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**SOCIAL STUDIES TEACHERS' ROLES IN THE  
ENHANCEMENT OF THE STUDENTS' ACADEMIC  
PERFORMANCE IN UPPER BASIC EDUCATION  
LEVEL IN DELTA STATE**

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Nancy Isioma **ABOGOH** & Lucky **OKORO**

*Department of Social Science Education, Delta  
State University, Abraka, Delta State*

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**Abstract**

*This study aimed to investigate the correlation between the professional development of Social Studies Teachers and the academic achievement of students in Upper Basic Schools located in Delta State, Nigeria. The researcher formulated two study questions and two hypotheses. The research employed a survey research design. The study utilised a methodology that aimed to collect data from a representative sample of individuals within the population. This was achieved through the implementation of a stratified random sampling technique. The sample consisted of 200 students and 40 teachers who were selected from Upper Basic Schools located in the three senatorial districts. The data for this study was generated using questionnaires and examination scores and grades from the basic eight students during the 2022/2023 academic session. The generated data was analysed using mean and correlation statistics. The research discovered that the utilisation of educators who possess high levels of intelligence and are well-suited to the teaching profession had a positive impact on learning outcomes and academic achievement among children attending Upper*

*Basic Schools in Delta State. The study's findings indicate a substantial correlation between Emotional Intelligence, Adaptability of Social Studies Teachers, and the academic achievement of students in Upper Basic Schools in Delta State. The study suggests that educators and counsellors should endeavour to foster elevated levels of Emotional Intelligence among pupils in order to promote their prompt and seamless adaptation to the school environment.*

**Keywords:** Enhancement, Social Studies teachers, Academic performance, Social Studies Students.

### **Introduction**

The presence of students is essential for schools to possess value. Students are considered to be the most crucial resource for any educational establishment. The future prospects of a nation are heavily reliant on the calibre of its educators. Consequently, individuals selected for teaching positions should exhibit a certain level of proficiency in both knowledge and skills, as well as possess a positive mindset conducive to the attainment of educational objectives. The phenomenon of a growing population of children in the school-age bracket has led to a corresponding increase in demand for teachers, encompassing both individuals who hold the requisite qualifications and those who do not meet the essential criteria. As a result, the field of education has emerged as the largest occupation on a global scale (Babalola, 2017). However, despite the increasing number of instructors employed by the government, there appears to be a lack of significant improvement in the academic performance of secondary school students.

Education and training are considered investments in human capital, with the anticipation of generating future returns in terms of revenue and profits for both individuals and society. Additionally, these investments contribute to economic growth by improving academic achievement (Psacharopoulos, 2017). However, one of the primary obstacles encountered by education systems in developing nations such as Nigeria is the need to

generate training and education programmes that are better suited to addressing the diverse local circumstances experienced by young individuals. In the Nigerian context, the government's endeavours to incorporate vocational education into the curriculum as a means of addressing the problem of unemployment have yielded minimal advancements. According to Nafukho (2000), Therefore, it is imperative to have a comprehensive and well-rounded education, complemented by competent educators who possess a proactive mindset.

In the current economic context, vocational education is expected to produce a skilled, competent, and motivated workforce capable of implementing strategies to achieve educational objectives in a comparable fashion. According to Mustapha (2017), the improvement of academic achievement in educational institutions can be attributed to the dynamic interaction between individual characteristics of the kid and the surrounding environmental conditions. Research has indicated that there exists a correlation between the quality of kids' learning experiences during their formative years in school and their subsequent adolescent years. Specifically, a notable proportion of individuals in this demographic exhibit unfavourable outcomes such as increased rates of school dropout, behavioural issues, and even engagement in delinquent activities.

The improvement of academic achievement among Social Studies students at the upper basic education level is a significant issue for various stakeholders, including parents, educators, leaders, and employers. These individuals are invested in the future prospects of these students, as secondary education serves as a foundation for higher or tertiary education. According to Cutler (2019), those who lack a solid secondary education may be perceived as inadequately prepared, even if they have obtained a degree from a Nigerian institution. Paradoxically, it is this very education system that a nation depends on to produce competent and skilled professionals.

The unsatisfactory state of affairs may be attributed to various issues, one of which is the inadequate performance of

students. This deficiency can be traced back to their lack of fundamental knowledge and abilities, which ultimately hampers the effectiveness of teachers in delivering their services. Hence, it can be inferred that a correlation exists between the professional growth of instructors and the academic achievement of students within the classroom setting. Regrettably, there have been reports indicating a reduction in the effectiveness of teachers inside educational institutions over the course of time. This is apparent from the observable outcome that encompasses the academic achievements of pupils in both internal and external assessments.

According to Bolarinwa (2019), the outcomes obtained from both internal and external examinations reflect a disheartening and dissatisfactory condition within our educational system. Marginson (2017) provided a comprehensive enumeration of the diverse elements that have been proposed as potential sources of influence on the field of Social Studies. The underperformance of students can be attributed to various factors, such as inadequate motivation, a highly structured curriculum in Social Studies, ineffective teaching methods, insufficient learning materials, and the psychological factors affecting teachers. Additionally, the adaptability of Social Studies teachers to the working conditions within the teaching profession plays a significant role in student outcomes. The concept of adaptability is a significant component within the framework of Emotional Intelligence. The aforementioned skill is a learned aptitude that signifies the ability to rapidly assimilate novel information and adapt one's behaviour in accordance with changing conditions. The ability of Social Studies teachers to adapt to the working conditions inherent in the teaching profession significantly impacts the academic achievement of students at the upper basic education level.

According to Okorodudu and Okorodudu (2017), the authors characterise the status and condition of service for Social studies teachers in Nigeria as being of low quality and inadequate. Consequently, this has had a significant impact on their work attitude and productivity, which in turn can potentially influence the level of performance enhancement among students in upper

basic education levels. In situations when there is a shortage of resources to support successful teaching, it becomes challenging for teachers to achieve exceptional performance. Social studies educators find themselves functioning within a demanding environment, characterised by adverse working conditions. The field of study known as Social Studies encompasses various disciplines that examine the social, cultural, economic, and political aspects of human societies. Educators frequently encounter an excessive workload due to the obligation of instructing national value subjects, including Social Studies, Civic Education, and Security Education.

This study examines the concept of gender, specifically referring to male and female students. In this context, the concept of gender extends beyond mere biological factors. According to Akpochafo (2009), the perspective presented suggests that gender is a construct that encompasses a framework of societal roles and interactions between individuals of different sexes. It posits that gender is not solely defined by biological factors (sex), but rather influenced by the social, cultural, political, and economic structures inside a given society. Gender disparity has been a prominent topic in literature since the latter half of the twenty-first century, with research examining the relationship between gender and pupils' academic achievement at the secondary school level.

### **Objectives of the Study**

The work was prompted specifically, to address the relationship between Adaptability of Social Studies Teachers to the working condition as contained in the teaching profession and performance of Students in upper basic education level in Delta State. The specific objectives are to:

- i. determine the relationship between adaptability of Social Studies teachers and enhancement of the students' academic performance in upper basic education level.
- ii. determine the extent at which Gender affect the Enhancement of the students' performance in upper basic education level

### **Hypotheses**

The following hypothesis were formulated to guide the study.

- Ho1: There is no significant relationship between Adaptability of Social Studies Teachers and Enhancement of the students' performance in upper basic education level.
- Ho2: There is no significant statistical relationship between gender and Enhancement of the academic performance of Students in upper basic education level.

### **Methods**

The research design employed in this study was a survey methodology. The study sample comprised 200 students and 40 teachers from the Upper Basic School of Delta State. The researchers utilised stratified random selection to choose the participants from a total of 20 public Secondary Schools located within the three senatorial districts. The data collection devices utilised in this study consisted of a questionnaire, as well as the examination scores and grades of students enrolled in the basic eight (8) course during the 2022/2023 academic session. The researchers utilised a standardised questionnaire that was originally produced by Studsrod and Bru (2009) and made appropriate adaptations for its application in their study. All items are rated on a four-point scale, with the response options being Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The response options are assigned weights of 4, 3, 2, and 1, correspondingly. The study utilised statistical techniques such as correlation coefficient of determination, regression analysis, and F-test to examine the presented hypotheses at a significance level of 0.05.

### **Results**

**Research Questions 1:** Is there any relationship between Adaptability of Social Studies Teachers and Enhancement of the performance of Students in upper basic education level ?

**Table 1:** Correlation and coefficient of determination of Adaptability of Social Studies Teachers and Enhancement of students' performance in upper basic education level

Variable	N	R	r <sup>2</sup>	r <sup>2</sup> %	Decision
Adaptability of Social studies teachers	40				
Enhancement of the students' performance in upper basic education level	200	0.053	0.003	0.3	Low Positive relationship
Total	240				

In table 1, the R- value of 0.53 showed a low positive relationship between Adaptability and performance of Students in upper basic Schools. The coefficient of determination was 0.003 and the amount of contribution of Adaptability of Social Studies Teachers to performance of Students in upper basic Schools was 0.3%.

**Research Question 2:** Is there any relationship between Gender Social Studies Teachers and Enhancement of the academic performance of Students in upper basic education level ?

**Table 2:** Correlation and coefficient of determination of gender Social Studies Teachers and Enhancement of the academic performance of Students in upper basic education level

Variable	N		R	r <sup>2</sup>	r <sup>2</sup> %	Decision
	Male	Female				
Gender of Social Studies Teachers	12	28				
Enhancement of the students' performance of Students in upper basic education level	200		0.032	0.001	0.1	Low Positive relationship
Total	240					

Table 2 showed the R-value of 0.032 was a low positive relationship between gender and student Performance in upper basic Schools. The coefficient was 0.001 and the amount or volume of contribution of gender to students' performance in upper basic Schools was 0.1%

**Hypothesis 1:** There is no significant relationship between Adaptability of Social Studies Instructors and Enhancement of students' performance in upper basic education level.

**Table 3:** Linear Regression Analysis of Adaptability of Social Studies Teachers and Enhancement of students' performance in upper basic education level

**Model summary**

R	R-Square	Adjusted R-Square	Standard Error of the Estimate
0.053	0.003	0.001	4.65880

**Anova**

	Sum of Squares	df	Mean Square	F	Sig.
Regression	14.339	1	14.339	0.661	0.417
Residual	5165.661	238	21.704		
Total	5180.000	239			

**Coefficients**

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	47.295	0.918		51.545	0.000
Adaptability	0.494	0.608	0.053	0.813	0.417



Table 3 showed a linear regression output of a relationship between Adaptability of Social Studies Instructors and students' performance in upper basic Schools. The computed F- value of 0.661 and a p-value of 0.417. Testing the hypothesis at an alpha level of 0.05, the p-value of 0.0.417 was larger than the alpha level of 0.05. Hence, the null hypothesis was rejected. This implied a significant relationship between Adaptability and performance of Students in upper basic Schools. The R-Square value of 0.003 showed that 0.3% variance in students' performance in upper basic schools was accounted for by Adaptability of Social Studies Teachers. The under-standardized coefficient ( $\beta$ ) for predicting students' performance in upper basic schools from Adaptability of Social Studies teachers was 0.451, the standardized coefficient ( $\beta$ ) was 0.053,  $t = 0.81$ . Hence Adaptability of Social Studies teachers was not significant at an alpha level of 0.0

**Hypothesis 2:** There is no statistical significant relationship between Gender of Social Studies Instructors and Enhancement of students' performance in upper basic education level.

**Table 4:** Linear Regression Analysis of Gender Social Studies Teachers and Enhancement of the students' performance in upper basic education level

R	R-Square	Adjusted R-Square	Standard Error of the Estimate		
0.032	0.001	-0.003	4.66292		
<b>Anova</b>					
	Sum of Sqaures	df	Mean Square	F	Sig.
Regression	5.211	1	5.211	0.240	0.625
Resident	5174.789	238	21.743		
Total	5180.000	239			
<b>Coefficients</b>					
	Unstandardized Coefficients		Standardized Coefficients		Sig.
		Std. Error	Beta	T	
(Constant)	48.502	1.069		45.391	0.000
Gender	-0.307	0.626	-0.032	-0.490	0.625

Table 4 showed a linear regression output of a relationship between gender and students' performance in upper basic Schools. The computed F-value of 0.625 was greater than the alpha level of 0.05. However, the null hypothesis was accepted. This showed that there was no significant relationship between gender and students' performance. The R-Square value of 0.001 showed that 0.1% variance of gender of the students was discovered to be a significant factor in explaining their performance. The unstandardized coefficient ( $\beta$ ) for predicting school performance of student in upper basic Schools from gender was -0.307, the standardized coefficient ( $\beta$ ) was -0.032,  $t = 0.625$ . Therefore, gender was not significant at an alpha level of 0.05.

### **Results**

The result in hypothesis 1, demonstrated a significant relationship between Adaptability and Enhancement of students' performance in upper basic education level. This indicates that Adaptability of Social Studies Teachers does influence the students' performance. The finding concur with the study of Shafa (2014) who discovered that Adaptability of Social Studies Teachers had no effect on the Enhancement of the students' performance in upper basic education level. The finding supports Bhatia (2012) who studied 340 students on Adaptability discovered significant relationship between Adaptability of Social Studies Instructors, and students' performance. The finding also supports Kasinath (2003) who discovered that students having better or good social and emotional stable and well-adapted, attain good academic scores. Similarly, Akinsolu (2010) reported that the usage of teachers who are well Adapted can positively affect students' performance in secondary schools. In agreement to the finding is the study by Ochie (2016) discovered that the best way to measure students' performance is to evaluate the relative effectiveness of teaching pattern/strategies of school subjects. The study by Oludipe and Oludipe (2010) reported that students have developed negative attitude towards a number of school subjects because of the consistent use of innovative methods employed by teachers in the

classroom. The study result confirmed that constructivist instructed students had high scores on their post-test. This implies positive effect on students' performance when teachers are adapted to the usage of innovative instructional strategies employed in Social Studies. Consequently, innovative strategies are veritable teaching methods that can enhance improved performance is, this shows how adjusted (Adaptation) are teachers in the teaching of Social Studies.

The finding in hypothesis 2, implies no significant relationship between gender and Enhancement of the students' performance. The finding supports that of Joymalya and Mondal (2014) who reported a no significant difference in students' performance. The finding is also in agreement with Makwana and Kafi (2014) who studied 120 secondary school Students and discovered no significant statistical relationship between gender and students' performance. The implication is that creative performance {adaptability of teachers} in terms of originality seems to favour males than females.

### **Conclusion**

The study's findings indicate that the recruitment of teachers with prior experience in teaching is likely to have a substantial positive impact on students' academic achievement in the field of social studies. Additionally, it has been found that the level of adaptability exhibited by teachers significantly influences their ability to assimilate the knowledge given in the field of Social Studies. Similarly, it was observed that there were variations in the performance of male and female students when they were exposed to the creative teaching tactics (namely, adaptability) implemented in this study. The study ultimately revealed that the school environment significantly influences kids' academic achievement.

### **Suggestions**

Educators and guidance professionals should endeavour to instill a strong sense of emotional intelligence within their students, so

promoting a seamless and expeditious adaptation to the school environment. The field of study known as Social Studies encompasses a broad range of academic disciplines that focus on understanding and analysing many aspects of human society. It is imperative for educators to possess a strong sense of passion for their profession. Educators ought to approach their students with the same level of care and responsibility as they would their own offspring, making diligent efforts to address their social, psychological, and intellectual requirements. In order to effectively engage students and facilitate their learning, educators should use motivational approaches and employ diverse instructional strategies. This will facilitate the instruction of social studies.

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