INFLUENCE OF TEACHERS' ATTITUDES AND EXPERIENCE ON PRIMARY SCHOOL PUPILS' SOCIAL STUDIES EDUCATION ACHIEVEMENT IN KANO STATE

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DECLARATION

I hereby declare that this thesis has been written by me Hauwa Bello, that it is a record of my own research work. To the best of my knowledge the topic has not been presented in any previous application for higher degree. All quotations are indicated and the sources of information are specially acknowledged by means of references.

_____ _____

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CERTIFICATION

This thesis entitled “influence of teachers’ attitude and experience on the primary school pupils’ in social studies Education achievement in Kano state” written by Hauwa Bello meets the partial regulations governing the award of degree of masters of education (social studies education) of Ahmadu Bello University Zaria and has been approved for its contribution to knowledge and literary presentation.

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DEDICATION

This work is dedicated to my late husband Engineer Lawan Ahmad Challawa, who, while alive, was always there for me.

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I thank the Almighty Allah for making it possible for me to complete this work. My special thanks go to my major supervisor M. C. Ubah for his fatherly and academic advice, Sir your patience, intelligence and readiness to attend me provided the motivation to the completion of this work. May God bless you. Similarly, I am also grateful to my second supervisor H. I. Bayero for his informed criticism and incisive contribution.

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ABSTRACT

The study was carried out to determine the Influence of teacher's attitude and experience on primary school pupils in social studies Education achievement in Kano state. Two research questions and two null hypotheses were raised. The population of primary six social studies teachers stood at 94 and that of primary six pupils stood at 5622 while the sample size was 76 teachers and 756 pupils. Stratified proportionate sampling technique was adopted for the study. The t-test Statistics for independent sample was used for data analysis at 0.05 alpha level of significance. The instrument used was developed by the researcher known as SSTAEPAQ. The result showed that there was no significant difference between the achievements of primary school pupils taught by Social Studies Education teachers with positive attitude and those taught by teachers with negative attitude towards the subject, and also those taught by highly experienced teachers and those taught by inexperienced teachers. The two null hypotheses were retained, this implies that the two factors teachers attitude and teachers experience have no effect on pupils achievement in social studies. In view of the findings, the researcher recommends that federal and state governments and all other stakeholders in education to improve the welfare of teachers and teaching condition so as to facilitate its end result..

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OPERATIONAL DEFINITION OF TERMS

Positive attitudes: These refer to favourable behaviour towards social studies as teaching subject.

Negative attitudes: These refer to unfavourable behaviour towards social studies as teaching subject. .

Highly Experienced Teachers: Are teachers teaching social studies in primary school for six years and above.

Inexperienced Teachers: Are those who have been teaching social studies for about one to five years in primary school.

Social studies achievement: These refer to pupils 2012 first term examination scores in social studies.

ABBREVIATIONS

SOSAN	Social Studies Association of Nigeria
CESAC	Comparative Education Study and Adaptation Centre.
USAID	United State Agency for International Development.
DLS	Distance Learning System.
NCE	National Certificate of Education.

CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

School is a place where people learn different types of skills and abilities in order to be useful to themselves and the society in general. The school, in essence, provides total manpower to the society, and serves as a place where norms and traditions of the society are transmitted from generation to generation. The mission of the school is to produce relevant indigenous manpower for developmental activities and the bases of the need and aspirations of the society, so that the community can progress and develop especially in this age of globalisation. Besides, some of the functions the of school are that of generating and updating knowledge on contemporary issues for the purpose of unity, progress and development of human society among others Abubakar (2009).

Education on the other hand is the key to the socio economic development of any nation and social mobility of an individual while Primary school education is the foundation of every other educational pursuit. Maduewesi (2005) in the same vein states that a sound primary education is the pre-requisite to all other education, children need a sound primary education because it is a gateway to whatever the individual can achieve through education. The National Policy on Education NPE (2005) describes primary education as the key to the success or failure of the whole system. The objectives for primary education put emphasis on a balance between physical and intellectual

development of a child. It also aimed at widening access to basic education, eliminate present inequalities in enrolment between urban and rural, ensure greater retention and ensure long-term permanent literacy for those children who had completed the system.

The achievement of the stated objectives of primary school education, in Nigeria largely depends on many factors, among which are primary school teacher's attitude and experience, this is because attitude affects the success of the individual in his interpersonal relations and, as has been demonstrated by research, there is a positive correlation between favourable attitude and learning, (Saka, (2002). Therefore, becoming a successful teacher presents a great challenge today than at any previous time in history (Isyaku, (1993).

Students expect more from their school and their teachers. This shows that teachers are very important in the teaching and learning processes because they give proper and adequate training to their pupils to enhance production of competent individuals that will promote desired development of any nation, it should be noted that education is the instrument for social change and parameter that develop and improves the intellectual and moral abilities of the child. The importance of the teacher in education at all levels is reflected in the 2004 National Policy on Education, as it declares that "no educational system may rise above the quality of its teachers".

Eso (1998) observed that to be an effective teacher is to possess the skills essential for enhancing classroom control and discipline. It is

the teacher's competence, ability and resourcefulness to efficiently utilize the appropriate language, methodology and available instructional materials to bring out the best from learners in terms of academic achievement. To Abimbade, (1999) teachers are said to be effective when their teaching can lead to students' learning. Nothing has been taught until it has been learnt and this happens when the teacher succeeds in causing a change in behaviour in the learner. It is therefore important that the teacher must see teaching as an attempt on his own part to transfer what he has learnt to his students. A growing body of research suggests that schools can make a difference and a substantial portion of that difference is attributable to teachers.

Isyaku (1993), Abimbade (1999) and Aluede (2009) stressed that for successful teaching and learning to take place, there are many factors, among which are teacher attitude and experience. As such the study is aimed at finding out the influence of teachers' attitude and experience on social studies achievement of primary school pupils.

1.2 Statement of the Problem.

It is a known fact that education is the vehicle upon which wheel of national development revolves Fafunwa (2003). Proper education hinges on effective classroom management through the activities of teacher .These show that for an effective teaching-learning to take place at whatever level of education, teachers are of paramount importance.

Olaofe (1997) and Maduewesi (2005) declared that teachers are very important in teaching and learning process, government and society believes that teachers play a significant role in improving the quality of

education given at all level, this is why different teacher programmes were put in place in order to improve the quality of teachers towards their teaching subject.

Teaching on the other hand is a deliberate effort by experience person to impart knowledge, information skills to less experience person through a process that is morally and pedagogically accepted, this implies that different factors need to be in place before teaching take place, among which are: mastery of the subject matter, classroom management, time management, use of proper teaching materials, teaching method etc and all these depend on the teachers attitude and teachers teaching experience.

Unfortunately, It's an obvious fact that the standard of education in Nigeria is falling where a primary six pupils cannot make a correct sentence and the performance of university product in the field of work, Olaofe (1997).Can these problem be attributed to teachers attitude and teachers experience? Because in some of our primary schools not all teachers teaching social studies that are trained social studies teachers. Thus, there is need to urgently investigate the social studies achievement of primary school pupils. It has been observed that many experienced teachers always leave teaching to other profession. Could the problem of pupil's achievement in primary school social studies be attributed to teacher's attitude on the part of primary school teachers? This study is therefore set to investigate the influence of teachers' attitude and experience on the social studies pupils' achievement in Kano State.

1.3 Objectives of the Study:

The purpose of this study is to investigate into the influence of Social Studies teacher's attitude and experience on the achievement of primary schools pupils, and specifically the objectives of the study are:

1) To determine the achievement of primary school pupils in Social Studies Education taught by teachers with positive attitude and those taught by teachers with negative attitude towards the teaching of the subject.
2) To determine the factors that influences the level of achievement of primary school pupils in Social Studies Education taught by highly experienced and inexperienced teachers.

1.4 Research Questions

The data of this research will seek to address the following questions:

1. Is there any difference between the level of achievement of primary school pupils in Social Studies Education taught by teachers with positive attitude towards the subject and those taught by teachers with negative attitude towards the subject?
2. Do the social studies achievements of primary school pupils taught by highly experienced teachers in the subject differ from those taught by inexperienced teachers?

1.5 Hypotheses.

The major hypotheses established for this study is to find out the extent to which teacher's attitude and experience influence the social studies achievement of pupils in primary school. The hypotheses are precisely stated as follows:

1. There is no significant difference between the achievement of primary school pupils and their teacher's attitude towards the subject.
2. There is no significant difference between the achievement of primary school pupils in Social Studies Education taught by highly experienced teachers in the subject and that of those taught by inexperienced teachers.

1.6 Significance of the Study

The purpose of conducting any research is to make significant contributions to knowledge. This research therefore intends to makes significant contribution to knowledge, specifically in the area of education and Social Studies Education in particular. The findings of this study will provide information on the influence of teacher's attitude and experience on the Social Studies Education achievement of primary school pupils, that will be useful for the improvement of the quality of education in Nigeria, It will also provide empirical data on the influence of teachers attitude and experience on the Social Studies achievement of primary school pupils.

The findings will be of benefits to curriculum planners on the importance of teacher's attitude and teaching experience on the Social

Studies achievement of pupils not only in Social Studies education but also in other teaching subjects. The knowledge gained from this study would be of significant importance to governments and education policy makers to see the importance of encouraging and establishment of different educational programme to primary school teachers to inculcate positive attitude towards their teaching subject. Furthermore primary school head teachers will see the importance of giving teachers their teaching subject from their area of specialisation.

Finally, the state primary education board that are responsible for the recruitment of primary school teachers will see the significance of recruiting teachers with teaching experience and retaining experienced teachers for proper academic achievement, and finally it will help teachers to develop positive attitude towards their teaching subject.

1.7 Scope of the study

This study was delimited to all primary six pupils and all primary six Social Studies Education teachers in Kumbotso Local Government Area of Kano state. The Social Studies Education achievement of primary school pupils was the sole concern of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviewed literature related to teacher attitude and experience particularly to pupil's social studies achievement at primary school. The chapter was presented under the following sub headings;

- Conceptual framework,
- Attitude formation,
- Attitude measurement,
- The concept of teacher,
- Teacher's attitude
- The concept of teaching
- The concept of experience,
- The concept of achievement.
- The concept of Social Studies education,
- Review of empirical studies
- Summary.

2.2 Conceptual Framework

The concepts of attitude on which this study is based on, are those of Saka (2002) Chauhan (2005) and Onyabe (1981) .To Saka(2002) Attitude is a particular feeling about something ,it is a tendency to behave in a certain way in situations which involve person, idea or object it is partially rational and partially emotional and are acquired or learned not inherent in an individual. Chauhan (2005) sees attitude as ones feelings, thoughts

and predisposing to behave in some particular manner toward some aspect of ones environment, he further explains that attitude are best expressed when individual make statements about their feeling or opinions on certain objects, issues or things. While to Onyabe (1981) “attitude is a relatively enduring organisation of beliefs around an object or situation predisposing one to respond in some preferential manner” that is predispositions to respond in a particular way towards a specific class of objects, or situations .He further explained that each belief within an attitude organization is conceived to have three component: a cognitive component, an effective component and a behavioural component. He offers a clear explanation of each component. Under suitable conditions an affective belief is capable of arousing affect of varying intensity centring around an object of belief, objects (individuals and groups) and around the belief itself when its validity is seriously questioned as in argument.

The cognitive component represents a person's knowledge held with varying degrees of certitude about what is true or false, good or bad, desirable or undesirable. It also includes perceptions, conceptions and beliefs about the attitude object. And finally an attitude must have a behavioural component because; a belief being a response must lead to some action when it is suitably activated. Chauhan (2005) further explains that, during the growth period of every child, his home, his neighbourhood, his culture and the mass media confronting him, continually inculcate into him certain values, beliefs, and opinions. Some of these values he accepts and some he rejects. He may also acquire certain values completely alien to his culture or his people's expectations these acquired values in his

social context shape his attitudes to various things, issues, and objects. Once these feelings, thoughts and cherished opinions are firmly rooted in his personality, he shall remain 'predisposed to act' in ways corresponding to his attitudes. It would only be under those circumstances when the individual will act or behave, then and then only, one can infer about his attitudes from his actions. To Saka (2002) there is, however, a simple relationship, between ones attitude and motives. Motives are the striving tendencies. Individual motivation gets directional properties from the values acquired from the social context. For example, the motivation to study more and more or to do well in academic performance can only be there if the child has acquired positive values that it is worthwhile to strive for being an academic. This value he may have acquired from his parents who are both academic, or from some other model of his, who is a serious academic, or from his own history of positive reinforcement in this regard. So, his motives under the influence of the particular values will form his predisposition to act in a certain way, and he is likely to show a positive attitude towards education, when he is also likely to make a statement: I enjoy reading*:* When the statement is his natural preferred feeling and thought, it is likely that he would devote more time to his studies than to dancing, during his schooling career. It must be noted however that one's statement may sometimes express a preferred mode of action, these statement become valid expressions of one's attitudes, only if such statements are obtained in situations free from stress. For example, if a child says on his own that he enjoys 'doing mathematics, it may not only reveal the action he prefers but also

promises that the child will really do mathematics, and perhaps with good results. If such statements are obtained under stress, e.g., in the case of a child who is afraid of his parents that his failure to do mathematics in school will meet with punishments or some sort, he is expressing the opinion not out of his choice but under compulsion, and this will not reveal anything about his predisposition to study mathematics. The factors of constraints may not be simply those of fear from parents or elders, but they may be self imposed out of social desirability norms prevalent in. his home or backgrounds. The social desirability factors prevent individuals from making statements of their true feelings, in stress-free situations; statements of attitude of Individuals would manifest at least three components, cognitive, affective and operational or behavioural.

Mc leod (2009) outlined four functions that attitude can serve for individual these are:

- **Knowledge.** Attitudes provide meaning (knowledge) for life. The knowledge Function refers to our need for a world which is consistent and relatively stable. This allows us to predict what is likely to happen, and so gives us a sense of control. Attitudes can help us organize and structure our experience. Knowing a person's attitude helps us predict their behaviour. For example, knowing that a person is religious we can predict they will go to Church.

Self/Ego-expressive. The attitudes we express (1) help communicate who we are and (2) may make us feel good because we have asserted our identity. Self-expression of attitudes can be non-verbal too: think bumper sticker, cap, or T-shirt slogan. Therefore, our attitudes are part of our

identity, and help us to be aware through expression of our feelings, beliefs and values.

• **Adaptive.** If a person holds and/or expresses socially acceptable attitudes, other people will reward them with approval and social acceptance. For example, when people flatter their bosses or instructors (and believe it) or keep silent if they think an attitude is unpopular. Again, expression can be nonverbal [think politician kissing baby]. Attitudes then, are to do with being apart of a social group and the adaptive functions helps us fit in with a social group. People seek out others who share their attitudes, and develop similar attitudes to those they like.

• **The ego-defensive** function refers to holding attitudes that protect our self-esteem or that justify actions that make us feel guilty. For example, one way children might defend themselves against the feelings of humiliation they have experienced in P.E. lessons is to adopt a strongly negative attitude to all sport. People whose pride has suffered following a defeat in sport might similarly adopt a defensive attitude: "I'm not bothered, I'm sick of rugby anyway…" This function has psychiatric overtones. Positive attitudes towards ourselves, for example, have a protective function (i.e. an ego-defensive role) in helping us reserve our self-image.

The basic idea behind the functional approach is that attitudes help a person to mediate between their own inner needs (expression, defence) and the outside world (adaptive and knowledge).

2.2.1 Attitude formation

To understand the characteristics of attitude it is necessary to know how attitude are formed. To Saka (2002) attitude are acquired though experience that have pronounced affective (feeling) component; they are transmitted through the process of imitation and may have their origin early in life. While Chauhan (2005) stressed that ones feelings are generated from ones knowledge obtained directly or indirectly about the thing or object which the feelings are centred, without learning there can not be any feeling or opinion of any individual , and to Onyabe (1981) attitude are also acquired through the principles of learning. The major determinants of attitude formation, according to D Krech (1962) are the individual's want action, group affiliation and personality.

In coping with various problems in trying to satisfy his wants, an individual develops attitudes, he develops favourable attitudes toward objects and people that satisfy his wants. For example, If a patient evaluates his final goal object (being alive is good) favourably, he will also evaluate his means-goal object (his doctor) favourably, likewise the individual will develop unfavourable attitudes towards objects and persons that block the achievement of his goals.

Attitude is also shaped by the information to which the individual is exposed. The validity of the attitudes held by people will depend to a large extent on how sufficiently well informed they are. The nature of our sources of information is also crucial to the formation of valid attitudes. He asserts that for all individuals, facts are frequently mediated by other people as authorities, and the amount of discrepancy between the facts and

the individual's beliefs will be dependent upon the validity of the assertions of authorities.

Another factor that determines an individual's attitude is his group's affiliations. Many of the attitudes of the individual have their source and their support in the groups to which the individual gives his allegiance. His attitude, therefore, tend to reflect the beliefs, values, and norms of his groups. To maintain his attitude an individual must have the support of like-minded persons.

Personality also determines an individual's attitude, while group influences upon attitude development is to produce uniformity of attitude among the members of various social groups, diversity could be noticed in the midst of uniformity, a major factor responsible for diversity is the existence of personality differences among individuals. Brunning (1999) defines personality as "the general principles and organization of internal psychological functioning." While one's personality will reflect in almost everything one does, one's attitudes has reference outside the person to the specific social object of the attitude,

2.2.2 Attitude Measurement

The measurement of attitude is a complex matter, Brunning (1999). By predisposition is meant preparedness or state of readiness to respond, being predispositions attitude are not directly observable or measurable. Instead they are inferred from the way we react to particular stimuli a person with a particular attitude is predisposed to selectively perceive, recognize, judge, interpret, learn, forget, recall and think in ways congruent

with his attitude. Onyabe (1981) maintains that while there is agreement on the view that attitude lead to a preferential or discriminatory response there is little agreement on the basis for the preferential response. That is It Is not clear whether a positive or negative preference is due to the fact that the attitude object or situation is affectively liked or disliked or because is cognitively evaluated as good or bad, Brunning (1999).

Mc leod (2009) stressed that the most straightforward way of finding out about someone's attitude would be to ask them. However, attitudes are related to self-image and social acceptance (i.e. attitude functions).

In order to preserve a positive self-image, people's responses may be affected by social desirability. They may not well tell about their true attitudes, but answer in a way that they feel socially acceptable.

Given this problem, various methods of measuring attitudes have been developed. However, all of them have limitations. In particular the different measures focus on different components of attitudes – cognitive, affective and behavioural – and as we know, these components do not necessarily coincide.

According to him, attitude measurement can be divided into two basic categories

Direct Measurement (likert scale and semantic differential)

Indirect Measurement (projective techniques)

In direct measurement, an attitude scale is designed to provide a valid, or accurate, measure of an individual's social attitude. However, as anyone who has every "faked" an attitude scales knows there are shortcomings in these self report scales of attitudes. There are various problems that affect

the validity of attitude scales. However, the most common problem is that of social desirability.

Socially desirability refers to the tendency for people to give "socially desirable" to the questionnaire items. People are often motivated to give replies that make them appear "well adjusted", unprejudiced, open minded and democratic. Self report scales that measure attitudes towards race, religion, sex etc. are heavily affected by socially desirability bias. Respondents who harbour a negative attitude towards a particular group may not wish be admit to the experimenter (or to themselves) that they have these feelings. Consequently, responses on attitude scales are not always 100% valid.

Projective Techniques

To avoid the problem of social desirability, various indirect measures of attitudes have been used. Either people are unaware of what is being measured (which has ethical problems) or they are unable consciously to affect what is being measured.

Indirect methods typically involve the use of a projective test. A projective test is involves presenting a person with an ambiguous (i.e. unclear) or incomplete stimulus (e.g. picture or words). The stimulus requires interpretation from the person. Therefore, the person's attitude is inferred from their interpretation of the ambiguous or incomplete stimulus.

The assumption about these measures of attitudes it that the person will "project" his or her views, opinions or attitudes into the ambiguous situation, thus revealing the attitudes the person holds. However, indirect methods only provide general information and do not offer a precise measurement of

attitude strength since it is qualitative rather than quantitative. This method of attitude measurement is not objective or scientific which is a big criticism. Examples of projective techniques include:

• Rorschach Inkblot Test

• Thematic Apperception Test (or TAT)

• Draw a Person Task

Evaluation of indirect method

The major criticism of indirect methods is their lack of objectivity. Such methods are unscientific and do not objectively measure attitudes in the same way as a Likert scale. There is also the ethical problem of deception as often the person does not know that their attitude is actually being studied when using indirect methods. The advantages of such indirect techniques of attitude measurement are that they are less likely to produce socially desirable responses, the person is unlikely to guess what is being measured and behaviour should be natural and reliable.

2.3 The Concept of Teacher

A teacher is a person who acquired knowledge and skills through systematic and organised training, known as teacher education to prepare him to engage in teaching and learning activities. This is in line with the view of Aluede (2009) who consider a teacher to be many things such as a guide, an authority, an evaluator, a builder of community and a story teller among others. As a result of different expectative from the teacher, Chike (1998) proposed that teachers should be acquainted with

the trends in the over all educational development the study of the society which will lead to identify the needs and aspiration of that society, the study of the past that will make him to understand the present and plan for the future adequately. And all these can be achieved through proper implementation of teacher education. Therefore, teacher education is a systematic and organised process of training people and preparing them to be teachers. It can be also be regarded as the structure and processes through which people are prepared to work in school organisation for the purpose of imparting knowledge , skills and favourable attitudes to learners. It is a carefully designed programme to prepare and groom those who will manage teaching/learning processes. Ilori (2004) defines teacher education programme as a set of phenomena deliberately intended to help candidate acquire knowledge, skill, disposition and more of teaching occupation. In similar view, Bala (1999) views teacher education as a set of educational activities and experiences designed to equip a perspective teacher with skill, competence knowledge and disposition which help to develop his potentials as well as making him a competent teacher.

The Goals of teacher education in Nigeria according to national policy on education (2005) are;-

a) Produce highly motivated and efficient classroom teachers for all levels of our educational system.
b) Encourage and further the spirit of enquiry and creativity in teachers.

c) Help teachers to fit in to the special life of the community and the society at large and enhance their commitment to national goals.
d) Provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situation.
e) Enhance teacher's commitment to the teaching profession.

The Federal Government of Nigeria in the national policy on education (2005) which is also cited in Aluede (2009) consider a teacher as an individual that has been professionally trained in any teacher education programmes which include colleges of education, National teachers institute; schools of education in the polytechnics and National institute for the Nigerian language which will lead to the award of Nigerian certificate in education (NCE) Bachelor of Education (BED) Masters in education (MED) or PhD. in Education and must be registered and accredited by the teachers Registration council of Nigeria (TRCN).This shows that the teacher holds the key to nation building this is for the fact that the aspiration of any nation to transform into great country can only be possible if there are competent and dedicated teachers to impart the appropriate knowledge, attitudes and skills. Indeed history of education in Nigeria shows that teachers occupied the position of great honour and influence in their communities, they epitomised integrity, knowledge and leadership, moral attitudes and selfless service, and they are the pivot of educational system and determine the success or failure of any educational system.

As such, government and stake holders in education are anxious to see that educational institution delivers what they should deliver and that what they deliver produces desirable outcomes Maduweisi (2005) Therefore teachers can help Nation to attain her dreams and aspiration.

2.4 Teachers Attitude

Attitude could be defined as a consistent tendency to react in a particular way-often positively or negatively – toward any matter. Attitude possesses both cognitive and emotional components. Fazio and Roskes (1994), said, "attitudes are important to educational psychology because They strongly influence social thought, the way an individual thinks about and process social information". According to Eggen and Kauchak (2001), positive teachers' attitudes are fundamental to effective teaching. A teacher must be interesting. That is the teacher must arouse the interest of his student towards what he is going to teach so as to capture the attention of his student. The teacher should also arouse the curiosity of his student so that their interest and attention should be maintained. Eggen and Kauchak (2001) identified a number of teachers' attitudes that will facilitate a caring and supportive classroom environment. They are: enthusiasm, caring, firm, democratic practices to promote students responsibility, use time for lesson effectively, have established efficient routines, and interact freely with students and providing motivation for them. Research findings on teacher's attitude such as personal teaching efficacy, modelling and enthusiasm, caring and high expectation promote learners' motivation.

These same characteristics are also associated with increase in students' achievement (academic performance). High levels of learning may occur as well as learners feeling good about themselves and the material they are learning when teachers use instructional time efficiently. Learning takes place with ease and faster under teachers that are well organized. The way teachers interact with students influences their motivation and attitudes toward school.

2.5 The Concept of Teaching

Teaching refers to the deliberate effort by experience person to impart knowledge, information, skills and so on to a less experienced person through a process that is morally and pedagogically acceptable. The content has to be worth while and the procedure has to be educationally acceptable for an activity to be classified as teaching. However, teaching can also be seen as a systematic rational and organised process of transmitting knowledge attitudes and skills in accordance with professional principles. In other words is a system of communication between a teacher and a learner with the intention of bringing about certain cognitive and psychological changes in the learner. The world book Encyclopaedia (T) sees teaching as the process by which one person helps others to achieve knowledge, skills, and attitudes. At least two persons are always involved in teaching, the teacher and the learner, a good teacher provides guidance for the learner. This guidance encourages the learner to do things that result in desired learning such as the ability to read and write. Learning is

an activity of the learner while teaching creates conditions that will encourage and stimulate learning.

By means of teaching man passes along to each generation the knowledge skills and attitude needed to keep life going ahead. Almost everyone teaches someone else at one time or another. Schools, colleges and universities provides formal teaching, but people often teach each other informally outside school, for example parent teach their children important things, business and industries often teach their employees skills needed in their work. Our modern life depends on the teaching provided by school and colleges. People need knowledge and skill to process steel, to build an airplane, to publish a newspaper, to direct a government, to manage a home and many other things. Many people are involved in teaching profession

On the other hand, Learning is a lifetime process. Continues learning equips one as a student with a larger mastery of knowledge, a broader understanding of facts, a larger repository of wisdom, and a better insight on life that will make better individual responsible and upright human beings. On process of learning, students or learner is the centre of education. Studying their different aspects of a student and their ways on attaining such goals will be of great importance. As such, the extent of student's learning in academics may be determined by the grades a student earns for a period of learning. It is believed that a grade is a primary indicator of such learning. If a learner earns high grades it is concluded that they may also have learned a lot while low grades indicate lesser learning. However, many experiences and

studies found out that there are also several factors that would account for the grades. No single factor can be definitely pointed out as predicting grades. It has been interplay of so many factors – gender, daily allowance, social status, time and interest. In fact, almost all of existing environmental and personal factors are a variable of academic performance. Measuring of academic performance of students is challenging since student performance is a product of socio-economic, psychological and environmental factors. However, the individual are motivated to take credit for their successes and to deny responsibility for their failures in order to protect or enhance their self-esteem. Hence students' rating is a function of both their attitude and the interaction between them and their teachers. Teaching may be carried out informally, within the family, which is called home schooling, or in the wider community. Formal teaching may be carried out by paid professionals. Such professionals enjoy a status in some societies on a par with physicians, lawyers, engineers, and accountants Maduweisi (2005).

A teacher's professional duties may extend beyond formal teaching. Outside the classroom teachers may accompany students on field trips, supervise study halls, help with the organization of school functions, and serve as supervisors for extracurricular activities. In some education systems, teachers may have responsibility for student discipline Isyaku (2005).

Around the world teachers are often required to obtain specialized education, knowledge, codes of ethics and internal monitoring.

There are a variety of bodies designed to instil, preserve and update the knowledge and professional standing of teachers. Around the world many governments operate teacher's colleges, which are generally established to serve and protect the public interest through certifying, governing and enforcing the standards of practice for the teaching profession.

The functions of the teacher's colleges may include setting out clear standards of practice, providing for the ongoing education of teachers, investigating complaints involving members, conducting hearings into allegations of professional misconduct and taking appropriate disciplinary action and accrediting teacher education programs. In many situations teachers in publicly funded schools must be members in good standing with the college, and private schools may also require their teachers to be college peoples. In other areas these roles may belong to the State Board of Education, the Superintendent of Public Instruction, the State Education Agency or other governmental bodies. In still other areas Teaching Unions may be responsible for some or all of these duties NPE (2005).

In education, teachers facilitate student learning, often in a school or academy or perhaps in another environment such as outdoors. A teacher who teaches on an individual basis may be described as a tutor.

The objective is typically accomplished through either an informal or formal approach to learning, including a course of study and lesson plan that teaches skills, knowledge and/or thinking skills. Different

ways to teach are often referred to as pedagogy. When deciding what teaching method to use teachers consider students' background knowledge, environment, and their learning goals as well as standardized curricula as determined by the relevant authority. Many times, teachers assist in learning outside of the classroom by accompanying students on field trips. The increasing use of technology, specifically the rise of the internet over the past decade, has begun to shape the way teachers approach their roles in the classroom.

The objective is typically a course of study, lesson plan, or a practical skill. A teacher may follow standardized curricula as determined by the relevant authority. The teacher may interact with students of different ages, from infants to adults, students with different abilities and students with learning disabilities.

Teaching using pedagogy also involve assessing the educational levels of the students on particular skills. Understanding the pedagogy of the students in a classroom involves using differentiated instruction as well as supervision to meet the needs of all students in the classroom. Pedagogy can be thought of in two manners. First, teaching itself can be taught in many different ways, hence, using pedagogy of teaching styles. Second, the pedagogy of the learners comes into play when a teacher assesses the pedagogic diversity of his/her students and differentiates for the individual students accordingly Maduweisi (2005).

Perhaps the most significant difference between primary school and secondary school teaching is the relationship between teachers and pupils. In primary schools each class has a teacher who stays with them for most of the week and will teach them the whole curriculum. In secondary schools they will be taught by different subject specialists each session during the week and may have 10 or more different teachers. The relationship between children and their teachers tends to be closer in the primary school where they act as form tutor, specialist teacher and surrogate parent during the course of the day.

However, alternative approaches for primary education do exist. One of these, sometimes referred to as a "platoon" system, involves placing a group of students together in one class that moves from one specialist to another for every subject. The advantage here is that students learn from teachers who specialize in one subject and who tend to be more knowledgeable in that one area than a teacher who teaches many subjects. Students still derive a strong sense of security by staying with the same group of peers for all classes. Co-teaching has also become a new trend amongst educational institutions. Co-teaching is defined as two or more teachers working harmoniously to fulfil the needs of every student in the classroom. Co-teaching focuses the student on learning by providing a social networking support that allows them to reach their full cognitive potential. Co-teachers work in sync with one another to create a climate of learning Jastor (2010).

2.6 The Concept of Experience

This is an active involvement in an activity or exposure to events or people over a period of time that leads to an increase in knowledge or skill. Many occupations recognize employees' years of experience as a relevant factor in human resource policies, including compensation systems, benefits packages, and promotion decisions. The idea is that experience, gained over time, enhances the knowledge, skills, and productivity of workers.

In education, teacher experience is probably the key factor in personnel policies that affect current employees, it is a cornerstone of salary schedules, it drives teacher transfer policies, form the bases of upgrading and seniority, Jstor (2010).

2.7 The Concept of Achievement.

Achievement is defined as measurable behaviour in a standardised series of test. Achievement test is usually constructed and standardised to measure proficiency in school subjects, in most cases accomplishment is sometimes used instead of achievement Yusif (2002) further explains that educational achievement is measured by standardised achievement test developed for school subjects. What this means is that achievement is measured in relation to what is attained at the end of a course, since it is the accomplishment of medium or long term objective of education. What is important is that the test should be a standardised test to meet the national norm. Achievement is regarded as action of completing or attaining, it subsumes anything won by successful action, it also intends to measure systematic education and

training in school occupation towards a conventionally accepted pattern of skills or knowledge Yusif (2002).

2.8 The Concept of Social Studies.

Social Studies were developed as a balanced curriculum that would help an individual to develop an adjustment within the society. It was also to enable him acquire skills in maximizing knowledge assimilation and utilization, for effective understanding of the modern world of rapid changes and conflicting social, economic, political pressures and demands, Danladi (2001). The curriculum that would achieve all these must depart from the traditional discrete subjects.

The Nigerian Social Studies integrated curriculum contains forms and elements of knowledge which have been synthesized to enable the individual acquire values and skills for useful life settlement within and outside his immediate community. The integration and unification of various concepts and disciplines in social studies deals with the problems of man's social, physical and psychological environments. Social Studies learning provide students with skills and knowledge to help them in their everyday life by developing individuals who understand their identity and the dynamic nature of society, Bayero (2007).

Ololoubo (2007) explained that social studies were introduced into Nigerian schools to correct the unbalance of colonial education and to inculcate in Nigerian student awareness of their own environment, national consciousness and national unity, and also to promote the

understanding of the social problems within our society and finding possible solutions.

But the origin of social studies in to Nigeria could be traced back to the period before independence (1960) as narrated by Mezieobi (2008), Ololoubo (2007) and Abubakar (2009). Social Studies first emerged in the western region when the subject was introduced in to schools in 1955 through the educational programme between the western region and the University of Ohio.

In 1963 a pilot project was conducted at Aiyetoro comprehensive high school in the western region (Ogun State). The project was an effort to introduce Social Studies in schools on an experimental basis in the western region. The project was jointly initiated by United State Agency for international development (USAID) and the government of the defunct Western Region. Aiyetoro experimentation was successful, so social studies were introduce in all schools in the region. In 1968 the conference of mombasa (Kenya) recommended the introduction of social studies in to the curricular of primary schools in African countries present, in which Nigeria is included.

Ajiboye (2005) stated that among the things recommended by the conference of Mombasa (Kenya) in (1968) is stressing the need for teaching Social studies to reflects African culture and environment, and to be taught as an integration of the traditional subjects such as (civics History, Geography including element of Anthropology, Economic and Sociology). Therefore, the Social Studies curriculum is based on the spiral approach, which provides a constant and systematic discussion

of topics at various levels with wider and greater depth of scope at higher levels (Social Studies curriculum of primary schools). Major organisation that are much involved in the development of Social Studies curriculum include the former comparative Education study and Adaptation centre (CESAC) which was based in Lagos, Nigeria Educational Research and development council, Social Studies Association of Nigeria (SOSAN) and institute of education Ahmadu Bello University Zaria among others. Social Studies has been defines differently by different scholars.

Abubakar (2009) defines social studies as, how man applies science and technology to improve his physical and social environment for the survival of the society and future.

Mezieobi (2008) sees social studies as, An integrated field of study which probes man symbiotic relationship with his environment, endows man with the reflective or contemplative capacities, intellectual, affective, social and work skills, to enable him understand his world and its problems and to rationally solve or cope with them for effective living in the society.

National Teachers Institute (2007) defines social studies as the study that deals with mans interaction with his environment, its concern with the reciprocal relationship between man and the various aspect of his environment.

Singh (2007) sees social studies as the school mirror of the scholarly findings of the social sciences. He further stated as the name suggest, it is the study of society, and its chief aim is to help pupils to

understand the world in which they live and how it come to be, so that they may become responsible citizens, others are to promote critical thinking, encourage readiness for social charge appreciation and realization of other cultures and interdependence of man and man and of nation and nation.

Ajiboye (2005) sees Social Studies as, An attempt to foster in young learners a better understanding of mans interactions with his physical environment. It is also concern with the reciprocal relationship between Man and his physical environment.

Therefore, Social Studies can be regarded as a programme that instils in student, the skills abilities, and knowledge of solving societal problems.

Despite the divergent views about what social studies is, Ajiboye (2005) stressed that there are some areas of agreement, that social studies is the study of society, that it is concerned with the relationships within the society and that the central concern or focus of social studies is man.

According to him, nature is the quality which 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 are seen as a corrective study, because it aims at upsetting the colonial eras and also examining the present educational system. Similarly, social studies because of its nature incorporates all aspects of reforms, revitalization and maintenance of the education

values, knowledge and skills expected of a people concerned about progress and modernization. Also as its nature social studies emphasises objectives before any content can be significant meziobi (2008).

The most important nature of social studies according to Meziobi (2008) is that, it is study emphasizes the importance of man .Man is in the central position while his activities are studied in a relationship to his various environment which could be physical social or psychological. Man can only exist in his varied environments by understanding, interacting, organizing and running his society in an order of cultural, economic and political setting. Hence social studies will try to gather relevant knowledge, values and skills centred on the subjects that form parts of these broad spheres of man.

The scope of social studies on the other hand is the level, coverage quantity and quality of content. In social studies the scope varies depending on level of wants considered. However the general pattern of content arrangement seems to follow a spiral or expanding horizon pattern. Man is put in the focus and all environmental attributes are arranged around him proceeding from known to unknown. In other words the scope of social studies covers the study of man and all environmental attributes and also some aspects of the interaction of man and wider society. The social studies programme include knowledge, concept, attitudes and values draw from history, geography, sociology, economic, Religion as well as other humanities and social sciences. For a social studies programme to be effective, Onyabe (1981),

started that it must be directed to four objectives: knowledge, the basic skill, values and beliefs and social participation.

The importance of social studies as a subject of school curriculum can not be over-emphasized. Through social studies, a student learns how to be useful to himself and his society. He identifies his needs, his strengths and weaknesses. The study of social studies gives him the opportunity to learn how to appreciate his right, and how to relate with other people in the society for his own benefit and that of others. Social studies teachers the interdependence of local communities and the wider nations, Abimbade (1999).

2.8.1 The General Objectives of Social Studies.

The general objectives of Social Studies stated in the National Teachers institute (2007) is to help learners develop the ability to adopt to the ever changing environment they live in, through the acquisition of relevant knowledge attitudes values and practical skill Mezieobi (2008) outline the following as general goals of Social Studies:-

i. Didactic or knowledge and information goals
ii. Reflective thinking goal
iii. Affective Goals
iv. Citizenship transmission Goal
v. Pupils self enhancement Goal
vi. Socio-political Activities Goal
vii. Skills Goal

2.8.2 The Primary School Social Studies Objective:-

The objectives of social studies at primary school level are :-

1. That the child should develop the ability to adapt to his changing environment.
2. Inculcate National consciousness and national unity.
3. Become good citizen capable of and willing to contribute to the development of the society.
4. Inculcate the right type of values and attitudes

2.8.3 Objectives of Social Studies at Post-Primary School.

Ololobou (2007), Ajiboye (2005) outline the objectives of post-primary school Social studies as follows:-

1. To make the student aware of the problems of his society and Nigeria in general and acquire the skills to tackle them.
2. To develop as student an appreciation of his cultural heritage, desire to preserve it and the sympathetic appreciation of the diversity and interdependence of all members of the local and international community.
3. Acquisition of relevant body of knowledge that will enable an individual to contribute towards the development of his society and Nigeria in general.
4. To create an awareness and understanding of the physical social environment how and to make effective use, of the resources available.

5. Acquisition of appropriate skills and abilities which are associated for making sound economic political and social judgement for the formation of a satisfactory professional life.

2.9 Review of related empirical Studies:

These are the studies of researches conducted before the present study and share things in common and some differences; some of these researches include that of Ngbede (1993) whose research title is Attitudes of teachers and Students towards social studies in selected junior secondary schools in Benue state, some of his research hypotheses are

(1) There is no significant difference between the mean attitude of teachers and students.

(2)There is no significant difference between the mean attitudes of social studies held by male teachers and that of female teachers.

Social survey was the research design while researcher made questionnaire was the major research instrument using modified Likert type summated scale which make use of four points instead of five. T test statistic is the statistical procedure used for data analysis. The findings showed that the null hypothesis at the significance level of 0.05 and the degree of freedom 522 was retained. That is there is no significant difference between the mean attitude of social studies held by the male teachers and that of female teachers. However the mean of the male teachers was slightly higher than that of the female counterparts, this showed that the male teachers have more positive

attitudes towards social studies. The second null hypothesis was also retained showing that there is no significant difference between the mean of the two groups. The similarities between the former and the present research is, all the researches are on attitudes towards social studies as subject. While the only difference is while the former tries to find out the attitudes of teachers and student towards social studies the present study is trying to find out if social studies teachers attitudes has impact on their pupils academic achievement. Olawepo (2010) research title is Relationship between student teachers attitude and their academic performance in social studies. Student in a college of education responded to an attitude scale (Likert type) and the average mark for each of the student in two previous examination were calculated as a measure for academic performance in social studies. The research hypotheses are

(1) The attitudes of all student teachers to social studies are not significantly correlated with their academic performance in the subject.

(2) The attitudes of male /female student to social studies are not significantly associated with their performance in social studies.

The null hypotheses were tested at 0.01 significance and a two sided hypothesis testing format was applied. The two null hypotheses were not rejected.

The difference between the two researches is, the present study is trying to find out the attitudes of social studies teachers and its impact to pupils academic achievement, while the former tried to find out the relationship between the attitudes of student teachers and their

academic performance in social studies. The research design and the instrumentation were all the same because both studies used questionnaire and survey research design. Its limitation is it only focus on one college of education, the findings will be difficult to be generalised.

2.10 Implications of the Reviewed Related Literature on the Present Study

Chapter two is review of related literature. It discussed theories on which this research is based, which is the theory of Saka (2002),Chauhan (2005) and Onyabe (1981).They sees attitude as feelings or actions towards an object or situations, while Onyabe (1981) defined attitudes as a relatively enduring organization of beliefs around an object or situation predisposing one to respond in some preferential manner, that is predispositions to respond in a particular way towards specific class of object. Attitudes formation as a result of experience, belief or importance attached to and attitudes measurement The concept of teacher, as a person who acquired knowledge and skills through systematic and organised training known as teacher education to prepare him to engage in teaching learning process. It also discussed teacher's attitudes which according to psychologist are fundamental to effective teaching among which are enthusiasm, caring, firm and democratic practices. The concept of experience in teaching which is an active involvement in teaching activity or exposure to teaching over a period of time that lead to an increase in knowledge or skill, the concept

of academic achievement which is a measurable behaviour in a standardised series of test, and finally social studies education historical background, definitions, aims and objectives at all levels where discussed. Social studies came into Nigeria before Independence to correct the imbalance of colonial education, its aim is to inculcate in student awareness of their own environment, national consciousness and national unity.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter contained the methodology used in conducting the research; presented under the following sub headings:

- Research design,
- Population,
- Sample size,
- Sampling techniques,
- Data collection instrument,
- Validation of data collection instrument,
- Procedure for data collection and
- Data analysis techniques.

3.2 Research Design.

Survey research design involves gathering of data about a target population from a sample and generalising the findings obtained from the analysis of the sample to the entire population Nworgu (2006). Therefore, the design used for this study was survey research design because the study examines and reports the present state of primary school pupil's achievement in social studies Education.

3.3 Population of the Study

The population of this study is all primary six Social Studies Education teachers and all primary six pupils in Kumbotso local

government, which comprised of ninety four (94) primary six Social Studies Education teachers and five thousand six hundred and twenty two primary six pupils (5622).The primary schools in the local government are stratified in to existing eight inspectorate areas; namely Panshekara with 13 schools, 13 primary six Social Studies Education teachers and 591 primary six pupils, Na'ibawa with 11 schools, 11 primary six Social Studies Education teachers and 423 primary six pupils, Mariri with 11 schools, 11 primary six Social Studies Education teachers and 433 primary six pupils. Shekar barde with 10 schools, 10 Social Studies Education teachers and 875 primary six pupils, Shekar Gabas with 10 schools, 10 primary six Social Studies Education teachers and 635 primary six pupils, Chiranci with 16 schools, 16 primary six Social Studies Education teachers and 907 primary six pupils, Dan maliki with 11 schools, 11 primary six Social Studies Education teachers and 873 primary six pupils, and finally Kumbotso with 12 schools, 12 primary six Social Studies Education teachers and 885 primary six pupils.

Table 3.1 Distribution of the Population

Inspectorate Areas	**No of schools present**	**No of primary six social studies teachers**	**No of Primary six Pupils**
Panshekara	13	13	591
Na'ibawa	11	11	423
Mariri	11	11	433
Shekar Barde	10	10	875
Shekar Gabas	10	10	635
Chiranci	16	16	907
Dan-Maliki	11	11	873
Kumbotso	12	12	885
TOTAL	**94**	**94**	**5622**

Source: Kumbotso Local Education Authority Report 2010.

3.4 Sample Size and Sampling Technique

The sample size of the study was 76 primary six Social Studies Education teachers; this figure was arrived using Morgan and Kreycie (1970) table, for choosing the sample from a given population. The names of all 94 primary six Social Studies Education teachers were written on pieces of papers folded and put in a cup. Simple random

sampling was used further to select the names of the 76 used for the study; the selection was done with replacement after a name was selected.

For the pupils, stratified proportionate random sampling was used to select 756 pupils. In schools, the school register was used to pick every other pupil until the required, number of pupils was selected.

TABLE 3 Summary of the Sample Size for Teachers.

Inspectorate Areas	**No of schools present**	**Sample size of primary six SOS Teachers**
Panshekara	13	10
Na'ibawa	11	8
Mariri	11	8
Shekar Barde	10	8
Shekar Gabas	10	8
Chiranci	16	14
Dan-Maliki	11	10
Kumbotso	12	10
TOTAL	**94**	**76**

Table 3.3.1 Distribution of Sample According to Inspectorate Area in School for Pupils

Inspectorate Areas	**No. of Pupils Present**	**Percentage of Population**	**No. of Pupils Selected**
Panshekara	591	10.5	62
Naibawa	423	7.52	32
Mariri	433	7.7	33
Shekar Barde	875	15.56	136
Shekar Gabas	635	11.29	72
Chiranci	907	16.13	146
Danmaliki	873	15.53	136
Kumbotso	885	15.7	139
Total	**5622**	**100**	**756**

3.5 Instrumentation

The major research tool used in collecting the data for this research was the Researcher Made Questionnaire for Social Studies Education teachers designed according to Likert modified format. The subjects were asked to respond to each item in terms of four degrees of agreement or disagreement as follows:

Strongly Agreed SA = 4 points

Agreed A = 3 points

Disagreed D = 2 points

Strongly Disagreed SD = 1 point

For positive statement towards social studies education while

Strongly Agreed SA = 1 point

Agreed A = 2 points

Disagreed D = 3 points

Strongly Disagreed SD = 4 points.

For negative statement toward Social studies Education.

The test item were designed by the researcher with the expert assistance from the supervisor; it was specifically designed to go in line with the research questions and hypotheses, at the same time with a view to obtaining reliable as well as valid information for this research. The instrument title SSTAEPAQ was structured as follows: Section A consists of the Bio data of Primary Six Social Studies Education teacher such as: Name of the School, Inspectorate Area, and Social Studies Teaching Experiences, Section B contains items on teacher's attitude that was answered by the Social Studies Education teachers, and First term examination result 2012 was used for pupil's Social Studies achievement for the study.

Validity of the instrument

Four university lecturers of social studies Education from the rank of lecturer 1 and above, two were senior lecturers of Social Studies in

Saadatu Rimi College of Education. Each one was given a draft copy of the instrument and its purpose explained. The Lecturers made corrections, adjustment and moderations that were effected and a final draft of the instrument was prepared. This exercise established the validity of the instrument.

Reliability of the Instrument

There were 94 primary six Social Studies Education teachers in Kumbotso local government 76 were selected for the main study. The rest 18 were used for the pilot study. The questionnaire for teachers was distributed to them twice with two weeks interval, and the results were analysed using the PPMr and spearman Brown formula that gave r= + 0.81 and r= + 0.86, this also established the reliability of the teachers questionnaire while for the pupils their first term social studies examination result 2012 was used for social studies achievement for the study.

3.6 Procedure for Data Collection:

In collecting relevant information for this research, the researcher went round the selected schools for the study and personally distributed the questionnaire with the assistance of the teachers and collected back on the spot.

3.7 Method of Data Analysis:

The procedure to be used by the researcher in analysing the data for this research include mean, standard deviations to answer the research questions and t – test for independent samples was used to

test the null hypotheses. The t test helped the researcher to compare the mean of the social studies scores of the pupils and the teachers so as to determine the level of significant differences as stated in the hypotheses.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

The research work studies the Influence of teachers' attitude and experience in Social Studies Education pupil's achievement in Kumbotso local government in Kano State. This chapter presents the report of the research findings based on the data collected from Social Studies Education teachers and their pupils in primary schools. The report was divided in to three categories namely:

A, Simple percentage was used to report demographic data.

B, Mean, standard deviation was used to answer the research questions.

C, Inferential statistics was used to report the two hypotheses.

4.2 Questionnaire used for analysis

Social Studies Teachers Attitude towards Teaching Social Studies Education

S/N		SA		A		D		SD	
		Freq	%	Freq	%	Freq	%	Freq	Q
4.	Social Studies is an interesting subject because it helps teachers and pupils to develop desirable attitudes.	52	68.42	3	3.95	1	1.32	20	26.32
5.	The knowledge of the environment is best known through Social Studies Education.	50	65.79	5	6.58	3	3.95	18	23.68

6.	Social Studies Education enable teachers and learners to know about the people of the world.	54	71.05	1	1.32	5	6.58	16	21.05
7.	Teaching Social Studies helps teachers and pupils to develop habits of peaceful living and respect for individual opinion.	25	32.89	30	39.47	14	18.42	7	9.21
8.	Teachers like Social Studies Education teaching because it is integrative in nature.	25	32.89	30	39.47	7	9.21	14	18.42
9.	Social Studies is not an instrument for natural resources development.	11	14.47	10	13.16	5	6.58	50	65.79
10.	Social Studies do not help in inculcating right types of attitudes and values to student and teacher.	19	25	2	2.63	45	59.21	10	13.16
11.	Social Studies Education is disliked because there are few textbooks and materials to use.	17	22.37	4	5.26	25	32.89	30	39.47
12.	Social Studies Education teaching is	4	5.26	17	22.37	25	32.89	30	39.47

	dull because it is not learner centred.								
13.	Social Studies Education does not help an individual to develop skill and adjust within the society.	15	19.74	6	7.89	25	32.89	30	39.47
14.	Social Studies Education teaching is enjoyed because it makes teachers abreast with contemporary happenings.	46	60.53	9	11.84	1	1.32	20	26.31
15.	Social Studies Education teachers are exposed to their environment through field trips.	28	36.84	27	35.52	2	2.63	19	25
16.	Social Studies Education should be encouraged up to University level to help students know their civic responsibilities.	33	43.42	22	28.94	19	18.42	7	9.21
17.	The integration of various concepts and disciplines in Social Studies helps deal with the problems of man and his environment.	41	53.94	14	18.42	8	10.52	13	17.10
18.	Social Studies were	50	65.79	5	6.58	5	6.58	16	21.05

	introduced in Nigeria to correct the in-balance of colonial education.								
19.	Social Studies don't promote the understanding of mans social problems and his pursuit for their remedies.	1	1.32	20	26.32	3	3.95	52	68.42
20.	Social Studies education does not help an individual to become a good citizen capable and willing to contribute to the development of the society.	13	17.10	8	10.52	10	13.16	45	59.21
21.	Social Studies Education does not help students appreciate their cultural heritage.	5	6.58	16	21.05	14	18.42	41	53.94
22.	Social Studies can be taught by any teacher because it is not a professional course.	6	7.89	15	19.74	20	26.32	35	46.05
23.	Social Studies cannot change the behaviour of pupils for better because it is more theoretical than	11	14.47	10	13.16	5	6.58	50	65.79

	practical.								
24.	Social Studies Education inculcate national consciousness and national unity.	54	71.05	1	1.32	1	1.32	20	26.31
25.	Social Studies can best be taught using instructional materials.	33	43.42	22	28.94	8	10.52	13	17.10
26.	Social Studies Education should be taught by qualified teachers.	33	43.42	22	28.94	7	9.21	14	18.42
27.	Social Studies Education is making negative impact on the lives of pupils in primary schools.	20	26.32	1	1.32	35	46.05	20	26.32
28.	Social Studies Education is only read for its own sake not to change the society for good.	19	25	2	2.63	27	35.52	28	36.84

Social Studies Education Teachers teaching experience

Item 3 of the questionnaire

3.Social Studies Teachers teaching experience in years

1-5( ) Inexperience teachers

6 and above ( ) highly experience teachers

4.3 Summary of the data

Table 4.1: Teachers attitude toward teaching social studies

Variables	Frequency	Percentage
Positive teachers attitude	55	72.37
Negative teachers attitude	21	27.63
Total	**76**	**100**

The table 4.1 presents teacher's attitude towards teaching social studies, Teachers who were found to be of positive attitude are fifty five (55) 72.37% while twenty one (21) 27.63% were found to be of negative attitude. Teachers who were found to be of positive attitude having higher frequency and percentage of (55) and 72.37% conclude majority of teachers who taught social studies in Kumbotso local government have positive attitude towards teaching social studies.

Table 4.2: Teachers Teaching Experience towards Teaching Social Studies

Variables	Frequency	Percentage
Highly experienced teachers	30	39.47
Inexperienced teachers	46	60.53
Total	**76**	**100**

The table above present teachers teaching experience towards social studies, Teachers who were highly experienced are thirty (30) 39.47% while forty six (46) 60.53% are inexperienced teachers. Teachers who were inexperienced have higher frequency and percentage of (46) 60.53%. Concluded that majority of teachers teaching social studies in Kumbotso local government are inexperienced.

Table 4.3 Pupils social studies achievement based on teachers attitude

Variables	**teachers attitude**	**N**	**Mean**	**Std div**
Pupils social studies achievement Base on teachers attitude.	Teachers with positive attitude	548	70.356	16.0091
	Teachers with negative attitude	208	66.742	15.9898

The table above shows pupils social studies achievement based on teachers attitude. The sample size of those taught by teachers with positive attitudes were five hundred and forty eight (548) and those taught by teachers with negative attitude towards social studies as teaching subject were two hundred and eight while the

mean of those taught by teachers with positive attitude is higher 70.357.

Table 4.4: Pupils achievement taught by High and inexperience teachers

Variables	**Teaching experiences**	**N**	**Mean**	**Std div**
Pupil's social studies achievement score base on teachers teaching experiences.	Highly experienced teachers	298	69.9419	17.1873
	Inexperienced teachers	458	68.4048	15.2313

The table above shows the social studies pupils achievement taught by highly and inexperienced teachers, the sample size of pupils taught by highly experienced teachers are two hundred and ninety eight (298) and those taught by inexperienced teachers are four hundred and fifty eight, were the mean of those taught by highly experience teachers is higher.

4.4. Hypotheses testing

Two hypotheses were formulated and tested using t-test statistic. The two hypotheses are as follows:

1. There is no significant difference between the social studies achievement of primary school pupils taught by teachers with positive attitude towards the subject and that of those taught by teachers with negative attitude towards the subject.
2. There is no significant difference between the social studies achievement of primary school pupils taught by highly experienced teachers in the subject and that of those taught by inexperienced teachers.

Hypothesis 1: There is no significant difference between the social studies achievement of primary pupils taught by teachers with positive attitude towards the subject and those taught by teachers with negative attitude towards the subject.

T-test was used to answer this hypothesis.

Table 4.5 T- test analysis for pupil's social studies achievement between those taught by teachers with positive attitude and teachers with negative attitude at 0.05

Variables	**N**	**Mean**	**Std div**	**df**	**Tcal**	**Tcri**
Teachers with positive attitude	548	70.3577	16.0091	754	1.953	1.960
Teachers with negative attitude	208	66.7429	15.9898			

The table above present t-test of pupil's social studies achievement that were studied base on teacher's attitudes who taught them. The t-test showed t cal value 1.953 is less than t-cri value 1.960 (t cal 1.953 < t cri 1.960) under 0.05 level of significance since the calculated value t cal 1.953 is less than t cri 1.960 we therefore conclude that there is no significant difference in the social studies achievement of pupils who were taught by teachers with positive attitude and those who were taught by teachers with negative attitude in other word the null hypothesis is therefore upheld. These also answer research question one which stated that there is no any difference between the social studies achievement of primary school pupils taught by teachers with positive attitude towards the subject and those who were taught by teachers with negative attitude towards the subject.

Hypothesis 2: There is no significant difference in the social studies achievement of primary school pupils taught by highly experience teachers and those who were taught by inexperience teachers.

T-test was used to test this hypothesis

Table 4.6: Pupils social studies achievement taught by high and inexperience teachers

Variables	**N**	**Mean**	**Std div**	**Df**	**Tcal**	**Tcri**	**Deci**
Highly experience teachers	298	69.9419	17.1873	754	.902	1.960	Ns
Inexperience teachers	458	68.4048	15.2313				

The table above present t-test of pupils social studies achievement who where studied base on teachers teaching experiences, the t-test showed t cal value .902 is less than t-critical 1.960 (t cal 0.902 t cri 1.960) under 0.05 level of significance. Since the calculated value t cal .902 is less that t-critical 1.960, we therefore conclude there is no significant difference in social studies pupils' achievement taught by highly experienced teachers in the subject and that of those taught by inexperienced teachers. In other words the null hypothesis is therefore retained. These also answer research question two which stated that do the social studies achievements of primary school pupils taught by highly experienced teachers in the subject differ from those taught by inexperienced teachers?

4.5 Summary of the findings

- The frequency and percentage of the teachers with positive attitude towards teaching social studies are higher (55) 72.37%.
- The frequency and percentage of inexperienced teachers towards teaching of social studies are higher (46) 60.53%.
- The mean of the pupil's achievement score in Social Studies taught by teachers with positive attitude is higher 70.357.
- The mean of the pupils achievement score in Social Studies taught by highly experienced teachers is higher 69.9419.

- There is no significant differences between the achievement scores of pupils in Social Studies taught by teachers with positive attitude and those taught by teachers with negative attitude toward the subject (tcal 1.953<tcri 1.960)
- There is no significant difference between the social studies achievement scores of pupils taught by highly experienced teachers and those taught by inexperienced teachers. (tcal 0.902<tcri 1.960).

4.6 Discussions

The study which focused on the Influence of teachers attitude and experience on the Social Studies Education pupils achievement, found that there is no significant difference between the Social Studies achievement of pupils taught by teachers with positive attitude and those taught by teachers with negative attitude, this is in line with the findings of Olawepo (2010) whose research findings also indicates that there is no relationship between the students teachers attitude and their academic performance, the null hypothesis was tested at 0.01 significance level. Ngbede (1993) research finding also showed that there is no significant differences between the mean attitude of teachers and that of student the research which is a social survey research design, using modified likert type summated scale of four points, retained the null hypothesis at 0.05 level of significance and the degree of freedom (df) 2.

Experience which is the second research variable, the findings showed that there is no significant difference between the Social

Studies pupils achievement score taught by highly experienced teachers and those taught by inexperience teachers, this is also in line with the findings of Nwosu (1997) which shows that there is no significant relationship between the experience of teachers and the performance of students in English, Maths, Biology, Physics and Chemistry using spearman correlation to analyze the data in twenty (20) federal capital territory secondary schools at 0.05 significance level. But Adeyemo (2007) research null hypothesis was rejected showing that significant relationship exists between teachers teaching experience and their student classroom performance, in some selected secondary schools in Kaduna State.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusion and recommendations based on the result of findings.

5.2 Summary

The study was designed to determine the Influence of teachers' attitude and experience on Social Studies pupils' achievement in Kumbotso local government Kano State.

In order to achieve the aim of the study, a survey research design was used, the sample size stood at 76 primary six social studies teachers and 756 primary six pupils, while two research questions and two null hypotheses were raised in line with research objectives. A total of 76 primary six social studies teachers and 756 primary six pupils were used for the analysis of the study. The data collected were analyzed using t-test at 0.05 level of significance. All the two research null hypotheses were retained; this shows that there is no significant difference in the pupil's social studies achievement of those thought by teachers with positive attitude towards social studies and highly experienced teachers and those taught by teachers with negative attitude towards social studies as teaching subject and inexperienced teachers.

5.3 Conclusion

The study determined to find out if there is any difference in the Social Studies Education achievement scores of primary school pupils of those taught by highly experienced and positive attitude teachers and those taught by inexperienced and negative attitude

teachers. The result findings shows that no significance differences exist but the mean of the pupils social studies achievements taught by teachers with positive and highly experienced teachers is higher, showing that pupils taught by teachers with positive attitude score higher than their counterparts and pupils taught by teachers with higher experience also score higher than their counterparts.

The null hypothesis one which stated that there is no significant difference between the social studies achievement of those taught by teachers with positive attitude and those taught by teachers with negative attitude is retained the implication of this, is that the attitude of Social Studies teachers toward their teaching subject has no any impact on their pupils Social Studies achievement scores, but in real situation positive attitude teachers encourage their pupils to develop positive attitude towards school and school activities.

The second null hypothesis which stated that there is no significant difference in the pupils' Social Studies achievement taught by highly experienced teachers in the subject and those taught by inexperienced teachers is also retained, showing that experience has no significant impact on pupil's achievement in social studies.

5.4 Recommendations

Based on the findings of the study, the following recommendations are made.

1. Federal and State Government to improve the welfare of teachers at all levels to make them improve teaching and

learning activities and develop positive attitude toward teaching profession.

2. Teachers at school should be able to improve teaching material where necessary to make learning interesting.
3. Teachers to make use of their time effectively during their lesson, motivate and interact with his pupils freely in the class to make his pupils attentive during the lesson
4. Seminars and workshops should be organized for teachers to improve their knowledge and make them up to date
5. Researches should be encouraged among teachers to improve their knowledge.
6. Provision of adequate teaching learning materials by government and stakeholders in education to facilitate learning
7. Recruitment of experienced teachers should be encouraged.
8. Head masters and those concerned in the subject teaching allocation, should give teachers what to teach in their area of specialization
9. Teachers should show care and concern to pupils and attend to their problems at any given time.
10. Guidance and counselling should be judiciously given to pupils by teachers to help the pupils to develop positive attitudes towards school.

5.5 Suggestions for further Research

Further studies should be carried out in the following areas

A, Effect of teaching materials to social studies pupils' achievement

B, Effect of teaching method to social studies pupils' academic achievement

C, Relationship between pupil's socio-economic background and their academic achievement

D, Effect of teachers attitudes and experiences on social studies students achievement at other levels of education e.g. Junior Secondary Schools and Colleges of Education.

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APPENDIX I

QUESTIONNAIRES FOR TEACHERS (SSTAEPAQ)

SOCIAL STUDIES TEACHERS ATTITUDE, EXPERIENCE AND PUPILS ACHIEVEMENT QUESTIONNAIRE

Dear Respondent

I am an M.Ed student of Ahmadu Bello University, Zaria, Faculty of Education, Department of Art and Social Science, Social Studies Section.

INSTRUCTION: Please respond to every item. The information given will be used for the purpose of this research only. Thank you.

SECTION "A" Biodata

1. Inspectorate Area: _____
2. School: _____
3. Social Studies teachers teaching experience in years

   1 – 5 inexperience teachers ( )

   6 and above highly experience teachers ( )

SECTION "B"

Social studies Teachers' Attitude and Experience on Pupils Social Studies Achievement

S/N		SA	A	D	SD
4.	Social studies is an interesting subject because it helps teachers and pupils to develop desirable attitudes.				
5.	The knowledge of the environment is best known through social studies education.				
6.	Social studies enable teachers and learners				

	to know about the people of the world.				
7.	Teaching social studies helps teachers and pupils to develop habits of peaceful living and respect for individual opinion.				
8.	Teachers like social studies teaching because it is integrative in nature.				
9.	Social studies is not an instrument for natural resources development.				
10.	Social studies do not help in inculcating right types of attitudes and values to student and teacher.				
11.	Social studies is disliked because there are few textbooks and materials to use.				
12.	Social studies teaching is dull because it is not learner centred.				
13.	Social studies do not help an individual to develop skill and adjust within the society.				
14.	Social studies teaching are enjoyed because it makes teachers abreast with contemporary happenings.				
15.	Social studies teachers are exposed to their environment through field trips.				
16.	Social studies should be encouraged up to University level to help students know their civic responsibilities.				

17.	The integration of various concepts and disciplines in social studies helps deal with the problems of man and his environment.				
18.	Social studies were introduced in Nigeria to correct the in-balance of colonial education.				
19.	Social studies don't promote the understanding of mans social problems and his pursuit for their remedies.				
20.	Social studies education does not help an individual to become a good citizen capable and willing to contribute to the development of the society.				
21.	Social studies education does not help students appreciate their cultural heritage.				
22.	Social studies can be taught by any teacher because it is not a professional course.				
23.	Social studies cannot change the behaviour of pupils for better because it is more theoretical than practical.				
24.	Social studies education inculcate national consciousness and national unity.				
25.	Social studies can best be taught using instructional materials.				
26.	Social studies education should be taught by qualified teachers.				

27.	Social studies education is making negative impact on the lives of pupils in primary schools.				
28.	Social studies are only read for its own sake not to change the society for good.				

SECTION "C"

Please, kindly give the social studies academic score of your primary 6 pupils 2012 end of the first term examination.