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Students' Evaluation of Social Studies Teachers' Effectiveness in Selected Junior Secondary Schools in Oyo State

By

Okwilagwe E.A. & Samuel E.O.

Abstract

The study employed the ex-post facto research type. Sixty Junior Secondary Schools were randomly selected from Ibadan/Ibarapa senatorial district and 40 from Oyo Central. An intact class and all available teachers at the level which consisted of 147 teachers and 2,567 students made up the sample. Three instruments: Teaching Effectiveness Questionnaire (TEQ) which was subjected to factor analysis, Students' Attitudes to Social Studies (SASS) and Teacher Questionnaire (TQ) were used to collect data. Data were analysed using descriptive, and multiple regression statistics. Findings indicated that; over 60% of the social studies teachers in Oyo State junior secondary schools as indicated by their students are good in organisation of lessons, assignment and examinations, had mastery of the subject, and are very sensitive to their students' problems. Eleven variables adequately explained the teachers' teaching effectiveness. Students' attitude to social studies, teacher experience, the second subject taught apart from social studies, number of periods the first subject other than social studies were taught, teacher gender, school location and duration of social studies periods in that order, made significant relative contributions to teaching effectiveness. The listed variables are important predictors of teaching effectiveness that schools need to watch to enhance effective learning and achievements of social studies objectives in the state.

Background

The importance of the teacher in the 21st century worldwide has been unequivocally stressed by educationists (Chedzoy & Burden, 2007; and Cubukcy, 2010). It is expected that teachers should possess the ability to create and adapt instructional strategies and exhibit active teaching behaviours that incorporate teacher clarity, task oriented behaviour, enthusiasm and creating opportunity for students to learn (Darling-Hammond, 2000). These competencies can only be exhibited during the process of teaching. Teaching at all levels of the education system is with the singular purpose of ensuring desirable changes in the learner through the acquisition of knowledge, aptitude, abilities and good attitudes that will enable the learner to succeed in school and be useful to the society by contributing to development. Good teaching practices lead to teaching effectiveness.

Teaching effectiveness has been linked to the different aspects of teachers' school activities and their effects on students' achievement in terms of learning outcomes (Olagunju, 1995). Others see effectiveness in terms of overall school results at internal and external

examinations, or teachers' strong need for achievements that contribute much to school productivity or effectiveness. Anyanwu (2002) for instance, contended that the complexity of the issue of effectiveness is the result of complex factors, which lie both in the individual, situation and phenomenon; and is increasingly linked with quality of output, input and the process itself. He thus, contended that the process model (which this study focused its attention on), assumes effectiveness if the internal functioning of a school is smooth and 'healthy'.

Scholars in education such as Obanya (1992) and Moore (1992) seem to agree that good teaching is characterised by long hours of planning for effective execution of the related and ensuing distinct and intricately related processes of pre-instructional, instructional and post instructional phases and the interactive communication process patterns that are skilfully directed. Besides, teaching is subject to evaluation whether formative, summative or diagnostic to ensure teaching and school effectiveness, and overall system accountability. Perhaps, teachers are the most influential single factor in

moulding the personality and life pattern of an individual. An effective teacher inspires, stimulates and influences learning, which enables the learners to assimilate instruction. Effective teachers are known to encourage the learners to actively participate in class activities and even to do more at home to produce high cognitive and affective outcomes in them, than non-effective teachers. Educational researchers like; Angelo and Cross (1993) have found that effective teachers who develop appropriate teaching strategies that make them present difficult topics and concepts in ways their students will best understand them, will invariably cause their students to learn maximally.

Teachers need to be evaluated regularly for accountability purposes. Evaluation which is a process of gathering, obtaining and providing information for decision makers (Stufflebeam, 2002) or the assessment of outcomes, intended or otherwise (Scriven, 1987), enables valid judgements to be made aimed at providing valuable feedback into the educational system to all stakeholders (the teacher inclusive) for timely decisions to be made. Therefore, evaluation of teachers' effectiveness (social studies inclusive) is a process of measuring the actual performance of the teacher on all pedagogic skills involved in teaching and classroom management.

A popular method of investigating what goes on during actual instructional practice is the use of the student's rating of the teacher (Scriven, 2007; Onocha, 1996). The values of student's rating of their teachers are well documented (Theall & Franklin, 2001; Felder & Brent, 2004). This technique of students' rating their teachers is tenable because it has been established that the students are actually the only direct observers and that could reasonably evaluate their teachers' effectiveness. They are also at the vantage point to make valid and reliable judgments about their classrooms from their various encounters of different learning environments (Felder & Brent, 2004), having spent enough time there to form accurate impressions. One other reason students should evaluate their

teachers stems from the fact that since students are the recipients of the teachers' teachings, their assessment and evaluation serves as feedback (formative evaluation) that make teachers monitor their own teaching by remediating their weaknesses for course improvement and curriculum development (Onocha, 1997). Though there is no one single laid down method that specifies good teaching behaviour that can enhance students' achievement (Brophy, 1992; Leinhardt, 1992), a good teacher must, however, decide on what are good practices by observing the effects of his or her behaviour on students.

Usually, students' evaluation involves the use of carefully constructed instruments to systematically obtain their observed teacher classroom experiences. Okpala (1999) referred to evaluation of teacher effectiveness as 'an integral part of linocyclical teaching-learning activities in education institution'. He identified the three areas that can be evaluated while measuring teaching effectiveness as input, process and output. He contends that these three areas could further be broken-down to specific components, and, for in-depth evaluation study of teaching effectiveness in schools, such specific aspects could be evaluated or a sub-component of it.

In September, 2003, the then government of Governor Rasheed Adewolu Ladoja, Oyo State put in place an intervention programme that would ensure the quality of basic education in the state. This was in response to the Federal Government initiative of provision of quality education in the country. One of the main features of this innovation in the schools was the implementation of small class-size with a maximum-targeted number of thirty students per class. The sharp departure from large classes to smaller ones has been long overdue. The World Bank standard is 25 students class and many state governments in Nigeria find it difficult implementing this. The Oyo state initiative is not only lauded but was welcomed. In other parts of the world such as the USA, class size is even smaller. The National Council of Teachers of English (NCTE) (1999), for instance, recommended that by

year 2000 schools, districts, and states in USA should adopt plans and implement activities resulting in class sizes of not more than 20 and a workload of not more than 80 hours for English teachers per week.

Several other provisions were made by the State Government to achieve quality in the junior secondary schools. One important activity which was a complementary, well articulated and gradual feature of the initiative was the building of more classrooms on a continuous basis to expand physical structures in the schools. Information gathered from a Senior Education Officer in charge in the State Ministry of Education, Ibadan, revealed that within the period of two years after the inception, one hundred and seventy seven blocks of classroom, each consisting of six classes were constructed in the year 2005, and one hundred and one blocks with six arms of classrooms in each block were erected in the year 2006.

Currently, the schools still maintain a class size of thirty students per class. These researchers saw the need, therefore, to assess the impact of this initiative on the quality of classroom instructional activities in the schools as it concerns the teaching of social studies at this level. Social Studies is one of the five core subjects taken at the JSS level of education in Nigeria. As a core subject, it is compulsory for all students at this level. By its nature social studies is an all embracing, character moulding and modelling subject, and ensures the development of the affective component. According to Falaye and Okwilagwe (2008), it is a school subject that is most suitable for effecting citizenship education, patriotism and has the ability in producing in young persons positive and functional skills and values that could be used to tackle social problems. These can only be enhanced in the learner, by an effective teacher. The teaching of a subject like Social Studies calls for its effective handling, to enhance the students' achievement in the subject and ability to live fulfilled lives in the society.

In order to achieve the philosophy of Nigerian education, Social Studies has been

designed to achieve the following objectives as identified by Danladi and Iorliam (2008) citing DuBey, Onyabe and Prokupel. These are:

- (i) the development of good citizenship, the upliftment of moral character and the promotion of social understanding of the Nigerian society;
- (ii) the promotion of national unity and economic development;
- (iii) preparing students for the world of work and understanding of everyday problems that they may face as adults;
- (iv) the development of critical thinking, problem-solving and decision-making for the survival and progress of the nation; and
- (v) enhancing socialisation and acculturation of citizens in the society.

The ability of teachers to achieve these stated objectives depend largely on the method of instruction used. Ogunyemi (2010) explained that a method refers to the philosophical position that a teacher adopts towards him/herself, the subject matter and his/her student. Bilesanmi-Awoderu (2000) described method as a way of doing something in systematic or orderly manner in order to make teaching effective. The method employed in presenting social studies content in the form of ideas, facts, concepts and generalisation to learners, determine to a large extent the attainment of the objectives of the subject.

The selection of the appropriate and most effective method that ensures whether a teacher is communicating with the learner or not is very important to the success of a Social Studies lesson. Ogunyemi (2010) observed that an effective Social Studies teacher must determine in advance which method he or she wants to use for a particular teaching-learning situation. Such decision he said should be guided by a number of factors such as:

- (i) objectives of the lesson to be taught,

- (ii) students' abilities and interest with particular reference to school location,
- (iii) the time available to cover the specific topic,
- (iv) the size of the class to be taught (large or small),
- (v) nature of the topic at hand e.g. sexuality education, and
- (vi) teacher's own interest and competence.

Several factors may interact to affect and account for teaching effectiveness in the school system. Prominent among such variables are school factors, teacher quality, teacher gender, location, and students' attitude. Some of which are considered in this study. The school factors of interest in this study are those that relate to teacher workload. Teaching workload as established by NCTE (1999) includes the amount of time spent working, the number of classes taught, and the number of students in each class. In this study, teacher workload is captured in terms of social studies periods taught and other subjects taught in school apart from social studies, the time spent teaching these subjects and school location. Effective learning demands opportunities for students to become actively involved in their education, and requires that teachers play many roles such as teacher as facilitator, enabler and motivator, and not only as instructor and transmitter of knowledge. These opportunities and roles cannot be achieved when teachers are faced with large classes and heavy workloads. Teachers, therefore, require balancing response and evaluation time with time for in-class instruction, planning and preparation, administrative paperwork and functions, as well as school supervisory and advisory responsibilities. These activities place enormous task on social studies teachers specifically and teachers generally.

Teacher factors play key roles in how well a teacher performs in class. For instance, Sodipo (2002) shows that 93% of the variation in time spent on learning-facilitating task is determined by seven

teacher factors, of which teaching experience, qualification, job motivation, job satisfaction, attitude to teaching and teacher's job commitment, have direct causal effects on learning-facilitating task while only teacher gender contribute indirectly to learning-facilitating tasks. Among other key teacher factors are his/her qualification and experience. As stated in their works, Odjugo (1993), Stones (1994) and Ogunwuyi (2002), affirm that qualification affects the efficiency and quality of teacher performance in the classroom. In other words, the more qualified and experienced a teacher is, the more skilful he or she is and the better the performance on teaching-learning process. This is why inadequate supply of quality teachers to schools can result in poor effectiveness and reduced students achievement, even when the class-size is right. As observed in the Sodipo (2002) study, teacher experience accounts for 14.1% of the total effect of the seven variables on tasks performance and 15.2% of the variability on the criterion measure, while teacher qualification has a direct causal link of 2.4% with tasks performance, and indirect effect of 11.8% of the total effect.

There is paucity of studies on teacher's gender as it relates to effectiveness. Both Ogunwuyi (2002) and Sodipo (2002) report that differences have been identified between male and female teachers in terms of their classroom behaviour expectations of student's achievement. Also, according to Balogun (1994) and Fakorede (1999), female teachers show more intrinsic interest in matters relating to life and people which have affected their teaching better than their male counterparts. Jacobs (1995) also attributed gender inequality in education to differential treatment of boys and girls in school. These views are however, not in agreement with those of Gross (1976), who reports minimal differences in reading achievement between children taught by male and female teachers. Since female teachers have all these qualities than their male counterparts, even though their teaching career is sometimes interrupted by raising a

family (Lenny, 1991) and their presence is felt when they are back at work, it is imperative to further investigate the effect of gender in this study for further confirmation.

The feelings a student has about his/her teacher and the classroom environment are likely to affect his/her attitude to the subject the teacher teaches. Studies like those of Goodenow (1993) and Owolabi (1996) have shown that the interpersonal relationships between teachers and their students have effects on teacher productivity and effectiveness as measured by students' attitude and achievement. These positive teachers - student relationship in turn have a link with students' positive attitude and achievement in the subject a teacher teaches.

In terms of school location and teaching effectiveness, the basic contention of educators is that teachers in urban or modernised locations such as towns and cities are better in achieving effectiveness than teachers in rural areas. This manner of reasoning is not far-fetched because teachers in urban location receive more allocation of learning resources and deployment of quality teachers and even students than rural locations. It is, also, known that social amenities are concentrated in urban areas than rural. These views are shared by Walberg and Ross (2002), Ndukwu (2002) and Odinko (2002). Other researchers like Idowu (1991) and Obemeata (1995) support the fact that teachers under different school settings or locations, need to exhibit certain strategies under which their professional disposition best assure that their students will learn most with ease. Orji (2004) notes that school location as a variable is found to have both direct and indirect causal influence on perception of teaching effectiveness, as it contributed 11.4% of the total effect (1.7% direct and 9.7% indirect). On the contrary, other studies, Orji (1998), which report no significant effect of location on the criterion variables studied, contradict the findings of these studies.

Adopting a small sample of 66 students and descriptive statistics, Alausa (2004) reveals some factors that serve as indicators of teachers' effectiveness in Biology. The use of a small sample and descriptive statistics sometimes make it impossible to make proper inference on the entire population of secondary school students. In the light of the foregoing, the present study which focused on the effectiveness of social studies teachers as assessed by their students, explained social studies teachers' teaching effectiveness in terms of teacher, student and school variables. The current researchers employed a large sample and multivariate analysis to enhance the tenability of the results of the study and make realistic inferences possible. In addition, many of the findings in respect of the factors of interest in the present study have been found to be inconclusive and therefore, need further examination that would help to provide better insight to their nature and effect on teaching effectiveness.

Two research questions examined in this study are:

1. What the teaching effectiveness of social studies teachers is as perceived by students (in terms of the classroom activities) that these teachers undertake in Oyo State model junior secondary schools?
2. To what extent do teacher characteristics, school factors and students' attitude to social studies, when taken together, explain teachers' effectiveness in social studies?

Significance of the Study

Teachers actually need to be evaluated from time to time by their students so as to improve the quality of teaching and learning in our schools and to ensure that the learners are taught what they are supposed to learn so that the desired educational objectives can be attained. Findings from this study will provide valuable feed back to relevant stakeholders in education for decision making.

Methodology

Research Design

This is an evaluative study that used ex-post facto research type. This was to enable the researchers to observe the causes and consequences of the independent variables on teaching effectiveness.

Evaluation Model

The Input Process Output (IPO-a decision facilitation model) was used to guide data collection. According to Stufflebeam (1972) the IPO model involves the 'input' and 'process' evaluation that provide feedback to programme managers on how the 'output' of a project is progressing once initiated. It also helps to detect defects in the design or its implementation and to monitor the various aspects of the project so that potential problems or sources of failure can be identified and remedied. The IPO model as it applies to this study, integrated input variables (such as teacher experience, qualification and gender, school location, number of social studies periods taught per week, duration of social studies period, other subjects taught and number of periods other subjects are taught and students' attitude to social studies in school) with process variables (such as the classroom activities teacher engaged in class). Process variables in this study are organisation of lessons, assignment and examination, mastery of subject and teachers' sensitivity to students' problem.

Sampling Procedure and Sample

Multistage and stratified sampling procedures were employed to choose the sample for the study. Out of the three senatorial districts of Oyo State; Ibadan-Ibarapa, Oyo Central and Oyo North, two; Ibadan-Ibarapa and Oyo Central were randomly selected. A hundred secondary schools were randomly selected 60 from Ibadan-Ibarapa and 40 from Oyo Central. The selection of schools in the two districts ensured that greater weighting was given to urban schools than rural ones in a ratio of 70:30 because of the larger number

of schools in urban locations in the State. An intact junior secondary class two was randomly selected per school while all the available teachers at this level were chosen to participate in the study. A total of 147 teachers and 2,567 students participated in the study.

Instrumentation

Three instruments: Teacher Effectiveness Questionnaire (TEQ), Students Attitude to Social Studies (SASS) and Teacher Questionnaire (TQ) were used to collect data in the study. Consisting of thirty-seven (37) items, TEQ solicited information on school and students' personal characteristics and indicators of teaching effectiveness which were adapted from Alausa (2004). During the validation process of TEQ, the data responded to by 500 JSS students were subjected to confirmatory factor analyses to ensure that the construct of "teaching effectiveness" was measured. Four factors which emerged were collated and named as 'Instructional organization, assignments and examination' as a subscale had 11 items, 'subject mastery' comprised 7 items, 'teachers' sensitivity' consisted of 8 items and 'class management' had only 2 items. This latter sub-dimension on 'class management' was dropped because it contained only two items. The students responded to these in a 3-point rating scale of 'good', 'average' and 'poor'. The Cronbach alpha reliability coefficient established for this scale was 0.80. SASS comprised 20 items that measured students disposition to learning of Social Studies, to which they responded on a 4- point Likert type where SA = strongly agree, A = agree, D = disagree and SD = strongly disagree. Students' attitude to social studies had a reliability of 0.77. Teacher Questionnaire (TQ) consisted of only one section that elicited background information from teachers about themselves, the school where they teach and the subject(s) and periods they teach. These were used as explanatory factors of teaching effectiveness.

Data Collection Procedure and Analysis

For effective administration and collection of relevant data, the two instruments were given to JSS II social studies teachers whose supports were sought in

administering the students' questionnaire. The coded data were analysed using simple descriptive statistics and multiple regression analysis.

Results**Table 1: Classroom Activities in Social Studies Class**

Classroom Activities		Good Freq (%)	Average Freq (%)	Poor Freq (%)
A	Instructional Organisation, Assignments and Examinations			
1	Teacher ensures that students pay attention to what is taught.	1621 (63.1)	699 (27.2)	247 (9.6)
2	Teachers make lessons interesting by using learning materials.	1581 (61.6)	730 (28.4)	256 (10)
3	Many of the examination questions cover content area taught.	1635 (63.7)	642 (25.0)	290 (11.3)
4	Teacher has objectives to be achieved in focus while teaching.	1563 (60.9)	734 (28.6)	270 (10.5)
5	Doing assignments is important in social studies classes.	1582 (61.6)	716 (27.9)	268 (10.5)
6	There are clear set rules for learners to follow.	1564 (60.9)	724 (28.2)	277 (10.8)
7	All we do in my social studies class is continuous lectures.	1284 (50)	844 (32.9)	439 (10.9)
8	Teacher is interested in every student's work.	1343 (52.3)	885 (34.5)	339 (13.2)
9	Teacher conducts many impromptu class tests.	1270 (49.5)	855 (33.3)	422 (17.2)
10	Much time is spent reviewing past examination papers in class.	1372 (53.4)	797 (31.0)	398 (15.5)
11	Teacher is concerned that as many students as possible comprehend each lesson.	1502 (58.5)	758 (29.5)	307 (12)
12	Teacher regularly marks class assignment.	1416 (55.2)	781 (30.4)	370 (14.4)
B	Subject Mastery			
13	Teacher explains social studies concepts carefully in class.	1764 (68.7)	544 (21.2)	259 (10.1)
14	Teacher prepares well for each lesson.	1735 (67.6)	629 (24.5)	203 (7.9)
15	Teacher allows students to do class work by themselves.	1820 (70.9)	504 (19.6)	243 (9.5)
16	Teacher's method of approach has increased my interest in social studies.	1563 (60.9)	684 (26.6)	320 (12.5)
17	Teacher shows concern to students' problem.	1465 (57.1)	781 (29.1)	321 (12.5)
18	Teacher has good knowledge of subject matter.	1570 (61.2)	748 (29.1)	249 (9.7)
19	Teacher is excited about teaching social studies.	1482 (57.7)	611 (23.8)	474 (18.4)
C	Teachers Sensitivity to Students Problems			
20	Teacher is easy to approach on class problems.	1292 (50.3)	777 (30.3)	498 (19.4)
21	Teacher pays extra attention to students with learning difficulty.	1380 (53.8)	777 (30.3)	410 (16)
22	Teacher welcomes students' opinion during lessons.	1322 (51.5)	831 (32.4)	414 (16.1)
23	Teacher refers students to extra reading materials.	1339 (52.2)	820 (31.9)	408 (15.9)
24	Teacher keeps students busy with various interesting activities.	1380 (53.8)	798 (31.1)	389 (15.2)
25	Lessons are organized to clearly take care of students' viewpoints.	1248 (48.6)	758 (29.5)	561 (21.8)
26	Students are not encouraged to ask questions in social studies class.	1049 (40.9)	713 (27.8)	805 (31.4)
27	Teacher pays attention to only students who comprehend social studies concepts.	897 (34.9)	703 (27.4)	967 (37.7)

Table 1 presents the students report of teaching effectiveness in terms of the classroom activities that their teachers undertake in social studies classes in junior

secondary school in Oyo State. Table 1a shows that on the combined aspects of instructional organisation, assignments and examinations, 50 – 63% of the sampled

students reported that their teachers were 'good'. With regards to the level of social studies teachers' effectiveness in content mastery, Table 1b shows that 58% -70% of students of the reported that their teachers were 'good'. Table 1c shows that on activities that centred on teachers' sensitivity to students' problems, about half of the students (50%) indicated that their social studies teachers were, approachable. Analysing the composite effects of school, teacher quality factors and students' attitude to social studies on the prediction of teaching effectiveness, required a slight

modification. Subjects other than social studies taught were grouped into two and labelled 1st and 2nd while the periods these subjects were taught were similarly labelled 1st and 2nd. The result is presented in Table 2. The result shows that the model summary and the regression ANOVA of multiple regression conducted on teaching effectiveness was significant at $F_{(11, 2555)} = 22.611$, $P \leq 0.05$. A multiple correlation R of 0.298 and an R square of 0.089 implies that 9% variability in teaching effectiveness was accounted for by the independent variables.

Table 2: Multiple Regression Model Summary of Effect of Independent Variables on Teaching Effectiveness

Parameter	Value
R	.298
R Square	.089
Adjusted R Square	.085
Standard Error of Estimate	10.6675

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	28302.7	11	2572.975		
Residual	290746	2555	113.795	22.611	0.00*
Total	319048	2566			

* Significant at 0.05 alpha level.

Table 3 presents in order of magnitude the relative contributions of the independent variables to the variability in teaching effectiveness. Students' attitude to social studies made the greatest effect ($\beta = 0.149$; $t = 7.776$; $P < 0.05$) followed by teaching experience ($\beta = 0.125$; $t = 6.142$; $P < 0.05$), period of teaching the first subject apart from social studies ($\beta = 0.104$; $t = 4.478$; $P < 0.05$), and teacher gender ($\beta = 0.083$; $t = 4.187$; $P < 0.05$). Other variables that made

significant contributions to teaching effectiveness in order of magnitude were: duration of social studies period ($\beta = -0.133$; $t = -6.471$; $P < 0.05$), and school location ($\beta = -0.082$; $t = -3.979$; $P < 0.05$). Social studies periods taught, first subject taught apart from social studies, teaching qualification, and numbers of 0.05), second subject taught apart from social studies ($\beta = 0.111$; $t = 4.022$; $P < 0.05$), number of periods of teaching second subject apart from social studies were not significant.

Table 3: Relative Effects of Independent Variables on Teachers' Effectiveness in Social Studies

Model	Unstandardised Coefficients		Standardised Coefficients	T	Sig. (P)	Remark
	B	Std. Error	B			
Constant	55.325	2.125		26.04	.000	*
Students' attitude to social studies	.205	.026	.149	7.776	.000	*
Teacher experience	1.370	.223	.125	6.142	.000	*
2 nd subject taught in the school apart from social studies	3.172	.785	.111	4.022	.000	*
Number of periods 1 st subject apart from social studies is taught	.182	.041	.104	4.478	.000	*
Teacher gender	1.817	.466	.081	4.187	.000	*

Social studies periods taught	.511	.291	.036	1.753	.080	NS
first subject taught in the school other than social studies	.459	.543	.020	.846	.397	NS
Highest teaching qualification	.126	.232	.011	.403	.687	NS
Number of periods the 2 nd subject apart from social studies is taught	-.6E03	.089	-.002	-.067	.946	NS
School location	-1.675	.421	-.082	-3.979	.000	*
Duration of S/S period	-2.225	.344	-.133	-6.471	.000	*

* Significant at 0.05 alpha level; NS – Not significant at 0.05 alpha level

Discussion

Findings in this study as observed from students' perspectives indicate that 50-70% of the social studies students in junior secondary schools in Oyo State rated their teachers as 'good' in organisation of lessons, assignments and examination, and have mastery of social studies content. Fifty percent of the students rated their teachers as also being sensitive to students' problems. These findings corroborate the views of Ayodele, Adegbile and Adewale (2003) who asserted that when good teaching methodologies and materials are used, they affect positively teachers' teaching effectiveness. The findings of this study also indicated that the professional preparation given to these teachers may have positively affected their effectiveness. This finds support in Stronge (2002) and Salsali (2005) who confirmed that teachers need quality pre-service professional preparation and in-service development to be effective in teaching. From the perspectives of most students, the teachers of social studies were assessed as effective when the criteria used in measuring teaching effectiveness in this study are considered, even though these teachers could work harder. It was, also, reported by the majority of the students that the teachers were sensitive to students' problems in the class. This bench marking result shows that high teaching effectiveness is related to the emphasis that teachers placed on activities that require students to reason, interact and solve problems in the class. These findings support the results of the study of Askew, Brown, Rhodes, Johnson, and William (1997) who reported that teaching practices, the nature of pupils' learning activities, the amount and nature of time

pupils engaged in learning, the scope and nature of the feedback to learners, tended to dictate teachers' effectiveness. By implication, teachers that were deficient in organisation of lessons, amount of assignment and examination given, less sensitive to student's problem and poor in mastery of subject matter might not be effective in the business of teaching.

Findings in this study also indicated that teacher gender, teacher quality (teaching qualification, teaching experience), school location, and teacher workload (number of social studies periods per week, duration of social studies period per week, other subjects taught, and time spent on teaching other subjects), and students' attitude to social studies made significant composite contributions to teachers' effectiveness. However, when the relative contributions of the independent variables were considered, only students' attitude, teacher experience, second subject taught apart from social studies, time taken to teach the first subject besides social studies, teacher gender, school location and social studies period duration in that order were found to have made significant relative contributions to teaching effectiveness. The findings in respect of teacher quality corroborate those of Odjugo (1993), Stones (1994), Askew *et al* (1997) and Sodipo (2002) who reported that experience of a teacher impacts meaningfully on his or her teaching while those of workload finds support in Olagunju's (1995).

Location as a significant factor of teaching effectiveness was found in this study to be in favour of rural teachers, indicating a marked detraction from the usual norm and expectations. It seems to contradict studies of Walberg and Ross (2002), Ndukwu (2002) and Odinko (2002)

who found that teachers in urban locations were better off than their rural counterparts. The time spent in teaching social studies was significant in explaining teachers' effectiveness. A maximum period of 35 minutes was found to be the ideal for ensuring effectiveness. Also, the effects of other subjects like geography, government and English, which social studies teachers teach, were found to have a rub-on effect on the teaching of social studies and on teaching effectiveness.

Conclusion

This study to a large extent has provided enough evidence to show that most of the social studies teachers in junior secondary schools in Oyo State have their strengths in organisation of instruction, assignments and examinations, sensitivity to their students' problems and mastery of social studies subject matter. Findings isolated variables that are to be watched, if teaching effectiveness is to be sustained at this level of education in the state.

Recommendations

To ensure and maintain teaching effectiveness of social studies teachers in junior secondary schools in Oyo State, the teachers should adequately prepare for teaching by giving special attention to organisation of instruction, assignments, examinations, being sensitive to students' problems and possessing adequate knowledge of content they teach. Also, students should take schooling very seriously because students' attitude to social studies (a core subject) is an important determinant of teaching effectiveness. Special attention should also be given by government and school management officials to students' attitude, teacher experience, other subjects that these teachers teach, the number of periods they teach these subjects, teacher gender, school location and the duration of social studies period which should not be less than 35 minutes. In addition, if students' attitude to social studies is to continue to be positive and social studies teachers are to continue to be highly effective, very experienced, accommodating social studies teachers with

good subject knowledge base must be deployed to teach at the junior secondary schools in the state.

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