IMPACT OF TEACHER QUALITY ON THE ACADEMIC PERFORMANCE OF JUNIOR SECONDARY SCHOOL STUDENTS IN SOCIAL STUDIES IN KATSINA STATE

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DEPARTENT OF ARTS AND SOCIAL SCIENCE EDUCATION,

AHMADU BELLO UNIVERSITY, ZARIA

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A THESIS SUBMITTED TO THE DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION, AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF M.ED SOCIAL STUDIES EDUCATION

DEPARTENT OF ARTS AND SOCIAL SCIENCE EDUCATION,

AHMADU BELLO UNIVERSITY, ZARIA

JANUARY, 2015

DECLARATION

I hereby declared that this thesis entitled "Impact of Teacher Quality on the Academic performance of Junior Secondary School Social Studies Student in Katsina state has been written by me and that it is record of my own research work in the Department of Arts and Social Science Education Ahmadu Bello University Zaria, under the supervision of Dr. M. C. Ubah, and Dr. H. I. Bayero. All sources of information derived from the literature have been duly acknowledged by means of references. I also declare that this work has never been presented wholly or partly for the award of Master Degree anywhere to the best of my knowledge. I am liable for any mistake(s) in this work.

_____ _____

Yahaya Shinkafi Ja'afaru Data

M.ED/EDUC/19708/07-08/P13EDAS8028

CERTIFICATION

This thesis "impact of teacher quality on the academic performance of Junior Secondary School Students in social Studies is in Katsina State" by Yahaya Shinkafi Ja'afaru meets the relations governing the award of the degree of Masters Degree in Education of Ahmadu Bello University, Zaria and is approved for its contribution to the knowledge and literacy presentation.

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Prof. Z. A. Hassan Date
Dean, Post Graduate School

DEDICATION

This work is dedicated to the memory of my late father; Lawal, may his soil rest in perfect peace amen.

ACKNOWLEDGEMENT

I wish to acknowledge the fact that the completion of this thesis is due the patience and able supervision of my major supervision Dr. M. C. Ubah whom I am highly grateful to his advices and comments which were indeed a sources of aspirations to me. His wealth of experience has given this thesis the scholarship it holds. I am also very grateful to my second supervisor Dr. H. I. Bayero for his useful comments, advices and corrections to this thesis.

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ABSTRACT

This study focused on the impact of teacher quality on the academic performance of Junior Secondary schools Student in Katsina State. Teacher quality here implies teacher qualification, teacher experience and workshop, seminar and conferences attendance. Three objectives, research questions and hypotheses each were established, raised and formulated. The study adopted surveying method and a total of seventy teachers and three-hundred fifty students were involved. Two instruments were structural questionnaire and achievement test administered for the teacher and students respectively. The finding of the study revealed that, teacher experience, qualification, workshop, seminar and conference attendance significantly affected students' performance in social studies leading to the rejection of all the three null hypotheses. Based on the finding, the study revealed that teacher's qualification significantly affected students' academic performance. It is recommended that experience teacher with requisite qualification and regular attendance of workshops, seminars and conferences be given priority. The study recommended that workshops, seminars be organized on regular basis to enable social studies teachers keep abreast with contemporary happening in their areas of specialization. In addition, in-service training should be provided for social studies teachers.

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ABBREVIATIONS

NPE	-	National Policy on Education
SOSAN	-	Social Studies Association of Nigeria
NERDC	-	Nigerian Educational Research and Development Council
NNTEP	-	Northern Nigeria Teacher Education Project
A.B.U	-	Ahmadu Bello University
NUT	-	Nigeria Union of Teachers
TRC	-	Teachers Registration Council
MOE	-	Ministry of Education
GJSS	-	Government Junior Secondary School
SSAT	-	Social Studies Achievement Test
FCE	-	Federal College of Education
ICE	-	Isa Kaita College of Education
NERC	-	Nigerian Education Research Council
SSS	-	Senior Secondary School

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Teaching is made up of several components of different dimensions such as the teacher, the students, the curriculum, the teaching method and instructional materials. Therefore, teacher qualities are the different components involved in the teaching and learning of social studies; importance of learning social studies.

With the above definition therefore, this study intends to investigate the impact of teacher qualities on the academic performance of junior secondary school students in Social Studies using two instruments: the teachers' questionnaire and a paper and pencil test for the students.

The major development associated with the National Policy on Education NPE (2008) is the pride of place it has given to Social Studies. The policy regards this subject as a compulsory core subject area which all students at Junior Secondary Schools cannot dispense with in their learning activities. Very importantly the policy endorsed that, the teaching of Social Studies in our Junior Secondary Schools must be seen as one of those avenues of establishing strong basis for the production of effective citizens and of foregoing a cohesive society that will support the notion of the nation building.

The above statement implies not only a perception of the Social Studies education in terms of understanding on human relationship, but also in terms of its aims at producing citizens with skills, competencies, moral values and reasoned judgment to effectively live,

interact, interrelate and contribute positively to the economic, social and political development of Nigerian Society.

According to Okobiah (1999) to achieve these objectives in Social Studies education, the teachers involved in this task must implore qualified, well experienced and well attended workshop, seminars and conferences organized for social studies teachers. However for the current practice in Social Studies education to be vital and valid within classroom context, it must be made operational by the teacher through qualification and teaching experience, aims and objectives, curriculum context, methodology, instructional materials, resources and evaluation procedure/processes.

For the diversified curriculum structures of social studies to be delivered by the professional teachers successfully, Social studies as a discipline must integrate the divergent and contemporary issues in Nigerian school curriculum. However it is generally accepted fact that Social Studies education stresses societal goals with man and his socio-economic and political environment as the focal point. Social Studies is an integrated discipline aimed at solving the complex and diversified problems of man in totality.

Dubey et al (1980) stresses that it is the hope of Social Studies that knowledge, attitude and skills obtained in the process of studying will have transfer value to the lives of children so that the decision they make as mature citizens would be useful to themselves and to the whole society. Social Studies education was therefore recommended for implementation nationally in 1969 at National Curriculum Conference.

For the reorganization and reshaping of the core curricula to achieve its desirable social as well as economic goals it has naturally become the primary concern of African

countries to reflect the self needs of their societies and this is where social studies came in. At the time it was introduced, concerted efforts were made by some associations, such as Social Studies Association of Nigeria (SOSAN) and governmental bodies such as the Nigerian Educational Research Development Council (NERDC) to get it well established along with other traditional subjects in the school curriculum. Also seminars, workshops and conferences were convened where papers were presented and discussed. As such, the teaching and learning of Social Studies was made compulsory at the school levels of education system. This was the attempt to achieve the national goals and objectives.

Ogunsanya (1984) also indicated that "the experience of many countries of the world where Social Studies has been introduced into the school curriculum has shown that such countries were initially motivated to do so by the felt need to get rid of certain social vices plugging their countries and which they believed social studies contributed in eliminating".

Okam (2002) explained that Social Studies is not only concerned with the controls imposed on our lives by political institutions, but also the fostering and improvement of human relations through better understanding of others both at home and abroad. It is also devoted to the basic Social institutions and the relationships of the Nigerian polity to those organized bodies that shaped our behaviour in so many ways. The discipline of Social Studies has assumed a major dimension in the sphere of curriculum development in Nigeria.

Joof (1991) pointed out that the inability of Geography and History to prepare the citizens for their effective living in an increasingly complex world has been one of the circumstances that induced the introduction of Social Studies in the school curriculum. Ogundare 1984, Agbole 1985, Adeyoyin and Okam 1988) which agreed that an effective

classroom dispensation of Social Studies can create a strong basis for inculcating attitudes favorable for sound social development of youths. Also there is a consensus in these findings associated with these studies that, the teaching and learning of social studies can contribute to an acquisition and sustenance of desirable attributes characteristic of effective citizenry with a given democratic framework such as Nigeria.

As a Social Studies teacher and scholar, the researcher observed through experiences for many years that teachers teaching Social Studies are not well qualified in employing and exploring the method of teaching Social Studies instruction which has resulted to student's negative perceptions and poor performance. As such it is against this background, therefore that the researcher was motivated to carry out an investigation in order to find out the impact of teacher quality on the academic performance of junior secondary school students in social studies. There is the need for teachers to use various teaching methods aimed at enhancing effective classroom management and control instead of using one single method which will lead to monotony and loss of interest from the learners.

1.2. Statement of the Problem

With the introduction of Social Studies education in the Nigerian educational system in 1969 at National Curriculum Conference which made social studies to be a core course or subject at the primary and Junior Secondary Schools level, Dubey and Barth (1977) conceptualized Social Studies as a process of education which utilizes the study of human life for the purposes of given children and adult the opportunity to practice and solve individual and societal problems. Therefore Social Studies as a subject should enable young people to understand their own complex industrial world. Social Studies is a subject that deals with the comprehensive study of man in relation to his social and physical

environments and he deliberately applied science and technology in order to make the society a better place to live. It is observed that, there are multidimensional or multi-various teaching qualities such as, qualification, in-service training and experiences in teaching Social Studies affect the student's academic performance in Junior Secondary Schools in Katsina State. .

The problem of teaching and learning of Social Studies in Junior Secondary Schools is of colossal magnitude which this study attempts to analyze, because the National Policy on Education (NPE, 2004) identified Social Studies as an integrated subject which students must undergo at Junior Secondary School level to prepare them for social science based courses at Senior Secondary Schools (S.S.S.). However, for the subject to be fully appreciated by the students and to have higher performance in the subject the researcher feels that there is a need for using teacher quality, experience and teachers attendance of workshops, seminars and conferences to measure the performance of junior secondary school students in Social Studies.

1.4. Objective of the Study

The research study aimed to investigate the impact of teacher quality as variables on the academic performance of Junior Secondary School students in social studies in Katsina State. The present study sets out to achieve the following objectives:

i. To find out whether teachers' qualification affects Junior Secondary School academic performance in Katsina state.

ii. Whether teachers' experience in teaching affects Junior Secondary students' academic performance in Social Studies, in Katsina state

iii. Whether teacher attending workshops, seminars and conferences affect Junior Secondary School Students' academic performance in Social Studies in the state.

1.5. Research Questions

The study attempts to find out answers to the following questions:

i. Does teachers' qualification affect junior secondary school student's academic performance in Social Studies in Katsina state?

ii. Does teacher's experience affect junior secondary school students' performance in Social Studies in Katsina State?

iii. Do teacher's training/attendance of workshops, seminars and conferences affects junior secondary school students' academic performance in Social Studies in the state?

1.6. Research Hypotheses

Based on the above research questions, the researcher stated the following as the research hypotheses:

H_o1 There is no significant relationship between the teachers' academic qualification and student's academic performance in Social Studies in Junior Secondary School students in Katsina State.

H_o2. There is no significance relationship between the teachers' teaching experience and their students' academic performance in Social Studies in Katsina state.

H_o3 There is no significant relationship between teachers attendance of workshop/seminar/conferences and students' academic performance in Social Studies.

1.7. Significance of the Study

This research is significant in the area of Social Studies Education for the fact that its findings will contribute immensely to researchers, teachers, curriculum planners and educational administrators. Above all it will serve to improve the teaching of the subject and a better student's academic performance in social studies in the state.

The finding of the study will help and emphasise to the Social Studies teachers to further their education to a high standard, that is from NCE level up to PhD level, so that to foster learning and improve students' academic performance in the subject. The research will also help to generate more researches as related to teacher quality as they relate to Social Studies. It will also serve to encourage the researchers to research more of teaching qualities in the improvement of teaching and students academic performance in Social Studies. It will be of help to curriculum planners in the sense that, the importance of teacher as a teaching variables and the teaching of Social Studies and improvement in the students' academic performance will serve as suggestions so that when they are reviewing the Social Studies curriculum every topic should be accompanied with suggested teaching qualities experienced in employing teachers to teach social studies. Finally, it will help the educational administrators in the sense that it will highlight the need for the provision of sending the social studies teachers to further their education, and they should be sponsored by the government. It will also serve to highlight the needs for administrators to encourage and support teachers to be attending seminars, conferences, and workshops on social studies.

It will also serve to educational inspectors to encourage Social Studies teachers to be using suitable teaching method and suitable instructional materials to be used and their improvisation in the teaching of the subject.

1.8. The Scope of the study

This study is restricted to Government Junior Secondary Schools in Katsina State and it will only focus on "impact of teacher quality on the academic Performance of Junior Secondary School Students in Social Studies in with particular attention to Social Studies teachers. This scope is cumulatively built upon the fact that the study seeks to justify the academic performance of junior secondary school students with regard to the availability of qualified social studies teachers, sufficient social studies teachers, experience social studies teachers and furthering of their education from national certificate in education (NCE) to PhD degree level so that to improved the teaching of the subject in the state.

The study will only cover some selected secondary school from the three senatorial zones that has seven educational zones. In which two schools will be selected to make the total of fourteen junior secondary schools. The seven educational zones are:

Daura Educational Zone

Dutsin –ma Educational Zone

Funtua Educational Zone

Katsina Educational Zone

Kankia Educational Zone

Malumfashi Educational Zone

Mani Educational Zone

The research covers the period between 2013 and 2014 and was equally delimited to the use of structured questionnaire as the instrument for data collection and a test will be given to the students, and the statistics used for the data analysis were percentage and T-test.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

This Study will focus on the impact of teacher quality as variables. In this chapter, an attempt will be made to review the related literature on the followings:

- Meaning of social studies,
- Nature of social studies and
- Scope of social studies teacher evaluation, resource materials and attitudes. It will also focus on the qualification, attendance of workshops, seminars and conferences and experience of social studies teachers as well as review of related empirical studies and summary.

2.0. Theoretical Framework

2.2. Concept of Social Studies

Like all other social sciences, social studies was defined differently by different scholars. Social studies is the course that realizes that man is confronted with problems in all his life experiences and how to manipulate and how to find solutions to their problems. The concept of social studies as a subject of study that has been variously defined by different scholars and educational bodies. The United States of America commission on the rehabilitation of secondary education defined social studies as “Subject matter that is related to the organization and development of the human society and man as a member of social groups”. (Nwanna Nzewunwa, Girigiri and Okoh, (2007).

While National Teachers Institute (2002) Conceptualized social studies as a subject that deals with man's interaction with his environment in order to acquire the relevant skills, knowledge, Attitudes and values that will make him live harmoniously with his environment.

Akinlanye (2003) sees social studies education as the study of man in his environment. To him every society has its own peculiar problem/ problems which make it necessary to introduce social studies to help them solved their problems.

Kissock in Mbaba, (2007) defined social studies as "a programme of study which a society uses to instill in students or learners the knowledge, skills, attitudes and action it consider important concerning the relationship human being have with each other, their world and themselves". Therefore the above definition suggested that social studies is a vehicle through which desired culture, values and norms of the society, could be transformed.

Tikumah (2009) conceives social studies as the types of leaning that aims at creating a free society of responsible and responsive citizen by imbibing them with desirable attitudes and values as appropriate mental and physical skills and abilities for meaningful living and interaction.

Kadiri (2002) wrote that "social studies is wholistic subject that is interested on the social, physical and emotional characteristics of man. This means it is a broad based curriculum that de-emphasizes subject boundary rather emphasized inter disciplinary approach to the study of human activities. In social studies, man and his activities are investigated as a whole not parts".

Therefore social studies is based on the foundation of different fields of study. It draws its contents from social sciences subjects such as history, political science, economics, anthropology, sociology and geography.

According to Galadinci (2007), social studies is defined as an integrated study of the social science and humanities to promote civil competence with the aim of helping good as origins of the culturally diverse democratic society in an independent world.

Also Ololobou (2002), define social studies as'' the integrated study of man as he battles for survival in the environment both physical and social''. He also added that social studies promotes awareness, appreciation and understanding of the reciprocal relationship between man and his environment.

Despite the view about what social studies is, there are some areas of agreement, that social studies is the studies of society, that it is concerned with the relationship within the society and the central concern or focus of social studies is "man." Furthermore, Olabode, (2009) defined social studies as the study that follows man in time (History), in exploitation of resources (economics), in leadership (government), in space (geography), in graphs (Anthropology) and in response to stimuli (psychology).

2.4. Nature of Social Studies

According to mini chambers dictionary, 5th Edition, "is the quality means what make a thing, person, animal, what it is or he is." Therefore the nature of Social Studies is the quality that makes Social Studies what it is. What is therefore the nature of social studies?

Social studies is a corrective study, this is because it aimed at studying the man in his day to day activities within his environment because social studies teaches members to live

with the other people within the society, how to interacts, communicate with other people in the community. It also focuses on the importance of man and his environments. For example, in Nigeria there are people who are farmers, some are businessmen, some are fishermen, while some are cattle rearers, because of their different environments. Therefore man is the focus of study and his activities are studied in relation to his various environments. The new national policy on education (2004) emphasis more values on the junior secondary school programme. It made social studies as a core subject in the school curriculum. The reason for that arrangement was that in Nigeria, most of the students education stop at junior secondary school level.

For that the Universal Basic Education (2004) Arrange that, "every child or learner who has gone, through nine years of basic education should have acquired appropriate levels of literacy, numeracy, manipulative, cumulative and lifelong skills. As well as ethical, moral and civil values needed for laying a solid foundation for long learning as the basis for scientific and reflective thinking". In this case therefore teaching quality has a significant effect on the academic performance of junior secondary school students in the study area.

2.5. Scope of Social Studies

Scope of social studies on the other hand covered the whole study of man and his environmental attributes and some aspect of the interaction between, man to man society to society, country to country of the world. To this end, Bank (1977) argued that "social studies assume the major, responsibility for helping children become adult at making important decisions that affect their relationship with other human beings and the governing of their local communities and the nation." The social studies programme include knowledge,

concepts, attitude and values drawn from history, geography, sociology, economics, religion and other humanities and social sciences. For a social studies programme to be effective, Onyabe (1979) stated that it must be directed to four objectives: knowledge, basic skills, values and beliefs and then social participation.

Therefore the importance of social studies as a subject of the school curriculum cannot be over emphasized. It is useful to himself (Man) and to his society. He also identifies his needs, his strengths and weaknesses. Studying social studies also gives him (Man) the opportunity to learn how to appreciate his rights and how to relate with other people in the society for his own benefit and that of others. Also social studies encourage the interdependence of local communities and the nation. In supporting the importance of social studies, Dubey and Barth (1980:2) stressed that "it is the hope of social studies that the knowledge, attitudes and skills obtained by children in the process of Studying Social Studies will have transfer values to the lives of the people and the decisions, they make as mature of citizens and will be useful to them and to Nigerian society."

2.6. Historical development of Social Studies in Nigeria

Social studies as the contacts of History, Geography and other Social Sciences have been an integrated subject that was introduced in Nigeria in the early 1960s. The methodology of the new subject social studies is active inquiry of learning. According to Aina, (1982) the modern history of social studies in Nigeria has its roots in the ripples of curriculum innovation which began in Europe in the 1930s. But the subject was according to Dubey and Bath, (1980) introduced in Nigeria in the early 1960s. The main method of the new social studies is active inquiry learning. The national curriculum conference of 1969 has been regarded as a land mark in the development of social studies in Nigeria, based on

the deliberations at this conferences that social studies was given a national recognition led to the federal republic of Nigeria's national policy on education (Lagos 1977) which provides the basic philosophy of Nigeria education. Therefore social studies were in the big plan to make education relevant to the needs of the country. In 1969 effort had been made at regional level to develop the subject. For example social studies programme began in Aiyetoro comprehensive high school in the western region in 1963, the textbooks for social studies were first produced in 1965. Furthermore, in 1965 an effort was made by the Northern Nigeria Teacher Education Project (NNTEP] introduced social studies in to some selected Teachers Colleges at Bauchi, Bida, Ilorin, Katsina, Maiduguri and Sokoto.

Ndubisi (1973:63) posits that social studies was introduced in Nigeria to perform special tasks. This includes, healing the social and political wounds of the past decades, nurturing the most recent hopes in good ethnic group relationship and nationalism. Engendering constructive reforms to make the country a just and progressive society. It has an idea with the questions of values and attitudes, knowledge, skills and understanding. For Dubey and Barth (1980), the purpose of integration is an attempt to heal the wounds of the civil war.

In order to make social studies well established, conferences and seminars has been and are still been held from 1969 to date. The first national workshop on social studies was organized by the Institute of Education, Ahmadu Bello University (A.B.U) Zaria in 1971. Now the conferences, workshops and seminars were been held every year. Also the Nigeria Education Research Council (N.E.R.C.) is the major body responsible for sponsoring programme for actualization of social studies as a definite subject in the school curriculum. In 1978, the national education research council (N.E.R.C) convened and coordinated a

seminar on the classification of meaning, ideas and concepts of social studies, the proceeding of which were published under the title “social studies: teaching issues and problems”.

Objectives of Social Studies

There are two types of objectives in social studies, these includes; specific and general objectives of social studies. Specific objectives are categorized into three domains, these are;

- Cognitive domain- Which deals with knowledge
- Affective domain – which deals with the conduct, attitudes and values
- Psych-motor domain – which deals with the development of skills

The social studies teacher must ensure that students or learner develop correct skills to make independent decision in all aspect of their life.

General objectives

The general objective of social studies emphasizes discovery, dialogue and experience. It gives the learners the opportunity to find out things for themselves by experiment. That’s why social studies has method in teaching it, like excursion, questioning techniques, discussion, inquiry method, problem solving methods etc.

Social studies also inculcates social attitudes and values in the learners and it enable them to have right attitudes life such as courage, patriotism, self discipline, preservation endurance, obedience etc. which leads to societal development.

2.7. Conceptual Framework on Teacher Quality on Teaching Methods

There was a change in the various ways in which the knowledge being taught in the schools are passed to the learners. In the past, the subject matter, society and the learner are the most important elements of education in Nigeria. But nowadays subject, it is the reverse. From the society-centred and subject-centred, we are now moving to student-centred or learner-centred education.

Method as the way of doing something is an approach adopted by the teacher to explain the subject matter to learners. The African social and environmental studies programme (ASSSP, 1994) described the teaching method as the general approach to conduct a lesson. While Onwuke (1996) perceived method of teaching as curriculum. In other words is the way of bringing learners into contact with subject matter. To find out the impact of teacher quality as variables on social studies to our junior secondary school student, the following variables were considered viz: Teacher quality, teacher qualification and teachers experience as variables

2.7.1 Teacher as Variable

A teacher is a person who provides schooling for others. Teacher is he who facilitates education for an individual student he may also be described as a personal tutor. According to W. Louder, 1991, the teacher is the ultimate key to educational change and school improvement. Furthermore, the restructuring of schools, the composition of national and provincial curricula and the development of benchmark assessments are of little values if they do not take the teacher into consideration. A teacher doesn't deliver the curriculum, but he develops, define and re-interpret the curriculum. It is what teachers think, believe and do at the level of classroom that ultimately shapes the kind of learning that young people

get. Therefore, appreciation of this fact is placing working with teachers and understanding teaching at the top of our research. There are three schools of thoughts whose described a teacher as someone who consciously and deliberately shows others how to do things. With this definition, we can say that anybody who occupies a leadership position in any sphere of the society is a teacher. This includes those who are not paid to teach in school like religious schools and parents. The second school of thought looks at a teacher as someone who imparts ideas, knowledge and skills in an organized classroom. There they mean a teacher is just anybody who can handle chalk and stand before the learners and pour facts for the learners to copy into their notes.

This group includes untrained teachers, half bated teachers and trained teachers. While the third school of thought views the teacher as "someone who is professionally qualified to impart knowledge and stimulate learning formally in a classroom situation". Here a teacher is someone grounded in his subject area and must necessarily posses' basic teaching qualification, which enables him to be appointed to teach in institutions of learning. This group includes trained teachers, tutors, instructor and lecturers who are paid to teach in our institutions of learning. Teachers registration Council (TRC) [2002] define a teacher ' as a person who had undergone approved Professional training in education at appropriate levels capable of imparting knowledge, attitudes and skills to the learner".

The Nigeria Union of Teachers NUT (1994) defined a teacher '' as a person who has the registrable professional qualification which enables him to be appointed to teach at any appropriate level of recognized education in any nation and who is of sound mind and is mentally alert''. The word 'teach' is sometimes synonymously used with such terms as

impart, inspire, facilitate, guide, influence, organize, coordinate, disseminate, inform, direct, instruct, educate or counsel.

Teacher has been respected, revered and loved by the society because of the unconditional services he rendered to humanity. Teachers have been associated with certain virtues and characters which make them more responsible to the society. This includes honesty, kindness, faithfulness, diligence, endurance, rehability, good judgment, self control, adaptability, intelligence and trust worthiness. The teacher, through leadership by example imparts these good character traits to students. Thus, apart from academic training the teacher facilitates, moral training of learners. W. Louden, (1991) to be a good teacher, he must have possessed the following qualities a part from the above listed ones.

- Positivity: The teacher has to think positively and enthusiastically about people and what are capable of becoming. Be good in many situation and can make forward to make the most difficult situations when confronted with obstacles. He should also encourage others to be positive as well.

- Communicative: he should share with others in a manner that encourages effective two-way communication. He communicates personal thoughts and feelings on a wide spectrum of issues and listen to students in an empathetic manner, assuring each that conversation will be held in confidence.

- Dependable, honest and authentic in working with others. Works with them in an open-mind, honest and forth right manner.

- Personable Establishes and maintains positive mutual working relationship. Likes to be with others, has many ways of getting to know student as persons, while building

trust and appreciation through personal interaction and involvement to their activities.

- Organized: Teacher should make efficient use of time and moves in a planned and systematic direction. He knows where he or she is heading and is able to help students in their own organization and planning, can think in terms of how organization can be beneficial to them.

- Committed: demonstrate commitment to students the profession and himself confident poised and personally in control of situation. He should have a healthy self image, encourages students to look at them selves in a positive manner, careful to honor the self respect of the students, while encouraging them to develop a positive self concept.

- Lexible Willing to alter plan and directions in a manner which assists people in moving toward their goals. Seeks to reason and out situation with students and staff in a manner that allows all people to move forward in a positive direction.

Knowledgeable: Is in a constant quest for knowledge, keep up in his or her speciality areas and has the insight to integrate new knowledge. Take knowledge and translate it to student in a way which is comprehensive to them, yet retains its originality.

Patient: He should (teacher) strives to look at all aspect of the situation and remains highly fair and objective under most difficult circumstance. He should behaved that problem can be resolved it enough input and attention in given the people who are affected. If the above listed or discussed qualities were possessed by the social studies teachers, the learning situation will improved, the educational sector will boost and our society will developed in

any aspect of life. From the foregoing, it could be deduced that teacher as a variable is very much paramount in causing learning to take place not only in social studies, but in all disciplines.

2.7.2. Method of teaching

In Africa, especially in Nigeria, instructional materials are now recognized as important because of the significant difference within and between students and teacher that used instructional materials and those students that their teacher do not make use of instructional well structured instructions on the subject. Therefore teachers using instructional materials are the best and interest in imparting knowledge to his students.

Subject could also be looked at as an area of knowledge studies in a school. The subject and courses should be handled with care and concentration as over enthusiasm may lead to estrangement of students from the various subjects. In this case adequate instructional materials are required in teaching subjects at all levels of education.

Teaching methods needed in the teaching of all subjects are so many, therefore teaching these subject or courses are tasked by a lot of preparation. Also his students are not left behind. In order to exchange information effectively, and obtained the desired responses, therefore in the need to employ different ways and means which appeal to all the sense of the person receiving the message.

Lack of qualified teachers, instructional materials essential for effective teaching and learning of all or some subjects is rather making the teachers and students to treat with impurity of all subjects in the school curriculum leading to confusion. It’s against this back

ground that the researcher tends to expose the imperatives of instructional materials for the effective teaching and learning.

2.7.3. Method of teaching social Studies

The instructional strategies involves planning and directing learners, material and ideas to produce learning, while method determine to a great extent that the objective of the classroom procedures and the means that will be employed for the advisement of such objectives.

A teacher who tends to be professionally committed to the teaching profession must be familiar with what constitute education. This means if the teacher engages his students in learning, he has clearly pointed out well defined the objectives he is aiming.

Method is the procedure for guiding and directing the experience of the students towards the meaningful learning. A well planned and organized instructional method is important, means effective learning is carried out successfully. Method is also defines as a procedure or way of doing something, orderly or way of imparting knowledge and skills to learners.

Ehiosu (2008) described method as an organizational process that a class or a group will participate so as to define and attract problem of social significance.

Wasley and cart (1971) Said that progress in all subject or course is the result of subtle blending of the all subjects or course is the result of subtle blending of the varied elements that constitute growth and development.

Therefore in this case effectively and committed teacher has a reservoir of teaching method or different types of methods to top in respect with the topic he wants to lead, the nature of the students involves and the objectives to be achieved. All these demand a critical analysis on the part of the teacher because all the method and techniques have something to offer.

The most existing methods currently used in teaching social studies in junior secondary schools in Katsina state are as follows:

i. Inquiry method

ii. Dramatization method

iii. Discussion method

Inquiry method

Inquiry method is an activity-oriented though provoking creative method in which students, out of curiosity and on their own, or under the guidance of the teacher, probe, investigate, and interpret relevant issues and problems with the view to providing solutions though reflective thinking and rational decision making which this method develops in the inquirer.

The inquiry method involves the scientific approach of identifying problems, formatting hypothesis, collecting relevant data to authenticate the data, draw the conclusions. In this case the teacher or students may introduce a problem which may be difficult controversial and investigation-oriented. To guide the student to inquire solutions, a

clear definition of the problem, students are made to ask series of questions related to the identified problem.

The teacher should posed questions on social studies example that elicit answer or statements from the students and guide the inquiry. How to conduct inquiry, in conducting inquiry approach the following steps should be taken:

- The student under the guidance of their teacher provide possible explanations of the problem as well as their tentative or alternative solutions to the problem;
- Students should made to collect relevant and available data
- The collected data or information is presented to the class by the students for their analysis.
- They should be guided to draw tentative conclusions as the conclusion may be altered with time depending on the availability of the information gathered and
- Generalizations may be drawn from the tentative conclusions.

Through exposing students to be independent which inquiry method entails that, students develop the intellectual skills essential for problem solving.

The role of social studies teacher in an inquiry-oriented lesson is less. This is because, the teacher, in an inquiry lesson, does not properly fit into the traditional lesson plan format, instructional materials play little roles. But the teacher involved in an inquiry lesson, should be aware of the higher level of questions demanded by inquiry which usually begin with what; why and how questions may be thought provoking. Therefore, inquiry

method encourages students to ask questions freely and make their analysis and report their findings and their suggestions and recommendations.

Dramatization method

Dramatization method is another method which the student gets out events situations, emotions or feelings characters in stories, actions through taking roles. Dramatization method arouses the students interest, holds their attention in what is being taught. It also encourages a lot of active participation learners to suit students of all ages and imbues the learners with self confidence, self control and self esteem.

Apart from the language skills it inculcates in the mind of the students, it will also enhances the students' imagination and creative abilities. The techniques of the dramatization method such as mining, puppetry, playlet, monologue or dialogue and role playing.

Role playing, which is a dramatized experience, is an enactment or re-enactment of social conflicts, historical events, sensitive social issues or problematic real life situations involving morals and values in which decisions must be made. Some stages in role playing are:

- Create, identify or select a real life situation that is problematic in nature or entail decision making. The situation must be related to student experience.
- The role players are selected on the basis of their ability to effectively perform the parts that will be assigned to them. Those selected will be able to perform the roles assigned to them. To ascertain their credibility to perform, it might be necessary to try out these selected actors abilities before the roles are finally assigned.

- After assigning roles, both the participants and the audience are orally briefed on their roles. The audience may be employed to examine the appropriateness of the role assigned to observe carefully. For the role players, they should endeavour to identify with their roles by giving it validity or to stay in role.

- With the stage set, the role is performed or enacted. If the performance of the role players detracts from their roles and generate disinterest or inattentiveness, the enactment may be stopped.

- After the enactment a debriefing session should follow during which period the play is discussed and evaluated by role playing techniques.

- After the enactment a debriefing session should follow during which period the play is discussed and evaluated by the role players, teacher and audience. This allows for sharing together of experiences and feeling of what is learned.

- The scene may further be re-enacted if new aspects of the problem are found out if other alternative ways or other ways of identifying with the roles are sorted out. The role may be played by the same role players or another set of actors which-up discussion follows

- Generalizations may be drawn after the performance.

- Finally, discussions are made after everybody is satisfied that the roles acted gave validity to the role played situation.

Although, some students are selected to role-play a situation, it would be wrong to see such selected actors, among the students as the only participants briefed about the roles.

They discuss and created on the spot. Role playing, in addition, inculcates in the students the ability to predict consequences since the responses of the actors are not pre-determined. It helps the students to develop discussion, skills and the values of cooperation. It exposes the students to understand that there are a variety of ways in which problems or social conflicts can be solved and therefore, instills the sense of caution in decision making.

Demonstration method

This method of teaching can be said to be the illustration or display or directions on the operations of something or procedures involved in a process action, activities or the act of teaching. It is a teaching method that is utilized by both teachers and students in a social studies classroom. It is used by a social studies teacher who wants to show the students how to construct some instructional materials show the students the operations of an overhead projector where available while the students used it to show that they have mastered the steps in a process.

Demonstration method facilitates knowledge retention and its eventually recall what the learners learn and it arouses the interest of the learners. It also encourages the learners to participate actively in the classroom, demonstration is a construction oriented may enhance the improvisation of instructional materials that are in a short supply, students are encouraged to demonstrate some activities, the demonstration method encourages the child-centered philosophy.

This kind of method may be a waste of teaching time as the majority of the students may not have the opportunity to see what is being demonstrated, demonstration may be haphazardly done in order to meet the rigid time scheduled of the school. This method (demonstration method) consume a lot of time.

Discussion method

Is another method of teaching that lends itself to effective social studies teaching and learning is the discussion method. Discussion is viewed here as an organized, predetermined procedure of teaching and not as part or element of another method. Macino Brown, (1982) surfaces in the course of the utilization of other teaching methods. Discussion is a consensus learning strategy in which participants put heads together and contribute worthwhile ideas or personal views that aid them arrive at a conclusion on the topic of discussion.

In a discussion setting, the teacher should be an integral part of the discussion group placing himself somewhere in the discussion circle in such a way that the conventional teacher standing in front of the class and the students sitting facing the teacher arrangement was at ease. The picture of the discussion group is that of equals where a visitor would not at first sight identify who is the teacher?

Physical setting of the discussion method would be of each discussants would easily see each other's face as the discussion progress. Sitting in a circle would be the most appropriate arrangement provided the number of students in the class in manageable. But where there is an explosion of student population in the classroom, such circle sitting arrangement becomes in operative due to lack of space, the teacher should organize the students into manageable discussion groups.

In a discussion in which only the teacher is reverse or knowledgeable in discussion skills, the teacher leads the discussion. But where some members of the discussion group have developed discussion skills like the teacher through participation in previous discussions, they should also be allowed to lead discussions. However, whoever leads the discussion must perform the following tasks: -

He should ensure that he has a fair grasp of the subject or topic of discussion, topic of discussion must not be interesting to attract the attention and interest of the students, they must be relevant to the students' needs. In other words, the discussion topic must be tailored to the ability level of the students. For the effective participation of the members of the discussion group and for a meaningful discussion, each member of the group must be informed about the topic of discussion so as to prepare for the discussion. Effective participation in the discussion entails that the group has prerequisite knowledge of the topic under discussion.

The topic for discussion must be clearly defined by the discussion leader and to ensure that, the discussion is within the confines of the topic being discussed. If a discussion digresses from the topic, the discussant should be courteously brought back to the discussion in such a way that he does not take offence and create a scene through quarreling or fighting which may disrupt the discussion or disorganize the group. If the discussion is tending towards wrong conclusion, the discussion leader should make an input by clarifying issues or by asking leading questions that would bring about discussants into thinking along the right direction.

Finally, discussion, conclusions reached should be re-stated in order to acquaint the discussants or participants with the decision of the discussion group in the case of doubts.

2.8. The Review of Related Empirical Studies

Boor (2012) in her research on Implication of Projected still visuals on the academic performance of junior secondary school students in social studies, the research was conducted on one variable which is instructional materials. Her findings show that, using instructional materials in teaching social studies is very important. Therefore her research is

similar with my research, the only difference was, she conducted her own on one variable while my own was on three variables, that is teacher, instructional materials and method as the variables in the teaching of social studies, while Ajayi, (2000), in his study on the factors affecting the teacher in classroom teaching in schools and colleges uses questionnaire and structural oral interviews to gather his data. The study revealed that many schools and colleges in Imo state had no enough teachers. This is supported by the fact that only 38% of the schools and college indicated that they had enough social studies teachers. Those schools and colleges with student population of 500 (25%) had more teachers than the schools and colleges with student population of 500 and under (10%). That schools and colleges had more qualified social studies teachers (55%) than un qualified social studies teachers (35%); and also the few social studies teachers were been managed to teach the subject in the state.

The study also revealed that principals, vice principals, senior tutors and the teachers identified some factors as being fully responsible for the inadequate social studies teachers to teach in their schools and colleges.

Teacher and Social Science Teaching

The educational qualification of the teacher was the combination of the teacher was the combination of the teacher's experience, physical social and mental characteristics of that teacher, which determines his fitness for an education position; the knowledge and skills.

Fafunwa (1991) posited that, "a teacher is certified "qualified" if measured up to required standard, the teacher need to under go some, training to qualify as a teacher. He further opined that training brings out qualification, while the teachers experiences adds to

the effectiveness of instruction. Thus the qualification of the teacher could be used as a predictor of how effective the teacher would be in teaching, which in turn could be used to predict student performance.

In his recommendation, he advised that more qualified social studies teachers should employed and the unqualified ones should be sponsored to further their education on social studies. The teachers service Board (TSB) and educational resource centre (ERC) should put more efforts in recruiting and supervising the teachers particularly on social studies. He further said that it is imperative for workshops and continuing education programmes to be organized in order to train and keep teachers up-to-date in the teaching of social studies. However, the researcher chooses the teacher as the variables, in conducting this research.

In spite of existence of these findings especially in the field of educational institutions to encourage the recruitment of qualified social studies teachers so experienced teachers that to enhance greater achievement in the teaching of social studies.

The empirical studies on the method in this research; Clark, (1977) as quoted by Cruthfield, (1978) reported his examination of Ibo commercially prepared simulation games, of which 140, dealt with the accepted social studies content and only 20 involved personal values. Clerk views, simulation games provide means for achieving the goals of social studies in a way not otherwise possible. He emphasized the teachers' responsibility in selecting value-oriented games or activities in avoiding interaction with students' emotions. He then reminded teachers that they should not use students' personal problems to build their own egos and only 20 involved personal values. Clerk views, simulation games provide means for achieving the goals of social studies in a way not otherwise possible.

He emphasized the teachers' responsibility in selecting value-oriented games or activities in avoiding interaction with students' emotions. He then reminded teachers that they should not use students' personal problems to build their own egos.

The idea of using computer gamers is to facilitate learning with the new technologies and fresh thinking, a visit to the library at a local university a lot of old text books which centres on different types of teaching methods such as discovery method, inquiry method, discussion method, simulation method, litigation method, play way method, lecture method to mentioned but a few.

Let us look at the simulation game or simulation method which it is used oral in the class room situation, learning will take place effectively. Khietch's (1969) curriculum guidelines elaborate on the underlying behavioural learning System. Theory behind simulation games. Kliestch details various unique Characteristics of behaviour-based simulation and games, (Unit A.pp.4-5), which includes: goals, capabilities, recourses, means, interactions, strategy, engagement, decision making and problem solving requirements. The commercial gaming industries have capitalized on these characteristics and continue to design games satiate gamer interest worldwide, the latest snapshot study by the BBC audience Research (BBC News 2005) in the united kingdom (UK) report that 59% the 26.5 million individuals surveyed in the age group 60-65 are gamers, 48% of them are women. They concluded that gaming is enjoyed by both genders across all in all walks of life.

Some researchers have actually measure the impact of simulation games on student learning, Hake (1998) examined student performance with interactive engagement and

traditional lecture methods in introductory physics courses. He ipared 48 classes teaching introductory physic using interactive engagement 14 classes using traditional methods. Courses classified as having interactive regalement format contained hands on activities with discussion involving peers teachers. In a pre and post- test comparison of conceptual knowledge, considerably large gains in conceptual knowledge were reported for the interactive courses, regardless of whether the course was at high school, colleges or university level. Also in some of the interactive engagement format classes students demonstrated more advance problems solving. Through causality cannot be completely isolated in the non-equivalent groups of design, the larger number of student examine over 6,500 and the consistency of the positive effect of engagement present a persuasive argument that resonates with the theoretical rationale for using activities in the class-room. Therefore this research is slightly; rent from this research work because it compared interactive engagement with traditional lecture method in introductory physics courses, while my research course was on teacher quality on the student's academic performance, which choose method of improving students academic performance

A research carried out by Caprico "(1994) indicate that better exam grades were obtained by students taught using constructivist methodology chains social studies as another area for (1994) indicates that better exams results obtained by student taught using constructivist methodology, Supporting this findings, Saigo (1999), White (1999) concluded that the constructivist model has been found slightly to influence students achievement in a positive way.

Kurt and Becker (2004) in their own research findings on constructivism so discovered that students used for their study participated more in the classroom

activities and gained in content knowledge when a constructivist approach was used. Brad 200 in his study, found that students in the constructivist traditional (Lecture) instruction in all conditions. In a research study by Gatlin (1992) he found that there was no significant difference in students scores at post- test between students of the constructivist group and traditional (Lecture) goup. He reported that students score of those who received the constructivist approach showed a slight decrease on me delayed post- test while students taught using the traditional (Lecture) approach showed a greater decrease over time. Students who received the constructivist approach a higher relation over time. It can be said the students taught by traditional (Lecture) means, who rely on memorization to pass test, over time often do not remember much of the information learned. This work is similar to the one under investigation because it emphasizes on constructivism which implies active involvement of students and constructivism is the theoretical framework of this study which serves as a sort of Rank on which the study rest. In the same vain, both studies are comparing the Academic performance of students using constructivist approach and traditional method.

Makanong (2000) correlated Gatlin's findings in his research study when he found that there was no significant difference in achievement between students in constructivist group and traditional group, Kurt and Becker (2004) reported that there was no significant difference in achievement between Thailand student exposed to traditional teaching strategy and constructivist teaching strategy educational electronics programmes. However, they conducted that the constructivist- instructed students had higher scores post -test and the delayed sty, compared to those of the traditionally (lecture) instructed students. This implies that students in the constructivist group retain the concepts taught an their colleagues

in the traditionalist's lecture group. From the research inducted, the researchers concluded the constructivist instructed students had higher scores in post- test and delayed post-test compared to those of the traditional (lecture) method instructed students. This research slightly differs from the one under instigation because the study was/conducted in Thailand on Vocational Electronics proramme while this study is been carried out in Nigeria on Civic education. Pierty (1977) reviewed/the findings obtained from comparative revaluation studies reported during the 1960s and 1970s, with regards to learning, 5 of 21 studies showed no difference between simulation games and other Instructional technologies. With regards to retaining the information learned, 8 of the student showed that, students participating in simulations retained the information longer than those exposed to other instructional techniques. On\ merest, 7 of 8 studies reported that students showed more interest in the simulation activities than in more conventional classroom tasks. In their update of Pierfy's review. Bredemeier and Greenblat (1981) concluded that simulations are as effective but not better than other instructional methods on learning the subject. Simulation games are more effective, however, as aids to' retaining the learned material and in instilling a positive attitude toward the subject matter. These insults generally support those obtained by Pierfy and support the observation trade by Ellington. Gordon and Fowlie (1998) that simulations have an advantage are traditional methods in motivation, participant involvement, and commitment. Out of the 21 studies carried out, the researcher came out with these findings simulation games are more effective as it aids retaining learned materials and also instills a positive attitude towards the subject matter; and that simulations have an advantage over traditional method.

A more ambitions review conducted by Rendel. Morris. Wetzel and “Whitehall (1992) examined 69 studies over a 28 year period Fifty-six percent of the comparisons showed no difference between simulation games and other instructional methods. Although 32% of the studies found differences favouring simulations, most of these studies focused on Mathematics and the Language arts. Only a few studies showed differences favouring simulation games with social science content. Despite a variety of design and measurement problems with a number of these studies, as summarized by Druckman (1995). A pattern be discerned across many types of studies: Most social science simulations do not improve student learning: however, they are useful tools for retaining the ~arterial and stimulating interest. A question suggested, but not answered, by As studies is why the learning impacts are modest. A related question, asked by Wolfe and Orookall (1998). Is why the field of experiential gaining has made little progress. The study is similar to the one under investigation because it aid comparison between simulation games and other instructional methods it slightly differs in the subject area because most of the studies focused on mathematics and the Language Arts, only few showed Social Science content which is related to civic education.

Nevertheless, Shwnansky. Hedges and Wood worth (1990) evaluated 81 research studies contrasting the performance of student in hands-on activity, based programs with that of students in text book-based classrooms. This meta-analysis showed that primary grade children exposed to hands-on instruction displayed a positive effect size of 1/4 standard deviations in science achievement. Furthermore, there was a significant achievement gains by students of the teachers who had take/n in-service training on the hands-on curricula.

Harfield. Davies. Hede. Panko and Kenley (2007) conducted a study on activities based teaching for Unitec New Zealand construction students. Data analysis concerning the use of activity-based teaching strategies showed that the general interest in game. He also showed that the employment of Emulation game was less in large group than .in small. He proposed that as the size increases interaction and participation drops. Studies by Boogs (1970) showed that increase in general attitudes such as efficacy, confidence on subject matter interest. Hart and Heinkel (1970) showed that more extreme feeling resulted from the play simulation games.

This work is clearly shows that method in teaching social studies has significant effects on the academic performance of junior secondary school students in social studies. Therefore this work is similar to this research work, which method in teaching social studies is what makes the teachers quality, teacher experience and teacher qualification directly related to this study

Summary

This chapter clearly reveals the true picture of what the study entails, the conceptual frame work of the terms used in the work, theoretical framework of the study, concept and use of simulation games, concept of civic education, teaching strategy. The last segment of his chapter reviewed different works done by other researchers.

At this juncture therefore, the researcher intended to use similar empirical studies conducted by Clark, (1977). This research dealt with the accepted social studies content which involved personal values. My research therefore was very similar this because he only conducted his research on a comparison of traditional and simulation methods in the

teaching of social studies, while my research was conducted on the impact of teacher quality on the academic performance of junior secondary school students in Katsina state. In other development, this research concerned with the impact of teacher quality on the academic performance of junior secondary school students in social studies in Katsina state. In this case teacher was considered as a variable, in the previous studies it was indicated that, most researches carried out focused their attentions on students, home, attitudes, finding, gender and the work.

Teacher variable is an attribution force that determines the academic performance of junior secondary school students through his qualification and experienced as a social studies teacher. The teacher as stated by the national policy on education (2004) if education is the key to national development, it is the teacher that holds that key, it also stated that "No education system can rise above the quality of its teacher''. With that development therefore the Teachers Registration Council of Nigeria (TRC) was formed as a regulatory body to draw adequate attention to the teacher and restore all the education practice conducted the general affairs of teachers in Nigeria. Also the Nigerian Journal of Education (2008) stated that the success of any educational programme depends essentially on the ''quality qualification and experience of the teacher''. The desire to improve teachers teaching for the benefit of the all round development of students in junior secondary schools with particular reference to social studies which is relatively new to the school curriculum. Therefore social studies teacher needs knowledge and skills for rapid development.

In her research Alhassn Jummai Halima tattled "Effect of Teachers' Qualification and Experience on the academic performance in social studies among junior secondary school students in Sabon Gari Local Government Area of Kaduna State (2012). The results

of her research findings, teacher experience on social studies gives the teacher or exposed the teacher to various method of teaching, on how to relate to the pupils and students on how to answer question and some problems within their society. Therefore to her teaching experience has a significant effect on the performance of students in social studies in junior secondary school. Therefore the above findings shows that the work is similar to my own findings which shows that teachers quality, qualification and experience has the impact on the academic performance of junior in social studies in Katsina state.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter discussed the methodology of the research. It also discusses the research design employed, the population sample and sampling techniques, instrumentation and the statistical methods of data analysis.

3.2. Research Design

The design of this research was survey methods. The performance of the social studies students under this study was tested using questionnaire because of large number of the respondents.

3.3. Population of the Study

The population of this study consisted of all Junior Secondary School III Social Studies Students in Katsina State. There are a total of two hundred and seventeen (217) Junior Secondary School in Katsina State as at the time of this study. Only Junior secondary school three students were involved in this study, the population of Junior Secondary School three students was sixty eight thousand, nine hundred and forty four (68,944). The reason for choosing Junior Secondary III students in this research was because they were the best representatives of junior secondary school students. This is because they have covered more Social Studies content; they are more exposed to education generally and are more experienced than Junior Secondary I and II students (KTSMOE, 2012). This gave a figure of sixty eight thousand, nine hundred and fort four (68,944) (Katsina State Ministry of Education, 2011).

Table 3.3.1. Number of Junior Secondary School per Zone in Katsina State

S/N	Educational zones	Numbers of School
1	Daura	32
2	Dussin-ma	32
3	Funtua	37
4	Katsina	38
5	Kankia	30
6	Mani	25
7	Malumfashi	23
	Total	**217**

3.4. Sample and Sampling Technique

A total of three hundred and fifty (350) junior secondary III students were used as the sample for this study derived from fourteen (14) Secondary schools i.e. two school from each of the seven (7) educational zones in Katsina State.

Cluster random sampling was used by considering the educational zones as seven clusters from each of which two schools were randomly selected and from each selected school, twenty five (25) students were randomly selected. Thus, cluster random sampling was the strategy used to select the sample in this study.

Sambo (2005) proffers random sampling is going to be used in selecting students from each school. In each school, the students were numbered and the numbers was written on a piece of paper that was folded and all put in a cap from which a paper was picked, the number noted and the paper returned in the cap. This process was repeated until twenty five (25) numbers are selected. The names of the students selected will then be compiled. This process of proper random sampling was used in selecting twenty five (25) students from each of the two selected schools in each of the seven (7) educational zones that which gave a sample of three hundred and fifty (350) students. This is in agreement with the Morgan and Krejcie (1999) table for selecting a sample size from a given population in which it was

stipulated that from a given population of sixty five to seventy thousand (65,000 – 70,000) a sample size of at least three hundred and forty one (341) could be used.

For the teachers however, a purposeful sampling technique was use in which all the social studies teachers were involved in the study. There were a total of seventy (70) social studies teachers in the fourteen (14) schools covered in the study across the seven Educational Zones.

Table 3.4.1: Sampled of Social Studies Teachers

S/No	Zones	School	No Number of Teacher
1.	Daura	GDSS Daura	6
		GDSS-Shargalle	4
2.	Dutsin-ma	GDSS Kurfi	3
		GDSS Dutsin-ma	5
3.	Kankia	GDSS Kankia	5
		GGDSS Kankia	4
4.	Mani	GDSS Mani	6
		GDSS Muduru	2
5.	Katsina	GDSS Katsina	8
		GGDSS Jibia	5
6.	Mahumfashi	GDSS M/Fashi	6
		GDSS Kafur	4
7	Funtua	GDSS Funtua	7
		GGDSS Bokari	5
Total		14 Schools	70 Teachers

3.5. Instrumentation

Questionnaire was the main instrument used in this research. It was designed purposely to collect data from both teachers of social studies and the junior secondary III students in Katsina State. The questionnaire for students was designed based on social studies content for JSS III and it consisted of twenty questionnaires. While the teachers' questionnaire comprised of teachers' personal data, qualification, experience, and attendance of workshops, seminars and conferences (in-service training). The Two questionnaire instrument was named as:

i. Social Studies JSS Student Performance Questionnaire (SSJSSS PQ)

ii. Social Studies Teachers Technique Questionnaire(SSTTQ)

3.5.1. Validity and Reliability of the Instrument

To establish content face validity, draft copies of these instruments were given to three lecturers of Social Studies Section of Ahmadu Bello University Zaria and one lecturer from Federal College of Education, Zaria of the same field explaining to them the purpose for which it was prepared. These professionals gave corrections, suggestions, changes and adjustments for the items. After duly carrying out the various corrections these professionals accepted the final draft. This establishes the validity and reliability of the questionnaire at 0.05 level of significant.

3.5.2. Pilot Study

A pilot study was conducted at Government Junior Secondary School Rimi. This school was not part of the sample school schools in Katsina State and it was not used in the main study. This school has similar conditions of teaching and administration with the schools slated for the main study. The school has six arms of junior secondary III, named Junior Secondary School III^{A-F} and the Junior Secondary School III^{E} was used for the pilot study which has forty three (43) students comprising thirty males and thirteen females (30 males and 13 females).

3.6 Procedure for Data Collection

As has been indicated the sample for the study is was three hundred and fifty (350) students obtained from fourteen junior secondary schools in the state. While the Social Studies teachers were seventy. For the purpose of data collection, an introductory letter was obtained from the Department of Arts and Social Science Education, which was delivered to the seven Zonal Educational Office. Social studies teachers in the sample schools were used for distribution and collection of structured questionnaires in their schools.

3.7. Statistical Analysis Procedure

Due to the nature of the data collected and the hypotheses formulated to test significant relationships, according to Suleiman (2005) and Sambo (2007), simple percentages and t-test statistics was used to test the hypotheses in this study.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1. Introduction

This chapter dealt extensively with the analysis and interpretation of the information gathered from the field. The data collected were represented in form of tabulation and percentages and t-test statistic was used in testing the hypothesis. The researcher used questionnaire in gathering information which was divided into students and teacher questions.

4.2. Respondents' Personal Information

This section presented respondent bio-data (Personal information) which includes name status, guardian age and educational background among others. A total of four hundred and twenty respondents which involving seventy (70) teachers and three hundred and fifty (350) students constituted the respondents of this study who dully completed and return their questionnaire. However, four hundred and twenty eight questionnaires were distributed to the respondents but eighteen (18) questionnaires, three and fifteen for teachers and students respectively were not completed and returned. The analysis therefore was done based on the four hundred and twenty competed and returned questionnaires.

Table 4.2.1: Distribution of Respondents base on Status

Respondent	**No. of Questionnaires Administered**	**No. of Questionnaires Retrieved**
Teacher	73	70
Students	365	350
Total	**438**	**420**

Table 4.2.1 above indicated that seventy three questionnaires were distributed to the sampled teacher only seventy were dully completed and returned while 365 questionnaires were distributed to student but only 350 were dully completed and returned.

Table 4.2.2: Distribution of Teachers by Gender

Respondent	Frequency	Percentage
Male	40	59
Female	30	41
Total	**70**	**100**

Sources: Field Survey Oct. 2012

Table 4.2.2 indicated that that 40 teacher representing 59% of the respondents were male teachers while 30 representing 41% were females, this shows that they both have almost equal representation of the responses. The above table clearly indicated that there more male than female teachers. The implication of the above table is that genders are not equally represented among male female teacher in Katsina State.

Table 4.2.3: Distribution of the Respondents by Age

Respondent	Frequency	Percentage
18-25	10	14.3
26-35	32	45.7
36-40	23	32.9
41 and above	5	7.1
Total	**70**	**100**

Sources: Field survey Oct. 2012

Information presented on table 4.2.3 indicated large number of the respondents (32) representing 45.7% were within age bracket of 26-35 years, follow by the age bracket of 36-40 years with a total number of 28 respondents (32.9%) while the age bracket of 18-25 years and 41 and above years were havinf 10 and 5 respondents respectively. The implication of the above table most of the teachers respondents were within age bracket of 26-40 years which implies that the teacher sample of this study.

Table 4.2.4: Distribution of the Respondent by Educational Qualification

Respondent	**Frequency**	**Percentage**
NCE	40	57.1
B. ED	20	28.6
M. ED	7	10
Ph.D.	Nil	0.00
Others	3	4.3
Total	**70**	**100**

Sources: Field survey Oct. 2014

Table 4.2.4 above indicated that 40 (57.1%) of the teachers respondents were B.Ed. Social Studies holders. On the other hand, only 7 (10%) of the teacher were M.Ed. Social Studies holders. The implication of the above is that majority of responders' teacher were NCE holders which is the minimum teaching qualification in Nigeria as provided by the Teachers Registration Council. One could therefore deduce that social studies teachers in Katsina state require more educational qualification, which is major teaching variable which has significant impact on student's performance.

Table 4.2.5: Working Experience

30-35 years	2	2.9%
25-15years	8	11.4%
16-20years	35	50.0%
21-25 years	25	35%
Total	**70**	**100%**

The above table shows that the working experience from 10-20years 10years 50%, 20-25yrs – 35%, 25-30years -11.4%, 30-35yersrs–2.9%-30yrs. This show that 10-20 years are the majority in the teaching experience

4.3. Research Items

The table bellow shows the response to the research items on impact of teacher qualification, teacher experience and teacher attendance of seminar qualification, workshop and conferences which were used to measure the impact of teacher quality on the academic performance of Junior Secondary School students in social studies in Katsna State.

Table 4.3.1: Research Items

S/N	**Items**	**Responses**								
		SA	%	A	%	D	%	SD	%	Total
1	No meaningful learning can take place in social studies without given due consideration to teacher	43	61.4	17	24.2	8	11.4	2	2.9	70
2	Teachers effectiveness in the classroom is based on the level of motivation given by the government	65	92.9	5	7.1	0	0	0	0	70

3	A professional and qualified teacher can impart knowledge and stimulate learning in social studies class.	40	57.1	25	33.7	4	1.4	1	1.4	70
4	A social studies teacher is the one who is governed with necessary skills and competences of imparting knowledge to his students.	50	71.4	13	18.6	6	8.6	1	1.4	70
5	An experienced and qualified teacher in social studies makes use of difference cognizance among students for effective leaning.	30	42.9	37	52.9	3	4.3	0	0	70
6	Self control, respect and honesty etc constitute exemplary qualities for social studies teacher worthy of emulation by students	62	85.7	23	32.9	5	7.1	2	2.9	70
7	Students of social studies were performing very poor as a result of a unqualified social studies teachers	29	41.4	41	58.6	0	0	0	0	70
8	Long period of teaching social studies has broaden the teachers knowledge	29	41.4	41	58.6	0	0	0	0	70
9	An experienced teacher promote a very good learning environment	45	64.3	20	28.6	3	4.3	2	2.9	70
10	Experience in teaching social studies contribute immensely to Academic performance of junior secondary school	19	27.1	47	67.1	3	4.3	1	1.4	70

	students									
11	Inservice training depends on teachers qualification	56	80	8	11.4	3	4.3	3	4.3	70
12	Unqualified teacher should not be allowed to teach social studies	48	68.6	16	22.9	7	2.9	4	5.7	70
13	Field trip and use of resource persons produces effective leaning outcome in social studies classroom	30	42.9	32	45.7	5	7.1	3	4.3	70
14	In order to carry learners along, social studies teacher must use a variety of teaching materials	20	28.6	43	61.4	5	7.1	2	2.9	70
15	Learning is more permanent in social studies using inquiry method because students discover by themselves.	15	21.4	50	714.	5	7.1	0	0	70
16	Inservice training for social studies teachers at all levels should be carried out continuously so that to improve the teaching profession	60	85.7	8	11.4	2	2.9	0	0	100
17	Teachers with others qualifications were allocated to teach social studies.	61	87.7	7	10	1	1.4	1	1.4	70

18	All the teachers in Katsina state are qualified to teach social studies in junior secondary school classes	59	84.3	8	11.4	2	2.9	1	1.4	70
19	Social studies can be used in producing effective and qualified teachers in Katsina state.	18	25.7	40	57.1	8	11.4	4	5.7	70
20	Social studies teaching and learning ensures qualitative citizenship education	20	28.6	20	28.6	18	25.7	12	17.1	70

To analyze the above table, it can be deduced that regarding the clarification of impact of teachers quality, teacher experience, teacher attendance of conferences, seminar and workshop a total number of 43 respondents representing 61.4% strongly agreed, then 8 representing 11.4% disagreed and 2 representing 2.9% strongly disagreed. This means that no meaningful learning can take place if the teacher is not given due consideration.

In the items 2, also, 65 respondents representing 92.9% strongly agreed while 5 respondents representing 7.1% agreed and no respondent disagreed and strongly disagreed. This shows that government motivation to teacher makes him very effective.

Item 3 clearly indicated that 40 respondents representing 57.1% agreed, 25 respondents representing 35.7% strongly agreed while 4 respondents representing 5.7% disagreed and 1respondent representing 1.4% strongly disagreed. This shows that a professional and qualified teacher impart knowledge.

Items 4 in the table above, 50 respondents representing 71.4% strongly agreed the statement and 13 respondents representing 18.6% agreed with the statement while 6 respondents representing 8.6% disagreed and 1 respondent representing 1.4 strongly disagreed. Therefore, the statement shows that social studies teacher was governed with necessary skills and competencies.

In order to interpret item 5, this shows that 37 respondents representing 52.9% agreed with the statement while 30 respondents representing 42.9% strongly agreed while 30 respondent representing 42.9% strongly agreed and only 3 respondents disagreed and no respondent on strongly disagreed. In this item, 67 respondents representing 95.8% are of the opinion of agreed of the statement.

Item 6 show that 60 respondent representing 85.7% strongly agreed while 23 respondents representing 32.8%agree. 5 respondents representing 7.1% disagreed and 2 respondents representing 2.9% strongly disagreed with the statement. This shows that self control, respect and honest etc constitute good qualities of social studies teacher.

In item 7 only 29 respondents representing 41.4% strongly agree while 41.1% strongly agree while 41 respondents representing 58.6%. No respondents on disagree and strongly disagree. Therefore, this shows that instructional materials concretize ideas in making the learning very interesting

While Items 8 shows that 38 respondents representing 54.3% strongly agree and 30 respondents representing 42.9% agreed with the statement while 1 respondent representing 1.4% disagreed and 1 respondent representing 1.4% strongly disagreed. This means that majority of respondents on this item agreed with the statement.

In order to interpret item 9, majority of the respondent agreed with the statement. This is because 45 respondent representing 64.3% and 20 respondents representing 2.9% disagree with the statement. This shows that instructional materials representing all alternative channels of communication teacher used to pass information to learners in social studies.

Item 10 shows that only 19 respondent representing 27.1% and 47 respondent representing 67.1% agree with the statement. 3 respondent representing 1.4%. Strongly disagreed with the statement which says that instructional materials save the teacher time and encourage student active participation in the class.

Item number 11 shows that 56 respondent representing 80% strongly agreed and 8 respondent representing 11.4% agree with statement while 3 respondents 4.3 strongly disagreed. In this case using instructional materials in social studies motivate learning behaviour of the students.

Items 12 with 48 respondents representing 68.6% strongly agree, 16 respondents representing 22.9 % agreed, 2 respondents representing 2.9% disagree and 4 respondents representing 5 .7% strongly disagreed the statement. This shows that inquiry is method is the best method of teaching social studies in the 21st century.

Item 13 shows 30 respondents representing 42.9% strongly agree and 32 respondents representing 45.7% while 5 respondents representing 7.1% and 3 respondents representing 4.3% strongly disagreed. With the above interpretation therefore filed trip and uses of resource person produce effective learning outcome in social studies classrooms.

Item 14, a total of 20 respondents representing 28.6% strongly agreed and 43 respondents representing 61.4% agreed with the statement while 5 respondents representing 7.1% disagreed and 2 respondents representing 2.9% strongly disagreed. This shows that in using different methods of teaching carried learner along.

Item 15, this indicated that majority of respondents agreed with the statement this is because 50 respondents representing 71.4% agreed while 15 respondents representing 21.4% strongly disagreed. This shows that applying inquiry method in social studies makes learning more permanent.

In items 16 majority of the respondents strongly agreed because 60 respondents representing 85.7% strongly agreed, 8 respondents representing 11.4% agree with the statement while 2 respondents representing 2.9% disagreed with the statement. No respondent to strongly disagree with the statement. This shows dramatization arouse students interest and motivated them to fully participate in learning social studies.

Item 17 indicated that 61 respondents representing 87.1% strongly agreed while 7 respondents representing 10% agreed with the statement. 2 respondents representing 1.4% disagreed and 1 respondents representing 1 % strongly disagreed with the statement. This shows that 68 respondents representing 97.2% agreed that through dramatization sensitive issue can be sailed to the public through it public could be enlighten.

Item 18 majority of the respondents agree with the statement as follow, 59 respondents representing 84.3% strongly agree with the statement while 8 respondents representing 11.4% agreed with the statement and 2 respondents representing 2.9% disagreed with the statement and 1 respondents representing 1.4% strongly disagreed with

statement that role playing inculcates in student the ability to predict consequences and find solution to the problem.

Item 19 only 18 respondents representing 25.7% strongly agreed while 40 respondents representing 57.1% agree with the statement. 8 respondents representing 11.4% disagreed and 4 respondents representing 5.7% strongly disagreed with statement. This show that through social studies effective and qualitative teacher could be produce in Katsina state.

In the last item, 20 respondents representing 28.6% strongly agreed and 20 respondents representing 28.6% agreed with the statement while 18 respondents representing 25.7 disagreed and and 12 respondents representing 17.15 strongly disagreed with the statement. This shows that teaching and learning social studies ensure qualitative citizens in Nigeria

For the foregoing analysis, it was discovered that multidimensional teaching variables are very relevant to the learning of social studies education this is because if properly used it can change and improved the teaching and learning of social studies, it will also help in educating and enlightens the student on how to be united, it will help the students to interact with each other, it will be of help to students to love their country, it guides students on their roles, right and make decisions. Social studies help students to know their civic right and responsibility and promote awareness on the importance of studying social studies education in Katsina and in Nigeria as a while.

More so the teacher quality, teacher experience and teacher expertise are the problems in teaching social studies in our Junior Secondary school, the problems in using

the variables in teaching social studies includes insufficient qualified social studies teachers in the Junior Secondary Schools in Katsina State. No enough teaching and learning materials for both students and the teachers. The method been used in teaching social studies were not apply properly by teachers. The social studies students that is, Junior Secondary school students III their number is over. Students are over populated in the class; this is because you may found that over one hundred (100) students were put together in one class and taught by one teacher within the period of 40 minutes.

In curtailing the above mentioned problems, some ways of rectifying them includes: the government should employed enough social studies teachers, provide enough shelter in building more classes so as to reduce the congestion in the classes, provide enough teaching and learning materials for both teacher and students, lastly the teacher should make use of different method in teaching of social studies.

4.4. Hypotheses Test

In a research, hypotheses are usually raised for the purpose of testing assumption made so as to satisfy the conclusion or criteria for either acceptance or rejection. In this section of the research work, the hypotheses raised for this research were duly tested for either acceptance or rejection. In this case simple frequency count was used to analyze using the chi-square (x^2) as earlier indicated in methodology. Rules: Reject Hypothesis if computed X^2 is beyond 0.05 (5%) level of significance or (r-1) degree of freedom

The following hypotheses were tested all using t-test statistic, the summary tables of the analyzes were reported.

Table 4.4.1: H_{o1}: There is no significant difference between the teacher academic qualification and students' academic performance in social studies in Junior Secondary School Student in Katsina State

Variable	N	Mean	Standard Deviation	DF	P-Value	t-Cal	Decision
T. A. Q.	70	2.44	1.12	418	0.000	13.15	-
S. A. T.	350	40.23	3.41	-	-	-	-

Therefore, 0.05, the calculated P-value is 0.000 which indicate that the H_{01} is rejected.

Table 4.4.2: Summary of the Teacher t-test analysis for teacher experience for the student's academic performance

Variable	N	Mean	Standard Deviation	DF	P-Value	t-Cal	Decision
T. E.	70	22	2.06	418	0.000	10.82	-
S. A. T.	350	40.23	3.41	0.000	-	-	-

Therefore, 0.05, the calculated P-value is 0.000 which indicate that the H_{01} is rejected.

Table 4.4.3: Summary of the Teacher t-test analysis for teacher's method of teaching and students' academic performance in social studies

Variable	N	Mean	Standard Deviation	DF	P-Value	t-Cal	Decision
M. T.	70	50.14	4.28	418	0.000	6.72	-
S. A. T.	350	40.23	3.41	0.000	-	-	-

Therefore, 0.05, the calculated P-value is 0.000 which indicated that the H_{01} is rejected.

Table 4.4.4: Summary of the Teacher t-test analysis for teacher uses of instructional materials on students' academic performance

Variable	N	Mean	Standard Deviation	DF	P-Value	t-Cal	Decision
I. M.	70	30.41	1.02	418	0.000	5.68	-
S. A. T.	350	40.23	3.41	0.000	-	-	-

Therefore, 0.05, the calculated P-value is 0.000 which indicated that the H_{01} is rejected. The formulated four hypotheses were tested and result showed that all of them were not retained. This showed that rejecting H_{01} indicate that teacher's qualification significantly affect students academic performance in social studies. This answered the research question one (1) the rejecting H_{02} indicated that teacher's experience significantly affected student's academic performances in social studies. This answered the research question two. While H_{03} is also rejected hypotheses this is because it shows that the use of method in teaching social studies significantly affect students' academic performance. The result of H_{04} indicated that using of instructional materials significantly affect students' academic performance in the teaching of social studies

As the researcher have mentioned before, this research has two tools for data collection this include Questionnaire (for the teachers) and Achievement test (for the Students). Therefore in the achievement test only junior secondary School III students were divided into two where we have 350 students, on pilot testing and 13 students were just tested from each of the fourteen Junior Secondary school. For example in Katsina Educational Zone Government Junior Secondary school RIMI was used as a pilot study school.

Table 4.5.0: The School Used and the Number of Students Used Per School

S/N	Government Junior Secondary School	No. of Student
1	GJSS Daura	25
2	GJSS Shargalle	25
3	GJSS D/Ma	25
4	GJSS Birchi	25
5	GJSS Funtua	25
6	GJSS Danja	25
7	KCK	25
8	GJSS Rimi	25
9	GJSS Ingawa	25
10	GJSS Kankia	25
11	GJSS Mani	25
12	GJSS Muduru	25
13	GJSS Malumdashi	25
14	GJSS Kafur	25
	Total	**350**

Since this research or study has two test or research items i.e. teachers' questionnaire and the social studies achievement test. Therefore, the teacher questionnaire has already been administered and analyzed, now it remain the social studies achievement test for the student of social studies, the research going to analyze below:

4.5. Achievement Test

In this Case, Twenty Five (25) questions were Administered in each school in the educational Zone bringing the total of three hundred and fifty students were used to answer the questions. Also the numbers of student used in this research were divided into two parts.

The first part is the pilot class which comprised thirteen (13) students from each school and bringing the total of one hundred and eighty two (182) students and 12 students from each school which bring the total of one hundred and sixty eight (168) students that wrote the test. The reason for dividing them into two is to see who will perform better.

The thirteen students choose in each school of each Zone which Total the students to one hundred and eighty two (182) were taught four weeks before writing paper while the other group were just given the questions paper to answer. At last the results of the pilot studies are better than the other that was not taught.

4.5.1. Demographic Distribution of the paper in Pilot Classes

Zonal Education Area	No. of pilot students in the zone	No. of paper Distributed
Daura	26	24
Dutsin-Ma	26	24
Funtua	26	24
Katsina	26	24
Kankia	2	24
Mani	26	24
Malumfashi	26	24
Total	182	168

Source: field Survey, August 2012.

4.5.2. Completed Paper Retrieved and Marked

Papers	Frequency	Percentage
Completed Paper	157	86.3
Uncompleted paper	10	5.5%
Untouched Paper	15	8.2%
Total	182	100

Source: field Survey, August 2012.

The above table shows that out of one hundred and eighty two (182) papers distributed, one hundred and fifty seven (157) representing 86.3% were answered completely. Ten papers (10) representing (5.5%) were uncompleted and the untouched papers are fifteen (15) representing 8.2%, in this case majority of the papers were answered.

Table: 4.5.3: Demographic Distribution of Paper to the Students of Other Twelve (12) Students from Each School

Zonal Education Area	No. of pilot students in the zone	No. of paper Distributed
Daura	24	24
Dutsin-Ma	24	24
Funtua	24	24
Kankia	24	24
Katsina	24	24
Mani	24	24
Malumfashi	24	24
Total	192	192

Source: field Survey, August 2012.

Table 4.5.4. Students Sex

SEX	Frequency	Percentage
Male	157	83.3%
Female	35	16.7%
Total	192	100

Source: field Survey, August 2012.

The above table shows that out of one hundred and sixty eight (168) papers distributed, one hundred and twenty six papers representing 75% are completed and have pass marks, while eighteen papers representing 10.70% were not completed and twenty four (24) untouched paper representing 14.3% were not even has names written on them.

In this analysis, it was discovered that teacher quality, experience and attendance of conference, workshop and seminar are important in the teaching of social studies education in Katsina State and Nigeria as a whole. This is because if properly applied it will help the teacher to impart knowledge to their students and the student would be able to understand the subject and show positive example to the society. Through social studies, student, students love their country, love each other and interact with different people in the country. It helps the student to unite themselves with the other people and helps them to know their right

In the second item of the study, the pilot classes score more marks than the other groups. This is because the pilot classes has the free information, this is because they were been taught before answering the questions that is why they are opportune to answer the questions freely. While the other groups were just been given the questions to answer that is why the marks earned by the pilot classes are higher than the other classes without being coached.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

The important of social studies education in all spheres of the society and its prospect on the impact of teacher quality in the teaching and learning of social studies cannot be overemphasized. Its full benefits are yet to be lapped. In addition, teacher quality has not being given its rightful position in the helm of things as far as social studies is concerned in the whole country. The society needs to come to terms with the fact that there is need for the stakeholders in education on how we can work together to achieve available teaching and learning of social studies through the recruiting qualified social studies teacher for better understanding of social studies. This chapter aimed at presenting the summary of all the major findings of this study. The conclusion drawn and the recommendations as to which steps will be taken to better situation were also given. Finally, further research indices were suggested for further research endeavours of this nature.

5.2. Summary of the Finding

The Focal point of this research was to asses teacher quality on the academic performance of the junior Secondary school students in Katsina State.

After a thorough analysis of data obtained through the questionnaire and the achievement test, which are the major instruments for this study, the researcher discovered that the teaching and learning of social studies education as a school discipline is an indispensable tools if teacher was given due considerations for the improvement of teaching and learning of social studies in Nigeria. This means that social studies as a problems solving and integrative school discipline cannot be separated from the institutionalization of

an effective use of teacher qualification, teacher experiences and teachers, attendance of workshops, seminars and conferences; i.e. in-service training.

Going by this study it was quite revealing that teacher quality has great potentialities that can help in salvaging the Nigerian Society from the various ills it currently saddled with. This is because the campaign comes with the desired methods through various Medias to effectively educate and mobilize Nigerian to live peacefully with each other.

In the course of this study, the research also discovered that the teaching and learning of social studies education serves as major component of information to those occupied large area in improving the standard of living peacefully.

5.3. Conclusions

Social studies education is a pervading discipline that affects all aspects of human life. Teaching and learning of social studies education serves as an effective and efficient instrument for the enhancement of the people. It avails both social studies experts and scholars to avail themselves with relevance information thereby promoting their knowledge of uniting the ethics of the country through its teaching and learning, since these processes and procedures change from time to time.

Since the primary concern of this study is to highlight the importance of the teacher qualification and experiences in teaching and learning of social studies education on the different levels in our Junior Secondary Schools in Katsina state and to advance modalities that may enhance the taping of its full benefits for the teaching and learning system in Nigeria as a whole. Therefore the desired success to be achieved in galvanizing the advantage of incorporating the teaching and learning of social studies education into the

activities of students, it is therefore becomes pertinent that the student and the society to understand the composition, structure and the socio-cultural orientation of every locality in the state as well as the country at large.

5.4. Recommendation

The above submission boils to the simple fact that, despite the shortcoming associated with the teacher, his quality, qualification and experiences over years; it can still be operatively for the achievement of its fall potentials and benefits, if appropriate steps are taken by the authorities concerned.

With the above narrated recommendations in mind therefore, the following recommendation are made. The issue of proper enlightenment and understanding of the relevant authorities which is being encouraged the social studies teachers to go for in-service training so that to boast their profession in the teaching of social studies. This is important so as to improve the efficiency and effectiveness of the total transformation of the Nigerians socio-culturally, educationally and economically.

i. The teacher qualities are the tools or system towards achieving its laudable goals and objectives in teaching social studies education in Katsina state and Nigeria in general. However, through the teaching of social studies students or the society will know the importance of peaceful coexistence, the peace that will continue to marginalized the haves from the have not. The types of peace people desired, similarity and stability that will continue to breed and sustain social vices in the society

ii. Government should provide adequate funding for the social studies programmers and activities, and provide the necessary materials enough and

qualified manpower for social studies in the state and the country in general. Give enough time and encouragement to social studies teacher in allowing them to attend conferences, seminars and workshops organized by social studies association of Nigeria and other conference organized in educational sector.

iii. Government should encourage the get together in an occasion where different ethnic groups gathered, interact with others in sharing ideas, discourage the tribalistic attitudes share al the responsibilities equally.

iv. Since social studies was recognized in the Nigeria policy of education to be taught at primary school level, Junior secondary one to three (JSS I-III) and to be taught up to tertiary level is a very good plan and it is a very great achievement but up till now the course was not recognized at Senior Secondary School (SSS) level. Therefore what remain now is to insert the subject into the Senior Secondary School level syllabus so that to be taught from primary to tertiary level of education

v. As we all know social studies deals with man directly and study man wherever he is, social studies is a corrective subject to human society if effectively oriented ethnically, religiously or other sentiment would discouraged. This will facilitate the emergence of visionary, honesty and transparence citizen.

5.5. Suggestion for further Studies

Research in the area of social studies education and teacher quality is a pervading phenomenon, even though the outcome of the research shows that general opinion on the

roles of social studies in promoting effective teaching and learning of social studies in Katsina state. However if the same situation is applicable to other state of the federation, since Nigeria is currently made-up of thirty-six (36) state with different ethnic groups, different languages more especially from south west, south east and south south, it will therefore be interesting if similar studies are carried out in other state of the Federation for the purpose of assessing the effectiveness of social studies education in ensuring great concern of the teacher and his qualities in such state. Other suggested areas for further research include the followings:

- Impact of teacher quality, qualification and experiences on the academic performance of junior secondary school student in Nigeria
- The influence of social studies education on teacher variables in students' academic performance in Nigeria universities
- Comparison of variables in teaching and learning of social studies in Nigeria, the role of teacher quality on the academic performance of Junior Secondary School students should be emphasized.
- Impact of social studies education towards creating an avenue on teacher quality on electoral principles of the electoral empire in Nigeria

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APPENDIXES

APPENDIX I

TEACHERS' QUESTIONNAIRE

Department of Arts

And Social Sciences

Ahmadu Bello Unversity,

Zaria

Dear Respondents,

The purpose of this Questionnaire is to find out the effectiveness of teacher quality on the performance of Junior Secondary School students in Katsina State, with a view to suggesting practical measures that can be employed to encourage the Social Studies teachers to put more efforts, in saving the situation.

It would be highly appreciated if you could kindly respond to the questions below honestly, freely and objectively. You should be assured that any information gathered from you will be treated as confidential. The questions are as follows:

1. Qualification (s) NCE [ ] B.Ed [ ] B.A [ ] B.Sc. [ ] M.Ed [ ] M.A [ ]

PGDE [ ] Others please specify …….

2. Years of teaching experience? (*Please tick*)

a) 0 – 5 year [ ]

b) 6-10 years [ ]

c) 11-15 years [ ]

d) 16-20 years [ ]

e) 21 and above [ ]

10. Which of these methods of teaching do you use in teaching Social Studies? (*Please tick them*)

a) Inquiry method

b) Lecture method

c) Note copying method

d) Dramatization method

e) Discussion method

f) Team method

g) Others please specify……

Which of the following instructional materials do you utilized in your social studies classroom?

(a) Charts [ ]

(b) Maps [ ]

(c) Pictures [ ]

(d) Projectors [ ]

(e) Resource Persons [ ]

11. How many periods do you have per week? .....

12. The number of Social Studies teachers in your school, are they enough?

Yes [ ] No [ ]

13. How regularly do you use teaching aids in your teaching of Social Studies? Use the scale below and tick.

[ ] 5 very often. [ ] 4 often. [ ] 3 occasionally.

[ ] 2 once. [ ] 1 never

14. Do you score your students for the following?

	Yes	No
Perception		
Receiving		
Knowledge		
Value complex		
Complex oral response		
Mechanism		
Adaptation		
Organization		

Evaluation Analysis Responding Application Guided response Originating Comprehension		

15. List any problems of teaching social studies in your school

……
…….……

16. Suggest any possible solutions for improving Social studies teaching

…….……
……

17. On a scale of 1 – 5 (5 strongly agree; 4 agree; 3 uncertain; 2 disagree; 1 strongly disagree) tick in column that describes your attitude toward Social Studies.

	5	4	3	2	1
18. Social studies as an integration of social science subject is most welcome in schools. 19. Teaching aids are important in teaching Social Studies. 20. The number of hours allocated to teaching of Social Studies per week is adequate.					

21. Social Studies address any social problems existing in a given society.

22. Social Studies help students to develop critical thinking.

23. Inquiry is the best method of teaching Social Studies because it is students-centered.

24. On a scale of 1 – 5 (5 very often; 4 often; 3 occasionally; 2 once; 1 never) tick ( ) in the column that describes how often do you use the following evaluation devices in teaching Social Studies.

	5	4	3	2	1
Observation					
Essay tests					
Objective test					
Interview					
Records					
Questionnaire					
Check lists					

25. Comment on general problems facing the implementation of the Social Studies programme in your school.
……..…….
……
…….

Thanks for your response!

APPENDIX II

Name of School _____

Candidate's Name _____Sex_____ Age _____

MULTIPLE CHOICE QUESTIONS

1. Answer ALL questions by ticking the correct answer
2. Use pencil throughout
3. All questions carry equal marks, 5 marks for each question

1. Social Studies can be defined as the
   a. Study of man in his environment.
   b. Study of earth as the home of man.
   c. Study of man and his physical environment only.
   d. Study of man and the nine planets.
   e. Study of the relationship between man and other social groups.
2. Which of the following is not an environmental problem?
   (a) Drought (b) Erosion (c) Flood (d) Pollution (e) Rainfall
3. A marriage where a woman marries several husbands is known as
   (a) monogamy (b) polyandry (c) polygamy (d) polygyny
   (e) polytheism
4. The following are the condition of marriage except
   a. Financial readiness
   b. Level of western education
   c. Physiological fitness
   d. Psychological fitness
   e. Social stability
5. The commonest food among Nigerians is

(a) Akpu (b) Amala (c) Cocoyam (d) Pounded yam

(e) Tuwon shinkafa

6. Shakwara and janfa is a cultural dress of the

(a) Edo (b) Efik (c) Hausa (d) Igbo (e) Yoruba

7. Every religion teaches the following except

(a) faith in God (b) greed (c) holiness (d) love for another

(e) tolerance

8. The following tribes are found in Nigeria EXCEPT

(a) Idoma (b) Kanuri (c) Nupe (d) Hausa (e) Bantu

9. Discrimination against another race based on colour is called

(a) capitalism (b) colonialism (c) fascism (d) racism (e) socialism

10. Science and technology brought about the use of the following EXCEPT

(a) aeroplanes (b) camels (c) cars (d) gas cookers (e) ships

11. The instrument used for measuring atmospheric pressure is called

(a) barometer (b) hygrometer (c) rain gauge

(d) thermometer (e) wind vane

12. Among the following personalities who created Katsina State?

(a) General Muhammadu Buhari (b) General Murtala Muhammad

(c) General Sani Abacha (d) General Ibrahim Babangida

(e) General Olusegun Obasanjo

13. In a democratic society like Nigeria, a leader is chosen through:

(a) consensus (b) nomination (c) referendum (d) selection

(e) election

14. The last military government in Nigeria was headed by General

(a) Aguiyi Ironsi (b) Abdulsalam Abubakar (c) Ibrahim Babangida

(d) Muhammadu Buhari (e) Sani Abacha

15. Alhaji Ibrahim Shehu Shema sworn into office for the second term as the Executive Governor of Katsina State on

(a) 13th February 2011(b) 1st January (c) 29th May 2011

(d) 30th December 2000 (e) 2nd March 2011

16. The following local government are found in Katsina state except

(a) Rimi (b) Mani (c) Zango (d) Faskari

(e) Wudil

17. Katsina State has _____ local government areas

a. 10 LGA b. 24 LGA c. 7 LGA

d. 34 LGA e. 3 LGA

18. There are _____ northern states in Nigeria

(a) 19 b. 14 c. 30 d. 36 e. 7

19. The new national anthem of the Federal Republic of Nigeria was adopted in:

a. 1960 b. 1963 c. 1975 d. 1976 e. 1978

20. Folktales are very important because they teach

a. Modern politics b. Morals c. Science

d. Science and tech 55nology e. Mathematics

S/N	STATEMENT	OPINION RESPONSE			
	TEACHER AS VARIABLE	SA	A	D	S.D
1.	No meaningful learning can take place in social studies without given due consideration to teacher.				
2.	Teachers effectiveness in the classroom is based on the level of motivation given by the government.				
3.	A professional and qualified teacher can impart knowledge and stimulate learning in social studies classroom.				
4.	A social studies teacher is one who is grommed with necessary skills and competences for imparting knowledge to his students.				
5.	An experienced and qualified teacher in social studies				

	take into used different cognisances among students for effective learning.				
6.	Sef control, respect and honesty etc constitute exemplary qualities for social studies teachers worthy of imulations by the students.				
	INSTRUCTIONAL MATERIAL VARIABLE				
1.	Using instructions in teaching social studies by the teacher serve to concretize abstract concepts and ideas that make the learning more interesting.				
2.	Using of instructional materials facilitate effective teaching and better learning among students.				
3.	Instructional materials also represent all the alternative channels of communication teacher's use to present information to learners in social studies.				
4.	Using instructional materials in social studies save the teacher's time and encourage students' active participation in classroom activities.				
5.	Using variety of instructional materials in social studies motivate the learning behaviours of students.				
	METHOD OF TEACHING VARIABLE				
1.	Inquiry is the best method of teaching social studies in the 21st century junior secondary school.				
2.	Field trip and use of resource persons produces effective learning outcome in social studies classroom.				
3.	In order to carry learners along, social studies teachers must use a variety of teaching methods.				
4.	Learning is more permanent in social studies using inquiry methods, because students discover by themselves.				
5.	Dramatization methiod arouse the student's interest, holds their attention and motivated them to fully participate in social studies classrooms.				
6.	Through dramatization sensitive issues or problematic real life situation and information is presented to the public.				

7.	Role playing inculcates in students the ability to predict the consequences and proposed solutions to problems in social studies classroom.				
8.					