

EVALUATION OF TEACHERS' PEDAGOGICAL SKILLS AND JUNIOR SECONDARY SCHOOL STUDENT'S ACADEMIC ACHIEVEMENT IN SOCIAL STUDIES IN SELECTED PRIVATE SECONDARY SCHOOLS IN NIGER STATE, NIGERIA

¹Professor. Gladys Oduah-Bozimo²Dr. Ariya Dauda Adeyemo³Ikani Victoria Eno
^{1&2} Department of Social Studies Education, University of Jos³ Federal College of Education
Kontagora Niger State, Nigeria

ABSTRACT

The study focused on carrying out an evaluation of teachers' pedagogical skills and junior secondary school student's academic achievement in social studies in selected private secondary schools in Niger State, Nigeria. The study employed two research questions and two null hypotheses and the correlational research design of the ex-post facto type was adopted for the study. The study with a population of two thousand five hundred and sixty-one JSSI students in selected private secondary schools in Niger State. A sample of one hundred and sixty-four (164) that is 12% of the population of students was adapted for the study. Data was gathered with a Teachers Assessment Form (TAF) and Academic Performance Test (APT) for the students to respond to. The instrument validity was done with experts' scrutiny and the reliability was found to be .66 to .69 indicating how reliable the instrument was for data collection. The stated hypotheses of the study were tested with Pearson's Product Moment Correlation and the obtained results indicate that there is a significant relationship between teachers' assessment and classroom coordination has a significant relationship on their students' academic achievement in Social Studies. Based on the findings, it was however recommended that staff promotions and provisions of required facilities coupled with consistent promotion should be provided for teachers to enhance their

knowledge of classroom arrangement in all subjects in schools in the study area and beyond the shores of Nigeria

Keywords: Evaluation, Pedagogical skills, achievement Social studies

INTRODUCTION

In, the educational system in Nigeria, there are three basic stages of education, as entrenched in the Universal Basic Education (UBE) curriculum in Nigeria. These levels are Lower Basic Education (Primary 1-3), Middle Basic Education (Primary 4-6), and Upper Basic Education (JSS 1-3). At all these levels, Social Studies is among the basic courses offered by students due to its indispensability to societal peace, unity, and global security (FGN, 2013). This is because secondary education is strategic and it dictates the pace of education at the primary and tertiary levels of the educational system. In other words, secondary education does not only consume the product of the primary school but also yields input for the tertiary level.

Pedagogical competence is an underlying characteristic of a person related to the effectiveness of teachers' performance. Pedagogical competence is the basis of the teachers' characteristics that is the deciding factor in the success or failure of the job they perform (McClelland, 2003). The obvious reason is that, if teachers properly design the learning process according to the needs of the students and implement the learning process by using various methods/ learning strategies, competence will be attained and students' academic excellence/academic performance will be achieved. Moehariono (2009) has written that pedagogical competencies are decisive tools to predict the success of a teacher in the classroom. The competence of teacher in the teaching plays an important role in facilitating academic excellence among students. This implies that a teacher who displays good pedagogical competence in teaching will teach the learners correctly. This in turn leads to the

achievement of set objectives and the consequent interest of the learners' to continue in the learning process.

Social Studies further provide students with an understanding of the physical and human environment to act as responsible citizens. As society becomes more complex and advanced in technology, the need for Social Studies Education arises. Ulebor (2014) has observed that students' performance in Social Studies has been affected by a lack of poor Social Studies teachers, a lack of laboratory, inadequate teaching aids, poor teaching methods, poor motivation, financial and family problems, inadequate equipment, lack of provision of Guidance Counsellors. The success of any academic setting is highly dependent on pedagogical competence based on gender, school type, teacher qualification, knowledge of instructional material competence, teachers' knowledge of classroom assessment competence, and knowledge of classroom management competence, which are called pedagogical competence.

This means that improving the quality of the teachers' competence is a requirement that should be topmost if a state or nation wants to progress and compete with international standards, to produce quality teachers that can absorb knowledge and technology to develop the teaching profession. The success of the students in the classroom learning process cannot be separated from the role and competency of the teaching staff.

Ani (2008) has observed that pedagogical competence deals with the teacher's understanding of learning materials, design and implementation of learning, evaluation of learning outcomes, and the development of learners to actualize different potentials. The author outlined teachers' pedagogical competence to include the following sub-components: lesson planning, interaction competence, classroom assessment competence, knowledge of classroom arrangement, and interaction competence to be very important in the teaching-

learning process. In other words, a better understanding of pedagogical competence by the teacher may foster learning on the part of the teacher which will further enhance students' performance in Social Studies. From the foregoing, it is obvious to say that the basic role of the teacher in the classroom is to develop, administer and analyze the lesson for the understanding of the students. Therefore, the assessment provides feedback on the effectiveness of instruction in Social Studies which is a necessary measure of academic progress. Classroom assessment and evaluation under the active management of Social Studies teachers can also serve important professional development purposes since the information resulting from such evaluations provides teachers with valuable feedback about their instructional effectiveness that they can use to develop and improve their professional competence.

An effective classroom teacher is not only a knowledgeable and skilled teacher but is a good active listener. Good listening competence is needed by Social Studies teachers to develop empathy and understanding which help to give students a better understanding of what is being taught. A good teacher's listening competence helps in negotiating with students and defusing any potential classroom conflicts. In a typical classroom setting, the teacher does most of the talking and students must also learn how to listen. As the students spend a lot of time listening to the teacher while teaching, the teacher should be conscious of the problems the students encounter while learning and competently answer questions where the students need help. Woolfolk (2008) is of the view that "the information the teacher conveys to the students should be up-to-date and should reflect the latest scientific facts needed to enhance performance" (p.194). A teacher cannot succeed if he cannot convey his knowledge to his students no matter how competent he is in the subject matter. Therefore, the teacher needs to have pedagogical competence (Erden, 2007). For effective teaching, a

teacher should poses basic qualities such as “expertise on the subject matter, knowing and using teaching-learning strategies, designing the learning environment, effective cordination and objective evaluation” using the instruction time effectively, creating a participatory learning environment, monitoring the development of the students and ensuring the students’ selfcontrol”.

Spencer (2003) noted that the relationship between teachers’ pedagogical competencies and student performance are two very close and important concepts for teachers to improve their performance, pedagogical competence is a basic demand that must be met by the teacher who intends to become professional teachers in carrying out his teaching activities, To become a professional teacher, one is required to have the competence and ability to transfer knowledge efficiently and effectively. It is based on this backdrop that the study seeks to examine the relationship between the pedagogical competencies of teachers and the performance of Junior Secondary students in Social Studies in the Kontagora Local Government area, Niger State. The progress of development of a nation and the state is highly dependent on the quality of the teacher’s pedagogy. This means that improving the quality of the teacher is a requirement that should be a top priority if a state and nation want to progress and compete educationally. To produce quality teachers who can develop students that will stand the taste of the time in this global era. According to Indonesian law number, 20 of 2003 on the National Education System stated that educators are professionals in charge of planning and implementing the learning process, assessing learning outcomes, coaching and training as well as conducting research and community service. Focused on the law that educators can be categorized as professionals are expected to improve the learning process in the classroom and improve the quality of students

In an empirical study by Irimiya (2015) on the Effect of the Inquiry Method on Pre-

Serving Teachers' Competence in Teaching Social Studies Concepts in Plateau State and Abuja Nigeria. The study utilized five research questions and nine hypotheses and the design was a quasi-experimental design with a total population of 1226 pre-serving teachers. Samples of 40 respondents were drawn from the College of Education Zuba and College of Education Pankshin drawn with purposive and stratified sampling techniques. The independent t-test statistic was used in the final analysis and the result revealed that the experimental and control groups perform above average in lesson planning competence, content coverage, questioning, and coordination competence using the inquiry method of teaching Social Studies. However, even though the study was quasi-experimental, it only utilized independent t-test statistics instead of Analysis of covariance (ANCOVA) a limited sample size of just forty (40) respondents. The present study considers teachers and students with three hundred sixteen (316) students and one hundred and twenty-six (126) teachers. Thus there is a need to explore the relationship between each of the pedagogical variables using means of comparison based on gender and school location was lacking in the study.

Again, within the context of Nigeria, Okam (2008) carried out a study on the "analysis of this relationship between teachers' knowledge of evaluation competence and students' academic performance in Social Studies in public and private primary schools in Calabar Education Zone of Cross River State". Four research questions and five hypotheses were answered and tested in the study. The design adopted was a descriptive research design with a multi-stage sampling technique. Data collection was done with a standardized instrument prepared for students in the United State. The sample comprised 438 primary six pupils in 27 primary schools. The data were analyzed using Pearson's Product Moment Correlation and the finding revealed that there was no significant relationship between teachers' knowledge of

evaluation competence and pupil academic performance in Social Studies. Thus, the result was not consistent with the theoretical position of the stated hypotheses.

In another study, Bekoe and Eshun (2013) sought to investigate teacher competence in pedagogical knowledge in teaching in Secondary Schools in the north rift region of Kenya. The study used a descriptive survey design and mixed methods research. Simple random sampling and stratified sampling were used to select the sample. Data collection instruments were structured and unstructured questionnaires, observation schedules, and semi-structured interviews with the use of a teaching practice teacher. Data were analyzed using descriptive statistics. The findings of the study revealed that a majority of teachers did not use learner-centered methods for example demonstration, inquiry, and discussion. It was concluded that a significant number of teachers were not competent in pedagogical knowledge for the implementation of the secondary school curriculum. The study recommended revision of the teacher education curriculum and the recruitment of more teachers to relieve on workload to enable them to prepare effectively for the implementation of the secondary school curriculum. However, the finding was found to be inconsistent due to the unprofessional teaching practice students used to collect data for the study.

Akinlaja (2008) conducted a study on the influence of teachers' perceived knowledge of classroom assessment and students' academic performance in Social Studies in Public Secondary Schools in Ondo State. Two hypotheses were tested in the study with a descriptive survey research design using a simple random sampling technique. Data were collected with a Classroom Assessment Evaluation Scale (CAEQ), modified from an English version developed by Cassidy (2007), which was administered to 43 teachers from various schools. The data was analyzed using One-way Analysis of Variance (one-way ANOVA) and the finding revealed that classroom assessment has a significant influence on pupils' academic

performance in the selected public secondary school. Quite unfortunately, the sample was only 43 teachers from various schools and the study tested only two hypotheses which were not ideal for a study of such magnitude.

Kulkreti (2004) studied the relationship between classroom management and teacher competence in Social Studies at Tukwan secondary school in Cameroon. Six research questions and five hypotheses were formulated to guide the study and the design was a descriptive survey design with a sample of 134 teachers and 518 students in the state, with a simple random sampling technique. The findings revealed that competent teachers had not joined the teaching profession because they regarded teaching as a prestigious profession. The findings also revealed that the teaching profession has a significant influence on students' academic performance in Social Studies.

PROBLEM OF THE STUDY

The poor academic outing of JSS 1 students in social studies has caused a lot of mixed reactions in the academic environment. This is because of the role of social studies to all students in school. The subject prepares them to have the right belief and values that could make them to be useful citizens in society. Personal interaction with some students revealed that the teaching of Social Studies has not been properly done because most of the teachers handling the subject are not subject-based. It is also lamentable that most parents blame teachers by claiming that most teachers lack competence to the extent that what they deliver cannot be well understood by the students. In most cases, teachers with the requisite competence to teach may lack the competence to manage to learn. This also poses problems to students in terms of learning the subject. Stakeholders' efforts to improve this seemingly bad situation had not provided the desired result this underscores the major problem for embarking on this research study.

PURPOSE OF THE STUDY

The major aim of the study was to carry out an evaluation of teachers' pedagogical skills and junior secondary school students' academic achievement in social studies in selected private secondary schools in Niger State, Nigeria. In specific terms, the study aimed at:

1. Examine the level of teachers' classroom assessment skills and students' academic achievement in Social Studies
2. Determine teachers' classroom coordination skills and students' academic achievement in Social Studies

RESEARCH QUESTIONS

The following research questions were posited to guide the study

1. What is the level of teachers' classroom assessment skills on students' academic achievement in Social Studies?
2. How do teachers' classroom coordination skills and students' academic achievement in Social Studies?

HYPOTHESES

The following null hypotheses were formulated and tested at a 0.05 level of significance.

1. Teachers' classroom assessment skills do not significantly relate to students' academic achievement in Social Studies.
2. Teachers' classroom coordination skills does not significantly relate students' academic achievement in Social Studies.

METHODS

The study was concerned with an evaluation of teachers' pedagogical skills and junior secondary school student's academic achievement in social studies in selected private secondary schools in Niger State, Nigeria. The study employed three research questions and two null hypotheses and the correlational research design was employed in the study with a population of two thousand five hundred and sixty-one JSSI students in selected private secondary schools in Kontagora metropolis of Niger State. A sample of one hundred and sixty-four (164) lower basic students represented 12% of the population of students. Data was gathered with a Teachers Assessment Form (TAF) and Academic Performance Test (APT) for the students to respond to. The instrument validity was done with experts' scrutiny and the reliability was found to be .66 to .69 indicating how reliable the instrument was for data collection. The stated hypotheses of the study were tested with Pearson's Product Moment Correlation and the obtained results indicate that there is a significant relationship between teachers' assessment, classroom coordination and sitting arrangement has a significant relationship on their students' academic achievement in Social Studies. Based on the findings, it was however recommended that staff promotions and provisions of required facilities coupled with consistent promotion should be provided for teachers to enhance their knowledge of classroom arrangement in all subjects in schools in the study area and beyond the shores of Nigeria.

RESULTS OF THE STUDY

The results were presented based on the stated research questions and hypothesis as presented below

Social Studies

*. Correlation is significant at the 0.05 level (2-tailed).

It can be seen from Table 1 with the hypothesis states that “there is no significant relationship between teachers’ knowledge of classroom arrangement and their student’s academic performance in Social Studies”. While teachers’ knowledge of classroom assessment competence has an $\sum x$ of 3499, $\sum x^2$ of 231554, and academic performance in Social Studies has $\sum y$ of 7654 and $\sum y^2$ of 292900 respectively, their sum of the product ($\sum xy$) is 437821 with 162 degrees of freedom, the r-calculated value was found to be 0.89 (p-value .001), thus, the null hypothesis is rejected. This implies there is a significant relationship between teachers’ knowledge of classroom assessment/evaluation and students’ academic performance in Social Studies.

Hypothesis 1: Teachers’ classroom coordination skills does not significantly relate students’ academic achievement in Social Studies.

Table 2: Pearson’s Product Moment Correlation of relationship between Teachers’ classroom coordination skills does not significantly relate students’ academic achievement in Social Studies

Variables	$\sum x$	$\sum x^2$					
	$\sum y$	$\sum y^2$	$\sum xy$	df	r-cal	Sig.	Decision
Classroom coordination	5543	337581					
Academic	7654	292900		334756	162	0.98	.001 Reject H ₀

Performance in Social Studies

*. Correlation is significant at the 0.05 level (2-tailed).

It is seen from Table 2 with the hypothesis that “states there is no significant relationship between classroom coordination and students’ academic performance in Social Studies” While teachers’ knowledge of classroom coordination has an $\sum x$ of 5543, $\sum x^2$ of 337581, and academic performance in Social Studies has $\sum y$ of 7654 and $\sum y^2$ of 292900 their sum of product for both scores ($\sum xy$) is 258339 with 162 degrees of freedom, the r-calculated value was found to be 0.98 (p-value. 001). Therefore, the null hypothesis is rejected. This implies that there is a significant relationship between classroom coordination and their students’ academic performance in Social Studies.

DISCUSSIONS OF FINDINGS

The findings of the study were presented on the basis of the stated hypotheses as shown below.

The findings of hypothesis one revealed that there is a significant relationship between teachers’ knowledge of classroom arrangement and their students’ academic performance in Social Studies. This finding agrees with the study of Irmiya (2015) on the Effect of the Inquiry Method on Pre-Serving Teachers’ Competence in Teaching Social Studies Concepts in Plateau State and Abuja Nigeria. which result revealed that the experimental and control groups perform above average in lesson planning competence, content coverage, questioning, and coordination competence using the inquiry method of teaching Social Studies. Also in line with the present study is that Okam’s (2008) finding revealed that there was no significant relationship between teachers’ knowledge of evaluation competence and pupil

academic performance in Social Studies. Thus, the result was not consistent with the theoretical position of the stated hypotheses.

The results of hypothesis two revealed that there is no significant relationship between interaction competence and the students' academic performance in Social Studies. The findings agree with the study of Bekoe and Eshun (2013) which found that findings of the study revealed that a majority of teachers did not use learner-centered methods for example demonstration, inquiry, and discussion. In the same vein, Akinlaja's (2008) finding revealed that classroom assessment has a significant influence on pupils' academic performance in the selected public secondary school. Quite unfortunately, the sample was only 43 teachers from various schools and the study tested only two hypotheses which were not ideal for a study of such magnitude. Similarly, Kulkreti's (2004) findings revealed that competent teachers had not joined the teaching profession because they regarded teaching as a prestigious profession. The findings also revealed that the teaching profession has a significant influence on students' academic performance in Social Studies.

SUMMARY OF THE STUDY

The success of the students in the classroom learning process cannot be separated from the role and pedagogical competency of the teaching staff. Competence is a picture of what a teacher should do in his/her teaching. Pedagogical competency is an underlying characteristic of a person related to the effectiveness of the teachers' performance on the job or the basic characteristics of individuals who have a causal relationship or a cause and effect with the criteria referenced, effective, excellent, or superior performance in the workplace or certain situations. Social Studies as a subject, teach the students the total summation of all experiences within the environment. In summary, the subject develops students' appropriate

competence and attitudes which may make students become a catalyst and contributors to society. It gives the individual a better understanding of the nature of society, its patterns, its problems, and its prospects.

RECOMMENDATIONS

From the findings of the study, the following recommendations were made

1. Based on the findings, it was however recommended that staff promotions and provisions of required facilities.
2. Consistent promotion should be provided for teachers to enhance their knowledge of classroom arrangement in all subjects in schools in the study area and beyond the shores of Nigeria.

IMPLICATION OF THE STUDY ON SOCIAL STUDIES CURRICULUM

The findings of the study are expected to contribute to knowledge advancement and they would also be beneficial to the following stakeholders: students, parents, secondary school teachers, school administrators, policymakers, and the society at large and for further research studies by other research scholars who may want to delve into a similar area.

The findings of the study would benefit parents who are interested in the educational performance of their children most especially in Social Studies as it would help them to prepare them to become useful citizens in politics in the future as this study tends to access the relationship between pedagogical competence and student academic performance.

Again, the findings of this study are hopefully expected to assist school administrators in the educational sector to identify the salient teachers' pedagogical competence. Thus, motivating policymakers in education to enact laws that are expected to help improve the

teaching of Social Studies among teachers. Also, the issue of teachers' pedagogical competence is one vital aspect that is abundantly highlighted in the study. There is a great need for them to ensure competence in employing requisite competence in the teaching of Social Studies. This would in no small way foster their growth and experience in and outside the classroom setting.

In addition, the study will aid curriculum planners to come up with quality ideas, particularly in Social Studies as it would help to enhance a thorough knowledge of the need to inculcate pedagogical competence in the curriculum. The result of the findings would be beneficial to the Federal, State, and Local Government Education authorities. Therefore, the outcome of this research would give them a clear picture of the level of academic performance of the public and private secondary schools in Nigeria. The study would expose the salient pedagogical competence that would be embedded in the Social Studies Curriculum to enhance teaching and learning of the subject.

REFERENCES

- Akinlaje, F.A. (2008). *Fundamentals of Social Studies Curriculum Planning and Instruction*. Lagos: Pugmark Nigeria Limited.
- Ani , F. (2008) What factors facilitate teacher skill, teacher morale, and perceived student learning in technology-using classrooms? *Computers & Education*, 39(4), 395–414.
- Bekoe, S.O &Eshun, I. (2013) Curriculum Feuding and Implementation Challenges: The Case of Senior High School (SHS) Social Studies in Ghana. *Journal of Education Practice*, 4(5), 39-45
- Erden, F.K. (2007). Effects of Math Benchmarking on Students at the Elementary Level.

- Northwest Missouri State University Missouri. *Unpublished Research Paper* 3 (6), 1-27.
- Federal Government of Nigeria (2012). National policy on education., Lagos, NERDC Press.
- Irmiya, R.A (2015). Effect of inquiry method on pre-serving teachers' competence in teaching Social Studies concepts in plateau state and Abuja Nigeria. An Unpublished Doctoral Dissertation, Faculty of Education, University of Jos, Nigeria.
- Kulkreti, M. (2004). Evaluation of Strengthening of Mathematics and Science in Secondary Education (SMASSE) Program.A Case Study of Murang'a South District, Kenya. *International Journal of Education, Learning & Development*, 1(1), 46-60.
- McClelland, G.O. (2003). Influence of Teacher Performance on Students Academic Achievement Among Secondary schools. *Journal of Education &Practice*. 4 (3), 76-83.
- Moehariono, V.H. (2009). Teacher Qualification and Students' Academic Performance in Science Mathematics and Technology Subjects in Kenya. *International Journal of Education Administration and Policy Studies*.7 (3), 83-89.
- Okam, C.C. (2008). Readings in new developments in Nigeria education: Issues and Insights (A collection of curriculum papers) Joss: DEKA Publications.
- Spencer, M. (2003). Conceptualization and Describing Teachers Learning of Pedagogical concept; *Australian Journal of Teachers Education* 39 (2), 23-25.
- Ulebor, M. (2014). The relative effect of demonstration and video tape mediated instructional strategies on secondary school students' performance in Yoruba language. Unpublished B.A. (Ed.) Project, University of Ilorin, Ilorin.
- Woolfolk, E.U. (2008). Effects of Family Instability, Income, and Income Instability on the Risk of a Premarital Birth, *American Sociological Review*, 61, 386-406.