

**INFLUENCE OF TEACHERS PREPARATION ON UPPER BASIC SCHOOL  
STUDENTS' ACADEMIC PERFORMANCE IN SOCIAL STUDIES IN ABAKALIKI  
EDUCATION ZONE, EBONYI STATE**

**Agbo Uchechukwu**  
**Department of Social Studies,**  
**Ebonyi State College of Education,**  
**Ikwo**  
**+2349126499141**  
[agbocuc@gmail.com](mailto:agbocuc@gmail.com)

&

**Prof. D.I. Igba**  
**Department of Arts and Social Sciences Education**  
**Faculty of Social Sciences and Humanities**  
**Ebonyi State University,**  
**Abakaliki**

**Abstract**

The study was conducted to assess influence of teachers' preparation on upper basic school students' academic performance in Social Studies in Abakaliki Education Zone, Ebonyi State. Four specific purposes, four research questions and four null hypotheses guided the study. The study adopted descriptive research design. The Population of the study comprised two hundred and six (206) Upper Basic Social Studies Teachers in Abakaliki Education Zone, the entire population was used in the study. The instrument for data collection was self-developed questionnaire tagged "Influence of Teachers Preparation on Upper Basic School Students' Academic Performance in Social Studies" (ITPUBSSQ) which was validated by three experts, two in the Department of Arts and Social Science Education, and one in Science Education from Ebonyi State University, Abakaliki. The overall reliability coefficient of the instrument was 0.92. The data collected for the study were analyzed using mean(x) and standard deviation (SD) to answer the research questions while t-test statistics was used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed that: teachers qualification, teachers knowledge of teaching experience, Teachers' mastery of content and teachers' classroom management influenced students' academic performance in Social Studies in Abakaliki Education Zone while the hypotheses revealed that there are no significant difference in mean rating of female and male teachers on the influence of teachers qualification, teachers knowledge of teaching experience, teachers' mastery of content and teachers' classroom management on students' academic performance in Abakaliki Education Zone. Based on the findings the study recommended that: Secondary School Education Board should always recruit teachers based on subject qualifications for improvement in the area of subjects and Government of Ebonyi State should always organize in-service training for teachers in order to enhance their teaching experience with the new trend in their field of study.

**Key words:** Influence of Teachers preparation on upper Basic Students' Academic Performance in Secondary Schools.

## **Introduction**

Social Studies is an integrated study of man and the outcome of his interaction with the total environment which enables the learners to acquire necessary values, attitudes, skills and knowledge for solving the societal problems (Ezema, 2018). Edinyang and Mezieobi (2013) define Social Studies as an integrated field of study that probes man's environmental relationship and skills, and imbues man with high-level intellectual skills social skills, and competencies germane to solving man's environmental diverse problems for better and effective living. Social studies is a course of study that studied human beings in various capacity of his interaction with his fellow counterpart (Akpochato, 2013). Indigenous Social Studies in Nigeria shows a great resemblance with the traditional or indigenous education in Nigeria. Indigenous Social Studies education served the purpose of helping the people to understand themselves, their capabilities, as well as their society. It helped to instil in the people the spirit of oneness and coexistence which they needed to survive the vagaries of nature. Through the traditional Social Studies, culture of the people was transmitted to the younger ones through oral tradition, ceremonies and others. It has to be noted, however, that while culture transmission was encouraged, its transfer' or contamination' was jealously guarded against. That is, movement' of culture from one geographical area to another was abhorred. This attitude is in contrast with the modern Social Studies programme which encourages cross-cultural studies world-mindedness. The content of traditional Social Studies was situational in nature. It had no systematized form to be adopted by all at all times. Nevertheless, it followed the format, extending from known to unknown, from simple to complex. The content generally included such issues as: Respect for the elders; Names of the gods; Names and achievements of great ancestors; Community work; Seasons of year; Meaning of death; Family lineage, Farming and hunting techniques; and others (Ikwumelu, 2019). Method of 'teaching' the traditional Social Studies was mainly by oral tradition. Other methods included games and simulation; creative activities and construction. The guiding principle in the selection of appropriate method (s) in the Traditional Social Studies included the age and sex of learners; the social status of the learner's family, vocation of the learner (based on the prediction of oracle at

his/her birth); and membership or otherwise of secret society. Notwithstanding, the imported Social Studies education in Nigeria dates back to 1958 when the former western State of Nigeria first participated in the Ohio Project. The project, as the name indicates, was a bilateral educational arrangement between the former western state of Nigeria and University of Ohio. While the Ohio project lasted, Social Studies were taught to the student teachers in the Western State Teachers Training Colleges, in the Northern part of the country, there was the Northern Nigeria Teacher Education Project (NNTEP). One of the major responsibilities of this project was to write a syllabus and develop teacher education materials that would explain theory and practice of social studies to participating teachers colleges in Bauchi, Bida, Llorin, Kastina, Maiduguri and Sokoto. The NNTEP which lasted from 1964-1969 and was staffed by Nigerians and Americans from the University of Wisconsin succeeded in establishing the concept of Social Studies at the Teacher Training level (Ikumelu, 2019). Practically, social studies curriculum development could be said to have begun at Aiyetoro Comprehensive High School in 1963. To Akpochato (2013) Social Studies is a subject that fosters new and integrated approach aimed at resolving the societal environmental issue. Osake (2014) defines Social Studies education as an integrated field of study that attempts to study man within ramification of his dynamic environment as well as equipping him for purpose of producing competent, humane and effective citizenry who can contribute positively to the good of the society. Njoku and Sunday (2014) posited that Social Studies is an interdisciplinary subject that enables learners to acquire wide knowledge of the surrounding complex phenomena and forces that influence man in his society. Social studies is a program of study that a society uses to instill in students or learners the knowledge, skills, attitude and actions it considers important in the relationships human beings have with each other, their world and themselves (Mezieobi, Ossai and Young 2013).

However, Famwang (2013) defines Social Studies as a subject dealing with human groups of people and their environment- the world over. They stated that Social Studies covers the nature and functions of these human groups: through their structure, organization and their interactions within the environment though Social Studies derived its content from the social sciences and other related subjects, like anthropology, economics, sociology, social psychology, political science, geography and history among others it's not exactly these subjects. They further agree that social studies, as a subject, goes beyond factual knowledge of these subjects. It is intended to present

questions, concepts, issues, generalizations, and problems that would be challenging not only to the problems that the entire citizen. Danladi (2015) define Social Studies as that part of the schools general education programme concerned with the preparation of the citizens for participation in a democratic society.

Nigeria as a multi-ethnic and multi-religious society needs effective means to properly and efficiently harnessing her abundant human and natural resources for holistic national development (Osakwe, 2019). The importance of Social Studies cannot be over-emphasized. This is because the learning of Social Studies equips learners with functional knowledge, attitudes, skills, and values. The functional knowledge, attitude, skills, and values which Social Studies offers could have been the reason why the Federal Government of Nigeria made the subject compulsory at the junior secondary school level.

Nigeria as a nation seemed to realize the importance of quality teachers through the National Policy on Education, which states that designated institutions shall give the required Professional training to teachers provided they continuously meet the required minimum standards. Such institutions shall include: Colleges of Education, Faculties of Education, Institute of Education, National Teachers Institute, National Institute for Nigerian Language (NINLAN), National Mathematics Centre (NMC) and Universities of Education which was premiered in 2017. To improve students' academic performance in secondary schools vehemently called for teacher preparation in the school system. Teachers preparation is basically academic trainings in which teachers embarks for their professional development.

Teacher preparation entails that nations must sustain efforts to produce qualified persons to take up the responsibility of the teaching profession. The teacher is an individual who is specially trained for the job of imparting knowledge to others according to their needs (Uzor, 2019). He engages in interactive behaviour with the learners for the purpose of effecting a change in the learners. For instance Uzor (2019:12) agrees that, "a teacher passes through the teacher-training college or the University to become a trained teacher". According to Uzor, the essence of a teacher going through rigorous teacher-education or training is to fortify or arm him/her with the skills, the ability and expertise that are inherent in the teaching process. As Onyeji (2020) puts it, teachers are specially trained in order to acquire the skills of teaching (i.e. mastery of content) and (mastery

of methodology). The teacher, who is trained and experienced, equally knows how to manage the classroom and how to deliver the objectives of what is taught in the classroom. The teacher occupies a very important position in any school system. According to Akande (2020), teachers' work is very crucial because without the teacher, there will be no president, the governors, senators and illiteracy would have covered the whole earth. With the teacher, there is enlightenment, knowledge and civilization in the world. No nation can rise above its teachers. Therefore, the teaching profession is important because it is the job that produces educated and learned people for the development of the society (Wuji, 2019).

For the teacher to effectively handle any subject well and effectively, preparation is needed. This could be in terms of reading through what is to be taught, writing note of lessons, editing what is to be taught in order to deliver the lesson and for the students to maximize the objectives of what has been taught. According to Arinze (2020), effective teacher preparation comes as a result of previous professional development the teacher had undergone. This culminates from the strict education the teacher has received which had helped him to master the nitty gritty of the arts of teaching and classroom management (Greenfield, 2018). Greenfield observes that both the preparation and professional development of a teacher give the teacher the impetus and academic authority to effectively teach in the classroom and by extension, the effective learnability of the students. Greenfield is of the opinion that, effective teaching as a result of preparation and professional development result in effective students' academic achievement in any subject-matter, at any school level (primary, secondary and tertiary institutions).

### **Statement of the Problem**

The problem in the teaching and learning process is usually linked to teacher-related factors. For instance, the academic performances of students are affected negatively, when teachers do not possess the necessary mastery of the content or possess poor teaching method. Teachers' negative attitudes, poor personality, inexperience, poor classroom management, poor personal hygiene, poor teacher – student relationship, lack of needed skills and poor judgments in the classroom, also contribute greatly to the poor academic achievement of students in the school. Not only that, many teachers are dedicated to work and therefore, find it difficult to prepare themselves before appearing in the classroom. This has caused them to be poorly exposed to the course materials and

deficiency in the mastering of what to teach. By extension, this has caused the great down-ward trends of the quality and educational standards in Nigerian school system.

So lack of training on professional development, are mostly factors militating against high academic performance of students in the Nigerian school systems (Kalusi, 2010). Social Studies is not an easy subject, students, more often complain that the subject is difficult to understand, some say that, it is boring, unexciting and does not appeal or sustain interest. On the other hand, even Social Studies teachers say that some concepts and theories on the subject are difficult to explain and that most students lose interest easily in the subject. The situation is heightened by the current development in the curriculum and the nature of questions which students are exposed to by various examining bodies. To Adeyanju (2018), students hardly sit with confidence and write any examination on the subject without seeking for assistance from various sources. The ugly trend manifests in the students' poor performance in both internal and external examination.

Students' scores in the subject matter (Social Studies), show that the percentages of students who made ordinary passes and those who failed completely were high while those who made distinction and credit were not appreciable. As if the poor performance is not enough, most secondary school graduates cannot boast of a reasonable knowledge of the basic principles of Social Studies, neither could they engage in a sustained and sound argument on social issues, analyze or interpret Social Studies policies and events appropriately. It therefore becomes questionable, if the objectives of introducing Social Studies in junior secondary schools are achieved at the end of the students' stay in school. Presently, what could be the problem? Could it be that teachers no longer perform their jobs as they should or that students are not have the propensity to make the academic success again or have education administrators failed in their duties?. Based on these, number of reasons may be identified to be accountable for the poor performance of students which mostly lead to teacher's preparation and attitude. Based on the worrisome situations, this study asking: what is the influence of teachers preparation on upper Basic school students' academic performance in Social Studies in Abakaliki Education Zone, Ebonyi State?

## **Purpose of the Study**

The main purpose of the study is to investigate into the influence of teachers preparation on upper basic school students' academic performance in Social Studies in Abakaliki Education Zone, Ebonyi State. Specifically, the study seeks to:

1. Find out the influence of teachers' qualifications on secondary school students academic performance in Social Studies in Abakaliki Education Zone of Ebonyi State.
2. Ascertain the influence of teachers' knowledge of teaching experience on secondary school students' academic performance in Social Studies in Abakaliki Education Zone.
3. Ascertain the influence of teachers' mastery of content on students' academic performance in Social Studies in Abakaliki Education Zone.
4. Examine the influence of teachers' classroom management on students' academic performance in Social Studies in Abakaliki Education Zone.

### **Scope of the Study**

This study was embarked upon to investigate the Influence of Teachers Preparation on Upper Basic School Students' Academic Performance in Social Studies in Abakaliki Education Zone, Ebonyi State. The variables include: teachers' qualifications, years of teaching experience of the teachers, teachers' mastery of content and teacher's classroom management. The study was restricted to Social Studies teachers in Government owned schools in Abakaliki Education Zone of Ebonyi State.

### **Research Questions**

The following research questions guided the study:

1. What is the influence of teachers' qualifications on secondary school students' academic performance in Social Studies in Abakaliki education Zone?
2. What is the influence of teachers' teaching experience on secondary school students' academic performance in Social Studies in Abakaliki education Zone?
3. What is the influence of teachers' mastery of content on secondary school students' academic performance in Social Studies in Abakaliki Education Zone?
4. What is the influence of teachers' classroom management on secondary school students' academic performance in Social Studies in Abakaliki Education Zone?

## **Hypotheses**

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

- 1:** There is no significant difference in mean ratings of the influence of teachers qualification on secondary school students academic performance in Social Studies between female and male teachers in Abakaliki Education Zone.
- 2:** There is no significant difference in mean ratings of the influence of teaching knowledge of experience on secondary school students' academic performance in Social Studies between female and male teachers in Abakaliki Education Zone.
- 3:** There is no significant difference in mean ratings of the influence of teachers' mastery of content on students' academic performance in Social Studies between female and male teachers in Abakaliki Education Zone.
- 4:** There is no significant difference in mean ratings of teachers' classroom management influence students' academic performance in Social Studies between female and male teachers in Abakaliki Education Zone.

## **Methodology**

The design employed to this study was a descriptive survey research design. Descriptive research survey design is mainly concerned with describing events as they are without any manipulation of what is being observed. It is a design approach which is aimed at collecting data and describing events in a systematic manner, the characteristics or facts about a given population (Nworgu, 2006). The design is justified for this study because the researcher tend to collect original and relevant data from the respondents (sample) and analyze them as there are without manipulation. The study fits into the design as it aims at examining the influence of teachers preparation on upper basic school students, performance in Social Studies in Abakaliki Education Zone. This study was conducted in Abakaliki Education Zone, which is one out of the three Education Zones in Ebonyi State. Abakaliki Education Zone is made up of four Local Government Areas: Abakaliki, Ebonyi, Izzi and Ohaukwu respectively. Abakaliki Education Zone is bound within the East by Cross River



State, in the West by Ishielu Local Government, in the North by Benue State, while in the South by Ezza North Local Government Area.

The Population of the study comprised all the Upper Basic schools Social Studies Teachers in Abakaliki Education Zone. There were two hundred and six (206) Social Studies Teachers in the seventy seven (77) schools in Abakaliki Education Zone. The breakdown has 104 male teachers and 102 female teachers (Universal Primary Education Board, 2022).

The instrument for data collection was structured questionnaire titled: Influence of Teachers Preparation on Upper Basic School Students' Academic Performance in Social Studies Questionnaire (ITPUBSSAPSSQ). The questionnaire had two parts: A and B. Part A contained the bio-data (information) of the respondents while Part B contained thirty-three (33) items arranged in four clusters. Cluster A solicited data on teachers qualification which contain 10 items. Cluster B solicited data on teaching experience which has 8 items. Cluster C solicited information on teachers mastery of content with 6 items and Cluster D solicited information on teachers classroom management which contain 9 items.

The questionnaire items were structured on a four point rating scale of Strongly Agree = SA, Agree = A, Disagree = D, Strongly Disagree = SD with their numerical values assigned as 4, 3, 2 and 1 respectively.

The questionnaire was face –validated to ensure the appropriateness of the items. Three experts, one from Measurement and Evaluation Unit of Science Education Department and two from the Department of Arts and Social Science Education, all from Ebonyi State University Abakaliki, validated the instrument. These experts critically examined the items on the drafted questionnaire to ascertain whether the instrument would measure what is expected to measured. In order to determine the reliability of the instrument, the questionnaire was administered on twenty-eight teachers in secondary schools in Onueke Education Zone of Ebonyi State, which is outside the study area but possesses the same characteristics with the area of the study. The characteristics are (a) public secondary schools (b) teachers employed by state government (c) their principals operate the same administrative tasks from primary education board and (d) the schools have the same curriculum. The internal consistency of the instrument was computed using Cronbach Alpha. The overall reliability coefficient of the instrument was 0.923. The internal consistency of each subscale of the instrument was computed separately. Each of the sections A, B, C and D, had reliability coefficient of 0.784, 0.891, 0.525 and 0.678 respectively. Since the overall reliability

coefficient of 0.923 was obtained, the instrument was considered reliable for use in the present study. Research questions 1-4 were answered on individual item basis using mean and standard deviation. In taking decision for the research questions, 2.50 was used as bench mark for decision taking. The 2.50 was derived by adding the nominal values of the rating scales and divided by the number of cases. Thus:  $4+3+2+1 = 10 \div 4 = 2.50$ . Therefore, any item in the instrument with the mean score of 2.50 and above was regarded as the Teachers Preparation factors that influence students' academic performance in Social Studies and any item with the mean score below 2.50 was adjudged as the factor that did not influence students' academic performance in Social Studies. The t-test of difference between means of independent variables was utilized for testing the hypotheses at 0.05 level of significance on individual item basis. Any null hypothesis with calculated t-value greater than the critical table value was rejected while the one with calculated t-value less than the critical (table) value was not reject.

## **Result**

### **Research Questions 1**

What is the influence of teachers' qualifications on secondary school students' academic performance in Social Studies in Abakaliki education Zone of Ebonyi State?

**Table 1: Description of the Responses on Influence of Teachers' Qualifications on Secondary School Students' Academic Performance in Social Studies**

S/N	ITEMS	N	$\bar{X}$	SD	Decision
1.	Recruitment of trained teachers in teaching of Social Studies will influence students' academic performance positively	206	3.51	0.58	Influenced
2.	Lack of qualified teaching personnel in the teaching of Social Studies retard students' academic performance	206	3.33	0.66	Influenced
3.	Unqualified teachers have incomplete pedagogical content knowledge, which affect students' academic performance	206	3.15	0.64	Influenced
4.	Recruitment of no specialist in the teaching of Social Studies retards students' academic performance	206	2.70	0.77	Influenced
5.	Teachers frequent involvement in workshop and seminar improve students' academic performance	206	3.40	0.75	Influenced
6.	Untrained teachers in teaching profession retard students' academic performance positively	206	3.40	0.64	Influenced
7.	High academic qualification of teachers enhances students' academic performance very positively	206	3.31	0.64	Influenced
8.	Lack of experiences for teaching personnel upgrade retard students' academic performance in Social Studies	206	3.32	0.85	Influenced
9.	Recruitment of unqualified teachers, results to the poor academic performance of students in Social Studies	206	3.49	0.56	Influenced
10.	Seminars, workshops and in-service courses for enhance students' teachers of Social Studies students, academic performance	206	3.41	0.54	Influenced
<b>Grand Mean</b>			<b>3.30</b>	<b>0.66</b>	<b>Influenced</b>

The result presented in Table 1 showed the mean ratings of on the influence of teachers' qualifications on secondary school students' academic performance in Social Studies in Abakaliki education Zone of Ebonyi State. Items 1,2, 3, 4, 5, 6, 7, 8, 9 and 10 with mean scores of 3.51, 3.33, 3.15, 2.70, 3.40, 3.40, 3.31, 3.32, 3.49, 3.41 and standard deviation of 0.56, 0.66, 0.64, 0.77, 0.75, 0.64, 0.64, 0.88, 0.56 and 0.54 respectively showed that teachers' qualifications influence secondary school students' academic performance in Social Studies in Abakaliki education Zone of Ebonyi State. This is because from the table all the items obtained a mean value that is above 2.50 which is the cut – off point. This implies that recruitment of trained teachers in teaching of Social Studies will influence students' academic performance positively, lack of qualified teaching personnel in the teaching of Social Studies retard students' academic performance, unqualified teachers have incomplete pedagogical content knowledge, which affect students' academic performance, recruitment of non-specialist in the teaching of Social Studies retards students' academic performance, teachers frequent involvement in workshop and seminar improve students' academic performance, Untrained teachers in teaching profession retard students' academic

performance positively, high academic qualification of teachers enhances students' academic performance very positively, lack of experiences for teaching personnel upgrade retard students' academic performance in Social Studies, recruitment of unqualified teachers, results to the poor academic performance of students in Social Studies, seminars, workshops and in-service courses for enhance students' teachers of Social Studies students, academic performance. Therefore, based on items scores and average mean of the items it was agreed that teachers' qualifications influenced secondary school students' academic performance in Social Studies in Abakaliki education Zone of Ebonyi State.

## Research Questions 2

What is the influence of teachers' teaching experience on secondary school students' academic performance in Social Studies in Abakaliki education zone of Ebonyi State?

**Table 2: Description of the responses on influence of teachers' teaching experience on**

S/N	ITEMS	N	$\bar{X}$	SD	Decision
11	Teacher's level of experience improves students' academic performance in Social Studies in an interesting manner	206	3.41	0.59	Influenced
12	Years of teachers' services enhance students' academic performance in Social Studies positively	206	3.06	0.85	Influenced
13	Teachers teaching content has positively influence in enhancing students' academic performance	206	3.08	0.55	Influenced
14	New teachers have incomplete pedagogical content knowledge, and this demoralize students' academic performance very seriously	206	3.16	0.66	Influenced
15	Teachers' reliance on unmodified subject matter knowledge has negative influence students' academic performance negatively	206	3.24	0.87	Influenced
16	Experienced teachers make pedagogical decision which enhances academic performance of students	206	3.58	0.57	Influenced
17	Pre service teachers have difficult to articulate subject matter concept, this retards students' academic performance	206	3.22	0.64	Influenced
18	Experienced teachers have a better overarching which enhance academic performance of students in admirable manner	206	3.00	0.92	Influenced
<b>Grand Mean</b>			<b>3.22</b>	<b>0.71</b>	<b>Influenced</b>

**secondary school students' academic performance in Social Studies**

The result presented in Table 2 showed the mean ratings of respondents on the influence of teachers' teaching experience on secondary school students' academic performance in Social Studies in Abakaliki education zone of Ebonyi State. Items 11, 12, 13, 14, 15, 16, 17 and 18 with mean scores of 3.41, 3.06, 3.08, 3.16, 3.24, 3.58, 3.22, 3.00 and standard deviation of 0.59, 0.85, 0.55, 0.66, 0.87, 0.57, 0.64 and 0.92 respectively showed the influence of teachers' teaching experience on secondary school students' academic performance in Social Studies in Abakaliki education zone of Ebonyi State. This is because from the table all the items obtained a mean value that is above 2.50 which is the cut – off point. This implies that Teacher's level of experience improves students' academic performance in Social Studies in an interesting manner, Years of teachers' services enhance students' academic performance in Social Studies positively, Teachers teaching content has positively influence in enhancing students' academic performance, New teachers have incomplete pedagogical content knowledge, and this demoralize students' academic performance very seriously, Teachers' reliance on unmodified subject matter knowledge has negative influence students' academic performance negatively, Experienced teachers make pedagogical decision which enhances academic performance of students, Pre service teachers have difficult to articulate subject matter concept, this retards students' academic performance, Experienced teachers have a better overarching which enhance academic performance of students in admirable manner. Therefore, it was upheld that teachers' teaching experience influenced secondary school students' academic performance in Social Studies in Abakaliki education zone of Ebonyi State.

### **Research Question 3**

What is the influence of teachers' mastery of content on secondary school students' academic performance in Social Studies in Abakaliki Education Zone of Ebonyi State?

**Table 3: Description of the responses on influence of teachers' mastery of content on secondary school students' academic performance in Social Studies**

S/N	ITEMS	N	$\bar{X}$	SD	Decision
19	Adequate mastery of subject matter by teacher improves students' academic performance in a joyful manner	206	3.41	0.62	Influenced
20	Poor teacher quality in mastery subject task brings about poor performance resulting to high rate of failure among secondary school students very easily	206	3.31	0.85	Influenced
21	Mastery of subject matter makes the teaching/learning process very effective	206	3.41	0.53	Influenced
22	Mastery of subject matter should be a criterion for teacher recruitment in order to improve students' academic performance	206	3.28	0.70	Influenced
23	Teacher mastery of subject contents influences students' performance in Social Studies positively	206	2.96	0.82	Influenced
24	Teacher mastery of subject matter in areas of specialization influence students' performance in Social Studies positively	206	3.34	0.62	Influenced
<b>Grand Mean</b>			<b>3.28</b>	<b>0.69</b>	<b>Influenced</b>

The result presented in Table 3 showed the mean ratings of respondents on influence of teachers' mastery of content on secondary school students' academic performance in Social Studies in Abakaliki Education Zone of Ebonyi State. Items 19, 20, 21, 22, 23 and 24 with mean scores of 3.41, 3.31, 3.41, 3.28, 2.96, 3.34 and standard deviation of 0.62, 0.85, 0.53, 0.70, 0.82 and 0.62 respectively showed that teachers' mastery of content influence secondary school students' academic performance in Social Studies. This is because from the table all the items obtained a mean value that is above 2.50 which is the cut – off point. This implies that adequate mastery of subject matter by teacher improves students' academic performance in a joyful manner, poor teacher quality in mastery subject task brings about poor performance resulting to high rate of failure among secondary school students very easily, Mastery of subject matter makes the teaching/learning process very effective, mastery of subject matter should be a criterion for teacher recruitment in order to improve students' academic performance, Teacher mastery of subject contents influences students' performance in Social Studies positively and that teacher mastery of subject matter in areas of specialization influence students' performance in Social Studies



positively. It was therefore agreed that teachers' mastery of content influenced secondary school students' academic performance in Social Studies.

**Research Question 4** What is influence of teachers' effective classroom management on

S/N	ITEMS	N	$\bar{X}$	SD	Decision
25	Effective management of classroom influences students' academic performance in Social Studies positively	206	2.73	0.77	Influenced
26	Using counselling methods in teaching Social Studies involves students in examining and correcting their inappropriate behaviours enhances students' academic performance appropriately	206	3.35	0.75	Influenced
27	Teachers involving students in selecting punishment for disobeying classroom rules improve their classroom performance rewardingly	206	3.34	0.83	Influenced
28	Catching students in inappropriate behavior and punishing them improve academic performance of the students in Social Studies subjects very tremendously	206	3.47	0.54	Influenced
29	Using counselling methods in teaching Social Studies involves students in examining and correcting their inappropriate behavior enhance students' academic performance appropriately	206	3.43	0.49	Influenced
30	Ensuring that teachers have clearly stated rules and procedures with established consequences enhance students' academic performance	206	3.33	0.60	Influenced
31	Classroom routine monitoring by teachers improve students' academic performance very fast	206	3.00	0.77	Influenced
32	Keeping students engaged in classroom activities by teachers enhances students' performance	206	2.94	0.81	Influenced
33	Teachers' recognition of students' brilliant performance in the classroom encourages others to improved academic performance unknowingly	206	3.50	0.50	Influenced
Grand Mean			3.23	0.67	Influenced

secondary school students' academic performance in Social Studies in Abakaliki education zone of Ebonyi State? **Table 4: Description of the responses on influence of teachers' effective classroom management on secondary school students' academic performance in Social Studies**

The result presented in Table 4 showed the mean ratings of respondents on the influence of teachers' effective classroom management on secondary school students' academic performance in Social Studies in Abakaliki education zone of Ebonyi State. The respondents show their choice of items statement thus: Items 25-33 with mean scores of 2.73, 3.35, 3.34, 3.47, 3.43, 3.33, 3.00, 2.94, 3.50 and standard deviation of 0.77, 0.75, 0.83, 0.54, 0.49, 0.60, 0.77, 0.81 and 0.50

respectively showed that teachers' effective classroom management influence secondary school students' academic performance in Social Studies.

This is because from the table all the items obtained a mean value of 3.28 that is above 2.50 which is the cut – off point. This indicates that effective management of classroom influences students' academic performance in Social Studies positively, using counselling methods in teaching Social Studies involves students in examining and correcting their inappropriate behaviours enhances students' academic performance appropriately, teachers involving students in selecting punishment for disobeying classroom rules improve their classroom performance rewardingly, catching students in inappropriate behavior and punishing them improve academic performance of the students in Social Studies subjects very tremendously, using counselling methods in teaching Social Studies involves students in examining and correcting their inappropriate behavior enhance students' academic performance appropriately, ensuring that teachers have clearly stated rules and procedures with established consequences enhance students' academic performance and that teachers recognition of students' brilliant performance in the classroom encourages others to improved academic performance unknowingly. The responses show that teachers' effective classroom management influenced secondary school students' academic performance in Social Studies in Abakaliki education zone of Ebonyi State.

## **Conclusion**

The following conclusion was drawn based on the findings which revealed that Teachers qualification, teachers knowledge of teaching experience, Teachers' mastery of content and Teachers' classroom management influences students' academic performance in Social Studies in Abakaliki Education Zone while the hypotheses revealed that there are no significant difference in mean rating of female and male teachers on the influence of teachers qualification, teaching experience, teachers' mastery of content and teachers' classroom management on students' academic performance in Abakaliki Education Zone.

## **Recommendations**

From the findings of the study and the conclusion drawn, the researcher proffered the following recommendations.



1. As regards to Influence of teachers' qualifications on secondary school students' academic performance in Social Studies, Secondary School Education Board should always recruit teachers based on subject qualifications for improvement in the area of subjects.

2. In case of Influence of teachers' teaching experience on secondary school students' academic performance in Social Studies, Government should always organize in-service training for teachers in order to enhance their knowledge of teaching experience with the new trend in their field of study.

## References

Adam, U. (2017). Pattern of enrolment in Physics and students' education of contributory factors in Nigerian college of education. *African Journal of Educational Research* 9 (1),136-146.

Adeleke, S. (2016) Technology and development. Lead paper. *Book of Readings in Business Education*, 1(2):1-5.

Adeleye, D. (2019). Improvisation of instructional materials for teaching and learning in secondary schools as predictor of high academic standard. *Nigerian Journal of Social Sciences*, 2(1), 131-143.

Ademola, U. (2005). *Influence of teachers' experience on students' interest and performance in Social Studies*. Ibadan: Molaris Publisher.

Adeyanju, H.I. (2018). *Techniques of teaching and teaching profession*. Abeokuta: Allahu Sati Printing works.

Ahmed, L. (2018). Influence of teachers' gender on students' interest and performance in History in selected secondary schools in Wakiso District, Sokoto State. *Unpublished Dissertation*

Ahmed, L. (2018). *Perceived influence of school variable and teachers job performance in selected secondary schools in Sokoto State*. Usman Publishers.

Ajzen, K. (2015) *Introduction to educational planning, administration and supervision*. Lagos: YYPS Publisher.

Akande, O (2020) Adventure education and resilience: The double-edged sword. *Journal of Education and Outdoor Learning*, 1(2), 35-42.

Akinlaye, I (2018). Teaching Art from Planning to Evaluation. Pegem A Yayinlari, Ankara. *Econometrica*, 73(2), 417-458.

- Akpochefo, W. P. (2013), Are best pedagogical practices in Social Studies really the best? *A lead paper presented at the 29th National conference of Social Studies Educator Association of Nigeria (SOSCEAN) at the Ignatius Ajuru University of Education, Rumulolumeni, Port-Harcourt* 15th -19th July, 2013.
- Alabi, S. (2011). *Influence of teachers' experience on students' interest and performance in Mathematics*. Kogi State: Usman Press.
- Ali, A. (2006). *Conducting research in education & social sciences*. Enugu: Tashiwa Network Limited.
- Arastch, F. (2010). Interest in schooling and science achievement of junior secondary school students in Ekiti State, Nigeria. *College Teaching Methods & Styles Journal*, 4(8), 33-40.
- Arinze, O. (2020). Teachers Apathy to teaching, *A Paper delivered at 42nd Annual National Conference of ANCOPSS held at Akure on 12 – 16 April*.
- August, A. (2008). *Teachers capacity and students development*. New York: Paris