

**INFLUENCE OF SOCIAL STUDIES TEACHERS' PROFESSIONAL  
TRAINING ON JUNIOR SECONDARY SCHOOL STUDENTS'  
PERFORMANCE IN KADUNA STATE, NIGERIA**

**BY**

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AHMADU BELLO UNIVERSITY,  
ZARIA – NIGERIA**

**JULY, 2018**

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**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,  
FACULTY OF EDUCATION,  
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ZARIA – NIGERIA**

**JULY, 2018**

## **DECLARATION**

I declare that the work in this thesis entitled “Influence of Social Studies Teachers’ Professional Training on Junior Secondary School Students’ Performance in Kaduna State, Nigeria” has been carried out by me in the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria. The information derived from the sources of literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other institution.

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Shuaibu Ayuba

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Date

## CERTIFICATION

This thesis entitled “INFLUENCE OF SOCIAL STUDIES TEACHERS’ PROFESSIONAL TRAINING ON JUNIOR SECONDARY SCHOOL STUDENTS’ PERFORMANCE IN KADUNA STATE, NIGERIA”, by SHUAIBU AYUBA, meets the regulations governing the award of the degree of Doctor of Philosophy in Education (Curriculum and Instruction) of the Ahmadu Bello University, Zaria and is approved for its contributions to knowledge and literary presentation.

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## **DEDICATION**

This study is dedicated to my lovely parents Alhaji Ayuba Umar and Hajiya Asmau Umar (Sarkin Dogon Bauchi), my late children Mohammed Hayatudeen and Asma'u.

## ACKNOWLEDGEMENTS

The completion of this research work would not have been made possible but for the kind encouragement, support, cooperation, assistance and advice the researcher received from numerous people. The researcher therefore wishes to express his sincere gratitude to all those who have in one way or the other contributed to the successful completion of the programme.

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I cannot forget to thank my wife, children, brothers, sisters, friends, course mates and well-wishers for their numerous contributions.

## **ABSTRACT**

This study titled, “Influence of Social Studies Teachers Professional Training on Junior Secondary School Students’ Performance in Kaduna State”. The study had five objectives, five research questions, and five null hypotheses. The objectives were to determine the influence of knowledge of subject matter, use of instructional materials, use of communication skills, years of teaching experience and teacher professional qualifications on students’ performance in social studies in Kaduna State, Nigeria. The study covered only social studies teachers within the three (3) senatorial zones of Kaduna State, namely zone one (1) Northern Kaduna, zone two (2) Kaduna Central and zone three (3) Southern Kaduna. The study reviewed related literature on behaviourist theory, constructivist theory, social learning theory, profession and characteristics of a professional teacher, teacher education and objectives. Others include, teacher and the world of education, concept of social studies, performance, elements of teaching effectiveness in social studies, effective teaching procedures in social studies and communication. Out of the three reviewed theories, the social learning theory was used as a guide to the study. Under empirical studies, the study reviewed research works that are related to the study, some of the studies shows that the variables investigated have significant influence on the performance of students. The study adopted descriptive survey design. Two thousand, two hundred and seventy one (2, 271) social studies teachers of public secondary schools formed the population of the study. A total of three hundred (300) social studies teachers selected from thirty (30) public secondary schools were sampled based on stratified sampling technique. The study adopted the stratified sampling technique. The instrument used to collect data was a fixed response questionnaire designed by the researcher. Frequency and percentages were used in analyzing the respondents’ opinions, while one sample t-test was used to test the

hypotheses at  $P < 0.05$  level of significance for acceptance or rejection and all the hypotheses were rejected. The findings revealed that knowledge of social studies, teachers' use of instructional materials in teaching and learning, teachers' communication skills, teachers years of teaching experience and teachers' professional qualifications have positive influence on the performance of students in social studies. Based on the findings, it was recommended amongst others, that focus should be made on improving teachers' performance through workshops on subject matter knowledge and on effective communication skills. Also, recruitment of teachers should be based on professional training and area of specialization.

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## **LIST OF ABBREVIATIONS AND SYMBOLS**

GPA – Grade Point Average

SAT – Scholastic Assessment Test

PISA – Programme for International Student Assessment

OECD – Organization for Economic Co-operation and Development.

SQ3R – Survey, Questions, Read, Recite and Review

KWL – Know, What, Learned

CAI – Computer Assisted Instruction

TPTQ– Teacher Professional Training Questionnaire

% - Percentage

F - Frequency

< - Less than

> - Greater than

DF - degree of freedom

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Appendix I: Questionnaire for Teachers

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## OPERATIONAL DEFINITION OF TERMS

<b>Teacher Education</b>	Teacher Education is all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the education profession or to discharge his /her responsibilities more effectively.
<b>Professional Teacher</b>	One who has achieved a long period of training in education from any recognized institution in any country.
<b>Professional Training</b>	Is simply a training that teaches skills relevant to working in a certain profession.
<b>Experienced Teachers</b>	Are those who have taught for many years (5years and above) and are able to motivate students and hold their attention, know how to manage classroom effectively and can change course in the middle of a lesson to take advantage of unforeseen opportunities to enhance students learning.
<b>Teachers' Professional Qualification</b>	Is tied to his/her competence in instruction and management of students and material in the classroom.
<b>Subject Matter Knowledge</b>	Refers to teachers' understanding of the subject he/she teaches.

## **CHAPTER ONE INTRODUCTION**

### **1.5 Background to the Study**

Education is an important instrument for achieving national development. It is through the process of education that mastery is generated for the transformation and advancement of both the individual and the society at large. It is thus the building block for social, economic and industrial development of any nation. The level of sophistication attained by various countries as regards poverty reduction, self-reliance, scientific, economic and technological development cannot be deprived from gigantic strives made in the educational system and indeed the level of competency and effectiveness of the teachers who are the main implementers and the translators of the educational policies (Obadara, 2011).

Every educational system at all levels depends heavily on teachers' competence for the execution of government educational programmes. Teachers are highly essential for successful operation of the educational system and also important tool for educational development. Without competent teachers employed to work in a school, educational facilities will be too difficult to be utilized. Undoubtedly, the success and quality of any educational system depends on the quality and quantity of teachers input into the system. Since there is no educational system that can improve better than it's teachers, the commitment of teachers to the system is a vital issue. The teachers interpret the aims and goals of education through what they teach and educate the students as well as in accordance with educational policies. Darling-Hammond (2000), asserts that, the nation interested in improving students' performance should have to look into the preparation and qualification of teachers as some of the forces that makes the teacher competent.

For education to continue to rise, it is imperative that teachers at various levels of education be committed to their jobs so as to put in their best in the attainment of school goals. Darling-Hamman (2000), stated that, the single biggest factor affecting academic growth of any population of youngsters is the effectiveness of the individual classroom teacher. The teachers' effects on academic growth carry more weight than any other factor.

The teacher is one of the chief determinants of educational achievement, whose academic qualification, relevant professional training, work experience among others are most significant determinants of students' performance. Similarly, teachers at all levels of education play an important role of pivoting the growth and direction of education. It is an acceptable fact that teachers are the most important elements in education and that teachers are highly instrumental to the success of any government programmes. This is because apart from being at the implementation levels of any educational policy, the realization of these programmes also depends greatly on teachers' dedication, competency and commitment to their jobs (Adeyemi, 2007).

In any educational system, the social studies teacher performs the significant function of perpetuating society's heritage and energizing human resources towards social progress. This shows that the teacher is an important variable in the teaching and learning process. Hathie (2003), observed that the teacher accounts for about thirty percent of variance in students' achievement. His mastery, skills and attitude are instrumental in creating the conditions for learning. Indhumathi (2011), identified the teacher as the initiator of the learning process, the facilitator of learning skills, the coordinator of learning sequence and indeed the pivoted element in the entire education development. This makes the social studies teacher the most formidable determinant of quality learning.

Some characteristics that make the social studies teachers competent have been discussed in several studies. For example, Leigh and Mead (2005), noted that the teacher characteristics include attributes such as teachers' mastery base, sense of responsibility, communication skills, his experience, in-service training and inquisitiveness. Social studies teachers must possess vital skills such as personality characteristics and behaviours that students perceive to impact their motivation to learn, since it is a teachers' job to connect with each student to foster the passion and excitement to learn (Littkey, 2004).

A resourceful instruction needs to give all students the opportunity to grasp the content taught at a time. Parker (2000), notes that the social studies teacher has a responsibility to include controversial issues and current events in the curriculum. He believes that students need to study issues on which there are some disagreements so as to practice analyzing problems; gathering and organizing facts; discriminating between facts and opinions; discussing differing viewpoints and drawing tentative conclusions. Exposing students to controversial issues in their studies enable them to develop the capacity for ethical and moral reasoning so that they become critically reflective thinkers. The social studies classroom should therefore focus on using instructional materials which will help mold students' character (Dube, 2009). Lack of use of appropriate instructional materials for the intellectual level of students denies students' active participation in their learning. Jotia (2008), has observed that "lack of students' involvement in the teaching process makes teachers the subjects of the learning process while students are dissolved to the level of objects that are just receiving deposits and their critical awareness is compromised." Teachers should bear in mind that the effective teaching of social studies which can help them achieve the goals is learnt

through effective use of instructional materials, participation in teaching and learning, doing and experiencing.

Instructional materials are the devices developed or acquired to assist or facilitate teachers in transmitting, organized mastery, skills and attitude to learners within an instructional situation. Teachers use different instructional materials to motivate learning. Teachers often make use of textbooks, charts, models, graphics, realia as well as improvised materials. The success in skill and mastery acquisition in an instructional situation depends on the suitability of the instructional material, adequacy and effective utilization of the available materials. Experience is an important indicator of professionalism, thus experience teachers have a richer background to draw and contribute insight and ideas of the course of teaching and learning are open to correction and are less dictatorial in the classroom. Anita (2013), stated that, students taught by more experienced teachers achieve at a higher level, because their teachers have mastered the content and acquired classroom management skills to deal with different types of classroom problems. Furthermore, more experienced teachers are considered to be more able to concentrate on the most appropriate way to teach particularly students who differ in their abilities, prior mastery and background. Well professionally qualified teacher is one who was fully certified and held the equivalent of a major in the field being taught. Huang and Moon (2009), documents that the professional qualification accounted for approximately 40 to 60 percent of the variance in average of students' achievement in assessment. The good performance of students was attributed to the excellent instructions given by professionally qualified teachers in addition to other inputs.

Teachers have been shown to have an important influence on students' academic performance and they also play a crucial role in educational attainment because the

teacher is ultimately responsible for translating policy into actions and principles based on practice during interaction with students. Both teaching and learning depends on professionally trained teachers (Uchefina, 2001).

Professionally trained teachers need an understanding of the subject matter so that they will not only understand core ideas, but know how to structure those ideas and understand how those ideas relate to each other. Pedagogical content mastery: so that teachers can make ideas accessible to others and recognize how others' understanding of ideas depends upon their prior experience and the context. Teachers also need mastery of development that can formulate productive learning experiences by understanding children's/adolescents' thinking behaviour, interest and current mastery, as well as understanding the troubles they might experience within particular domains at particular ages in particular contexts. Teachers must be able to understand how to support further growth in a number of domains-social, physical and emotional as well as cognitive.

Teachers need an understanding of differences so that they can truly connect with their students, understanding "difference that may arise from culture, language, family, community, gender, prior schooling, or other factors that shape peoples experiences, as well as differences that may arise from developed intelligences, preferred approaches to learning or specific learning difficulties." Teachers can structure tasks and feedback so as to encourage extensive efforts, without either relinquishing the press for understanding when the going gets tough or discouraging students so that they give up altogether. Generally, there is need for social studies teachers to be professional educators who should by aptitude, education, training, compartment and social status, be able to display expertise, mastery and skills on their teaching to assist students in their performance, acquisition of skills, attitudes and

mastery through the use of choices and a variety of teaching methods and media, access information and achieve versatility in mastery and deliver the education effectively. Other attributes of teachers that have great influence on students' performance include adequate teacher training in any of the teacher training institutions, mastery and mastery of the subject matter, physically fit for the job, interest in the job, good sense of humour, emotional stability, ability to communicate effectively, open mindedness, good human relationship, experience and use of relevant instructional materials (Udo, 2006).

During instructional periods, students are expected to acquire mastery and certain cognitive and behavioural skills. To do this, they work on content that is presented in various ways with the help of various media, ranging from very concrete to symbolic and highly abstract forms. They are also required to carry out activities, which can be purely physical and behavioural, effective or cognitive in nature. The teacher chooses the mastery and the required skills to transmit or impart to the learner. He also decides on the appropriate methodological approaches to facilitate meaningful learning and develop extra-curricular activities that enrich learning. The teacher is a facilitator of learning and therefore must be resourceful and improvisational. Teachers as much as possible should be qualified, suitable and interested in the teaching profession. They should cultivate the right attitude, be dedicated to duty and professionally qualified. This will help teachers to teach students successfully. Teachers have to be academically qualified as well as professionally competent to be able to perform in their post.

## **1.2 Statement of the Problem**

The responsibility of teaching social studies successfully rests on the shoulders of those who specialize in the subject. Today many teachers teaching social studies in Nigerian schools are not social studies specialists but specialists in subjects like History, Geography and other social sciences. Many schools employ untrained teachers to teach

various subjects. Some of such teachers know what to teach but find it difficult to teach. Some of them do not know what to teach (Guga and Bawa, 2012). Even among the social studies teachers, some possess some generic pedagogical skills, yet have limited subject matter mastery, while some possess a substantial amount of subject matter mastery, yet unable to design and implement instructional methods and teaching skills to enhance students' learning due to lack of pedagogical abilities (White, 2000). Again, some social studies teachers see themselves as masters who have been teaching for a long period as such they ignore the use of relevant instructional materials in their teaching. Researchers have confirmed that effective learning can take place mostly when students are actively involved in the teaching and learning process, but many social studies teachers ignore student's active involvement in the teaching and learning process. For example, Kosgei, Mise, Odera and Ajayi (2013) in their research titled, 'influence of Teacher characteristics on students' academic performance among secondary schools', proved that students learn better when they are actively involved in teaching and learning.

Also, Savage and Armstrong (2004), proved that teachers' verbal behaviours are related to students' performance. A careful understanding of students highly depends on his ability to communicate effectively in the class. The result of Junior Secondary School social studies students in 2014/2015 session shows that out of the one hundred and eighty-five thousand, nine hundred and twenty (185,920) students that sat for the junior secondary school certificate examination across the Kaduna State, seventy-six thousand, two hundred and ten (76,210) students passed with high grades, while fifty-seven thousand and ninety-eight (57,098) students pass with average grades and fifty two thousand six hundred and twelve (52,612) students failed (Kaduna State Ministry of Education). In view of the above mentioned problems, this study aimed at examining

the influence of social studies teachers' professional training on Junior Secondary School students' performance in Kaduna State.

### **1.3 Objectives of the Study**

The study sought to achieve the following objectives:

1. examine the influence of social studies teachers' mastery of the subject matter on students' performance in Kaduna State;
2. find out the influence of teachers' use of instructional materials in teaching and learning on students' performance in social studies in Kaduna State;
3. investigate the influence of teachers' communication skills on students' performance in social studies in Kaduna State;
4. examine the influence of teachers' years of teaching experience on students' performance in social studies in Kaduna State; and
5. find out the influence of teachers' professional qualification on students' performance in social studies in Kaduna State.

### **1.4 Research Questions**

The following research questions guided the conduct of the study:

1. To what extent does teachers' mastery of the subject matter influence students' performance in social studies in Kaduna State?
2. How does teachers' use of instructional materials in teaching and learning influence students' performance in social studies in Kaduna state?
3. To what extent does teachers' communication skills influence students' performance in social studies in Kaduna State?

4. To what extent do teachers' years of teaching experience influence students' performance in social studies in Kaduna State?
5. How does professional qualification of teachers influence students' performance in social studies in Kaduna State?

### **1.5 Research Hypotheses**

The study was guided by the following hypotheses:

- Ho<sub>1</sub>: Teachers' mastery of the subject matter have no significant influence on students' performance in social studies in Kaduna State.
- Ho<sub>2</sub>: Teachers' use of instructional materials does not have significant effect on students' performance in social studies in Kaduna State.
- Ho<sub>3</sub>: Social studies teachers' communication skills have no significant influence on students' performance in social studies in Kaduna State.
- Ho<sub>4</sub>: Social studies teachers' years of teaching experience have no significant influence on students' performance in social studies in Kaduna State.
- Ho<sub>5</sub>: Social studies teachers' professional qualifications have no significant influence on students' performance in social studies in Kaduna State.

### **1.6 Significance of the Study**

The findings of this study was significant, especially in view of its contributions to existing studies in Nigeria. The Government-Federal, State and Local will benefit from the findings of this study. Other beneficiaries of the findings of this study include, school administrators, teachers, students and the society.

The governments who are the custodians of education will see the need to employ teachers based on their professional qualifications and areas of specializations not on mere assumption and who you know. The study will also make the government

to see the need of providing opportunities for social studies teachers to further their studies. Again the study will make the government see the need for providing adequate instructional materials and resource centres in schools. Social studies teachers would benefit from the findings of this study for the fact that they are charged with the responsibility of proper implementation of social studies curriculum, there are a lot of expectations on them as such findings would encourage them to always use instructional materials and to plan ahead for successful service delivery.

Also, the findings from this study will make social studies teachers to see the need for allowing active participation in teaching and learning. Among this also the findings of this study, will assist social studies teachers in improving their productivity. The general public will also benefit from the findings of this study in the sense that, it will make people to know that social studies is not history nor geography as such only those who specialize in the subject can teach it effectively. The study would also be significant to curriculum planners and developers for the fact that it will serve as a feedback to the education sector, teacher training institutions. It will also influence policy formulation pertaining to the training of social studies teachers in future. Students would also benefit from the study for the fact that it will assist in bringing up solutions to the problems under investigation and thus it will contribute to improvement on students' academic performance. The study would also provide empirical information on teacher-related factors that could predict students' academic performance in social studies. It would again contribute to research efforts geared towards finding solutions to the problem of poor performance in social studies. It will also serve as an eye opener to teachers and other stakeholders on the need for teachers to be appointed base on their area of training.

Ministries of education will also benefit from the findings of the study especially when it comes to the issue of employment. Also the findings of the study will be useful to local government education authorities for the fact that they control education at the grassroots level. The findings of this study would provide information to private school owners on areas to consider for effective teaching of social studies. Teachers from other subject areas would also benefit from the findings of this study especially in the area of instructional materials utilization in teaching and learning. Also the findings of this research will be useful to Teacher Registration Council of Nigeria (TRCN), National Teacher's Institute (NTI) and National Commission for Colleges of Education (NCCE) respectively.

Lastly, other members of the society will also benefit from the findings of the study especially with reference to the need for effective integration of the school and the home for the fact that both the school and the home aimed at achieving the same goal.

### **1.7 Scope of the Study**

The main focus of this study was to find out the influence of social studies teachers' professional training on junior secondary school students' performance in Kaduna state. The teachers' variables used in this study were mastery of subject matter, use of instructional materials in teaching and learning, social studies teachers communication skills, social studies teachers' years of teaching experience and social studies teachers' professional qualifications. The study covered of a total of three hundred and fifty two (352) public junior secondary schools in the three (3) senatorial zones of Kaduna State. That is, zone one (1) Northern Kaduna, zone two (2) Kaduna Central, and zone three (3) Southern Kaduna respectively.



## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

The focus of this chapter was to review related literature materials considered essential to this research work. Specific areas reviewed were: Theoretical Framework; Concepts of Profession, Professional teacher, code of ethics, ethics of the teaching profession, the teacher and professional skills, Teacher Education, the teacher and the world of education, teacher and self-development, concept of social studies, scope of social studies, integration in social studies, academic performance, teachers' competence, elements of teaching effectiveness, effective teaching as a process of active engagement, implications of the elements to teaching and teachers, teaching as a varied work, teaching as a shaved work, teaching as inquiry, and empirical studies.

#### **2.2 Theoretical Framework**

The theoretical framework of this research hinges on theories of learning. Therefore, this study adopted the following theories of learning namely, Behaviourist theory, constructivist theory and social learning theories.

##### **2.2.1 Behaviourist Theory (Behaviourism)**

The term behaviourism was coined by John Watson (1878 – 1959). Watson believed that theorizing thoughts, intentions or other subjective experiences was unscientific that psychology must focus on measurable behaviour. For behaviourism, learning is the acquisition of new behaviour through conditioning. Behaviourists view the learning process as a change in behaviour, and will arrange the environment to elicit desired responses through such devices as behavioural objectives, competency based learning and skill development and training. Educational approaches such as applied behaviour analysis, curriculum based measurement and direct instruction have emerged from this model (Mukhajee, 2002).

The concern or emphasis of behaviourism is observable indicators that learning is taking place. The focus of Behaviourism is on the conditioning of observable human behaviour. Watson defined learning as a sequence of stimulus and response actions in observable cause and effect relationships. The behaviourists' example of classical conditioning demonstrates the process whereby a human learns to respond to a neutral stimulus in such a manner that would normally be associated with an unconditioned stimulus. Applying the theoretical principles of behaviourism to learning environments, it is easy to recognize that there are many "behaviourists artifacts in our learning world. A dissection of the traditional teaching approaches used for years would reveal the powerful influence that Behaviourists have had on learning. The concept of direct instruction, whereby a teacher is providing the mastery to the students either directly or through the set of "contingencies", is an excellent example of the Behaviourists learning. The use of examination to measure observable behaviour of learning, the use of rewards and punishments in school systems, and the breaking down of the instruction process into "conditions of learning" are other examples of behaviourists influence.

The use of instructional materials in teaching and the advent of the computer in school, or Computer Assisted Instruction (CAI) has become a prominent tool for teaching, because from the behaviourists' perspective, they are effective ways of learning. Computer Assisted Instruction uses the drill and practice approach to learning new concepts or skills. The use of instructional materials in teaching arose the interest of the learners which can serve as a stimulus.

The above theory is relevant to this study because of the emphasis it puts on professional training and skill development for a successful learning. The use of a stimulus in the learning process is another vital look that can stimulate the learners to

develop interest in learning and so the mastery of instructional material utilization in learning is an important motivator for teachers to use in the cause of instruction.

### **2.2.2 Constructivist (Constructivism) Theory**

Jean Piaget, Bruner and Jerome, (1878 – 1959), constructivism emphasizes the importance of active involvement of learners in constructing mastery for themselves and building new ideas on concepts based upon current mastery and past experience. The theory asks why students do not learn deeply by listening to a teacher or reading from a textbook. To design effective teaching environment, it believes one needs a good understanding of what children already know when they came into the classroom. The learning theories of John Dewey, Maria Montessori and David Kolb, serve as a foundation of constructivist learning theory.

Constructivism is recognized as a unique learning theory in itself. As a theory of learning, it focuses on learners' ability to mentally construct meaning of their own environment and to create their own learning. The theory believe that all humans have the ability to construct mastery in their own minds through a process of discovery and problem solving. The extent to which this process can take place naturally, without structure and teaching is the defining factor amongst those who advocate this learning theory (Mukherjee, 2002).

Constructivism has many varieties: Active learning, discovery learning and mastery building are three but all versions promote a student's free exploration within a given framework or structure. According to this theory, the teacher acts as a facilitator who encourages students to discover principles for themselves and to construct mastery by working to solve realistic problems. The mastery base are centered on teacher's mastery of self, mastery of content, mastery of teaching and learning, mastery of pupils and mastery of context within schools and society. Change in cultural and global

context requires teachers who are mastery able, caring, responsive and reflective, therefore, teachers need to wake up if they want to be effective in this 21<sup>st</sup> century classrooms. Constructivists believe that all humans have the ability to construct mastery in their own minds through a process of discovery and problem solving. The extent to which this process can take place naturally, without structure and teaching is the defining factor amongst those who advocate constructivism.

Constructivism does not call in question the value of instruction as such. The constructionist attitude to teaching is not at all dismissive because it is minimalist – the goal is to teach in such a way as to produce the most learning for the least teaching (Mukherjee, 2002). This theory is relevant to this study in the sense that, the theory identified some expectations of teachers in this 21<sup>st</sup> century.

### **2.2.3 Social Learning Theory**

Observation of others behaviour may play a leading role in learning acquiring various things concerning one's environment. The cognitive psychologists who appreciate the role of observation in learning are termed as social psychologists and the theory of learning they propagate is known as the social learning theory. Albert Bandura was a prominent American Social Learning theorist whose theory is often referred to as Bandura's social learning theory, introducing his theory Bandura in Magal (writes: "We do not blindly respond to environmental stimuli. Rather we pick and choose from many environmental options, basing our decisions on our own insights and experiments). Thus we do through vicarious or observational learning by incorporating and imitating the behaviour of those around us (Mukherjee, 2002).

Observational or vicarious learning (learning through indirect experiences) rather than the learning based on direct experiences is thus the base of the social learning theory. The advocates of the social learning theory emphasize that most of

what we learn is acquired through simply watching and listening to other people. The children from the very beginning keenly observe the behaviour of others, mostly common of the people nearest to them like parents, members of the family, teachers, the old members of the society and so on. In turn, they try to imitate and do what they observe. The power of observational learning can be confirmed through laboratory experiments as well as through observation in our daily life. Observational learning can thus provide extra dimensions and opportunities for the learners in addition to their learning through self-experience and direct involvement with environmental consequences. It has certainly reduced the need of an individual going through every experience himself and thus helps him to learn from the examples of others.

According to the social learning theory, one learns through observations by incorporating and imitating the behaviours others taking as models' belonging to one's social environment. According to Mukherjee (2002), the following processes or steps are usually involved in this kind of learning:

1. Attending to and perceiving the behaviour. In this step, the learner is made to observe the behaviour of the person acting as a model. Here the total behaviour of a particular aspect of it may attract attention and become the subject of close attention.
2. Remembering the behaviour: In this step, what the learner observes is filed away in his memory in the form of mental images.
3. Converting the memory into action. In this step, a behaviour observed and remembered by the learner is analysed in terms of its acceptability to the learner with reference to the demands of his self and his environment. It is transformed into action only afterwards and thus the observed relevant and accepted aspects of the model's behaviour are imitated by the learner.

4. Reinforcement of the imitated behaviour. In this final step the behaviour of the model imitated by the learner is reinforced for proper adoption and further continuance.

How one displays love and anger, shows sympathy and prejudices, speaks and writes, dresses and eats, take initiative or shies away, all depend upon what has been observed, remember, imitated and reinforced in context of various model learning as propagated by the social learning theory. The social learning theory offers a way of interpreting organizations as system. It saw a system as a set of interrelated parts that operate as a whole to achieve common goals. The theory explains that, all organizations including the school are open systems because their survival depends on interactions with inputs from the external environment. These inputs include raw materials, human resources and capital that may transform them into output, in this case 'achievement. The basic concept of social learning theory could be identified by the following characteristics; a group of people, these people are in purposive interactions; these interactions are interdependent; the pattern of interdependence is formed into institutions; and these institutions have identifiable geographical locations. This means that social system consist of inputs, processing unit, outputs and environment. The implication of social learning theory is very important because it deals with the efficiency and effectiveness areas in which this study is focused. The social learning theory is relevant to this study because it deals with the relationships and interactions between and among inputs to be transformed into outputs.

For teaching to be effective, all the variables involved must interact either jointly or individually for achievement to be actualize. It is through the feedback medium that the environment (parents, teachers, students) complain about output (poor academic achievement in social studies) that formed the basis of this study. The study aimed to

examine the influence of sub units in teaching effectiveness, (mastery of subject matter, use of instructional materials, communication skills, years of teaching experience and professional qualification) and students' achievement in social studies.

Given the social learning theory, it sounds logical to expect variations in inputs to be reflected in variations in output. Specifically, do input variables such as subject matter mastery, use of instructional materials, teacher's communication skills, teacher's experience and professional background relate to system output such as achievement of students in social studies? From the three reviewed theories, the social learning theory was used as a guide to this study.

### **2.3 Profession and Characteristics of Teachers**

A profession is an occupation which performs a crucial social function. To accomplish this function, it requires a considerable degree of skill, requires a body of systematic mastery grounded in theory. This acquisition of this body of mastery and the development of specific skill entails a lengthy period of higher education. The period of education and training involves the process of socialization into professional values. These professional values tend to centre on the pre-eminence of essentials for the professional to have the freedom or autonomy to make his/her own judgments with regard to appropriate practice(Sachs, 2003).

A professional teacher should have the following professional qualities:

- a. Mastery of the subject matter.
- b. An understanding of the basic principles of children's growth and development.
- c. A good general mastery.
- d. Mastery of methods, techniques and skills.
- e. Positive attitude to work.

- f. Ready to adapt his/her teaching to local needs taking into account the materials available.

The status of teaching profession world-wide, in accordance to the recommendation of provision of UNESCO/ILO for the status of teachers, centred around the following:

- i) **Professionalism:** Teaching should be regarded as a profession. It is a form of public service which requires teachers' expert mastery and specialize skills, acquires and maintained through rigorous and continuing study, it also calls for a sense of personal and corporate responsibility for the education and welfare of the pupils in charge.
- ii) **Co-operation in Policy Issues:**  
There should be close co-operation between the competent Authorities, Organization of teachers, of employers and workers and of parents as well as cultural organizations and institutions of learning and research for the purpose of defining educational policy and its precise objectives.
- iii) **Teacher Training:** The teaching staff of teacher preparation institutions should be qualified to teach in their own discipline at a level equivalent to that of higher education. The staff teaching pedagogical subjects should have had experience of teaching duties in schools and whenever possible should have thus experience periodically refreshed by secondment to teach in other school.
- iv) **Professional Freedom:** The teaching profession should enjoy academic freedom in the discharge of professional duties. Since teachers are particularly qualified to judge the teaching aids and methods most suitable for their pupils, they should be give essential role in the choice and adaptation of teaching material, the selection of textbooks, and the application of teaching methods,

within the framework of approved programmes, and with assistance of educational authorities.

- v) **Responsibilities:** Professional students relating to the teacher performance should be defined and maintained with the participation of teachers' organization.

Code of ethics should be established by teachers' organizations since such codes greatly contribute to ensuring the prestige of the profession and the exercise of professional duties in accordance with agreed principles.

- vi) **Right:** Both salaries and working conditions for teachers should be determined through a process of negotiation between teachers organizations and the employers of teachers.

- vii) **Salaries:** Teachers' salaries should:

- a) reflect the importance of the teaching function hence the importance of teachers as well as the responsibilities of all kinds which fall upon them from the time of their entry into service.

- b) take account of the fact that certain posts require higher qualifications and experience and carry greater responsibilities.

- viii) **Teacher Shortage:** It should be a guiding principle that any severe supply problem (viz teacher shortage) should be dealt with any measures which are recognized as exceptional, which do not detract from or endanger in any way professional standards already established or to be established and which minimize educational loss to pupils (Abubakar & Dantani, 2003).

- ix) Possess a specialized skill enabling them to offer a specialized service.

- x) Undergo intellectual and practical training in a well-defined area of study.

- xi) Maintain detachment and integrity in exercising personal judgment on behalf of a client.
- xii) Establish direct, personal relations with a client, based on confidence, faith and trust.
- xiii) Collectively have a sense of responsibility for maintaining the competence and integrity of the profession as a whole.
- xiv) Tend or required to avoid certain manners of attracting business.
- xv) Are organized in bodies which with or without state intervention, are concerned to provide the machinery for testing competence and regulating standards of competence and conduct (Darling-Hammond, 2010).

### **2.3.1 Qualities of a Professional Teacher**

A professional teacher is expected to possess the following qualities.

- a) Leader who can inspire and influence students through expert and referent power but never coercive power. This teacher knows his students well and is kind and respectful towards his students. He has high standards and expectations co-existing with encouragement, support and flexibility. The teacher empowers students and gets them to do things of which they did not think they were capable.
- b) Coach/guide who helps students to improve on their skills and insight.
- c) Disseminator of mastery and skills.
- d) Role model to the students, practices what he/she preaches. He/she upholds moral values and humanitarian principles in all his actions. Teachers conduct their day by day doing in such a way that their behavior can be cherished by the learners. Teacher should be a human model for learners; therefore they must

uphold all codes of ethical conduct that are necessary and essential in human modeling and moral education.

- e) Innovator, creative, resourceful and encourages diversity and individuality in his students (Sachs, 2003).

### **Code of Ethics and Ethical Responsibilities to Family/Community**

#### **Ethical Responsibilities to Students**

- i) Teachers educate students to high standards of achievement. The teacher shall use best professional practices and materials and the teacher is mastery able of and delivers the standard based curriculum.
- ii) Teacher shall engage in practices and select materials that include all students, celebrate diversity and never exclude them from opportunities on the basis of their race, gender, ethnicity, religion, national origin, language, ability or their status, behavior or beliefs off their parents.
- iii) The teacher is committed to developing the skills set needed to best accelerate the learning of the students currently in their classrooms.
- iv) The teacher creates a classroom environment that is respectful, emotionally secured and physically safe for students.

#### **Ethical Responsibilities to Family/Community**

- i) The teacher shall inform families of programme philosophy, policies and personnel qualifications and explain why we teach as we do, which should be in accordance with our ethical responsibilities to students.
- ii) The teacher shall involve families in significant decisions affecting their student and regularly communicate student progress with families.

- iii) The teacher shall inform the family of accidents involving their student, of risks such as exposures to contagious disease that may result in infection and of occurrences that might result in emotional stress.
- iv) The teacher shall maintain confidential information and intrusion into family life, except when a student's welfare is at risk.
- v) The teacher shall be objective and accurate in reporting the mastery upon which we base our programmes, assessments and professional practices.
- vi) The teacher shall cooperate and team with other professionals who work with students and families.
- vii) The teacher shall exercise care in expressing views regarding students.

### **Ethical Responsibilities to Colleagues**

- i) Teacher shall show respect for personal dignity and for the diversity found among members of staff, and to resolve matters collegially.
- ii) Teacher shall exercise care in expressing views regarding the professional behavior or conduct of co-workers and/or students.
- iii) The teacher agrees to carry out the programme at the site to which we are assigned. When we do not agree with the programme policies, we shall first attempt to effect change through constructive action within the organization.
- iv) Teachers who do not meet programme standards shall be informed of areas of concern and, when possible, assist in improving their performance.
- v) In making assessments and recommendations, the teacher shall make judgments based on fact and relevant to the interest of students programmes  
Accountability.

Teachers' accountability refers to the responsibility towards one's teaching profession. The following are the accountabilities expected of a teacher: Job

accountability, Accountability towards nation, Accountability towards students and parents and accountability towards self.

**i. Job Accountability**

The teacher is expected to perform curriculum and co-curriculum activities, follow job procedures, internalize one's work ethics, responsible and perform job with dedication and commitment.

**ii. Accountability Towards Nation**

As a patriotic and good citizen the teacher is expected to be mastery able practitioner and educate citizens, inculcate moral values, develop and preserve our culture, realization of the national philosophy of education and vision of the country, instill national integration and develop a progressive generation.

**iii. Accountability Towards Students and Parents**

The teacher should be able to disseminate mastery and skills to students, educate and inculcate moral values, inculcate good behaviours, dedicate students' potentials intellectually, spiritually, emotionally and physically.

**iv. Accountability Towards Self**

The teacher is expected to serve as a model for students, maintain good behaviours, update oneself on current mastery and skills, and perform his job sincerely. In another explanation and description of the ethics of teaching profession and professional characteristics of teachers. Abubakar and Dantani(2005), further make the following explanations.

**The Teacher and Professional Skills**

The mastery of professional skills by teachers in the school will greatly improve their ability to teach effectively. The following skills are regarded as very important for

teachers: learning skills, thinking skills, planning, facilitation, communication, and management.

### **Learning Skills**

This refers to the skill that teachers have to attain when collecting, processing and summarizing data with the aim of developing oneself towards lifelong learning. It is also the ability to obtain mastery in the field of cognition, affection and psychomotor through observation, reading, writing, imitation, memorization, understanding, analysis, synthesis, evaluation and memory.

It also refers to the ability to receive accurate signals, process information, and store in memory and to apply it in problem solving. There is the need to acquire learning skills such as observing, making assumptions, understanding, remembering, thinking and interpreting to produce effective learning importance of learning skills to teachers. The following are the importance of learning skills to teachers.

It enables a teacher to obtain mastery systematically and meaningfully, inculcate interest and liking for learning and always increase their mastery and lifelong intellectual skill, apply learning skills in all types of situation, inculcate self-discipline, train individual to read with speed and aptly, train individual to obtain data efficiently, increase one's memory, promote and sharpen one's interest and potential, help individuals to attain referencing skills in the library, train individual to encounter learning challenges, motivate individual teacher to lifelong education, train individual to manage time effectively.

The three processes in learning skills are collection of data, processing data and making report. The collection of data consist of active listening, note taking, make reference, interview, questioning for information, and critical reading.

### **Active Listening**

Active listening consists of listen with purpose, listen to obtain direction, listen to identify elements in a text, and listen to be able to repeat.

### **Note Taking**

Note taking while reading, listening or viewing is a strategy for recording and organizing information in order to understand and remember it. As such, it is a way of using writing as a tool learning. There are different strategies for note taking but regardless of the type used, a key to successful note taking is regular review and revision of notes, which is emphasized here.

Note taking enhances one's comprehension of instructional materials. It helps teachers use notes as learning/study aids and shows teachers how to use note taking independently.

- a) **Cornell system of note taking** – 5 R's that is, record, reduce, recite, reflect and review.
- b) **Record:** draw a vertical line down your paper. The left side of the paper should be  $\frac{1}{3}$ , the width of the paper, the right side  $\frac{2}{3}$ . Jot down notes on the right side of the line.
- c) **Reduce:** Use the column on the left side of the line to reduce your notes to key words and phrases that describe the most important information you need to remember.
- d) **Recite:** Fold back or cover the notes taking column with only the key words showing, read on each one in turn and recite anything that you understand about the concept.
- e) **Reflect:** Take a break. Think about the information in your notes without working back at them. State what you do and don't understand about the topic. Decide how you are going to clear up any misunderstanding and do it.

f) **Review:** Review your notes at regular intervals so that you stay familiar with the information that they contain. Darling Hammond (2010).

- **Making notes**

Making notes is an actively done after note taking. It consists of process of arranging, completing and refining notes taken. Process in note making are:

Check notes taken, arranging the notes in order, arranging information according to categories or specific order, taking notes with reference to the original information.

- **Notes as Graphics**

Teachers can keep notes in the form of graphic organizers, arranging ideas in the page in ways that make relationships clear. Graphic organizer is a scheme of arranging information on a page so that the relationships among the concepts are made clear visually. For instance, a casual relationship might be shown with an arrow pointing from the cause to the effect, or subordinate details might be shown radiating from a main idea like spokes from the centre of a wheel. For some learners, information is easier to process if the ideas are arranged graphically instead of in a linear fashion as is the case with traditional outlines, lists or pages of notes. For most learners, such visual displays can be aided to comprehension and retention of information. Graphic organizers help teacher understand relationship among ideas, refine and extends comprehension of information, help teachers see learned information from new perspectives and encourages teachers to try them as an independent study strategy.

- **Makes references**

Makes references refer to usage of books from the library. Teachers should be able to make references on books from public libraries, school libraries, libraries in higher institutions of learning, teacher activity centres.

- **Questioning skill**

Teachers are able to motivate Student learning and thinking. Teachers should be able to use question of higher order so that students think critically such as able to explain, expound and voice their own opinions.

- **Speed Reading:**

There are two types of speed learning which are skimming and scanning. Skimming means speed reading with the aim of obtaining specific information from any resource. Teachers re expected to be able to apply them when necessary.

- **Critical Reading:**

Critical reading helps teachers to understand content of the subject matter faster and will remain longer in the memory. There are two techniques of critical reading that is: SQ3R and KWL.

a) SQ3R refers to survey, questions, read, recite and review.

b) **Survey:** Get a good idea of the chapter's content. Survey the title, the introduction, the summary, pictures and maps, chapter questions, heading, subheadings and words in special print (bold, face, italics, capital letters), (Darling Hammond, 2010).

c) Question after carefully surveyed the material, change all the headings, into questions. Questions help you learn because to find the answers, you need to read actively. Questions challenge you and give you a purpose for trying to master material, write a list of all your questions and keep them in the same

order that the headings appear in the book. Leave enough space after each questions for answers.

d) **Read**

Read the question you wrote for the heading. Then read the text that follows the heading to find the answer. Do the same thing to find the answers to other questions written.

e) **Recite**

Once you read a section, stop and describe in your own words the major ideas that were presented. Since textbooks are divided into sections with headings and subheadings, recite whenever you reach one of these convenient stopping places.

Review you are ready to go back over the material and review it survey again what you have read, skim over the headings of the chapter and ask yourself what they mean and what information they contain. Recite important ideas under each heading.

f) KWL prepares teacher to learn by helping them to learn what they tap into their present mastery, identify what they need to find out and sort through the information they have learned. K-stands for what you know, W-stands for what you want to learn; L-stands for what you have learned. The KWL process allow teachers to zero in on their study topic and use their time most effectively. Each step keeps teachers Focused on study goals.(Darling Hammond, 2010).

- **Thinking skills:**

Thinking skill is a cognitive process broken down into set of explicit steps which are then used to guide thinking. Thinking skill allow one's cognitive system to function more efficiently. Teachers need thinking skills and strategies that will enable the adapt to constant change. Critical thinkers are self-correcting and they discover their weaknesses and act to remove obstacles and faults.

- a) Critical thinking skill is reasonable reflective thinking that is focused on deciding what to believe or do. It has become an activity both practical and reflective that has reasonable belief or action as its goal.
- b) It comprises the mental processes, strategies and representations. People use to solve problems, make decisions and learn new concepts. It has to do with organizing, analyzing, evaluating or describing what is already there. Among the critical thinking skills are, inferring, comparing, compare and contrast, analyze, supporting a statement, decision making, ordering, evaluation, creating groups, investigations and experimenting. Darling Hammond (2010).

Teachers have to internalize the reflective thinking until reflective questions and analysis become life the "inner speech" or self-talk" which occurs frequently and spontaneously for the experienced teacher. As such teachers should be trained in analyzing and defining principles behind the reflective techniques. Reflective involves active, persistent and careful consideration of behavior or practice. It is the means for meeting and responding to the problems. The more reflectivity occurs, the better the quality of teaching. The teacher as a reflective practitioner is seen as thoughtful person intrinsically motivated to analyze a situation, set goals, plan and monitor actions, evaluate results and reflect on their own professional thinking. The reflective practitioner is one who can think while acting and thus can respond to the uncertainty,

uniqueness and conflict involved in the situations in which professionals practice. There are five components of reflective thinking, these are:

- i. recognizing an educational dilemma;
- ii. responding to dilemma by recognizing both the similarities to other situation and the special qualities of a particular situation;
- iii. training and retraining the dilemma;
- iv. experimenting with the dilemma to discover the consequences and implications of various solutions;
- v. examining the intended and unintended consequences of an implemented solution and evaluating the solution by determining whether the consequences are desirable or not,(Darling Hammond, 2010).

- **Planning:**

Effective planning is essential to good management. It can be broken down into long term, medium term and short-term planning. Teachers have to plan what they want to achieve for the year. A useful technique for planning in the long term is to list all the tasks that have to be accomplished to achieve the long term goals. Write them on a grid so that you can see the dead line for each aspect. Having set long term plan, the teacher need to transfer the tasks to a medium plan. In transferring the tasks from the long term plan to the medium plan, one is aware of the times of term which are busy enough without adding in extra work.

Short term planning amount to listing out all the tasks for the week. The effectiveness as a planner will depend to an extent on whether one can do the tasks without interruption in the times that have been allocated.

- a) teaching strategies that are congruent with purpose;

- b) plans that reflect the diversity of the classroom;
- c) shows an ability to speak and write about the significance of acquired mastery and cumulative experience;
- d) understands theoretical and practical aspects of curriculum development and implementation;
- e) demonstrate a thorough understanding of one or more teaching models;
- f) make conscious, creative decisions about the components of the lesson design;
- g) develops on a continuing basis a repertoire of effective and positive classroom management techniques;
- h) present materials in a variety of ways to accommodate different dominant learning styles;
- i) exists high standards of professional ethics regarding colleagues, (Brown, 2000).

### **Communication Skills**

Communication refers to social interaction performed through messages. Messages are formally coded events, symbols or signals or representational events which are of shared significance in a culture and which are produced for the purpose of evoking responses. The ability to communicate is not just a matter of being able to articulate or demonstrate great with. It is a two way process of listening as much as talking, of encouraging others to talk as much as talking oneself. Skills in communication also include interpersonal skills. Teachers need to effectively interact with his students and colleagues. The types of interpersonal skills are:

- a) Attending behaviour; teacher shares students' feelings and he wishes to help.

- b) Identifies and accepts the different emotions or objectives underlying each student's answer, through eye contact, facial expression and verbal encouragement.
- c) Reflective: teacher states an opinion, a wish, a belief or preference to the class or when he asks of question which reflects his personal view. The teacher provides direction, suggest alternatives or redirect thinking among student towards the real issues.
- d) Inventory questioning: Teacher uses a set of questions to help students describe more clearly or to become more forthright in thought, feeling or action. He rephrases questions and uses different words which seek to assist students.
- e) Encouraging alternatives: teacher acts to get student to clearly further what he is saying, for example a teacher will provide an answer or a suggestion as an alternative, then seek two or more alternatives from students (Muller, 2006).

### **Management Skills**

Management means making things to work or creating opportunities for the organization, which means enabling it to function efficiently and effectively.

#### **Management skills include:**

- i) Ability to articulate and implement aims and policies. Teacher must be able to lead their colleagues in thinking about the aims of the school and how to turn them into action.
- ii) Articulation of the curriculum philosophy. Teacher should be able to lead thinking about curriculum, including continuity and progression, so that coherence is ensured for the individual student (Culling, 2000).
- iii) Management of care and discipline.

- iv) Management of people. Managers need to deal with people not only within the school, but also outside it such as parents, governors. Teachers need skill in eliciting ideas from colleagues and drawing them together, such skills as counselling, discussion leadership, presentation skills, negotiating skills and communication.
- v) Management of resources.
- vi) Evaluation is an important part of management, whether individuals or of the school as a whole.

- **Facilitation:**

Facilitator of learning means that the teacher's role is to provide the type of environment conducive to the kind of learning the teacher wishes to encourage, identifies three aspects of the learning process, which he refers to as demonstrations, the degree of sensitivity for learning to take place, the environment must provide demonstration of what is to be learnt.

The quality of any learning experience will depend on the nature and clarity of demonstrations, the degree of sensitivity that learners display towards them and the opportunities afforded for using and experimenting with new mastery. Although teachers may not have a great deal of control over the sensitivity of learners, there is much they can do to create demonstrations which increase or focus, the learner's sensitivity, and to provide opportunities for learners to experiment with and use new mastery (Lukas, 2007).

## **2.4 Teacher Education/Objectives of Teacher Education**

Teacher education “all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities as a member of the education profession or to discharge his/her responsibilities more effectively. In the definition proffered by Teachers’ Registration Council of Nigeria (TRCN, 2002), among many other definitions believed that a teacher is a person who had undergone approved professional training in education at appropriate levels capable of imparting mastery, attitude and skills to the learners. Teacher education therefore refers to the structure, institutions and processes by which men and women are prepared in schools for the purpose of imparting mastery, skills and favourable attitudes. In other words, teacher education is a form of training which is carefully designed to prepare and groom those who teaches, will teach or will provide relevant professional service to the schools and colleges.

Teacher education is also a set of educational activities and experiences designed to equip a prospective teacher with the skills, competences, mastery and disposition which help to develop his personality as well as making him a competent teacher (Fafunwa in National Policy on Education (NPE, 2013).

### **Objectives of Teacher Education**

The Federal Government of Nigeria recognizes the value of teacher education/training in the country’s education enterprises, so it was featured prominently in the National Policy on Education as one of the pivotal actions of the nation’s education system. This recognition was laudable even as teacher education is set to achieve the following objectives:

- i) To produce highly motivated, conscious and efficient classroom teachers for all our educational system.
- ii) To encourage further the spirit of inquiry and creativity;

- iii) To help teachers to fit into the social life of the community and the society at large and enhance their commitment to national objectives.
- iv) To provide teachers with the intellectual and professional background adequate for their assignment and make them adapt task to any changing situations not only in the life of their country, but the wider world.
- v) To enhance teachers' commitment to the teaching profession. Other aims of teaching education are to help teacher to study the child and know his needs, natural potentialities and the tools of learning he utilizes, and also to know how to encourage the child to grow physically and mentally, how to develop moral sense and social consciousness. Child psychology and principles of education and teaching therefore forms an important element of the teacher training programme. On completion of their training, teachers are to be:
  - a) effective and useful members of their communities.
  - b) loyal citizens of the nation,
  - c) people of good moral conducts;
  - d) masteryable, progressing and effective teachers who will inspire learners and challenge them to learn;
  - e) assisting the child to adapt to the environment as well as development of skills useful to the learner and their environment (National Policy on Education, 2013).

#### **2.4.1 The Teacher and the World of Education**

The teacher as trained and professional should be able to play the following roles and carryout the following responsibilities.

- a) Mastery practitioner.
- b) Skills practitioner.

- c) Social agent
- d) Agent of change.
- e) Consultant.
- f) Mentor.
- g) Manager.
- h) Researcher.
- i) Patriotic.

### **Mastery and Skill Practitioner**

The teacher as a professional, is an educator and a practitioner in mastery and skills. He/she is an effective practitioner and analyst who, through teacher training and education is competent in applying his/her theoretical mastery in various pedagogic context. He/she provides education for discipline, for mastery, for character, for life, for growth, for personal fulfillment and aesthetic refinement. The practitioner understands the central concepts, tools of inquiry and structures of the discipline he or she teaches and create learning experiences that make these aspects of subject matter meaningful for students.

He/she is eclectic in the sense of being able to synthesis rather than merely select what has been selected to be offered to students. He/she understands how children learn and develop and can provide learning opportunities that support their intellectual, social and personal development. He or she also understands and uses variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills. The practitioner has to adopt technology as a means of becoming

more effective in producing his/her own materials, accessing the internet to gain information, ideas and core materials which will provide the basis for presentation to the students.

- **Educare and Educere**

Education arises from the Latin terms that is, educare and educere. Educare is to lead, draw or bring out to unsheathe. The etymology emphasizes the militaristic aspect of the world; the word involved leading or bring out the troops or unsheathing one's sword. The notion of preparing for battle.

Questions pertaining to the effects that emerge when one thinks of education in this way:

- i) what or where are we trying to lead students to?
- ii) what are we trying to bring out of them?
- iii) can we truly draw out some predetermined intellectual and personal qualities?
- iv) do we really think that children are all really alike, the same inside, and that if we locate the best method, then we can teach them all they will learn the same thing?

- **Educere**

Educere is to rear or bring up, allow to emerge as needed. If educere is the act of emerging, then as teachers, we must begin to ask ourselves; what will emerge? Can we control what emerges? And should we try and control what learning emerges? And should we try and control what learning emerges or what the student's response to your teaching will be? Educere is very parental, almost feminine approach to education because it focuses on the nurturing and caring or what emerges when a student is engaged in the learning process.

Educere emphasizes what has become understood in western civilization as the feminine principle. Educere is indeed the act of nurturing the young, being creative, compassionate, giving. These are perceived as positive qualities. However at the same time there is the potential for nurturing to turn into the act of controlling and oppressing as in the mother who hovers over too much and does not allow enough freedom for growth.

Educere emphasizes the main principle of leading the young forth for some grand, great purpose, the act of instilling discipline, decisiveness, wiliness to die for a cause. As a teacher, this type wants to marshal the students towards something beyond him or herself which can be a wonderful moments of growth intellectual and emotional. As a teacher one has to discover which principle he or she embodies and reflect on the positive and negatives of each (Charland, 2011).

- **Social change**

The teaching/learning process is basically and essentially an integration between humans. This interaction is carried within a social context. There are, generally, clearly defined teacher and student roles in these learning environments. The student tends to expect that the teacher will influence the learning process to some significant extent. The role of the teacher as a social agent is an important part of the learning process. This is very clear as different individuals interact with a teacher and other students to widely varying degrees. The teacher's role may include the management of the social interaction that is conducted as part of learning process. In the primary school, the teacher has a large role in guiding the behaviour is of the young pupils. Often the teacher is required to set boundaries as to where pupils may be at a particular time,

whether they may talk or need to be quite and listening to what activities they should be performing.

The teacher plays a number of other social roles in teaching and learning process. The teacher is often a motivator for pupils, encouraging or reproofing them as appropriate. The approval of the teacher can be a strong motivating factor particularly for younger pupils. The teacher is also an arbiter of success; measuring and quantifying pupil's efforts (Charland, 2011).

The teacher may also pass on cultural and social values. The role of the teacher as social agent is an important part of the learning process, it is also clear that different individuals interact with the teacher and other students to widely varying degrees. These individuals are self-motivated, do not require any third party encouragement to learn, and can seek out and assimilate the required body of mastery (Fletcher, 2009).

- **Agent of Change**

A change agent is an individual who influences clients' innovation decision in a direction deemed desirable by a change agency. As a change agent, one has to work directly with the teachers to adopt an innovation and encourage them to become opinion leaders in their own interpersonal network. One has to teach the teachers to use the various pieces of technology and it goes further by assisting the teachers to learn to be constructivist teachers that can incorporate technology into their curriculum. It is balance of bringing the technology into curriculum through constructivist methods that is the innovation. Agent of change develops his/her own professional learning which has encompassed strategies and interpersonal skill essential for managing change within the school, through significant steps, one has to update and improve the culture of

the school, to influence the staff to become more collaborative and reflective in their practice, to be flexible and more responsive to the positive outcomes of change and the development of their own professional learning, creating a learning community.

- **Researcher**

Teacher as a researcher involves the commitment to systematic questioning of one's own teaching and concern to questioning and testing theory in practice by using skills and readiness to allow other teachers to observe your work directly or through recording and to discuss it with them on an honest basis. The teacher plays a role in investigating pedagogical problems through inquiry, teachers investigations not only lead to mastery about the school but also lead to good teaching.

The benefits for teachers who attempt to become researchers in their own classrooms are:

- a) The development of clearer theory of language and learning.
- b) Increased mastery and understanding of classroom practice, and increased teaching skills.
- c) Easier collaboration with pupils and the potentials to develop a shared commitment to the desired improvements (Fletcher, 2009).

- **Mentor**

A mentor is one who guides and supports trainees to ease them through difficult transitions, it is about smoothing the way enabling, reassuring as well as directing, managing and instructing. He/she should be able to unblock the ways to change by building self-confidence, self-esteem and a readiness to act as well as to engage in ongoing constructive interpersonal relationships. Individual

engaged in a one to one teaching/learning relationship in which the mentor serves as a fundamentally important model with respect to values, beliefs, philosophies and attitudes as well as a source of more specific information.

Mentoring implies a close relationship within which the model may be a role model, consultant, advisor, source of wisdom even a sort of protector. Mentoring is defined as a nurturing process in which a more skilled or more experienced person, serving as a role model, teachers, sponsors, encourages, counsels and be friends a less skilled or less experienced person for the purpose of promoting the latter's professional and/or personal development. Mentoring functions are carried out within the context of an ongoing, caring relationship between the mentor and the protégé. Mentoring is used to describe a combination of coaching, counselling and assessment where a classroom teacher in a school is delegated responsibility for assisting newly qualified teachers in their professional development. A mentor tries to develop individual's strength to maximize their professional and personal potential and also that of students who come under their care within a classroom situation (Lugard, Hayes & Mills, 2003).

- **Manager**

The teacher articulates the learning environment. In this role, all decisions and actions required to maintain order in the classroom, such as laying down rules and procedures for learning activities. Teachers must manage a classroom environment. Teachers are environmental engineers who organize the classroom space to fit their goals and to maximize learning. The way the physical space of the classroom is organized can either help or hinder learning. It involves modeling a positive attitude towards the curriculum and towards school

and learning in general. Teachers who reveal a caring attitude towards learning and learning environment help to instill and reinforce similar attitudes in their students. Teachers are required to manage and process great amounts of clerical work. There are papers to be read and graded, tests to be entered, attendance records and files to be maintained, notes and letters to be written.

#### **2.4.2 The Teacher and Self-Development**

The following activities can help the teacher to develop him or herself so as to be able to update his professional characteristics.

- i) Inservice – Courses
- ii) Action research.
- iii) Reflection on action.
- iv) Reflection about action.
- v) E-Learning
- vi) Collaboration

**In-Service:** In-service education is intended to support and assist the professional development that teachers ought to experience through their working lives. Courses are designed to provide avenues for teachers to refresh their mastery, to improve their competencies and to bring about paradigm shift in their outlook towards educational issues (Moon, 2000).

The basic principles that guide the design of in-services courses according to (Moon, 2000) are:-

- a) A teacher needs to have subject mastery. A teacher with a sound foundation in his/her subject matter will be better able to plead for students' learning based on content outcomes and to keep abreast of current developments in that specific field of mastery .

- b) Pedagogic mastery is essential for managing learning mastery about classroom management, teaching preparation, teaching and testing skills and the use of teaching aids are needed. Pedagogical skills such as techniques, materials and overall management are essential to every teacher.
- c) Every teacher has a practical theory that is practical mastery which is directly related to teachers' actions and experience of the classroom. Practical theory of teachers refers to private, integrated but ever-changing system of mastery, experience and values which is relevant to teaching practice time.
- d) The need for process mastery which will enable teachers to become more aware of their practical theory and its implication on their classroom action. It is about ways other mastery is developed and understood in the context of a person's experience. This mastery is derived from the teacher's awareness of himself/herself as a person, his/her own beliefs, values and attitudes towards his/her actions and relationships with other people. The content of process mastery are, reflection, self-awareness, facilitation skills, effective communication, critical thinking skills. Teachers need these skills to understand themselves as educators to inculcate good values among their students.

In-service training is concerned with the need to upgrade teacher education to give teaching a professional status need to promote the development of quality teaching. It also provides opportunities for teachers to grow. Teachers are able to further themselves for either professional enrichment or professional upgrading. The objectives of courses that are provided to in-service teachers varied from year to year depending on the focus of the courses provided. These are as follows:

- i) to acquaint teachers to recent teaching learning approaches.
- ii) to enhance quality of instruction in classrooms.

- iii) to equip teachers with competencies to create effective learning environment.
- iv) to inculcate in teachers that learning as a lifelong process is upgrading their expertise.
- v) to enable teachers to face and overcome challenges face in the education field.

The training components of in-service courses are hands-on activities, usage of modules, practicum or field experience and assessment and examination. The above components reflect the emphasis on experiential learning as well as a form of ensuring teachers attain relevant competencies. Field experiences enable teachers to put theory into practice with hope that such learning experiences will further enrich teachers' schemata relating to courses content and activities undertaken. Examinations and assignments are designed to assess the quality of teaching and learning. Training mechanisms in providing courses for in-service teachers are centralized in teacher training institutes, private premises, centralized training with co-operation from various agencies using state education departments and centralized training in collaboration with local and foreign universities.

- **Action Research**

Action research is concerned with social practice; aimed towards improvement; a cyclical process, pursued by systematic inquiry; a reflective process, participative and determined by practitioners (Galton, 2010).

Objectives of action research

- a) develop and improve practice through research based on the interest of concerned parties.
- b) develop mastery and practical understanding of the research process.
- c) develop professional mastery of teachers.
- d) develop and improve education as discipline.

## **Characteristics of Action Research**

- i) Carried out by teachers directly involved with the social situation studied
- ii) Carried out in groups and collaboratively with the commitment to increase their practical understanding.
- iii) Begin with practical questions arising from daily teacher routine with the aim of developing practical understanding.
- iv) Continuous process: ascertain focus, clarifying situation, develop strategies and present findings.
- v) Reflective process by teachers.
- vi) Reflective on action.

### **- Reflection on action**

Reflection on action is the form of reflection that occurs after action and relates, via verbalized or non-verbalized thought, to the action that the person has taken, in other words, it is relatively narrow concept that is retrospective and has a role in learning, in informing action and in theory building.

### **- Reflection in Action**

Reflection in action occurs in association with action and guides the process of action via mastery in use which is derived from theory in use, and makes limited contact with responded theory, reflection in action occurs in situations where the action yields unexpected consequences and is not part of actions that go according to plan. A conscious process and the knowing in action that led up to it. Reflection in action has a critical function, questioning the assumptional structure of the knowing in action. We think critically about the thinking that got us into this opportunity and in the process, restructure strategies of action, understanding of phenomena, or ways of framing problems. It gives

rise to on the spot experiment. We think and try out new actions intended to explore the newly observed phenomena, test our tentative understandings of them, or affirm the moves we have intended to change things for better.

- **Reflection about action**

Reflection about action represents a broader, critical stance which involves inquiry into the moral, ethical, political and instrumental issues embedded in teachers' everyday thinking and practice. Professionals exercise both responsibility and accountability for decisions that they make in their teaching and maintain broader understanding of the interrelationships between teaching purposes and practice.

- **E-Learning**

E-Learning is a unifying term to describe on-line learning, web based training and technology based on training. The convergence of the internet and learning of internet enabled learning, it is use of network technologies to create, foster, deliver and facilitate learning, anytime and anywhere. The delivery of individualizes, comprehensive, dynamic learning content in real time, aiding the development of communities of mastery , linking learners and practitioners with experts. A phenomenon delivering accountability, accessibility and opportunity to allow people and organizations to keep up with the rapid changes that define the internet world.

A force that gives people and organizations the complete edge to allow them to keep ahead of the rapidly changing global economy. Web-based learning involves a diverse collection of methods and technologies and most programmes include learning materials made up of text, graphics and

multimedia elements, video conferencing, chat rooms or discussion forms and the use of a web browser.

**Advantages of the web-based learning are:-**

- a) Can be used to deliver learning at anytime to virtually and place;
- b) Uses many of the elements of CD-ROM based-learning.
- c) Learning materials are relatively easy to update.
- d) Can increase the number of interactions between learners and the event facilitator.
- e) Allows learners to form both informal and formal based learning components.
- f) Can make use of resources already on internet.
- g) Can present real-time content using video conferencing, video streaming or discussion rooms.
- h) Has the ability to include multiple media such as text, graphics, audio, video and animation into learning materials.

**- Collaboration**

Collaboration is to work with another or others on a joint project. Research shows that teacher frequently discuss their teaching strategies with other teachers; have extensive with other teachers; have extensive interactions with teachers, participate in leadership activities such as mentoring and presenting at conferences and workshops. Collaborative planning and on going professional development supports more thoughtful and effective teaching with the classroom and greater coherence across causes and grade levels. Expertise in

teaching comes from a process of sharing, attempting new ideas, reflecting on practice and developing new approaches.

High quality teaching is developed by creating a deliberate repertoire of strategies and a well sequenced plan for content that connects to students' prior learning and doing so in collaboration with others so that mastery is shared. A framework for collaboration requires a working relationship that is allowed to evolve and is sustained through the trust of the teacher; the belief that working together is not through compulsion but voluntary, the development of skills and initiatives is seen as an ongoing process whereby change can be implemented and supported; working together is seen as a scheduled activity which gives status to what is been developed but does not stifle the individual's own development; an open appreciation of the needs of those involved. Collaboration is very necessary for professional growth.

### **2.4.3 Teacher Education in the Subject Matter of Teaching**

This characteristics is related to the subject matter mastery teachers acquire during their formal studies and pre-service education courses. The evidence from different studies is contradictory. Several studies show a positive relationship between teachers' preparation in the subject matter they later teach and students' achievement. Dauling-Hammond, (2000), found both positive and negative effects of teachers' mastery of subject matter on students' achievement. Goldhaber and Brewer (2000), found a positive relationship of subject matter mastery on students achievement in Mathematics but no such relationship for science. Rowan (2002) reported a positive relationship between student achievement and teacher with major in mathematics (Monk, 2000), however found that while having a major in mathematics, having a substantial amount of under-or post graduate course work had a significant positive

effect on students in physics but not in life sciences (Ingersoll, 2003), considered the widespread phenomenon in the United States of teacher teaching other subjects other than those for which they had formal qualifications. His study of out-of-field teaching (as it is known) portrayed a severe situation where 42% to 49% of public grades 7 to 12. Teachers of science and mathematics lacked a major and or full certification in the field they were teaching.

Three main categories of teacher mastery;

**i. General Pedagogical Mastery**

Research literature define general pedagogical mastery as the mastery of teaching and learning theories, principles, and processes that cut across disciplines. It is also the skill in the use of teaching methods and strategies that are not subject specific.

**ii. Subject Matter Mastery**

This is the teachers' understanding of the subject he/she teaches. The depth and organization of this mastery influence – how teachers structure and teach lessons referred to the role of subject matter mastery in teaching and suggested that scholarly mastery of a discipline is different than the mastery needed for teaching.

**iii. Pedagogical Content Mastery**

Center for the learning and teaching of elementary subjects at Michigan State University have clarified how subject matter mastery and general pedagogical mastery are transformed into pedagogical content mastery.

A teacher's pedagogical mastery is described as the ability to:

- a. Understand the central topics, skills and attitude in a field.

- b. Know what aspects of these topics will be interesting and/or difficult to understand for students
- c. Develop and/or select examples that best represent central ideas in a field.
- d. Question students effectively about these topics.

## **2.5 Concept of Social Studies and Scope of Social Studies**

Many people think social studies is merely a combination of history and other social sciences subjects, which is not true. It is clear that social studies derive its content from the social sciences and humanities, but not precisely history and geography alone. Social studies is integrated in nature, it integrates relevant concepts in the social science and humanities that are very much relevant in man's life.

Nigeria Educational and Research Council (NERC, 2004) refers social studies as the common learning of man's interaction with his social and physical environment.

Zevin (2007) define social studies as the study of how man influences his environment and how he is in turn influenced and affected by the various aspects and ramification of his environment including the physical, social, political, religion, economic, psychological, cultural, scientific and technological.

### **2.5.1 Effective Utilization of Instructional Materials in Social Studies**

Teaching at any level requires that the students be exposed to some form of simulation. Adekunle (2008), noted that teaching resources in social studies means anything that can assist the teacher in promoting teaching and learning. When the students are given the chance to learn through more senses than one, they can learn

faster and easier. The use of instructional materials provides the social studies teacher with interesting and competing platform for conveying to learn more. Furthermore, the teacher is assisted in overcoming physical difficulties that could have hindered his effective presentation of a given topic noted that the use of electronically mediated instruction to update the traditional face to face classroom has resulted in a shift from teacher to students centered classes. In this situation the responsibility for learning is shifted to the students. The teacher facilitates the learning by acting as a coach, a resources guide and companion in learning. The use of instructional materials does not only encourage teacher and students to work collaboratively but also results in more cooperative learning activities among students.

The purpose of instructional materials utilization in social studies is to promote efficiency of education by improving the quality teaching and learning. In corporation these tools and materials presents support and reinforces teaching. According to Imogie (2005) these materials and resources including audio tape recorders, video tape recorders, slide projectors, opaque projectors, program instructions, filmstrip, maps, quarts, graphs and many more offer a variety of learning experience. However, achieving these laudasle goals of conscientious utilization of instructional materials and resources in social studies teaching and learning has been very challenging. As Garuka (2003), noted that the Nigeria teacher operates from different environment where teaching and learning is seriously improvised particularly in the rural set up and even in the urban areas only.

### **2.5.2 Instructional Considerations Relating to the Teaching of Social Studies**

- i. Social studies teachers should not focus only on the subject matters of the subject.

- ii. Social studies teachers must also focus on how students learn social studies content.
- iii. Content only provides the basic mastery that students need as a foundations for building an understanding about themselves and the world in which they live. Specific facts, generalization and theories do not encourage students to think. These mastery artifact prejudices and dispositions. Also they do not develop social and academic skills in students.
- iv. The social studies teacher has to translate the content of social studies into learnable tasks for students in the classroom (Clement, 1998).

The main purpose of classroom instructions in social studies is to change pupils behavior in desired directions especially in the intellectual, emotional and physical spheres. A considerations of the role of classroom instructions in social studies in this perspectives presupposes that evaluations becomes an important part of the teaching and learning process in the subject area. The social studies teacher's tasks in the foregoing considerations are quite demanding, namely: the desired directions of change for the pupils are established by the instructional objectives instituted by the teacher; changes in behavior of students brought about by the planned learning activities, of the social studies teacher; and the students learning progress is periodically evaluated by tests and other evaluations devices which stem rom the teacher. The interdependence of these three faces of social studies education is examined in the following steps associated with the instructional process in the social studies namely:

- a. Development of instructional objectives
- b. Pre-assessing the learners needs
- c. Provision of relevant instructions
- d. Evaluating intended outcomes

- e. The role of evaluation results in social studies (Clement, 1998).

The above headings are discussed in details below:

- a. **Development of instructional objectives:** the first step in both teaching and evaluation in social studies is that of determining the learning outcomes to be expected from classroom instructions. The following learning outcomes are very relevant to instructions in social studies, what should students be like at the end of the learning experience? What mastery and understanding should the students possess? What skills should be able to display? What interacts and attitudes should they have develop? What changes in habits of thinking, feeling and doing should have taken place? In short, what specific behavior changes are we striving for and what are students like when we have succeeded in bringing about those changes?

it is only by identifying instructional objectives and stating them clearly in terms of specific behavior a social studies teacher can provide direction to the teaching process in social studies.

- b. **Pre-assessing the learners needs:** after the instructional objectives have been clearly specified, it is usually desirable to make some assessment of the learners needs in relation to learning outcomes to be achieved. Thus, approach is expected to call for such questions as do the pupils possess the abilities and skills needed to proceed with the instruction? Have the pupils already mastered some of the intended learning outcomes? Thus, evaluating pupils mastery and skill at the beginning of instructions enables social studies teacher to answer the foregoing questions.
- c. **Provision of relevant instruction:** thus, subject matters calls for an integrations of the content of social studies and teaching methods into planned instructional

activities designed to help pupils achieve the desired learning outcomes. During this instructional phase, testing and evaluation provides a means of achieving the following:

- a. Monitoring learning progress,
- b. Diagnosing learning difficulties,
- c. Evaluating intended outcomes.

This represents the final step in the instructional process in social studies. It is aimed at determining the extent to which instructional objectives have been achieved by the pupils. This is accomplished by using tests and other evaluation instruments that are specifically designed to measure the intended learning outcomes. Ideally, the instructional objectives will clearly specify the desired changes in pupils behavior, while the evaluation instrument will provide a relevant measure, or description of the same behavior. For the purpose of arriving at an effective classroom evaluation in social studies, there is need to achieved a good degree of mastery in social studies (Clement, 1998).

**d. The role of evaluation in social studies:** the results associated with pupils evaluation are not only meant for the benefit or consumption of teachers and administrators, they can contribute directly to improved pupils learning, when properly used in many aspects including:

- a. A clarification of the nature of intended learning outcomes;
- b. Provision of short-term goals to work towards;
- c. Provision of feedback concerning learning progress, and provision of information for overcoming leaning difficulties and for selecting future leaning experiences. Apart from benefiting the pupils, information from

carefully developed evaluation techniques can also be used to evaluate and improve instructive such information can aid in judging the following:

- a. The appropriateness and the attainability of the instructional objectives.
- b. The usefulness of the instructional materials; and
- c. The effectiveness of the instructional methods. It follows that, the evaluation procedures can contribute to improvements in the teaching and learning process itself, as well as contributing directly to improved pupil learning (Clement, 1998).

## **2.6 Student Academic Performance**

Academic performance is the outcome of education the extent to which a teacher or institutions has achieved their educational goals. Academic performance represents performance outcomes that were the focus of an activities in institutional environments, specifically in school, college, and university. School system mostly define cognitive goals that either apply across multiple suspect areas (e.g. critical thinking) or include the acquisition of mastery and understanding in a specific intellectual domain (e.g. numeracy, literacy science, history). Therefore, academic performance should be considered to be a multifaceted construct that comprises different domain of learning. Because the field of academic performance is very wide ranging and covers a broad variety of educational outcomes, the definition of academic performance depends on the indicators used measure it. Among the many criteria that indicate academic performance, there are general indicators such as procedure and declarative mastery acquired in an educational system, more curricular-based criteria such as grades or performance on an educational achievement test, and cumulative indicators of an academic performance such as educational degrees and certificates. All criteria have in common that represent intellectual endeavors and thus, more or less, mirror the

intellectual capacity of a person. In developed societies, academic performance plays an important role in every person's life

Academic performance as measured by grade point average (GPA) or by standardized assessments designed for selection purpose such as the scholastic assessment test (SAT) determines whether a student will have the opportunity to continue his or her education (e.g. to attend university). Therefore, academic performance defines whether one can take part in higher education, and based on educational degrees one attains, influence one's vocational careers after education (Hattle, 2009). Besides the relevance for an individual, academic performance is the utmost importance for the wealth of a nation and its prosperity. The strong association between a society's level of academic performance and positive socio-economic development is one reason for conducting international studies on academic performance such as programme for international student assessment (PISA), administered by the organization for economic cooperation and development (OECD). The results of these studies provides information about different indicators of a nations academic performance, such information is used analyses the strengths and weakness of a nation's educational system and to guide educational policy decisions. Given the individual and societal importance of academic achievement, it is not surprising that academic achievement is the research focus of many scientists; for example, in psychology or educational disciplines (Hattle, 2009).

## **2.7 Elements of Teaching Effectiveness in Social Studies**

There are some factors that make teaching of social studies effective in the classroom. The ability of the teacher to be able to observe these factors may affect the academic performance of students. These are:

### **a. Academic Learning Time**

It is important for social studies teachers to know the psychology of the pupils he is teaching. It is an established fact that young children have a very short attention span, (Abang, 2011). Therefore, the period of the teaching must be tailored to suit the age of the students and their respective classes. The manner in which the teacher plan his lesson, the manner in which he handles transitions will no doubt have a salient effect on the students' performance. Students may be physically present in the class but their minds may not be on what is being taught. It is therefore difficult to measure what is going on in the students at each point in time. On this note, social studies teachers need to have an understanding and effective use of teaching and learning time.

### **b. Use of Re-enforcement**

Re-enforcement has been identified as one of the significant discrete instructional variable. The use of re-enforcement be it verbal or non- verbal has a great effect on learning, there are however, some principles that have to be in mind. Teacher must be selective in the application of the re-enforcement. The teacher must note that not everything is re-enforcing to every child. One child may find one thing re-enforcing while others may not. It is for the teachers to determine what is re-enforcing to a child before applying it. Re-enforcement must therefore, be carefully selected. The re-enforcement must come immediately after the action to enable the child associate the

behavior and the re-enforcement, which results in learning. Re-enforcement has to be carefully and selectively use to produce the desired effective and feedback.

Good teaching is to cure the students and to assist them to come up with the correct response. When a question is thrown in the class and they appear to be at a loss as what the answer may be, a good social studies teacher would provide a cue. The teacher could pick up part of the answer and ask for clarification. There is another component of effective called “wait time”. This gives the student time to reflect on the question. Thus by providing time and helping the students to elaborate and answer the question, the teacher is expected to increase academic achievement. Constructive feedback obviously provides the students with information on which to build mastery.

**c. Cooperative learning**

This is a very important aspect of teaching social studies. It involves teaching students in groups and being able to give each group adequate time with constructive activities. The teacher should ensure that no group is given more attention at the response of another. The approach encourages student’s participation and results in improved academic performance. This involves more than a simple teaching technique.

**d. Classroom morale**

The atmosphere of any classroom has a salient but very significant impact on learning. Abang(2011), posits that the old school view of strict discipline and tight control is not effective. Rather, feelings of cohesiveness, satisfaction, good direction and students’ perceptions of a friendly atmosphere should be the case. This makes positive difference in learning as Abang (2011), revealed that one main element of effective teaching is the need to create a relatively relaxed learning environment within a task oriented focus mastery trait.

Good and effective social studies teacher posses deep mastery of the subject matter and is able to manipulate, simplify and individualize this data more easily because they are masters of it. They are not only hard workers but have a passion for the subject. Such good teachers are able to emphasize with students who might not like the subject. To keep the enthusiasm of students on, they present facts from a difficult angle thereby attaining high achievement goals.

**e. Diversity as a trait**

Social studies teachers are supposed to provide and use array of methods and instructional materials to teach. They integrate lessons among several subjects and use research learning process. For example teacher may show many miles per hour they work, how to create a graph, making a map of a tribe, write a journal of what they saw, draw pictures of the features seen and making presentations. The diverse methods of teaching Subjects Avenue to pursue excellence as much as they can.

**2.8 Effective Teaching Procedures in Social Studies**

Teacher education is a dominant feature of any curriculum development theory and must be given due attention so that the problem of implementation can be met. For effective teaching, teachers must be actively involved in conferences, workshops, orientation meetings and training session conducted by centres in which new materials are developed. Some help can be obtained by examining teachers guide, background papers, suggested bibliographies and other projects or research materials. Most projects involving in-service or pre-service programmes have tried to provide finders and other resources that will enable social studies teacher to direct instruction in ways that are consistent with stated objectives. Such programmes should also make it possible to derive clues for planning and shaping in-service and pre-service training directions as they are emerging in social studies (Joof, 2011).

Teacher effectiveness in terms of the performance or function they are expected to perform is crucial to the teaching and learning process (Joof, 2011), identified twelve such functions as:

- i. Explaining, informing, showing how
- ii. Initiating, directing, administering.
- iii. Unifying the group.
- iv. Giving security.
- v. Clarifying attitudes, beliefs, problems.
- vi. Diagnosing learning problems.
- vii. Making curriculum materials.
- viii. Evaluating, recording, reporting.
- ix. Enriching, community activities.
- x. Organizing and arranging classroom.
- xi. Participating in professional and civic life.
- xii. Participating in school activities.

These twelve functions constantly remind the teacher as a must-do-if social studies teaching is to be effective in the attainment of its goals.

### **2.8.1 Modes of Teaching and Teachers' Job Effectiveness in Social Studies**

Effective teaching connotes the ability on the part of the teacher to communicate which is reflected in a lucid presentation and the transmission of an enthusiasm that is, infectious communication here does not merely imply the passing back and forth of sounds, but the art of using the vehicle of sound to sensitize internal reorganizations which issue in the rolling out of concepts and principles from the learners. This cannot happen if lucid and logical presentations backed by radiating and noticeable enthusiasm

from the teachers are not in evidence. A teacher is therefore a person who can communicate with genuine enthusiasm (Nwachukwu, 2006).

The following four teaching modes and their implication for various patterns of curriculum and instruction are as follows:

1. **Didactic mode:** This is telling the mode of teaching. It is a way of dispensing facts to the learner. A teacher who uses the didactic mode of teaching is good at narrating or reporting facts. Activities in this mode include lectures, assignments, recitations, and examinations. The content of the mode is traditional subject matter. It is the teaching mode that conveys information which is aimed at imparting mastery and building skills for the students to remember. The didactic mode of teaching allows students to learn concepts, skills and formulas through texts, lectures, and study guides in classes that require active student involvement, students practice and master skills introduced in their classes.
2. **Heuristic mode:** This mode of teaching involves inquiry and discovery methods. The teacher here is an arranger organizing inquiry/discovery activities to facilitate meaningful learning. The teacher is a resource person. Activities in this mode include organizing learners, giving criteria, holding conferences and checking progress of students. The content of this mode is traditional subject matter discovered through discovery or inquiry techniques. It involves dynamic method and processes of learning. It is the teaching mode that serves to guide, discover, reveal and solve problems. The aim is for students to know how to learn. According to Glossary of teaching terms, heuristic teaching also called the discovery method of teaching and learning is a process in which conditions are

established which allow students to encounter information and derive their own conclusion.

3. **Philetic Mode:** This is an effective mode of teaching where students' feelings or opinion is aroused. A philetic teacher is a friend, a counselor and a parent. The teacher who operates in this mode holds conferences with students. He or she is a social arranger, creates the mode and is a performer of things for the enjoyment of students. Everyone of the teachers' activities is focused on the ego of the learner and is aimed at the confidence of the learner. It is a teaching mode that is concerned with students' development, both intellectually and as people. Conferences with students are the peak of this mode of teaching because each student must think critically to understand ideas, solve problems, make decisions, resolve conflicts and apply mastery and skills to new situations. Speaking and listening are improved because of this method of teaching (Nwachukwu, 2006).
4. **Guristic Mode:** The Guristic mode is an approach of instruction where the teacher tries to explain his or her experience or feelings. There is no motive to teach or the desire to impart any of the above three modes. Nevertheless, from his or her given information about his or her own views of life, students pick out what their lines of interest are. A guristic teacher is a good interpreter of the future. He or she sees the future and imagines for the learner. Their activities involve effective thinking. They are at the centre stage, the focus of attention, which is aimed at expanding on mastery.

The above modes should help professional teacher know more about themselves, how they operate, and how they plan to operate in future and which mode they deemed suitable for what they desire to teach. It is very important that professional teachers

know their strengths and weaknesses. Several factors influence the way a professional teacher teaches. One's professional training as a teacher may influence one's teaching techniques or methods (Nwachukwu, 2006).

During instructional periods, students are expected to acquire mastery and certain cognitive and behavioural skills. To do this, they work on content that is presented in various ways with the help of various media ranging from very concrete to symbolic and highly abstract form. They are also required to carry out activities, which can be purely physical and behavioural, effective or cognitive in nature. The information that students learn in school is described in the curriculum. The teacher chooses the mastery and the required skills to transmit or impart to the learner. He also decides on the appropriate methodological learning and develops extra-curricular activities that enrich learning. Such activities include field trips, various school activities, school plays and games. This also evaluates the teaching and learning outcome of the students. The teacher is a facilitator of learning and therefore must be resourceful and improvisational. This is very important particularly for classrooms in Africa where learning facilities are in many cases inadequate. In analyzing the teachers' position, the professional trained teacher is a good citizen, a good community leader, innovator and an enlightened parent. His influence extends beyond the confines of the classroom.

### **Social Studies and the Teacher**

The social studies teacher must uphold the principles of democracy in the classroom because for the young to grow into citizens capable of furthering democracy, they must be exposed to an educational programme that is suited to a democracy, respect for personality and human worth must be observed. The teacher who wants to

evaluate his teaching in the light of democratic principle of respect for personality should ask himself the following questions:

1. Do I expect all pupils to measure up to the same standards of conduct and achievement?
2. Am I tolerant of student with an undesirable personality if he is making an effort to improve?
3. Is it ever possible for the slower student to experience success?
4. Are students challenged to achieve as much as their abilities permit rather than merely reaching grade standards?
5. Can a student admit lack of information without fear of criticism? (Joof, 2011).

Knowing one's student is another objective which social studies teachers must uphold. They need to know not only what children should learn in order to live successfully in our rapidly changing society, but what factors motivate and encourage learning? The selections of learning experiences are appropriate for children with whom the teacher works. Therefore, it is a worthwhile venture for teacher and other curriculum workers to collect many types of information about the children in their schools and use the information when formulating objectives. It is the responsibility of the social studies teacher to effectively carryout the social programme that is the inculcation of understanding, skills, attitudes, values and appreciation in the students. To do this, effective teaching strategies with new orientations must be employed coupled with proper planning in the course, unit and lesson for the particular teaching situation (Joof, 2011).

Social studies offer many opportunities for rich and meaningful experiences, but effective utilization depends to an extent on the size of the classroom, type of furniture, the amount and type of instructional materials available and used in the school.

Nonetheless, according to Joof, it depends to a greater extent upon the vision of the teacher, his understanding of the characteristics and the needs of students and his resourcefulness in adapting methods and materials to the needs of individuals. Various approaches for simulating interest in the unit being taught should be used, and activities could be cooperatively planned by students and teachers and evaluate techniques for measuring students should be varied.

Six conditions that make students regard social studies as dull and uninteresting, as identified by Joof (2011) are as follows:

1. The teacher finds little interest in social studies content or methodology. His lack of enthusiasm, for social studies is deadly contagious to learners.
2. The students are studying social studies from single sources, or using a limited number of methods. For example, one teacher in a class found group reported that the students have no interest in social studies. It was found that, the programme consisted entirely of reading and reciting from a single source, the textbook, brought from distant lands.
3. The materials in the basic text is either too difficult or too simple for a majority of the students.
4. The content of the book deals with concepts, places and events that are in no way linked to the past experience of the learners.
5. The students are forced to recognize and recall unrelated bits of factual information rather than engage in activities that demand the use of their higher rational powers, application, analysis, synthesis and evaluation.
6. The teacher conceives his task to be merely that of passing along information rather than that of increasing social literacy and improving social behaviour.

In view of the above (Joof, 2011), suggested that effective teaching should include the following strategies:

1. **Involvement in teaching and inquiry** – This involvement is a strategy which allows students to generate and react to understanding rather than passively and unquestioning receive them. Topics relevant to consideration for involving students in the learning process are (a) discovery teaching (b) inductive teaching (specific to genera); and (c) deductive teaching (from general to specific) with discovery teaching (not giving the answers to students), they become generators of understanding rather than mere receptors when these methods are used. Inquiry teaching provide for students “to work with and say something about data”. It involves the students in such activities as generating and analyzing data using evidence to make educated guesses and using the various techniques of inquiry of the social scientists.
2. Strategies using instructional media, tapes, films, overlays, maps, globes, study prints, artifacts and documents are examples of the type of media vitally needed to help learners attain instructional objectives. The media for learning are not confined entirely to those available at the school.
3. **Decision making strategies** – Case studies can be used in students decision making. The steps involved in the process are:
  - a. Identifying the problem.
  - b. Suggest alternative courses of behavior to the problem (suggest solutions).
  - c. Make a decision by selecting an alternative and arguing for it.
  - d. Listen and react to the decision of others. Each of the above step (in the motor park-low cost housing controversy) especially the first three, could

take place initially within small discussion groups and then in a classroom setting. The role of the teacher is to control and guide the discussion for proper focus. Teachers can create their own case studies, simulation and games can also aid decision making activities, helps students to (a) delineate alternative courses of action; (b) identify values associated with each alternative; (c) decide on an alternative and; (d) listen, react, and relate to decision making include; discussion confrontation with values, conflicts, role playing, establishing a decision continuum and playing the role of devils advocate.

4. **Questioning Strategies** – Teachers should use higher level questions to get students to think initially about the related answers. The teacher must therefore establish the right climate for such activities by considering his role as a teacher, learner involvement, reinforcing responses, timing and asking of higher level questions and the amount of teachers’ talk during classroom instruction. Similarly, the elements of the questioning scheme include, recall the higher questioning levels of relationship, applications, educated guesses, synthesis and opinions.
5. **News Reporting Strategies** – For many teachers and students news periods serve as an existing keynote for stimulating and profitable learning experiences. Students therefore eagerly gather report and discuss the current events of their society and other societies. On the other hand, for some students and teachers, news period are characteristically disastrous and they face it with trepidation, but it need news, limited background of students to take place. News reporting could be on armed robbery, the census, presidential election, civil disturbances, etc.

The above strategies by (Joof,2011) are listed below for comparison;

- 1. The inquiry method**
  - a. The questioning technique.
  - b. Project technique.
- 2. The discussion method**
  - a. Small group discussion.
  - b. Debate technique.
  - c. Panel discussion.
  - d. Brain storming or buzz
- 3. The activity method**
  - a. Simulation.
  - b. Role play technique.
  - c. Dramatization – Nocletrial
  - d. Music.
  - e. Independent student.
  - f. Field trip and local study.
- 4. Instructional materials:** Audio visuals

#### **NERC (Corbin Scheme)**

- 1. Presentation methods.**
  - a. Construction.
  - b. Creative activity.
- 2. Inquiry**
  - a. Discussion
  - b. Problem-solving.
  - c. Dramatization.
  - d. Simulation.

### **3. Questioning**

The teacher armed with mastery and procedure for utilizing the techniques and strategies discussed above, can enhance effective teaching and learning of social studies, Joof, (2011) stated that heavy reliance on a single textbook tradition is no longer advisable in an era of multi-media proliferation. Therefore, teachers should emphasize participation in many meaningful activities in selecting and guiding activities so that they will contribute to the development of useful concepts attitudes, behavior traits and skills.

#### **2.8.2 Professional Competence: Qualities, Attitude, Skills AndMastery That Contribute To A Teachers Effectiveness**

Since the 1920s, the issue of teachers' qualifications which can guarantee their effectiveness, has been of concern not only the science of pedagogy, but also for those in charge of staffing schools with qualified professionals. As regards this issue, modern students have revealed the way in which a teacher carries out his work is determined by the union of his personality traits and acquired mastery. A "good teacher should posses a wide range of qualifications which could", schematically be classified as follows:

##### **Personality Traits, Attitudes and Beliefs**

This include personality traits related to the professional role of a teacher, which can be matured and developed through initial education and continuous training (Liakopoulou, 2011). Specifically, studies have shown that traits such as flexibility in terms of the appearance of students, a sense of humor, a sense of fairness, patience, enthusiasm, creativity, care and interest in students all contribute to the effectiveness of teacher (Malikow, 2005).

These also include a teacher's attitude and beliefs on teaching, learning, his role all of which affect the way he chooses, evaluates and comprehends the mastery acquired, as well as the way he benefits from this mastery in practice, as this very

practice is shaped by that mastery . The attitudes of teachers affect their degree of commitment to their duties, the way they teach and treat their students, as well as how they perceive their professional growth, (Darling-Hammond, 2000). Specifically, teacher that have high expectations for their students and insist on promoting learning for all students tend to be more effective (Mahkow, 2005). Another factor which contributes to effectiveness of teachers is a feeling of commitment to the job at hand (Coladarsi, 2002) and interest in the personal life of students and thir families (Harslett *et.al.*, 2000). Lastly, “mastery of self and contemplation are worth mentioning, in that they pre-suppose critical and careful reflection on the part of the teacher, on his actions and self, Turner Bisset (2001). McBer (2000), from a series of interviews with teachers identified 16 professional characteristics”, including personality traits and individual attitudes, which she then classified into fine groups:

- a. Professionalism: Commitments, confidence, trustworthiness, respect.
- b. Thinking: Analytic and conceptual thinking.
- c. Expectations: Disposal of achievement, of high objectives, disposal for permanent comprehension of reality (e.g. the students, the order), and undertaking of initiatives.
- d. Leadership: Flexibility, accountability, passion for learning;
- e. Relations with other: Fertile interaction with involved in the educational process skills of common work, comprehension.

### **Pedagogical Skills and Mastery**

Didactic and pedagogical skills are not only understood as familiarization with technique that are then used mechanically, but also as the acquisition of routines which, without a doubt, every teacher needs in order to save time and energy for the more significant aspects of his work; at the same time, they refer to a set of theoretical

principles and research data that lead to a variety of techniques and strategies which a teacher chooses and shapes, depending on the circumstance, (Beyer, 2002). A plethora of related studies shows specific actions by teachers which can be considered factors for their effectiveness. With regard to the teaching approach, it seems that the more effective teachers set realistic objectives, try and give incentives to students for learning; apply various teaching methods, select participative forms of teaching, test and create didactic material, present information in a clearer manner, combine words with pictures, use various teaching aids, maximize teaching time through systematic measures (e.g. reducing disturbances in the classroom), assign work that will stir the interest of students, monitor and evaluate the progress of students, set evaluation criteria for students and inform the students about them, and provide feedback to the students. Another decisive factor in effectiveness is a teacher's ability to recognize the diversity of students to choose the best method possible for each student, and to create incentives for students (Harselett, 2000).

Another important factor is teachers' co-operation not only with the students, but also with the parents of the students, their colleagues and the community at large (Jasman, 2002). Lastly, effectiveness, to a great extent depends on the way problems in the classroom are managed. Research shows that more effective teachers keep all happenings in the classroom in check that are constantly on alert, that they swiftly deal with any problem that may arise and that they adopt various ways of working with students (Everston & Raudolph, 2000).

A basic qualification, whatever the case, is the acquisition of an extended body of mastery which contributes to the way the teacher performs in practice (Birman, 2000). Generally, a teacher's training is classified into three fields; subject mastery, pedagogical and didactic studies, and teaching practice. However, what still needs to be

defined is what should be taught in these educational fields, especially in pedagogical studies. A way to define the contents of “professional mastery” is to provide answers to the following questions: “What makes up the pedagogical and didactic work of a teacher?” and “What mastery type and qualifications are needed for a teacher?” and “What mastery type and qualifications are needed for a teacher to cope?”

According to Shulmau (2000), pedagogical thought and action go through the following stages;

- a. Understanding/perception
- b. Modification/transformation
- c. Teaching
- d. Evaluation
- e. Feedback
- f. Reflection

For a teacher to cope with the above, “professional studies” are required that is (a) pedagogical content mastery and (b) curriculum studies. Turner Bisset (2000), suggests a course that would instill the necessary qualification and focus on the following fields, “substantive mastery”, “synlatic mastery”, beliefs about the subject”, mastery of the curriculum, mastery of contexts, mastery of self, didactic training, mastery of learners, mastery of objectives and learning outcomes, general pedagogical mastery, pedagogical – didactic amalgam and learning subject. This body of mastery that can guarantee a teachers’ expertise is determined by existing conditions and contexts as well as the personal experiences, beliefs and needs of each teacher, a fact that renders on a priori defection of this mastery extremely is difficult. Nevertheless, there are mastery fields that constitute a necessary pre-requisite for every teacher, or at

least for a large part of teacher and which form the basic part of professional mastery.

These includes;

- a. **Subject Mastery** – The teaching subject does coincide with the corresponding science, however, teaching a particular subject requires familiarization. The way each field is approached and studied is strongly defined by the job and duties defined in the job description. For such a specific comprehension of scientific mastery as a way of teaching, familiarization with the science and its dimensions is necessary. A classification of the dimensions of scientific mastery is the following;
  - i. Science content (opinions, axioms, facts and so forth). It relates to the “fact” and “principles” of the science being taught, from which the teacher derives appropriate examples, pictures, etc. for instruction;
  - ii. Relations, organization and structure of the contents of a scientific subject. This mastery on the subject defines the way it is presented to the students, the question that would pass on the mastery in a better way and so forth;
  - iii. The research methodology on the scientific field. This mastery of the methodology contributes to a better choice by a teacher of the methods through which he will approach the subject, the exercise, the question, and so forth;
  - iv. The procedures and ways that contribute to the generalization of the “truth”, explored in every scientific field and now being acknowledged (synthetic mastery). Moreover, a teacher should be in a position to approach the subject being taught with specific questions, such as which social norms are connected to the subject, what is its relation to social

issues and its value to everyday life (Kenny, 2000). He should also be in a position to diagnose misinterpretations of mastery and skills connected to the subject being taught (Baratz Snowdm, 2005). An extra requirement for a teacher would be mastery on every subject in the curriculum of the grade he teaches, as this allows him to adopt an interdisciplinary approach to the material that is using pictures, analogies and mastery acquired by students through other subjects. Finally, mastery of the subject taught is related to teacher's beliefs. Research has shown that teachers effectiveness is strongly influenced by the opinion teachers have of the subject they teach. Moreover, teachers with a more "holistic" outlook on the subjects they teach tend to be more effective (Turner, 2002).

- b. **Mastery of Learners** – This comprises mastery on the biological, social and psychological and cognitive of the students, on issues related to group dynamics and interactions between students as well as teachers and students' behavioral problems, learning motivation, adjustment issues, learning difficulties, etc.
- c. **Teaching Methodology** – A way to define the necessary qualification of a teacher is to give a detailed description of the teaching methodology. A schematic presentation of the specific structural elements of instruction follows;
  - i. Lesson planning, that is, teacher's pre-lesson activities and actions, (for example, organization of content into thematic units, transformation of teaching material into teachable mastery, definition of teaching goals, methodological organization of teaching, time planning, selection of evaluation process). Planning can vary, depending on whether it is short-

term (weekly lesson planning or unit planning) or long – term (for the entire semester or academic year);

- ii. Teaching performance, that is, enforcing the choices made during planning (didactic organization, teaching path, application of teaching forms, direct actions of the teacher, use of teaching methods and aids);
- iii. Evaluation of teaching, that is, evaluating the results mainly by assessing students' performance (for example, goals, forms, basic principles, assessment techniques).

d. **Curriculum Mastery** – The school curriculum is a tool, which, in a way determines the didactic choices of a teacher. Teachers should therefore, know the curriculum, textbooks, the rules and laws of the education system and as a whole, the states' role in education (Shulman, 2001). At the same time, however, the demands of the society today call for a critical approach to the curriculum and it's adaptation to the needs deriving from content.

e. **General Pedagogical Mastery** –Thisfield relates to the organization of the classroom, to motivating and retraining students' attention, pooling resources, learning theories and pedagogical theories. Shulman (2001) refers to “principles and strategic classroom management and organization, which exceed the mastery of specific subjects”. This type of mastery is nonetheless acknowledged, as it secures a framework of mental representations necessary for the comprehension and interpretation of the school classroom. Moreover, this mastery is absolutely essential for lesson planning, as it guides the teacher's didactic choices (Ernest, 2000).

f. **Mastery of Contexts** – A teacher is called upon to evaluate the contexts in which he teaches and act accordingly, as his actions are defined by surrounding

circumstances, in other words there are no pre-determined attitude that would suit every occasion. Still there are certain outlooks on reality, certain principles, research findings, that a teacher can use to interpret this context, as well as a host of techniques and strategies which can be used, depending on the situation. Hence mastery of context refers to mastery of the environment and the circumstances where a teacher is required to work; the school, the region, the state. Specifically, it comprises mastery of the student and their family background, as well as the entire local community, education system, the organization and management of the school unit, the history and philosophy of education in every state, the institutional framework and administrative structure of education (Liakopoulon, 2011).

- g. **Mastery of “Self”** – A basic qualification of teachers, related to their views on their role, responsibilities, training and qualifications, rights and professional development, working conditions, values, and philosophy and is mainly connected to their professional through reflection, to learning through their teaching experience, in relation to their working environment (Lambart, 2000). The way teachers perceive their role defines not only their options, but also the way they comprehend, interpret and use this mastery (Claudiuim & Connely, 2002). The qualities that can ensure a teachers’ effectiveness are not the sum of his mastery, but rather the link between the different types of mastery he possess. These types of mastery do not simply co-exist; they should form a complete, inseparable unit of mastery. The degree of connectivity between these separate types of mastery sets apart a “competent” teacher from an “excellent” one, as a “competent” teacher manages to combine these mastery form in part,

whereas an “excellent” teacher uses the mastery deriving from each separate field most effectively (Turner, 2001).

## **2.9 Learning as a Process of Active Engagement**

The most critical shift in education in the past 20 years has been a move away from a conception of “learner as sponge” toward an image of “learner as active constructor of meaning”. Although, Plato and Socrates (not to mention Dewey) reminded us long ago that learners were not empty vessels, blank states or passive, observers, much of us schooling has been based on this premise. Teachers have talked; students have been directed to listen (Penelope, 2006). The assumption is that, if teachers speak clearly and students are motivated, learning will occur. If students do not learn, the logic goes, it is because they are not paying attention or they do not care.

These ideas were grounded in a theory of learning that focused on behavior. One behavior leads to another, behavioural learning theorist argued and so if teachers act in a certain way, students will likewise act in a certain way central to behaviourism was the idea of conditioning, that is, training the individual to respond to stimuli. The mind was a “black box” of little concern. But behavioural theorists had to make way for the “cognitive revolution” in psychology, which involved putting the mind back into the learning equation (Penelope, 2006).

The cognitive theorists helps here, for example, research suggest that learner from a very young age make sense of the world, actively creating meaning while reading texts, interacting with the environment, or talking with other. Even if the students are quietly watching a teacher speak, they can be actively engaged in a process of comprehension or “minds on” work, as many teachers describe it. As Bransford, Brown and Cooking (2000) wrote, “it is now known that every young children are competent, active agents of their own conceptual development”. In short the mind of the

young child has come to life. This cognitive turn in psychology is often referred to as constructive approach to learning.

Understanding that students construct meaning has led to increased attention to students' interpretation of what they witness in class. For example, the game of "telephone": A phrase may be whispered from person to person is followed by hilarity when the last person announces something quite different from what he first said. This game exemplified the role of interpretation in any human endeavour. At the base level, what we "hear" is filtered through our assumptions and values, attention and mastery . Importantly, the growing revelation of the powerful role of prior mastery and experience in learning new information. Banerfield, Brown, and Conn (2000) states that students enter school with ideas, and those ideas are significant force to be reckoned with. Researchers have shown that students beliefs that the earth is flat last well after teachers and other have told them otherwise (Yezzu and Lester, 2000). Elementary age children have been found to hold naïve theories of prejudice and discrimination that resonate with the theories of social scientists who have grapple with similar questions about why people dislike or discriminate against those who are different (Rose, 2000). Similarly, Rao and Kumer (2004) found that adolescents use naïve social, economic and political theories in identifying causes of social issues.

When we understand that students interpret and do not automatically absorb the information and ideas they encounter in the world through the experience and theories they bring to school, the links between learning and teaching become more complicated. Rather than appearing as a natural result of teaching, learning is seen as inherently "problematic". Teachers might create opportunities for students to learn, but teachers cannot control students' interpretations and helping them after, edit and enrich them. But we get a head of ourselves. Each of the shifts in learning theories discussed above

have implications for teachers' roles and responsibilities. Because theories vary in their quality and rigor, it seems imperative that teachers be well informed, skeptical consumers of "new" educational ideas or reigning theories (Rumberg & Sun, 2002; Charland, 2011). They interpret, adapt, and combine those theories as they use them in practice. Indeed current thought suggest that a "balanced" view of learning and teaching is crucial, for instance, Kilpatrick, Swafford, and Findell (2002), students need opportunities to learn in multiple ways, and teachers need to have a pedagogical repertoire that draws from myriad learning theories.

## **2.10 Implications of the Elements of Teaching and Teachers**

The relationship between teaching and learning is complex. Moreover, researchers on learning has often been conducted independently of research on teaching, leading to a gap in understanding between the two communities of researchers who understand and work on teaching. In recent years, scholars have been trying to bridge the gap between these intellectual communities with some modest success (Carpenter, 2011).

One reason the relationship remains elusive is teaching cannot be mandated; teachers cannot guarantee that a particular student will learn. A teacher may valiantly try to teach mathematics to a student, but whether the students learn something depends on many factors within and outside the teacher's control: Is the student motivated? Did the teacher use appropriate instructional strategy? Is the student interested? Are the classrooms and schools conditions conducive to learning? Are the students' parents supportive? Is there enough time to digest the ideas and practice new skills? Is there any peer pressure? Never the less, these four ideas about learning, learners and mastery have important implications for the work of teachers. The most significant implication of these ideas about learning and mastery is that they imply that thoughtful teachers are

intellectual who think both about subject matter and students constructing bridges between the two. Reforms long ago learned that curricula cannot be teacher proof, for teachers inevitably shape the materials they use (Cohen, Raudenbush & Ball, 2003; Lukas, 2007). Yet wide-spread belief persists that teaching is a straight forward enterprise using textbooks, teachers follow each page, directing students in what they should read and do. If the materials are good and everyone behaves himself or herself, so the logic goes, students will learn. That is simple not true. Resources are mediated by teachers and students and they are situated with contexts that matter (Cohen, Raudenbush, & Ball, 2003).

Good teachers must think hard about what they want their students to learn, contemplating myriad questions: what is interesting about this subject for my students? What ideas and concepts are particularly difficult? Why? What are the different means I can use to help students grapple with these ideas? What do my students already know that might help? What do they believe that might get in the way? What time of the day is it? The year? How can I use my students diverse background to enhance the curriculum? How can I create a community of learners who can support the individual and social construction of mastery?

Notice here that, answering any or all of these questions entails theories and mastery about learners and learning. Because the situation matters, teachers must think of the time of year, school classroom, and community (the school contexts of learning). When teachers decide what to teach they must find ways to emphasize both concepts and facts and most of inquiry (the nature of mastery students need to acquire). When teachers' consider what students will find interesting or difficult, they need ways to access students' minds; they need to create communities among their students (learners

as active constructors of mastery). Thus much of teachers are informed by ideas about learners and learning discussed earlier.

The current emphasis on teacher's thinking and decision making has led to a sea of change in the way we think about, observe and evaluate teachers and their teaching. Research on teaching now extends to asking teachers why they act the way they do and what they learn from their experiences. Administrators no longer crouch in the back of classrooms, filling out checklists of behaviours. Instead, teachers and their colleagues (other teachers, principals and curriculum coordinators) are expected to talk about why they taught as they did, answering questions about their reasons, rationales and reflections: why did you teach this lesson? What did you hope to accomplish? What would you change? New performance based assessments for example, the assessment system of the beginning teacher assessment programme was in consentient, teacher portfolios collected through training and the processes and products required by the National Board for Professional Teaching Standards assume that to understand teaching, we must observe both thought and action, watching what teachers do and asking them to defend their choices. Such assessments now involve interviews and portfolios as well as more traditional standardized tests and observations.

The emphasis on the intellectual aspects of teaching is not intended to override the fundamentally moral aspects of teaching. Singh (2007) argued persuasively that is the problematic to divorce discussions of mind from hearth, for the intellect is deeply personal. Rather, this attention to teacher's rationales (including explicated theories of teaching and learning) is intended to hold teachers more accountable for their actions, as any professional is, so that all students are treated equitably and receive comparable high quality instruction (Ball & Wilson, 2006). The recognition that teaching involves both intellectual and moral aspects only adds to its complexity.

## **2.11 Teaching as a Varied Work**

Some “radical constructivists” have argued that teachers must never tell students anything and that all mastery must be constructed independently of the teachers’ watchful eye, (Suzzane, 2006). But a teacher might believe that students are active constructors of their own mastery yet still choose from a broad array of instructional strategies ranging from drill and practice to recitation, from cooperative groups to stimulations. In creating these educational opportunities for their students, teachers use manipulative and historical artifacts; they create scientific inquiries and mathematical problems.

Because teacher takes on different roles in these different instructional configurations, much current talk of teaching explores the use of alternative metaphors to capture the essence of teaching; instead of teachers being thought of as tellers, we hear about teachers being coaches, guides and collaborators. But one metaphor alone will not do, for there are times when teachers must and should tell, and other times when teachers should inquire, using their classrooms as laboratories for their own learning (as well as that of their students). However, because coaches often utilize a broad range of instructional strategies, teacher can be considered as “team coach”, (Ream& Rumberger, 2008).

The appeal of “teacher as coach” lies in the fact that coaches support players as they learn to demonstrate mastery even excellence as independent artisans. Coaches as teacher must help players develop fundamental mastery and skill provide opportunities for practice, facilitate classroom discourse, and keep an eye on the structure and timing of players’ learning. The teacher as a coach has been a predominant metaphor in the work of the coalition of essential schools, sometimes referred to as “natural learning”, the learning involved in team play is often very different from traditional school

learning. Galton (2010), explained: Natural learning, sites shape the semantic and situational constraints of reasoning in basic way. Identifying and solving problems, moving from known to unknown, and create meaning through reasoning analogically mark everyday reasoning in situations that integrate individuals into teamwork and depend on guided learning in mixed age groupings. This kind of learning that many reformers and educators argue for, consider who compares his learning on the baseball team to school: he said, “like I know how to do things but not how to, so it’s “more fun to play baseball also because you are active and there’s fun to do baseball moving around and talk all the time,” (Hathie, 2003). Like in school, you are quiet all the time. In baseball, you can talk all you want. The coach taught us to get grounder, like, plant our feet like this and move down. We wouldn’t just be, like learning, he actually gives us ground balls. In teaching, they just tell you how to do it (Hathie, 2003).

Just as students cannot team baseball simply by hearing the coach tell about it, they cannot learn history, science, literature, social studies and other academic discipline only by hearing someone tell them about it. They need to the kind of work that scholars in these fields do, piecing together evidence, understanding the leaps necessary to make inferences, noting when they have to rely on their own theories of human behavior. Experiences such as these help students develop a critical eye, enabling them to become consumers and users of mastery. Part of this process involves testing ideas out in public with peers. But to do so, students like mathematicians or historians will need to learn how to present and discuss their ideas with others in intellectually productive way (Hathie, 2003).

To allow for public testing of ideas, teachers have to create occasions for classroom discourse and act as rudder, keeping the collective discussion and joint work on course. Coaches often have their players consider a hypothetical episode, making

explicit various possible responses. For example, a baseball coach might ask the team, “what could have happened if Rob had bunted? What about the men on second?” The players might think through various responses and consequences, (Hathie, 2003). In the same way, a teacher might lead a discussion in which students speculate on alternative interpretation of a particular piece of literary or historical text (Rachael, 2011).

This discussion is one example of how teachers might make visible to learners not only what is to be known but also how one comes to know it as a literary scholar or historian. In addition to helping students learn through doing and structuring classroom discourse, coaches must do even more. A coach needs to know each player's individual talents and craft team strategies that take advantage of those talents. Central to the task is helping all players accept the value of individual differences. As Health noted, “A team cannot expect to have all members at the same level of ability in the same complex skills”. In much the same way, teachers who believe that mastery is constructed and that groups of students and teachers can learn more together than apart must find ways to construct a community of learners that takes full advantage of the breadth of mastery and experience different members bring.

According to Rachael (2011), this image of teaching and learning, the ideal classroom should no longer be one in which thirty (30) students are always listening to the teacher or silently working. Part of learning should still involve lecture, drill and practice, for some basic mastery must be routinized so that it will inform interpretation and debate. However, students should also work in alternative arrangements, small and large groups talking to each other. Making public their personal mastery and beliefs, constructing and testing their mastery with peers and teachers.

To help students, teachers should have to understand when and how to use different pedagogical approaches. Teachers must systematically consider their learning

goals and their students, the subject matter they want students to learn and select pedagogical strategies that will enable students learning. Those strategies ought to be selected thoughtfully, varied in their approaches and refined over time through reflection (Rachael, 2011).

## **2.12 Teaching as a Shared Work**

Educators have long been interested in how students learn from students as well as from teachers. Panolop (2006), argued for a community of learners, several models for teaching and learning pressure that teaching is shared work between students and teachers (teachers still have responsibility for making sure that students learn). Corporative learning, broadly defined as an educational opportunity in which students learn from one another, has taken numerous forms, Johnson and Stanne, (2000); With roots in theories of social interdependence collaborative learning has been very successful when implemented well. Raywid (2001), argues that two hallmarks of high quality cooperative learning are positive interdependence and individual accountability. Team learning is closely related to cooperative learning.

According to Marshall (2004), “team learning is the process of aligning and developing the capacity of a team to create the results its members truly desire. Reciprocal teaching, another form of teaching as shared work is a technique used to develop comprehensive of text in which teacher and students take turns learning to dialogue concerning sections of a text. Students are taught to use four strategies in working through the text: Predicting, questioning, summarizing and clarifying misleading or complex portions of the text, (McGrath & Noble, 2010).

## **Teaching as Inquiry**

If students are to serve as resources and teachers are to enhance their professional mastery constantly, then teaching requires much more inquiry, (Macionis, 2006; Lampart, 2001). In many ways teachers must act as scientists investigating students thinking, finding ways to learn about how particular students are actively involved in the teaching – learning process. Teachers must probe students understanding sometimes even interviewing them about their thoughts and logic. Instead of being mere fonts of mastery, teachers will also have to become inquiries, asking questions and testing hypotheses about what their students know and do not know.

In addition to learning about their students, teacher needs to learn much more about their subject matter. Suzanne (2006) proposed that teacher possess a particular kind of subject matter mastery, pedagogical content mastery that allow them to understand how to present mastery to their students. Pedagogical content mastery is born of practice. Although experienced teachers linked comments.

Learning to inquiry both in classroom in the company of ones students and alone in personal reflection and outside of class in the company of one's peers is unnerving and time consuming, it also requires the development of mastery and skill, knowing how to listen is a skilled to be developed, not an inherited trait granted all teachers, therapists, lawyers, and doctors. It requires sensitivity to better and worse questions, the capacity to read between the lines of a students' response, and use alternative forms of assessment such as inquiry would also require that teachers learn a pedagogy of investigation, (Readdy, & Sinha, 2010), asking good and researchable questions about their teaching and students' learning; strategically documenting their practice through records that can be revisited (for example. student work, teacher journals and videotapes), might have a wealth of accumulated mastery from years of work, with say,

third grades, there is still much teachers need to learn about the specific third grades they meet each new year, as well as new things about the subject matter they are teaching, the pedagogies available to them, and the most powerful ways to students interact with that content.

Seldom, however explained that students make public their rationales when given the chance with little time and many students, teachers typically do not ask questions such as “why do you think that? What is your rationale for solving the problem in that way? What do other people think of that answer?”. Eager to get on with it, students and teachers alike are accustomed to short, clipped questions and similarly terse responses, assuming that the reasons underlying the responses are self-evident. Similarly, teachers typically process students work quickly, skimming answers, checking proper responses, scribbling red inviting criticism and debate about one’s teaching and participating in communities for practicing teachers (Singal, &Swann, 2011).

This stance teaching as inquiry substantial changes in the culture of U.S schools. Recent description of practices in Chinese and Japanese schools, however, provide us with image of the possible (Smith, 2010). Researchers have found that teachers in Japan and Shanghai, for example participate in study groups and lesson planning groups designed to improving teaching interactively over time. In Shanghai for instance, teachers regularly conduct and write up research they conducted in their own classrooms. In Japan, teacher “polish” their lessons over time (Lingard, Hayes &Mills, 2003). Japanese teacher participate in “lesson study”, collaborative groups in which teacher plan, teach, critique and revise their lessons. Other forms of teacher inquiry are also gaining popularity. Zeichner and Noffke (2007) describe the power and potential of a scholarship created by teachers for teachers. Alternatively called action research, teacher research, self-study and a scholarship of teaching, these approaches reflect a

growing interest in enabling practitioners to conduct and report on inquiries into their own and their colleagues practices.

There is nothing as practical as a good theory. As experienced teachers, we believe that all teachers operate according to theories. Our practice is driven by theories about what will work for our students. Some of these theories are explicit and are learned in school; some are tacit and are the products of years of experience in schools as teachers. The theories briefly explore here have enormous potential for both helping teachers explain why they teach in the ways they do and for disturbing those patterns and promoting teachers to rethink their practice.

Although many people claim that teachers are born, not made, it is belief that good teaching requires teachers to create and use, expand and reject, construct and reconstruct theories of learning and teaching those theories are not institutions, or common sense but carefully created lessons learned from years of experience and careful inquiry. It is also believed that teacher have more power over their pedagogical choices when they have made their pedagogical choices made their theories explicit and tested them with classroom experiences colleagues critiques and mastery of current research, (Wilson & Peterson, 2006).

### **2.13 Influence of Subject Matter Mastery on Students' Academic Performance**

If anything is to be regarded as specific preparation for teaching, priority must be given to a thorough grounding in something to teach (Peter, 2007). According to Shem (2003), “ it would be odd to expect a teacher to plan a lesson on, for instance, writing reports in subjects and to evaluate related student assignment, if the teacher is ignorant of writing about the subject, and does not understand what students' progress in writing subject reports might mean. The goal of teaching is to assist students in developing intellectual resources to enable them to participate in, not merely to know

about, the major domains of human thought and enquiry. These include the past and its relation to the present; the natural world the ideas, beliefs and values of our own and other peoples, the dimension of space and quality, aesthetic and presentation, and so on. Philosophical argument as well as “common sense” supports the conviction that teachers own subject matter influences their efforts to help students learn.

Conant (2003), argues that “if a teacher is largely ignorant or informed he can do much harm”. When teacher possess inaccurate information or conceive of mastery in narrow ways, they may pass on these ideas to their students. They may fail to challenge students’ misconceptions, they may use texts uncritically or may alter them inappropriately. Teachers’ conceptions of the mastery shape their practice- the kinds of questions they ask, the ideas they reinforce, the sorts and tasks they design. Although early attempts to validate these ideas, to demonstrate empirically, the role of teacher’s mastery of subject matter were unsuccessful (Beglie, 2002). Various research on teaching and on teaching and on teacher mastery has revealed ways in which teachers understanding affect their students’ opportunities to learn. What teachers need to know about the subject matter, the teacher extends beyond the specific topics of their curriculum. Scheffer (2003), writes that this kind of subject matter understanding “strengthens teachers” power and heightens the possibilities of his art. When teachers are capable of explaining their lessons well, the likelihood of students to understand their lessons is high. Shulman (2006), argues that teachers must not only be capable of defining for students the accepted truth in a domain. They must also be able to explain why a particular proposition is deemed warranted, why it is worth knowing and how it relates to other propositions.

Teachers mastery of subject matter underlies their power and strength as pedagogies, Cussick (2003), describe two different but equally excellent high school

history teachers, Mr. Price and Ms. Johnson, teaching their students about the American revolution they noted that the juxtaposition of Price and Jenson offers a study in contrasts. By watching price, he see what Cuban has called “president instruction”, whole group recitation with teacher at the center, leading discussion, calling students and writing key phrases on the chalkboard. Jenmsons classroom on the other hand, departs from the small groups replace whole group instructions; student’s debate and presentation overshadow teacher recitation and teachers voice, issuing instructions and dispensing information is largely mute. Despite differences in their pedagogies, these teachers conceive of history and of what is important for students to learn about history in similar ways. Both want their student to understand that history is fundamentally interpretive. Sometimes teachers faced learners who do not understand certain complex intellectual tasks, as a result they feel pulled to simplify content, to emphasize algorithms and facts over concepts and alternatives (Cusick, 2003). However, teachers’ understanding of subjects matter affects their capacity to simplify content to help students to understand surprisingly, teachers capacity to increase deepen, or change their understanding of the subject matter they bring with to the classroom. Teachers’ mastery of the subject matter affects their ability to answer questions from their students.

Research evidence on the impact of subject matter mastery on teaching and learning the significance of subject matter mastery is underscored by the 2008 ofsted report which acknowledges the diverse backgrounds and qualification of teachers and suggest that expert subject leaders be given access and schools do the following;

1. Try to provide access to an expert subject leader or the resources to nurture one for each subject;

2. Review their policies on the role of subject leader so that these are comprehensive and include the role of training other staff;
3. Within the context of the school development plan, develop teachers' subject matter mastery , taking account of the demands of different subjects identified in this and ofsted's subjects report;
4. Seek links with neighbouring schools to share good practice and capitalize on local expertise; and
5. Take advantage of subject specific opportunities for continuing professional development.

### **What kind of subject matter do teachers' need?**

What exactly do teachers need to know about the subjects they teach, and how does their mastery need to differ from the kind of mastery others have on these subjects? Mathematics, for instance, is used by engineers, household planners, mathematicians and carpenters, as well as by mathematics teachers. Mastery of the literature and writing used by poets, college students writing term papers, novels and journals, as well as by writing teachers. Still even though many groups use subject matter in their daily tasks, it is generally considered that each of the school subjects, people who are more fluent in a subject are distinguished from others in at least three aspects: first they know a great deal of specific content, that is, facts and ideas, second, they have formed a variety of complex relationship among these pieces of content; and third; they understand how to approach new problems or dilemmas and how to produce new ideas within the subject. They have acquired more habits, perspectives and a host of other intellectual and personal dispositions that could be constructed as part of their subject matter mastery.

1. The content of the subject includes the facts, concepts, principles or laws that have been gathered through decades or centuries of inquiry into the subject. Content is usually presumed both to increase the volume and to change in character over time. In history, it evolves with the discovery of new details about events and with the development of new interpretations of events; in science it grows and changes with new research findings as well as new theoretical developments, and in literature it expands with new pieces of literature and it changes with new interpretations of existing pieces
2. The organization and structure of the content refers to the network of relationships among facts and ideas which students of the discipline have developed. Though a subject may contain numerous particular facts or ideas, these are not important in their discrete, isolated forms. Instead they are rendered important through the pattern of relationships that are constructed among them. It is the pattern, the networks, the interstices among these facts and ideas that form a body of mastery , such that the significance of any one idea or fact is ascertained by its apparent relation to other ideas and facts.
3. The method of inquiry include a set of assumptions, rules of evidence, or forms of argument that are or can be employed by those who contribute to the development of the discipline some of these rules of practice are tacit, a novelist may “use” rules of science structure routinely, but not be able to describe these rules to evidence he uses in his challenge. Whether tacit or explicit, though these methods of inquiry provide practitioners in the field with a way to evaluate new ideas, challenge or defend them, interact with one another and with the content in general, to function with their field (Kennedy, 2003).

These three aspects of subjects, then the content of the subject, the organization of the content and the methods of inquiry used within the subject could be constructed as the core aspects of subject matter mastery, by majoring in it in college, however, another matter. But since many secondary teachers take the same sequence of subject matter courses, that any other subject matter majors take, they should be expected to hold the same mastery of subject matter as any other subject matter majors. But teachers use the subjects they study differently than others do. Teachers are not historians but rather teacher of history; no scientist but rather teachers of science. Yet neither are they lab technicians, engineers, or journalists, of their college mates may be. To distinguish the particular kind or form of mastery teachers need, it is necessary to determine how teaching differs from these other applications of a subject. It is necessary to determine whether teachers need to know the same aspect of subject matter that these other practitioner know, or whether they need to know more or less. And we need to determine how if at all, a teachers' mastery of a subject should differ from that of others who use the subject in their work. That is, if someone has majored in a subject and knows these three aspects of the subject well is that person therefore also qualified to teach? (Kennedy, 2014).

The goal of teaching is to assist students in developing intellectual resources to enable them to participate is not merely to know about, the major domains of human thought and enquiry. These include the past and it's relation to the present, the natural world; the ideas, beliefs and values of our own and other peoples; the dimensions of space and so on. Philosophical argument as well as "common sense" supports the conviction that teachers' own subject matter mastery influences their efforts to help students learn. Conant (2011) argues that "if a teacher is largely ignorant or informed, he can do much harm". When teachers possess inaccurate information or conceive of

mastery in narrow ways, they may pass on these ideas to their students. They may fail to challenge students' misconceptions; they may use texts uncritically or may alter them inappropriately. Subtly teachers' conceptions of the mastery shape their practice – the kinds of questions they ask, the ideas they re-enforce, the sorts of tasks they design. What teachers need to know about subject matter they teach extends beyond the specific topics of their curriculum. Darling-Hammond, (2006), writes that this kind of subject matter understanding “strengthens teachers’ powers and heightens the possibilities of his art. When teachers are capable of explaining their lessons well, the likelihood of students to understand their lesson is high”.

Goldhaber (2006) argues that teachers must not only be capable of defining for students, the accepted truths in a domain. They must also be able to explain why a particular proposition is deemed warranted, why it is worth knowing and how it relates to other prepositions.

Teachers’ subject matter mastery underlines their power and strength as pedagogues. However, teachers understanding of subject matter affects their capacity to simplify contents to help students to understand. Teacher’s capacity to increase, deepen, or change their understanding of their subject matter they bring to the classroom (Wilson & Winebing, 2004). Teachers’ mastery of the subject matter affects their ability to answer questions from their students. Darling-Hammond (2006) studied how junior high mathematics teacher coped with student difficulties or unusual responses and found that teachers with weaker mathematics backgrounds and more difficulty generating alternative responses to these critical moments.

Understanding of subject matter by a teacher implies that teacher is able to teach the main points of the subject matter to students. Ability to clarify misconceptions of mastery depends to some extent on the teachers’ understanding of the subject matter.

When the teacher clarify misconception of subject matter, they make positive impact on students' learning understanding of subject matter enables teachers to impact on teaching and learning. Understanding enables them to use different teaching methodologies to help students learn, subject matter, usage of different methodologies have impact on teaching and learning (Darling-Hammond, 2000).

What is unique about the teaching process is that, it requires teachers to “transform their subject matter mastery for the purpose of teaching”, (Shulmen, 2004). This transformation according to him occurs as the teacher critically reflects on and interprets the subject matter; finds multiple ways to represent the information as analogies, metaphors, examples, problems, demonstrations and or classroom activities; adapts the materials to students' developmental levels and abilities, gender, prior mastery and misconceptions and finally, tailors the materials to those specific individual or groups of students to whom the information will be taught.

Emmanuel (2000) summarized the results of thirty students relating to teachers subject matter on student achievement. The teacher mastery measures were either a subject mastery test (standardized or researcher structured) or number of college courses taken on the subject area. The results of these studies mixed with 17 others showing a positive relationship and 14 showing no relationship.

#### **2.14 Influence of Instructional Materials Utilization on Students' Academic Performance**

The performance of students in high schools respectively is not encouraged (Ikot, 2008). He observed that the poor performance of students in agricultural examinations may not be unconnected with non-utilization of suitable instructional materials. Many teachers go to classes to teach without any materials to assist them or the learners. Learning is facilitated when the learners make use of at least three of the

sense organs namely; seeing, hearing and touching. Literature in methodology of teaching or pedagogy and instructional communication have explained and illustrated the effectiveness of instructional materials as a tool for improving students' performance in the learning of difficult concepts (Ibe-Bassey, Etim, &Ikot, 2008). In spite of the role of instructional materials in facilitating learning, students have failed to acquire the needed mastery and skills.

#### **2.14.1 Instructional Charts and Students**

A chart is a two dimensional object. They are flat visual materials which may represent diagrams or a combination of pictorial, graphic, numerical or verbal materials prepared to give a clear visual summary of vital processes, concepts or a set of relationship (Ibe, 2000). Charts are used to present ideas and concepts which may be difficult to understand if presented using the verbal code only. The use of instructional charts in teaching improves the students; reading skill and stimulates creativity in the learners. Charts present an abstract rendition to reality because what is presented is shown as effective in the cognitive domain of learning. Okechukwu in Nsa, Ikot and Udo (2013), studied the impact of graphic materials on students' academic achievement in history using 925 students as the population size and 120 as sample size in an experimental study adopting 2x2 factorial arrangements. The findings of the study showed that students taught history using graphic materials such as charts and pictures perform better than their counter parts who were taught using lecture methods without graphic materials.

#### **2.14.2 Instructional Pictures and Students' Performance**

Pictures are photographic representative of objects, people, places, events, things or concepts. Pictures in this context are still or motionless objects. They may be illustrations in textbooks, periodicals, catalogues, magazines, study prints and so on.

Pictures are used to communicate abstract ideas in a more realistic way (Etim, 2006). A good picture should have good composition, a clear message, good contrast and sharpness with effective colours. Learners can learn from good quality pictures with or without the help of teachers. According to Okechukwu in Nsa, Ikot and Udo (2013), students taught with instructional materials perform better than their counterparts taught without instructional materials.

### **2.14.3. Filmstrip instructional materials and Students' Academic Performance**

A film strip is a roll of 35mm transparent film containing a series of related still pictures showing one concept at a time. A film strip can either be of a single or double frame format (Ikot, 2008). Film strip can be used to teach skills, show relationships in order to convey mastery, to affect attitude through individual and independent study groups or other tutorial groups viewing. In a study to determine the effects of instructional materials utilization on performance of junior secondary students in agriculture in Ikot – Abasi local government area. Ikot (2008) adopted a quasi-experimental design using the population of 1995 students and the intact class sample of 225 students. The findings showed that there was significant difference between the performance of students taught with filmstrip and though taught without filmstrip.

Osokoya (2007), in a study to determine the effects of videotaped, instruction on secondary school students' achievement in history discovered that there was significant difference between the mean scores of students taught history with videotaped instructional packages and those taught with the conventional lecture method.

## **2.15 Influence of Teacher Communication Skill on students' Academic Performance**

Teaching and learning is about interaction between students and educators, at the same place and the same time if time and place does not matter anymore. A

conversational frame work is a way of capturing the essentially interactive, communication and goal oriented actions with feedback that are necessary to complete the learning process. The learning process operates on the two levels of discussions of theory and experienced practice linked by processes of adaptation and reflection (Muller, 2006).

There is widespread belief that teachers communication skills and will empower teachers and learners, transforming teaching and learning processes from being highly teacher dominated to student-centered, and that is transformation will result in increased learning gains for students, creating and allowing for opportunities for learners to develop their creativity, problem solving abilities, informational reasoning skills. However, there are currently very limited, unequivocally compelling data to support this belief.

Until recently communication skills are very rarely seen as central to the overall learning process. Even in the most advanced schools in developed countries, communication skills are generally not considered centrals to the teaching and learning process. Jouston (2002), noted that the lessening of admission standard for persons seeking admission to study in educational institutions confirm this. For core professional subjects such as arts, mass communication, social studies, a credit in English language is compulsory requirement while those seeking to obtain a degree in education are given the same option. This position underscores the importance of language and communication skills in teaching Johnstone (2002), UNESCO (2003), observed that, the positive impact of effective communication use in education has not been proven and despite thousands of impact studies, the impact of communication use an student achievement remains difficult to measure and as a result, is open to much reasonable debate. It is believed that specific uses of communication skills can have

positive effects on students achievement when communication are used appropriately to complement a teachers' existing pedagogical philosophies. Computer aided instruction has been seen to slightly improve students' performance on multiple choice standardized testing in some areas computer aided (or assisted) instruction (CAI), which refers to generally to student self-study or tutorials has been shown to slightly improve student test scores on some reading and math skills, although whether such improvement correlates to real improvement in students learning is debatable (UNESCO, 2003).

Cox (2003) found out that communication skills are seen to be less effective (or ineffective) when the goals for their use are not clear. There is an important tension between traditional, transmission –type pedagogies are seen as more effective in preparation for standardize testing, which tends to measure the result of such teaching practices, then more constructivist pedagogical styles. Mismatch between methods used to measure effects and type of learning promoted in many studies (Cox, 2003; UNESCO, 2003; Kozma, 2003), these may be a mismatch between the methods used to measure effects and the nature of the learning promoted by the specific uses of communication skills. For example some studies have looked on only for improvement in traditional teaching and learning processes and mastery instead of looking for new processes and mastery related to the improvement of teacher's communication skills. It may be that more useful analysis of the impact of communication skill can only emerge when the methods used to measure achievement and outcomes are more closely related to the learning activities and processes promoted by the communication strategy used. Uses of effective communication skills for delivery have been shown to be effective and has aided the enhancement of learning.

There appears to be general consensus that both teacher and students feel communication skill greatly contribute to student's motivation for learning and promote learner autonomy. Dedicated communication related interventions in education that introduce a new tool for teaching and learning may show improvements merely because the efforts surrounding such interventions lead teachers and students to do 'more' (potentially diverting energies and resources from other activities). The traditional role of the teacher has been that of a 'sage and stage'. In this type of role, the teacher is the one who organize the lesson, asks the questions and control classroom discussion. Hewith (2001), poised that in the teacher acting as a 'sage and stage' takes away any opportunity for students to plan their own research, develop their own explanations, and identify their own problem of understanding. Implying that many students may not be capable of taking responsibility for their own learning. This contradicts the goal of a communication efficient teacher in the classroom, which is to create a mastery building community. A mastery building community is a group of individuals dedicated to sharing, and advancing of mastery; instead of the teacher dispersing all mastery, each student along with the teacher actively participates in sharing collective mastery with the group. In this notion of a mastery building community, the communication efficient teacher does not just act as the sage on the Stage telling the students exactly what they need to know, but take on many different roles, including facilitators, guide, participate, expert, learner and partner. In order to create the most effective, collaborative learning environment possible, the teacher must accept all these roles. It is in this changing role of the teacher that his/ her communication skill becomes inevitable.

Massey (2006), explained that one of the roles that the teacher should take on is that of the expert. In traditional roles, the teacher was the expert as well. However, he suggested that in an environment where students are working collaboratively, the role of

expert will look different than in a traditional classroom. A teacher who communicates effectively is not an authoritarian, but instead the more mastery peer, he is prepared to answer questions that may not be answered throughout the lesson. These questions could be about the academic content or they could be about troubleshooting technical difficulties in either case, the student need someone that they can count on for information. It is important to note however, that the teacher is not the sole giver of information but a sharer of mastery (Massey, 2006). The point in a collaborative learning environment is that students are able to get information from each other as well as from the teacher through the conversational model. However, it is important that the teacher as expert is willing to give the students more information from each other as well as the more mastery peer is necessary. This may take some humility on the teacher's part. The teacher is not supposed to be an intimidating source that forces information on students. The role of the expert is meant primarily as a means of preparation. By taking on the role of expert, the teacher must be prepared for the lesson in advance. This means he/ she may have to do some research and figure out what academic goals may be met that were not originally accounted for. There should be some room for flexibility. However, the teacher should have a plan and objectives to strive for. Massey (2006), believes that teacher's communication skill is important in teaching and learning.

Hewitt (2001), highlighted the teacher's role as an effective communicator should be actively engaged in the activities going on in the classroom. This approach allows for more exploratory approach to learning. With the teacher participating alongside the students, each person becomes all equal peer. The teacher can guide and facilitate with questions but they can also explore as well as the student. Prior to introducing the skills teachers need to put scientific discourse into practice in the

classroom, it is interesting to present the work developed by Mortimer and Scott (2002). In the opinion of these authors, the priority is to make existing discursive practices visible, and only then point out how they can be expanded. Montimer and Scott (2002), present a tool for analyzing meaning – making interactions and the production of meanings in the classroom. In regard to communication in the classroom, Montimer and Scott (2002), show that an important characteristic of the distinction between the dialogic and authoritative approaches is that a discursive sequence can be identified as dialogic or authoritative regardless of its having been enunciated by one sole individual, or interactively. As they explain, “what makes talk functionally dialogic is the fact that, it expresses more than one point of view, or more than one voice is presented and taken into account and not whether it was produced by a group of individuals or by an individual alone”. This interpretation of dialogic discourse therefore relates to the second dimension of the communicative approach that distinguishes interactive discourse in which one person speaks.

There four classes of communicative approach describe teachers’ skills in conducting discourse in the classroom and show how they interact with their students in various stages of the class.

- i. The interactive/dialogic class indicates the interval of the class when teacher and students explore ideas, formulate questions, and work different points of viewed. Thus, class of communicative approach shows the teachers’ important skill in exploring students’ ideas, encouraging all to express themselves openly. Apart from communication skills, this requires planning skills to address the creation of problems or challenging situations related to the content to be developed in order to engage students both intellectually and emotionally.

- ii. The non-interactive/dialogic class shows when teachers, in the course of their explanation, consider several viewpoints that their students have already repeatedly made explicit, highlighting similarities and differences. This class of communicative approach reflects the teachers skills in giving form to the meanings introduced based on discussion that has already taken place.
- iii. The interactive/authoritative class reflects the teacher's action in guiding students toward specific objective by means of a sequence of questions and answers. This type of communication reflects a quite common skill in traditional teaching when development of the content plays an outstanding role in the classroom.
- iv. The non-interactive/authoritative class shows teacher's action, presenting a specific point of view. This communicative approach demands that teachers have the ability to express their ideas very clearly.

The communication skills to arouse argumentation in the classroom.

The skills to lead students to argue deserves to be worked by teachers in classrooms since it is by the argumentative exposition of their ideas that students constrict explanations of phenomena and develop rational thinking. However, teaching students to argue is not an easy task it requires a great deal of skill on the part of the teacher. To attain this objective, teachers must, by means of short questions, lead students to ponder the explanatory power of each statement, recognize contradictory statements, identify evidence, and integrate different statements by pondering such evidence, and so on. It is important for teachers to keep in mind that although an initial condition for argumentation is discord, in cases where this strategy is used to construct

explanations, the group must necessarily arrive at a synthesis or consensus (Capecchi, 2006).

For this to occur, students must have the opportunity to express their ideas in the classroom, and to make this possible, teachers must create an encouraging environment that will allow students to acquire confidence and involvement in the scientific practices. It is the teacher – student interaction that makes students aware of their own ideas and gives them the opportunity to reverse the use of language that is appropriate for dealing with nature (Carvalho, 2007). The communication skills teachers require to create an intellectual environment that leads students to scientific enculturation goes far beyond the traditional discursive practices. Such traditional practices are obviously necessary, but by no means are they sufficient. To promote scientific enculturation in the classroom, students must have contact and become familiar with all the different languages used in the processes of scientific meaning making. And for this to come about teacher must not only dominate the language specific to the sciences, but have the ability to hold discussions that allow students to argue, to be attentive and have communicative skill to transform the main obstacle in the process of meaning making. And for this to come about, teachers must not only dominate the languages specific to sciences but have the ability to hold discussions that allow students to argue, to be attentive and have communicative skill to transform the everyday language that students bring to the classroom into scientific language (Carvalho, 2007).

Effective teaching connotes the ability on the part of the teacher to communicate which is reflected in a lucid presentation and the transmission of an enthusiasm that is infectious. Communication does not merely imply the passing back and forth of sounds, but the art of using the vehicle of sounds to sensitize internal organizations which issues in the rolling out of concepts and principles from the learners. This cannot happen if

lucid and logical presentations backed by radiating and noticeable enthusiasm from the teacher are not in evidence. A teacher is therefore a person who can communicate with genuine enthusiasm (Amala, 2014). There is widespread belief that teachers' communication skills will empower teachers and learners transforming teaching and learning process from being highly teacher dominated to student centered and that this transformation will result in increasing learning gains for students, creating and allowing for opportunities for learners to develop their creativity, problem solving abilities, information reasoning skills, communication skills, and other higher – order thinking skills.

UNESCO (2003) observed that the positive impact of effective communication use in education has not been proven and despite thousands of impact studies, the impact of communication use on students achievement remains difficult to measure and as a result is open to much reasonable debate in Bangkok, (UNESCO, 2003), positive impact is more likely when linked to pedagogy. It is believed that specific uses of communication skills can have positive effects on students achievement when communication are used appropriately to complement a teachers existing pedagogical philosophies (Cox, 2003), found out that communication skills are seen to be less effective (or ineffective) when the goals for their use are not clear. There is an important tension between traditional versus 'new' pedagogies and standardized testing traditional, transmission – type pedagogies are seen more effective in preparation for standardized testing which tends to measure the results of such teaching practice, than are more 'constructivist' pedagogical style.

Musa (2010) found out that communication skill of teacher influence clarity of lesson, which at the end can affect academic performance of students. In study conducted by Moses (2012) found out that communication skills of teachers influence

clarity of lessons, students rapport with subject matter, enhances student presentation skill, and it enhances students' performance in examinations. It found out that there is significant relationship between teachers' communication skills and students' academic performance.

## **2.16 Influence of Teachers' Years of Teaching Experience on Students' Academic Performance**

Rodrigues and Mckay (2010), defined experience teachers as those who have taught for many years (5 years and above) and are able to motivate students and hold their attention, know how to manage their classroom effectively and can change course in the middle of a lesson to take advantage of unforeseen opportunities to enhance students' learning. The definitive of experience teachers hinge principally on the number of years taught, time related criteria and range from 2 years (Texas Administrative Code) or 3 years to 9 years or more; study of k-12 (this is equivalent to senior secondary 3 in Nigeria), teachers found out that teachers with more than five years of teaching had more positive attitude towards teaching than did less experienced teachers. It was as found out the experience teachers manage their classrooms more effectively than less experienced teachers. They took more control of the class than the novice teachers in establishing classrooms routines and monitoring group work and less controlling and reactive in dealing with individual student behavior.

Gatbonton (2008) found out that inexperience teachers in the K-12 programmes were more pre-occupied with students' behaviors and reactions than with pedagogy and students' outcomes. Experience teachers were more concerned with ensuring that learning was taking place and are less concerned about student's negative reactions to class activities or to the learning process.

In a research conducted by Akay (2008), compared experienced teachers with inexperienced teachers and found out that, the experienced teachers considered a wider and more varied range of instructional options in response to student's cues. They welcome initiations from students (questions or comments that prompt a change in the direction or topic of lesson) because they believe that this would lead to meaningful communication in the classroom. They were less concerned with student's disturbances in class that would cause a divergence from their lesson plan.

Richard and Farrel (2005), drawing on a work by Tusi (2003), pointed out that experience teacher tend to make sure that the following characteristics takes place setting them apart from in experience teachers:

1. Rich and elaborate mastery base
2. Ability to integrate and use different kinds of mastery
3. Ability to make intuitive judgements based on past experience
4. The desire to investigate and solve a wider range of teaching problems.
5. Deeper understanding of students' needs and learning.
6. Awareness of instructional objectives to support teaching
7. Better understanding of language of learning strategies.
8. Creating awareness of learning context
9. Creating efficiency and effectiveness in lesson planning.

Gede and Lawanson (2011) in their study show that there is significant relationship between experience and job performance of employees. According to their findings, the relationship exists probably due to the fact that more experience the employee gathers as a result of long years of services, the higher the performance of the employee because he/she has to put into practice all the experiences he/she has acquired over the years. This is in support of the findings of Rugai and Agih (2008) who found a

high relationship between teacher experience and their job performance. They explained that the longer a teacher works in a school, the greater probability that his productivity will be higher.

According to Koledoye (2010), teachers experience is one of the key factors in personal policies that affect employees. She further opines that experience promotes effectiveness of the teacher. In her study, she observes that teachers show the greatest productivity gains during their first few years of teaching after which their performance tends to diminish. Ladd (2008) in her studies on the value added modeling of teachers credentials show that an average teachers with more than 20 years of teaching experience are more effective than teachers with no experience that they are not much more effective than those with five years of teaching experience. All these have implications on the effective teaching and learning in secondary schools.

Studies on the effect of teacher experience on students' learning have found a positive relationship between teachers' effectiveness and their years of teaching experience, but the relationship observed was a linear one. The evidence currently available suggest that while inexperienced teachers are less effective than more senior teachers, the benefits of experience level off after a few years (Rwikin, Nannushek & Kein, 2000).

The relationship between teacher experience and student achievement is difficult to interpret because this variable is highly affected by market conditions and/or motivation of women teachers to work during the child rearing period. Harris and Sass (2007) point to the selection bias that can affect the validity of conclusions concerning the effect of teacher's years of experience: If less effective teacher are more likely to leave the profession, thus may give the mistaken appearance that experiences raises teacher effectiveness selection bias could, however, work in the opposite direction if the

more able teachers with better opportunities to earn and those teachers most likely to leave the profession.

According to Adeyemi (2010), teachers play an important role in determining the students' academic achievement. Researches have never reached a consensus on the specific teacher factor that influence students' academic achievement, (Riukin, Hanushek, & Jain, 2005). Some studies found that teachers experience and educational qualifications significantly influence students' academic achievement. Maguswi (2011), found that lack of qualified teacher of physics had a significant teacher of physics had a significant contribution. In another study conducted by Adaramola and Olaloye (2011), found that lack of qualified teachers led to consistent poor performance of students.

### **2.17 Influence of Teachers' Professional Qualifications on Students' Academic Performance**

Teachers professional qualification is tied to his/her competence in instruction and management of students and materials in the classroom. Nigeria educational system requires that all teachers in all educational system requires that all teachers in all educational institutions nationwide should be professionally trained. This is with the view of enhancing teacher's commitment to the teaching profession. Hence, the national policy on education stipulated that, the minimum qualification for entry into teaching profession shall be the Nigeria Certificate in Education (NCE). It is therefore on the recognition of this fact that government set up the Teachers' Registration Council of Nigeria (TRCN) under Act 31 of 1993 to control and regulate the practice of the teaching profession.

According to the Teacher's Registration Council of Nigeria, other acceptable qualifications are degrees in education, B.Sc. Ed, M.ed, Ph.D in education. It is emphasized that those with degrees/diplomas in non-education field must possess Post

Graduate Diplomas in Education (PGDE) or Technical Teachers Certificate (TTC). It is not enough to accept or describe someone as a teacher merely because a certificate is presented in support of the claims. Thus, the Teacher Registration Council of Nigeria (TRCN), pointed that teacher trainee must be well equipped with adequate and appropriate characters, professional and academic mastery and skills in the art of teaching (Ekeke, 2013).

It is equally required that teachers should update their mastery, skills, attitudes to enhance teaching and learning. Ugbe (2000) contented that, “the teacher is more directly related to development of the future if any nation than any other member of other professions”. This makes it necessary for Nigerian teachers to see the need for greater depth and mastery increased skills in teaching broad mastery of contemporary civilization, right attitude, ideal and improved characteristics and relationships.

Hammond, Chung and Frelow (2002) define well qualified teachers as one who was fully certified and held the equivalent of a major in the field being taught. Although, the formal qualification of teachers is an important indicator for their mastery and competence in teaching, it has only limited utility in analyzing how well prepared teachers are for what they have to teach in schools. Ruthland and Bremer (2002) refer to teacher qualification in two ways – traditional and alternative qualification routes. Traditional certification is when an individual completes an undergraduate degree or post graduate program in education. Alternative routes of certification are based on coursework in pedagogy and subject area without a degree in education. Hardy and Smith (2006) cite short term activities such as mentoring, peer evaluations and workshops as ways other than formal qualifications for improving teaching. Wilson, Folden and Mundy (2001) documents that teacher qualification accounted for

approximately 40-60 percent of the variance in average of students' achievement in assessment.

Richardson (2008), reveals that students in the urban areas performed better than those in rural areas, because teachers in urban areas seem to be more qualified than those in the rural areas. He concludes that, there was a significant correlation between teacher's qualification and pupil's performance in Kenya. The good performance was attributed to excellent instructions given by qualified teachers in addition to their inputs.

## **2.18 Empirical Studies**

Substantial researches suggest that school quality is enhanced when teachers have high academic skills, teach in the field in which they are trained, have more than a few years of experience, have mastery of the subject matter and participation in high quality induction and professional development programmes, (Mayer, Mulens & Moore, 2000). Increasingly, researchers confirm that capable teachers are essential link between public aspirations for high quality schooling and students' academic performance. Some researchers that are relevant to the study are reviewed so as to determine their relevance and differences in findings.

Emmanuel (2003), conducted a research on the influence of teacher factors on academic performance of secondary school students in Ogun State, Nigeria. The objective of the study was to examine the relationship between teacher factors and students' academic performance with the aim of using its findings to make useful recommendations for the improvement of secondary school students academic performance. A descriptive survey research design was employed and the instrument used for data collection was tagged teacher factor questionnaire. A total number of three hundred (300) questionnaires were administered and were returned. The findings of the study indicated that, teachers demographic factors when taken together were

significantly related to students academic performance with the teachers age as the most potent contributor followed by teachers' experience and academic qualification. Also teachers' mastery and attitude to job, each was not significantly related to students' academic performance.

The above study is relevant to this present study because the study at hand seeks to determine if teachers' factors have effect on students' academic performance in social studies. The area of difference of the research with this present study is that it was carried out in Ogun State and no subject area was used, while this present study was conducted in Kaduna State with social studies in focus.

In another research conducted by Wenglisky, (2001), titled "Teachers classroom practice and students performance", examined five aspects of teacher quality and students achievement. The instrument used was questionnaire, which means the research design was survey research design. Two hundred and fifty (250) teachers were used in the study. The result of the study indicated that; teachers that majored in subjects taught, had professional development, using hand on learning methods in classroom, and encouraging higher order thinking skills in the classroom are related to students achievement.

The above study is related to this study because it sought to examine the relationship between teachers classroom practice and students performance. While this study also sought to examine the influence of teacher related factors on students academic performance in social studies. The area of difference is that, the study used teacher classroom practice without specifying the areas of concentration of the study, while this present study is specifically concerned with teacher factors like mastery of the content/subject matter, communication skills of the teacher, students involvement and teachers use of relevant instructional materials.

Jotia, Andonitretse, Jusi and Matlate (2011), carried out a study titled “Use of Instructional Materials in Social Studies: Impact on Students Performance in Primary School leaving Examination in Botswana”. The objective of the study was to examine the impact of the use of instructional materials in social studies on students’ performance in primary school leaving examination in Botswana. The researchers adopted the students’ qualitative research methodology. The researchers used interviews, participant observation and questionnaire to collect data. The result of the study revealed that the use of instructional materials for the teachers of social studies is very significant. Eventually, teachers’ shortage of teaching resources as an excuse for low performance of the students in social studies. All in all the findings of the study indicated that teachers, whether specialists or not, need to be trained on best methodologies for teaching social studies which can accommodate the diversity of their learners. The study concludes by specifying that failure to revisit the manner in which social studies is being taught, as well as the failure to ameliorate the problem of shortage of instructional materials could perpetually affect student’s results in social studies hence negatively affecting the aims and goals of social studies.

The above study is similar to the study at hand because one of the variables to be examined in relation to students’ academic performance in social studies, is teachers use of instructional materials in teaching and learning social studies. The difference between the above conducted research and the research at hand is that, the conducted research used qualitative approach. The instruments used for data collection were interviews, observations and use of questionnaire. The study was conducted in Botswana using primary school leaving examinations. The present study, however was conducted in Nigeria using secondary school students. Another area of difference is the methodology

adopted, the methodology adopted in the present study is the descriptive survey research design.

Onasanya and Omosewa,(2011), conducted a research on “Effect of Improvised and Standard Instructional Materials on Secondary School Students Academic Performance in Physics in Nigeria. The objective of the research was to undertake a comparative analysis of the effect of improvised and standard instructional materials. The research design adopted for the research was quasi experimental design. The pre-test and post-test non-randomized control group design was used. The instrument used in the study was a researcher designed performance test in physics. The result of the study revealed that there is no significant difference in the performance of students taught with those taught with improvised instructional materials and those taught with standard instructional materials. Generally, the study revealed that for teaching and learning to be effective, it is of paramount importance that the teacher should use instructional materials.

One of the major areas of similarity between the above research and the research at hand is that both studies to examined the effect of instructional materials and students’ academic performance. Both studies are concerned with secondary school students. But the area of difference is the subjects used; the reviewed study used physics as a subject while the present study used social studies. Another area of difference is the location of the state, the conducted research used Ilorin and the present study was conducted in Kaduna State.

Furthermore, Abiodun and Folaranmi (2007), conducted a research on “Effects of Verbal Ability on Second Language Writers Achievement in Essay Writing in English. The objective of the study was to bring out the effect of verbal ability as second language writers’ achievement in essay writing in English language. The

methodology adopted for the study is quasi-experimental research design one that used 3 x 3 x 2 factorial non-randomized pre-test and post-test control group design. The study was conducted among Senior Secondary School Students in Ogun State.

The instrument used for data collection was achievement test. The findings of the study revealed that there is a significant interaction effect of verbal ability on student's achievement in essay writing. One of the areas of relevance with the study at hand is that the study at hand also has verbal ability as one of the variables to be examined in relation to students' academic performance in social studies. But, the study used quasi experimental design which is not the same design the present study hopes to use.

Besides, the conducted study was on English Language while the present study was on Social studies. The above study was also conducted in Ogun State and this present study was conducted in Kaduna State.

Abioye and Sunday (2014), conducted a study on Impact of Teachers' Subject/Mastery and Questioning Behaviour on Students' Performance in English Language in Selected Senior Secondary Schools in Ikere metropolis. The objective of the study was to find a permanent solution to the problem of poor performance of students in English Language. It also aimed at making teachers and other stakeholders to know how to solve the problems. The research design adopted for the study was the descriptive survey research and the instrument used for collection of data was questionnaire and English Language Achievement Test. The findings of the study revealed that teachers' subject mastery is significant and necessary for students' performance in English Language. They recommended that Teaching should not just be for any dick and harry, but for the trained, especially from a recognized institution. Also self-reflection should be encouraged.

The above reviewed study is relevant to the study at hand because subject matter mastery is one of the variables to be investigated in relation to students' academic performance in social studies. The area of difference with the conducted study is that it was conducted in Ikere Metropolis of Ekiti State and the subject used in the study was English Language. Also, a descriptive survey research design was used. The present study sought to investigate the influence of teacher competence and effectiveness on students' performance in Kaduna State. The study also adopted the descriptive survey research design without adding the quasi-experimental design.

In another research conducted by Thomas (2013), on the Effects of Teacher Preparation on Students' Academic Achievement in SS2 Biology, the objective was to examine the effect of teachers' experience on students performance in Biology. The study adopted the descriptive survey sign. The result of the findings of the study showed that, students taught by experienced teachers scored higher marks than those taught by inexperienced teachers. The study therefore, suggested that, seminars, workshops and refresher courses should be organized, from time to time to help teachers to improve in their capacity for effective delivery in the classroom.

The above study is relevant to the present study in the sense that, the teachers' experience is one of the factors to be examined in relation to students' academic performance. This study also adopted the descriptive survey design. But there are areas of differences between the study at hand and the reviewed study. The subject used in the above study was Biology while the present study used social studies. Another area of difference is the level of the learners, the present study hopes to use Junior Secondary School Students while the reviewed study used Senior Secondary School Students.

Ezendu and Utazi (2014), conducted a study on Influence of area of Specialization and Years of Teaching Experience of Geography Teachers on their Level

of Competency Performance in Teaching Map Work in Secondary Schools in Kogi State. The objective of the study was to examine the influence of area of specialization and years of teaching experience of Geography teachers on their level of competency in teaching map work. The study adopted the evaluative design. The findings of the study proved that, there is significant influence of educational qualification of teachers on the competencies possessed by them on secondary school students' performance. Area of specialization of Geography teachers has significant influence on the competencies possessed and the performance of students in Secondary Schools.

The above study is relevant to this study in the sense that, two variables investigated in the study (Professional background and area of specialization are also part of the variables to be investigated in the present study. The area of difference with the present study is in relation to research design, subjects' level of the students' and the state. The study was conducted In Kogi State, the subject was geography and at senior secondary school were used. The present study is on social studies in junior secondary schools students in Kaduna State. The study suggested that, teachers must not be allowed to teach subjects they don't specialize in and that there is need for teachers to be attending conferences, seminars and workshops.

Nsa, Ikot and Udo (2013), conducted a study on Instructional Materials Utilization and Students' Performance in Practical Agriculture. The objective of the study was to determine the effects of instructional material utilization on the performance of the middle school students attending practical agriculture. The study sought to determine the differences in performance of students taught practical agriculture using instructional materials and those taught without instructional materials. The research design used in the study was the quasi-experimental design. The findings of the study revealed that there is students taught with instructional materials

performed significantly better than those students taught without the use of instructional materials. Among the recommendations made was that, teachers should develop positive attitudes towards the selection and use of instructional materials for teaching and learning.

The above study is relevant to the present study in the sense that one of the variables investigated in relation to students' academic performance is teachers' use of instructional materials. The area of difference is in the area of methodology adopted and the subject used. The reviewed study used quasi experimental design, while the study at hand used descriptive survey. Another area of difference is that the previous study used agriculture as a subject matter and senior secondary school SS II students. But the present study used social studies as a subject in junior secondary school students.

Adeosun, Oni and Oladipo (2013), conducted a study on Affective and Cognitive characteristics of Nigeria Students-Teachers: Towards Developing an Effective Teacher Education Framework. The methodology adopted was a descriptive research design. The purpose of the study was to investigate the characteristics of an effective teacher at all levels of education. The study revealed that, teacher effectiveness is significantly influence on students academic performance.

The area of similarities with the present study is in design adopted in the reviewed study which is the descriptive research design. The area of difference is that, the reviewed study used all levels of education, while this study is specifically concerned with social studies at junior secondary schools. The study recommended that for teachers to be effective they need to develop positive attitude towards work and other assignment.

In a research conducted by Simonson and Streen (1997), on "The Effects of Teachers' verbal behaviours on kindergartners' perceptions of competence. The study

adopted the descriptive research design. The purpose of the study was to examine the effect of teacher competence on and verbal behaviours on students.

The findings of the study revealed that teachers' verbal behaviours and competence have effect on students' performance. On this note, the study suggested that, for teachers to be competent they need to be attending conferences and seminars to make them competent in discharging their duties. The area of similarities with the present study is in the research design to be adopted which is the descriptive research design. The area of difference is in the level of the students used in the study. The study used senior secondary school students while the present study used junior secondary school students.

In another research conducted by Nakpodia (2011) titled Teacher factors in the Implementation of Universal Basic Education Programme in junior secondary schools in the South Senatorial District of Delta State. The objective of the study was to examine the effect of teacher factors in the implementation of universal basic education programmes. The factors examined in the study in relation to the implementation of the Universal Basic Education includes teachers' experience and professional training. The research design adopted for the study was ex-post factor design employing the descriptive survey.

The findings of the study revealed that there is no significant difference between experienced and less experienced teachers implementation of UBE programme. Also there is no significant difference between professional teachers and non-professional teachers in their implementation of the UBE programme in junior secondary schools.

The areas of similarities with the study at hand is that the variables used that is teachers' experience and professional training are to be examined in this study in relation to students' academic performance in social studies. In the area of research

design the study at hand also hopes to use the descriptive design employing ex-factor design. The questionnaire and students result in JSSCE will be used in the study.

The area of difference is that, the reviewed study focused on teacher factors in the implementation of Universal Basic Education programme in junior secondary schools, while this study focuses on the influence of social studies teachers' professional training on junior secondary school students academic performance in Kaduna State.

In another study conducted by Olatoun (2010), on teachers' and students' academic performance in Nigeria Secondary Schools: Implications for planning. The objectives of the study were to establish whether there is a relationship between teachers' qualifications and students' academic performance and to establish whether there is a relationship between teachers' years of experience and students' academic performance.

The research design adopted was a descriptive survey research design. The instrument used for data collection was a questionnaire. The findings of the study indicated that teacher's years of teaching experience are a measure of quality and thus becomes imperative in the achievement of students' academic performance. The study also revealed that there is a positive correlation between teachers' qualification and students' academic performance.

The areas of similarities with the present study is the area of learners' years of teaching experience and teachers' qualification which are some of the variables of concern to this study in relation to students' academic performance in social studies. Also the study hopes to use descriptive survey employing ex-factor. The areas of difference is that no subject area was used in the study but the present study used social studies as a subject.

Afolabi (2012), conducted a research on “The influence of gender, age, training and experience on Teachers’ Motivation in Ado and Efon Local Government Areas, Ekiti State, Nigeria. The objective of the study was to investigate the influence of gender, age, training and experience on teachers’ motivation in Ado and Efon Local Government Areas. The research design adopted for the study was a descriptive research design. The instruments use for data collection was questionnaires. The findings of the study revealed that there was a significant difference between trained and untrained teachers, it also revealed significant difference between experienced and inexperienced teachers in the classroom environment.

The area of similarities between the above conducted study and the study at hand, is that the two variables, that is, training and experience in relation to teaching was applied in the study but in relation to students’ academic performance in social studies not in teacher motivation as used in the reviewed study.

Kemi (2013), conducted a research on ‘Educational qualification and job performance of primary school teachers in Ogun State Nigeria. The objective of the study was to examine the influence of Educational Qualification and job performance of primary school teachers in Ogun State. The method adopted in the study was the survey. The instrument used for the study was a self-rating instrument. The result of the study revealed that there is significant effect of educational qualification on job performance of primary school teachers in Ogun State.

Educational qualification is one of the variables to be examined in relation to students’ performance in social studies as one of the elements of professional training of teacher and thus this could be identified as one of the areas of similarities with the reviewed study. The area of difference is that the variable is compared with job

performance of primary school teachers, but in this study, it was compared to student academic performance in Kaduna State.

## **2.19 Summary**

This chapter reviewed some theories that stand as a framework for the study. The theories reviewed are behaviourists theory, constructivist theory and social learning theory. The theories reviewed are all relevant to the study but the theory used as a guide to this study is the social learning theory. This is because of its closeness with the study at hand. Also the chapter bring out clearly who a professional teacher is and the characteristics of a professional teacher. The chapter also explains what teacher education is and the objectives of teacher education. In a nutshell, the chapter clearly brings out who a professional teacher is and what is expected of a professional teacher. The concept of social studies was also reviewed and the methods of teaching social studies was also reviewed. Other areas reviewed as a conceptual framework include elements of teaching effectiveness in social studies, effective teaching procedure in social studies, modes of teaching and teacher's job effectiveness in social studies and social studies and the teachers. Some empirical studies were reviewed in relation to the study variables which are; Teachers' mastery of the subject matter, use of instructional materials, teachers' experience and professional background. Some of the studies reviewed show positive effects of the variables on students' academic performance in different subject areas including social studies.

## **CHAPTER THREE RESEARCH METHODOLOGY**

### **3.1 Introduction**

This chapter explained the methodology used in conduct of this study. It discussed the research design, population, sample and sampling technique, research instrument, validity of the instrument, pilot study, reliability of the instrument, procedure for data collection and procedure for data analysis respectively.

### **3.2 Research Design**

The research design for this study was descriptive survey that involves a description of the influence of social studies teachers' professional training on students' performance in Kaduna State. This design was employed because there is no feasibility of experimentations since the events had already taken place. This study involved gathering data about the target population from a sample and then generalizing the findings from the analysis of the sample proportionate to the entire population.

### **3.3 Population**

Population is made up of all conceivable elements, subjects or observations relating to a particular phenomenon of interest to the researcher (Obeka, 2011). Therefore, the population for this study was made up of all Social Studies teachers in Kaduna State, Nigeria put together at two thousand, two hundred and seventy-one (2, 271) as at 2015/2016 academic session (Kaduna State Ministry of Education). The Population is presented in table 1 according to Inspectorate Divisions and the number of social studies teachers in each zone.

**Table 1: Population Table Showing Social Studies Teachers and Number of Schools Per Zones**

S/N	List of Zonal Offices	No. of Schools	Male SOS Teachers	Female SOS Teachers	No of SOS Teachers
1	Anchau	40	98	109	206
2	Birnin Gwari	15	101	77	178
3	Giwa	24	87	36	123
4	Godo Godo	24	64	51	115
5	Kachia	42	152	109	261
6	Kaduna	23	57	46	103
7	Kafanchan	28	93	82	175
8	Lere	29	114	127	241
9	Rigachukun	23	90	106	196
10	Sabon Tasha	38	130	122	252
11	Zaria	32	86	131	218
12	Zonkwa	36	111	92	203
	<b>Total</b>	<b>352</b>	<b>1183</b>	<b>1088</b>	<b>2, 271</b>

**Source:** Kaduna State Ministry of Education (2016)

### 3.4 Sample and Sampling Technique

The sample for this study was done using stratified random sampling zones in the state five schools were sampled, making a total of 30 schools. In line with Nwana (2011) who asserted that a population of 10% and above can form the sample for a study, 300 social studies teachers were proportionally drawn from the 30 sampled schools as shown in table 2.

**Table 2: Sample Table**

S/N	List of Inspectorate Division Selected	Names of Schools	No. of SOS Teachers	Sample
1	Zaria	GJSS Chikaji, GJSS Aminu, GGSS D/Bauchi, GJSS K/Kibo, GJSS, Dakace	218	52
2	Anchau	GJSS Kubau, GGJSS Yar' Kasuwa, GJSS Pambeguwa, GJSS Soba, GJSS Dutsen Wai	206	49
3	Giwa	GJSS Gangara, GJSS Kaya, GJSS Fakita, GJSS Tsibiri, GGJSS, Gadagau	123	29
4	Rigachukun	GJSS Rigachikun, GJSS Kugu, GJSS Uduwa, GJSS Kerawa, GJSS Kwanan Farakwai	196	47
5	Sabon Tasha	GJSS Television, GJSS Sabon Tasha, GJSS Kajuru, GJSS Rome, GJSS Kujama	252	60
6	Kachia	GJSS, Kachia, GJSS Gumel, GJSS Kalla, GJSS Kasuwan Magani, GJSS Edon	261	63
<b>Total</b>			<b>1256</b>	<b>300</b>

**Source:** Zonal Offices, Ministry of Education, Kaduna State, 2016

### 3.5 Instrumentation

The instruments used for data collection in the study was questionnaire tagged “Teacher Professional Training Questionnaire (TPTQ)” designed for social studies teachers for the 2015/16 session. The questionnaire was developed by the researcher. The questionnaire contains questions that might be asked in an interview. The instrument was divided into three sections. The first section consisted of the teachers’ demographic characteristics required for the study. These are age, gender, area of specialization and years of teaching experience. The other sections of the questionnaire contains fifty (50) items. Ten (10) each on influence of subject matter mastery , influence of teachers use of instructional materials, influence of teachers communication skills, influence of years of teaching experience and influence of professional qualifications on students’ performance in social studies.

The last sections of the questionnaire were measured on a five point likert rating scale and value assigned was as follows: Strongly Agree (S.A) = 5, Agree (A), Disagree (D.A)= 3, Strongly Disagree (SD) = 2 and Undecided (UD) = 1.

The instrument was used to assess the influence of social studies teachers' professional training on students' performance in Kaduna State.

### **3.5.1 Validity of the Instrument**

After constructing the questionnaire, the researcher ensured its content validity by checking the instrument with the objectives and hypotheses of the study to ensure that, the measuring instrument measured truly and accurately what it intended to measure. The instrument was then presented to specialists in English language, specialists in social studies education, specialists in research, measurement and evaluation and the supervisors for their observations, comments and possible improvement. The observation and correction were embedded in the final copy of the questionnaire.

### **3.5.2 Pilot Study**

To make the research instrument reliable, a pilot study was carried out in five public junior secondary schools in senatorial zone one (1) Northern Kaduna and zone two (2) Kaduna Central of Kaduna State. Fifteen (15) social studies teachers drawn from Government Junior Secondary School Muchia, Government Junior Secondary School, Bomo, Government Junior Secondary School Kofan Gayan and Government Junior Secondary School Shika, were used for the pilot study.

### **3.5.3 Reliability of the Instrument**

Reliability is the degree of consistency between two measures of the same thing, whether or not the score of a person is similar under slight different conditions. The designed instrument was printed and administered to fifteen (15) social studies teachers.

The questionnaires pilot tested were sorted and coded and was subjected to statistical analysis using the statistical package for social sciences (SPSS) version 20. The procedures adopted for the determination of the reliability coefficient included Guttman Split Half. The reliability obtained was 0.65. An instrument can be said to be reliable when the reliability coefficient can be approximated to one (1) or close to one (1). This is in line with Nworgu (2006) that the closer the instrument to (1), the more reliable it is.

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

The researcher collected a letter of introduction from the office of the Head of Department, Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria to the various schools. Thus, data was collected with the help of two (2) instructed research assistants in all the sampled schools, that is, the examination officer in each school and one social studies teacher. This distribution of the questionnaire was done by the researcher and retrieval was done by the research assistant.

### **3.7 Procedure for Data Analysis**

Data collected were subjected to statistical analysis. Statistical analysis used are frequencies and percentages for the analysis of demographic variables and express opinion on the main variables. Inferential statistics, mainly one sample t-test was used to test the five null hypotheses. All the hypotheses were tested at 0.05 probability level of significance.

## **CHAPTER FOUR RESULTS AND DISCUSSION**

### **4.1 Introduction**

In this chapter, the researcher presents the statistical analyses, and interpretations of the results of the expressed opinions on the influence of Social Studies Teachers' Professional Training on Junior Secondary School Students' performance in Kaduna State, Nigeria. The chapter consists of an analysis of the demographic characteristics of the respondents and their opinion on the selected variables which were analyzed along the study's objectives and research questions. In the analysis, mean scores for the items and variables were used in determining the direction of opinion and conclusion of solution to each of the research questions. A midpoint average of 3.0 was used for decision. The research hypotheses are tested along with the discussion of the findings at the end of the chapter.

### **4.2 Description of Study Variables**

Three hundred (300) social studies teachers, selected from 30 secondary schools across the three Senatorial Zones of Kaduna state were involved in this study. Out of the three hundred (300) questionnaires distributed, two hundred and sixty six (266) were returned and used in the analysis. The variables selected along their opinions on the subject of investigation were gender, age, highest academic qualification, marital status, area of specialization and years of working experience. These variable were considered to be directly associated with the teachers' perception of the influence of Social Studies Teachers' Professional Training on Junior Secondary School Students performance in the secondary schools. Each of the variables was classified in frequencies and percentages in the Tables.

**Table 3: Classifications of the teachers by their areas of specialization**

<b>Areas of specialization</b>	<b>Frequency</b>	<b>Percent</b>
Social Studies	233	87.6
Geography/Social studies	20	7.5
Other areas	13	3.0
Total	266	100.0

The major areas of specialization of the teachers was social studies and this accounted for 233(87.6%) of the total number of teachers involved in the study. Other areas of specialization represented by the teachers were a combination of Geography and social studies with 20(7.5%) of the teachers. But there were 13(3.0%) of the teachers that majored in other subject areas. This distribution means that most of the teachers were trained in social studies and supposedly had good mastery of the subject of investigation and could therefore give valid information on the investigated variables.

**Table 4: Classification of the teachers by their years of teaching experience**

<b>Years of teaching experience</b>	<b>Frequency</b>	<b>Percent</b>
1 -4yrs	61	22.9
5 - 10yrs	91	34.2
11 - 15yrs	71	26.7
Above 15yrs	43	16.2
Total	266	100.0

Table 4 shows that only 61(22.9%) of the teachers had (1-4years) less than 5years of teaching experience in the schools. Those with 5 to 10years of teaching experiences were 91(34.2%) while 71(26.7%) had between 11 and 15years of experience on the job. But 43(16.2%) had more than 15years of teaching experience. This distribution means that most of the teachers were well placed to give valid information on the influence of Social Studies Teachers' Professional Training on Junior Secondary School Students performance in the selected secondary schools.

### 4.3 Response to Research Questions

The major objective of this study was to assess the influence of Social Studies Teachers' Professional Training on Junior Secondary School Students' performance. Toward the attainment of this objective, specific objectives were formulated which were investigated alongside the corresponding research questions. The research questions were as follows:

**Research Question One:** To what extent does teachers' mastery of the subject matter influence students' performance in social studies in Kaduna State?

To examine the extent of influence of social studies teachers' mastery of the subject matter on students' performance a number of items used were scored on the five point scale options with midpoint average of 3.0 as the decision mean. The opinions of the teachers on the items are presented in frequencies and percentages along the five point scale with mean score for each of the item in Table 5.

**Table 5: Opinions of teachers on the influence of mastery of subject matter on their students' performance**

SN	Influence of Subject Matter Mastery on Students' Performance	SA		A		UD		D		SD		Means
		F	%	F	%	F	%	F	%	F	%	
1	Teachers who specialized in social studies are more grounded to teach the subject.	142	53.4	65	24.4	28	10.5	16	6.0	15	5.6	4.1
2	Demonstration of adequate subject matter mastery by teacher of social studies enhances students' performance.	88	33.1	104	39.1	37	13.9	22	8.3	15	5.6	3.9
3	Mastery of subject matter makes social studies teachers develop confidence in teaching which in turn affects students' performance.	96	36.1	87	32.7	40	15.0	20	7.5	23	8.6	3.8
4	Setting standard for class interaction and work behaviour affects students' performance in social studies.	68	25.6	125	47.0	28	10.5	27	10.2	18	6.8	3.7
5	A teacher with a sound foundation in his or her subject matter will be better to teach social studies	68	25.6	133	50.0	20	7.5	29	10.9	16	6.0	3.8
6	Social studies teachers' questioning behavior influences students' performance.	68	25.6	126	47.4	27	10.2	23	8.6	22	8.3	3.7
7	For a teacher to teach social studies effectively need to have an in-depth mastery of the subject	92	34.6	120	45.1	19	7.1	17	6.4	18	6.8	3.9
8	Supervising classwork and encouraging outclass work can influence performance of students in social studies	121	45.5	64	24.1	18	6.8	30	11.3	33	12.4	3.8
9	For a teacher to teach social studies effectively, he needs to have the mastery of social studies content	43	16.2	140	52.6	27	10.2	42	15.8	14	5.3	3.6
10	Subject matter mastery of teachers is an important indicator of students' performance	63	23.7	129	48.5	30	11.3	31	11.7	13	4.9	3.7
Aggregate mean score												3.8

The mean scores in the table clearly shows that the teachers were of the opinion that teachers' mastery of the subject matter influences their students' performance in social studies. This is achieved through the teachers' specialized mastery which makes the social studies professional teacher to be more grounded to teach the subject and thereby enhancing their students' learning of the subject. In item 1 and two of table 5, this consensus is indicated by the teachers with mean scores of 4.1 and 3.9 which clearly support this assertion. In support of the influence of the mastery of subject matter on the students' performances, 96(36.1%) and 87(32.7%) of the teachers strongly agreed and agreed respectively that mastery of subject matter makes social studies teachers to develop confidence in teaching which in turn enhances students' performance. As part of the exhibition of the mastery of the subject matter, the teachers were of the view that, it enables such teachers to set standard for class interaction and work behaviour which positively influence students' performance in social studies. This is indicated in item 4 of the table with mean score of 3.7.

As attestation to the mastery of subject matter's influence on the students' performance, 68(25.6%) and 133(50.0%) of the teachers, strongly agreed and agreed respectively that teachers with sound foundation in the subject matter will be better in teaching of social studies than those not so inclined in the schools. But 29(10.9%) and 16(6.0%) of the teachers disagreed and strongly disagreed with this opinion and 20(7.5%) did not express their view on the item. With a mean score of 3.8, it could be said that most teachers were of the positive influence of the mastery on the students' performance. This opinion is further strengthened in response to item 6 of the table where 68(25.6%) and 126(47.4%) of the teachers strongly agreed and agreed respectively with the view that social studies teachers' questioning behavior influences students' performance and in item

7 of the table 92(34.6%) and 120(45.1%) of the teachers strongly agreed and agreed respectively that for a teacher to teach social studies effectively, such a teacher need to have an in-depth mastery of the subject.

In item 8 of the table the demonstration of the in-depth mastery of the subject in the teaching and learning is perceived to be seen in the supervision of classwork and the encouragement given to the learner by such teachers which influences performance of students in the social studies. This could explain the consensus of the teachers in item 9 of the table with a mean score of 3.6 that for a teacher to teach social studies effectively, he or she needs to have the mastery of social studies content. Thus 63(23.7%) and 129(48.5%) of the teachers strongly agreed and agreed respectively with the suggestion that subject matter mastery of teachers is an important indicator of students' performance. But 31(11.7%) and 13(4.9%) of the teachers disagreed and strongly disagreed respectively with the suggestion and 30(11.3%) of the teachers did not express their view. With an aggregate mean score of 3.8 for the table, it could be concluded that the teachers were of the view that teachers' mastery of the subject matter has great positive influence on students' performance in social studies.

**Research Question Two:** How does teachers' use of instructional materials in teaching and learning influence students' performance in social studies in Kaduna state?

To find out the influence of teachers' use of instructional materials in teaching and learning on students' performance in social studies, the use of charts, maps, etc. in the teaching and learning of the subject in the schools were listed as in Table 6 on which the teachers expressed their views. The table shows the frequencies and percentages along with mean scores on the perceived influence of the usage on the students' performance. Decision

on the item was based on the midpoint average of 3.0. Mean score of magnitude 3.0 and above indicates agreement while lower mean score indicates disagreement.

**Table 6: Opinions of teachers on the influence of use of instructional materials in teaching and learning on students' performance**

SN	Effective use of Instructional Materials	SA		A		UD		D		SD		Means
		F	%	F	%	F	%	F	%	F	%	
1	Use of diagrams, pictures and charts in teaching social studies concepts enhances students' performance	153	57.5	48	18.0	23	8.6	25	9.4	17	6.4	4.1
2	Adequate use of visual materials in teaching social studies enhances students' performance	123	46.2	81	30.5	26	9.8	18	6.8	18	6.8	4.0
3	Effective use of Audio visual materials like television and projectors promotes students' performance in social studies	88	33.1	100	37.6	25	9.4	33	12.4	20	7.5	3.8
4	Teaching social studies without instructional materials enhances students' performance	39	14.7	7	2.6	119	44.7	60	22.6	41	15.4	2.9
5	Organizing instructional materials in terms of relevance promotes performances	88	33.1	99	37.2	29	10.9	39	14.7	11	4.1	3.8
6	Teacher ability to teach successfully depends on use of relevant instructional materials	85	32.0	122	45.9	24	9.0	21	7.9	14	5.3	3.9
7	Objectives stated in teaching social studies can only be achieved when teacher use relevant instructional materials in teaching	67	25.2	131	49.2	36	13.5	21	7.9	11	4.1	3.8
8	Instructional materials can be used to arouse the interest of students in teaching social studies	45	16.9	157	59.0	21	7.9	25	9.4	18	6.8	3.7
9	The use of instructional materials in teaching social studies eases the work of the teacher and brings about easy presentation	63	23.7	135	50.8	31	11.7	26	9.8	11	4.1	3.8
10	Instructional materials utilization in social studies makes learning easy for students	81	30.5	121	45.5	27	10.2	26	9.8	11	4.1	3.9
Aggregate mean score												3.8

The teachers were generally of the opinion that, the use of instructional materials for teaching and learning enhances students' performance in social studies. This is seen in the perceived use of diagrams, pictures and charts in teaching social studies concepts which 153(57.5%) and 48(18.0%) of the teachers strongly agreed and agreed respectively have positive influence on students' performance in the schools. In the second item of the stable 123(46.2%) and 81(30.5%) of the teachers strongly agreed and agreed respectively with the view that adequate use of visual materials in teaching social studies enhances students' performance. Teachers who did not share this positive view of the influence were relatively few as indicated with the frequency counts of 18(6.8%) each for disagree and strongly disagree. The mean score of 4.0 clearly revealed that, positive influence was generally a consensus among the teachers. Therefore the teachers agreed (with a mean score of 3.8) that effective use of Audio visual materials like television and projectors positively influences students' performance in social studies.

The teachers did not agree that teaching social studies without instructional materials could enhance students' performance. In response to the view in item 4 of the table, only 39(14.7% and 7(2.6%) of the teachers strongly agreed and agreed respectively with the notion. But 60(22.6%) and 41(15.4%) disagreed and strongly disagreed respectively. Most (119 or 44.7%) of the teachers were undecided and the mean score was 2.9 which clearly means that they did not agree with the suggestion. The teachers agreed in item 5 that organizing instructional materials in terms of relevance in the teaching and learning process promotes the learners' performance and that teachers' ability to teach successfully depends on the use of relevant instructional materials. These are indicated with mean scores of 3.8 and 3.9 for items 5 and 6 respectively in the table.

In emphasizing the importance of the use of instructional materials for the teaching and learning process, 67(25.2%) and 131(49.2%) of the teachers strongly agreed and agreed respectively that objectives stated in teaching social studies can only be achieved when teachers use relevant instructional materials in teaching social studies. The mean score for the item is 3.8. As part of the influence of the instructional materials, the teachers were of the view with a mean score of 3.7 that instructional materials' utilization contributes in raising the interest of students in social studies during the teaching process. Apart from enhancing the students' performances, the teachers were of the view that, the use of instructional materials in teaching social studies ease the work of the teacher and brings about easy presentation of the subject's content to the learners. Thus the teachers generally agreed that, the utilization of instructional materials make the teaching and learning of social studies easy for students. With an aggregate mean score of 3.8 for the table, the teachers could be said to have agreed that, use of instructional materials in teaching and learning promotes students' performance in social studies among the selected schools.

**Research Question Three:** To what extent does teachers' communication skills influence students' performance in social studies in Kaduna State?

To determine the influence of teachers' communication skills on students' performance in social studies, components of the skills examined included among others the use of words and statements in the teaching and learning process, presentation of lessons, and fluency in language of teaching along with effectiveness in verbal communication. The opinions of the teachers on the items used for the assessment are presented in frequencies and percentage in Table 7. Mean scores were computed for each of the items and decision is based on a midpoint average of 3.0.

**Table 7: Opinions of teachers on the influence of communication skills on students' performance**

S/N	Communication Skills	SA		A		UD		D		SD		Means
		F	%	F	%	F	%	F	%	F	%	
1	Use of ambiguous words/statement confuses students which in turn affects their understanding of the curriculum content	120	45.1	88	33.1	20	7.5	23	8.6	15	5.6	4.0
2	Confused presentation of lessons affects students' performance	68	25.6	121	45.5	20	7.5	34	12.8	23	8.6	3.7
3	Pictorialism, that is teaching with irrelevant picture leads to confusion and thus affects performance	82	30.8	115	43.2	27	10.2	30	11.3	12	4.5	3.8
4	Wrong use of available means of communication in lessons declines students' performance	58	21.8	129	48.5	31	11.7	27	10.2	21	7.9	3.7
5	Students' interest is developed and retained when teachers are able to communicate effectively	65	24.4	138	51.9	24	9.0	22	8.3	17	6.4	3.8
6	Students' performance is enhanced when social studies teachers are able to communicate fluently	62	23.3	141	53.0	22	8.3	21	7.9	20	7.5	3.8
7	Selection of appropriate information to be delivered in the classroom is important in teaching social studies	52	19.5	143	53.8	29	10.9	22	8.3	20	7.5	3.7
8	Teaching social studies without explaining relationships between actual event and time negatively affects students' performance	90	33.8	110	41.4	27	10.2	20	7.5	19	7.1	3.9
9	When presentation is not orderly it negatively affects students' performance	50	18.8	153	57.5	25	9.4	26	9.8	12	4.5	3.8
10	Use of verbal motivation and reinforcement in teaching social studies enhances students' performance	60	22.6	134	50.4	22	8.3	35	13.2	15	5.6	3.7
	Aggregate mean score											3.8

The opinions of the teachers as indicated with mean score in the table clearly support the view that, communication skills greatly influences students' performance in social studies. In the first item, 120(45.1%) and 88(33.1%) of the teachers strongly agreed and agreed respectively with the suggestion that, the use of ambiguous words and statement in the teaching learning process confuses students which in turn affects their understanding of the curriculum content. Only 23(8.6%) and 15(5.6%) of the teachers disagreed and strongly disagreed with this opinion and 20(7.5%) of the teachers did not express their view on the suggestion. The mean score for the item is 4.0. This consensus is further reflected in item 2 with a mean score of 3.7 where the teachers agreed that confused presentation of lessons negatively affects students' performance. In the same vein, the teachers agreed with a mean score of 3.8 that teaching with irrelevant picture leads to confusion and thus affects performance of the students. This opinion is reflected in item 4 of the table where the teachers agreed with the suggestion that wrong use of communication in lesson presentation has negative influence on students' performance.

On the effectiveness of communication skills' influence on students' performance, 65(24.4%) and 138(51.9%) of the teachers strongly agreed and agreed respectively that students' interest is developed and retained when teachers are able to communicate effectively during lesson presentation. And in item 6 of the table, the teachers agreed that students' performance is positively influenced when social studies teachers are able to communicate fluently during lesson presentation. The mean score is 3.8 and in item 7 of the table, the teachers agreed with a mean score of 3.7 that selection of appropriate information to be delivered in the classroom is important in teaching social studies as part of the effectiveness of the teachers' communication skills.

The teachers were therefore of the view that such skills should include relevance of actual events as teaching the subject without explaining relationships between actual event and time affects the students' performance. In a consensus with a mean score of 3.8 the teachers were of the view that, it is difficult to communicate effectively when presentation is not orderly and that lack of orderliness in lesson presentation affects the students' performance. As a component of the communication skills, the teachers were of the view that use of verbal motivation and reinforcement in teaching social studies enhances students' performance. With an aggregate mean score of 3.8 for the table, the teachers could be said to have agreed that teachers' communication skills has great influence on students' performance in social studies.

**Research Question Four:** To what extent do teachers' years of teaching experience influence students' performance in social studies in Kaduna State?

Table 8 shows the opinions of the teachers on the influence of teachers' years of teaching experience on students' performance in the subject among the selected Junior Secondary schools in the state. Apart from the frequencies and percentages expressed on the five point options, mean scores were computed for the items and decision on the variable was based on the midpoint average of 3.0.

**Table 8: Opinions of teachers on the influence of years of teaching experience on students' performance**

S/N	Teachers years of teaching experience	SA		A		UD		D		SD		Means
		F	%	F	%	F	%	F	%	F	%	
1	The more experienced the social studies teachers, the higher the performance of their students	121	45.5	87	32.7	20	7.5	25	9.4	13	4.9	4.0
2	Experienced teachers are more concerned about their students' progress	51	19.2	136	51.1	24	9.0	34	12.8	21	7.9	3.6
3	Social studies teachers who have taught for five years and above are better equipped with the mastery of students' progress	82	30.8	117	44.0	30	11.3	26	9.8	11	4.1	3.9
4	Teachers who are more experienced take more control of the classroom than the novice in establishing classroom routines	60	22.6	142	53.4	27	10.2	19	7.1	18	6.8	3.8
5	Experienced teachers have good attitude to job than beginning teachers	51	19.2	150	56.4	35	13.2	15	5.6	15	5.6	3.8
6	Experienced social studies teachers are more punctual than beginning teachers	51	19.2	138	51.9	33	12.4	27	10.2	17	6.4	3.7
7	Social studies teachers who have taught for five years and above prepare for lessons adequately.	75	28.2	117	44.0	19	7.1	29	10.9	26	9.8	3.7
8	Experienced social studies teachers are more mastery able of students level of development	55	20.7	147	55.3	25	9.4	24	9.0	15	5.6	3.8
9	Social student's teachers who are experienced are more equipped with social studies instructional procedure	75	28.2	133	50.0	18	6.8	25	9.4	15	5.6	3.9
10	Experienced social studies teachers relate well with students while in turn influence performance	77	28.9	119	44.7	20	7.5	31	11.7	19	7.1	3.8
	Aggregate mean											3.8

The expressed opinions in the table are in clear support that teachers' years of teaching experience have positive influence on students' performance in social studies. In the first item of the table, 121(45.5%) and 87(32.7%) of the teachers strongly agreed and agreed respectively with the view that more experienced social studies teachers could have higher performance of students. Though 25(9.4%) and 13(4.9%) of the teachers disagreed and strongly disagreed with the suggestion but the mean score was 4.0 and 20(7.5%) of the teachers were undecided in their view. The teachers agreed in item 2 of the table that experienced teachers were more concerned about students' progress than the unexperienced ones. Thus in item 3 of the table, 82(30.8%) and 117(44.0%) of the teachers strongly agreed and agreed respectively that social studies teachers who have taught for five years and above are better equipped with the mastery of students' progress than those with lower years of experience on the job.

Part of the influence as indicated in item 4 of the table is that, teachers who are more experienced take more control of the classroom than the novice in establishing classroom routines. In the table, 60(22.6%) and 142(53.4%) of the teachers strongly agreed and agreed respectively with this suggestion. This opinion stem from the attitudinal dispositions and punctuality which the respondents agreed in items 5 and 6 were major factors of influence on the teaching learning process. And in item 7 the teachers agreed with the suggestion that social studies teachers who have taught for five years and above prepare for lessons adequately. The years of experience is seen to extend to mastery of students' level of development which 55(20.7%) and 147(55.3%) of the teachers strongly agreed and agreed respectively in item 8 with a mean score of 3.8 has major influence on students' performances.

The experience is seen to enable such teachers to be more equipped as in item 9 of the table where 75(28.2%) and 133(50.0%) of the teachers strongly agreed and agreed respectively that social studies teachers who are experienced are more equipped with social studies instructional procedure. The teachers (25(9.4%) and 15(5.6) who did not agree with this suggestion were relatively small. The mean score for the item is 3.9 which suggested that most teachers agreed with the suggestion. In furtherance of the influence of teachers' years of experience, the respondents agreed in the last item of the table that experienced social studies teachers relate well with students which in turn influences their performances. From the aggregate mean score of 3.8, the teachers could be said to have agreed that teachers' years of teaching experience have major influence on their students' performance in social studies.

**Research Question Five:** How does professional qualification of teachers influence students' performance in social studies in Kaduna State?

To find out the influence of teachers' professional qualification on students' performance in social studies among the selected schools in Kaduna State, professional qualification of the teachers, stability in teaching, ability to utilize different teaching methods and competency in lesson delivery were examined. The opinions of the teachers on the selected items were presented in frequencies and percentages in Table 9 along the means computed on the five point scale. Decision is based on the midpoint average of 3.0.

**Table 9: Opinions of teachers on the influence of Professional qualification of social studies teachers on their students' performance**

S/N	Professional qualification of social studies teacher	SA		A		UD		D		SD		Means
		F	%	F	%	F	%	F	%	F	%	
1	Qualified social studies teachers are more developed professionally to improve students' performance	131	49.2	67	25.2	17	6.4	35	13.2	16	6.0	4.0
2	Qualified social studies teachers are more stable academically to promote students' performance	44	16.5	142	53.4	28	10.5	31	11.7	21	7.9	3.6
3	Professionally qualified social studies teachers utilize variety of teaching methods to promote students' performance	65	24.4	126	47.4	18	6.8	38	14.3	19	7.1	3.7
4	Social studies teachers who are qualified deliver in the class more than those who are not professionals	52	19.5	147	55.3	35	13.2	21	7.9	11	4.1	3.8
5	Ability to display professional competency by social studies teachers enhances students' performance	78	29.3	121	45.5	23	8.6	28	10.5	16	6.0	3.8
6	Positive attitude to work expected by a professional enhances students' performance	69	25.9	120	45.1	29	10.9	32	12.0	16	6.0	3.7
7	Professionally qualified social studies teachers teach effectively with the aim of improving students' performance	67	25.2	120	45.1	31	11.7	37	13.9	11	4.1	3.7
8	Social studies teachers who are professionally qualified utilize their mastery of teaching skills to improve performance	78	29.3	128	48.1	28	10.5	18	6.8	14	5.3	3.9
9	Professionally qualified social studies teachers are more exposed to social studies concepts	60	22.6	142	53.4	29	10.9	19	7.1	16	6.0	3.8
10	Professionally qualified social studies teachers are more familiar with social studies curriculum content and methods of teaching	85	32.0	115	43.2	27	10.2	25	9.4	14	5.3	3.9
	Aggregate mean score											3.8

The respondents were generally of the opinion that, teachers' professional qualifications have major influence on students' performances. In the first item for example, 131(49.2%) and 67(25.2%) of the teachers strongly agreed and agreed respectively that qualified social studies teachers were more developed professionally to improve students' performance than those not equally equipped. But 35(13.2%) and 16(6.0%) of the teachers disagreed and strongly disagreed with this opinion. With a mean score of 4.0 for the item, the expressed opinion could be said to be a consensus. In line with the position on the qualification of the teachers, item 2 reflect the same view where the respondents agreed with a mean score of 3.6 that qualified social studies teachers are more stable academically to promote students' performances.

The teachers did not only dwell on academic qualification, in item 3 they were of the view that professionally qualified social studies teachers utilize variety of teaching methods to promote students' performance. The mean score for the item is 3.7 and in item 4 they were of the view that social studies teachers who were professionally qualified deliver lessons more effectively in the class than those who are not professionals. Thus in item 5, they agreed that ability to display professional competency by social studies teachers, enhances students' performance in the subject.

The respondents were of the opinion that professional qualification of teachers does not only enhance students' performances but as well as the attitude of the teachers themselves. This is seen in item 6 of the table where 69(25.9%) and 120(45.1%) of the teachers strongly agreed and agreed respectively with the suggestion that positive attitude to work expected of a professional teachers enhances students' performance in social studies. In item 7 of the table, the teachers agreed with a mean score of 3.7 that professionally qualified social studies teachers, teach social studies effectively with the aim of improving students' performance.

The teachers were of the opinion that social studies teachers who were professionally qualified utilize their mastery of teaching skills to improve their students' performance in the subject. This is indicated by 78(29.3%) and 128(48.1%) of the teachers who strongly agreed and agreed respectively with the suggestion in the table and the mean score for the item (8) is 3.9. As part of the qualities of the professional qualification, the respondents were of the view that professionally qualified social studies teachers were more exposed to social studies concepts and more familiar with social studies curriculum content and methods of teaching. From the mean scores in the table, it could be said that the teachers generally agreed that professional qualification of teachers has major influence on students' performance in social studies.

#### **4.4 Test of Hypotheses**

The null hypotheses formulated to establish the significance of Social Studies Teachers' Professional Training's influence on the Junior Secondary School Students performance tested here with the one sample t-test procedure. This was informed by the need to test the mean opinion with a midpoint average of 3.00 which would indicate the respondents' agreement with the significance of the influence or disagreement. The hypotheses were tested at the probability level of 0.05. The output for the test of the hypothesis is presented as Appendix II. The summaries are used for the respective analysis.

**Hypothesis I:** Teachers' mastery of the subject matter have no significant influence on students' performance in social studies in Kaduna State.

The mean scores of the respondents on the teachers' mastery of the subject matter's influence on students' performance at the Junior Secondary School examined in Table 5 were tested here for significance. The aggregate mean was compared with a test mean which would indicate whether the respondents considered the variable to have

significant influence on the students' performance or not. The midpoint average of 3.00 was used as the test mean. A summary of the result is presented in Table 4.6.

**Table 10: One sample t-test on teachers' mastery of the subject matter's influence on their students' performance**

Variables	N	Mean	S D	t-cal.	DF	$\alpha$	t-critical	Decision
Teachers' mastery of the subject matter	266	3.81	0.845	15.680	265	.000	1.96	Rejected
Test mean	266	3.00	0.000	0.000				

The result in the table showed that, the respondents were of the opinion that teachers' mastery of the subject matter have significant influence on students' performance in social studies at the Junior Secondary Schools of Kaduna state. The observed t-value for the test is 15.680 obtained at 265 degree of freedom compared with the critical value of 1.96 at the same degree of freedom. The observed level of significance for the test is 0.000 ( $P < 0.05$ ). The mean score of 3.81 clearly indicated the respondents' agree with the opinion. With this observations there is enough evidence to reject the null hypothesis. The null hypothesis which stated that teachers' mastery of the subject matter has no significant influence on students' performance in social studies in Kaduna State. The result showed that teachers' mastery of social studies has major and significant influence on students' performance in social studies at the Junior Secondary Schools in Kaduna State.

**Hypothesis II:** Teachers' use of instructional materials does not have significant influence on students' performance in social studies in Kaduna State.

The influence of teachers' use of instructional materials on students' performance in social studies, was examined in Table 4.10. The mean scores for the respective items were computed and compared with the midpoint average of 3.0 used for the test mean in the test of this hypothesis. The one sample t-test was used for the test because of the need to establish whether the respondents agreed that the teachers'

use of instructional materials have significant influence on students' performance in social studies or not. The summary of the test is presented in Table 4.11.

**Table 4.11: One sample t-test on teachers' use of instructional materials' influence on their students' performance**

Variables	N	Mean	S D	t-cal.	DF	$\alpha$	t-critical	Decision
Teachers' use of instructional materials	266	3.85	0.818	17.022	265	.000	1.96	Rejected
Test mean	266	3.00	0.000	0.000				

From the result in the table, the respondents were of the opinion that teachers' use of instructional materials have significant influence on students' performance in social studies. This is indicated with observed t-value of 17.022 obtained at the 265 degree of freedom and an observed level of significance of 0.000 ( $P < 0.05$ ). The mean score of 3.85 is significantly higher than the midpoint average of 3.00. These observations provide sufficient evidence for the rejection of the null hypothesis. The null hypothesis that teachers' use of instructional materials does not have significant influence on students' performance in social studies in Kaduna State is therefore rejected. The result showed clearly that the use of instructional materials have significant influence on the students' performance at the Junior Secondary school level in Kaduna state.

**Hypothesis III:** Social studies teachers' communication skills have no significant influence on students' performance in social studies in Kaduna State.

The teachers' opinion on the influence of effective communication skills on students' performance in social studies was examined in Table 4.9. The mean scores for the items were computed into an aggregate mean and compared with the test mean of 3.00 used as the midpoint average in the five point options used in the instrument. The comparison was carried out with the one sample t-test because of the need to determine whether the

respondents agreed with the significant of the influence or not. The summary of the result is presented in Table 4.12.

**Table 4.12: One sample t-test on teachers' communication skills' influence on their students' performance**

Variables	N	Mean	S D	t-cal.	DF	A	t-critical	Decision
Teachers' communication skills	266	3.78	0.796	16.004	265	.000	1.96	Rejected
Test mean	266	3.00	0.000	0.000				

From the result in the table, the teachers were of the opinion that social studies teachers' communication skills have significant influence on students' performance in social studies at the Junior Secondary schools in Kaduna state. This is indicated with a mean score of 3.78 and observed t-value of 16.004 obtained at 265 degree of freedom compared with the critical value of 1.96 at the same degree of freedom (DF). The observed level of significance in the table is 0.000 ( $P < 0.05$ ). These observations provides sufficient evidence to reject the null hypothesis. The null hypothesis that social studies teachers' communication skills have no significant influence on students' performance in social studies in Kaduna State is therefore rejected. The result showed that social studies teachers' communication skills have major influence on students' performance in social studies at the Junior Secondary School level in the state.

**Hypothesis IV:** Social studies teachers' years of teaching experience have no significant influence on students' performance in social studies in Kaduna State.

The influence of social studies teachers' years of teaching experience on the performances of students in social studies was examined in Table 4.10. The mean scores for the items were computed into an aggregate mean and compared with a test mean of 3.00 in the test of this hypothesis. The test was conducted with the one sample t-test procedure, the result is shown in Appendix II but a summary is presented in Table 4.13.

**Table 4.13: One sample t-test on teachers' years of teaching experience' influence on their students' performance**

Variables	N	Mean	S D	t-cal.	DF	A	t-critical	Decision
Years of teaching experience	266	3.78	0.786	16.272	265	.000	1.96	Rejected
Test mean	266	3.00	0.000	0.000				

Social studies teachers' years of teaching experience is considered to have a significant influence on the students' performance in social studies at the Junior Secondary School level in Kaduna state as revealed in the test. This indications included an observed t-value of 16.272 obtained at 265 degree of Freedom and the level of significance observed in the test as 0.000 ( $P < 0.05$ ). With these observations, there is sufficient evidence to reject the null hypotheses. The null hypotheses that social studies teachers' years of teaching experience have no significant influence on students' performance in social studies in Kaduna State is therefore rejected.

**Hypothesis V:** Social studies teachers' professional qualifications have no significant influence on students' performance in social studies in Kaduna State.

In table 4.11, the influence of the teachers' professional qualifications on students' performance in social studies was assessed. The test here is to statistically establish the extent to which the variable influence performances of students in the opinions of the teachers. The test was conducted with the one sample t-test procedure, based on the aggregate mean score for the items and the result is summarized in Table 4.14.

**Table 4.14: One sample t-test on teachers' professional qualifications' influence on their students' performance**

Variables	N	Mean	S D	t-cal.	DF	A	t-critical	Decision
Teachers' professional qualifications	266	3.79	0.826	15.543	265	.000	1.96	Rejected

Test mean	266	3.00	0.000	0.000
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The result of the test in the table revealed that, respondents were of the view that social studies teachers' professional qualifications have significant influence on students' performance in social studies. In the table, the observed t-value for the test is 15.543 obtained at 265 degree of freedom while the critical value is 1.96. The observed level of significance in the test is 0.000 ( $P < 0.05$ ). With these observations, there is enough evidence to reject the null hypotheses that social studies teachers' professional qualifications have no significant influence on students' performance in social studies in Kaduna State.

#### 4.5 Summary of Major Findings

The major findings from in the study were as follows:

- i. Teachers' mastery of the subject matter have significant influence on students' performance in social studies in Kaduna State. (P-value .000 < 0.05).
- ii. Teachers' use of instructional materials have significant effect on students' performance in social studies in Kaduna State. (P-value .000 < 0.05).
- iii. Social studies teachers' communication skills have significant influence on students' performance in social studies in Kaduna State. (P-value .000 < 0.05).
- iv. Social studies teachers' years of teaching experience have significant influence on students' performance in social studies in Kaduna State.(P-value .000 < 0.05).
- v. Social studies teachers' professional qualifications have significant influence on students' performance in social studies in Kaduna State. (P-value .000 < 0.05).

#### **4.6 Discussions of Findings**

This study examined the influence of Social Studies Teachers' Professional Training on Junior Secondary School Students performance in Kaduna State with mastery of the subject matter, use of instructional materials, communication skills, years of teaching experience and professional qualifications as indices. Five null hypotheses were tested in line with the specific objectives and research questions of the study. In the test of the first hypothesis, the opinions of the teachers on the mastery of the subject matter was found to be significant in its influence on the students' performances in social studies. The null hypothesis was therefore rejected. This means that a more professionally trained teacher is more likely to ensure good performance while a poor trained teacher will promote poor performance. The finding here agrees with Hathie (2003), who observed that the teacher accounts for about thirty percent of variance in students' achievement and that teachers' mastery, skills and attitude are instrumental in creating the conditions for learners. Also, Adeyemi, (2007) opined that effective implementation of any educational programme depends greatly on teachers' dedication, competency and commitment to their jobs. The finding agrees with Indhumathi (2011), who opined that teachers are the initiator of the learning process, the facilitator of learning skills, the coordinator of learning sequence and indeed the pivoted element in the entire education development and that this makes the social studies teacher the most formidable determinant of quality learning.

Findings number two revealed that, the use of instructional materials positively influences the performance of students in social studies. This implies that, where instructional materials are either not used or poorly used, the performance of students is negatively affected. While on the other hand, an appropriate and effective use of the right instructional materials results in better performance. This agree with Dube, (2009), who stated that, the social studies classroom should focus on using instructional materials which will help mold students' character and improve their performance. The study stated that, lack of use of appropriate instructional materials for the intellectual development of students denies students' active participation in learning. The finding agrees with Larson, (2011), who reported that the use of instructional materials does not only encourage teacher and students to work collaboratively, but also results in more cooperative learning activities among students. The finding also agrees with Okechukwu in Nsa, Ikot and Udo (2013), who reported that students taught history using graphic materials such as charts and pictures perform better than their counter parts who were taught using lecture methods without graphic materials.

The third finding revealed that social studies had significant influence on student's performance at the Junior Secondary Schools. This is to say that, teacher with a good communication skills enhances students' performance while a teacher with poor communication skills may end up confusing the students. The finding is consistent with the report of Kosgei, Mise, Odera and Ajayi (2013) from their research, 'influence of Teacher characteristics on students' performance among secondary schools', where they proved that students learn better when they are actively involved in teaching and learning.

The fourth finding revealed that, teachers' years of teaching experience had significant influence on the performance of students in social studies. The finding here

agrees with Darling-Hammond (2000), who asserted that, the nation interested in improving students' performance should have to look into the preparation and qualification of teachers as some of the forces that makes the teacher competent. The finding is in line with Huang and Moon (2009),who documented that the professional qualification accounted for approximately 40 to 60 percent of the variance in average of students' achievement in assessment.

In the test of the fifth hypothesis, the opinion of the teachers revealed that, the influence of professional qualifications on students' performance was significant. The null hypothesis was therefore rejected. The findings agree with Darling-Hammond (2000). The findings of the study is also in line with Kemi (2013), who confirmed that there is significant effect of educational qualification on job performance of teachers.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1. Summary**

This chapter provides a summary of the investigation into the influence of Social Studies teachers' professional training on Junior Secondary School Students performance in Kaduna State. Five objectives, five research questions and five research hypotheses were used in the study. Chapter two of the study, contains the theoretical framework, and empirical studies. The research design adopted was descriptive survey. The assessment was conducted with a researcher developed structured questionnaire which solicited for information on the teachers' demographic variables along with their opinion on the selected indices of the teachers' professional training. The questionnaire was validated through face validity and then pilot tested. The approved questionnaire was then administered to teachers through a stratified random sampling procedure across the three Senatorial Zones of Kaduna State. A total of 266 copies of the questionnaire were successfully retrieved from the total administered. Data collected were analyzed with the Statistical Package for the Social Science (SPSS). IBM version 20. Statistical procedures adopted in the analysis of the data included frequencies and percentages along with mean scores used for the solution to the research questions. One sampled t-test was used for the test of the null hypotheses. Tests of the null hypotheses were conducted at the 0.05 probability level of significance. A total of five null hypotheses were tested and were all rejected. Findings revealed that the teachers' mastery of the subject matter; teachers' use of instructional materials; social studies teachers' communication skills; years of teaching experience of social studies teachers; and social studies teachers' professional qualifications all have significant influence on students' performance in Kaduna state.

## **5.2 Conclusion**

Based on the findings of the study, it was concluded that teachers' professional training in areas such as subject matter mastery, use of instructional materials for teaching and learning of social studies, effective communication skills, years of teaching experience of teachers, and professional qualification of social studies teachers all have major influence on the performances of students in social studies in Kaduna state, Nigeria.

## **5.3 Recommendations**

Based on the conclusions obtained from this study, the following recommendations were made:-

- i. There should be focus by state government on improving teachers' performances through workshops on mastery of the subject matter they relate to social studies at the junior secondary schools.
- ii. There is the need for stakeholders such as federal and state ministry of education, Local government education authorities, non-governmental organizations and members of the community to not only provide instructional materials for teaching and learning of social studies, but to also train teachers in their effective usage.
- iii. Workshops on effective communication skills should be organize periodically to equip teachers for the effective teaching and learning of social studies.
- iv. Social studies teachers with a wealth of experience should be encouraged to stay on the job.

- v. Teachers who are professionally trained in the teaching of social studies should be the ones to be considered in the recruitment of teachers for teaching the subject.

#### **5.4 Contribution to Knowledge**

The finding of this study revealed among others that teachers' professional training indices like mastery of the subject matter, use of instructional materials, communication skills, years of teaching experience and professional qualifications have significant influence on students' performances in social studies in Junior Secondary Schools in Kaduna State. This is a positive pointer towards improving performances of students in Junior Secondary Schools not just in Social studies but other such related subjects. In the face of the dwindling performances of students at Secondary school level across the state, the findings will prove very useful to all stakeholders of education in the state and the country at large. For the training of teachers, the finding revealed where emphasis could be placed to optimize benefits of such training. Among others, the study revealed some indices of professionalism of teachers could be isolated for improving the performances of students across many subjects. For Policy makers in education, the findings would be of immense value towards improving teachers' performances in secondary schools. To the general public, the findings provide a way of improving performances of teachers and that of students in Junior Secondary schools.

#### **5.5 Suggestions for Further Studies**

This study focused on Junior Secondary Schools in Kaduna State, other studies of this type should be conducted in other subject areas in other states in Nigeria towards improving the performance of the students such as;

1. Impact of business studies professional qualities on students' performance.

2. Influence of teacher related factors on students' performance in introductory technology.
3. Impact of teacher preparations on students' performance in English.
4. Impact of mathematics teachers' effectiveness on students' performance.
5. Effect of integrated science teachers' attitude on students' performance.

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## APPENDIX I

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,  
AHMADU BELLO UNIVERSITY, ZARIA

### QUESTIONNAIRE FOR TEACHERS

Dear Respondents,

I am a Ph.D student of the above institution conducting a research on *Influence of Social Studies Teachers' Professional Training on Junior Secondary School Students Performance in Kaduna State; Nigeria*. This questionnaire seeks to get the perception of the respondents on the above subject matter.

All information supplied will be treated confidentially and use for academic purpose.

Thank you for your cooperation.

**Shuaibu AYUBA**

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**INSTRUCTION:** Tick [ $\surd$ ] or fill where necessary

**SECTION A: BIODATA OF THE RESPONDENTS**

1. Gender
  - a. Male ( )
  - b. Female ( )
  
2. Marital Status
  - a. Single ( )
  - b. Married ( )
  
3. Age \_\_\_\_\_
  
4. Educational Qualification
  - SSCE/WAEC ( )
  - Grade II ( )
  - NCE ( )
  - B.ED ( )
  - M.ED ( )
  - PH.D ED ( )
  - PGDE ( )
  
5. Area of specialization \_\_\_\_\_
  
6. Years of Teaching experience
  - a. 1 – 4 ( )
  - b. 5 – 10 ( )
  - c. 11 – 15 ( )
  - d. 16 and above ( )

## QUESTIONNAIRE FOR TEACHERS

S/N	STATEMENT	(SA)	(A)	(UD)	(D)	(SD)
	<b>Influence of Subject Matter Mastery on Students' Performance.</b>					
1.	Teachers who specialized in social studies are more grounded to teach the subject.					
2.	Demonstration of adequate subject matter mastery by teacher of social studies enhances students' performance.					
3.	Knowing subject matter makes social studies teachers develop confidence in teaching which in turn affects students' performance.					
4.	Setting standard for class interaction and work behaviour affects students' performance in social studies.					
5.	A teacher with a sound foundation in his or her subject matter will be better to teach social studies					
6.	Social studies teachers' questioning behavior influences students' performance.					
7.	For a teacher to teach social studies effectively need to have an in-depth mastery of the subject					
8.	Supervising classwork and encouraging outclass work can influence performance of students in social studies					
9.	For a teacher to teach social studies effectively, he needs to have the mastery of social studies content					
10.	Subject matter mastery of teachers is an important indicator of students' performance					
	<b>Influence of Effective use of Instructional Materials on Students' Performance in Social Studies.</b>					
1.	Use of diagrams, pictures and charts in teaching social studies concepts influences students' performance					
2.	Adequate use of visual materials in teaching social studies influences students' performance					
3.	Effective use of Audio visual materials like television and projectors influences students' performance in social studies					
4.	Teaching social studies without instructional materials enhances students' performance					
5.	Organizing instructional materials in terms of relevance influences performances					
6.	Teacher ability to teach successfully depends on use of relevant instructional materials					

- 
7. Objectives stated in teaching social studies can only be achieved when teacher use relevant instructional materials in teaching
  8. Instructional materials utilization can be used to arouse the interest of students in teaching social studies
  9. The use of instructional materials in teaching social studies ease the work of the teacher and brings about easy presentation
  10. Instructional materials utilization in social studies makes learning easy for students
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### **Influence of Communication Skills on Students' Performance in Social Studies**

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- 1 Use of ambiguous words/statement confuse students which in turn affects their understanding of the curriculum content
  - 2 Confused presentation of lessons affects students' performance
  - 3 Pictorialism, that is teaching with irrelevant picture leads to confusion and thus affects performance
  - 4 Wrong use of available means of communication in lessons influences students' performance
  - 5 Students' interest is developed and retained when teachers are able to communicate effectively
  - 6 Academic performance is influenced when social studies teachers are able to communicate fluently
  - 7 Selection of appropriate information to be delivered in the classroom is important in teaching social studies
  - 8 Teaching social studies without explaining relationships between actual event and time affects students' performance
  - 9 It is difficult to communicate effectively when presentation is not orderly and when presentation is not orderly it affects students' performance
  - 10 Use of verbal motivation and reinforcement in teaching social studies enhances students' performance
-

S/N	STATEMENT	(SA)	(A)	(UD)	(D)	(SD)
	<b>Influence of Teachers years of teaching experience on students' performance</b>					
1	The more experience social studies gather the higher the performance of students					
2	Experienced teachers are more concerned about their students' progress					
3	Social studies teachers who have taught for five years and above are better equipped with the mastery of students' progress					
4	Teachers who are more experienced take more control of the classroom than the novice in establishing classroom routines					
5	Experienced teachers have good attitude to job than beginning teachers					
6.	Experienced social studies teachers are more punctual than beginning teachers					
7.	Social studies teachers who have taught for five years and above prepare for lessons adequately.					
8.	Experienced social studies teachers are more mastery able of students level of development					
9.	Social student's teachers who are experienced are more equipped with social studies instructional procedure					
10.	Experienced social studies teachers relate well with students while in turn influences performance					

S/N	STATEMENT	(SA)	(A)	(UD)	(D)	(SD)
	<b>Influence of professional qualification of social studies teacher on students' performance</b>					
1	Qualified social studies teachers are more developed professionally to improve students' performance					
2	Qualified social studies teachers are more stable academically promote students' performance					
3	Professionally qualified social studies teacher utilize variety of teaching methods to promote students' performance					
4	Social studies teachers who are qualified deliver in the class than those who are not professionals					
5	Ability to display professional competency by social studies teachers enhances students' performance					
6.	Positive attitude to work expected by a professional enhances students' performance					
7.	Professionally qualified social studies teachers teach effectively with the aim of improving students' performance					
8.	Social studies teachers who are professionally qualified utilize their mastery of teaching skills to improve students' performance					
9.	Professionally qualified social studies teachers are more exposed to social studies concepts					
10.	Professionally qualified social studies teachers are more familiar with social studies curriculum content and methods of teaching					

## APPENDIX II

**Inspectorate Divisions, Schools and Social Studies Distribution Table**

S/N	List of Zonal Offices	No. of Schools	Male SOS Teachers	Female SOS Teachers	No of SOS Teachers
1	Anchau	40	98	109	206
2	Birnin Gwari	15	101	77	178
3	Giwa	24	87	36	123
4	Godo Godo	24	64	51	115
5	Kachia	42	152	109	261
6	Kaduna	23	57	46	103
7	Kafanchan	28	93	82	175
8	Lere	29	114	127	241
9	Rigachukun	23	90	106	196
10	Sabon Tasha	38	130	122	252
11	Zaria	32	86	131	218
12	Zonkwa	36	111	92	203
	<b>Total</b>	<b>352</b>	<b>1183</b>	<b>1088</b>	<b>2, 271</b>

Kaduna State Ministry of Education, 2016

## APPENDIX III INTRODUCTORY LETTERS



DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM  
Faculty of Education  
AHMADU BELLO UNIVERSITY, ZARIA

Vice-Chancellor: Professor Ibrahim Garba, B.Sc (Hons) Geology, M.Sc (Mineral Exploration) ABU, Ph.D Geology (London), D.I.C., F.N.I.  
Head of Department: Professor Bashir A. Maina, B.Ed (Unimaid), M.Ed., Ph.D (ABU)

Our Ref: DEFC/S.25

Date: 20th February, 2017

MINISTRY OF EDUCATION,  
KADUNA STATE

Dear Sir,


LETTER OF INTRODUCTION

The bearer, Shamsu Ayuse, with Registration Number Ph.D/ENIC/23180/K-17, is a student in this department. He /She is carrying out research, being part of requirement for graduation, in Ph.D. CURRICULUM AND INSTRUCTION. He/She needs certain information in your organization. Kindly, allow him/her have access to information in your organization. The information obtained will be used for research purpose only. The topic of his/her research is:

INFLUENCE OF SOCIAL STUDIES TEACHERS' PROFESSIONAL TRAINING ON JUNIOR SECONDARY SCHOOL STUDENTS' ACADEMIC PERFORMANCE IN KADUNA STATE, NIGERIA.

Thanks in anticipation of your kind response.

Yours sincerely,

  
Dept. of Educational Foundations and Curriculum  
Prof. B.A. Maina, UZaria  
Head of Department



DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM  
 Faculty of Education  
 AHMADU BELLO UNIVERSITY, ZARIA

Vice-Chancellor: Professor Ibrahim Garba, B.Sc (Hons) Geology, M.Sc (Mineral Exploration) ABU, Ph.D Geology (London), D.Lit.  
 Head of Department: Professor Bashir A. Maina, B.Ed (Unimaid), M.Ed., Ph.D (ABU)

Our Ref: DEFC/S.25

Date: 20th Feb 2017

PRINCIPALS AND EXAMINATION OFFICERS  
 GOVT, JUNIOR SEC-SCHS  
 KADUNA STATE.

Dear Sir,

LETTER OF INTRODUCTION

The bearer, Shamsy A. M. S. with Registration Number PhD/EDUC/23180/12-17 is a student in this department. He/She is carrying out research, being part of requirement for graduation, in Ph.D Curriculum and Instruction. He/She needs certain information in your organization. Kindly, allow him/her have access to information in your organization. The information obtained will be used for research purpose only. The topic of his/her research is:

Influences of social studies teacher's professional training on Junior Secondary School Students Academic Performance in Kaduna State, Nigeria.

Thanks in anticipation of your kind response.

Yours sincerely,

Prof. B.A. Maina  
 Head of Department



DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM  
Faculty of Education  
AHMADU BELLO UNIVERSITY, ZARIA

Vice-Chancellor: Professor Ibrahim Garba, B.Sc (Hons) Geology, M.Sc (Mineral Exploration) ABU, Ph.D Geology (London) D.I.C.  
Head of Department: Professor Bashir A. Maina, B.Ed (Unimaid), M.Ed., Ph.D (ABU)

Our Ref: DEFC/S.25

Date: 20th Feb, 2017

Zonal Offices,  
Ministry of Education  
Jigawa State.

Dear Sir,

LETTER OF INTRODUCTION

The bearer, Shaykh Ayub, with Registration Number Ph.D/educ/23180/n-17, is a student in this department. He/She is carrying out research, being part of requirement for graduation, in Ph.D. Curriculum And Instruction. He/She needs certain information in your organization. Kindly, allow him/her have access to information in your organization. The information obtained will be used for research purpose only. The topic of his/her research is:

INFLUENCE OF SOCIAL SKILLS TEACHERS' PROFESSIONAL TRAINING ON JIGAWA SECONDARY SCHOOL STUDENTS' ACADEMIC PERFORMANCE IN JIGAWA STATE, NIGERIA.

Thanks in anticipation of your kind response.

Yours sincerely,

Prof. B.A. Maina  
Head of Department  
Dept. of Educational Foundations & Curriculum  
Ahmadu Bello University, Zaria

## **APPENDIX IV**

### **INSTRUCTIONS FOR RESEARCH ASSISTANTS**

Research assistant are to ensure that the following instructions should be followed when respondents are filling the questionnaire:

1. Only teachers teaching social studies should be given the questionnaire to fill
2. Respondents are expected to tick or fill where the need for doing so arises.
3. Ensure that the instructions given on the questionnaire is strictly followed
4. Teachers from other subject areas should not be given the questionnaire
5. In filling the questionnaire, there should be no sentiment or bias.
6. Only biro should be used in filling the questionnaire
7. Students should not be given the questionnaire to fill
8. Where an item demands for information, only the information required should be provided
9. The number of questionnaires given should recorded and the number returned should also be provided.
10. Each teacher given the questionnaire should sign on collection and sign on return.
11. Ensure confidentiality on the information provided.
12. Ensure that questionnaires distributed are returned on the exact period.