

Teacher Effectiveness as Correlate of Social Studies Students' Academic Performance in Taraba State Nigeria

Amuche¹ Blessing Ehi, Odaudu² Sunday Adejo & Mbakwe³ Blessing

1. School of Postgraduate Studies, Taraba State University, Jalingo; 2. Department of Educational Foundations, Taraba State University, Jalingo; 3. School of Postgraduate Studies, Taraba State University, Jalingo

Corresponding author: Amuche Blessing Ehi, School of Postgraduate Studies, Taraba State University, Jalingo, PMB 1167 Jalingo Nigeria, ciamuche@gmail.com

Abstract

This study examined the relationship between teachers' effectiveness and students' academic Performance in Social Studies in Taraba State Nigeria. Specifically, teacher qualification, level of subject-matter knowledge and self-efficacy were the three teacher effectiveness variables correlated with students' academic performance in Taraba State. Four research questions were framed while four corresponding hypotheses were formulated and tested for the study. From a population of 258 Social Studies teachers and 16,158 Junior Secondary School 2 students in public secondary schools, a sample of 89JSS 2Social Studies teachers and 1,780 JSS students was selected using Multi-stage sampling technique. The descriptive survey research design of correlational type was used for this study. Three instruments were utilized for the study two questionnaires and a Checklist. The questionnaires were 25-item Teacher Effectiveness Questionnaire (TEQ) and a 24-item Teacher Self-Efficacy Questionnaire (TSQ). The Check list was tagged Student Performance Checklist (SPC) was used to collect data on students' academic Performance taught by the sampled teachers. The reliabilities of the TEQ and TSQ were obtained using Crombach's Alpha which yielded coefficient alpha values of 0.73 and 0.85 for TEQ and TSQ respectively. Pearson's product Moment Correlation and Linear Regression were used for data analysis. The study found that a significant relationship exist between Social Studies teacher qualification and academic performance of students in secondary schools in Taraba State ($r = .474, N = 89, P < .000$). There was also a significant but weak relationship between Social Studies teacher pedagogical knowledge of subject matter and academic Performance of students in secondary schools in Taraba State ($r = .181, N = 89, P < .002$); in addition, Social Studies teacher self-efficacy does not relate significantly to students' academic Performance in Social Studies in secondary schools Taraba State ($r = .032, N = 89, P = .601$). The result also shows that there is a negative relationship between academic performances of students taught by male and female teachers ($r = -.003, N = 1780, P = .001$). Thus, a correlation index ($r = .546$) obtained indicates that there is strong positive relationship between effectiveness of teachers and academic performance of students in Social Studies ($r = 0.546, p < .05$). Therefore, teacher effectiveness accounted for 29.8% ($R^2 = 0.298, p < .05$) of the total variance in students' academic performance in Social Studies. The study recommends among others that: Government should organize and provide opportunities for training and re-training programmes through seminars, workshops and conference in order to increase teachers' effectiveness; teacher training institutions should inculcate into pre-service teachers a deeper professional confidence and competence for maximum teacher effectiveness.

Keywords: Teacher, Effectiveness, Academic Performance. Social Studies

DOI: 10.7176/JEP/11-6-09

Publication date: February 29th 2020

1. Introduction

Social Studies in Nigerian schools is seen as a subject meant to develop in students a critical and balanced awareness. Social Studies is one of the Universal Basic Education (UBE) core school subjects which can contribute to nation building efforts in Nigeria (Ezudu & Ezegebe, 2005). The authors argue that Social Studies ensure acquisition of relevant body of knowledge which can develop in students' positive values, attitude and skills. In supporting this assertion, Ezegebe and Nwaubani (2009) observe that Social Studies objectives are meant to achieve the national objectives in Nigeria.

Sara and Usman (2015) see Social Studies as the most appropriate discipline for addressing Nigerian societal problems educationally and comprehensively. Mezieobi (2012) defines Social Studies as a programme of study which a society uses to instill in students the knowledge, skills, attitudes and actions it considers important concerning the relationship human beings have with one another, their world and themselves. From the foregoing definition, it is evidently clear that one of the foremost philosophical foundations of Social Studies is citizenship (FRN), (2013) orientation. As an integrated holistic approach to learning, Social Studies offers effective citizenship training needed for national cohesion.

According to the Federal Republic of Nigeria (:10), the following objectives and goals are to be achieved for the nation through the study of Social Studies: the development of an understanding of the relationship between human beings and their environment in past and present; the development of an understanding of the interrelationships and effects of beliefs, values and behavioural patterns and the application of this knowledge to new situations. Other objectives include; the development of the ability to examine one's own beliefs, values and behaviours and the relationship between them; the development of human relations, skills and attitudes that enable one to act in the interest of self and others; and the development of the competencies to acquire, organise, assess and present information of the purposes of problem solving and issue classification.

The various views on the nature of Social Studies portray the subject area as functional in orientation. It is expected that there would be a remarkable change in the nature of personalities exposed to learning opportunities provided by Social Studies The views of Mezieobi (2012) about Social Studies as utilitarian in focus while Okam (2012) sees it as the integration of knowledge and experience concerning human relations for the purpose of effective citizenship thus provides a basic frame work for this study.

Social Studies is therefore viewed mainly as a formal instruction to develop a common set of understanding, skills, values, attitudes, habits and actions concerning human relationships in the society. Hence, Okam (2012) views Social Studies

as that aspect of education meant to help people learn how to get along with others. In Nigeria and perhaps like other places, it has to do with the development of socio-civic and personal behaviour. These are expressive of the affective orientation of Social Studies in Nigerian schools.

However, for the performance of this noble objective, quality and effective teachers of the subject are necessary. The quality of any teaching programme cannot rise above the quality of her teachers. Teaching is a highly individualized activity and the student-teacher interaction is an intense human relationship that encompasses a broad range of personalities and behaviours (Okolie, 2014). Adegbile (2008) describes an effective teacher as efficient, reliable and courteously equipped with professionalism, creative in imagination, bustling ingenuity and depth of experience necessary for optimal performance and the performance of goals. The teacher as a good manager of instruction should be able to utilize appropriate techniques to gain and maintain the attention of students. An effective teacher should display requisite pedagogical insight and professional qualities and utilize same to guide the teaching and learning process to the point of achieving stated educational objectives.

Teachers are the most important factor in students learning next to students themselves (Knapper & Wright, 2011). As such, the importance of teachers, the application of pedagogical knowledge into classroom oriented plan of actions constitute most essential fabric upon which the success of the school, its administration and the entire education system rest upon (Okolocha & Onyeneke, 2013). Education can bring about desirable transformation of one's culture of learning, mindset and orientation values. This can only happen in learners when a teacher possesses a good mastery of the subject matter, have a map to follow in terms of well-prepared lesson, grab students' attention through effective class control mechanism, recognize student attention span, plan activity for the students by allowing them participate actively in the teaching and learning processes. To this end, Ademola (2007) stated that an educational system with low quality teachers will produce students with poor inspiration and aspiration. Such students, Ademola opines will not grasp enough of the subject matter and cannot learn with ambition. Similarly, Babalola (2009) posits that experience in Nigeria has revealed that students' academic performance in secondary schools largely depend on the competence and dedication of a teacher who has significant roles to play in the reshaping of the creative potentials and ability of students. Based on this premise, it becomes imperative that Social Studies teachers should be able to cope with the ever changing knowledge of Social Studies and ensure that students acquire requisite knowledge, skills and values.

It has been observed that performance of students in Social Studies in Taraba State since the past five years (2013 – 2017) have not exceeded 50 percent. Statistics from the Taraba State Education Resource Center (TSERC, 2017) corroborates the declining performance in the subject. The performance of students in Social Studies particularly in Taraba State has been on the decline in view of efforts of government to improve the quality of education. Certainly, these types of results cannot be said to satisfy the objectives of Social Studies one of which is the development of socio-civic and personal behaviour. This consistent failure and abysmal performance in the subject particularly at the junior secondary school level has cast doubts on the hope of accomplishment of this objective. Sofadekan (2012) reveals that not all teachers who teach the subject are Social Studies specialists, some non-specialist teachers teaching Social Studies. This may have accounted for the diversity of teaching methods and opportunities. It was also reported that the curriculum content in Social Studies seem not to be adequate for addressing the social issues and problems that face Nigeria today.

Okolocha and Onyeneke (2013) posit that the success of Nigeria's educational system especially at the secondary school level depends upon a number of factors: the government, the society, students, the teachers', and the quality of teaching, devotion and effectiveness of the teachers. Social Studies teachers' effectiveness can be viewed on the ability of the teacher to employ appropriate techniques and strategies to impart in the learners' knowledge, skills and competencies required to bring about desired positive learning outcomes. Teacher effectiveness is a teacher's ability to produce desired results measured in terms of how well the teacher is able to maximize learning in students (Yusuf, 2017).

There is increased consensus that highly qualified and effective teachers are necessary to improve students' performance and there seems to be growing interest in identifying individual teachers' impact on students' performance. Effective teachers are important for students learning performance. However, teachers' effectiveness is difficult to define since there has not been a consensus agreement on what measured quality teacher (Stronge, Ward & Grant, 2011). However, it is possible to measure some teachers' attribute like interaction with students, teaching strategy, motivation, pedagogical content knowledge and classroom management through qualitative research approach. These teachers' attributes could act in a long way to determine teachers' effectiveness. Stronge, Ward and Grant (2011) identify four dimensions that were used to characterize an effective teacher as: Instructional effectiveness, use of assessment for student learning, positive learning environment and personal quality of the teacher. These attributes of Social Studies teacher as well as the academic performance of students will be considered in this study to determine if a relationship exists.

Several studies have been conducted over the years to determine the relationship between teachers' effectiveness and students' academic performance. Akiri and Ugburugbo (2009) determined the influence of teachers' classroom effectiveness on students' academic performance in public secondary schools in Delta State, Nigeria and found out that effective teachers produced better performing students. However, the influence of students and school environment related factors were not included in the study. Oviawe (2016) agrees that effective teachers influence students' performance in Basic Technology. If this is the case, this could also hold in Social Studies and Akiri and Ugburugbo (2009) Jalingo North Education Zone where performance in the subject seems dismal. However, posit that teachers' effect is not the only determinant on students' academic performance. Although, teachers' strong effect would significantly influence students' academic performance, other factors such as socio-economic background, family support, intellectual aptitude of student, personality of student, self-confidence, and previous instructional quality have been found to also influence students' examination score either positively or negatively (Yusuf, 2017). This study therefore determined the relationship between Social Studies teachers' effectiveness and students' academic performance.

Teachers' teaching qualification seems to be a factor that could influence students learning. This means that the qualification of a teacher matters when it comes to effective teaching. Darling-Hammond as cited by Fakaye (2012) opines that

certificate or licensing status is a measure of teacher qualifications that combines aspects of knowledge about subject matter and about teaching and learning. Its meaning varies across the states because of differences in licensing requirements, but a standard certificate generally means that a teacher has been prepared in a state approved teacher education programme at the undergraduate or graduate level and has completed either a major or a minor in the field(s) to be taught. In Nigeria, the minimum requirement for teaching is Nigeria Certificate in Education (N.C.E.) as stipulated by the Federal Government of Nigeria (National policy on Education, 2013). It has been observed that most schools in Nigeria and particularly in Taraba State seem to employ with degrees that does not certify them as teacher. This is because there is shortage of teachers and high rate of unemployment, which have made so many people to go into teaching even when they are aware that they are qualified to teach. Thus, teachers' qualification could have an influence on their instructional effectiveness which could also affect students' academic performance.

Another factor that could influence teacher effectiveness is gender. Akiri and Ugborugbo (2009) assert that gender is one of the major factors that influence teacher productivity. The authors noted that gender is of paramount interest to the general populace because females are gradually taking over and dominating the teaching profession in primary and secondary levels of education. This observation is also noted by Ammermueller and Dolton (2006). These researchers reported that females consisted of about 75 percent of teachers in United Kingdom (UK) and United States of America (U.S.A) and play significant roles in the teaching of Social Studies. Consequently, it seems the phenomenon of gender differentials in educational pursuit, academic performance and teachers' competence has over the years formed a significant part of general discussion in different parts of the world.

Ademola (2007) compared the performance of students taught by male with those taught by female Social Studies teachers and found that female teachers recorded more absenteeism rates than their male counterparts. On the other hand, Akinmusire (2012) found that female teachers tend to be more effective in the teaching profession than their male counterparts. The author asserts that female teachers' effectiveness could be determined in terms of their dedications and longer stay in the profession. Okoro (2010) citing Azikwe (2005) conceptualized gender as the differences in mental and emotional characteristics between the two sexes as prescribed by the society. It seems therefore that the level of ones gender may influence his or her effectiveness or job performance.

An effective teacher will be a teacher with high self-efficacy and adequate pedagogical content knowledge. Rowan, Schilling, Ball and Miller (2001) as cited in Yusuf (2017) posit that post observers agree that successful teachers draw on specialized knowledge in their instructional work with students, but specifying and measuring this knowledge has proven elusive and controversial in education. One particular issue that has clouded efforts to conceptualize and measure the knowledge base for teaching has been the perceived distinction between teachers' subject matter knowledge and teachers' knowledge of general pedagogical principles and practices. However, research and evaluation efforts frequently try to measure teachers' use of a general set of pedagogical practices under the assumption that these practices are instructionally effective no matter what the academic subject or grade level being taught and without regard for the knowledge that teachers have of the academic content they are teaching. Hill, Rowan and Ball (2005) and Voss, Kunter and Baumert (2011) assert that pedagogical content knowledge has more impact on student performance than content knowledge. Teacher pedagogical content knowledge and high self-efficacy are necessary conditions for effectiveness.

Teachers in Nigeria should have a high self-efficacy by believing that all students are teachable irrespective of their background. Pendergast, Garvis and Keogh, (2011) are of the view that teachers with a high level of teacher self-efficacy have been revealed to be more resilient in their teaching and may persist in difficult time to assist all students reach their academic potential. Self-efficacy will always affects teachers' level of efforts and persistence when learning difficult tasks (Lunenburg, 2011). According to Bandura in Aina and Olanikpekin (2014), a teacher who has no trust in his or her efficacy will try to avoid dealing with academic problems and instead turn his or her effort inward to relieve his or her emotional distress. A teacher must have trust in his or her ability to teach any aspect of the subject curriculum for students to understand. This study investigated Social Studies teacher self-efficacy as a measure of their effectiveness.

1.1 Statement of the Problem

Considering governments' huge investment in public education, its output in terms of quality of students has been observed to be unequal with government expenditure. Consequent upon this observed deterioration in the academic performance of secondary school students in public secondary schools particularly in Taraba State, Nigeria, one wonders if the high failure rates and the poor quality of the students is not a reflection of the instructional quality in the schools. In other words the ineffectiveness of teachers in classroom interaction with the students could be responsible for the observed poor performance of students and the widely acclaimed fallen standard of education in Nigeria. This study determined if teachers' classroom effectiveness significantly have influence on the academic performance of students in public secondary schools in Taraba State, Nigeria. It aimed at answering the question: Does teachers' classroom effectiveness impact significant influence on student academic performance? In answering this question, the study determined and described the relationship between Social Studies teachers' effectiveness and the academic performance of students. It also determined whether there is significant difference in the mean performance of students taught by male and female Social Studies teachers in Taraba State.

1.2 Purpose of the Study

The main purpose of this study was to find out the relationship between teachers' effectiveness and students' academic performance in Social Studies in Taraba State. Specifically, this study determined the relationship between:

1. teacher qualifications and students' academic performance in Social Studies in secondary schools in Taraba State.
2. teachers' level of pedagogical knowledge of subject matter and students' academic performance in Social Studies in Taraba State.
3. teachers' self-efficacy and students' academic performance in Social Studies in Taraba State.
4. academic performance of students taught by male teachers and those taught by the female Social Studies teachers in secondary schools in Taraba State.

1.3 Statement of the Hypotheses

The following null hypotheses were formulated and tested in the study. All the null hypotheses were tested at 0.05 level of significance.

H₀₁: There is no significant relationship between Social Studies teacher qualification and students' academic performance in secondary schools in Taraba State.

H₀₂: There is no significant relationship between Social Studies teachers' pedagogical knowledge of subject matter and students' academic performance in secondary schools in Taraba State.

H₀₃: There is no significant relationship between teacher self-efficacy and students' academic performance in Social Studies in secondary schools in Taraba State.

H₀₄: There is no significant relationship between students' academic performance taught by male teachers and those taught by the female Social Studies teachers in secondary schools in Taraba State.

2.0 Literature Review

2.1 *Albert Bandura's Self-Efficacy Theory (1977)*

The teacher efficacy theory is a construct derived from Albert Bandura's theory of self-efficacy (Bandura, 1977). This theory posits that behaviour is based on two factors. Firstly, people developed a generalized expectancy about action-outcome contingencies through life experiences. Secondly, they develop a more personal belief about their own ability to cope. Therefore, one's judgement about one's ability to carry out actions necessary to address a situation and expectation that these actions will produce desired outcome are two key aspects to the concept of implementation. Bandura hypothesized therefore that a person rating high on both factors would behave in an assured manner. A teacher who cannot effectively implement the Social Studies curriculum, cannot serve as a model to the students.

In the field of education, researchers have long emphasized the importance of teacher effectiveness, and much of their work has focused on the relationship between teachers' demonstrated competence (past performances, attainment of relevant knowledge, and skills) and their future success (Mishra & Koehler, 2006). Teachers' competence, or efficacy, is undoubtedly necessary for their successful performance. However, their beliefs about their capabilities, or teaching self-efficacy, inform the degree to which they engage and persist in those performances. This theory is related to the present study in that a Social Studies teacher with high self-efficacy could be more effective and this could in turn influence learners' academic performance. It is due to this relatedness that the study holds this theory crucial.

2.2 *Ralph Stodgill's Trait-Factor Theory (1974)*

This theory was originated by Ralph Stodgill in 1974 (Roberts, Dooley, Harlin & Murphery, 2006). It was later expanded by McCall and Lombardo in 1983. The basis of trait and factor theory is the assumption that there are unique traits that can be reliably measured and that it is possible to match individual traits to occupational requirements. According to this theory, three factors contribute to a person's success and happiness in a career. These include: (a) the person's traits, which include aptitudes, abilities, interests, ambitions, resources and limitations, (b) knowledge of the factors required for a given career, and (c) the closeness in match between the above two factors. This theory emphasizes on the relationship of individual's personal characteristics to his selection of an occupation and progress in it. Omoogun (2009) notes that individuals differ in their aptitudes, interests, and personalities and for the reason that occupations require varying amount and kinds of traits and factors, different individuals choose to enter very different occupations. These mean that people usually take cognizance of their capabilities and dispositions with those demanded by occupations and select that which best suit their capabilities. The relevance of Trait Theory to the present study is that the psychology of individual differences and their predispositions are crucial in Social Studies teaching and effectiveness measures. Social Studies deal with people, the society and the environment. It is also a problem solving subject and therefore, it demands illustrations, analysis and critique of issues. It therefore follows that for the teacher to be effective, the teacher must possess the innate trait (Self-efficacy) to achieve high level of implementation of Social Studies curriculum in classroom instruction delivery which could influence academic performance, hence this study considered this theory crucial.

3. Methodology

The correlational design was used for this study. This type of research is aimed at examining the interrelationship between independent variables and dependent variable. This is due to multivariate nature of study and the researcher is interested in establishing the correlations between teacher effectiveness, self-efficacy, qualification, knowledge of subject matter on the dependent variable (academic performance). The population of the study comprised all the JSS 2 students and Social Studies teachers in Junior Secondary Schools in Taraba State in the 2016/2017 and 2017/2018 academic sessions. In numerical terms, the population is Sixteen thousand, four hundred and thirty-five (16, 435). This comprised 277 Social Studies teachers and 16,158 Junior Secondary School 2 (JSS) students in public secondary schools of Taraba State [Taraba State Ministry of Education, (TSMOE, 2018)]. The study was targeted at all the Social Studies teachers and JSS 2 students in government owned secondary schools in Taraba State, of Nigeria. Thirteen (13) out of the Sixteen (16) LGAs were selected using the simple random sampling technique. Fifty per cent of schools in each LGA were also selected using the simple random sampling technique thereby having a total of 100 schools. A sample of Eighty-nine (89) Social Studies teachers (55 male and 34 female) was drawn using purposive sampling technique because all the Social Studies teachers from the selected schools made up the teacher sample (89). The sampling technique is deemed appropriate because of the unequal distribution of Social Studies teachers across the state. Twenty (20) students were drawn using simple random sampling technique from each of the selected schools with a Social Studies teacher. Thus 1780 students and 89 Social Studies teachers are the research subject. Therefore, the respondents for the study comprised of 1780 JSS 2 students and 89 Social Studies teachers selected from Junior Secondary Schools in Taraba State. Thus the sample for the study is 1869. Three instruments were utilized for the study, two

questionnaires and a Checklist. The questionnaires tagged Teacher Effectiveness Questionnaire (TEQ) and Teacher Self-Efficacy Questionnaire (TSQ). The TSQ is a 24-item Likert-type instrument adapted from the Teacher Sense Efficacy Scale (TSES) developed by Tschannen-Moran, & Hoy, 2001).

The ordinal data were converted to interval by multiplying the ordinal value of the options (SA, A, D and SD) by 4, 3, 2 and 1 respectively and dividing the result by the number of sample. This brought the data to interval having a definite mean. A mean of 2.5 and above is the benchmark for effectiveness while below 2.5 is for ineffectiveness. The statistical analysis employed in answering the research questions is the descriptive statistics of mean and standard deviation. The analysis centred on testing the four null hypotheses to determine the predictive power of teachers' effectiveness and students' academic performance in Social Studies. Pearson Product Moment correlation and linear regression analysis were used to test hypothesis 1, 2, 3 and 4.

The linear regression is justified for analysis of data in this study because the goal is to explain variation in the dependent variable (academic performance) that can be attributed to variation in the independent variables (teacher effectiveness), and to quantify the strength of the relationship between the variables. All hypotheses were tested at 0.05 level of significance or 95%.

4. Results

The ordinal data were converted to interval by multiplying the ordinal value of the options (SA, A, D and SD) by 4, 3, 2 and 1 respectively and dividing the result by the number of sample. The analysis centered on testing the four null hypotheses to determine the predictive power of teachers' effectiveness and students' academic performance in Social Studies. Pearson Product Moment correlation and linear regression analysis were used to test hypothesis 1, 2, 3 and 4. Linear regression is a linear approach to modelling the relationship between a scalar response (or dependent variable) and one or more explanatory variables (or independent variables). In linear regression, the relationships are modelled using linear predictor functions whose unknown model parameters are estimated from the data. All hypotheses were tested at 0.05 level of significance or 95%.

The data collected using the instruments developed for the study are presented and analyzed using mean and standard deviation to answer the research questions, while t-test statistics was used to test the hypotheses of the study at .05 level of significance.

Hypothesis One

There is no significant relationship between Social Studies teacher qualification and students' academic performance in secondary schools in Taraba State.

The test for significance of the relationship between teachers' qualification and students' academic performance is presented in Table 6.

Table 1: Test of significance between teacher qualification and students' academic performance

Scale		Academic Performance
Teacher Qualification	Correlation Coefficient (r)	0.474*
	P value	0.000
	N	89

*. Correlation is significant at the 0.05 level (2-tailed). N = Number of Teachers Source: The Researcher (2019)

It is shown in Table 1 that a correlation coefficient of 0.474 is obtained teacher qualification and academic performance at 0.05 level ($r = .474$, $N = 89$, $P < 0.000$). This implies that there is a significant relationship between Teacher qualification and academic performance of students in secondary schools in Taraba State. Hence, the null hypothesis is not retained. This in turn means that students' academic performance in Social studies relates significantly with teacher qualification.

Hypothesis Two

There is no significant relationship between Social Studies teachers' pedagogical knowledge of subject matter and students' academic performance in secondary schools in Taraba State.

Table 2: Test of significance between Social Studies teachers' pedagogical knowledge of subject matter and students' academic performance

Scale		Academic Performance
Knowledge of subject matter	Correlation Coefficient (r)	0.181*
	P value	0.002
	N	89

*. Correlation is significant at the 0.05 level (2-tailed). N = Number of Teachers

Source: The Researcher (2019)

It is shown in Table 2 that a correlation of .181 exist between pedagogical knowledge of subject matter and academic performance at 0.01 level ($r = .181$, $N = 89$, $P < .002$). This implies that there is a significant relationship between pedagogical knowledge of subject matter and academic performance of students in secondary schools in Taraba State. Hence, the null hypothesis is not retained. This in turn means that students' academic performance in Social studies relates with level of teachers' pedagogical knowledge of subject matter. However, the relationship is significantly low.

Hypothesis Three

There is no significant relationship between teacher self-efficacy and students' academic performance in Social Studies in secondary schools in Taraba State.

Table 3: Test of significance between teacher self-efficacy and students' academic performance

Scale		Academic Performance
Teacher Self-efficacy	Correlation Coefficient (r)	0.032*
	P value	0.601
	N	89

*. Correlation is significant at the 0.05 level (2-tailed). N = Number of Teachers

Source: The Researcher (2019)

Table 3 shows that a correlation index of 0.032 is obtained. This means that a relationship exists between teacher self-efficacy and academic performance ($r = 0.032$, $N = 89$, $P = .601$). This result implies that there is a positive relationship between teacher self-efficacy and academic performance of students in secondary schools in Taraba State. The relationship is not significant. However, the null hypothesis is retained. This in turn means that teacher self-efficacy does not relate significantly to students' academic performance in Social Studies.

Hypothesis Four

There is no significant relationship between students' academic performance taught by male teachers and those taught by the female Social Studies teachers in secondary schools in Taraba State.

Table 4: Relationship between academic performances of students taught Social Studies by male teacher and those taught by female teachers

Academic Performance Of Students taught	N	Mean	Std. Dev.
Scores (Male Teacher)	1100	52.25	1.08
Scores (Female Teacher)	680	51.59	9.02

Scale		Scores from Female Teacher
Scores from Male Teacher	Correlation Coefficient (r)	-0.003*
	P value	0.001
	N	1780

*. Correlation is significant at the 0.05 level (2-tailed). N = Number of Students

Source: The Researcher (2019)

Table 4 shows that a correlation index of -0.003 is obtained for the relationship between academic performance of students taught by male Social Studies teachers and academic performance of students taught by female Social Studies teachers. This means that a negative and weak relationship exists between teacher gender-related academic performances ($r = -0.003$, $N = 1780$, $P = 0.001$). Since the p value is less than 0.05, the null hypothesis is retained. This result implies that there is no significant relationship between academic performance of students taught by male Social Studies teachers and academic performance of students taught by female Social Studies teachers in secondary schools in Taraba State.

Table 5: Test of significance between teacher effectiveness and students' academic performance

Variable	N	Mean	SD	R	P	Remark
Teacher Effectiveness	89	54.58	10.39	0.546	.05	Not Sig
Students' Academic Performance	1860	50.77	8.42			

Source: The Researcher (2019)

Table 5 shows the relationship between the teacher effectiveness and students' academic performance in secondary schools in Taraba State. The correlation index ($r = 0.546$) indicates that there is a strong positive relationship between effectiveness of teachers and academic performance of students in Social Studies ($r = 0.546$, $p < 0.05$). To determine the extent to which teacher effectiveness predicts students' academic performance in Social Studies, simple regression analysis was used.

Table 6: Simple Regression Analysis of Teachers' effectiveness and students' academic performance in Social Studies

Model Summary				
Model	R	R ²	Adjusted Square	Standard Error
	0.546	0.298	0.259	10.069

Analysis of Variance (ANOVA)

	Sum of Squares	Df	Mean	F	Sig.
Regression	773.693	1	773.693	7.631	0.013
Residual	1825.107	1858	101.395		
Total	2598.800	1859			

Significant ($p < 0.05$)

Coefficients

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Standard Error	Beta		
(Constant)	105.687	24.030	24.030	4.398	.000
Teach Effective	-1.138	.412	.412	-2.762	.013

Source: The Researcher (2019)

Results from Table 6 reveals that teacher effectiveness accounted for 29.8% ($R^2=0.298$, $p < 0.05$) of the total variance in students' academic performance in Social Studies. This implies that teacher effectiveness accounted for 29.8 per cent of the total variance in students' academic performance in Social Studies in JSS in Taraba State. Thus, teacher effectiveness is an important predictor of students' performance in Social Studies. It is noteworthy that 70.2% of the variance in students' academic performance in this study is attributed to non-teacher effects.

5. Discussion of findings

Discussions of the findings are summarized in the five items below;

The finding of this study as reveals that Social Studies teachers' effectiveness has a significant relationship with the academic performance of students in Social Studies.

The finding of this study reveals that Social Studies teachers' effectiveness has a significant influence on the academic performance of students in Social Studies. This finding could be attributed to the fact that an effective teacher plans his/her work to build students' interest in the subject and carries the students' along. This finding is collaborated by Akiri and Ugborugbo (2009) who assert that effective teachers produced better performing students. The finding also confirms Akiri and Ugborugbo's finding that teachers' effect was not the only determinant on students' academic performance. Similarly, the finding of the study is similar to that Ezeugwu and Ijeoma (2011) who found a significant strong positive relationship between teacher effectiveness and students' academic performance. The findings of this study also agrees with that of Akpan, Ekpe and Essien (2013) who established that teacher effectiveness was significantly related to each other towards improving the academic performance of students in Social Studies. The finding of this study differs from that of Oviawe (2016) who reported that Basics Technology teachers' effectiveness was low. The implication of the findings of this study is that it corroborates other studies on the influence of teacher effectiveness as a factor capable of predicting students' academic performance. Thus, for improvement in the learning of Social Studies, there is need to consider teacher effectiveness/teaching excellence is closely related to students gain in learning.

Results of the study showed that there is a significant relationship between teacher qualification and academic performance of students in secondary schools. This finding is in line with the findings of Pepple and Esu (2000) who maintained that students taught by qualified teachers performed significantly better than those taught by unqualified teachers but there was no significant difference in academic performance of students taught by experienced and inexperienced ones. The finding of the study agrees with that of Fakaye (2012) who found out that teachers' teaching qualification has a significant relative contribution to students' academic performance in English language. This can also be said for Social Studies teachers in Taraba State. It may be possible that teacher qualification could enhance student retention of learnt concepts which can lead to improvement in academic performance. This was supported by Edingyang and Ubi (2013) who claimed that teacher qualification enhances the retention ability of learners. Though, this study did not investigate other sub-factors of teacher qualification, its finding is in line with that of Kola and Sunday (2015) who reviewed the controversy surrounding the teachers' qualifications and its influence on students' academic performance using several indicators and found that teacher qualification, years of experience, quality and so on are imperative and positively correlated with students' academic performance.

Results of the present study showed that students' academic performance in Social studies is related to teachers' pedagogical knowledge of subject matter. However, the relationship is weak with value of $r = 0.1$. The finding is in line with that of Adediwura and Bada (2007) who investigated the relationship/effect of students' perception of teachers' knowledge of subject matter, attitude to work and teaching skills on students' academic performance and found out that students' perception of teachers' knowledge of subject matter, attitude to work and teaching skills has a significant relationship on students' academic performance. This study did not investigate teacher attitude to work and so differs in this direction. However, the finding of the study is in conformity with those of Olasehinde-Williams, Yahaya and Owolabi (2018) which maintains that pedagogical and subject content knowledge of teachers were found to be significant predictors of students' academic performance. However, the finding of this study differs from that of Odumosu, Olisama and Areelu (2018) who found out that teachers pedagogical knowledge had no influence on students' performance in algebra. The difference in the finding could be as a result of the research design used as well as the effect of other interacting variables such as student gender and school location.

Result of the relationship between teacher self-efficacy and students' academic performance shows a positive relationship between teacher self-efficacy and academic performance of students in secondary schools in Taraba State (correlation index of 0.032). The relationship is however not significant. This in turn means that teacher self-efficacy does not relate significantly to students' academic performance in Social studies. The finding differs from those of Gulistan, Hussain and Mushtaq (2017) which reflected a strong correlation between mathematics teachers' self-efficacy and their students' academic performance. The difference in this finding could be that teacher self-efficacy could be subject related. The finding of the present study is in line with that of Bal-Taştan, Davoudi, Masalimova, Bersanov, Kurbanov, Boiarhuk, and Pavlushin (2018) which showed significant impact of teacher self-efficacy and motivation on academic performance in science education. The present study also confirms there is a relation between teacher self-efficacy but the extent of teacher self-efficacy does not significantly relate to students' performance in Social Studies.

The result of the present study shows that a correlation index of -0.003 is obtained for the relationship between academic performance of students taught by male Social Studies teachers and academic performance of students taught by female Social Studies teachers. Also, the difference in the performance scores of students taught by male teachers and those taught by female teachers is 0.66 (Male teachers = 52.25; female teachers = 51.59). Given the slight difference and the negative low correlation in the scores, teacher gender has no significant relationship with students' performance.

The findings of this study also revealed that Social Studies teachers' gender had no significant influence on academic performance of students. This finding is in line with that of Clifford and Akpochofa (2015) who reported no significant gender difference in the teaching effectiveness of teachers and that male and female Social Studies teachers demonstrated the same level of competence. Similarly, the findings of the study is in line with that of Oviawe (2016) who reported that there was no significant difference on students' performance due to teachers' gender. Converse to the findings of this study, Akinmure (2012) reported that female teachers received higher ratings in teaching than their male counterparts. This finding negates that of Ferdinand (2007) that male teachers do not consider teaching as a befitting profession hence, they pay less attention to teaching in the classroom compared to their female counterparts.

6. Conclusion and Recommendations

Teachers' classroom effectiveness has been found to have a strong relationship with academic performance of Social Studies students in public junior secondary schools in Taraba State, Nigeria. However, teachers' effect is not the sole determinant of students' academic outcome. Teacher pedagogical knowledge of subject-matter and qualification also relates significantly to students' academic performance. In light of the findings derived from this study, it may be concluded that: teachers should be knowledgeable in their subject areas, possess teaching skills and have general knowledge bases. The ability to teach with enthusiasm and having high self-efficacy may be both natural and acquired. The natural aspect of teaching only serves as a foundation of or basis for sound professional acquisition. Thus, the in-born aspect of teaching is only a natural inclination toward teaching. Therefore, an effective teacher is not one who simply shows interest in teaching, but a teacher with the intellectual skills and qualification to see him through. From this study, it is expected that Social Studies students' performance can be influenced irrespective of teacher gender. That is, male Social Studies teachers will do equally well with their female counterparts in terms of teaching effectiveness.

Based on the findings, the following recommendations were made:

1. Government should organize and provide opportunities for training and re-training programmes through seminars, workshops and conference in order to increase teachers' effectiveness.
2. Teacher training institutions should inculcate into pre-service teachers a deeper professional confidence and competence for maximum teachers' effectiveness.
3. Ministry of Education, principals and other stakeholders should ensure regular monitoring and supervision of teachers to keep them always at their best for maximum teacher effectiveness and productivity.
4. Periodic feedback on teacher effectiveness should be given by school administrators. The feedback teachers are given regarding their effectiveness can be used to guide future teaching and to give a class some indication of their progress.
5. Finally, teachers should bring their teaching to the level of students' aptitude and make classroom interactions more interesting so as to arouse the interest of the students to academic excellence. This would go a long way in solving the problem of poor academic performance of public secondary school students and the widely acclaimed fallen standard of education in Taraba State Nigeria.
6. A control and evaluation team should be put in place to monitor the implementation process, thereby ensuring that it is in line with the expected performance and alert the policy/decision making body for necessary action where problems exist.

References

- Adediwura, A. A. & Bada, T. (2017). Perception of teachers' knowledge, attitude and teaching skills as predictor of academic performance in Nigerian secondary schools. *Educational research and reviews*. 2 (7):165-171.
- Adegbile, J. A. (2008). Enhancing quality assurance through teacher's effectiveness. *Educational research and review*. 3(2): 061-065.
- Ademola, B. A. (2007). Teachers' effectiveness and gender as correlates of students' academic performance in English Language in Ondo State. *African journal of education research*. 2 (1&2): 12-20.
- Akiri A. A. & Ugborugbo N. M. (2009). Teachers' effectiveness and students' academic performance in public secondary schools in Delta state, Nigeria. *Studies on home community science journal*, 3(2): 107-113.
- Akpan, O. E. Ekpe, M. D. & Essien, E. (2013). Teacher's effectiveness and students' academic performance in social studies in cross river state, Nigeria. *Approaches in international journal of research development*. 8 (1): 112-120.
- Ammermueller, A. & Pischke, J. (2006). *Peer effects in European primary schools: Evidence from PIRLS*. Centre for the Economics of Education. London
- Babalola, O. E. (2009). *Developing and nurturing a productive reading culture among primary school pupils in Ondo West Local Government Area of Ondo state, Nigeria*. Unpublished B.A. (Ed) project, Adeyemi College of Education, Ondo.
- Bal-Taştan, S., Davoudi, S. M. M., Masalimova, A. R., Bersanov, A. S., Kurbanov, R. A., Boiarchuk, A. N. & Pavlushin, A. A. (2018). The impacts of teacher's efficacy and motivation on student's academic performance in science education among secondary and high school students. *Eurasia Journal of Mathematics, Science and Technology Education*. 14(6):2353-2366.
- Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice-Hall.
- Cliford, O. E. & Akpochofa, W. P. (2013). Gender difference among social studies teachers' competences in the use of the inquiry method in south-south Nigeria. *Journal of Education and Practice*. www.iiste.org. ISSN 2222-1735.6 (23):48-51.

- Edinyang, S. D. & Ubi, I. E. (2013). Gender, socio-economic status, teacher qualification and their interaction on students' retention ability in social studies in Akwalbom state Nigeria. *International knowledgesharing platform* 2(2): 35-40.
- Ezegbe, B. N & Nwaubani, O.O. (2009). Resource status of the universal basic education (ube) as perceived by jss social studies teachers in nsukka local government area of enugu state: implications for the implementation of the education for all (EFA) goals: World council for curriculum and instruction (WCCI) Nigerian chapter, 7(1): 25-37.
- Ezegbe, M.O. (2013). *Evaluating values in social studies classrooms*. In K.A. Mezieobi (Ed) *Contemporary issues in social studies education in Nigeria*. UmuomaNekedeOwerri: Omama publishers.
- Ezeudu, S.A. & Ezegbe, B. N. (2005). *Nigerian tertiary social studies programme: implication for sustainable national development*, in D.N. Eze & N. Onyegegbu (eds), *Knowledge generation and dissemination: Issues and challenges in Nigerian universities*. Enugu: Parts and Gold. 176-183.
- Ezugwu, G. G. & Ijeoma, C. V. (2011). A review of teacher-effectiveness and students' academic performance. *Nigerian journal of pharmaceutical sciences*. 10 (2): 108-121.
- Ezeugwu J.O. (2011): Study habits and their relationships to achievement in senior secondary school core-subjects in nsukka urban area: *African Journal of Science, Technology and mathematics education*. 1 (1), (70-80).
- Fakaye, J.O. (2012). *A social studies textbook for colleges and universities*. Ibadan: Akin-Johnson Press and Publishers.
- Federal Republic of Nigeria (FRN, 2013). *National policy on education*. Lagos: NERDC Press
- Gulistan, M., Hussain, M. A. & Mushtaq, M. (2017). Relationship between mathematics teachers self efficacy and students academic performance at secondary level. *Bulletin of Education and Research*. 39 (3): 171-182.
- Hill, H.C., Rowan, B., & Ball, D.L. (2005). Effects of teachers' mathematical knowledge for teaching on student achievement. *American Educational Research Journal*, 42(2), 371-406.
- Kola, A. J., Sunday A. S. & Garuba, I.A (2015). Teachers' effectiveness and its influence on student learning. *Advances in social sciences research journal*, 2(4), 88-95.
- Knapper, C., & Wright, W. A. (2016). *Using portfolios to document good teaching: Premises, purposes, practices*. In C. Knapper & P. Cranton (Eds.), *Fresh approaches to the evaluation of teaching Strategies to Measure Teaching Effectiveness*.
- Lunenburg, F. C. (2011). Self-Efficacy in the workplace: implications for motivation and performance. *International journal of management, business, and administration* 14(1): 1-6.
- Mezieobi, D. I. (2012). Classroom management and teaching of social studies. *Journal of Education and Practice*. 5 (16): 62-68.
- Mishra, D. & Koehler, N. (2006). Elaborating pedagogical content knowledge: What it means to know students and think about teaching. *Teachers and teaching: theory & practice*, 11(4): 379-395.
- Odumosu, M. O. & Olisama, O. V. & Areelu, F. (2018). Teachers' content and pedagogical knowledge on students' performance in algebra. *International journal of Education and Research*. 6(3): 83-92.
- Okam, C. C. (2012). Needed paradigm shift for repositioning social studies to meet the vision 20-2020 challenges in Nigeria. *Nigerian Journal of social studies*. 15(2): 15-41.
- Okolie, U.C (2014). Management of woodwork workshops in Nigerian tertiary institutions: An Analytical Study, *Malaysian online journal of educational management (MOJEM)* 2(1): 20-36.
- Okolocha, C.C. & Onyeneke, E.N. (2013). Secondary school principals' perception of business studies teachers' teaching effectiveness in Anambra State, Nigeria. *Journal of Education and Practice*. 4 (2): 171-182.
- Okoro, C. N. (2010). School environment and teacher competency variable as correlates of learning outcomes of integrated science students with hearing impairment. Unpublished Ph.D. Thesis University of Ibadan, Ibadan
- Olasehinde-Williams, F., Yahaya, L., & Owolabi, H. (2018). Teachers' knowledge indices as predictors of secondary school students' academic performance in Kwara state, Nigeria. *IAFOR Journal of education*, 6(1):109-121
- Omoogun, A. C. (2009). The challenges of university as agent of social change. *Journal of curriculum studies*. 16:258-266.
- Oviawe, J. I. (2016). Teachers' effectiveness as correlates of students' academic performance in basic technology in Nigeria. *International journal of academic research in progressive education and development*. 5(2): 111-119.
- Pendergast, D, Garvis, S. & Keogh, J. (2011). Pre-service student-teacher self efficacy beliefs: An insight into the making of teachers. *Australian journal of teacher education*. 36(12): 46-58.
- Pepple, G. T. & Esu, A. E. O. (2000). Influence of teacher qualification on teachers' effectiveness and student academic performance in rivers state teacher educators. *Journal of the Association of Teacher Educators of Nigeria*. 2(1) 50- 55.
- Sara, S. S. & Usman, S. M. (2015). Performance in social studies as a correlate of performance in geography -counselling implications. *Jorind*. 13(2) December, 2015. ISSN 1596-8303. www.transcampus.org/journal; www.ajol.info/journals/jorind :1-7.
- Sofadekan, A. O. (2012). *Social studies education in Nigeria: The challenge of building a nation*. A Ph.D thesis submitted at the school of sports and education. London: Brunel University.
- Stajkovic, A. & Luthans, F. (1998). Self-Efficacy and Work-Related Performance: A Meta-Analysis. *Psychological Bulletin* 124(2):240-261.
- Stronge, J.H., Ward, T. J. & Grant, L.W. (2011). What makes good teachers good? a cross-case analysis of the connection between teacher effectiveness and student performance. *Journal of teacher education*. 62(4): 339-355.
- TSERC (2017). Taraba State educational resource centre (2017)
- TSMOE (2018). Taraba state ministry of education (2018). Planning, Research and Statistics Unit.
- Voss, T., Kunter, M. & Baumert, J. (2011). Assessing teacher candidates' general pedagogical/psychological knowledge: Test construction and validation. *Journal of educational psychology*, 103: 952-969.
- Yusuf, H. T. (2017). *Elements of social studies*. In M, S. F. Ogundare & A. A. Jekayinfa (Eds.), (pp. 1-44). *Fundamentals of social studies education and human environmental relations* Book 4. Ilorin: Haytee Press and Publishing.