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# ENVIRONMENTAL FACTORS AND SOCIAL STUDIES LECTURERS' WORK PERFORMANCE IN PUBLIC COLLEGES OF EDUCATION IN NIGERIA

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## Abstract

This study examined the influence of environmental factors on the Social Studies lecturers' work performance in public colleges of education in Nigeria. In this study, the researcher explored the concept of environmental factors and how they can influence the work performance of lecturers in colleges of education. The study employed descriptive survey research design. The population of the study comprised of 1,112 lecturers in the public colleges of education that are running Social Studies in Nigeria. 725 lecturers were purposively sampled for the study. Qualitative and quantitative questionnaire tagged 'Environmental [redacted] Factor and Social Studies Lecturers Work Performance Questionnaire (EFSSLWPQ)' was used to elicit data for the study. Data collected through the questionnaire were analysed using descriptive statistic include frequency counts, percentage,

**Keywords:** Environmental factors, Infrastructural facilities, Leadership style, Safety, Social studies, Lecture's, work performance, Colleges of education.



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means and standard deviation. The analysis revealed that Social Studies lecturers' level of work performance (3.37> 2.5), level of availability of infrastructural facilities (2.97> 2.5) and the level of safety (2.64 > 2.5) in colleges of education in Nigeria was high. The mostly adopted leadership style among heads of Department in Colleges of Education in Nigeria is democratic style. Among the recommendations made in the study include that the stakeholders should make the work environment more conducive for the staff, more instructional facilities should be provided and school safety should be given more priority for the safety of the staff, students and properties.

## Introduction

Work performance can be defined as the level to which the workers or employees are committed, dedicated and responsible to discharge their duties (Hafat & Njok, 2022). Work performance refers to the extent to which lecturers are committed to pedagogical delivery and display of moral uprightness and academic excellence in the teaching profession. Lecturers work outputs therefore involves the overall ability of the teacher to exhibit the right attitude to work, be committed and dedicated to the teaching roles while making deliberate efforts toward the attainment of educational goals and objectives. The indicator of lecturers' performance is evaluated in his or her ability to make deliberate effort to enhance students' academic performance, possession and display of in-depth knowledge of his or her subject matters. He should also be able to carry out presentation of lesson in a well-organised manner, effective classroom organisation and control, participation in the school curricular activities, regularity and punctuality in the school, maintenance of good interpersonal relationship with subordinates and superiors; others include discipline, motivation and counseling of students and compliance to lecturers' professional code of conduct among others (Saleem, 2020). Work performance can be seen as execution, conduct, compliance or conformity with stated decisions or directives issued by a super-ordinate or demanded by the institution or establishment. This shows that performance of any job must be according to the pattern set performing such tasks. Lecturers' performance is a judicious devotion and dedication to the achievement of standards within and outside the



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institution setting. It has been discovered that workplace environment impacts on lecturers' performance positively and negatively and if the environment is tense, the lecturers get demotivated and their performance also affected (Hjalmarsson & Daderman, 2022). Therefore, poorly designed work patterns, insecurity, unsuitable authorities, poor leadership style, lack of appreciation and lack of personal decision-making opportunity also impact on the lecturers' performance. Lecturers' performance can be seen as an individual level variable or something a single person does. Therefore, a lecturer's performance is determined during performance interviews.

The availability of infrastructure facilities plays a crucial role in the work performance of lecturers in colleges of education in Nigeria. Infrastructure refers to the basic physical and organisational structures and facilities needed for the operation of a society or enterprise. These facilities can range from the physical infrastructure such as buildings, classrooms, libraries, laboratories, and equipment to the organisational infrastructure such as policies, procedures, and management practices (Yagni & Bates, 2020). The lack of infrastructure facilities in colleges of education in Nigeria has been a significant challenge facing lecturers. The impact of this on lecturers' performance cannot be overemphasised. It affects the quality of teaching and learning. Poor infrastructure can lead to overcrowding, inadequate teaching materials, and insufficient learning resources. These factors make it difficult for lecturers to effectively deliver their lectures and for students to learn and comprehend the subject matter. Secondly, it affects the morale of the lecturers. When lecturers work in an environment where infrastructure is inadequate, it can cause frustration and demotivation. The absence of basic facilities such as electricity, water, and internet connectivity can lead to lecturers being unable to access relevant information and prepare adequately for lectures, thereby affecting their work performance. Furthermore, it affects the retention of lecturers. The absence of infrastructure facilities can make it challenging to attract and retain highly qualified and experienced lecturers. This is because they may seek out better-equipped institutions that provide a conducive teaching and learning environment. The availability of infrastructure facilities in colleges of education in Nigeria has a significant impact on the work performance of lecturers. It affects the quality of teaching and learning, the morale of lecturers and the retention of highly qualified staff (Sobandi, 2020).


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Leadership style is a crucial factor that can influence the work performance of lecturers in colleges of education in Nigeria. Leadership style refers to the approach used by leaders to manage and direct their subordinates, and it can affect the behaviour, attitudes, and performance of employees (Atik & Celik, 2020). In this context, the researchers critically examine how leadership style can influence the work performance of lecturers in colleges of education in Nigeria. For instance, the autocratic leadership style can negatively influence the work performance of lecturers in colleges of education in Nigeria. Autocratic leaders make decisions without consulting their subordinates and use their authority to direct and control their actions. This leadership style can lead to lecturers feeling demotivated, disengaged, and unsupported. They may feel like they have no input in the decision-making process and their opinions are not valued. This can lead to poor performance, low job satisfaction, and high turnover rates. Similarly, the democratic leadership style can positively influence the work performance of lecturers in colleges of education in Nigeria. Democratic leaders involve their subordinates in decision-making and seek their input before making decisions. This leadership style can lead to lecturers feeling empowered, engaged, and motivated. They may feel like their opinions matter, and they have a say in the direction of the institution. This can lead to increased job satisfaction, higher performance, and lower turnover rates. Also, the transformational leadership style can also positively influence the work performance of lecturers in colleges of education in Nigeria. Transformational leaders inspire and motivate their subordinates by providing them with a vision and guiding them towards achieving it. This leadership style can lead to lecturers feeling motivated, engaged, and committed to their work. They may feel like they are part of a larger purpose and are working towards a shared goal. This can lead to increased performance, higher job satisfaction, and lower turnover rates (Marisya, 2024).

College safety can promote a positive work culture and foster positive relationships among staff in colleges of education in Nigeria. When the safety and security of all staff are prioritised, it can create a sense of unity and collaboration among colleagues. This can lead to a positive work culture where staff support one another and work together to achieve common goals. It can also lead to better relationships between lecturers and their students, leading to increased student engagement and improved learning outcomes. However, inadequate school safety measures can have negative impacts on the work performance of

lecturers in colleges of education in Nigeria. When schools are not safe, lecturers may feel anxious, stressed, and demotivated, leading to poor performance. Insecurity can also lead to absenteeism among lecturers, which can affect the quality of education provided to students (Ekpoh, Edet & Ukpong, 2020). In all, school safety is an essential aspect of education that influences the work performance of lecturers in colleges of education in Nigeria. When schools are safe and secure, it can lead to positive impacts on lecturers' job satisfaction, productivity, efficiency, and relationships with colleagues and students[19]. Therefore, it is essential for educational institutions to prioritise the safety and security of their staff and students to create an environment conducive to learning and productivity. Okeke and Ezennia (2023) stated that school safety is an essential aspect of education that may likely affect work performance of lecturers in colleges of education in Nigeria. School safety is the process of creating a safe and secure environment within and around educational institutions that ensure the physical, psychological, and emotional well-being of all students and staff. In this context, the focus will be on how school safety influences the work performance of lecturers in colleges of education in Nigeria. School safety can be said to positively influence the work performance of lecturers in colleges of education in Nigeria. When the school environment is safe and secure, lecturers are more likely to feel comfortable and at ease in their work. This can translate into increased job satisfaction and motivation, leading to improved performance. For instance, a lecturer who is teaching in a secure environment without fear of being robbed, attacked, or harassed will have peace of mind to focus on his/her job and deliver quality lessons. Similarly, school safety can enhance lecturers' productivity in colleges of education in Nigeria. A safe and secure environment can reduce the number of interruptions and distractions that can impede the teaching and learning process (Yaghi & Bates, 2020). Lecturers can deliver their lessons without fear of being disrupted or interrupted by security threats such as burglary or unrest. This can result in higher productivity, efficiency and better outcomes in the classroom.

**Statement of the Problem**

Despite the importance of Social Studies to an individual, society and the country as a whole, it is disappointing to note that its goals, particularly in Nigerian colleges of education do not seem to have been successfully achieved. This problem is

probably as a result of a number of issues. One of which is the unsatisfactory work performance of Social Studies lecturers in Nigerian colleges of education. For instance, compared to what was available in the early years of colleges of education's existence in Nigeria, planning, preparing and producing modules as well as teaching materials among lecturers appears to be unpopular in the present circumstances. Present-day lecturers at colleges of education appear to place less emphasis on grading and evaluating students' assignments, projects, small-group instruction and proper teaching methods. Similar to this, few lecturers in Nigeria's higher education institutions at this level do not study or research and make an effort to publish in reputable national and international journals. Due to this intolerable scenario, Social Studies researchers are looking into the reasons why lecturers perform poorly at their jobs. Poor working circumstances for lecturers in colleges of education, lack of motivation and lack of human capital development programme for these lecturers are some of the factors accounted for the scenario. A number of environmental factors, such as the availability of infrastructure in the colleges, leadership styles, safety of lives and properties have not been sufficiently examined to determine their influence on the lecturers' perceived poor work performance in the Colleges of Education in Nigeria. Hence, this study investigated environmental factors (infrastructure, leadership styles and safety) and Social Studies lecturers' work performance in public colleges of education in Nigeria.

**Aim and Objectives of the Study**

This study investigated the environmental factors and Social Studies lecturers' work performance in public colleges of education in Nigeria. The specific objectives were to:

i. identify the level of work performance of Social Studies lecturers in colleges of education in Nigeria;
ii. examine the level of availability of infrastructural facilities in colleges of education in Nigeria;
iii. ascertain the most adopted leadership styles (democratic, autocratic, digital and coaching) leadership styles among heads of department in colleges of education in Nigeria and
iv. examine the level of safety in colleges of education in Nigeria.



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**Research Questions**

The following questions were raised for this study:

1. What is the level of work performance of Social Studies lecturers in colleges of education in Nigeria?
2. What is the level of availability of infrastructural facilities in colleges of education in Nigeria?
3. What is the mostly adopted leadership styles (democratic, autocratic, digital and coaching) among Social Studies heads of department in colleges of education in Nigeria?
4. What is the level of safety in colleges of education in Nigeria?

**Methodology**

This study adopted descriptive survey research design. The descriptive survey research design ensures collection of factual information that best describes the existing phenomenon without any form of variable manipulation. The target population of this study comprised of 1,112 lecturers in Social Studies departments in 18 federal and 44 state colleges of education in Nigeria. The sample for this study was 725 lecturers purposively selected from public colleges of education in the six geopolitical zones of the country. These were North Central (NC), North East (NE), North West (NW), South West (SW), South East (SE) and South South (SS). The instrument used for this study was self-developed questionnaire titled "Environmental Factorsand Social Studies Lecturers Work Performance Questionnaire (EFSSLWPQ)," was used to gather data for the study. The validity of the instrument was carried out via face and content validity methods. On the reliability of the study, a pilot study text was conducted through split half method with computation results yielding a correlation co-efficient of 0.79, which significantly that the instrument was reliable for the study. The questionnaires were administered by the researchers with the help of three research assistants. The study employed deceptive statistics, including frequency counts, percentage means and standard deviation to analyses the data collected.

**Results**

**Research Question One**: What is the level of work performance of Social Studies lecturers in public Colleges of Education in Nigeria?



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**Table 1: Descriptive Statistics Showing the Level of Work Performance of Social Studies Lecturers**

| S/N | Items | VO | O | S | N | Mean | Std. Deviation |
|---|---|---|---|---|---|---|---|
| 1 | Develop course materials | 432 (61.5%) | 171 (24.3%) | 96 (13.7%) | 4 (0.6%) | 3.47 | 0.746 |
| 2 | Use teaching aids | 365 (51.9%) | 207 (29.4%) | 125 (17.8%) | 6 (0.9%) | 3.32 | 0.792 |
| 3 | Assess and evaluate students | 408 (58.0%) | 195 (27.7%) | 89 (12.7%0 | 11 (1.6%) | 3.42 | 0.769 |
| 4 | Supervising research | 492 (70.0%) | 158 (22.5%) | 48 (6.8%) | 5 (0.7%) | 3.62 | 0.645 |
| 5 | Supervising microteaching | 392 (55.8%) | 206 (29.3%) | 82 (11.7%) | 23 (3.3%) | 3.38 | 0.816 |
| 6 | Supervising teaching practice | 232 (33.0%) | 375 (53.3%) | 72 (10.2%) | 24 (3.4%) | 3.16 | 0.738 |
| 7 | Preparing students for field work | 297 (42.2%) | 276 (39.3%) | 98 (13.9%) | 31 (4.4%) | 3.20 | 0.838 |
| | **Weighted Mean/Std.** | | | | | **3.37** | **0.763** |

**Decision Rule:** Mean Score < 2.5 is (Low) = 2.5 (Moderate), > 2.5 (High)

**Key:** Very Often (VO) – 4 points; Often (O) – 3 points; Seldom (S) – 2 points; Never (N) – 1 point

**Source: Researchers' Fieldwork, 2025**



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The data from Table above provides a comprehensive evaluation of the work performance of Social Studies lecturers within public Colleges of Education in Nigeria. Responses of the Social Studies lecturers to the develop materials, 61.5% responded very often, 24.3% responded often, 13.7% of the respondents responded seldom while 0.6% responded never. A significant majority of respondents, accounting for 61.5%, reported very often engaging in developing course materials, reflecting a robust commitment to curriculum development. On the use of teaching aids, 51.9% of the Social Studies lecturers responded very often, 29.4% responded often, 17.8% responded seldom while 0.9% of the respondents responded never. Moreover, over half of the respondents, constituting 51.9%, indicated very often using teaching aids in their instruction, demonstrating a considerable level of utilisation of instructional resources to enhance teaching effectiveness and student engagement. Responses of the participants on the assessment and evaluation of the students, 58.0% responded very often, 27.7% responded often, 12.7% responded seldom while 1.6% responded never. On the supervision of student's research, 70.0% of the Social Studies lecturers responded very often, 22.5% responded often, 6.8% of the respondents responded seldom while 0.7% responded never. Furthermore, the majority of respondents, constituting 70.0%, indicated very often supervising research activities, highlighting their pivotal role in guiding students' research endeavours. Response of the supervision of microteaching, 55.8% responded very often, 29.3% responded often, 11.7% responded seldom while 3.3% responded never. Additionally, more than half of the respondents, accounting for 55.8%, reported very often supervising microteaching sessions, indicating active involvement in cultivating pedagogical competence among aspiring educators. Supervision of teaching practice, 33.0% of the responded seldom and 3.4% responded never. Additionally, enhancing support structures for supervising teaching practice could further strengthen the professional development of student teachers and ensure the consistent delivery of high-quality instruction, most especially for the Social Studies students. On the preparation of students for the field trip, 42.2% of the Social Studies lecturers responded very often, 39.3% responded often, 13.9% responded seldom while 4.4% of the respondents responded never. The analysis revealed that Social Studies lecturers' level of work performance was high (3.37> 2.5) in public colleges of education in Nigeria.



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**Research Question Two:** What is level of availability of infrastructural facilities in colleges of education in Nigeria?

**Table 2: Descriptive Statistics Showing the Level of Availability of the Infrastructural Facilities**

| S/N | Items | HA | A | PA | NA | Mean | Std. Deviation |
|---|---|---|---|---|---|---|---|
| 1 | Lecture rooms | 318 (45.2%) | 216 (30.7%) | 78 (11.1%) | 91 (12.9%) | 3.08 | 1.037 |
| 2 | Resource rooms | 293 (41.7% | 229 (32.6%) | 150 (21.3% | 31 (4.4%) | 3.12 | 0.891 |
| 3. | Practicum Laboratories | 207 (29.4%) | 319 (45.4%) | 115 (16.4%) | 62 (8.8%) | 2.95 | 0.900 |
| 4. | Staff offices | 319 (45.4%) | 258 (36.7%) | 96 (13.7%) | 30 (4.3%) | 3.23 | 0.842 |
| 5 | Conveniences | 239 (34.0%) | 219 (31.2%) | 149 (21.2%) | 96 (13.7%) | 2.85 | 1.039 |
| 6 | Social Studies Libraries | 179 (25.5%) | 203 (28.9%) | 179 (25.5%) | 142 (20.2%) | 2.60 | 1.075 |
| | **Weighted Mean/Std.** | | | | | **2.97** | **0.981** |

**Decision Rule:** Mean Score < 2.5 is (Low) = 2.5 (Moderate), > 2.5 (High)

**Key:** Highly Available (HA) – 4 points; Available (A) – 3 points; Partially Available (PA) – 2 points; Not Available (NA) – 1 point

**Source Researchers' Fieldwork, 2025**

The table 2 provides a detailed breakdown of respondents' perceptions regarding the availability of various infrastructural components. On the availability of the lecture rooms in public colleges of education in Nigeria, 45.7% lecturers responded that the lecture rooms were highly available, 30.7% said it was available, 11.1% responded that it was partially available and 12.9% responded that it was not available. The responses of the lecturers on the resource rooms shown that 41.7% of the lecturers responded highly available, 32.6% said it was available, 21.3% responded that it was partially available while 4.4% revealed that it was not available. Meanwhile, Resource rooms and practicum laboratories also

demonstrate relatively high levels of availability, with 41.7% and 45.4% of respondents respectively reporting favourable access to these facilities. The table above also revealed the analysis on the availability of the offices for the Social Studies lecturers. 45.4% of the staff responded that the offices for the staff were highly available, 36.7% said that it was available, 13.7% responded that the offices were partially available while 4.3% said that the offices were not available. The responses to the availability of conveniences, 34.0% of the respondents said that the conveniences were highly available, 31.2% responded that it was available, 21.2% said it was partially available while 13.7% responded that conveniences were not available. Furthermore, the availability of Social Studies libraries emerges as an area of concern, with only 25.5% of respondents reporting high availability, 28.9% responded that libraries were available, 25.5% said that it was partially available and 20.2% said that the libraries were not available. The analysis revealed that the level of availability of infrastructural facilities in colleges of education in Nigeria was high (2.97> 2.5)

**Research Question Three:** What is the mostly adopted leadership styles (democratic, autocratic, digital and coaching) among heads of department in Colleges of Education in Nigeria?

**Table 3: Distribution of Respondents by Head of Department's Leadership Style**

| S/N | Leadership Style | Frequency | Percentage | Mean |
|---|---|---|---|---|
| | | | | |
| **1.** | Democratic | 330 | 46.9 | 4.18 |
| **2.** | Autocratic | 150 | 21.3 | 3.21 |
| **3.** | Digital | 125 | 17.7 | 2.82 |
| **4.** | Coaching | 100 | 14.2 | 2.14 |
| | **Total** | **705** | **100** | |

**Source: Researchers' Fieldwork, 2025**

The table 3 on the Heads of Department Leadership Style presents democratic leadership style as the major and mostly adopted by the HODs as it takes 46.8% with mean as 4.18. Autocratic leadership style followed with 21.3% with mean to be 3.21. Digital leadership style came third with 17.7% and mean of 2.82, while coaching leadership style took 14.2% and mean as 2.14. The analysis revealed that the mostly adopted leadership styles among heads of Department in Colleges of Education in Nigeria is democratic style.

**Research Question Four:** What is the Level of Safety in Colleges of Education in Nigeria?

**Table 4: Descriptive Statistics Showing the Level of Safety in the Public Colleges of Education in Nigeria**

| S/N | Items | HA | A | PA | NA | Means | Std.s Dev. |
|---|---|---|---|---|---|---|---|
| 1 | Internal security system | 101 (14.4%) | 91 (12.9%) | 327 (46.5%) | 184 (26.2%) | 2.16 | 0.971 |
| 2 | Perimeter fence | 299 (42.5%) | 199 (28.3%) | 140 (19.9%) | 65 (9.2%) | 3.04 | 0.997 |
| 3 | Closed Circuit Television (CCTV) | 53 (7.5%) | 41 (5.8%) | 398 (56.6%) | 211 (30.0%) | 1.91 | 0.808 |
| 4 | Fire extinguisher | 216 (30.7%) | 191 (27.2%) | 179 (25.5%) | 117 (16.6%) | 2.72 | 1.073 |
| 5 | Security light at night | 396 (56.3%) | 220 (31.3%) | 68 (9.7%) | 19 (2.7%) | 3.41 | 0.774 |
| 6 | Iron metals and Burglaries at the offices entrances | 119 (16.9%) | 285 (40.5%) | 195 (27.7%) | 104 (14.8%) | 2.60 | 0.936 |
| | **Weighted Mean** | | | | | **2.64** | **0.927** |

**Decision Rule:** Mean Score < 2.5 is (Low) = 2.5 (Moderate), > 2.5 (High)

**Key:** Highly Available (HA) – 4 points; Available (A) – 3 points, Partially Available (PA) – 2 points; Not Available (NA) – 1 point

**Source: Researchers' Fieldwork, 2025**

Table 4 reveals the distribution of the respondents by level of safety in the Public Colleges of Education in Nigeria. On Internal Security System, 14.4% of the respondents responded highly available, 12.9% responded that it was available, 46.5% said that it was partially available while 26.2% said that it was not available. On perimeter fence, 42.5% responded that it was highly available, 28.3% said that it was available, 19.9% reacted that it was partially available while 9.2% reacted that it was not available. On the availability of the closed circuit television, 7.5% of the respondent said that it was highly available, 5.8% said that it was available, 56.6% of the respondents reacted that it was partially available while 30.0% said that it was not available. On the fire extinguisher, 30.7% said that it was highly available, 27.2% reacted that it was available, 25.5% of the respondents said that it was

partially available while 16.6% said that it was not available. On the availability of the security light at night, 56.3% responded that it was highly available, 31.3% of the respondents said that it was available, 9.7% said that it was partially available while 2.7% reacted that it was not available. Furthermore, on the issue of provision of iron metal and burglaries at the offices entrances, 16.9% of the respondents reacted that it was highly available, 40.5% said that it was available, 27.7% responded that it was partially available while 14.8% of the respondents said that it was not available, The overall analysis revealed that the level of safety levels in colleges of education in Nigeria was high (2.64 > 2.5)

**Discussion of Findings**

The analysis of the research question one revealed that Social Studies lecturers' level of work performance was high (3.37> 2.5) in public colleges of education in Nigeria. Several studies aligned with the findings of this current research on the work performance of Social Studies lecturers in colleges of education in Nigeria. For instance, Maristya and Nurhayati (2024) emphasised on the positive impact of instructional material utilisation on teaching effectiveness, echoing the emphasis on curriculum development and teaching aid utilisation observed in the current study. Similarly, Elujekwetu (2021) in his study highlighted the importance of educators' involvement in curriculum development processes for enhancing the quality of educational programme.

The analysis of research question two revealed that the level of availability of infrastructural facilities in colleges of education in Nigeria was high (2.97> 2.5). Comparing these findings with previous research studies offers valuable insights into infrastructural challenges within colleges of education. For instance, Sobandi (2020) in his work emphasised the importance of adequate infrastructure in promoting effective teaching and learning processes, aligning with the emphasis on the availability of lecture rooms and staff offices observed in the current study. Similarly, findings from a study underscore the significance of resource rooms and laboratories in supporting practical learning experiences, consistent with the relatively high availability of these facilities in the current research (Maristya & Nurhayati, 2024). However, disparities exist in the availability of Social Studies libraries, with only a quarter of respondents reporting high availability. This contrasts with findings from studies by Essien (2019) emphasised the importance of well-equipped libraries in facilitating research and scholarship.

The analysis of research question three revealed that the mostly adopted leadership style among heads of Department in Colleges of Education in Nigeria is democratic style. Martinez (2020), a study underscored the significance of leadership styles in educational settings, supporting the focus on leadership styles observed in the current research. The analysis of research question four revealed that the level of safety levels in colleges of education in Nigeria was high (2.64 > 2.5). The findings of this study is in line with the submission of Okeke and Ezennia (2023) who submitted that development and progress can thrive in the work environment where the workers' safety and security is maximally guaranteed. Also, Ekpoh, Edet & Ukpong (2020) stated that school safety is one in which a school recognises and protects child rights by provision of situation and environment guaranteeing process of learning-teaching, health, safety, and security of the students at any time.

**Conclusion**

Social Studies lecturers demonstrated commendable levels of engagement and competence in critical activities such as curriculum development, instructional delivery, and research supervision. However, there is room for improvement, particularly in leveraging emerging technologies and refining assessment practices to further enhance student engagement and learning outcomes. There are significant infrastructural challenges in the public Colleges of Education in Nigeria, including disparities in availability and quality across departments and institutions. Improvements in resource allocation processes are necessary to address these challenges and create a more conducive learning environment.

**Recommendations**

Based on the findings of this study, the following recommendations were made:
Government, college administrators and relevant stakeholders should:

1. provide conducive environment for the Social Studies lecturers and non-teaching staff in the Colleges of Education for them to discharge their responsibilities as expected of them.
2. invest in improving the availability of essential infrastructural facilities such as Social Studies libraries and conveniences to support teaching, learning, and research activities effectively and prioritise maintenance as well as upgrading of existing facilities to ensure optimal functionality and user satisfaction.

3. encourage balanced approach to leadership by promoting the integration of coaching, democratic, and digital leadership practices alongside traditional autocratic styles and provide leadership training and development programme to equip heads of department with the skills necessary to adapt their leadership styles to diverse educational contexts effectively.
4. improve internal security mechanisms, surveillance systems, and physical barriers against intrusion to improve overall safety levels within colleges of education and also prioritise maintenance, accessibility, and training in fire safety protocols to ensure effective emergency preparedness across campuses.

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