
**EXAMINING THE IMPACT OF TEACHING TECHNIQUES
IN SOCIAL STUDIES FOR THE ACADEMIC
PERFORMANCES OF STUDENTS IN JUNIOR
SECONDARY SCHOOL IN OGUN STATE**

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Abstract

The study examined the impact of teaching techniques in Social Studies and learning for the academic performances of students in Junior Secondary School in Ogun State. The study adopted a descriptive survey research design where questionnaire was used to acquire necessary data for the research work. The population comprises all Social Studies Students of Federal College of Education, Abeokuta, Ogun State. Simple random sampling technique was used to select 100 students randomly from three level which is 100L to 300L chosen to make a total of 100 as sample for the study. Two (2) research hypotheses were raised and tested in this study. Reliability of the instrument was determined using Cronbach Alpha and data collected was analyzed using Chi-square statistical tool. The research findings revealed that there will be a significant relationship between the effectiveness of various methods used in teaching Social Studies and students' academic performance in Social Studies and also, there will be a significant influence on the teachers' teaching method and students' academic performance in Social Studies. It was therefore

recommended that Government should employ more qualified teachers to enhance the quality of teaching in secondary schools. Also, teachers of Social Studies should use innovatives methods such as problem-solving, discovery, discussion, questions and answers, role play, excursion and so on for the improvement of students' academic performance in schools.

Keywords: Examination, Impact, Teaching, Techniques,, Learning, Academic.

Introduction

The primary purpose of teaching in any level of education is to bring a fundamental change in the learners and to facilitate the process of knowledge transmitting which fully depends on teachers teaching methods. As expected, when teacher apply appropriate teaching method that suitfor the specific objectives of the contents then learning outcomes seen to be excellence. Social Studies is a realistic subject that studies human beings in the real-life situation. One salient fact derived from the study of Social Studies is the recognition of human being as the most important aspect of learning and development of purposeful skills and knowledge to enable them function well in the society. It is essential for teachers to use child-centred methods to realise the stated objectives, goals and aims of the subject. Abdu-Raheem (2011) observed that the objective of Social Studies is yet to be achieved as a result of poor teaching and lack or inadequacy of instructional materials to motivate students.

The effectiveness of the various methods of teaching Social Studies at any level of education has been a matter of grave concern to the stakeholders in education over the last two decades. This is because especially; secondary school has been described as the determinant of the success and failure of the whole education system. Based on the philosophy of education in Nigeria, the ultimate aim of secondary school education is to transform the individual into a sound and effective citizen either to proceed to higher institutions or to start a life properly (Federal Republic of

Nigeria, 2004). In his own study, Oni in Abdu-Raheem (2010) pointed out that instructional format provided by the tutor seems to be the medium of effective learning and that good teaching makes learning more meaningful. He went further to affirm that while good teaching helps the learner to learn more quantitatively and qualitatively, poor teaching would lead to poor learning and hence poor performance. In support of this statement, Cresswell (2004) asserted that effective teachers present information or skills clearly and enthusiastically, are non-judgmental and relaxed, keep the lessons task-oriented, aim at students' achievement, interact with students through probing questions and assist students by elaborating their answers.

Teaching is the art of unleashing the potentials that are inherent in the recipient, so as to draw out knowledge from the student (Jones 1980). The ability to do this involves making a choice of the most appropriate pedagogical strategy that would ensure optimal assimilation of the instructive materials from the giver. Studies have of course shown that the degree of assimilation of students correlates to the method of instruction (Tennyson, Botwill & Frey 1978, Gardner 1991). Though two main approaches to teaching; the teacher-centered and student-centered have dominated interaction in classrooms and captures the various methods that students can learn, the important decimal in whatever method of passing knowledge is assimilation by the recipient (Pascarella 1980). This can of course be measured either through formal and informal methods of assessment.

According to Ogundare (2003) Social Studies is a study of problems of survival in an environment and how to find solutions to them. Based upon these definitions above, it is clear that 'Social Studies' has been faced with the task of carving a place for itself as an academic discipline. This is probably because Social Studies has been defined in many different ways while critics of the subject have argued that lack of a single definition is a major weakness of Social Studies as a school subject. Moreover, research on teaching and learning constantly endeavour to examine the extent to which different teaching methods enhance growth in student learning. Quite remarkably, regular poor academic performance by the

majority of students is fundamentally linked to application of ineffective teaching methods by teachers to impart knowledge to learners (Adunola, 2011). Substantial research on the effectiveness of teaching methods indicates that the quality of teaching is often reflected by the achievements of learners.

Teaching is a process that involves bringing about desirable changes in learners so as to achieve specific outcomes. Teaching method refers to the principle, science of teaching and management strategies used for classroom instruction. It involves approaches, styles, tactics and principles used in impacting knowledge to the learner. In the context of this study it refers to class discussion used by teachers in guiding learning, and to transfer given learning content to the learner. In order for the method used for teaching to be effective, Adunola (2011) maintains that teachers need to be conversant with numerous teaching strategies that take recognition of the magnitude of complexity of the concepts to be covered.

According to Bandele (2003), asserted that, the effectiveness of this approach depends largely on the proper orientation of teachers towards the use of the method, the characteristics of the learners and the nature of the content. Eggen and Kauchak (2001) declared that where pedagogical content knowledge is lacking, “teachers commonly paraphrase information in learner’s textbooks or provide abstract explanations that are not meaningful to their students”. Adediwura, Bada, Ajeigbe and Bamidele (2008) asserted that teachers’ variables such as teachers’ knowledge of subject matter, teaching skills, attitude in the classroom, teacher’s qualification and teaching experience are noted to have effects on students’ academic performance.

The Federal Republic of Nigeria (FRN) through the National Policy on Education (2004) stated that no education system can arise above the quality of its teacher and this implies that teachers should be properly trained to achieve excellence. Ajayi (2007) acknowledged the fact that teacher is the hub of any educational system. He stressed that the educational system rotates round the teacher as the wheel rotates round the hub. Osokoya (2008) puts into record that 1969 National Conference described teachers as the key man in the entire educational programme. Paulley (2013)

suggested that teachers' education programmes should be structured to equip teachers for the performance of their duties. Furthermore, Irvine (2001), defined caring teachers as those who set limits, provide structures, hold high expectations and push them to achieve. Omotayo (2001) submitted that teachers must be master of their craft to be significantly effective. Nwangwu (2005) confirmed that it is not possible to have quality education without having quality and competent teachers. Ngada (2006) emphasized that no adequate training of any sort can take place without recruiting qualified teachers to handle programmes of study.

In her view, Omotayo (2007) also concluded that the crucial roles the teacher plays in every teaching-learning situation cannot be over-emphasized. However, some of the roles teacher plays are as follows: Teachers assist to develop the capacities of learners intelligently on how to solve problems of survival. They serve as role models for students by setting limits and provide framework or essential parts towards success in life. They understand the needs and aspirations of students and always work towards the achievement of their aims and objectives. They are the key motivators of students and major predictors of quality of education in the country. They are also the builders of the nation by imparting knowledge needed to become professionals in all areas such as medicine, law, engineering, agriculture, social sciences, management sciences and political sciences.

Lecture method allows a great deal of information to be passed to the learner and favours handling of large classes. In spite of the advantages, Adewuya (2002) and Abdu-Raheem (2012) lamented that the method does not stimulate students' innovations, inquiry and scientific method. It encourages students to cram facts that are easily forgotten. Extensive use of the method tends to substitute the teacher for the student (Kochhar, 2012) It leads to students' fading memories and decreases students' attention (Jekayinfa 2012). Adesanya and Adesina (2014) also asserted that teaching and learning is famous of conventional teaching where teacher is the centre of the teaching, a controller of the class activities and a dictator while the learner is a passive learner who takes all the words of the teacher without interaction between him and the teacher.

According to Bekoe, Eshun and Bordoh (2013) knowledge is constructed during the learning process and that a student discovers knowledge for him/herself, rather than receiving knowledge, and this inspires the notion of performance-based assessment. It is becoming more and more evident that formative assessment is an integral component of the teaching and learning process (Gipps, 1990; Black & William, 1998). Bordoh, Bassaw and Eshun (2013) assert that “formative assessment is used to provide information on the likely performance of students; to describe strength or weakness and feedback given to students, telling them which items they got correct or wrong. Formative assessment enhances the efficacy of instructional strategies of Social Studies tutors.” There is all indication that formative assessment informs the teacher about what students think and about how they think. Formative assessment helps teachers to establish what students already know and what they need to learn. Ampiah, Hart, Nkhata and Nyirend (2003) contend that a teacher need to know what children are able to do or not if he or she is to plan effectively. Also, Goodrum, Hackling and Ronnie (2001) assert that “an assessment is a key component of teaching and learning process”. This means that formative assessment is integral part of teaching and learning; however, little evidence exist that teachers actually use formative assessment to inform planning and teaching, hence, evaluation of Social Studies students’ learning using formative assessment would be considered reasonable, given the fact that teachers’ knowledge base might influence the way students proceed with learning and the way they are tested. Eshun (2013) posits that “teaching Social Studies is stressed to be done in student centred techniques and strategies. Brainstorming, role-playing, simulation, discussion and debate were the major techniques stressed by both Colleges of Education curriculum and the JHS Social Studies syllabus.”

Purpose of the Study

The main objective of the study is to examine the impact of teaching techniques in Social Studies and learning for the academic performances of students in Junior Secondary School in Ogun State.

The specific objectives are to:

- i. examine significant relationship between the effectiveness of various methods used in teaching Social Studies and students' academic performance in Social Studies.
- ii. examine significant influence on the teachers' teaching method and students' academic performance in Social Studies.

Hypotheses

1. There will be no significant relationship between the effectiveness of various methods used in teaching Social Studies and students' academic performance in Social Studies.
2. There will be no significant influence on the teachers' teaching method and students' academic performance in Social Studies.

Methods

The study adopted a descriptive survey research design. Population comprises of all Social Studies students of Federal College of Education, Abeokuta. A random sampling technique was used to select One hundred (100) Social Studies Students from three levels from Social Studies department the in Federal College of Education, Abeokuta, Ogun State. A self-developed questionnaire was used as instrument for data collection. The questionnaire contained items on the main title of study. The instrument was given to experts for construct and content validation. Reliability of the instrument was determined using Cronbach Alpha. Data collected were analyzed using Chi-square statistical tool.

Results

Hypothesis 1: There will be no significant relationship between the effectiveness of various methods used in teaching Social Studies and students' academic performance in Social Studies.

Table 1: Contingency table on the significant relationship between the effectiveness of various methods used in teaching Social Studies and students' academic performance in Social studies

Response	F	N	Cal. Value (x ²)	df	Tab. Value (x ²)	Level of Significant	Decision
SA + A	71						
SD + D	21	100	16.6	3	7.812	0.05	REJECTED
TOTAL	100						

Table 1 shows that the calculated chi-square value of 16.6 at a degree of freedom of 3 is greater than the critical value of 7.812 at 0.05 alpha level of significance. Hence, the null hypothesis which stated that there will be no significant influences of There will be no significant relationship between the effectiveness of various methods used in teaching Social Studies and students' academic performance in Social Studies was rejected.

Hypothesis 2: There will be no significant influence on the teachers' teaching method and students' academic performance in Social Studies.

Table 2: Contingency table on the significant relationship between teachers' teaching method and students' academic performance in Social Studies

Respondents	N	Cal Val (x ²)	df	Tab. Val. (x ²)	Level of Significance	Decision
SA + A - 82						
	100	61.9	3	7.812	0.05	Rejected
D + SD - 18						

Table 2 shows that the calculated chi-square value of 61.9 at a degree of freedom of 3 is greater than the critical value of 7.812 at 0.05 alpha level of significance. Hence, the null hypothesis which states that there will be no significant influence on the teachers' teaching method and students' academic performance in Social Studies was rejected.

Discussions

In research hypothesis one which states that there will be no significant influence on the teachers' teaching method and students' academic performance in Social Studies was rejected thus: This implies that there will be a significant influence on the teachers' teaching method and students' academic performance in Social Studies. This statement according to Omotayo (2007) also concluded that the crucial roles the teacher plays in every teaching-learning situation cannot be over-emphasized. However, some of the roles teachers play are as follows: Teachers assist to develop the capacities of learners intelligently on how to solve problems of survival. They serve as role models for students by setting limits and provide framework or essential parts towards success in life. They understand the needs and aspirations of students and always work towards the achievement of their aims and objectives. They are the key motivators of students and major predictors of quality of education in the country. They are also the builders of the nation by imparting knowledge needed to become professionals in all areas such as medicine, law, engineering, agriculture, social sciences, management sciences and political sciences. It is essential for teachers to use child-centred methods to realise the stated objectives, goals and aims of the subject. Abdu-Raheem (2011) observed that the objective of Social Studies is yet to be achieved as a result of poor teaching and lack or inadequacy of instructional materials to motivate students.

In research hypothesis two which states that there will be no significant relationship between the effectiveness of various methods used in teaching Social Studies and students' academic performance in Social Studies was rejected thus: It indicated that there will be a significant relationship between the effectiveness of various methods used in teaching Social Studies and students' academic performance in Social Studies. However, this study was in supported according to Federal Republic of Nigeria (2004) the effectiveness of the various methods of teaching Social Studies at any level of education has been a matter of grave concern to the stakeholders in education over the last two decades. This is because especially; secondary

school has been described as the determinant of the success and failure of the whole education system. Based on the philosophy of education in Nigeria, the ultimate aim of secondary school education is to transform the individual into a sound and effective citizen either to proceed to higher institutions or to start a life properly.

Conclusion

Based on the study, there was a significant influence on the teachers' teaching method and students' academic performance in Social Studies. There will be a significant relationship between the effectiveness of various methods used in teaching Social Studies and students' academic performance in Social Studies.

Recommendations

Government should employ more qualified teachers to enhance the quality of teaching in secondary schools. Teachers of Social Studies should use innovative methods such as problem-solving, discovery, discussion, questions and answers, role play, excursion and so on for the improvement of students' academic performance in schools. Teachers should create an atmosphere conducive to learning in order to enhance the development of students' learning experiences. This can be done by school managers encouraging teachers to make sure that learners are respected, given autonomy and avoiding using discouraging remarks which can de-motivate learners. Teachers should also increase their knowledge of various instructional strategies in order to keep students engaged and motivated throughout the learning process. Principals should provide Social Studies teachers with enabling environment for the use of various methods that can enhance learning and also give room for participatory studentship. Government should also give teachers' welfare a priority by giving them remuneration and encouragement both in cash and kind.

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