

Teachers-Related Factors as Determinants of Students' Academic Achievement in Social Studies in Southwest, Nigeria

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Abstract

The achievement of students in Social Studies in recent years have shown that they have not been doing well. This may be due to factors that are teacher-related, government-related or student-related. Many studies had been done in relation to factors affecting academic achievement of students which may not have solely concentrated on teacher-related factors as it affects Social Studies achievement. This study investigated teacher-related factors as determinants of Junior Secondary students' academic achievement in Social Studies. All the teachers and students in the Junior Secondary Schools in Southwest, Nigeria form the population for the study. Purposive, random and multistage sampling techniques were used to select two senatorial districts from each State and five local governments. Intact classes of the Junior Secondary School students were used with one Social study teacher in each school. Two research instruments-Teacher-Related Factors Questionnaire (TRFQ) ($\alpha=0.67$) and Social Studies Achievement Test (SSAT) ($KR_{20}=0.65$) were developed and used for data collection. One research question and two hypotheses were postulated and answered. Data were analyzed using descriptive statistics and multiple regression analysis. The results showed that teacher-related factors jointly determined students' academic achievement in Social Studies ($R = .605$, $R^2 = .366$, $F_{(3, 3478)} = 668.937$, $p < 0.05$ level).). Teaching methods ($\beta = .243$, $p < .05$), Instructional materials ($\beta = .052$, $p < .05$) and In-service training ($\beta = .392$, $p < .05$) relatively contribute to students' academic achievement. It was recommended that teachers should update their knowledge through in-service training, seminars, workshops, symposia and use different instructional materials to enhance students' academic achievement in Social Studies.

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Keywords: Teacher-related factors, Teaching methods, Instructional materials, In-service training, Student academic achievement

Introduction

Social studies as a subject is of fairly recent origin throughout the world. It did not exist as a distinct subject before the Second World War. The Social science (that is Sociology, Economics and Political Science) were thought to cover adequately the study of society and its institutions. Man lives in society with all the factors that affect him working on each other and on himself all the time. Therefore, to fully understand man and his problems in society and the various ways in which he interacts with his environment, it is necessary to view all the factors together. After all, man does not live his life in bits. He lives his life as a whole in the sense that he is involved in politics, makes history, creates science and technology, as and when his urges dictates. This way of looking at man in society as a whole came about as result of experience during the Second World War. During the war, it became apparent, especially in the physical sciences and technology, that to solve problems satisfactorily, it was necessary to identify all the relevant links in the chain of which the problem formed a part.

Solving a problem in isolation might create other problems which could be worse than what the solution intended to remove. So it is always useful to think of the consequences of solving a problem. The solution should take account of important issues associated with the original problem (NERC, 1986). It is this approach that now produced the trend, especially in the advanced countries, that if, for instance, if one wants to build a factory, one should not only think of the goods the factory will produce; it is also necessary to think of the effects (good or bad) that the factory and its goods will have on society and the environment. This broadened outlook is now having profound effects on the way all problems (social, scientific, technological) are viewed and solved. Social Studies is one result of this general outlook that all aspects of society are interlinked. Social Studies as a subject is the integrated study of social sciences and humanities to promote civic competence (NCSS, 1993).

Economics is an integral part of Social Studies education, as students learn about the factors of production such as land, labour, capital and entrepreneurship, they begin to realize that these all contribute to what goods and services are available for consumers. Students study economic trends as they study history so they can better understand events such as recession. It also helps them to set career goals aligned with their personalities; it teaches us about the world around us, discover the ways in which people depend upon each other for important things such as food and energy resources. Also, it teaches us the importance of understanding and cooperating with people in Nigeria and throughout the world, it teaches us to become good citizen of the world. It teaches and trains Nigerians to be good citizens and nation-builders. It does this by helping students to develop good skills, habits and positive attitudes towards one another and towards the nation. It enables Nigerians to know and use the resources of their physical environment very well⁸. Through Social Studies we learn about inheritance and our past and present experiences and how to use these to solve our present problems.

The performance of students in the Basic Education Certificate Examination (BECE) for the year 2007 to 2016 for Social Studies in all the six states in the Southwest, Nigeria showed that we have not been able to record 100% success in the subject.

Teachers characteristics are the behavior exhibited by teachers to achieve goals and objectives of education in the school. The first and foremost resource for the teaching of Social Studies is the teacher. The teacher is the prime source of information of organization, guidance and implementation of learning. The teacher ensures that the presentation of information will be effective and that the quality of what is taught will be significant as the first available resource.

The teacher has the responsibility to set out what is going to be taught and what is going to be learned by students. It is the teachers' duty to determine the most important things for the students to learn so as to promote students' academic achievement. Teacher characteristics variables that will be discussed in the study are teaching methods, instructional materials, and in-service training.

Teaching methods are the strategies used by teachers to facilitate effective teaching and students' academic performance in the school. Due to the importance and relevance of the subject, it is important that Social Studies teacher should approach his subject with a deep insight into human nature and his problems. He has to develop an open thought, critical mind, which is prepared to accommodate and encourage a free expression of the point of view and sound disagreement with him from his pupils. He has to be prepared to be less dogmatic and to accept the fact that he as a teacher is not a monopoly of knowledge, therefore he need to use various strategies to arouse the curiosity of students and to make them learn better (Donovan & Cross, 2002). The various methods are used in teaching Social Studies include Lecture method, construction method, creative activity method, inquiry method, discussion method, problem solving method, dramatization method, stimulation method, storytelling method, role play method, demonstration method, field trip method and laboratory method.

Teaching methods have provides opportunity for all to think together, makes learning more effective and meaningful, engenders the students to develop self-reliance and leadership skills, enables pupils to be actively engaged in asking questions, arouses the curiosity of students, makes learning process more natural and realistic, makes learning more permanent and recall is easier, build in students' spirit of healthy competition, makes learning process more natural and realistic, trains pupils to accept defeat with open minds like sportsman, promotes the pupils involvement in classroom interaction and encourages the teacher to teach well (NERC, 1986). A situation where a teacher uses only one method everyday will impede students' interest which can lead to poor academic achievement of students.

Instructional materials are resources a teacher uses to facilitate the teaching and learning process (TESSA, 2011). Experience has shown that most good teachers appreciate the need for instructional materials in the teaching and learning process. However, permanent learning can take place only when pupils actively participate in a variety of learning activities that challenge them to think creatively. This calls for using instructional materials effectively. They help teacher to explain the topic content for better understanding of students. Several studies carried out have shown that Social Studies is one of the subject that can only be understood better if taught with instructional materials (Abiodun-Oyebamiji & Adu 2007). Instructional materials are such that are used by teachers to aid explanations and make learning of subject matter understandable to students during teaching learning process (Isola, 2010). According to Obanya, Onasanya (2004), non-availability and inadequacy of instructional materials are major causes of ineffectiveness of the school system and poor performance of students in schools. It is very important to use instructional aids for instructional delivery to make students acquire more knowledge and to promote academic standard (Ahmed, 2003). Instructional materials help teachers to teach conveniently and the learners to learn easily without any problem (Enaigbe, 2009). Also instructional materials have direct contact with all sense organs. Instructional materials are very significant learning and teaching tools. The need for teachers to find necessary materials for instruction to supplement what textbooks provide in order to broaden concepts and arouse students 'interests in the subject are some of the ingredients of the use of instructional materials

(Olumorin., Yusuf., Ajidagba, &Jekayinfa, 2010). The advantages of instructional materials are that they are cheaper to produce, useful in teaching large number of students at a time as it encourages learners to pay proper attention and enhance their interest (Kochhar, 2012).

Instructional materials gains and holds the attention of the learner, provides visual aspects to a process of technique, focus attention or highlight a portion of the lesson, create impact, facilitates the understanding of abstract concepts, save time by limiting the use of wordily explanations, provides a common framework of experience to a large number of learners, simulate reality, provides opportunity for the learner to manipulate objects in the environment and help to convey the message objective. Social studies is a unique and versatile subject that should be taught interactively. Its importance cannot be over-emphasized since it forms the basis of subjects like history, geography, sociology, anthropology. It is meant to serve as a foundation to make learner have permanent experience. For learning to be permanent, instructional materials should be employed. Teachers should take the pain of providing instructional materials using available resources in their locality to enhance effective teaching and learning of Social Studies. On the other hand, when lessons are taught without instructional materials, teachers will not be effective and efficient in the class, the resultant effect is poor academic achievement of students.

In-service training is the application of appropriate means to promote the professional growth and development of workers while on the job. It is the planned professional activities designed to improve the technical and pedagogical competencies of workers. It is noted that teachers' education will continue to take cognizance of changes in methodology and curriculum and as a result teacher will be regularly exposed to new innovations (NPE, 2004). The policy stated that In-service training will be developed as an integral part of continuing teacher education. The pre-service training of the teacher is very fundamental to the training of Social Studies teacher as such a training need to reflect the nature of the work he/she will be called upon to perform after training. At present, few secondary schools offer the subject only at their first and second years. This approach, in spite of the recommendation of the National curriculum conference that the subject be made compulsory for all students, tends to present a wrong image and objective of the discipline. At the inception of Social Studies as a subject, there were no teachers to teach it since it was a new subject, hence, history, geography and economics teachers were employed to teach it. There is therefore the need for pre-service training for such teachers to make them vibrant in the subject and update themselves. Training and retraining of teachers should be vigorously pursued to ensure quality service delivery (Katz, 2007). Government should ensure that teacher education programs are constantly reviewed in the light of new challenges in teaching to engender student academic performance (Galluzzo, 2005). In a situation where a teacher is stagnant, without attending any seminar, workshop, conference and refresher training to improve his pedagogical competence so as to keep them vibrant, such teacher will not be effective and efficient and the effect will be low academic achievement of students.

Edem& Obi, (2000) opined that training and retraining programme for employee improves changes, mould the employees' knowledge, skills, behaviour, aptitude and attitude towards the requirement of the job. Our educational system is witnessing a continuous growth, thus making the need for teacher retraining and retraining very crucial and necessary. It is argued that teaching requires professional training so that the individual can gain enough skills in the art of impacting knowledge to the learner. Since teaching in Nigeria is not strictly professional and

most teachers enter into the teaching profession with an increasing varied background of academic, professional and occupational experiences, there is need for a reliable in-service education programme if such teachers must assume responsibility for training students (Akpabio, Kida & Iyaku, 2000). In-service training is important factors that contributes to improved performance of the teachers and therefore improve academic performance of the students (Clotfelter & Freg, 2005).

The teacher of Social Studies operates within the society. His role therefore lies at the heart of the intellectual and social life of the society and it is through him that each generation comes to terms with its heritage, produces new knowledge and learns to deal with change and has been educated well enough to act as transforming element (NERDC, 2012). This implies that the Social studies teacher must meet today and tomorrow's needs of the Nigerian society which has to be both integrated into the community and integrator of the community for the purpose of improving academic achievement.

Social studies education aims at enabling the Nigerian child to develop the spirit of patriotism, tolerance and other types of productive qualities of a citizen. Unfortunately, the subject is suffering from experts who can teach it well because it was recently introduced. The school authority usually asks teachers who study Geography, History, Economics and Sociology, N- power and Youth Corpers who do not know the technicalities of the subject to teach the subject. Such teacher will only be teaching 5% of what an expert in the subject will teach. This has contributed to low academic performance in the subject. The poor academic performance of student in Social Studies had in the past give a cause for concern for the public and school operators. Parents and other stakeholders in education have condemned the high rate of poor academic achievement of students in external examinations. At Junior Secondary School level, students' poor performance cut across all the compulsory subjects in which Social studies is inclusive.

Statement of the Problem

Academic achievement which is measured by the examination result is one of the major goals of a school. This poor achievement is not limited to public schools alone as private schools are also involved. Reasons range from poor teaching personnel and non-availability of school facilities. Much as the situation described here causes concern, it is not yet known why some students fail to attain the standards expected of them. Several factors have been reported to be responsible for this decline in students' performance. Therefore, the problem to which attention will be directed in this study is to what extent do teacher-related factors determined Junior Secondary School student academic achievement in Social Studies in Southwest, Nigeria.

Methodology

Research Design: The study adopted the descriptive research design of the survey type.

Research question

- I. What are the identified Teacher-related factors that influence students' academic achievement in Social Studies?

Research Hypothesis

- H0₁.** There will be no combined influence of teacher-related factors (teaching methods, instructional methods and in-service training) on junior secondary school students academic achievement in Social Studies
- H0₂.** There will be no significant relative influence of Teacher-related factors (teaching method, instructional methods and in-service training) on Junior Secondary school academic achievement in Social Studies

Population, Sample and Sampling Techniques:

The population for this study consists of both teachers and students in the Junior Secondary Schools within South-West, Nigeria which comprises six states of Ekiti, Lagos, Ogun, Ondo, Osun and Oyo state. Two senatorial districts were purposively selected from each state. Five local governments were randomly selected from each of the senatorial districts using multi-stage random sampling technique with three schools randomly selected from each of the local governments. All JSS2 students in the selected schools were used and one Social Studies teacher in each school was selected to make a total of 36 teachers.

Table I: Number of Secondary Schools selected for the study by States

State	Senatorial Districts	No of Local Govt.	No of LG. Randomly selected	No of schools	No of schools randomly selected	No of Teachers randomly selected
EKITI	Ekiti Central	5	5	60	3	3
	Ekiti South	6	5	36	3	3
LAGOS	Lagos East	10	5	120	3	3
	Lagos West	5	5	82	3	3
OGUN	Ogun Central	7	5	90	3	3
	Ogun east	7	5	68	3	3
ONDO	Ondo North	6	5	87	3	3
	Ondo South	5	5	98	3	3
OSUN	Osun West	10	5	225	3	3
	Osun East	10	5	175	3	3
OYO	Oyo Central	11	5	139	3	3
	Oyo South	9	5	196	3	3
			60		36	36

Instruments:

Two instruments –Teacher Characteristics Questionnaire (TCQ) and Social Studies Achievement Test (SSAT) were used to gather data for the study. TCQ is a self-developed questionnaire with 30 items. It is divided into four sections with Section A containing demographic information of the teachers like gender, age, qualification, teaching experience. Section B contains 10 items on teaching methods, section C contains 10 items on instructional materials while section D contains 10 items on in-service-training with the options of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). This instrument was trial tested on 40 JSS II students in Ibadan metropolis and the Cronbach Alpha coefficient was calculated to be 0.674 which showed that the research instrument was reliable. SSAT was a self-developed instrument which is made up of forty multiple choice items from the past final Junior

Secondary School Examination question (BECE) Basic Education Certificate Examination with options A, B, C, D. SSAT was validated by using Kuder-Richardson 20 (KR20) and the reliability co-efficient of the instrument was found to be 0.652

Results and discussions

The results are discussed according to how the research questions and hypotheses are stated.

- I. What is the identified Teacher-related factors affecting Junior Secondary School Academic Achievement in Social Studies?

Table 2: Teacher-related factors: Teaching methods

s/n	Teaching methods	SD	D	A	SA	\bar{x}	S.D.
1	Teaching methods are various strategies which teaches can use to Improve their job achievement	1 2.8%	-	13 36.1%	22 61.1%	3.56	0.65
2	A teacher must be able to teach with different methods	5 13.9%	7 19.4%	14 38.9%	10 27.8%	3.53	0.65
3	Inappropriate methods can affect students' academic achievement.	-	-	21 58.3%	15 41.7%	3.42	0.50
4	Using different methods by teachers can help to correct the lapses in teaching of Social Studies.	1 2.8%	1 2.8%	17 47.2%	17 47.2%	3.39	0.69
5	Using different teaching methods engender students' academic achievement.	1 2.8%	5 13.9%	18 50%	12 33.3%	3.14	0.76
6	Methods of teaching cannot be avoidable in the school system.	4 11.1%	22 61.1%	7 19.4%	3 8.3%	2.81	1.01
7	Lecture method does not make teachers effective in the classroom	1 2.8%	18 50%	12 33.3%	5 13.9%	2.58	0.77
8	Different methods is good for slow learners only	5 13.9%	14 38.9%	9 25%	8 22.2%	2.56	1.00
9	Concept method is the best strategy in the school.	6 16.7%	10 27.8%	19 52.8%	1 2.8%	2.42	0.81
10	Teachers do not use different methods because it is expensive.	1 2.8%	0 0%	14 38.9%	21 58.3%	1.97	0.61
Weighted mean = 2.94							

Key: SD = Strongly Disagree, D = Disagree, A= Agree, SA= Strongly Agree

Table 3: Instructional materials

s/n	Instructional methods	SD	D	A	SA	\bar{x}	S.D.
1	Instructional materials can be improvised by teachers.	2 5.6%	1 2.8%	14 38.9%	19 52.8%	3.39	0.80
2	Instructional materials can be improvise with the use of local materials	1 2.8%	5 13.9%	12 33.3%	18 50%	3.31	0.82
3	Instructional materials engender teaches' effectiveness	1 2.8%	5 13.9%	14 38.9%	16 44.4%	3.25	0.81
4	Instructional materials make a teacher vibrant.	-	1 2.8%	25 69.4%	10 27.8%	3.25	0.50
5	A teacher without instructional materials is incomplete	2 5.6%	12 33.3%	13 36.1%	9 25%	2.81	0.89

6	Teaching without instructional materials is obsolete and futile.	-	16 44.4%	13 36.1%	7 19.4%	2.75	0.77
7	Classroom lesson cannot be effective without the use of instructional materials	1 2.8%	16 44.4%	16 44.4%	3 8.3%	2.58	0.69
8	Teachers cannot teach well without instructional materials	6 16.7%	15 41.7%	11 30.6%	4 11.1%	2.36	0.90
9	Many teachers use instructional materials just to please supervisors.	4 11.1%	22 61.1%	7 19.4%	3 8.3%	2.25	0.77
10	Only government can provide instructional materials	21 58.3%	11 30.6%	2 5.6%	2 5.6%	1.58	0.84
Weighted mean = 2.75							

Key: SD = Strongly Disagree, D = Disagree, A= Agree, SA= Strongly Agree, S.D.= Standard Deviation

Table 3 shows the different items identified as instructional methods used by teachers that can influence Junior Secondary School Students Academic Achievements in Social Studies.

Table 4: In-service Training

s/n	In-service training	SD	D	A	SA	\bar{x}	S.D.
1	In-service training keeps teacher vibrant and updated.	1 2.8%	-	16 44.4%	19 52.8%	3.47	0.65
2	In-service training ensures steady and continuous growth of teachers.	1 2.8%	-	17 47.2%	18 50%	3.44	0.65
3	In-service training makes teacher dynamic, as education is dynamic.	-	1 2.8%	20 55.6%	15 41.7%	3.39	0.55
4	In-service training makes all teacher to be fully educated	1 2.8%	4 11.1%	14 38.9%	17 47.2%	3.31	0.79
5	Students' academic achievement can improve with regular seminar	1 2.8%	%	26 72.2%	9 25%	3.22	0.48
6	In-service programme provides avenue for the meeting of like-minds.	2 5.6%	3 8.3%	20 55.6%	11 30.6%	3.11	0.78
7	Teachers who refuse to update their knowledge through in-service training are dangerous to students.	2 5.6%	18 50%	15 41.7%	1 2.8%	2.42	0.65
8	Not all in service training is educative	11 30.6%	11 30.6%	14 38.9%	-	2.08	0.84
9	In-service training makes student to suffer	19 52.8%	15 41.7%	2 5.6%	-	1.53	0.61
10	In-service training is meant for weak teachers only.	25 69.4%	10 27.8%	1 2.8%	-	1.33	0.53
Weighted mean = 2.73							

Key: SD = Strongly Disagree, D = Disagree, A= Agree, SA= Strongly Agree

Table 4 shows the different items identified in enhancing in-service training which can invariably influence academic achievement in Social Studies in Junior Secondary Schools in Southwest, Nigeria.

H0₁. There will be no combined influence of teacher-related factors (teaching methods, instructional methods and in-service training) on junior secondary school students academic achievement in Social Studies

Table 5: Summary of Regression analysis showing the combined contribution of Teacher Related factors (Teaching method, Instructional materials and In-service training) on Junior Secondary School academic achievement in Social Studies in Southwest Nigeria

R	R Square	Adjusted R Square	Std. Error of the Estimate			
.605	.366	.365	3.4957			
A N O V A						
Model	Sum of Squares	DF	Mean Square	F	Sig.	Remark
Regression	24522.488	3	8174.163	668.937	.000	Sig.
Residual	42499.882	3478	12.220			
Total	67022.370	3481				

Table 5 shows the combined contribution of Teacher-related factors (Teaching method, Instructional materials and In-service training) on Junior Secondary School academic achievement in Social Studies in Southwest Nigeria. The table also shows a coefficient of multiple correlation $R = .605$ and a multiple R^2 of $.366$. This means that 36.6% of the variance was accounted for by three predictor variables when taken together. The table also shows that the analysis of variance for the regression yielded $F_{(3, 3478)} = 668.937$, at $p < 0.05$ level. This implies that the joint contribution of the independent variables to the dependent variable was significant and that other variables not included in this model may have accounted for the remaining variance.

H0₂. There will be no significant relative influence of Teacher-related factors (teaching method, instructional methods and in-service training) on Junior Secondary School academic achievement in Social studies

Table 6: Summary of regression analysis showing the relative contribution of Teacher related factors (Teaching method, Instructional materials and In-service training) on Junior Secondary School Academic Achievement in Social Studies in Southwest Nigeria

Model	Unstandardized Coefficient		Standardized Coefficient	t	Sig.
	B	Std. Error	Beta Contribution		
(Constant)	-9.834	.536		18.361	.000
Teaching method	.287	.020	.243	14.451	.000
Instructional materials	4.824E-02	.017	.052	2.882	.004
In-service training	.514	.027	.392	18.936	.000

Table 6 reveals the relative contribution of Teacher-related factors (Teaching method, Instructional materials and In-service training) to Junior Secondary School academic achievement in Social Studies, expressed as beta weights, viz: Teaching methods ($\beta = .243$, $p < .05$), Instructional materials ($\beta = .052$, $p < .05$) and In-service training ($\beta = .392$, $p < .05$). Hence, it could be deduced that teaching method, instructional materials and in-service training were significant which could independently and significantly predict Junior Secondary School Academic achievement in Social Studies in the study.

Discussion

Teaching method has a high ($\bar{x} = 3.94$) influence on the academic achievements of students in Social studies. It could be observed from the study that teachers are knowledgeable on various teaching methods to drive home their point so that students can capture the subject matter which in turn influenced academic performance of students in Social Studies. This is in line with the research findings of Donovan & Cross (2002) who reported that the teacher has to be prepared to be less dogmatic and to accept the fact that he as a teacher is not a monopoly of knowledge, therefore he need to use various strategies to arouse the curiosity of students and to make them learn better and hence improve students' academic achievement. Various methods of teaching help to inculcate knowledge values and skills in the learners, help to improve the slow learners, make teachers to be more effective, efficient, and has deep cultural significance and wants to find more ways of conveying this to their pupils which will in turn help to promote students' academic achievement. For effective teaching to take place, the teacher must stimulate, encourage and maintain active participation of student, through the selection of appropriate teaching methods. This will require a balance between what is taught and how it is taught. This successful teaching in any subject does not depend on the teacher's mastery of the subject matter alone but also on the teaching methods employed hence, research has shown that one of the most influential factors in teaching is teachers methods of teaching as it engenders effectiveness and efficiency of teaching and learning which in turn improve students' academic achievement.

Instructional materials also have a moderately high influence ($\bar{x} = 2.75$) on the academic achievements of students in Social Studies. It was observed from the study that teachers use the proper instructional materials to drive home their point so that students will easily comprehend the subject matter which in turn influenced academic performance of students in Social Studies. This was supported by studies carried out which showed that Social Studies is one of the subject that can only be understand better if taught with instructional materials (Abiodun-Oyebamiji & Adu 2007). Instructional materials are such that are used by teachers to aid explanations and make learning of subject matter understandable to students during teaching learning process (Isola, 2010). Non availability and inadequacy of instructional materials are major causes of ineffectiveness of the school system and poor performance of students in schools (Obanya, Onasanya, 2004). It is very important to use instructional aids for instructional delivery to make students acquire more knowledge and to promote academic standard (Ahmed, 2003). Instructional materials help teachers to teach conveniently and the learners to learn easily without any problem (Enaigbe, 2009). Also instructional materials have direct contact with all sense organs. Instructional materials are very significant learning and teaching tools. The need for teachers to find necessary materials for instruction to supplement what textbooks provide in order to broaden concepts and arouse students 'interests in the subject are some of the

ingredients of the use of instructional materials (Olumorin., Yusuf., Ajidagba, &Jekayinfa, 2010). The advantages of instructional materials are that they are cheaper to produce, useful in teaching large number of students at a time as it encourages learners to pay proper attention and enhance their interest (Kochhar, 2012).

In-service training has a fair influence on the academic achievements of students in Social Studies ($\bar{x} = 2.73$). It was observed from the study that In-service training keeps teacher vibrant and updated, ensures steady and continuous growth of teachers, makes teacher dynamic, makes teacher to be fully educated, improves students' academic achievement, provides avenue for the meeting of like-minds. This is in consonance with the findings which state that training and retraining programme for employee improves changes, mould the employees' knowledge, skills, behaviour, aptitude and attitude towards the requirement of the job. Our educational system is witnessing a continuous growth, thus making the need for teacher retraining and retraining very crucial and necessary (Edem & Obi, 2000). It is argued that teaching requires professional training so that the individual can gain enough skills in the art of impacting knowledge to the learner. Since teaching in Nigeria is not strictly professional and most teachers enter into the teaching profession with an increasing varied background of academic, professional and occupational experiences, there is need for a reliable in-service education programme if such teachers must assume responsibility for training students (Akpabio, Kida & Isyaku, 2000). In-service training is important factors that contributes to improved performance of the teachers and therefore improve academic performance of the students (Clotfelter & Freg, 2005).

The finding from the hypotheses showed that each of teachers' characteristics (Teaching methods ($\beta = .243$, $p < .05$), Instructional materials ($\beta = .052$, $p < .05$) and In-service training ($\beta = .392$, $p < .05$) could independently and significantly predict Junior Secondary School academic achievement in Social Studies in the study. It was also observed that in-service training was more potent in predicting Junior Secondary School student academic achievement and was followed by teaching method and instructional material. The results also showed that there were positive significant relationships between academic achievement in Social Studies and Teaching methods ($r = .497$, $p < .05$), Instructional materials ($r = .409$, $p < .05$) and In-service training ($r = .571$, $p < .05$). Hence, it could be deduced that teaching methods, instructional materials and in-service training positively influenced academic achievement in Social Studies.

The implication of this finding is that educational stakeholders in Nigeria should endeavour to empower the teaching arm with teaching aids, materials, trainings which will in turn improve on the academic achievement of the students. Instructional materials should be provided because it is the less potent teaching characteristics which imply that instructional materials are not adequately available for teachers in the study. Teachers were to be instructed to deploy the use of series of teaching methods to drive home the lessons to their students.

Conclusion

In view of the finding of the study, it was concluded that Teachers-related factors (Teaching method, Instructional materials and In-service training) predict Junior Secondary School students' academic achievement in Social Studies.

Recommendations

As a result of the findings of the study, it is recommended that teachers of Social Studies should take cognizance of these factors; teaching method, instructional materials and in-service training

because of their influence in predicting students' academic achievement in Social Studies teachers should make use of them to engender quality education.

- i. There is need for the teachers to be resourceful by using different textbooks for the students, different methods of teaching and different instructional materials.
- ii. The need to update teacher's knowledge with in-service training, seminars, workshop, symposium and pre-service training is recommended to develop the pedagogical advancement of teacher's knowledge.

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