.

Despite the extensive research conducted on creativity in relation to academic performance, limited studies have examined the impact of teacher-related factors on creativity skills among upper basic students in Kwara State, particularly in Social Studies. While studies like those by Hamdallah et al. (2014) and Edeh et al. (2018) explored aspects of creative teaching and instructional methods in Nigeria, they did not specifically address the influence of teacher factors on students' creativity in Social Studies. This gap in research underscores the need for a focused study on how teacher-related factors impact creativity skills among upper basic students in Kwara State.

Statement of the Problem

Many school administrators and Social Studies teachers place little emphasis on staff professional development, often due to financial constraints or a lack of awareness of its role in fostering student creativity. This neglect results in outdated teaching methods that fail to nurture students' creative potential. Investing in teachers' professional growth enhances their ability to develop creativity skills among Social Studies students, ensuring learning remains dynamic. Creativity is a vital 21st-century skill, yet rigid teaching environments often stifle students' creative expression. Learners need educators who encourage imaginative thinking without fear of failure. However, despite global interest in creativity in education, research on this subject in Nigeria remains limited. Most studies focus on foreign contexts, with little attention to local educational settings. Additionally, few have examined teacher-related factors as independent variables influencing students' creativity, particularly in Social Studies education among upper basic students in Kwara State. Addressing this gap is essential to improving Social Studies education in Nigeria.

Purpose of the Study

The main purpose of the study was to examine the teacher factors and upper basic Social Studies students' creativity skills development in Kwara State, Nigeria. Specifically, this study examined;

a. the profile of Social Studies teachers' factors (i.e. teachers' professional development, teaching approaches and interdisciplinary) in Kwara state;

b. the level of creativity skill development among upper basic students in Social Studies in Kwara state; and

c. the teacher factors as determinants of upper basic Social Studies students' creativity skills development in Kwara State.

Research Questions

The following research questions were answered in the course of this study

1. What is the profile of Social Studies teachers' factors (i.e. teachers' professional development, teaching approaches and interdisciplinary) in Kwara state?

2. What is the level of creativity skill development among upper basic students in Social Studies in Kwara State?

Research Hypotheses

Ho₁: There is no significant relationship between teacher factors (i.e. teachers' professional development, teaching approaches and interdisciplinary) and upper basic Social Studies students' creativity skills development in Kwara State, Nigeria.

Methodology

The study adopted a descriptive survey research design. The population comprised all junior secondary school students in Kwara State, with a target sample of 300 Junior Secondary School III students from public upper basic schools. Schools were selected across the three senatorial districts: 10 from Kwara Central, 10 from Kwara North, and 10 from Kwara South, with 10 students randomly chosen from each school. The research instrument was a questionnaire titled "Teacher Factors as Correlates of Social Studies Students' Creativity Skill Development in Upper Basic Schools, Kwara State." It consisted of three sections: demographic information (Section A), teacher factors (Section B – 20 items), and students' creative abilities (Section C – 10 items) adapted from Sunday, 2000). Both sections B and C were rated on a four-point Likert scale, categorising scores into low, average, and high levels.

The instrument's reliability was established using the test-retest method, yielding coefficients of r = 0.72 to 0.85, indicating high reliability. Internal consistency was confirmed using Cronbach's Alpha, with reliability coefficients of 0.84 for teacher factors, 0.61 for school factors, and 0.87 for creativity scale items. The instrument was validated by experts in Social Sciences Education at the University of Ilorin. A pilot study involving 40 students from a junior secondary school in Ilorin metropolis, who shared similar characteristics with the study respondents, further confirmed the reliability of the instrument. Data collection was facilitated by trained research assistants, and permission was sought from school authorities using an official letter from the university.

Data were analysed using descriptive statistics (mean, standard deviation, and weighted mean) to answer research questions and Multiple Linear Regression Analysis to test the study's null hypothesis at a 0.05 level of significance. Descriptive statistics summarised respondents' demographic characteristics, while regression analysis determined relationships between teacher factors and students' creativity skills. Clear instructions were provided to ensure accurate responses, enhancing the validity of the collected data.

Results

Demographical Information of the Sampled Junior Secondary School Students

Table 1: Distribution of the Sampled Junior Secondary School Students according to Gender

Gender	Frequency (f)	Percentage (%)
Male	148	49.3
Female	152	50.7
Total	300	100.0

Result in Table 1 showed the distribution of the junior secondary school students that participated in the study according to their gender. It is shown that out of 300 (100.0%) of the student participants, 148(49.3%) were males while 152(50.7%) were females. It is shown in the table that female students constitute the majority of the participants in the study.

Table 2: Distribution of the Sampled Junior Secondary School Students according to Senatorial District Location of their Schools

Senatorial District	Frequency (f)	Percentage (%)
Kwara North	100	33.3
Kwara Central	100	33.3
Kwara South	100	33.3
Total	300	100.0

Result in Table 2 showed the distribution of the junior secondary school students that participated in the study according to the senatorial district of their school location. It is shown that equal number and percentage of student participants100 (33.3%) was selected across the three senatorial districts in the State and this makes a total sample of 300 (100.0%) student participants that were involved in the study.

Answering of the Research Questions

Research Question 1: *What is the profile of Social Studies teachers 'factors (i.e. teachers' professional development, teaching approaches and interdisciplinary) in Kwara State?*

Table 3: Profile of Social Studies Teachers Factor in Kwara State

Teacher Factors	M	SD	Remarks
Professional Development	3.41	.48	Average
Multiple Approaches and Teaching Strategies	3.31	.46	Average
Collaboration and Partnership for Interdisciplinary	3.04	.81	Average
Weighted Mean	**3.25**		Average

Key: *1.00-2.49 = Low, 2.50-3.49 = Average, 3.50-4.00=High*

Result in Table 3 showed the profile of Social Studies teachers factors in relation to teachers' professional development, teaching approaches and interdisciplinary, and collaboration and partnership for interdisciplinary in Kwara State. As shown in Table 3, in terms of teacher professional development ($M = 3.41$, $SD = .48$), multiple approaches and teaching strategies ($M = 3.31$, $SD = .46$), and collaboration and partnership for interdisciplinary ($M = 3.04$, $SD = .81$), the

profile of the Social Studies teachers in the Upper Basic schools in Kwara State can be described as average. Also, the overall weighted mean of 3.25 obtained showed an average level. This outcome implies that the engagement level of Social Studies teachers in the Upper Basic schools in Kwara State in relation to their teachers' professional development, teaching approaches and interdisciplinary can be described as average. In other words, Social Studies teachers in the Upper Basic schools in Kwara State lack adequate opportunity to engage in activities that can develop them, their ways of teaching and working together within the school settings.

Research Question 2: *What is the level of creativity skill development among Upper Basic students in Social Studies in Kwara State?*

Table 4: Level of Creativity Skill Development among Basic Students in Social Studies in Kwara State

S/N	Creativity Skill Items	M	SD
1	I usually generate more examples myself from the ones given in class by my social studies teachers	2.97	.92
2	I usually generate more exercises from the ones given in class by my Social Studies teachers	2.83	.97
3	I can adjust quickly to new learning situation in Social Studies.	2.72	1.02
4	I do not easily be discouraged when things do not work as planned in Social Studies.	2.77	1.00
5	I like testing different methods in solving a problem in Social Studies.	2.78	.99
6	I do not easily give up when assignment proves difficult in Social Studies.	2.69	1.12
7	I usually have more questions to ask than being permitted in social studies class.	2.77	1.11
8	I can quickly divert my attention from one discussion to another in Social Studies.	2.59	1.05
9	I like trying new methods of doing things in Social Studies.	3.19	.96
10	I can easily adapt a material for other different uses in Social Studies class.	3.35	.91
	Weighted Mean	**2.85**	

Key: *1.00-2.49 = Low Level, 2.50-3.49 = Average Level, 3.50-4.00=High Leve*l

Result in Table 4 showed the level of creativity skill development among the Upper Basic students in Social Studies in Kwara State. Given a weighted mean value of 2.85, this result showed that creativity skill development among the Upper Basic students in Social Studies in Kwara State is at average level. The level of creativity skill development among the Upper Basic students in Social Studies in Kwara State is neither low nor high.

H_{01}: *There is no significant relationship between teacher factors and upper basic Social Studies students' creativity skills development in Kwara State, Nigeria*

Table 5: Multiple Regression on Relationship between Teacher Factors and Upper Basic Social Studies Students' Creativity Development in Kwara State.

	Sum of Squares	Df	Mean Square	F	Sig.	Inference
Regression	10.019	3	3.340			
Residual	107.137	296	.362	9.227	.000	S
Total	117.156	299				

$p< 0.05$

Table 5 shows the results of multiple regression conducted to determine the relationship between teacher factors and Upper Basic Social Studies students' creativity development in Kwara State. The output reveals that the calculated level of significance 0.00 is lesser than the chosen level of significance 0.05. Hence, the null hypothesis is rejected. Thus, there is a significant relationship between teacher factors and Upper Basic Social Studies students' creativity development in Kwara State($F_{(3,296)}$ = 9.227; p < 0.05). To ascertain the contribution of the inherent three teachers' factor variables together, R^2 was computed and the output is reported in Table 7.

Table 6: Model Summary of the Independent Variables

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change
1	0.292	0.086	0.076	0.60162	0.086

Table 6 indicates the contribution of the independent variables together. The R-Square reveals 0.086 which implies that the three teacher's factors together contribute 8.6% of the variance observed in the Upper Basic Social Studies students' creativity development. To ascertain the contribution of each of the factors (Teachers' professional development, Multiple approaches and teaching strategies, and Collaboration and partnership for interdisciplinary) to the model (Students' creativity development), Beta weight and t-test were therefore computed and outputs are reported in table 8.

Table 7: Contributions of Each of the factors (Teachers' professional development, Multiple approaches and teaching strategies, and Collaboration and partnership for interdisciplinary to the Dependent Variable (Students' creativity development)

Variables	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	1.561	.327		4.770	.000
Professional Development	.339	.074	.262	4.572	.000
Multiple Approaches and Teaching Strategies	.103	.080	.075	1.289	.199
Collaboration and Partnership for Interdisciplinary	-.064	.044	-.082	-1.445	.149

Table 7 reveals the Beta weights and the t-values of the independent variables (Teachers' professional development, Multiple approaches and teaching strategies, and Collaboration and partnership for interdisciplinary). They show the contribution of the independent variables to the dependent variable. An examination of the Beta weights and the t-values in this Table 8 indicates that only teachers' professional development variable made significant contributions to students' creativity development while multiple approaches and teaching strategies, and collaboration and partnership for interdisciplinary variables do not. The teachers' professional development variable contributes a Beta weight of 0.262 and the t-value of 4.572 while multiple approaches and teaching strategies, and collaboration and partnership for interdisciplinary variables respectively contributes Beta weight of 0.075 and -0.082 with respective t-value of 1.289 and -1.445. This implies that only teachers' professional development made highest and significant contribution to the model. The multiple regression equation shows thus:

Regression Equation ($Y = a + b_1X_1 + b_2X_2 + b_3X_3$)

Substitutes the equation from the table ($Y = 1.561 + 0.339X_1 + 0.103X_2 - 064 X_3$)

Discussion of Findings

The finding of the study revealed that the profile of Social Studies teachers in the Upper Basic schools in Kwara State in relation to their teachers' professional development, teaching approaches and interdisciplinary was average. In other words, the extent of adoption of professional development, teaching approaches and interdisciplinary of Social Studies teachers in the Upper Basic schools in Kwara State towards fostering creativity development of students is neither low nor high. It is important to note that as a teacher, one cannot give what one does not have. Teachers' attributes such as professional development that will enable them upgrade and improve their skills and knowledge beyond their initial training, qualification, and induction for teaching effectiveness; ability to adopt multiple approaches and teaching strategies to accommodate the peculiarities of different subjects so as to bring the best out of the learners; and the capacity for collaboration and partnership with other teachers in other related disciplines to enhance teaching and learning are fundamental for the students' intellectual and creativity skills development. It is expected that teachers that will foster the development of creativity in their students should possessed to a high degree of the attributes considered in the study.

The quest for development of creativity in students should begin with raising the bar of teachers expected to guide these students through learning interactions in relation to their teachers' professional development, the adoption of multiple approaches and teaching strategies for teaching/learning effectiveness and student engagement; and collaboration and partnership for

interdisciplinary teaching approaches. The finding of the study is consistent with findings of Ajani (2022) that teachers did not regularly attend professional development activities and that the contents of the professional development activities did not adequately address teachers' needs for dynamics in the classroom. Also, the finding of the study corroborates with findings of Samba et al. (2010) that the level of teacher awareness of innovative strategies was high but only a few of the strategies were being effectively utilized by the teachers. Development of creativity in students requires teachers' preparedness to demonstrate a high degree of professional knowledge, skills and behaviour.

Another finding of the study revealed that creativity skills development among the Upper Basic students in Social Studies in Kwara State was at an average level. This suggests that creativity skills development among the Upper Basic students in Social Studies in Kwara State is neither low nor high. The task of creativity skills development should be a holistic one. Despite the fact the students are endowed with innate ability, this ability needs to be discovered and nurtured through series of tasks that are expected to be anchored by teachers. Creativity develops when teachers encourage students to produce original ideas and that creative education encourages critical thinking. However, this cannot be achieved if the school management does not support the provision of learning experiences and activities that can foster such. In other word, the school and teachers have to be involved. The finding of the study contradicts findings of Mbanefo (2015) who found that creative thinking skills are being developed in Students of the Upper Basic schools to a high extent. Furthermore, finding of the study contradicts findings of Saadu, (2012) who found that the creativity of Universal Basic Education students was low.

Finding of the study further revealed that there was a significant relationship between teacher factors and Upper Basic Social Studies students' creativity development in Kwara State. This suggests that teachers play a significant role in the students' creativity development. This outcome further supports the notion that nature and nurture have to interact for the development of any individual to take place. While the genetic inheritance of the students' matter, also, the conduciveness or otherwise of the environment holds sway. Students, no matter how endowed they are in relation to genetic component inherited from their parents, still need someone to discover and nurture such endowment. Teachers stand in the gap in this respect and their impact can either make or mar the outcome. Finding of this study supports findings of Wua et al. (2013) that an enhanced social environment is considered as a very crucial factor affecting college students' creativity development by the experts. The current finding also found consistent with

findings of Machali et al. (2021) that teacher creativity has a positive effect on entrepreneurship education and students' creativity development.

Conclusion

The study concluded that teachers and school factors are significant determinants for upper basic Social Studies students' creativity skills development in Kwara State, Nigeria. Though, findings of the study showed thatSocial Studies teachers in the upper basic schools in Kwara State averagely engaged in the identified important teacher- factors such as teachers' professional development, teaching approaches and interdisciplinary; whereas, the status of flexibility, and school management supportin these schools was described as average while overall school conduciveness was found as low. Furthermore, the creativity skills development among the Upper Basic students in Social Studies in Kwara State was still at an average level.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. The government should provide opportunities for teachers to enhance their skills. This will enable them to meet the demands of modern teaching. Teachers must be creative if they wish to develop creativity in their students. Training programmes should focus on improving teachers' knowledge and teaching methods.

2. School management should foster a supportive and collaborative environment. Creativity cannot thrive without teamwork between teachers and school leaders. School leaders should be trained in leadership styles that encourage creativity in both teachers and students.

3. Teachers should make a conscious effort to improve their knowledge and skills. They play a vital role in helping students discover and develop their creativity. As teachers interact with students daily, they must adopt innovative teaching methods.

4. Teachers in Upper Basic schools in Kwara State should receive training suited to their specific needs. Their professional development is essential for student success. Well-trained teachers can provide a higher quality of education and inspire creativity.

5. The government should increase investment in education. This should include providing teaching materials, improving classroom facilities, and supporting teachers. Schools should have well-equipped learning environments, and teachers should receive the motivation needed to perform at their best.

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