

**EFFECTS OF MULTIVARIATE TEACHING VARIABLES ON  
THE ACADEMIC PERFORMANCE OF NCE SOCIAL STUDIES  
STUDENTS IN COLLEGES OF EDUCATION IN NORTH-WEST  
GEO – POLITICAL ZONE, NIGERIA**

**BY**

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**(B.Ed, M.Ed Social Studies)**

**Ph.D/EDUC.51204/2005-6**

**DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION  
AHMADU BELLO UNIVERSITY, ZARIA**

**MARCH, 2014**

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**A DISSERTATION SUBMITTED TO THE SCHOOL POST  
GRADUATE STUDIES AHMADU BELLO UNIVERSITY IN PARTIAL  
FULFILMENT FOR THE AWARD OF DOCTOR OF PHILOSOPHY  
DEGREE IN SOCIAL STUDIES DEPARTMENT OF ARTS AND  
SOCIAL SCIENCE EDUCATION  
AHMADU BELLO UNIVERSITY, ZARIA.**

## **DEDICATION**

I dedicate this research to the Almighty Allah, who created my parents and me and for sparing my life, giving me the health, wisdom, endurance and courage to undertake this study to its conclusion. This work is also dedicated to the entire members of my family, my wives, children and grandchildren whose prayers and good wishes sustained me throughout the period of my academic pursuit at the Ahmadu Bello University, Zaria.

## DECLARATION

I declare that this is a product of an original research work conducted by me. It has not been presented for the award of any degree in any University within and outside Nigeria. The ideas, observations, comments, suggestions and expressions herein represent my own convictions, except quotations which have been acknowledged in accordance with conventional academic traditions, rules and regulations.

---

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**March, 2014.**

## CERTIFICATION

This dissertation titled “Effects of Multivariate Teaching Variables on the Academic Performance of NCE Social Studies Students in Colleges of Education in North-West Geo-Political Zone, Nigeria” has been read and approved as meeting the requirements for the award of Ph.D degree of the Ahmadu Bello University, Zaria. \_\_\_\_\_

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It is my pleasure also to express my sincere gratitude to the Head of Department of Arts and Social Science Education, Dr. A. A. Ladan, who is working assiduously and cheerfully to seeing to the success of the newly created department.

I am overwhelmingly indebted to the Management of the Federal College of Education, Zaria, under the able leadership of the Provost, Dr. Mukhtar Ibrahim Maccido for sponsoring and encouraging me to the end of my PhD degree programme. My wives, children and grandchildren and all those who assisted me in one way or the other in making this study a success; I say thank you for your immeasurable assistance.

I am also indebted to all the authors of those works which have been cited in, or used as theoretical framework for, this study. I will, however, add that in a study of this nature errors cannot be totally avoided. In this regard, I, take the responsibility for any short comings that are found in this study.

## **ABSTRACT**

This study was set to determine the effects of multivariate teaching variables on the academic performance of Social Studies students' in Colleges of Education in North-West geo-political zone, Nigeria. The population of the study is 1,502 respondents. The composition of the population included 123 of the Social Studies teachers in the Colleges of Education and 1,379 Social Studies NCE III students from the nine conventional Colleges of Education in North-West geo-political zone, Nigeria. Due to the size of the population, the researcher sampled 45 Social Studies lecturers and 306 students. Six research questions and six hypotheses were raised for the purpose of achieving the objectives of the study. Structured and unstructured type of questionnaires were administered to teachers and students. The data collected were analysed with the use of Pearson Product Moment Correlation (PPMC). The results showed that all the six hypotheses were rejected because the investigation revealed that significant relationship existed between students' academic performance in Social Studies and all the multivariate variables. The study also revealed that if concerted attention is paid to the full utilization of the multivariate variables in the teaching and learning process in Social Studies, they will contribute significantly to students' academic performance. It is, therefore recommended that most Social Studies teachers and students should be re-educated in the task of full utilization of the multivariate variables in the teaching and learning of Social Studies at Colleges of Education. In addition, government should also at the Federal level increase her funding of Tertiary Education Trust Fund (TETFUND) in the provision of infrastructure and teaching resources to the Colleges.

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## ABBREVIATIONS

AS	-	Abstract Random
CGPA	-	Cumulative Grade Point Average
CR	-	Concrete Random
CS	-	Concrete Sequential
ETF	-	Education Trust Fund
FGN/UNICEF	-	Federal Government of Nigeria/United Nations Information and Children's Educational Fund.
FME	-	Federal Ministry of Education
MLA	-	Monitoring of Learning Achievements
NCCE	-	National Commission for Colleges of Education.
NCQ	-	Non-Cognitive Questions
NNTEPD	-	Northern Nigeria Teachers Education Project
Developers		
NPE	-	National Policy on Education
NTI	-	National Teachers' Institute
OSTE	-	On-Site Teacher Educators
SAPA	-	Situation and Policy Analysis
SAT	-	Standardized Academic Test
SDT	-	Self Determination Theory
SOSAN	-	Social Studies Association of Nigeria
SOSCEAN	-	Social Studies and Civic Education Association of Nigeria

TETFUND	-	Tertiary Education Trust Fund
TRCN	-	Teachers' Registration Council of Nigeria
TVAAS	-	Tennessee Value Added Assessment System
UNESCO	-	United Nations Educational Scientific and Cultural Organizations
UNICEF	-	United Nations Information and Children Educational Fund
UNN	-	University of Nigeria Nsukka
YHC	-	Yaba Higher College

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## **OPERATIONAL DEFINITION OF TERMS**

1. **Multivariate variables** mean multi-dimensional statistical distributions and samples.
2. **Academic Performance** – This deals with variables impacting or having impact on students academic achievement in terms of their progress in Social Studies in the classroom situation. It has nothing to do with figures in relation with their performance.
3. **Scholarship** – This has something to do with teachers' sponsorship to conferences, workshops, seminars and full-time study leave with full salaries in Colleges of Education.
4. **Rewards** – These means teachers' prompt payment of salaries, allowances and other fringe benefits enjoyed by the teachers in Colleges of Education.

## CHAPTER ONE: INTRODUCTION

### 1.1 Background of the study

Education has been variously conceptualized by different societies at different times, places and circumstances (Ubah, 2001). This is because education is the gateway to the advancement of any society economically, politically, socially, religiously and technologically. It has been universally acknowledged as pointed out by Mezieobi (2004) that education is the key to social development, while the teacher is the custodian of the key. The teacher is the transmitter of knowledge and constitutes a significant component of any educational programme. Alaezi (1990) categorically opined that the teacher is the key man in the drive to progress and the most important factor in any education system. The above statement was justified by Gambo (2009) that the test of any education system is the strength and effectiveness of the teacher. Some of the aims of teacher education in Nigeria are to help the child to study and to know his needs, his natural propensities and the role of learning the child utilizes; and also to know how to encourage the child to grow physically and mentally.

In the Northern part of Nigeria, the Nasarawa School was established in 1909 for training of teachers. As a result of the Ashby Commission on higher education report of the 1960s, a middle level teacher training was put in place with the establishment of the Yaba Higher College (YHC) which became the forerunner of higher education in Nigeria despite the existence of the University College, Ibadan since 1948. Among some other recommendations, the Ashby Commission advocated for the establishment of Grade 1 Teachers' Colleges to produce well qualified, non-

graduate teachers after the years of professional and academic training. The result of this was the establishment of Advanced Teachers Colleges at Zaria, Kano, Owerri and Ondo between the years 1962 and 1964. They later grew and developed into today's Colleges of Education (NCCE, 2006).

The Federal Government of Nigeria, in realizing the importance of teacher education stated in the National Policy on Education (NPE, 2004) that teacher education will continue to be given a major emphasis in all our educational planning because, no education system can rise above the quality of its teachers. Therefore, the purpose of teacher education as set in the National Policy is:-

- a. To produce highly motivated, conscientious and effective classroom teachers at all levels of our educational system.
- b. To encourage further the spirit of inquiry and creativity in teachers.
- c. To help teachers to fit into the social life of the community and society at large and to enhance their commitment to national objectives.
- d. To provide teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to any changing situation not only in the life of their country but in the wider world.

Nigeria since independence in 1960 has been facing a lot of problems. These problems cut across economic, social, political, cultural and moral spheres. Thus, political instability, religious and community conflicts, crises, economic underdevelopment, cultural misdirection, poverty, moral decadence and many other vices become the order of the day. It was for these reasons that the Federal

Government of Nigeria through the National policy on Education 1977 (revised 1981, 1998, 2004) institutionalized the teaching of Social Studies Education at the lower, middle and upper Basic Education levels, with the hope that if properly taught at these levels, Social Studies Education will help to develop in the youth, the desired knowledge, attitudes, values, skills and competences that will make them to be useful and effective members of their society. It is believed that Social Studies Education will help the youths to acquire social and civic literacy. Expectedly, this will in turn make them to be competent and responsible citizens, who will understand themselves, their fellow human beings, and their environment. It is also expected that Social Studies Education will help to develop in the youth healthy habits, positive attitudes, good values and value systems that will enable them to be able to identify the problems of their society and proffer solutions to the problems, and by so doing, become effective problem solvers. The overall objective of this is that Nigeria will become a strong, united and self-reliant nation, with equal opportunities for all the citizens to reach or attain their highest level of achievement and satisfaction.

It should be noted that Social Studies Education was earlier taught as an integrated course known as General Studies in Northern and Western Nigeria. At that time, Social Studies comprised different subjects, and various methods were used in teaching it. From around 1960, the Aiyetoro Comprehensive High School in Western Nigeria developed the first post-primary programme in Social Studies with the assistance of an American Peace Corp member. . They also worked out a new syllabus and produced a book for teaching Social Studies. The revised form of this book is still widely used in Nigeria, today (Fafunwa, 1974).

According to Fafunwa (1974) attempts were made in the North to introduce Social Studies in the Teachers' Colleges in Katsina and Bida as far back as 1965. This sole responsibility was undertaken by the Northern Nigerian Teachers Education Project Developers (NNTEPD). However, following the successful experiment of introducing Social Studies Education in the seventies (70's) in primary schools in the Northern Nigeria, Social Studies was introduced in almost all the primary schools in Northern Nigeria in 1970. In realizing the importance of the subject in the school curriculum, the Federal Government of Nigeria provided money in 1974 for the formulation of the National Social Studies Education syllabuses. Meanwhile the Institute of Education, Ahmadu Bello University, Zaria (ABU) continued to render assistance in the development of Social Studies Education programmes and in 1971 sponsored a National curriculum workshop on Social Studies Education. The Institute also continued to run in-service courses and other certificate programmes in Social Studies for teachers in Northern Nigeria. (ABUP,1987)

Ahmadu Bello University Zaria pioneered the first degree programme in Social Studies Education as far back as in 1973/74 academic session, and since then many other in-service courses, conferences, seminars and workshops have been organized by the university. Thus, at present, ABU runs Social Studies programme at B.Ed. level not only in the main campus, but also in the seven affiliated Colleges of Education (FCE, Zaria, Kano, Kontagora, COE, Minna, Akwanga, Sokoto and Lafiagi). The University also runs M.Ed. and Ph.D. programme in Social Studies. It is also interesting to note that other sister universities have become more and more interested in Social Studies Education. Universities such as the ones in Lagos, Ibadan,

Nsukka (UNN), Benin, Jos, Abuja, Ilorin, Maiduguri and many others, have all introduced Social Studies Education as part of their course of study. The Colleges of Education were the last to take up the challenge of introducing Social Studies Education as part of their curriculum. Subsequently, however, colleges in Katsina – Ala (Benue), Minna, Akwanga, Ankpa, Sokoto, Zaria, Kano, Maiduguri, Azare, Owerri, Jalingo, Gashua, Waka –Biu, Katsina and many others later introduced Social Studies Education as part of their programmes both at NCE and degree levels (ABUP, 1987).

The Social Studies Association of Nigeria (SOSAN) now Social Studies and Civic Educators Association of Nigeria (SOSCEAN), was, however, launched in Ibadan in 1969 with the following objectives: -

- Promote the development of new curriculum in Social Studies.
- Encourage the teaching of Social Studies objectives in Nigerian schools.
- Act as a clearing house of ideas in Social Studies. (Utulu, 2003).

A number of prominent Nigerian Social Studies Education scholars (Okobia, 1985, Udoh, 1989, Mkpá, 1993, Mezieobi, 1994, Ubah, 2001, Okam, 2002) endorsed that Social Studies Education has been accorded a pride of place in the Nigerian school system. Thus, the Nigerian National Policy on Education (2004) regards Social Studies Education as a compulsory core subject area in our lower and upper Basic Education schools. The policy emphasizes that the teaching of Social Studies Education in our schools must be seen as one of those avenues for establishing strong bases for the production of effective citizens and of forging a cohesive society that

will support a notion of rebranded New Nigeria. This objective presupposes that the effective teaching of Social Studies education in the classroom context, among other features, is emphatically expected to involve multivariate teaching variables from various perspectives, such as teachers, students, Government and labour market, integrated into multifaceted activities which are incorporated in human learning. (Gambo, 2007).

As a Social Studies educator, the researcher is convinced that the accomplishment of the aims and objectives that led to the birth of the subject in Colleges of Education, is difficult to do for the Social Studies teacher. In the perspective of this study, this thinking pattern largely derives from the view that the Colleges of Education, through the instrument of the teachers need to expose learners (students) to the multifaceted, multidisciplinary and multidimensional assets established in Social Studies Education for the purpose of enabling them achieve success in a number of spheres including socialization, character building and moulding, civic responsibilities, academic competencies and prowess, attitude formation and modification, skills acquisition and development, value orientation and development. The achievement of these goals may imply, among other things, that the teachers and the students have employed and utilized multivariate teaching variables in the teaching of Social Studies education in the classroom (Lawal, 2009).

It is in this direction that this dissertation sets out to investigate the effects of multivariate teaching variables on the academic performance of Social Studies students in Colleges of Education in North-West geo-political zone, Nigeria.

## **1.2 Statement of the problem**

There are indications that teachers in Colleges of Education are still accustomed to traditional methods of teaching especially the lecture and dictation methods. They prefer to teach as they were taught, using the traditional ways of teaching as pointed out by Ware in (Abdullahi, 2009).

Thus, in these research studies involving the Colleges of Education affiliated to Ahmadu Bello University, Zaria, Abdulkarim (1997), found that about 65% of the Social Studies lecturers in these institutions lacked the knowledge of the sociological, philosophical and psychological basis of Social Studies, their classroom performance was, therefore, poor. These lecturers, according to Abdulkarim (1997), lacked the necessary expertise needed in employing requisite teaching techniques, strategies and methods in communicating the multivariate teaching variables, in Social Studies Education.

In support of this view, some Social Studies educators, (Lawal, 2009 and Ubah, 2001) have confirmed the negative attitude of students towards Social Studies Education as a result of poor teaching strategies. It has also been argued that teachers do not support the effective handling of the subject, to boost academic performance of their students. This has not only resulted in poor academic performance, but also in ineffective citizenship.

The academic performance of Social Studies Education students in our Colleges of Education has been a major concern of teachers, government and employers. Students' academic performance in our Colleges of Education is not encouraging. The researcher observed that most of these Colleges of Education



graduates cannot teach effectively well in our lower, middle and upper levels due to poor background during their Colleges of Education training. To corroborate the above statement, a recent investigation carried out by UNESCO confirmed that majority of teachers of primary schools, in some sub-saharan African countries including Nigeria, do not know how to teach effectively in the classroom situation. (UNESCO, 2012).

Okam (2002) disclosed that the failure of government to provide adequate funds to State and Federal Colleges of Education for the prompt payment of teachers' remuneration, allowances and other bills and supply relevant teaching and learning materials make them incapacitated for effective teaching and learning of Social Studies Education.

It is against this background that this present study sets to assess the effect multivariate teaching variables could have on the academic performance of NCE Social Studies students in Colleges of Education in the North-West geo-political zone, Nigeria,

### **1.3 Objectives of the study**

The objectives of this study are to:

1. determine the relationship between students' academic performance and teachers' staff development/scholarship.
2. determine the relationship between students' academic performance and teachers' academic qualification and experience.
3. establish the relationship between students' academic performance and teaching methods.

4. examine the relationship between students' academic performance and instructional resources used by teachers.
5. determine the relationship between students' academic performance and students' motivation and rewards.
6. determine the relationship between students' academic performance and government intervention programmes

#### **1.4 Research questions**

The following research questions are raised for this study:-

1. Is there any relationship between students' academic performance and teachers' staff development and Scholarship?
2. Does relationship exist between students' academic performance and teachers' academic qualification/experience?
3. Is there any significant relationship between students' academic performance and teaching methods employed by teachers?
4. Is there any relationship between students' academic performance and Instructional resources used by teachers?
5. What is the relationship between students' academic performance and motivational/ rewards?
6. What is the relationship between students' academic performance and government intervention programmes?

## **1.5 Null Hypotheses**

On the basis of the research questions, the following null hypotheses are postulated for this study:-

1. There is no significant relationship between students' academic performance in Social Studies and staff development/Scholarship provided for the teachers in Colleges of Education.
2. There is no significant relationship between students' academic performance in Social Studies and teachers' academic qualification/experience in Colleges of Education.
3. There is no significant relationship between students' academic performance in Social Studies and teaching methods employed by teachers in Colleges of Education.
4. There is no significant relationship between students' academic performance in Social Studies and instructional resources used by teachers in Colleges of Education.
5. There is no significant relationship between students' academic performance in Social Studies and motivation/rewards level in Colleges of Education.
6. There is no significant relationship between students' academic performance in Social Studies and effect of government intervention programmes in Colleges of Education.

## **1.6 Basic Assumptions**

This study is designed based on the following assumptions that:

1. Lack of employing of the multivariate teaching variables by Social Studies teachers is hindering the academic performance of students.
2. Social Studies education is committed to the development of multivariate teaching variables that will enhance the effective academic performance of students.
3. Presently, Social Studies teachers are not fully aware of the need for them to effectively employ the multivariable teaching variables in the classroom situation.
4. Studies concerned with multivariate teaching variables are of primary importance for Social Studies Education at the present time, especially at the colleges of education.

## **1.7 Significance of the study**

The purpose of this study is to find out and obtain information, which will, among others, contribute towards solving some of the problems created by Social Studies teachers in Colleges of Education on the poor application of traditional methods of teaching in their classroom situations, instead of utilizing their experiences, qualifications, motivational and teaching strategies for effective performance of their students in learning outcomes. The research also sought to establish whether or not there are interactive effects either positive or negative of Social Studies teachers' qualification, experience, motivation strategy and use of

instructional materials in students' academic performance in the Colleges of Education. From available resources and information, it has been observed by the researcher that no adequate study of this nature has been carried out in the Colleges of Education in the North-Western Geo-political zone of Nigeria.

Therefore, the research will help in creating awareness in the teachers as to the effect multivariate teaching variables could have on teaching in the day-to-day classroom dispensation.

The research findings will create awareness for stakeholders particularly government and governing councils on the teaching variables to look for in the recruitment of competent teachers who will be able to effectively groom young learners to become responsible citizens.

The findings of this research will be beneficial to teachers, administrators, supervisors, curriculum planners and government at States and Local levels in sensitizing, assisting and encouraging them in making collective efforts towards minimizing the negative consequences in the use and relying on traditional strategies alone in teaching and learning process.

The research would answer the call by many Social Studies educators on the need to conduct empirical research on the effects of using multivariate teaching variables, thereby, contributing to the improvement and promotion of teaching and learning of Social Studies Education in Colleges of Education in the North-Western Geo-political zone of Nigeria.

The findings of the study in this geo-political zone may have a positive spill-over effect in all Colleges of Education in all the other geo-political zones in Nigeria as well as in the conventional Universities in Nigeria that teach Social Studies

### **1.8 Scope of the study**

This research is limited to investigating the effects of multivariate teaching variables on the academic performance of N.C.E.III Social Studies Education students in the North West Geo-political zone of Nigeria. In seeking to realize this objective, the researcher developed a valid and reliable questionnaire to seek teachers' and students' opinion about relevance and understanding of the use of multivariate teaching variables in teaching and learning of Social Studies Education. The research involved all the NCE 300 level students in the 9 conventional Colleges of Education in North West geo-political zone.

Also the research is limited to only Colleges of Education offering Social Studies as core courses and also in their Nigeria Certificate in Education (N.C.E.) final examination for the Colleges of Education. The research was restricted to the investigation of the use of multivariate teaching variables of staff development, teachers' motivational level, and provision of scholarship for the students. Also included are variables like job opportunities for the students after training, government intervention programmes in the areas of fund provided for developmental programme and provision of facilities. Teachers' qualification and cognate experience were also included in the variables of interest.

## **CHAPTER TWO: REVIEW OF RELATED LITERATURE**

### **2.1 Introduction**

This chapter contains a review of related literature under the following sub-headings:

- Conceptual framework,
- Concept of Teacher professional programme,
- Teaching variables.
- Review of Empirical studies.
- Empirical studies in academic achievement,
- Motivate Teaching variables and its relevance to Teaching of social studies.
- Summary

### **2.2 Theoretical Framework**

#### **Concept of Teacher Effectiveness**

The concept of teacher effectiveness by Kemp and Hall (1992:4) research, consistently showed that teachers have the greatest potential to influence children's education. Evidence from their studies on teacher effectiveness indicates that student engagement in learning is to be valued above curriculum plans and materials. Their research on teacher effectiveness has yielded a wealth of understanding about the impact that teacher ability has on students' growth. Highlights of finding from some of this research are as follows:

- Students achieve more when teachers employ systematic teaching procedures
- Effective teachers use systematic feedback with students about their academic performance

- Effective teachers run more orderly classrooms. Achievement has been higher in classrooms where the climate is neither harsh nor overly lavish with praises
- Effective teachers provide a variety of opportunities for students to apply and use knowledge and skills in different learning situations
- Effective teachers are able to pace the amount of information presented to the class, check student progress continually by asking questions of all students, and relate new learning to prior learning (Kemp and Hall 1992:4).

### **Factors for assessing the effectiveness of a teacher**

A number of factors have been identified in assessing the effectiveness of a teacher. These include verbal ability, content knowledge, continued professional development, teaching experience and teacher certification. A teacher's verbal ability is essential in communicating a lesson; the teacher's role is to explain a subject or theory. Possessing all the knowledge in the world is of no use to the teacher who does not have the skills with which to impart knowledge; neither is it of any use to the student if it cannot be clearly conveyed. Verbal ability is the power to express ideas in words. This includes a teacher's capacity to communicate on an individual level as well as being able to communicate to the collective. It also extends to their ability to communicate with other teachers and their students' families. A teacher should be able to clearly present information and assess an audience in order to best convey a point to different individuals. In studies, teachers who achieved high scores in verbal ability tests were generally associated with effective teaching. Although verbal ability tests did not conclusively prove the teacher's verbal ability, that particular skill was



found to be an indicator of effective teaching as it demonstrated the ability to convey concepts.

Naturally, content knowledge plays a major part in effective teaching. Research has revealed that teachers who have themselves studied the subject are more effective than those who do not have a background in their subject area. It is to be expected that a teacher who knows the content of a subject area will be able to better help students gain that same knowledge; if they have studied the subject themselves, they will be in the even stronger position of knowing which skills and methods might be most useful to the student in mastering it. It is essential for teachers to prepare for the practice of teaching. It is equally vital that they renew their teaching skills, particularly in an ever-changing world of new technologies and methodologies. Continued professional development can take the form of attending conferences, graduate programs and peer group activity; there is a wealth of professional development opportunities available to teachers. Teaching courses are especially important in helping teachers to convey the curriculum and also in helping them to assess their students' level of understanding.

Prior teaching experience is not always an indicator of effective teaching, however experience can certainly add to a teacher's competencies. A teacher may be said to be experienced if they have had between three to eight or more years of teaching experience. Research on the effectiveness of teachers has shown that the exposure of students to new teachers tended to correlate with lower achievement. All these factors are said to impact on teacher effectiveness; however the personal attributes of the teacher are equally important. A teacher should be motivational, able

to adapt to changing circumstances and able to relate their subject to everyday life. An effective teacher should be able to display fairness and respect, enthusiasm, enjoyment of social interaction and a caring attitude. In addition, they should have organizational and managerial skills.

Teacher effectiveness became the renewed focus of the United States federal government in the early 21<sup>st</sup> century, with a reward system offering financial compensation to the nation's best teachers. The step was taken in response to research that concluded that teacher effectiveness was the solution to lagging student performance. The move to identify effective teaching caused debate as to how to measure effectiveness and how greater emphasis on test results could affect the performance of lower-scoring educational institutions. In 2010, the Los Angeles Times published a database of teachers' rankings based on student test scores. The move caused outrage among some educationalists, who threatened to boycott the newspaper; others called the list of rankings "innovative". The suicide of a Los Angeles teacher was attributed to his low ranking in the publication. While teacher effectiveness can be dictated by the curriculum and by politics to an extent, the focus should be at grassroots teaching and the acquisition of strengths, such as the ability to create a learning environment that fosters educational development and to maintain professionalism while cultivating harmonious relationships within the classroom. An effective teacher must treat all students equally, understand the dynamics of the classroom, have a commitment to teaching and above all, enjoy it.

## **Goal Setting**

Goal-setting is based on the notion that individuals sometimes have a drive to reach a clearly defined end. Often, this end is a reward in itself. A goal's efficiency is affected by three features: proximity, difficulty and specificity. An ideal goal should present a situation where the time between the initiation of behaviour and the end state is close. A goal should be moderate, not too hard or too easy to complete. The goal should be objectively defined and intelligible for the individual. (Locke and Latham, 2002).

### **Intrinsic motivation and the sixteen basic desires theory**

From studies involving more than 6,000 people, Reiss (2002) proposed a theory that has 16 (sixteen) basic desires that guide nearly all human behaviour. The desires are:

- Acceptance, the need for approval
- Curiosity, the need to learn
- Eating, the need for food
- Honour, the need to be loyal to the traditional values of one's clan/ethnic group
- Idealism, the need for social justice
- Independence, the need for individuality
- Order, the need for organized, stable, predictable environments

**Intrinsic motivation** occurs when people are internally motivated to do something because it either brings them pleasure, they think it is important, or they feel that what they are learning is significant. (Harter, 1981)

**Extrinsic motivation** comes into play when a student is compelled to do something or act a certain way because of factors external to him or her (like money or good grades). (Whyte,1979).

However, at lower levels of Maslow's hierarchy of needs, such as physiological needs, money is a motivator, however it tends to have a motivating effect on staff that lasts only for a short period (in accordance with Herzberg's two-factor model of motivation). At higher levels of the hierarchy, praise, respect, recognition, empowerment and a sense of belonging are far more powerful motivators than money, as both Abraham Maslow's theory of motivation and Douglas McGregor's theory X and theory Y (pertaining to the theory of leadership) demonstrate.

Maslow has money at the lowest level of the hierarchy and shows other needs are better motivators to staff. McGregor places money in his Theory X category and feels it is a poor motivator. Praise and recognition are placed in the Theory Y category and are considered stronger motivators than money.

- Motivated employees always look for better ways to do a job.
- Motivated employees are more quality oriented.
- Motivated workers are more productive.

Motivation is a powerful tool in the work environment that can lead to employees working at their most efficient levels of production. (Steinmetz, 1983)

### **2.3 Concept of Teacher Professional Programme**

The concept of the teacher preparation programme by J.A. Kathryn Albertson (1998) examines the primary purpose or mission of caring professionals who teach for demonstration of knowledge, skills and dispositions, that constitute the main areas of professional competence that help learners to exhibit:

- Appropriate conduct as a professional.
- Knowledge of the foundations of the profession.
- Expertise in all subjects taught.
- Skills as an educational designer.
- Skills as an educational facilitator.
- Skills as an educational evaluator.
- Capacity for reflective practice.

The influence of these variables promotes high academic performance. This is because the teacher education programme are designed to prepare competent, caring teachers who have the knowledge, skills, and dispositions needed to be effective in helping all students learn better.

#### **(a) Caring Professionals**

Albertson, (1998) emphasizes that, our mission is to “prepare caring professionals who teach for understanding in communities of learning.” The term caring emphasizes the commitment to preparing teachers who recognize the importance of relationships in the teaching-learning process and who are committed to creating inclusive, safe, and supportive learning environments for all students. The caring teacher values and appreciates diversity and respects students’ varied talents

and abilities, and uses an understanding of individual and group motivation techniques to encourage positive interaction, active engagement, and self-motivation.

The term professional emphasizes the commitment to preparing teachers who are knowledgeable, dedicated to the profession, and reflective in their practice. Knowledgeable teachers are content area experts who understand the interaction of subject matter and effective teaching strategies in helping students learn. Dedicated teachers understand that teaching and learning extend beyond the classroom, that professional growth is critical and that it is an on-going process. In addition, they recognize the value of reflection in the teaching-learning process.

**(b) Teaching for Understanding**

The phrase teaching for understanding emphasizes in-depth learning, generative topics, understanding goals, performances of understanding, and ongoing assessment. Learners are able to demonstrate that they know more than rote-level material. Learning facts is an important aspect of understanding, but learning facts is not sufficient. Students must be able to connect information in meaningful ways and be flexible in applying their knowledge to a variety of situations and settings. In addition to a good repertoire of knowledge, they must have well-developed skills and an understanding of the meaning, significance, and use of what they have studied. Teachers use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. These teachers foster active inquiry, collaboration, and supportive interaction in the classroom.

**(c) Communities of Learning**

Finally, the phrase communities of learning addresses our belief in the importance of establishing community, both in the classroom and beyond the classroom, and of maintaining professional partnerships and collaborations. Learning communities include all those with an interest in the education of children, adolescents, and adults: teacher candidates, Division of Education faculty, LCSC Arts & Science faculty, on-site teacher educators, administrative and support personnel, parents, and laypersons. We believe that continual interaction and shared responsibility between and among members of the learning community are essential in the preparation of highly qualified teachers. We especially value the involvement of on-site teacher educators (cooperating teachers) who provide opportunities for our teacher candidates to apply their formal pedagogical knowledge and skills in actual classroom settings. On-site teacher educators (OSTEs) are also involved in providing our teacher candidates with new knowledge through on-campus presentations in their particular areas of expertise.

**(d) Professional Standards for Teaching:**

Through the educational experiences gained from classroom activities and on-site, field placements, teacher education students (referred to as teacher candidates) develop the knowledge and skills of a highly qualified teacher. This purposeful collection of knowledge and skills is defined by a focused set of Professional Standards for Teaching. The Professional Standards become the foundation of the teacher education curriculum. They ensure that the teacher candidate remains focused

throughout preparation to become a teaching professional and can readily demonstrate these competencies to others.

Students in teacher education provide evidence of their skills through performance, demonstrating that they have developed into dedicated and knowledgeable professionals, content specialists, competent educational designers, capable educational facilitators, insightful educational evaluators, and reflective professionals.

### **2.3.1 Concept of Education and levels of the Education system in Nigeria**

Education may be seen as any act or experience that has a formative effect on the mind, character or physical ability of an individual e.g the consciousness of an infant is educated by its environment through its interaction with its environment); and in its technical sense education is the process by which society deliberately transmits its accumulated knowledge values and skills from one generation to another through institutions (Wikipedia 2009) teachers in such institutions direct the education of students and might draw on mainly subjects including reading, writing, mathematics, science and history, this technical process is sometimes called schooling when returning to the compulsory education of youth (Wikipedia, 2009).

Teachers in specialized professions such as astrophysics, law or zoology may teach only a certain subject, but usually as professors at institutions of higher learning there is also instruction in the field for those who went on specific vocational skills, such as those required to be pilot. In addition there is an array of education possible at the informal level e.g at museums and libraries with the internet, and in life experience (Wikipedia, 2009).



Education is a broad concept reference to all the experiences in which students can learn something:

- Instruction refers to the intentional facilitating of learning toward identified objectives, delivered either by an instructor or other form.
- Teaching refers to the actions of a real live instructor designed to impart learning to the students. It also refers to learning with a view toward preparing learners with specific knowledge skills or ability that can be applied immediately upon completion (Wikipedia, 2009)

Primary (or elementary) education consists, of the first few years of formal structures education. In general, main education consists of six or eight years of school starting at the age of five or six, although this varies between and sometimes within countries. Globally around 70% of primary age children are enrolled in primary education and this proportion is rising (UNESCO, 2007)

Under the education for all programmes driven by UNESCO, most countries have committed to achieving universal enrollment in primary education by 2015 and in many countries it is compulsory for children to receive primary education. The division between primary and secondary education is somewhat arbitrary, but it generally occurs at above eleven or twelve years of age, some education systems have separate middle school with the transition of the final stage of secondary education taking place at around the age of fourteen. Schools that provide primary education are mostly referred to as primary school, primary school in these countries are often sub divided into infant school and junior school (Wikipedia 2009)

In most contemporary educational system of the world, secondary education consist of the second years of formal education that occur during adolescence. It is characterized by transition from the typically compulsory, comprehensive primary education for minors to the optional selective tertiary, “post secondary” or “higher” education (e.g, university, vocational school) for adults depending on the system, schools for this period or a part of it may be called secondary or high schools, gymnasia, middle schools, colleges, or vocational school. The exact meaning of any of these terms varies from country to country and even within them but is generally around the seventh to the tenth year of schooling. Secondary occurs mainly during the teenage years. In the United states and Canada primary and secondary education together are sometimes referred to as K-12 education, and in New Zealand year 13 is used. The purpose of secondary education can be to give common knowledge to prepare for higher education or to train directly in a profession (Wikipedia, 2009)

### **Tertiary Education**

Institutions of higher education of the tertiary institutions provide the last stage of formal education, which takes a minimum of 4 years, completing the 6-3-3-4 educational system mentioned earlier. Professional courses, however, last longer; medicine and dentistry, for instance, last for 6 years. Institutions offering higher education include Universities (both Federal and State Universities), Polytechnics (both Federal and State polytechnics), Universities of Technology (owned either by Federal and State governments), Universities of Agriculture and numerous Colleges of Education.

Provided that the candidates have fulfilled the formal entrance requirements mentioned and depending on whether or not their parents/guardians can afford to sponsor them, they can continue their education at a tertiary level. Direct entry candidates for degree programmes spend three instead of the usual four years for first degree courses in Arts, Social Sciences and Pure Sciences. There are three stages of education at the university level:

- First Degree Programme
- Master's Degree Programme
- Doctorate Degree Programme

### **Colleges of Education**

Colleges of Education award the Nigerian Certificate of Education (NCE) at the end of a 3-year programme. Most NCE holders seek admission into universities with a view to obtaining bachelor's degrees in education, the B.Ed, which could increase their chances of teaching at the upper basic level of becoming headmistresses/headmasters at primary schools. The higher institutions of education also run sandwich courses to enable the working population further their education or obtain the qualifications necessary for their present jobs.

Colleges of Education and universities provide teacher education. Colleges of Education are governed by the National Commission for Colleges of Education (NCCE). The Commission provides accreditation services for Colleges of Education and maintains standards through periodic accreditation visits.

The National Certificate in Education (NCE) is a professional teaching certificate awarded by a College of Education. It is the minimum certificate that qualifies one to teach in junior secondary schools and technical colleges in Nigeria. The NCE takes three years to complete. Holders of the NCE will typically progress with advanced standing to a Bachelor Degree in Education in a university.

The Technical Teachers Certificate requires one additional year of study following the National Certificate in Education.

The Universities offer Bachelor of Education programmes, which qualify the holder to teach in secondary schools. Alternatively, a single-subject Bachelor Degree plus a Post-Graduate Diploma in Education would provide the same professional status. The Higher National Diploma (HND) awarded by the polytechnics can be used to teach vocational subjects in both secondary and technical schools.

The emergence of secondary education in the United States did not happen until; 1910, caused by the rise in big business and technological advances in factories (i.e emergence of electrification) that required skilled workers. In order to meet this new job demand, high school were created and curriculum focused on practical job skill that would better prepare student for white collar or skilled blue collar work. This proved to be beneficial for both the employers and the employee, because this improvement in human capital caused employees to become more efficient which lowered costs for the employer and skilled employees received a relatively higher wage than employees with just primary educational attainment. In Europe, the grammar school or academy existed from as early as the 1500s, public schools or fee

paying schools or charitable educational foundations have an even longer history (Wikipedia 2009).

Higher education, also called tertiary, third stage, or post secondary education, is the non-compulsory educational level that follows the completion of a school providing a secondary school. Tertiary education is normally taken to include undergraduate and post graduate education as well as vocational education and training. Colleges and universities are the main institutions that provide tertiary education and training. Collectively, these are sometimes known as tertiary, institutions. Tertiary education generally results in the receipt of certificates, diplomas or academic degrees (Wikipedia, 2009).

### **2.3.2 Application of Learning Styles in the Classroom**

According to Litginger, Lee, Wise and Felder (2005), learning styles are intended to reveal how students differ in the ways they learn. Although all students can learn, they process and absorb new information differently. Twenty-one learning-style elements affect students' motivation and achievement. Students may perform poorly in a given subject not because they cannot learn but because the strategy used to teach them was inconsistent with their learning styles. And teachers and students alike often confuse mismatches in styles of teaching and learning with lack of ability. If underachievers are taught in ways that complement their strengths, research has found, they can increase their scores on standardized tests significantly. For example, students who are hearing oriented learn and recall information when they hear it. And students with more developed kinesthetic abilities may need to experience physically what they are to learn through such strategies as role playing and the use of

manipulatives. Various researchers have provided some ways to adapt the environment to accommodate the learning styles of students as follows:

- **Noise:** Students who prefer a quiet, relaxed work environment for independent study are provided with individual desks or carrels and are allowed to listen to soft music. Those students who wish total quiet are provided headphones without cords.
- **Light:** Many students prefer to work with less light, particularly to avoid the glare of fluorescent lighting. Separate switches control several banks of lights in the classroom. Some banks have had all but one fluorescent tube removed. For those concerned about the effects of reduced lighting on students' eyes, current research reveals that even when the light is reduced markedly, the eyes will not be injured.
- **Temperature:** Mental work is done most effectively in a cool environment. Thermostats are set to 65 degrees. Students who prefer a warmer classroom are urged to wear sweaters, and those who prefer a cooler classroom are urged to wear layered clothing.
- **Design:** The aesthetics of the learning environment can affect students' perceptions about learning negatively or positively. A neat, clean, graffiti-free classroom is essential. The walls are painted in pleasing pastel colours, and wall decorations show the work of serious students. Evidence of work related to the content and performance standards is displayed prominently.
- **Sociological Stimuli:** students are engage in learning activities emphasizing independent work. They work in pairs and in small groups. Those who need

special supervision by the teacher (e.g., vision-impaired, hearing –impaired, and emotionally troubled students) are seated near the front of the room or near the teacher’s desk.

- **Perception centers:** Instruction within the classroom or the instructional media center provides for auditory and tactile-kinesthetic learning modes, including access to listening centers and computers. (Litzinger, Lee, Wise and Felder, 2005)

Another scholar who believes that learning styles should have an effect on the classroom is Marliee Syrobger, as evidenced by her book, *differentiate through learning styles and memory* (Wikipedia 2009).

Sprenger (2003) recommends that classroom should be based on three premises; (1) Teachers can be learners, and learners can be teachers. We are all both (2) everyone can learn under the right circumstances (3) learning is fun! Make it appealing. She details various ways in which teachers can teach so that students will remember. She categorizes these teaching methods according to which learning style they fit visual, auditory or tactile/Kineathetic.

Methods for visual learners include ensuring that students can see word down, using pictures when describing things, drawing time lines for events in history, writing assignments on the board, using over head transparencies/handouts and writing down instruction (Sprenger, 2003).

Method for auditory learners include repeating difficult words and concepts aloud, incorporating small group discussion, organizing debates, listening to books on tape, writing oral reports and encouraging oral interpretation (Sprwngwe 2003).

Methods for tactile/kinesthetic learners include providing hands on activities (experiments etc), assigning projects, having frequent breaks to allow movement, using visual aids and objects in the lesson using role play, and having field trips (Sprenger, 2003). By using a variety of teaching methods from each of these categories, teachers are able to accommodate different learning styles. (Wikipedia, 2009)

### **2.3.3 The Concept and Theories of Academic Achievement**

According to Gerda and Denis, (1980), academic achievement is multiple determined. That is to say that whether a child does well or not at school is not just dependent on any attributes he happens to be born with, instead it is a complex response to his family and home environment, his community and its value, his peers and his other social contracts, his teachers, his school(s) and their assessment procedures, and the overall climate in his school(s). Most importantly, it depends to a very large measure on his perceptions of himself, his education and how much value he places on academic achievement. In his view, Ancis (1981) proposes that academic achievement measure for women should not be restricted to standardized tests alone, because there is considerable evidence that traditional measures such as the non-cognitive variables predict the academic achievement of students who often experience inequities in university setting. For example, the non-cognitive variables, realistic self-appraisal, are significantly predictive of the grades of African-American student who often receive faulty feed back regarding their abilities, (Tracey, O; Bell, K. M. and Dowell, 1985). Similarly, they noted that these non-cognitive variables may help predict women students' academic achievement as they also encounter



discouraging educational environments and often require additional competencies to succeed.

The non-cognitive test (NCQ) suggested by Tracey, T.J. and Sedlacek, W. E. (1984) is designed to assess the eight non-cognitive variables:

- Positive self-concept or confidence.
- Realistic self-appraisal.
- Understands and deals with racism
- Prefers long-range goal set short-term goals
- Availability of a strong support person
- Successful leadership experience
- Demonstrated community service
- Non-traditional knowledge (non-academic related ways of obtaining information and demonstrating knowledge).

They opined that since the experiences of women students are often vastly different from their male counterparts, it could be expected that predictions of their academic achievements will vary from those of men. In order of educators, counselors and student affairs staff to develop and foster learning environment, which encourage women's educational success, it is critical to identify and measure those variables specifically related to women academic achievement they observed. Admissions offices have often relied on standardized tests, such as SAT, to predict women's academic success despite considerable evidence that traditional measures are not valid for women as for men (Gamache et al, 1985). Likewise in her study, Mahmoud (1995) also found that significant relationship exist between women

emotional problems and their academic achievement. In other words, their emotional state to some extent affects their academic achievement.

The implication here is that both cognitive and non-cognitive questionnaire is needed for the assessment of academic achievement especially when the subjects of the study include the women. By extension there is the likelihood that the non-cognitive variables can also predict academic achievement at the primary school level, which this study did not delve into.

#### **2.3.4 Studies on Academic Achievement**

Against the backdrop of the perceived falling standards of education and the absence of a standardized yardstick for measuring the quality of primary school learning, the situation and policy analysis (SAPA, 1993) and the Monitoring of Learning Achievement (MLA) were contracted under the 1991/95 FGN/UNICEF co-operative agreement programme with UNESCO as technical advisers. The findings of SAPA supported the need, as recommended within the Jomtien 1990 framework for national action to develop more effective and reliable mechanisms for monitoring performance at the basic education level. On the other hand, MLA as a follow-up to this recommendation sought to develop standardized instruments for quality control.

The MLA project was set in the primary sub-sector being the cutting edge of education where the foundation is laid for qualitative education. Consequently, its objective was to find the level of achievement of some primary school pupils in certain skills viz: Numeracy, Literacy and Life Skills, paying particular attention to the effect of contextual variables such as teacher characteristics, their school as well as family background on the learning achievement of pupils. Learning achievement

tested only in English, in the study, was seen to reflect the extent of exposure to formal education and school quality. Findings from the project were reported as general national results as well as result of sub-groups from the national sample. Pupil's responses to the questionnaire revealed that English was considered the best subject (64.3 percent); followed by reading (39.4 percent). Some of the reasons given for this were the 'teacher teaches well', subject is not difficult and subject will help in gaining admission. It is recorded that except in English, most pupils did not have textbooks in most school subjects and 12.2 percent indicated that they lacked textbooks in all subjects completely. However, 78% of the pupils received at least one hour of extra coaching a day.

The study also revealed that 80% of the teachers in the sample had either a Teachers' Grade II Certificate or the Nigeria Certificate in Education (NCE). 10% of the teachers had no teaching qualification. Only 63.3% of the teachers had copies of the pupil's textbooks in English while only 37.9% had the corresponding teacher's guide. Poor conditions of service and irregular payment of salaries were reported by 62.0 percent and 57.9 percent respectively as being the major factors affecting attitude towards teaching.

Unlike the Nomadic schools, the average class size for the schools sampled was 40. Very few headmasters reported availability of charts/posters (15.1 percent), the maps (13.3 percent). Parent (25.6 percent) expressed displeasure with the inadequate teaching facilities and 1.7 percent complained about overcrowded classrooms. Furthermore, 67.5 percent of the parents reported that they arranged for

extra lessons for their children after school hours. Less than 50 percent of them provided textbooks for any of the subjects.

On the whole, it is concluded that the very low-level achievement observed was largely due to the very low-level literacy competence on the part of the pupils. Though not necessarily a study on psychological perspectives at primary level, the project has revealed convincing evidence to show the decline in the quality of teaching and learning at secondary level, which happens to be the underlying thought of this present study as well.

A review of Muhammad, (2000) research on effect of language on achievement shows that learning achievement tested in English was explained as a reflection of the extent of exposure to formal learning and sometimes school quality. She revealed that English language was considered the best subject responding 64.3% of the pupils studied. The reason was that the pupils had textbooks on English language but lacked other textbooks in other subjects. Accordingly she reported that 76.5% of the parent respondents say they arrange for extra lessons for their children particularly in English language after school hours. The implication of this finding is how much language can contribute to pupils' performance academically and cognitively – which is an area of relevance to this present study.

A review of the causes of falling standards of education in Nigeria shows that the very low percentage of students who passed examinations at the end of the primary and post primary levels of education back up this fact. The increasing number of dropouts in schools was observed to be another indicator on the low achievement of the pupils in the schools (Usman, 1999). The poor academic

achievement in schools as indicated in the reports of West African Examination Council (WAEC) and National Teachers Institute (NTI) as well as the results of State Common Entrance Examination has caused a persistent public outcry as regards the falling standard of education in Nigeria. Factors such as the social conditions of students in relation to their homes background were identified as contributory to the major causes of falling standard in education. This factor has been identified as an important determinant of academic achievement in schools as evident by several studies carried out in Europe and America which show that children of advantage home background achieve better academically than those that are socially disadvantaged Doughlasm, 1964, Lawton, 1968, Vernon 1969, cited Usman (1999).

The extent of underachievement of the socially disadvantaged children depends on the extent of their deprivation, which refers to lack of essential needs for adequate development (Chazan, 1976) cited Usman, 1999). He then observed that many slow learning children would have made better performance in school if there were improvement in the conditions in which they live. The researcher here is of the opinion that low academic achievement of pupils attributed by environmental deprivation is not likely to be the same as slow learners ability as a causal factor to poor performance as was observed by Usman. The slow learners may find their explanation from the point of view of their specific abilities in tasks that demands intellectual appeal. The environmental deprivation and slow learners causal factor may run parallel to the problem of poor academic performance. On a final note the review noted that other factors like the sensory deprivation, linguistic deprivation, lack of parental interest in their children education and emotional deprivation all

contribute to educational backwardness. This study has revealed factors that hamper the progress of school children, which also appears to be the underlying thought of this study at present.

In a related study carried out by Julie, Joof and Habtal (1981), it shows the relationship between Non-Cognitive Variables (NCQ), Standardized Achievement Test (SAT) scores and the academic performance of 1,930 female students over 4 years. The result was reported as non-cognitive variables and standardized measures are predictive of women's educational achievement. Among the NCQ variables, Demonstrated Community Service, Realistic Self-Appraisal and Non-traditional knowledge significantly predicted Cumulative Grade Point Average (CGPA) in semesters 1, 3, 5 and 7. Successful leadership experience also significantly predicts cumulative GPA in semester 5 only. Availability of a strong support person according to the study was also significantly predictive of cumulative GPA in semester 7 only. Finally, SAT scores were found to have significantly predictive of grade in all semesters.

The concern of this finding in the present study is the inclusion of non-cognitive variables in the assessment of academic achievement. Though the subject of the study is specifically on women in higher institution of learning, one can still see the relevance of such non-cognitive variables in the assessment of pupils' academic achievement at the primary school level. This therefore raises the question on the validity scale for assessment of academic achievement tests using academic subject scores only to determining levels of academic achievement of learners.

### **2.3.5 Relationship between Learning Style/Learning Resources and Students' Academic Performance**

Moss and Felder (2002) opine that though other categorization of learning styles have been widely studied, few researchers have compared learning styles to student academic achievement. Moreover, few studies explore the effects of both instructional strategies and learning styles on students' achievement.

A student learning style reflects the manner in which he or she assimilates processes and recalls information (Whittington and Raven 1995), and instructor must recognize learning styles as a significant source of diversity in his classroom. This diversity underscores the need for educator to incorporate a variety of teaching methods, curriculum materials, and assessment techniques to foster and support the process of learning (Torres and Cano 1994)

A variety of psychometric instruments have been developed to determine an individual learning style. Gregorc's instrument (the Greagorc style Delineator" or GSP) is based on mediation abilities theory, which states that our minds receive, process and express information through channels in an efficient way. Mediation abilities include perception and ordering (Gregory 1985) perception is described on a continuum between concrete and abstract and relates to how a person receives information. In contrast, ordering relates to how one arranges and uses information. Gregory suggests an ordering continuum form sequential to random. These abilities translate into four different mind styles: concrete sequential (CS), concrete random (CR), abstract sequential (AS) and abstract random (AR), and CS Learners process information in a manner that is deliberate and methodical. They prefer hands on

experience and teaching methods that present information sequentially and work direction. In contrast CR learners process information in an intuitive and independent way. They are application oriented, creative, and prefer instructional options that facilitate trial and error and alternative solutions to problem. As learners process information intellectually and logically and prefer abstract or simulated experiences to direct ones. They enjoy using their reading. Listening and visual skills and prefer instructor- lead learning environment (e.g. lectures) finally, AR learners are perceptive and intuitive. They prefer an unstructured learning environment, prefer learning options and need reflection time when assimilating new information. (Schmidt and Javenleoski, 2000).

However, two empirical studies related GSD.. designated learning styles and student achievement in introduction courses, Harasym et al (1995) found no relationship between learning style and student achievement in an introduction anatomy and physiology course.

While Schmidt and Javenkoski (2000) found few significant different among student ratings of six instructional strategies based on GSD determined learning style. Students relating characteristics of students their learning styles and key instructional methods are also limited. Students in an introductory animal sciences course showed no significant variation in performance or perception of teaching methods based on learning style (Garto et al 1999). Also Hoover and Marshall (1998) investigated the relationship between certain student characteristic and learning style.

Further more a wealth of research has been undertaken to attempt to define and demonstrate the effects of student and learning style on academic performance in



the classroom cognitive style. Keefe (1982) stated that Learning styles are cognitive, effective physiological traits that serve as relative stable indicators of how learners perceived, interact with, and respond to the learning environment.

According to Rasinaki (1983) field independence/ dependence, is by far” the most researched of all cognitive styles. This learning approach measures how much students are able to overcome the effects of distracting background element when they attempt to differentiate relevant aspects of a particular situation (Dembo 1991), Witkin et al (1977) stated that field independent students show greater interest in more impersonal, abstract aspect of various stimuli. In contrast, field dependent students, prefer a higher level of social sensitivity and prefer structured activities that require involvement with others.

Dembo (1991:25) stated that following about field dependent versus field independent students and how they react differently with their environment

*Field dependent persons are drawn to people, favour occupations, such as teaching, that require involvement what others and prefer academic areas, such as the social science, that are more people oriented field independent persons favour school subjects such as mathematics and the physical sciences, that stress the impersonal and abstract. Field dependent persons are better at learning and remembering social materials and field independent person are better at learning and remembering impersonal material.*

Independent and dependent learning style has an impact with respect to academic achievement in classrooms that use computer aided instruction. Henry

(1980) suggested that computer instruction can be made more effective if it is adapted to an individual cognitive style. Post (1987) found similar results in his computer based research. Mac Gregor, (1988) in researching the effect of computer aided mathematical instruction found that although field Independent students out performed field dependent students in all teaching methods, field dependent students particularly benefited from computer aided instruction as it provided the needed cognitive structure and consistency they lack.

A relatively new dimension of micro computer technology entitled “multimedia” possesses the potential to influence student learning and knowledge acquisition. Multimedia is a multi faceted approach to computer based education that brings together text graphics, animation video, still images and audio, and motion video (Marrigon & Frick, 1994)

Sensing the vast capacities of multimedia in the education realm, computer companies have developed multimedia software packages that can be used as teaching tool by instructors. Multimedia can possibly serve as a trenchant teaching tool since it uses several student senses in the learning process. Multimedia instructional material allows the learner to actually see, hear and use the content learned (Roden, 1991) because multimedia software and hardware furnish students with this experience it has the potential to be applied in a variety of educational settings, in order to enhance the students’ academic performance.

## 2.4 Teaching Variables

### 2.4.1 Staff Development and Scholarship

The need for improved productivity has become universally accepted and that it depends on efficient and effective training is not less apparent. It has further become necessary in view of advancement in modern world to invest in training. Thus the role played by staff training and development can no longer be over-emphasized. Staff training and development are based on the premise that staff skills need to be improved for organizations to grow. Training is a systematic development of knowledge, skills and attitudes required by employees to perform adequately on a given task or job. New entrants into organizations have various skills, though not all are relevant to organizational needs. Training and development are required for staff to enable them work towards taking the organization to its expected destination.

Training both physically, socially, intellectually and mentally are very essential in facilitating not only the level of productivity but also the development of personnel in any organization. Therefore, training can be put in a context relevant to school administrators. However, knowledge is the ability, the skill, the understanding, the information, which every individual requires acquiring in order to be able to function effectively and perform efficiently. Human resources, are the most valuable assets of any organization, with the machines, materials and even the money, nothing gets done without man-power. Abiodun (1999) submitted that: Training is a systematic development of the knowledge, skills and attitudes required by employees to perform adequately on a given task or job. It can take place in a number of ways, on the job or off the job; in the organization or outside organization. Adeniyi (1995)

observed that staff training and development is a work activity that can make a very significant contribution to the overall effectiveness and profitability of an organization. He therefore, provides a systematic approach to training which encases the main elements of training.

The effectiveness and success of an organization therefore lies on the people who form and work within the organization. It follows therefore that the employees in an organization to be able to perform their duties and make meaningful contributions to the success of the organizational goals need to acquire the relevant skills and knowledge. In appreciation of this fact, organization like educational institution, conduct final training and development programmes for the different levels of their manpower.

### **Staff Training and Development**

Staff training and development is a Vital Tool for Organisational Effectiveness. Usually, before training or development programmes are organized efforts are being made through individuals and organizational appraisals to identify the training needs. After the training and development programmes, an evaluation is carried out to ascertain the effectiveness of the programme in line with the need, which had been identified. It is worthy of mention that organization development follows the development of individual who form the organization. It follows that no organization becomes effective and efficient until the individual have and apply the required skills and knowledge.

Training has been observed as part of human development. Human development is a process of enlarging people's choices. In principle, these choices

can be infinite and change over time. But at all levels of development, the three essential ones are for people to live a long and healthy life, to acquire knowledge through training, and to have access to resources needed for a decent standard of living. If these essential choices are not available many other opportunities remain inaccessible.

According to the concept of human development income is clearly only one option that people would like to have, albeit an important one. Development must therefore be more than just the expansion of income and wealth. (HDR 1990) since administering involves the creation and maintenance of an environment for performance, working closely or in isolation towards the accomplishment of common goals, it is obvious that administrators cannot be successful without well skilled and well trained people. The importance of incorporating training into organizational or institutional roles the staffing of these roles and the entire process of direction and leading people must be premises on knowledge and skills.

The need for improved productivity in organization has become universally accepted and that it depends on efficient and effective training. It has further become necessary in view of advancement in modern world to invest in training. Thus, the role played by staff training and development can no longer be overemphasized. However, the need for organizations to embark on staff development programme for employees has become obvious. Absence of these programme often manifest tripartite problems of incompetence, inefficiency and ineffectiveness. Oribabor (2000) submitted that training and development aim at developing competences such as technical, human, conceptual and managerial for the furtherance of individual and

organization growth, also Isyaku (2000) postulated that the process of training and development is a continuous one. Man is dynamic in nature, the need to be current and relevant in all spheres of human endeavor's make staff development a necessity, to keep track with current event and methods. Griffin, (1978) Ajibade, (1993) Adeniyi, (1995) and Arikewuyo (1999) have drawn the attention of the entire sundry to the inestimable value of training and development. It is an avenue to acquire more and new knowledge and develop further the skills and techniques to function effectively. Scholars, experts, social scientist and school administrators now recognize the fact that training is obviously indispensable not only in the development of the individuals but also facilitate the productive capacity of the workers. Training is not coaxing or persuading people to do what is wanted but rather a process of creating organizational conditions that will cause personnel to strive for better performance.

Among other schools that highlighted the usefulness of training are Akintayo (1996), Oguntimehin (2001) and Graig (1976). They identified the functions of training as follow: increase productivity, improves the quality of work; improves skills, knowledge, understanding and attitude; enhance the use of tools and machine; reduces waste, accidents, turnover, lateness, absenteeism and other overhead costs, eliminates obsolesce in skills, technologies, methods, products, capital management etc. It brings incumbents to that level of performance which needs the performance for the job; enhance the implementation of new policies and regulations; prepares people for achievement, improves man-power development and ensures the survival and growth of the enterprise. Pitfield (1982) is of the opinion that the objectives of

training are to: provide the skills, knowledge and aptitudes necessary to undertake required job efficiently develop the workers so that if he has the potentials, he may progress, increase efficiency by reducing spoilt work, misuse of machines and lessening physical risks.

Chris Obisi (1996) submitted that training and development aim at developing competences such as technical, human, conceptual and managerial for the furtherance of individual and organization growth. Also Akinpeju (1999) postulated that the process of training and development is a continuous one. The need to perform one's job efficiently and the need to know how to lead others are sufficient reasons for training and development and the desire to meet organizations objectives of higher productivity, makes it absolutely compulsory.

### **Objectives of Training and Development**

The main objectives of staff training and development are to improve the qualities of the trainee, formulation of objectives for different needs and ways of achieving it. The training objective is very important because it determines the designed and content of the training programmes. Contents of the training remain the same no matter the type of training involved. It is to increase personnel efficiency, professional growth, smooth and more effective organization's operations.

### **Scholarships**

The famous basketball player, Magic Johnson, was asked if he had received rewards when being recruited by college basketball teams. He stated that (Weinberg & Gould 2003:14), "I received my share of offers for cars and money. It immediately turned me off. It was like they were trying to buy me, and I don't like anyone trying

to buy me.” According to CET theory, what Magic was really annoyed with was the controlling aspect of rewards. With hundreds of multi-million dollar contracts thrown around in sports today, of immense interest would be the effect of rewards on athlete’s intrinsic motivation. To investigate this question, there has been a significant amount of research on the effects of scholarships on intrinsic motivation.

Too often we become discouraged with regard to our ability to contribute to contemporary scholarship. This is especially true for those of us who are professors at small christian institutions of higher education, which place great emphasis upon teaching. Because of the often heavy demand of teaching responsibilities and the lack of resources for scholarship, we find it difficult to make significant contributions to our academic disciplines. So emphasis ends up being placed more upon teaching than upon other scholarly pursuits.

### **Historic concept of scholarship**

Part of the discouragement comes from a narrow concept of scholarship that permeates higher education in the United States. Ernest Boyer points out this narrowness in his special report for the Carnegie Foundation for the Advancement of Teaching entitled *Scholarship Reconsidered: Priorities of the Professor/ate* (1990). Historically, he notes that scholarship included three emphases: teaching, service and research. But today, Boyer argues, the concept of scholarship has largely been reduced to that of research and its publication. Emphases upon teaching and service are being neglected.

This narrow perspective has affected Christian scholars and academics as well as others in the country. The preoccupation with scholarship as research has



discouraged many because of the feeling that they cannot compete with those at larger, research-oriented institutions of higher education. Thus many who would have otherwise endeavored to contribute to contemporary scholarship have pursued alternative interests.

### **Toward a broad concept of scholarship**

Boyer advocates a broadened concept of scholarship that values and rewards more than the scholarship of discovery, which is what we refer to as research. In addition, he wants to advocate the scholarship of integration, application and teaching. Boyer describes the scholarship of integration as making connections across the disciplines, placing the specialties in larger context, illuminating data in a revealing way, and even educating non specialists. The scholarship of application asks how knowledge can be responsibly applied to consequential problems, how it can be helpful to individuals as well as institutions, and the degree to which social problems should themselves define an agenda for scholarly investigation. Finally, the scholarship of teaching refers to the effective communication of the work of others in a way that transforms and extends knowledge as well as transmits it.

It is ironic that Boyer advocates a broadened concept of scholarship in order to improve the quality of teaching, which is the purpose of the Carnegie Foundation. Christian institutions, for the most part, already provide excellent teaching. This emphasis represents one of the reasons for their continued success. Consequently, they do not need to be urged so much in their scholarship of teaching as in their scholarship of discovery, integration and application. On this point, over provides

helpful insights into how professors may develop their scholarship in more productive ways.

Although research---the scholarship of discovery---remains a fountainhead for new knowledge, Boyer does not want it to be considered the only way to contribute to contemporary scholarship. Just as there needs to be scholarly work done in the area of research, there also needs to be work done in the other areas.

#### **2.4.2 Qualification and Experience**

Qualification, according to [www.teacherqualifications.net](http://www.teacherqualifications.net) (2009), is a licence making it possible to engage in the business of instructing prospective learners (students) and equipping such with knowledge and skills.

One has to have a professional training leading to the award of a bachelor to become a teacher that is to qualify for a teaching job, some basic training is required. This will include a prescribed number of units in core education disciplines and some technology skills training.

Entry (licence) certificate differs from one country to another and in a country from one region/state to the other. In some advanced countries of the world (USA, France etc) certain states do stipulate that a candidate should have a minimum grade point average before even considering one for teacher training. Other states may necessitate that a Master's degree after been given a teaching position. Generally, however, the general requirements are that a person should have the basic skills and competencies in his chosen field particularly in reading and writing proficiency but most importantly, in teaching. A teacher must demonstrate the needed expertise and knowledge in his chosen subject to pass the licensure examination.

A licence is needed to teach in public schools or as a private home teacher. Some states, by reciprocal agreements, allow teachers from one state to become licenced in another. That is not being practiced in Nigeria at the moment, however, it is advocated that when put in place such licence should include registering with Teachers' Registration Council of Nigeria (TRCN) and been authorized by it.

Experience as a general concept comprises knowledge of or skill in or observation of some thing or some event gained through involvement in or exposure to that thing or event. The history of the word *experience* aligns it closely with the concept of *experiment*. The concept of experience generally refers to know-how or procedural knowledge, rather than propositional knowledge: on-the-job training rather than book-learning. Philosophers dub knowledge based on experience "empirical knowledge" or "*a posteriori* knowledge". A person with considerable experience in a certain field can gain a reputation as an expert. The word "experience" may refer, somewhat ambiguously, both to mentally unprocessed immediately perceived events as well as to the purported wisdom gained in subsequent reflection on those events or interpretation of them.

Some wisdom-experience accumulates over a period of time, though one can also experience (and gain general wisdom-experience from) a single specific momentary event.

One may also differentiate between (for example) physical, mental, emotional, spiritual, vicarious and virtual experience (s)

### **Physical experience**

A human body, for example, may exhibit traces of a past physical experience in the form of scar tissue. People can measure much sensory experience - directly or via instruments - as phenomena detectable by living entities or as incoming signals. In other words, physical experiences relate to observables. They need not involve modal properties nor mental experiences.

### **Mental experience**

Mental experience involves the aspect of intellect and consciousness experienced as combinations of thought, perception, memory, emotion, will and imagination, including all unconscious cognitive processes. The term can refer, by implication, to a thought process.

### **Emotional experience**

Humans can rationalize falling in (and out) of love as "emotional experience". Societies which lack institutional arranged marriages can call on emotional experience in individuals to influence mate-selection. The concept of emotional experience also appears in the notion of emotional intelligence and empathy.

### **Spiritual experience**

Mystics can describe their visions as "spiritual experiences". However, psychology may explain the same experiences in terms of altered states of consciousness, which may come about accidentally through (for example) very high fever, infections such as meningitis, sleep deprivation, fasting, oxygen deprivation. People can likewise achieve such experiences more deliberately through

recognized mystical practices such as sensory deprivation or mind-control techniques, hypnosis, meditation, prayer,

### **Social experience**

Growing up and living within a society can foster the development and observation of social experience. Social experience provides individuals with the skills and habits necessary for participating within their own societies, as a society itself is formed through a plurality of shared experiences forming norms, customs, values, traditions, social roles, symbols and languages.

### **Virtual experience and simulation gaming**

Using computer simulations can enable a person or groups of persons to have virtual experiences in virtual reality. Role-playing games treat "experience" (and its acquisition) as an important, measurable, and valuable commodity. Many role-playing video games, for instance, feature units of measurement used to quantify or assist a player-character's progression through the game - called experience points.

### **Immediacy of experience**

Someone able to recount an event they witnessed or took part in has "firsthand experience". First hand experience of the "you had to be there" variety can seem especially valuable and privileged, but it often remains potentially subject to errors in sense-perception and in personal interpretation.

Second-hand experience can offer richer resources: recorded and/or summarized from first-hand observers or experiences or from instruments, and potentially expressing multiple points of view.

Third-hand experience, based on indirect and possibly unreliable rumour or hearsay, can (even given reliable accounts) potentially stray perilously close to blind honouring of authority.

### **Subjective experience**

Subjective experience can involve a state of individual subjectivity, perception on which one builds one's own state of reality; a reality based on one's interaction with one's environment.

The *subjective experience* depends on one's individual ability to process data, to store and internalize it.

### **2.4.3 Teaching Methods**

Teaching methods can best be defined as the types of principles and methods used for instruction. There are many types of teaching methods, depending on what information or skill the teacher is trying to convey. Class participation, demonstration, recitation, and memorization are some of the teaching methods being used.

For effective teaching to take place, a good method must be adopted by a teacher. A teacher has many options when choosing a style by which to teach. The teacher may write lesson plans of his own, borrow plans from other teachers, or search online or within books for lesson plans. When deciding what teaching method to use, a teacher needs to consider students' background knowledge, environment, and learning goals. Teachers are aware that students learn in different ways, but almost all children will respond well to praise. Students have different ways of absorbing information and of demonstrating their knowledge. Teachers often use

techniques which cater to multiple learning styles to help students retain information and strengthen understanding. A variety of strategies and methods are used to ensure that all students have equal opportunities to learn. A lesson plan may be carried out in several ways: Questioning, explaining, modeling, collaborating, and demonstrating.

A teaching method that includes questioning is similar to testing. A teacher may ask a series of questions to collect information of what students have learned and what needs to be taught. Testing is another application of questioning. A teacher tests the student on what was previously taught in order to identify if a student has learned the material.

Instructional methods and teaching methods mean the same thing. They are primarily descriptions of the learning objective oriented activities and flow of information between teachers and students. Although some have argued otherwise, over whether such methods are meaningfully different adds nothing to the process of learning to be a teacher. Direct and indirect instruction are two main categories that many educators find useful for classifying teaching methods, but it is, a bit more complicated than placing all instruction into two categories. Any instructional method a teacher uses has advantages, disadvantages, and requires some preliminary preparation. Often times, a particular teaching method will naturally flow into another, all within the same lesson, and excellent teachers have to develop the skills to make the process seamless to the students. Which instructional method is "right" for a particular lesson depends on many things, and among them are the age and developmental level of the students, what the students already know, and what they need to know to succeed with the lesson, the subject-matter content, the objective of

the lesson, the available people, time, space and material resources, and the physical setting. Another, more difficult problem is to select an instructional method that best fits one's particular teaching style and the lesson-situation. There is no one "right" method for teaching a particular lesson, but there are some criteria that pertain to each that can help a teacher make the best decision possible. These are the categorizations and methods:-

a. DIRECT TEACHING

Advantages	Disadvantages	Preparation
<p>Very specific learning targets.</p> <p>Students are told reasons why content is important - helps to clarify lesson objective.</p> <p>Relatively easy to measure student gains.</p> <p>Is a widely accepted instructional method.</p> <p>Good for teaching specific facts and basic skills.</p>	<p>Can stifle teacher creativity.</p> <p>Requires well-organized content preparation and good oral communication skills.</p> <p>Steps must be followed in prescribed order.</p> <p>May not be effective for higher-order thinking skills, depending on the knowledge base and skill of the teacher.</p>	<p>Content must be organized in advance.</p> <p>Teacher should have information about student prerequisites for the lesson.</p>

(b) COOPERATIVE LEARNING

Advantages	Disadvantages	Preparation
<p>Helps foster mutual responsibility.</p>	<p>Some students don't work well this way.</p>	<p>Decide what skills or knowledge are to be</p>



Supported by research as an effective technique.  Students learn to be patient, less critical and more compassionate.	Loners find it hard to share answers.  Aggressive students try to take over.  Bright students tend to act superior.	learned.  Requires some time to prepare students. to learn how to work in groups.
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c. LECTURE

Advantages	Disadvantages	Preparation
Factual material is presented in a direct, logical manner.  May provide experiences that inspire  - useful for large groups.	Proficient oral skills are necessary.  Audience is often passive.  Learning is difficult to gauge.  Communication is one-way.  Not appropriate for children below grade 4.	There should be a clear introduction and summary.  Effectiveness related to time and scope of content.  Is always audience specific; often includes examples, anecdotes.

(d) LECTURE WITH DISCUSSION

Advantages	Disadvantages	Preparation
<p>Involves students, at least after the lecture.</p> <p>Students can question, clarify and challenge.</p> <p>Lecture can be interspersed with discussion.</p>	<p>Time constraints may affect discussion opportunities.</p> <p>Effectiveness is connected to appropriate questions and discussion; often requires teacher to "shift gears" quickly.</p>	<p>Teacher should be prepared to allow questions during lecture, as appropriate.</p> <p>Teacher should also anticipate difficult questions and prepare appropriate responses in advance.</p>

(e) PANEL OF EXPERTS

Advantages	Disadvantages	Preparation
<p>Experts present different opinions.</p> <p>Can provoke better discussion than a one person discussion.</p> <p>Frequent change of speaker keeps attention from lagging.</p>	<p>Personalities may overshadow content.</p> <p>Experts are often not effective speakers.</p> <p>Subject may not be in logical order.</p> <p>Not appropriate for elementary age students.</p> <p>Logistics can be troublesome.</p>	<p>Teacher coordinates focus of panel, introduces and summarizes.</p> <p>Teacher briefs panel.</p>

(f) BRAINSTORMING

Advantages	Disadvantages	Preparation
<p>Listening exercise that allows creative thinking for new ideas.</p> <p>Encourages full participation because all ideas are equally recorded.</p> <p>Draws on group's knowledge and experience.</p> <p>Spirit of cooperation is created.</p> <p>One idea can spark off other ideas.</p>	<p>Can be unfocused.</p> <p>Needs to be limited to 5 - 7 minutes.</p> <p>Students may have difficulty getting away from known reality.</p> <p>If not managed well, criticism and negative evaluation may occur.</p> <p>Value to students depends in part on their maturity level.</p>	<p>Teacher selects issue.</p> <p>Teacher must be ready to intervene when the process is hopelessly bogged down.</p>

(g) VIDEOTAPES/SLIDES

Advantages	Disadvantages	Preparation
<p>Entertaining way of introducing content and raising issues</p> <p>Usually keeps group's attention</p> <p>Looks professional</p> <p>Stimulates discussion</p>	<p>Can raise too many issues to have a focused discussion</p> <p>Discussion may not have full participation</p> <p>Most effective when following discussion</p>	<p>Need to obtain and set up equipment</p> <p>Effective only if teacher prepares for discussion after the presentation</p>

(h) DISCUSSION

Advantages	Disadvantages	Preparation
<p>Pools ideas and experiences from group</p> <p>Effective after a presentation, film or experience that needs to be analyzed</p> <p>Allows everyone to participate in an active process</p>	<p>Not practical with more than 20 students</p> <p>A few students can dominate</p> <p>Some students may not participate</p> <p>Is time consuming</p> <p>Can get off the track</p>	<p>Requires careful planning by teacher to guide discussion</p> <p>Requires question outline</p>

i. SMALL GROUP DISCUSSION

Advantages	Disadvantages	Preparation
<p>Allows for participation of everyone</p> <p>Students often more comfortable in small groups</p> <p>Groups can reach consensus</p>	<p>Needs careful thought as to purpose of group</p> <p>Groups may get side tracked</p>	<p>Need to prepare specific tasks or questions for group to answer</p>

(j) CASE STUDIES

Advantages	Disadvantages	Preparation
Develops analytic and problem solving skills Allows for exploration of solutions for complex issues Allows student to apply new knowledge and skills	Students may not see relevance to own situation Insufficient information can lead to inappropriate results Not appropriate for elementary level	Case must be clearly defined Case study must be prepared adequately.

(k) ROLE PLAYING

Advantages	Disadvantages	Preparation
Introduces problem situation dramatically Provides opportunity for students to assume roles of others and thus appreciate another point of view Allows for exploration of solutions Provides opportunity to practice skills	Some students may be too self-conscious Not appropriate for large groups Some students may feel threatened	Teacher has to define problem situation and roles clearly Teacher must give very clear instructions

(l) WORKSHEET/SURVEYS

Advantages	Disadvantages	Preparation
Allows students to think for themselves without being influenced by others Individual thoughts can then be shared in large group	Can be used only for short period of time	Teacher has to prepare handouts

(m) GUEST SPEAKERS

Advantages	Disadvantages	Preparation
Personalizes topic Breaks down audience's stereotypes	May not be a good speaker	Contact speakers and coordinate Introduce speaker appropriately

(n) VALUES CLARIFICATION

Advantages	Disadvantages	Preparation
Opportunity to explore values and beliefs Allows students to discuss values in a safe environment Gives structure to discussion	Students may not be honest about their values. Students may be too self-conscious. Students may not be able to articulate their values in an effective way.	Teacher must carefully prepare exercise Teacher must give clear instructions Teacher must prepare discussion questions

#### 2.4.4 Instructional Resources

Instructional resources according to Mezieobi, Fubura and Sam (2008, 2013) are teaching facilities which facilitate teaching and learning. They are vital components of teaching which provide the vehicle for enhanced teaching and learning (Mezieobi, 2010).

There are various types of instructional resources that are appropriate for effective Social Studies teaching and learning. Scholars such as Ikwumelu, (1998:52); Alaezi, (1990:113-114); Ezegbe, (1987:39-40) and Jaromilek (1971(4):116) in Mezieobi, (2013) classified instructional resources into:

- Textbooks
- Blackboard, white board and flannel board
- Library, e'library
- Audio-visual materials made up of five parts, namely:
  - a. Two dimensional materials: pictures, diagrams, wall charts, time charts, maps/atlases;
  - b. Three dimensional materials: models, diagrams, templates, specimens;
  - c. Projected materials: film strips, slides, micro-projector, opaque projector and overhead projector;
  - d. Audio-materials: radio, computer, tape recorder, tape recorded materials;
  - e. Audio-visual materials: television and radio-cassette-television.

The above categories or classification did not provide for community resources which are very indispensable in effective social studies teaching-learning process.

Nonetheless, instructional resources can be classified into two very broad categories: traditional or conventional materials and resources made up of:

- a. Audio materials (AM)
- b. Visual materials (VM)
- c. Audio-Visual Materials (AVM)
- d. Reading Materials (RM)
- e. The teacher, and
- f. Community Resources made up of:
  - i. Human resources and
  - ii. Non-Human resources.

Community resources can be grouped into two broad categories: Human resources or Resource persons and Non-Human Resources.

HUMAN RESOURCES	NON-HUMAN RESOURCES
Human resources include the following: Community (or traditional) leaders, farmers, hunters, fishermen, gardeners, mechanics, vehicle drivers, and bus conductors, traders, carpenters, painters, craftsmen, artists, blacksmiths, butchers, policemen, warders, legislators, musicians, priests, engineers, architects, modern or contemporary teachers	Non-Human resources include: Health institutions e.g. maternities, clinics, hospitals; Educational Institutions e.g. schools, colleges, polytechnics, universities, libraries and workshops; Economic Institutions e.g. markets, banks, industries, factories, farms, companies, bakeries, mechanical workshops; Legal Institution e.g. courts,



<p>functioning as guides in the teaching-learning process, librarians and postmen.</p>	<p>police stations, prisons etc; Communication Network e.g. television (TV) stations, newspaper establishments, post offices or postal agencies; Political Institutions e.g. the state assembly, local government authorities, traditional rulers' palaces; Recreational Spots such as village halls, civic centres, swimming pools, race course, stadia, gymnasium theatres and drama village; Historical Places e.g. museums, archives, ancient architectural designs, old buildings and walls; Transportation Stations e.g. motor parks, airports, seaports, bus-stops, railway stations, docks etc; Physical features e.g. lakes, stream, rivers, valleys, islands, hills, rocks, galleys' etc; Religious places such as churches, mosques and shrines.</p>
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### **The Importance of Community Resources in Social Studies Teaching and Learning**

Mezieobi (1992) adduced eight (8) reasons for the use of community resources in Social Studies interactive process. They are:

- (a) To expose the students to the realities of their environment or community and make them have direct experience which will help concretize the social studies content that have been taught;

- (b) To eliminate the boredom of constant confinement in a formal classroom setting thereby facilitating learning;
- (c) To correct the misconception that Social Studies can only be taught in the schools or formal classrooms. The communities resource places can be used as classrooms, because of the learning facilities they afford.
- (d) The community not only complements the educative efforts of the school with the abundance of its community resources, it also participates in the educative process of their children;
- (e) The community resources enable the community and the school to be linked in closer relationship, and the students are made to appreciate the fact that the community plays vital roles in their education and ultimately in their life;
- (f) Community resources help to underscore the lazy Social Studies teacher's blame on the unavailability or lack of instructional materials as being instrumental to his students' poor performance in examinations, indifference to Social Studies and poor quality Social studies teaching;
- (g) Community resources save great deal of time which a teacher utilizes in explaining abstract concepts and things;
- (h) Social Studies teachers also benefit from the community resources by enriching their knowledge of the socio-political, economic and cultural activities in a given community.

#### 2.4.5 Motivation and Rewards

There are numerous and varied definition of motivations; as a result, there is much disagreement among researchers over the precise nature of motivation (Pintrich and Schunk, 1996). Broadly speaking, the term motivation is often used to describe “what gets people going, keeps them going, and helps them finish tasks” (Pintrich, 2003:104). Although motivation theories initially propounded theories of motivation with a view to describing human behaviour in general, studies on motivation have largely come to address behaviour in general, studies on motivation have largely come to address bahviours in specific settings and contexts (Schunk, Pintrich and Meece, 2008) with motivation theories being used in educational settings and contexts to explain students’ academic performance in school, academic engagement and persistence, help seeking behaviours, and activity choice (Meece, Anderman and Anderman, 2006).

**Academic motivation**, according to Pintrich and Zusho (2002), refers to internal processes that instigate and sustain activities aimed at achieving specific academic goals. Even though researchers have used diverse motivational approaches, such as attribution theory (Weiner, 1979), expectancy-value theory (Eccles, 2005; Eccles and Wigfield, 2002; Wigfield and Eccles, 1992, 2000), achievement goal theory (Machr and Zusho, 2009; Pintrich and Schunk, 1996), and self-efficacy theory (Schunk and Pajares, 2009). To examine the effect of academic motivation and academic achievement, one perspective that appears particularly promising and pertinent for the study of the association between academic motivation and academic achievement is Deci and Ryan’s (1985, 1991, 2000) motivational approach – self-

Determination Theory (SDT). Indeed, this theoretical perspective on motivation has generated a considerable amount of research in the field of education, and has been used extensively to better understand educational outcomes (Niemiee and Ryan, 2009; Ryan and Deci, 2009; Ryan and Weinstein, 2009). The self-determination theory research lab, under the direction of Deci and Ryan at the University of Rochester, has been instrumental in leading the research on SDT. Hence the present study primarily relies on the empirical works of Deci, Ryan and their colleagues.

**Intrinsic motivation** refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure.(Bambridge, 2010). Research has found that it is usually associated with high educational achievement and enjoyment by students. Students are likely to be intrinsically motivated if they:

- attribute their educational results to internal factors that they can control (e.g. the amount of effort they put in),
- believe they can be effective agents in reaching desired goals (i.e. the results are not determined by luck),
- are interested in mastering a topic, rather than just rote-learning to achieve good grades. (Bandura, 1997).

**Extrinsic motivation** comes from outside of the individual. Common extrinsic motivations are rewards like money and grades, coercion and threat of punishment. Competition is in general extrinsic because it encourages the performer to win and beat others, not to enjoy the intrinsic rewards of the activity. A crowd cheering on the individual and trophies are also extrinsic incentives.

Social psychological research has indicated that extrinsic rewards can lead to overjustification and a subsequent reduction in intrinsic motivation. (Lepper et. al, 1973). Self-determination theory proposes that extrinsic motivation can be internalised by the individual if the task fits with their values and beliefs and therefore helps to fulfill their basic psychological needs.

### **Self-control**

The self-control of motivation is increasingly understood as a subset of emotional intelligence; a person may be highly intelligent according to a more conservative definition (as measured by many intelligence tests), yet unmotivated to dedicate this intelligence to certain tasks.

Drives and desires can be described as *a deficiency or need that activates behavior that is aimed at a goal or an incentive*. These are thought to originate within the individual and may not require external stimuli to encourage the behavior. Basic drives could be sparked by deficiencies such as hunger, which motivates a person to seek food; whereas more subtle drives might be the desire for praise and approval, which motivates a person to behave in a manner pleasing to others.

By contrast, the role of extrinsic rewards and stimuli can be seen in the example of training animals by giving them treats when they perform a trick correctly. The treat motivates the animals to perform the trick consistently, even later when the treat is removed from the process.

## **Motivational theories**

### **Incentive theory**

A reward, tangible or intangible, is presented after the occurrence of an action (i.e. behavior) with the intent to cause the behavior to occur again. This is done by associating positive meaning to the behavior. Studies show that if the person receives the reward immediately, the effect would be greater, and decreases as duration lengthens. Repetitive action-reward combination can cause the action to become habit. Motivation comes from two sources: oneself, and other people. These two sources are called intrinsic motivation and extrinsic motivation, respectively. A reinforcer is different from reward, in that reinforcement is intended to create a measured increase in the rate of a desirable behavior following the addition of something to the environment. (Kerristeren, 1995).

Incentive theory in psychology, treats motivation and behavior of the individual, as they are influenced by beliefs, such as engaging in activities that are expected to be profitable. Incentive theorists tend to distinguish between wanting and liking, where *liking* is a passive function evaluating a stimulus, but *wanting* adds an active process "attracting" the person towards the stimulus. (Bernstein et. al, 2006).

Incentive theory distinguishes itself from other motivation theories, such as drive theory, in the direction of the motivation. In incentive theory, stimuli "attract", to use the term above, a person towards them. As opposed to the body seeking to reestablish homeostasis pushing it towards the stimulus. In terms of behaviorism, *incentive theory* involves positive reinforcement: the stimulus has

been conditioned to make the person happier. For instance, a person knows that eating food, drinking water, or gaining social capital will make them happier. As opposed to in *drive theory*, which involves negative reinforcement: a stimulus has been associated with the removal of the punishment-- the lack of homeostasis in the body. For example, a person has come to know that if they eat when hungry, it will eliminate that negative feeling of hunger, or if they drink when thirsty, it will eliminate that negative feeling of thirst.

### **Self-Determination Theory (SDT)**

SDT is an approach to human motivation, personality, social development, and overall psychological functioning (Deci and Ryan, 2008a; Ryan and Deci, 2000a). More specifically, SDT is a “macro-theory of human motivation, emotion and development that takes interest in factors that either facilitate or forstall the assimilative and growth-oriented processes in people” (Niemiee and Ryan, 2009:134). SDT consists of five inter-related mini-theories (Deci and Ryan, 2002); cognitive evaluation theory, organismic integration factory, causality orientations theory, goal contents theory, and basic needs theory, because these five mini-theories played critical roles in the formulation and development of SDT, any discussion of SDT would be deemed incomplete without a description of these five mini-theories.

Cognitive evaluation theory explains the effects of extrinsic factors or social contextual events (e.g. competition, deadlines, evaluations, imposed goals, praise, rewards) on intrinsic motivation, behaviour, and experience (Deci, 1975; Deci and Ryan, 1985). It is most useful for studying behaviour for which people exhibit some interest or motivation (Ryan and Deci, 2000a). Organisms integration theory proposes

that externally regulated behaviours can be transformed to self-regulated behaviours (Deci and Ryan, 2002). It addresses the concept of internalization especially with respect to the development of extrinsic motivation (Deci and Ryan, 2002).

Causality orientations theory, formulated to address individual differences in global (personality-level) motivational orientations, describes how people incorporate social influences into their motivational styles (Deci and Ryan, 1985, 2002). Goal contents theory explains the impact of intrinsic and extrinsic goals on human motivation and wellness (Kasser and Ryan, 1996). Finally, basic needs theory specifies a set of universal basic psychological needs that are essential nutriment for human beings' optimal development and functioning – psychological and physical health and social wellness (Deci and Ryan, 2002).

SDT delineates three types of basic psychological needs (Deci and Ryan, 2000): the need for competence (White, 1959), the need for relatedness (Baumeister and Lerry, 1995), and the need for autonomy (deCharms, 1968). The need for competence, a facilitator of intrinsic motivation, is the need to experience satisfaction in improving one's abilities (Deci and Ryan, 1985, 2000). The need for relatedness, another facilitator of intrinsic motivation, is the need to feel related to significant others (Deci and Ryan, 1985, 2000). Finally, yet another facilitator of intrinsic motivation, the need for autonomy is the need to engage in self-directed behaviour (Deci and Ryan, 1985, 2000). Autonomy implies that individuals experience choice in the initiation, maintenance, and regulation of their behaviours (Deci and Ryan, 1985).



### **Herzberg's two-factor theory**

Frederick Herzberg's two-factor theory, a.k.a. intrinsic/extrinsic motivation, concludes that certain factors in the workplace result in job satisfaction, but if absent, they don't lead to dissatisfaction but no satisfaction. (Knights and Willmott, 2007).

The factors that motivate people can change over their lifetime, but "respect for me as a person" is one of the top motivating factors at any stage of life.

He distinguished between:

- **Motivators**; (e.g. challenging work, recognition, responsibility) which give positive satisfaction, *and*
- **Hygiene factors**; (e.g. status, job security, salary and fringe benefits) that do not motivate if present, but, if absent, result in demotivation

### **Rewards**

Based on research, Ryan & Deci, (2000) suggest that a reward can be defined as an external agent administered when a desired act or task is performed, that has controlling and informational properties. While rewards are typically delivered to increase the probability of a response, they can increase or decrease the probability of an event occurring, depending on the saliency and direction of the controlling and informational aspects of the reward. Saliency would refer to the intensity of either the controlling or informational aspect of the reward. It is what stands out to you the most. While direction would refer to whether the reward is perceived as increasing or decreasing the athlete's control; and whether the information is perceived as positive (increasing the athlete's competency) or negative (decreasing the athlete's competency). Rewards can come in the form of verbal rewards (i.e. telling someone

“good job!”), physical rewards (i.e. a pat on the back), or tangible rewards (i.e. giving someone money, food, or a medallion), among others. There are five (5) basic types of rewards discussed in the literature as follows (Deci, Koestner, & Ryan, 1999):

- Task-Non contingent rewards
- Engagement contingent rewards
- Completion contingent rewards
- Performance contingent rewards
- Unexpected rewards

Task-Non contingent rewards are rewards given for just showing up for the study. In an experiment, a participant may be paid to just show up for the experiment, but they are not required to do anything. They could just sit around the entire time.

Engagement contingent rewards are rewards given for just participating in an activity, and not necessarily completing it. For example, an experimenter may pay a participant just to participate in an activity that involves making a puzzle, but they do not have to complete or perform well on the puzzle.

Completion contingent rewards are rewards given for completing a task. Performance contingent rewards are rewards given for performance, usually based on a normative value. For example, doing better than 80% of the participants in a study. A sub category of performance contingent rewards are competitively contingent rewards. They involve rewarding individuals for defeating others.

Unexpected rewards occur when participants receive a reward after performing a certain behavior, but were not expecting to receive a reward. CET makes several predictions on these types of rewards.

This theory predicts that unexpected rewards would not decrease intrinsic motivation, because the participant performed the task without knowledge of the reward; therefore, the controlling aspect of the reward would not be as salient, and participants would attribute their participation in the activity to an internal locus of causality. Because of the informational aspect, unexpected rewards may also enhance intrinsic motivation. But the administrator of the reward would have to give it based on high performance, and stress the informational aspect for it to be beneficial.

Non-contingent rewards do not require participating in the task, completing the task, or performing well on the task, and they deliver no information about the person's competency. Therefore, CET predicts they will not affect intrinsic motivation.

Both engagement and completion contingent rewards are predicted to typically cause the highest decrease in intrinsic motivation. This is because they contain a high controlling aspect, but deliver no information about the competency of the individual. For example, you could be paid for participating in an activity, but whether you perform well or not, is irrelevant. Therefore, these types of rewards say nothing about the person's competency, and decrease their control.

Performance contingent rewards are a lot more complex. While they can decrease control as engagement and completion contingent rewards do, they also relay a sense of competency. Therefore, CET predicts that if the information

- aspect is more salient for performance rewards, it may be able to counteract the controlling aspect of the reward. Additionally, whether the message is portrayed

as controlling or not will also determine whether the reward decreases intrinsic motivation or not.

Therefore, it is predicted by CET that generally, these rewards will decrease intrinsic motivation less than engagement and completion contingent rewards do.

Lastly, CET would suggest that verbal and physical rewards should enhance intrinsic motivation. This is because the informational aspect is very salient, while the controlling aspect is typically low. However, the controlling aspect can vary significantly depending on the delivery. This will be discussed more in practical applications.

Motivation is a basic psychological process. A data-based comprehensive analysis carried out by (Pinder, 1984) concluded that competitiveness problems appear to be largely motivational in nature (Mine, Ebrahimi, and Wachtel, 1995). Along with perception, personality, attitudes, and learning, motivation is a very important element of behaviour. Nevertheless, motivation is not the only explanation of behaviour. It interacts with and acts in conjunction with other cognitive processes. Motivating is the management process of influencing behaviour based on the knowledge of what make people tick (Luthans, 1998). Motivation and motivating both deal with the range of conscious human behaviour somewhere between two extremes:

i reflex actions such as a sneeze or flutter of the eyelids; and ii learned habits such as brushing one's teeth or handwriting style (Wallace and Szilag, 1982).

Luthans (1998) asserts that motivation is the process that arouses, energizes, directs, and sustains behaviour and performance. That is, it is the process of

stimulating people to action and to achieve a desired task. One way of stimulating people is to employ effective motivation, which makes workers more satisfied with and committed to their jobs. Money is not the only motivator. There are other incentives which can also serve as motivators.

Instructional materials, including textbooks, educational media (library media print, nonprint, and electronic resources), computer software, videotapes, films, DVDs, and instructional television programs represent fundamental resources for schools for enhancing instruction, furthering the pursuit of knowledge, and providing experiences of educational significance for class groups or for individual students. It is the shared responsibility of the School and the supervising ministry or agency to provide an adequate number and range of instructional materials and resources in a variety of formats that are appropriate, timely, and essential to the attainment of specified educational objectives. It is also their responsibility to provide instructional materials that are free of bias, stereotypes, distortions, and prejudices.

#### **2.4.6 Government intervention**

Government intervention could be defined as the Regulatory actions taken by a government in order to affect or interfere with decisions made by individuals, groups, or organizations regarding social and economic matters.

Government intervention an action taken from the government that alter or change economic activeness, supply ability, and the unconstrained decisions made through normal market trade. Education finds itself in the sights of government intervention. If and when a government should intervene in education it does this through a regulatory body set up for that purpose and in the case of Nigeria the

Education Trust Fund has been in the forefront of providing funds to institutions of learning for developmental programme as well as for the provision of facilities. Laudable as intervention could be, it has been argued that there are times when there should be some limited government intervention, particularly in matters concerning the security of a financial breakdown on a governmental or worldwide level (TETFUND 2012). There are some times when a government should not intervene in a company matter, even if that means the company has to file bankruptcy. Sometimes a company has to be allowed to file bankruptcy in order to regroup, restructure, and return stronger than it was before. The more that there is government intervention means the more that there is governmental growth as in being in power or control. The more that a government has control or regulation over the people; the less that the citizens have free choice. This is why government intervention is the line that divides socialists, conservatives, liberals, and libertarians.

**Various ways by which Government can boost teachers' morale through interventions.**

According to Camille A. Daley (2013) enthusiasm is contagious! Teachers who are enthusiastic and genuinely enjoy their job will typically see better academic results when compared to teachers who do not exhibit those characteristics. Every administrator should want a building full of happy teachers. It is critical that administrators recognize the value in keeping teacher morale high. They should have several strategies in place designed to boost teacher morale throughout the year.

- \* Allow teachers to showcase their strengths by modeling during faculty meetings.
- \* Offer continuous feedback, support, and guidance for teacher improvement.

- \* Pay their full entitlements when they have to attend conferences and workshops.
- \* Organize an over the top Teacher Appreciation (Teachers Day) full of goodies and surprises for teachers.
- \* Provide them bonuses at Christmas, Sallah and end of the year Academic.
- \* Provide meaningful professional development that is not a waste of their time.
- \* Follow through on any promises that you make.
- \* Provide them with the best resources and teaching tools that are available.
- \* Keep their technology up-to-date and working at all times.
- \* Keep class size as small as possible.
- \* Organize end of year for teachers with activities such as dinner and awards.
- \* Provide them with a terrific teacher's lounge/workroom with lots of extra comforts.
- \* Fill instructional material requests through any means if the teacher believes it will benefit their students.
- \* Provide teachers with furnished office accommodation.
- \* Encourage creativity and embrace teachers who think outside the box.
- \* Do not dismiss any concern that a teacher may have. Follow through with checking into it and always let them know how you handled it.
- \* Offer to mediate any conflicts a teacher may have with another teacher.
- \* Go out for your way to offer encouragement when you know a teacher is struggling either personally or professionally.
- \* Give teachers decision making opportunities in the school by allowing them sit on committees for employing new teachers, writing new policy, adopting curriculum, etc.
- \* Work with the teachers, not against the,

- \* Have an open door policy. Encourage teachers to bring their ideas and suggestions to you. Implement the suggestions you believe will benefit the school.
- \* Provide your Teacher of the Year a meaningful prize such as a N50,000 bonus stipend.
- \* Organize a Christmas and Sallah party for teachers with delicious food and a gift exchange.
- \* Treat each teacher with respect. Never talk down to them. Never question their authority in front of a parent, or another teacher.
- \* Take an interest in their personal lives learning about their spouse, kids, and interests outside of school.
- \* Have random teacher appreciation drawings with magnificent prizes.
- \* Let teachers be individuals. Embrace differences.
- \* Provide teachers the time to collaborate with each other on a weekly basis.
- \* Ask their opinion! Listen to their opinion! Value their opinion!
- \* Be an example! Stay happy, positive, and enthusiastic! [Camille.daley@sdhc.k12.fl.us](mailto:Camille.daley@sdhc.k12.fl.us)

## **2.5 Review of Empirical Studies**

Adediji (2006), investigated the effects of school, class and students' characteristics on math performance and attitude toward schooling. Based on Creemers' model (1994), the study attempted to test a causal model for the educational effectiveness. The sample consisted of 1241 JSS III students across Oyo State junior secondary schools students made up of 521 girls and 720 boys. These subjects were selected by the stratified random sampling method. According to him several measuring instruments were used. The validities and the reliabilities all instruments were confirmed. The results revealed a good fitness between the proposed model and the observed data. Also the results suggested that the proposed



model in this study was a good model for extending the educational effectiveness model in different areas of education. The implication of the outcome for the present study is a combination of multivariate teaching variables will ensure students' good academic performance.

Many researchers in Social Studies education: Mezieobi (1994); Adeyoyin (1994); Abdulkarim (1997); Okam (2002); Kadiri (2004); Agbonu (2005); Lawal (2010) have expressed serious reservation regarding the poor performance of Social Studies students recorded in their final year examination leading to the award of NCE. In these circumstances, Agbonu (2004) carried out a survey study among NCE III Social Studies students in the North Central Zone of Nigeria in order to determine their performance on the curriculum content structures of the subject to shape their political orientations, attitudes and skills in a bid at transforming them into enlightened, loyal and patriotic citizens who will contribute positively to the development of their nation. The research revealed that students registered a low performance in acquiring the norms and values of their political orientations, attitudes and skills in a bid at transforming them into enlightened, loyal and patriotic citizens who will contribute their quota to the development of the Nigeria society.

In the same vein, Lawal (2010) determined the impact of an employment of interactive teaching and learning techniques in enhancing students performance in higher cognitive operations which are bitterly required in a mastery of the multidimensional curriculum structures established in Social Studies education. The bearing of Lawal's (2010) research on the present investigation is that both of them are experimental research studies which are aimed at establishing the extent to which

students mastered the multidimensional curriculum structures in Social Studies, through two different methods of teaching, interactive and problem solving based teaching techniques and the traditional method. Lawal used a sample population of 360 NCE III students (from North-West) who were divided into two groups, experimental and control groups. These two groups were pre-tested before the experiment. He confirmed that the achievement level of these two groups were the same at the pre-test level. The experimental group was exposed to interactive and problem solving teaching technique for the period of 6 weeks, which the control group do not receive this type of treatment. After the treatment, the experimental group benefitted from the treatment intervention when compared to their control group counterpart. This investigation revealed that, an employment of an interactive and problem solving teaching methods in our classroom situations can enhance students' performance in Social Studies which bear on a mastery of the multidimensional curriculum structures which are rooted in Social Studies education.

Besides, investigation on the reasons why Social Studies students fail semester examinations by Kadiri (2004), revealed that proportionate number of them resort to cheating during examinations in order to pass as a result of poor teaching approach by their teachers. While so many of the students had to carry-over some courses.

Over the years, educational researchers (Brophy, 1986; Porter & Brophy, 1988, Ellett, 1990; Scriven, 1990; Peterson, Kromrey & Smith, 1990) have investigated many factors considered to affect student learning. At the heart of this line of inquiry is the core belief that teachers make a difference. There are continuing

debates about how much can the extant teachers' effectiveness be trusted to identify characteristics of effective teachers, and additional debates as well about how such research findings should frame the subsequent development of teacher evaluation systems.

In a study by Paul Wright, Sandra Horn and William Sanders of University of Tennessee, The Tennessee Value-Added Assessment System (TVAAS) was designed to use statistical mixed-model methodologies to conduct multivariate, longitudinal analyses of student achievement to make estimates of school, class size, teacher, and other effects. This study examined the relative magnitude of teacher effects on students' achievement while simultaneously considering the influences of intraclassroom heterogeneity, student achievement level, and class size on academic growth. The results show that teacher effects are dominant factors affecting student academic gain and that the classroom context variables of heterogeneity among students and class sizes have relatively little influence on academic gain. Thus, a major conclusion is that teachers make a difference. Implications of the findings for teacher evaluation, future research and for the present study is in the need to recognize and integrate multivariate teaching variables in addition to methodologies to improve on students' academic performance.

Working on the effects of peer tutoring as a teaching variable Xu, Yonghong, Hartman, Stacey Uribe, Guillermo, Mencke, Reed (2001), observed that the current literature examining the benefits of tutoring as a teaching variable at the postsecondary level indicates that the need for college tutoring is rising (Hock, Deshler & Schumaker, 1999; Houston & Lazenbatt, 1996; MacDonald, 1993;

Topping & Watson, 1996). A number of factors have been suggested as contributing to this increase, including the ever-increasing number of academically underprepared students entering college, higher expectations for incoming students, and changing characteristics of the post secondary institution.

Student enrollment at postsecondary institutions across the country is on the rise, bringing with it an increase in the number of students entering college without the skills necessary for academic success. One of the ways that this discrepancy in readiness manifests itself is through skill and strategy deficits. Students without the necessary academic skills are more likely to fail their courses and have lower graduation rates. Thus, while the door to college is open to increasing numbers, many students leave college without the benefits associated with a degree and without the skills necessary for future success (Hock et al., 1999).

In addition to the changing characteristics of incoming students, characteristics of postsecondary institutions are changing as well. Increased numbers of students are being served with the same, limited resources. This has often resulted in larger class sizes, encouraging a reversion to the traditional lecture style of instruction, in turn fostering less interactive teaching and learning (Topping, 1996; Topping & Watson, 1996). These trends oppose many of the newer teaching philosophies and practices that are often advocated in college teaching, including methods of promoting active learning and the use of cooperative learning techniques. However, with a ratio of one instructor to 100 students, giving the individual attention that is often necessary for this type of learning is often a great challenge. The question on how best to proceed should not necessarily involve a quantitative shift to do more with fewer resources,

but a qualitative one in which students obtain greater benefits from attending college (Kuh, 1996). Tutoring sessions with a smaller student-to-tutor ratio can provide the forum for this learning (Topping & Watson, 1996). Tutors can respond individually to a variety of student needs without having the challenge of teaching large numbers of students (Hock, Deshler & Schumaker, 1999).

The study proved that a skilled, trained tutor can often serve a vital role in helping students to achieve their academic goals. However, few quantitative studies have been undertaken to determine the effectiveness and benefits of peer tutoring at the postsecondary level. This study demonstrates that tutorial assistance, independent of the student-input variables of gender, multivariate teaching variables and high school GPA, had a significant effect on students' final examination scores in a mathematics and social sciences course taught at college level. Additional analysis revealed that the math performance of the selected sample had a positive relationship to student SAT score, high school GPA, and math placement level.

## **2.6 Multivariate Teaching Variables and Its Relevance to the Teaching of Social Studies**

Lingling Ma and Xin Ma, of the University of Kentucky in their research in 2005 on the estimating correlates of growth between Mathematics and Science achievement via a multivariate multilevel design with latent variables, identified the following multivariate teaching variables as what would affect student performance:-

- School context variables such as: Enrolment, school location, percent of students eligible for federal lunch assistance, percent of minority students, teaching experience of teachers, education level of teachers

(qualification) grade span, teacher-student ratio and computer-student ratio.

- School climate variables such as: Academic press, disciplinary climate, parental involvement, principal leadership, staff cooperation, teacher autonomy, teacher commitment, general support for mathematics, and extracurricular activities.

The implication of the above research with the present investigation is that Social Studies educators should be encouraged to help students achieve their full academic potential in Social Studies Education. A call for educational policies that promote and reward regular interaction and collaboration between Social Studies students in Colleges of Education and departments or teachers. A less dramatic strategy is to group Social Studies teachers according to experience rather than qualification so as to co-ordinate their efforts and develop coordinated remedial programmes for students with learning difficulties in Social Studies. The researcher suggest that perhaps it is school curriculum and instruction rather than school context and climate that promote balanced learning in Social Studies education. For example inquiry-based curriculum and instruction that emphasize activity-based teaching of Social Studies to promote teaching and learning of Social Studies education.

Mezieobi (2004) suggests that if our current practices in Social Studies education are to be made vital and valid in the classroom context, they must be made operational by the teacher through an employment of a variety of teaching methods. For teaching to be effective in the subject, according to Mezieobi (2004), it has to be focused on an application of a variety of methods which make for efficient mastery

on the part of learners for the ultimate accomplishment of a variety of defined objectives. He expatiates further that a conception of teachers in Social Studies goes beyond an employment of 'ways', 'approaches', 'avenues', 'procedures', and 'certain kinds of activities' by the teacher and the students working inter-actively with a view to inducing, inspiring and facilitating learning for the purpose of accomplishment of set instructional objectives.

Thus, because of its multidisciplinary and interdisciplinary curriculum structures and emphases, classroom pedagogy in Social studies Education must move towards a new synthesis in bringing component parts of the curriculum into some coherent shape so that multivariate teaching variables which bear on the practical activity of education could be brought to a new focus so that new kinds of understandings be generated.

While the foregoing considerations are largely instrumental to the introduction and teaching of Social studies in our Colleges of Education in Nigeria, the National Policy on Education (2004) endorses that an acquisition of citizenship norms, virtues and values by students must not be a chance affair. These curriculum structures have to be learnt and cultivated through the multivariate teaching variables established in teaching the subject. There is the need, therefore, for Social Studies education to be geared towards equipping teachers and learners with the necessary multivariate teaching variables which are rooted in the subject not only for cultivating civic responsibility but also for creating avenues and opportunities germane and compatible with human and social development.

The major emphasis in this study is on the vital need for teachers, students and government to recognise and employ the multivariate teaching variables in Social Studies not only to attain instructional effectiveness in classroom situations but also to bring about an enhancement and improvement of the performance of students in Social Studies education in Colleges of Education. Indeed, it is in this direction that this research study is tailored to make a contribution to the course of knowledge advancement.

### **Summary**

This study is intended to determine the effect of multivariate teaching variables on the performance of NCE Social Studies students in Colleges of Education in the North West Geo-political zone of Nigeria.

The multivariate teaching variables employed are from the perspectives of Teachers, students, Government and labour market in teaching Social Studies which are considered as assets which the teacher and students of Social Studies must necessarily employ in classroom pedagogy in order to make teaching and learning more effective in the students' academic performance (Lawal, 2009 Abdulkarim, 2006 and Ubah 2007). These scholars and teachers generally endorsed that each of various teaching variables in Social Studies need to be employed effectively by the teacher and students during classroom operations in order to foster and enhance academic performance.

These researchers also uphold that this development could lead to an attainment of effective academic performance by students in Social Studies Education.



The main difference between the empirical studies recounted above and the present study is that it is not only interested in the teachers' display of experience, qualification and motivational strategies, it is also interested on the vital need for teachers, students and government to employ all the multivariate teaching variables that will enhance effective academic performance of students in Social Studies classroom situation. Indeed, it is in this direction that this research study is tailored to make a contribution to the course of knowledge building and advancement.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1 Introduction**

This chapter is about the methodology employed in carrying out this study. It contains a description of the methods, strategies and instruments that were used. Specifically, it contains a description of the design of the study, population, sample and sampling procedure, instruments for data collection including validation and reliability procedures, the method of data collection and data analysis procedure.

### **3.2 Research Design**

The research is a descriptive survey, which is aimed at collecting and analysing responses of large samples of teachers and students to questionnaires designed to elicit their opinions and feelings. According to Aggarwal (2008) descriptive research is devoted to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation. This type of research method is not simply amassing and tabulating facts but includes proper analyses, interpretation, comparisons, identification of trends and relationships. Apart from the fact that this design by nature examines the degree of relationship between two or more variables but not causal relationship, the information required for the study are already in the domain of the respondents. A descriptive survey is chosen for this study to examine the effect of multivariate teaching variables on the academic performance of NCE Social Studies students in Colleges of Education in the North-West geo-political zone of Nigeria. It is to assess the effect of a single variable i.e teaching variables on the performance of NCE Social Studies students.

### 3.3 Population of the Study

The population for this research consists of Social Studies lecturers in all the conventional Colleges of Education in the north-west geo-political zone. There are a total number of twelve (12) Federal and State colleges of education out of which three (3) are technical and do not offer Social Studies while nine (9) are conventional and offer Social Studies. In all the nine (9) conventional Federal and State colleges used for the study, the total number of Social Studies lecturers is one hundred and twenty three (123). Also included in the study population are all the NCE III (300 Level) Social Studies students in all the nine (9) conventional Federal and State Colleges whose academic performance as represented by their examination scores/grades was used as correlate of the identified teaching variables. These students are 1379 in number. The table below is a breakdown of staff and student population in the colleges.

Table 3.3.1 – Distribution of Lecturers and Students Population

<i>S/NO</i>	<i>COLLEGE</i>	<i>STATE</i>	<i>STAFF</i>	<i>STUDENT</i>
1	COE Maru	Zamfara	8	110
2	COE Argungu	Kebbi	12	160
3	Shehu Shagari COE	Sokoto	12	152
4	COE Kumbotso	Kano	10	146
5	COE Gidan Waya	Kaduna	8	120
6	COE Gumel	Jigawa	7	96
7	FCE Zaria	Kaduna	36	309

8	FCE Katsina	Katsina	14	130
9	FCE Kano	Kano	16	156
10	FCE Gusau Technical	Zamfara	Social Studies offered	Social Studies not offered
11	FCE Bichi Technical	Kano	Social Studies offered	Social Studies not offered
12	Isa Kaita COE Dutsinma	Katsina	Social Studies offered	Social Studies not offered
	TOTAL		123	1379

**Source:** National Commission for Colleges of Education (2009)

### 3.4 Sample Size and Sampling Technique

In view of the nature of the population and the need for adequate representative of sample size, a systematic random sampling technique was adopted by using all the Social Studies lecturers in all the conventional Federal and State Colleges of Education in the North West zone except Federal College of Education, Kano and Kaduna State College of Education, Gidan Waya because they were used for pilot study. Five (5) lecturers were selected from each of the nine colleges offering Social Studies. In all 45 lecturers were thus systematically selected from the colleges on the basis of equality. Also, 34 NCE III Social Studies students in each of the colleges were selected on equality basis and their academic performance level was used as correlate of teaching variables. Thus, 306 NCE III Social Studies students were used for the study. This gave a total of 351 subjects.

### 3.5 Instrumentation

To ensure effective and adequate data generation and collection, a researcher-designed questionnaire was used. The questionnaire consist of structured and unstructured, and was used to generate data from Social Studies lecturers and students. The questionnaire was designed for the lecturers and the students. It was made up of four sections as follows:

Section A: Personal information on the respondents.

Section B: Items showing commitment to the multivariate teaching variables like motivational level, qualification, experience, staff development, and use of instructional materials.

Section C: Provides for open questions on Social Studies curriculum.

Section D: Statements relating to government intervention programmes/efforts.

Also records of students' performance as represented by their semester results in CGPA in Social Studies were obtained and used to assess performance.

In order to translate responses provided by the subjects of this study into needed data, responses were broken down into points as indicated below:

Four point scale

Strongly Agree (SA) = 4

Agree (A) = 3

Disagree (D) = 2

Strongly Disagree (SD) = 1

### **3.5.1 Validity of Instrument**

The content and construct validity method was relied upon in determining the validity of the instrument used in this study. The instruments for this study were vetted by the supervisor before they were submitted to some specialists in Social Studies, research methods and statistics to determine their suitability and adequacy, especially in content and construct. The comments and observations of the specialists were used to further modify the questionnaire to make it suitable to garner the information the researcher seeks.

### **3.5.2 Reliability**

To further validate the instrument and establish its reliability, a pilot test was conducted using Social Studies lecturers and students in Federal College of Education, Kano and Kaduna state College of Education, Gidan Waya having taken cognizance of the fact that the subject of pilot did not participate in the main study. The data collected from the pilot test were collated to determine the reliability index. In doing this Cronbach's Alpha was computed. Consequently, a reliability index of 0.799 was obtained. This index was considered adequate for the internal consistencies of the instrument. This confirms its reliability in line with the position of Kerlinger (1986) that an instrument is reliable if it lies between 0.5 and 1 because the closer the calculated value of the reliability co-efficient is to zero, the less reliable the instrument, and the closer the value is to 1, the more reliable.

### **3.6 Procedure for Data Collection**

Data collection procedure forms a very important part of research because it influences the quality of data collected. To obtain the data for this research, two main

procedures were used. The first procedure was that the researcher personally administered the questionnaire on the subjects of the study particularly the lecturers and the students. The second procedure was that the researcher liaised with departmental examinations officers in the department of Social Studies in all the colleges used for the study to obtain records of performance of the students used in this study, i.e. the NCE III final examination results which has been cumulatively calculated.

### **3.7 Data Analysis Procedure**

To analyze data, both descriptive and inferential statistics were used. Descriptive statistics such as frequency distribution, percentages, mean scores and standard deviation were used to analyze data on personal information. To test the hypotheses the researcher employed the inferential statistics. Thus, the Pearson Product Moment Correlation co-efficient was used to determine the relationship between students' academic performance and the multivariate teaching variables. The level of significance of rejection or retention was set at 0.05. The formulae of the mean, standard deviation and the Pearson's Product Moment Correlation Coefficient are presented in Chapter four.

## CHAPTER FOUR: RESULTS AND DISCUSSIONS

### 4.1 Introduction

This chapter presents the results and discussions of the findings. The chapter was divided into four sections with section A on demographic information, section B on answers to the research questions, Section C on test of null hypotheses while section D was a discussion of the results. Section E gave summary of the findings.

### 4.2 Presentation of Results.

Table 4.2.1 - Distribution of lecturers by age

Age	Frequency	Percentage
21-25	1	2.9
26-30	3	8.6
31-35	5	14.3
36-40	7	20
41-45	14	40.0
46 yrs and above	5	14.3
<b>Total</b>	<b>35</b>	<b>100</b>

The table 4.2.1 showed that 14 of the lecturers representing 40.0% are between 41 – 45 years while 5 (14.3%) are between 31 -35 years old, the same number as those of 46 years and above. While 7 others representing 20.0% between 36 – 40 years old, while 3 others are between 26-30 years, and the rest 1 of the lecturers is between 21-25 years.



**Table 4.2.2 - Distribution of lecturers by qualification**

<i>Highest education</i>	<i>Frequency</i>	<i>Percentage</i>
BA	3	8.6
BED	14	40
BSC	5	14.3
BSC. (ED)	6	17.1
MED	6	17.1
OTHERS	1	2.9
TOTAL	35	100.0

Details in table 4.2.2 revealed that 14 of the teachers representing 40.0% have BED certificate, while 6 (17.1%) each have BSC ED or MED certificates

**Table 4.2.3 – Distribution of Lecturers by Teaching Qualification.**

Do you have teaching qualification	Frequency	Percentage
YES	30	85.7
NO	5	14.3
Total	35	100.0

According to the table 4.2.3, 30 (85.7%) of the lecturers have teaching qualifications as against another 5 (14.3%) that do not have any teaching qualification

### 4.3 Answers to Research Questions

**Research Question 1:** Is there any relationship between students' academic performance and teachers staff development and scholarship?

**Table 4.3.1:** Relationship between students' academic performance and teachers' staff development and Scholarship

S/no	Items.	Mean	Std. Deviation	Std. Error
1	Most of the teachers are not sponsored to go for staff development training.	2.8571	1.1667	0.1489
2	Most of the teachers go for staff development training	3.400	0.5811	0.1868
3	Most of the teachers are sponsored to attend conferences and workshops through scholarships.	3.3143	1.1053	0.1900
4	Most of the teachers are not sponsored to attend conferences and workshops.	3.1714	1.1242	0.1972
5	Only few of the teachers utilize their staff development training in enhancing the teaching of Social Studies.	3.0857	1.1725	0.1981
	<b>Grand mean</b>	3.1256		

***Decision mean of 2.5000***

According to the breakdown of the responses in table 4.3.1, relationships do exist between students' academic performance and teachers' staff

development/scholarships. Reason being that the grand mean response of 3.1657 is higher than the decision mean of 2.500. Specifically, contributing more to this outcome are the items most of the teachers do go for staff development training and the sponsorship of attendance to conferences and workshops through scholarships, provided to teachers makes students to perform well in Social Studies with mean responses of 3.4000 and 3.3143 respectively.

**Research Question 2:** Does students' academic performance relate to teachers' Qualification and experience?

**Table 4.3.2:** Relationship between students' academic performance and academic Qualification and experience

S/no	Items.	Mean	Std. Deviation	Std. Error
1	Most of the social studies teachers in my college are not qualified and experienced	2.3429	1.4336	0.2423
2	They are not well qualified and well experienced	3.2571	1.2448	0.2104
3	Teachers' qualification and experience make students to perform well in social studies	3.9429	0.3380	0.0571
4	Most of the qualified and experienced teachers do not put in their best in class	3.2571	0.9185	0.1552
5	Only few of the teachers are qualified and experienced	2.6000	1.2175	0.2058
	<b>Grand mean</b>	3,0800		

***Decision mean of 2.5000***

Table 4.3.2 showed that relationship do exist between students' academic performance and teachers' academic qualification and experience. The reason for this being that the calculated grand mean of 3.0800 is higher than the decision mean of 2.5000. Specifically, influencing this position is the belief that teachers qualification and experience makes students to perform well in Social Studies as this item had mean of 3.9429.

**Research Question 3:** What is the relationship between students' academic performance and teaching methods employed by teachers'?

**Table 4.3.3:** Relationship between students' academic performance and teaching methods employed by teachers.

S/No	Items	Mean	Std.	Std.Error
1.	Most of the Social Studies teachers do not employ variety of teaching methods while teaching in the class.	3.2000	1.1324	0.1914
2.	Most of the Social Studies teachers employ variety of teaching methods while teaching in the class.	3.1714	1.2001	0.2028
3.	Teachers' employ variety of teaching methods do	1.8571	0.9121	0.1541

	not make students to perform well in Social Studies.			
4	Teachers' employ variety of teaching methods make students to perform well in Social Studies..	3.6571	0.8023	0.1356
5	Only few of the teachers utilize variety of teaching methods in the teaching of Social Studies	2.8571	1.3093	0.2213
	<b>Grand mean</b>	2.9485		

***Decision mean of 2.5000***

The relationship existing between students academic performance and teaching methods employed by teachers could be described as significant. This is because the grand mean response of 2.9485 is higher than the decision mean of 2.5000. the items that mostly influence this outcome is the belief that teachers employment of variety of teaching methods make students to perform well in Social Studies which has a mean of 3.6571.

**Research Question Four:** Is there any relationship between students' academic performance and instructional materials used by teachers?

**Table 4.3.4:** Relationship between students academic performance and instructional resources used by teachers.

<b>S/no.</b>	<b>Items</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Std. Error</b>
1	Most of the Social Studies teachers do not use instructional resources while teaching in the class	2.7714	1.2387	0.2093
2	Most of the teachers use instructional resources while teaching in the class	3.3714	0.9727	0.1644
3	Teachers' use of instructional resources do not make students to perform well in Social Studies	2.3714	1.4569	0.2462
4	Teachers' use of instructional resources make students to perform well in Social Studies	3.6286	0.7310	0.1235
5	Only few of the teachers utilize instructional resources in teaching of Social Studies	3.2571	1.0939	0.1849
	<b>Grand mean</b>	3.0799		

***Decision mean of 2.5000***

Details in table 4.3.4 above revealed that relationship exist between students' academic performance and Instructional resources used by teachers. Reason for this is that the grand mean response of all items under instructional resources used by teachers was 3.0799 which is much higher than the decision mean of 2.5000. According to the responses, teachers who use instructional resources make students to

perform well in social studies as this item had an overwhelming mean response of 3.6286. Also, the item that says that most Social Studies teachers use instructional resources while teaching in the classes with item mean of 3.3714, made much contribution to this relationship.

**Research Question 5:** What is the relationship between students’ academic performance and Teachers’ motivation and rewards?

**Table 4.3.5:** Relationship between students’ academic performance and teachers’ motivation and rewards.

S/no	Items.	Mean	Std. Deviation	Std. Error
1	Teachers are provided with decent office and accommodation	2.1714	1.1500	0.1944
2	Teachers are paid poor salaries and not given special loans .	3.8857	0.9001	0.1521
3	Teachers are paid good salaries and promptly	3.8856	0.9003	0.1601
4	Teachers are given special loans	2.2143	2.0054	0.3389
5	Teachers are paid good salaries and given special loan but still they do not put in their best	2.5714	1.500	0.2536
	Grand mean	3.0856		

*Decision mean of 2.5000*

The relationship between students' academic performance and teachers' motivation and rewards is significant. This is because the calculated grand mean response of 3.0856 of items under teachers motivation and rewards is greater than the decision mean of 2.500. Specifically resulting into this outcome is that teachers are paid poor salaries and not given special loans with mean response of 3.8857 and the opinion that teachers are paid good salaries promptly with mean of 3.8856, are the major items that result into this outcome, the conclusion that students' performance and teachers motivation and rewards are related.

**Research Question 6:** What is the relationship between students' academic performance and government intervention programmes?

**Table 4.3.6:** Relationship between students' academic performance and government intervention programmes.

S/no	Items.	Mean	Std. Deviation	Std. Error
1	Most of the college buildings are done as a result of government intervention fund adequately provided	3.5429	1.0100	0.1707
2	Most of the college buildings are not adequate as a result of government inadequate funding provided	2.5143	1.4010	0.2368
3	Learning facilities such as books in the library and journals are adequately provided by government	3.2571	0.9500	0.1605
4	Learning facilities in social studies such as current books and journals are not adequately provided by government intervention fund	3.2570	1.0100	0.1707



5	Only few social studies books and journals are available in the library	2.3714	1.1903	0.2012
6	Most of the social studies textbook and journals in the college library are not current and up-to-date	3.1714	1.0977	0.1855
7	Most of the social studies textbook and journals are not relevant to the course outline	3.4000	1.0058	0.1702
8	Most of the handouts prepared and sold to the student are at affordable price	3.6286	0.8075	0.1365
9	Good quality textbooks are sold to students at affordable price	3.2571	1.2448	0.2104
10	There are no departmental library and standard social studies workshop	3.6000	0.7356	0.1243
<b>Grand mean</b>		3.1999		

***Decision mean of 2.5000***

According to table 4.3.6, the grand mean of 3.1999 is higher than the decision mean of 2.5000 which shows that relationship exists between students' academic performance and government intervention programmes. Specifically, there are no departmental libraries and standard Social Studies workshop in most of the colleges, with mean of 3.6000 made the highest contribution to this development.

#### **4.4 Testing of Null Hypotheses**

**Null hypothesis one:** Relationship between students academic performance in Social Studies and Staff development/scholarship provided for the teachers in Colleges of Education.

**Table 4.4.1:** Relationship between students' academic performance in Social Studies and Staff development/Scholarship provided for the teachers in Colleges of Education

<b>Variables</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>Correlation index</b>	<b>Df</b>	<b>P</b>
Students Academic Performance	35	3.7097	0.3683			
Staff development and scholarship	35	10.7290	3.1293	0.786**	33	0.000

Source: *Statistical Package for Social Science*

To test this hypothesis, Pearson Product Moment Correlation (PPMC) statistics was used. The summary of the computations is found on table 4.4.1. From table 4.4.1 the observed r-value was found to be 0.786 at  $\alpha(\alpha) = 0.05$  with  $df = 33$ , the observed value was found to be significant, therefore the null-hypothesis was rejected

**Null hypothesis Two:** Relationship between students' academic performance in Social Studies and Teachers' Academic qualification and experience in Colleges of Education.

**Table 4.4.2:** Relationship between students' academic performance in Social Studies and Teachers' Academic qualification and experience in the Colleges of Education

Variables	N	Mean	S.D	Correlation index r	Df	P
Students' Academic Performance	35	3.7097	0.3683			
Teachers' Academic Qualification and experience	35	11.3623	3.7214	0.886**	33	0.000

Source: *Statistical Package for Social Science*

To test this hypothesis, Pearson Product Moment Correlation (PPMC) statistics was used. The summary of the computations is found on table 4.4.2. From table 4.4.2, it could be observed that the r-value was found to be 0.886 at  $\alpha = 0.05$  with  $df = 33$ . As the observed value was found to be significant the null hypothesis was therefore rejected.

**Null hypothesis Three:** Relationship between students' academic performance in Social Studies and the teaching methods used by teachers in the students in Colleges of Education.

**Table 4.4.3:** Relationship between students' academic performance in Social Studies and the teaching methods used by teachers in Colleges of Education.

Variables	Mean	S.D	Correlation index r	df	P	
Students Academic Performance	35	3.7097	0.3683			
Teaching Methods employed by Teachers	35	13.4286	5.0426	0.862**	33	0.000

**Source:** *Statistical Package for Social Science*

To test this hypothesis, Pearson Product Moment Correlation (PPMC) statistics was used. The summary of the computations is found on Table 4.4.3. From the table 4.4.3, the observed r value was found to be 0.862 at  $(\alpha) = 0.05$  with  $df = 33$ . The observed value was found to be significant. Therefore, the null hypothesis was rejected.

**Null hypothesis four:** Relationship between students' academic performance in Social Studies and instructional resources used by Teachers in Colleges of Education.

**Table 4.4.4:** Relationship between students' academic performance in Social Studies and instructional resources used by Teachers in Colleges of Education

<b>Variables</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>Correlation index r</b>	<b>Df</b>	<b>P</b>
Students' Academic Performance	35	3.7097	0.3683			
Instructional resources used by Teachers	35	12.9714	3.8534	0.906**	33	0.000

**Source:** *Statistical Package for Social Science*

To test this hypothesis, Pearson Product Moment Correlation (PPMC) statistics was used. The summary of the computations is found on table 4.4.4. From the table 4.4.4, the observed r-value was found to be 0.906 at  $\alpha = 0.05$  with  $df = 33$ .

The observed value was found to be significant consequently, the null hypothesis was rejected.

**Null hypothesis five:** Relationship between students academic performance in Social Studies and teachers motivation /rewards in Colleges of Education

**Table 4.4.5.** Relationship between students’ academic performance in Social Studies and teachers motivation/rewards in College of Education

<b>Variables</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>Correlation index r</b>	<b>Df</b>	<b>P</b>
Students academic performance	35	3.7097	0.3683			
Teachers motivation/rewards	35	13.5143	4.7488	0.975**	33	0.000

Source: Statistical Package for Social Science

To test the hypothesis, Pearson product Moment Correlation (PPMC) was used. The summary of the computations is found on Table 4.4.5. From the table 4.4.5, the observed R value was found to be 0.975. At ( $\alpha$ ) = 0.05 with df = 33, the observed value was found to be significant. Therefore, the null hypothesis was rejected.

**Null hypothesis six:** Relationship between students’ academic performance in Social Studies and government intervention programmes in Colleges of Education.

**Table 4.4.6:** Relationship between students’ academic performance in Social Studies and government intervention programmes in Colleges of Education

<b>Variables</b>	<b>Mean</b>	<b>S.D</b>	<b>Correlation index r</b>	<b>Df</b>
Students Academic Performance	291 3.7097	0.3683		
Government intervention programmes	326 14.1687	6.6308	0.670**	324 0.000

Source: *Statistical Package for Social Science*

To test this hypothesis, Pearson Product Moment Correlation (PPMC) statistics was used. The summary of the computations is found on table 4.4.6. From the table 4.4.6, the observed R-value was found to be 0.670. At  $\alpha = 0.05$  with  $df = 324$ , the observed value was found to be significant. Therefore, the null hypothesis was rejected.

#### **4.5 Summary of findings**

1. Most of the teachers who participated in this study were relatively young people as about 86% that is 30 out of 35 of them were below the age of 46 years.
2. None of the respondents has less than B.Ed degree as entry qualification into teaching job.
3. 85.7% of the respondents had teaching qualification.
4. Relationship exists between students' academic performance in Social Studies and Staff development/Scholarship provided for the teachers in Colleges of Education.
5. There is relationship between students' academic performance in Social Studies and teachers' teaching methods.

6. Students' academic performance in Social Studies relate positively to Teachers' Academic qualification and experience.
7. Relationship exists between students' academic performance in Social Studies and Students' Motivation and rewards in the Colleges of Education.
8. There is significant relationship between students' academic performance in Social Studies and government intervention programmes in Colleges of Education.

#### **4.5 Discussion of the findings**

In this chapter, descriptive statistics method was used to describe the results. All the hypotheses were tested and the research questions answered.

The results of hypothesis one indicated that this hypothesis is rejected which also indicated that the research question has been answered. This finding is in conformity with revelation of Abdulrazaq (2007) who according to him could be attributed to the efficacy of the strategies employed by the College authorities in the implementation of their staff development programme. He had argued further that this motivational strategy goes a long way in encouraging staff that may not ordinarily have been able to leave their job to pursue additional training programme however useful such may be to their professional competency.

Furthermore, Bainbridge (2010) was of the opinion that the quality of staff in term of competency provided for by additional training even if by way of seminars and workshops also contributes. In term of the effects of staff development as motivational strategy in teaching and learning process Bandura (1997) submitted that the benefits as in pay back has been tremendous in students' academic performance.

However, information from <http://findarticles.com/articles/mi-ga> in Wikipedia (2011) maintains that only directional staff developments have remained beneficial to academic staff in colleges and Universities across the world.

The results of hypothesis two indicated that this hypothesis is rejected which also indicated that the research question has been answered. Besides, respondents for this hypothesis were the teachers themselves who it was believed provided the information that established the fact that their academic and professional qualification have been of tremendous assistance to the students to the extent that it has positive effect on their performance. However, cognizance should be taken of this result with caution as the teachers may not ordinarily have admitted that their qualifications and experience have negative effect(s) on students' academic performance. Therefore, it is expected as once said by Tracy and Sedlacek (1984) that teachers, cognate experience should naturally influence students' academic performance because what they do could easily amount to repetition of ideas. This is also in line with the position of Ubah (2001) who had earlier maintained that social studies teachers' cognate experience and qualification affects their cognitive knowledge of the subject in the teaching of it.

The finding further indicated that there is significant effect of the cognitive knowledge of Social Studies teachers years of experience and qualification on their performance in the teaching of Social Studies in the Colleges of Education. This finding is in line with Topping and Watson, (1996), which proved that a skilled trained tutor (qualified and experienced) can often serve a vital role in helping the students to achieve their academic goals.



The result of hypothesis three indicated that this hypothesis is rejected which also indicated that the research question has been answered. The outcome of this study is in line with the preceding findings. Mezieobi, Fabura and Sam (2013) in their book on teaching methods indicated that of all the areas of the social studies curriculum, it is the teaching method that make the actual practice of teaching come alive, make the subject of social studies interesting to students a mechanism for social studies gold-object accomplishment. That relationship exist between students academic performance and variety of teaching methods employed by teachers while teaching, confirms the position advocated for by the researcher as represented by Mezieobi and others proposition.

The results of hypothesis four indicated that this hypothesis is rejected which also indicated that the research question has been answered. The outcome of this study in this respect should be understood from the perspective of the preceding findings. Macgregor and others (1988) writing on effects of computer augmented learning environment on students' achievement with differing cognitive styles underscored the usefulness of instructional materials when they maintained that good learning resources are compliments to whatever limitation a teacher may have in teaching-learning process. That relationship exists between students' academic performance and instructional materials used by the teachers confirms the position advocated for by earlier researcher as represented in Macgregor and others' proposition.

The results of hypothesis five indicated that this hypothesis is rejected which also indicated that the research question has been answered this finding is in

conformity with revelations from the submission Reiss, (2004) who had earlier identified financial rewards and gain as one of the sixteen basic desires to motivating teachers to adequate service delivery. The teachers in the content of this study enjoyed good pay and promptly that is capable of stimulating good service delivery which in turn have been of positive effect on their profession callings on which has ultimately lead to improvement in students academic performance as discovered through the findings of the present study.

Further more, a UNESCO(2008) report maintained that a living wage is in its self an incentive to good performance. It is therefore to be understood from this background why motivation and rewards for teachers in colleges of Education bear significant relationship with students academic performance as found in this study, according to Usman (1999) motivation and rewards for teachers across board, are stimulant to learning. according to him, with good motivation and rewards particularly from government teachers are better equipped with necessary tools to help their students to perform well in their studies.

The result of hypothesis six indicated that this hypothesis is rejected which also indicated that the research question has been answered. Government Intervention Programme is understandable when viewed from the fact that no such intervention was a major mandate of Education Trust Fund (ETF) which of late has transmuted to Tertiary Education Trust Fund (TETF). The ETF/TETF is known to have made significant impact in its contributions through various intervention programmes of supplying teaching equipment and materials, upgrading of infrastructures, building of classroom and laboratories and so on. The reason why the outcome of the study in

this respect was like this may not have been established, since additional information was not provided for the establishment of the extent of the said intervention. Caution is therefore advocated when this is to be used as a basis for establishing government intervention programmes in aid of Colleges of Education.

## **CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Introduction**

This chapter summarizes the study, concludes and offers recommendations based on the outcome of the study, as well as providing suggestions for further studies in the area of uncompleted findings.

### **5.2 Summary of major findings**

1. Staff development and scholarship promote teaching and learning at NCE level.
2. Academic qualification and teachers experience are significant factors in staff recruitment at NCE level and subsequently influence academic performance of Social Studies Students.
3. Employment of variety of teaching methods by teachers have significant influence on academic performance of students at NCE level of academic.
4. Use of instructional resources by teachers have significant influence on academic performance of students at NCE level of academics.
5. Teachers' motivation and rewards significantly influence academic performance.
6. Government intervention programmes have significant effect on the over all academic performance in schools especially at NCE level.

### **5.3 Conclusions.**

A total of six null hypotheses were presented and tested. From the outcome of the study it can be concluded that:

- i. Significant relationship exists between students' academic performance in Social Studies and Staff development/scholarship provided for the teachers in Colleges of Education.
- ii. Significant relationship exists between students' academic performance in Social Studies and Teachers' Academic qualification/experience in Colleges of Education.
- iii. Significant relationship exists between students' academic performance in Social studies and teaching methods employed by teachers in Colleges of Education.
- iv. Significant relationship exists between students' academic performance in Social Studies and instructional resources used by Teachers in Colleges of Education.
- v. Significant relationship exists between students' academic performance in Social Studies and teachers motivation/rewards in Colleges of Education.
- vi. Significant relationship exists between students' academic performance in Social Studies and government intervention programmes in Colleges of Education.

#### **5.4 Recommendations**

It is considered that the teaching and learning of Social Studies in the Colleges of Education is of paramount importance because of the position of the subject in the implementation of the Universal Basic Education curriculum. For this reason the following recommendations are made on the basis of the outcome of this study, as

means of enhancing students' academic performance in Social Studies at the college level.

1. A deliberate policy aimed at staff development should be put in place by the authorities of the Colleges of Education to ensure that their staff are provided the opportunity to improve on their professional training while still on the job as this will enhance professionalism.
2. Teachers' salaries are generally not paid as at when due. The fact that prompt payment of salaries can be an encouragement to teachers on their job thereby improving their commitment which could positively improve students' academic performance as found in this study, measures that will ensure prompt payment of salaries should be put in place by each College Council.
3. As significant relationship was found to exist between students' academic performance in Social Studies and government intervention programmes in Colleges of Education, it will be desirable for government at the Federal level to increase her funding of Tertiary Education Trust Fund to enable it provide adequate intervention programmes in the provision of infrastructure and teaching aids to the colleges.
4. Academically qualified teachers are better positioned to give the best to the students. It is for this that a deliberate policy should be put in place by the authorities of the colleges to ensure that teachers of Social Studies possess terminal degree.
5. There is an old axiom that experience is the best teacher. In this regard it is suggested that newly recruited teacher should be put under very senior

colleagues in order to have the required experience before being given full teaching responsibility as practiced in the University system when graduate assistant is newly recruited.

6. Since instructional resources used by Teachers in Colleges of Education positively relate to students' academic performance in Social Studies, concerted efforts should be made by the various college authorities to improve on acquisition of modern instructional resources including Computer Assisted Programme (CAP) and Computer Assisted Instruction (CAI) software to aid teaching and learning process.

### **5.5 Original contributions to knowledge**

- The use of multivariate teaching variables in teaching and learning of Social studies at NCE level of education in this study is unique and enhance and promote academic performance.
- Teaching and learning is enriched by staff development and scholarship, teachers qualification and cognate experience, motivation and rewards amongst others as revealed in this study. The outcome of this study can further promote students' interest towards Social Studies at NCE level.
- A study such as this on the use of multivariate teaching variables and the effects that they could have on the academic performance of NCE Social Studies students, have shown that this approach have the tendency of developing positive critical thinking skills amongst students and subsequently inculcating in them the spirit of Social science scholarship.

## **5.6 Implication**

As the findings in this study revealed that students' academic performance relate to all the multivariate variables identified in this study paying spirited attention to them will not only enhance students' performance in the teaching learning process it will contribute significantly to students' academic performance.

## **5.7 Suggestions for further studies**

A similar study should be conducted using other Colleges of Education in other Geo-political zones in Nigeria.

A study to determine relationship between social, economic and cultural factors and Students' academic performance is desirable.



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**APPENDIX A**

**EFFECTS OF MULTIVARIATE TEACHING VARIABLES ON THE ACADEMIC PERFORMANCE OF NCE SOCIAL STUDIES STUDENTS IN COLLEGES OF EDUCATION IN NORTH-WEST GEO-POLITICAL ZONE, NIGERIA**

**QUESTIONNAIRE FOR LECTURERS**

**SECTION A**

**PERSONAL INFORMATION**

**Instruction:** Please respond to all the items on this questionnaire. Tick the answer that is nearest to your opinion. Your response will be kept in confidence and used for the purpose of research only.

1. Age
  - 21-25years ( )
  - 26-30years ( )
  - 31-35years ( )
  - 36-40years ( )
  - 41-45years ( )
  - 46 years and above ( )
  
2. Highest Qualification
  - B.A ( )
  - B.Ed ( )
  - B.Sc ( )
  - B.Sc (Ed) ( )
  - M.Ed ( )
  - Others (Indicate)-----

3. Do you have teaching qualification?

Yes ( )

No ( )

IF YES indicate which of these

PDE ( )

PGDE ( )

B.Ed ( )

B.A (Ed) ( )

4. Experience

0-3years ( )

4-7years ( )

8-11years ( )

12-15years ( )

16-19years ( )

20 years and above ( )

5 Name of your College-----

## SECTION B

Items showing commitment to the Multivariate Teaching Variables that enable the Teachers to improve or otherwise on the teaching of Social Studies in the Colleges of Education

S/N	STATEMENT	SA	A	D	SD
<b>STAFF DEVELOPMENT/SCHOLARSHIP</b>					
	Most of the teachers are not sponsored to go for staff development training				
	Most of the teachers go for staff development training				
	Most of the teachers are sponsored to attend conferences and workshops.				
	Most of the teachers are not sponsored to attend conferences and workshops.				
	Only few of the teachers utilize their staff development training in enhancing the teaching of social studies.				
<b>MOTIVATION/REWARDS</b>					
In my College					
	Teachers are provided with decent office accommodation				
	Teachers are paid poor salaries and not given special loans				
	Teachers are paid good salaries and promptly.				

	Teachers are given special loans.				
	Teachers are paid good salaries and given special loan but still they do not put in their best				
	USE OF TEACHING METHODS				
	Most of social studies teachers do not employ variety of teaching methods while teaching in the class.				
	Most of the teachers employ variety of teaching methods while teaching in the class.				
	Teachers use of variety of teaching methods do not make students to perform well in social studies.				
	Teachers use of variety of teaching methods make students to perform well in social studies.				
	Only few of the teachers utirlise variety of teaching methods in the teaching of social studies.				
	QUALIFICATION AND EXPEREINCE				
	Most of the Social Studies teachers in my college are not qualified and inexperienced				
	They are not well qualified and experienced				
	Teachers' qualification and experienced makes students to perform well in Social Studies				
	Most of the qualified and experienced teachers do not				

	put in their best in class				
	Only few of the teachers are qualified and experienced				
USE OF INSTRUCTIONAL RESOURCES					
	Most of the Social Studies teachers do not use instructional resources while teaching in the class				
	Most of the teachers use instructional resources while teaching in the class				
	Teachers' use of instructional resources do not make students to perform in Social Studies.				
	Teachers' use of instructional resources makes students to perform in Social Studies.				
	Only few of the teachers utilize instructional resources in teaching of Social Studies				
MOTIVATIONS AND REWARDS In my College					
	Teachers are provided with decent office accommodation				
	Teachers are paid poor salaries and not given special loans				
	Teachers are paid good salaries and promptly.				
	Teachers are given special loans.				
	Teachers are paid good salaries and given special loan but still they do not put in their best				

SECTION C- RESPOND FREELY (TEACHERS' QUESTIONNAIRE)

Which areas of the Social Studies curriculum do you find difficult to teach to the students?

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Which areas of the Social Studies curriculum do you find easy to teach the students?

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SECTION D

Item showing commitment to the Multivariate Teaching Variables that enable Government to improve or otherwise in the teaching and learning of Social Studies Education in Colleges of Education.

In my College

S/N	STATEMENT	SA	A	D	SD
1	Most of the college buildings were built as a result of government intervention fund adequately provided				
2	Most of the college buildings are not adequate as a				

	result of government inadequate funding provided				
3	Learning facilities such as books in the library and journals are adequately provided by government				
4	Learning facilities in Social Studies such as current books and journals are not adequately provided by government intervention fund				
5	Only few Social Studies books and journals are available in the library				
6	Most of the Social Studies textbook and journals in the college library are not current and up-to-date				
7	Most of the Social Studies textbook and journals are not relevant to the course outline				
8	Most of the handouts prepared and sold to students are at affordable price				
9	Good quality textbooks are sold to students at affordable price				
10	There are no departmental library and standard Social Studies workshop				



**QUESTIONNAIRE FOR STUDENTS**

Name of College \_\_\_\_\_

SECTION A

RESPOND FREELY

Which areas of the Social Studies courses do you find difficult and problematic?

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Which areas of the Social Studies courses do you find easy to understand?

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**QUESTIONNAIRE FOR LECTURERS AND STUDENTS**

Items Showing Commitment to the Multivariate Teaching Variables that Enable Government to Improve or Otherwise in the Teaching and Learning of Social Studies Education in Our Colleges of Education.

In my college

1. Most of the college buildings are done as a result of government intervention fund adequately provided.
2. Most of the college buildings are not provided as a result of government inadequate funding
3. Learning facilities such as books in the library and journals are adequately provided by government intervention fund.
4. Learning facilities in Social Studies such as current books and journals are not provided by government intervention fund.
5. Only few Social Studies books and journals are available in the library
6. Most of the Social Studies text book and journals in the college library are not current and up-to-date.
7. Most of the Social Studies text book and journals are not relevant to the course out line
8. Most of the handouts prepared and sold to students are at affordable price.
9. Good quality text books are sold to students at affordable price.
10. There are no departmental library and stand ar d Social Studies workshop

SA	A	D	SD