The purpose of this study was to investigate and identify the various factors capable of enhancing dynamism in the teaching of social studies at the Grade Two College level in Lagos State. The study was justified from theoretical and practical points of view in extending the frontier of knowledge in classroom interaction and in influencing curriculum planning and development in social studies.

The descriptive research design was employed. Selection of a research population was based on the four types of programmes offered by the Grade two Teacher’s Colleges in Lagos state. Participating staff and students, drawn from all the colleges, were randomly selected to include all four categories. Within the thirty-six classrooms selected, there were 1,312 students, thirty-six teachers and twenty educational administrators.

The major instruments used were the Classroom Interaction Observational Analysis Instrument, Social Studies Teaching Questionnaire, Actualizations of Intentions in Teaching, Pre-Test and Post-Test and the Observer Rating form.

The statistical technique employed for the analysis was the analysis of variance to determine the differences between and amongst the various conceptualization scores. Pearson's Correlation Coefficients, t-tests and F-tests were used to determine the relationship between and amongst these scores.

Analysis of research data resulted in the following findings based on the five hypotheses tested. This study found surprisingly that students conceptualize social studies more as an amalgam of subjects than as citizenship education or a discipline. That students conceptualize teaching more as interaction between the knower and the ignorant than as interaction involving three elements. Teachers and administrators, on the contrary, held more appropriate conceptions of social studies as citizenship education, ecological studies, skill development, and of teaching as triadic processes.

This study identified six major factors capable of enhancing dynamism in teaching social studies as: (1) the variety of conceptions of social studies held (2) the conceptions of
teaching held and how close to the triadic process the conceptions are, (3) the variety of method of teaching social studies employed, (4) the various notions of social studies objectives tied, (5) the awareness of specific objectives to reflect the effects and nature of social studies and (6) patterns of interactions portraying the ability to actualize stated intentions in teaching.

These factors influence dynamic classroom interactions as follows:
(1) The greater the conceptions of social studies held, the closer to the triadic processes the conceptions of teaching held, the more varied the objectives and methods of social studies identified and actualized, the greater the classroom interaction.
(2) The greater the teachers ability to identify and achieve specific objectives which reflect the affect of social studies, the closer the actualization of intentions to reflect the nature of social studies, the greater the classroom interaction.

The following recommendations considered essential to enhance dynamism in the teaching of social studies were made.

(1) Emphasis and development of the appropriate conceptions of social studies.
(2) A re-examination of the curricula, the philosophy behind social studies and the teacher's schemes of work;
(3) Exposures of teachers and students to the factors which influence dynamic classroom interactions;
(4) Integrating the knowledge from social studies education which focuses on the totality of human nature into the educational foundations, cultural and creative art, health and physical education and science classes to reflect the dynamism in social studies.
(5) Finally, it is recommended that teachers be exposed to a system of analyzing the teaching process to create and propagate teaching as involving the teacher, the learner and the subject matter shared between them.