



TEACHERS' PEDAGOGIC VARIABLES AND STUDENTS' ACADEMIC PERFORMANCE IN SOCIAL STUDIES IN CALABAR EDUCATION ZONE, CROSS RIVER STATE-NIGERIA

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ABSTRACT

This study was carried out to determine teacher pedagogic variables and the differences that exist in the academic performance of secondary schools' students in Socials Studies in Calabar Education Zone, Cross River State, Nigeria. The population of the study comprised of all the 126 Social Studies teachers and 6476 JSS3 students in the 72 public secondary schools in Calabar Education Zone. Since all the 126 Social Studies teachers and 6476 students were manageable for the study, purposive sampling was adopted. Ex-post facto research design was used for the study. Data collection was obtained with the use of researcher's made questionnaire tagged Teacher Pedagogic Variables Questionnaire (TPVQ) and Social Studies Academic Records (SSAR). The instrument had reliability co-efficient 0.793 for the TPVQ. Results from the analysis show no significant difference in the academic performance of students in Socials Studies in terms of teachers' educational qualification and experience. It was therefore recommended among others that teacher training institutions should scrutinize would-be teachers to ensure that their interest is continuous in their teaching subject.

KEYWORDS: Teachers' Pedagogy, Variables, Academic Performance, Social Studies.

INTRODUCTION

The ultimate realization of any set of aims of education depends on the teacher. He is responsible for translating policy into action and principles into practice in the classroom interaction with the students. The ability to deliver the lessons properly depends to a great extent on the competencies of the teacher. Adetula (1993) opined that effective learning results from effective teaching and students' academic performance is imperative to justify this.

Teachers are the hub of any education system. They are accountable for what goes on in education. If students are expected to know more and be able to apply their knowledge skillfully, then teachers must be models for such teaching. This implies that high quality teaching is a key ingredient in curriculum implementation and evaluation.

It is in realization of this fact that the Federal Government of Nigeria (FRN, 2004) states that no education system can rise above the quality of its teachers. Teachers are largely responsible for

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the translation and implementation of educational policies, curriculum or course offerings, instructional material packages and assessment of learners' outcome (Maduewesi, 2003). Similarly, Lassa (2000) posited that the critical role of the teacher in formal education is to initiate learning process, facilitate learning skills, co-ordinate learning sequence, assess learning efficiency and indeed pivot the entire educational development. These fundamental functions can only be effectively discharged where the teacher possesses all the necessary traits, characteristics and professional competence. Akpan, (1998), stressed that teachers generally occupy a unique position in any society as they have the major responsibility but in addition, they are required to help the students develop skills and knowledge needed for understanding of the environment, acquisition of values and for the unity of the society. Darling-Hammond (2001), pointed out that teachers determine what happens in the classroom, as fully prepared teachers are more effective in the classroom, and their students demonstrate larger achievement gains than students whose teachers are less effective and unprepared in knowing how to guide and encourage individual student's learning; how to plan productive lessons and how to diagnose students' problems. Fully prepared teachers have an in-depth knowledge of content and how it can be taught effectively.

Wenglinsky (2000) observed that teachers' classroom practices greatly influence students' academic performance and that more attention need to be paid in improving classroom practices. Students' achievement increases when they have teachers who are trained in developing higher order thinking skills, who are skilled at implementing hands-on experience in the classroom, and who are trained to work with special populations. Donovan, Branford and Pellegrino (1998), stated that teachers must be highly skilled in working with students to develop true understanding of concepts. The level of skill that a teacher must have to ensure students understands takes time to develop. It does not happen overnight. Dovan et al (1998), therefore, in their study also found out that teachers must be very skilled at working with students' pre-existing and mistaken ideas about how the world works. Teachers must be able to device formative assessments that examine the understanding of the students. All of these principles and data provide strong evidence that content alone, while necessary, is not sufficient

for a teacher today. Clinical practice and professional study are crucial.

Rivkin, Hanushek and Kain (2004), showed that the influence of teachers on students' academic achievement is many times greater than any other commonly observed variable. In line with this view, Cooper (2002), identified some traits possessed by each teacher to include teacher's approach, ability, cheerfulness, dependability, enthusiasm, fairness, honesty, intelligence, morality, interest, self-concept and patience. The author explained that these traits are the determinants of what happens in any classroom environment.

Moreso, Adeyemo (2005), remarked that no profession in Nigeria has suffered reversal of fortune than teaching. This has affected the commitment expected of the teachers. This then implies that the quality of service rendered by an ineffective teacher affects academic performance of learners. Similarly, Akiri and Ugborugbo (2009), observed that, considering governments' huge investment in education, its output in terms of quality of students have been observed to be unequal with government expenditure. Consequent upon the observed deterioration in the academic performance attitude and value of secondary school students, one wonders if the high failure rates and poor quality of students is not a reflection of the instructional quality in the schools.

STATEMENT OF THE PROBLEM

The National Policy on Education (2004) stipulated that secondary education is an instrument for National development that fosters the worth and development of the individual for further education and development, general development of the society and quality of educational opportunities to all Nigerian children, irrespective of any real or marginal disabilities. The role of secondary education is to lay the foundation for further education and if a good foundation is laid at this level, there is likely to be no problems at subsequent levels. However, different people at different times have passed the blame of poor performance in secondary schools to students because of their low retention, low achievement motivation and the likes (Aremu, 2000; Aremu and Oluwole, 2001; Aremu and Sokan, 2003).

Mezieobi and Domike (1996) observed that, there is a dearth of professionally trained Social Studies teachers in Nigerian classroom hence, the employment of history, geography, government, economics teachers as Social

Studies teachers. Since these teachers are not grounded by training in the instructional communicative demands of social studies in the classroom, they resort to verbalism in Social Studies classroom instead of the utilization of instructional practices, strategies, and communication mode that make for effective communication in the Social Studies classroom setting. The teacher, therefore, erroneously sees himself as the repository of knowledge, which must be drilled into the learners' heads, dominates classroom communication irrespective of whatever modes of communication. His teacher centric communication pattern makes students passive recipients without a corresponding feedback.

Meziobi and Domike (1996), further stressed that, while Social Studies in Nigeria emphasizes the investigative – orientated methods and techniques, which encourages a reasonably democratized classroom setting in which students freely communicate and share meanings, feelings and ideas, the Nigerian Social Studies teachers more or less, employ in their interactive instructional setting the heuristic or expository methods and techniques which makes the learners passive in the classroom, in terms of non-participation in the teaching – learning process and inhibit their communication zeal.

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The question therefore, is what is the cause of poor academic performance of students? Is the fault entirely that of teachers or students or both of them? Is it that students of today are non-achievers because they have low intelligent quotient (IQ) or is it in teacher variables (personal characteristics)? This study therefore sought to find out the variables that are peculiar to the teachers, notably, teachers' educational

qualification and teaching experience how it relates to the difference that exist in the academic performance of students in Social Studies.

LITERATURE REVIEW

TEACHERS' EDUCATIONAL QUALIFICATION AND STUDENT'S ACADEMIC PERFORMANCE

Interest in students' performance and teacher qualifications has intensified among education policy makers and researchers (Odey and Odey, 2018). Studies have consistently shown that teacher quality whether measured by content, experience, training and credentials or general intellectual skills are strongly related to students' academic performance (Bobbitt & Mcmillen 1994, Goldhaber & Anthony 2004). Adebile and Adeyemi (2008) asserted that researchers and analysts argued that assigning experienced and qualified teacher to low performing schools and students is likely to pay off in better performance gaps.

Conversely, Hanushek (1990) surveyed the results of 113 studies on the impact of teachers' qualification on their students' academic achievement. 85% of the study found no positive correlation between the educational performance of the students and the teachers' educational background. The USA Science Report Card (1990) surveyed almost 20,000 students in grade 4,8 and 12. The survey demonstrates that there is no relationship between the science achievement of students and the certification level or advanced degrees of their teachers.

Ferguson (1991), Ehrenberg and Brewer (1995) asserted that students learn more from teachers with strong academic skills. According to these researchers, teachers' assignments depend on their qualification of the subject(s) being taught. Middle and high school students learn more from teachers who hold Bachelor or Master's degree in the subjects they teach and from experienced teachers than they do from less experienced ones. In a study on human resource and organizational achievement, Egungum (1992) found that the placement of only the right employees in the right jobs, at the right time and places assist greatly in attainment of organizational set goals and objectives.

Similarly, Bond, Smith, Baker and Hattie (2000), assessed two samples of teachers recruited from among those who had attempted to obtain National Board Certification in the areas of Middle Grade Level/Generalist, or Early Adolescent Level/English Language Arts. One of

the comparism (N=31) consisted of those who did not achieve Board Certification through assessments; the other group consisted of those who achieved Board certification through assessments (N=34). All the teachers were well experienced and had prepared diligently for the examinations and spent considerable amount of time and money to demonstrate that they were accomplished teachers. The result of the study was very significant as the Board-certified teachers, in compares to those that failed to meet the Board standard on the assessments, excelled with statistical significance found in 11 of the 13 compares of the features. Thus, NBCTs were found to exhibit higher measure of use of knowledge, the depth of their representation of knowledge, their expressed passion, and their problem-solving skills. Bond, et.al (2000) therefore, concluded from this study that identifying and certifying teachers that are producing students who differ in profound and important ways from those taught by less qualified teachers. These students appear to exhibit an understanding of concepts targeted in instruction that is more integrated, more coherent, and at a higher level of abstraction than understanding achieved by other students. Darling-Hammond (2000) opined that teachers' teaching qualification is a major quality of the teacher. This means that the qualification of a teacher matters when it comes to effective teaching. Darling-Hammond States that certificates or licensing status is a measure of teacher qualifications that combines aspects of knowledge about subject matter and about teaching and learning. Its differences in licensing requirements, but a standard certificate generally means that a teacher has been prepared in a state approved teacher education program at the undergraduate or graduate level and has completed either a major or a minor in the field(s) to be taught.

TEACHERS TEACHING EXPERIENCE AND STUDENTS' ACADEMIC PERFORMANCE

Teacher characteristics such as years of teaching experience have been investigated to determine their effect on student outcomes (Sanders and Rivers, 1996; Wright and Horn 1997). Iheanacho, (2002) opined that right from the associationists to the cognitive theorists, the need for experience has never been ignored. The stimulus – Responses (S-R) theorists believe that repetition is essential for the formation of association between stimulus and response. In postulating the law of effect, Thorndike (1913) emphasized

the role of practice implying that teachers with long experience on the job are bound to be more knowledgeable in their specialized areas than those with less experience. In postulation his famous Law of Effect, Guthrie (1946) believes that since skill represents a population of habits, learning appears to accumulate with repetition, although individual habit or atomic unit is learned at full strength in a single repetition. Hull (1951) emphasized the role repetition plays not only in habit formation, but also in habit strength. Therefore, less experience results in low the productivity of the teachers (Heise, 1991). Similarly, Okam (1992) investigated the characteristics of Social Studies teachers and academic attainment of students and opined that the longer the years spent in teaching, the greater the skills and their commitment. Okam, looked at experience as the acquisition of knowledge and skills through long term participation.

Santrock (1995) asserted that newly employed workers tend to encounter problems with their job and in personal adjustment. This is because the career is different from the individual's role. It is crucial to meet such unanticipated expectations and conditions and to adjust to the new career roles in adult development. Lawrenz (1995) observed that more experience is not enough to mark any positive difference in the classroom student. Lawrenz pointed out that teaching fails when a teacher fails to learn, no matter how old he might be in teaching. In other words, a teacher might be on the job for a long time, but if he fails to keep himself abreast of current trends of events in his chosen field, then experience serves no useful purpose. He observes that the effect of experience was "constant" after it was initially gained, refresher courses were therefore necessary for teaching effectiveness.

Fieldman (1996) postulated that rank, age and years of experience of teacher are the basic factors leading to teacher effectiveness in the classroom. Fieldman observed that newly employed teachers are usually rated as less experience than teachers that have stayed long in the teaching profession with so many years of teaching. Fieldman contended that experience is gained through observation Blocks and many years of teaching contact with students. Newly employed or beginning teachers do not have this type of experience, thus have less of actual classroom experience.

Moreover, Green (1996) opined that teachers' have unique roles to play in the curriculum process. He observed that the best experience

that will give rise to effective teaching is the number of years of teaching experience of the teacher in the classroom. Good teaching is mastered by practice, implying that, the longer one teaches, the better one teaches and the better will one's learners perform in assessment as well as behaviour change. Green (1996) therefore maintains that when a teacher is experienced, he is in a better position to handle contingencies in the classroom. He submits that experience backed up by relevant academic qualifications exerts positive influence on the academic attainment of students. Greenwald, Hedges and Laine (1996) found also in their meta-analytical study that teaching experience had a positive and significant effect on student achievement. Conversely, Hanushek (1997) wrote that 71 percent of the student he reviewed did not find any result to support a relationship between teaching experience and student's achievement. Similarly, Hawkins, Stancavage and Dossey (1998) found their meta-analysis that no significant relationship exists between teachers experience and scholastic outcomes of students.

PURPOSE OF THE STUDY

The main purpose of this study is to find out teachers' pedagogic variables and students' academic performance in Social Studies. Specifically, the research sought to:

- i. find out the relationship that exist in student's academic performance in Social Studies based on teacher's educational qualification.
- ii. find out the influence of teachers' teaching experience on academic performance of students in Social Studies.

RESEARCH QUESTIONS

In order to accomplish the purpose of the study, the following research questions were put forward:

- i. How does teachers' educational qualification relate to students' academic performance in Social Studies?
- ii. How does the teachers' teaching experience influence students' academic performance in Social Studies?

RESEARCH HYPOTHESES

The following hypotheses were formulated to guide the research.

- i. Teachers' educational qualification does not significantly relate to student's academic performance in Social Studies

- ii. There is no significant influence of teachers' experience on student's academic performance in Social Studies.

METHODOLOGY

The research design adopted for this study was the Ex-post facto research design. The population of the study consist of Social Studies teachers and students in junior secondary three (JSS3) in Calabar Education Zone. Data obtained from the Cross River State Secondary School Management Board (Planning, Research and Statistics Unit) shows that the total number of Social Studies teachers in the area is one hundred and twenty-six (126) and six thousand four hundred and seventy-six students (6476). These comprised of male and female teachers with various degrees of experience. Most of them have a basic teaching qualification. That is, Nigerian Certificate in Education (NCE) and a few others have earned a university degree. The subjects of the study comprised of one hundred and twenty-six (126) Social Studies teachers in the 72 schools in Calabar Education Zone. The population is made up of Social Studies teachers teaching JSS 3 in the seventy-two (72) schools in the research area. There are teachers with different educational qualification.

The sampling technique adopted for this study was the purposive sampling. It was adopted because the entire population was used for the study, since the population under study was manageable. This study involved the use of two researcher made instruments; Measurers of Teacher Pedagogic Variables Questionnaire (TPVQ) and 2011/2012 JSS 3 Social Studies Academic Records. (SSAR). To ascertain the extent to which the instrument measured what it purports to Measure, the Instrument (TVQ) was given to three (3) research experts. One from the Faculty of Education, University of Calabar, Calabar and two from the Faculty of Education University of Uyo. The items were carefully and independently scrutinized, comments and suggestions were applied to improve the quality of the items. To determine the reliability of the instrument, a pilot test was done using 20 teachers outside of the study are. The TPVQ was administered once and the Cronbach's alpha analysis used to determine the reliability. The result of the analysis revealed a high range of reliability from 0.753 to 0.793.

PRESENTATION OF RESULTS

Hypotheses one: Teachers' educational qualification does not significantly relate to student's academic performance in Social Studies. Teachers' qualification is a categorical variable while academic performance is a

continuous variable. One-way analysis of variable (ANOVA) was therefore used in testing the hypothesis because there are five level of education qualification of teachers. The results are shown in Table1.

Table 1: Result of one-way Analysis of Variance (ANOVA) on how Students differ in Social Studies performance based on teachers' educational qualification.

Teachers' Qualification	N	X	SD		
NCE/Diploma/TCII	8	60.00	16.90		
PGDE	16	49.38	18.61		
Ph.D	12	54.68	14.53		
B.Sc/B.Ed	67	49.03	17.22		
M.Sc./M.Ed	23	55.22	15.41		
Sources of variance	Sum of Squares	Df	Mean squares	F	Sig. Level
Between Groups	1490.337	4	372.584		
Within Groups	34302.520	121	283.492	1.314	.269
Total	35792.857	125			

$P > 0.5$, $df = (4, 121)$, critical $f = 2.46$

The results in Table1 shows that students taught by teachers with NCE/Diploma/TCII have the highest mean academic performance of ($X = 60.00$, $SD = 16.90$) followed by those taught by teachers with M.SC/M.Ed ($X = 55.22$, $Sd = 15.43$); Ph.D ($x=54.58$, $SD=14.53$), PGDE ($x = 49.38$, $SD=18.61$) and B.Sc/E.Ed ($x=49.63$, $SD=17.22$) in decreasing order of magnitude of mean academic performance.

Entries in Table 1 also shows a lower calculated f- value of 1.314 which is greater than the critical f-value of 2.46 at 0.05 alpha level with 4 and 121 degree of freedom. The result is not significant, hence the null hypothesis that students do not significantly differ is Socials Studies performance

based on teachers' educational qualification is retained. The implication of this result is that a significant difference does not exist in student's academic performance in Social Studies in terms of teachers' educational qualification in the research area.

Hypothesis 2: There is no significant influence of teachers' experience on student's academic performance in Social Studies. Teaching experiences is categorised while academic performance is continuous. Thus, one-way Analysis of Variance (ANOVA) was used in testing the hypothesis at 0.05 level of significance. The summary of the result obtained is presented in Table 2.

Table 2: Result of one-way Analysis of Variance for how teachers' experience influence student's academic performance in Social Studies.

Teachers Experiences	N	X	SD		
1-5 years	52	54.13	16.50		
6-10 years	34	52.35	17.76		
11-15 years	16	49.38	13.15		
16-20 years	11	45.00	18.44		
20 years and above	13	46.15	18.73		
Sources of variance	Sum of squares	Df	Mean squares	F	Sig. Level
Between Groups	1293.592	4	323.398	1.134	.344
Within Groups	34499.265	121	285	118	
Total	35792.857	125			

$P > 0.5$, $df = (4,124)$, critical $f=2.46$

As shown in Table 2 students taught by teacher with 1-5years experience have the higher mean academic performance ($X=54.13$, $SD =16.50$). There are followed by those taught by teacher with teachers with teaching experiences of 6-10 years ($x=52.35$, $SD = 17.76$), 11- 16 years ($x = 49.38$, $SD = 13.15$); 32 years and above ($x=46.15$, $SD = 16.73$) and lastly 16-20 years ($x=45.00$, $SD = 18.44$) in decreasing order of magnitude of mean academic performance of Social Studies students. The results of the Analysis of Variance (ANOVA) also indicates that the calculated f-value of 1.134 is less than the critical f=value of 2.46 at 0.05 level of significance and 4,124 degrees of freedom. Hence, the calculated f value is not statistically significant. In other words, teachers experience does not translate to the difference that exist in academic performance of students in the research area.

DISCUSSION OF FINDINGS

The result of the data analysis in Table 1 is not significant due to the fact that the calculated f-value of 1.314 is greater than the critical f-value of 2.46 at 0.05 alpha level with 4 and 121 degree of freedom; this result means that there is no significant difference that exist in students' academic performance in Social Studies based on teachers' educational qualification. This result may be surprising because it is expected that students should learn more from a highly qualified teacher than those of a lower qualification. But it is pertinent to note that educational qualification does not translate to commitment to work. This result may however be

due to the environment in which the study took place.

However, the result is in corroboration with the opinion of Hanushek (1990) who found no positive correlation between educational performance of the students and their teachers' educational background.

Similarly, the USA Science Report Card (1990) found out that that no relationship exists between the achievement of students and the certification level or advanced degrees of their teachers. The result of the analysis caused the null hypothesis to be retained.

The result of the data analysis in Table 2 is not significant due to the fact that the calculated f-value of 1.34 is less than the critical f-value of 2.46 at 0.05 level of significance at 4, 124 degree of freedom; the result means that teachers experiences does not influence the difference that exist in academic performance of students in Social Studies. The reason for this result may not be unconnected to the fact that though teachers experience matters, but more is not always better. The impact of experience is strongest during the first few years of teaching; after those marginal returns diminish. Teachers tend to show the greatest productivity gains during their first few years on the job, after which their performance tends to level off. Besides, experience on the job does not automatically results in effective instructional delivery as some level of commitment is needed to enhance teaching effectiveness.

The result is in consonance with Hanushek (1997) who found out that 71 percent of the student he reviewed did not find any result to

support a relationship between teaching experience and student's achievement. Similarly, Hawkins, Stancavage and Dossey (1998) found their meta-analysis that no significant relationship exists between teacher's experience and scholastic outcomes of students.

CONCLUSION

Considering the findings of this study, it was also concluded that teachers' educational qualification and experience does not translate to the differences that exist in student's academic performance in Socials Studies in the study area.

RECOMMENDATIONS

From the findings of the study the following recommendations were made for adoptions:

1. The teacher training institutions, should scrutinize the would-be teachers very well to see if their interest in the subject will be continuous. The perception of anything sort of this should be discouraged and should result to discontinuation by shifting over to specialized and train in another subject. This is because failure to do so will be detrimental to the teaching of the subject in schools.

2. Based on the findings, it is recommended that the government should encourage experiences teachers to study on the jobs by providing them with more incentives and fringe benefits. The promotional prospect of the teachers should also be improved. The State Ministry of Education should make more efforts in the inspection and monitoring of schools to ensure inspection and motoring of schools to ensure that teachers stay on the job.

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