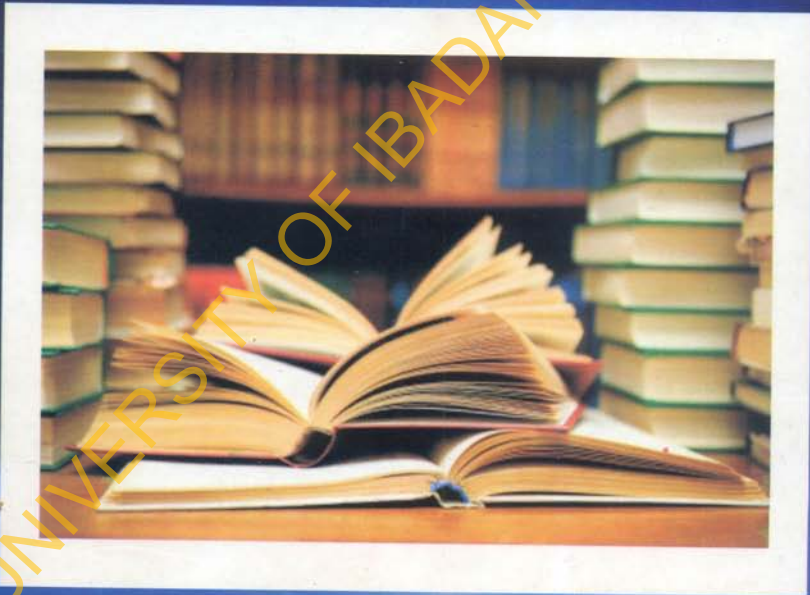


**CONTEMPORARY ISSUES
IN
CURRICULUM
AND
EVALUATION
RESEARCH**



Edited by:

**Folajogun V. Falaye
Joseph A. Adegbile
Adams O. U. Onuka**

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TEACHERS' ATTITUDE AS CORRELATES OF ACADEMIC PERFORMANCE IN SOCIAL STUDIES IN IBADAN

S.F. Akorede & Adigun, Adebisi F.

Introduction

It has been an acceptable fact that education is the only fundamental way by which a desired change and development in the society can be effected. It has been observed through psychological research that a proper mindset or favourable attitude towards life does develop in the very early stages of child growth. Education promotes good habits, values and awareness against anything like terrorism, corruption and disease. In order to provide human beings with all the needed equipment in leading a harmonious life, see the better side of life, contribute something meaningful as a whole and to attain a proper society, social studies is responsible for teaching students the citizenship skills that are required.

Social Studies is one of the subjects in Junior Secondary school curricula in Nigeria. Anikopo, Mohammed, Ezegbe, Salau and Okunamiri (2007) state that the overall importance of social studies is to produce good citizens for the society, country and the world at large. Akinlaye, Bolarin, Olaniyonu and Ayodele (2004) state that social studies is concerned with the study of five major topics: man, ideas, environment, time and space. It deals with the behaviour of man towards his multifarious environments and the circumstances in which he finds himself in the past, present and future. Unfortunately, social studies is regarded as relatively unimportant subject, whether in elementary school, middle or high school. This perception leads to diminished attention paid to social studies as a serious subject, yet in the overall development of the intellect of students, no other subject matter content holds as much promise (Bob Kizlik 2010).

For students to have understanding of society's beliefs, attitudes and values, it is essential for teachers to discharge their lessons effectively since teachers are entrusted with the transmission of knowledge and information. And the only way teachers can ensure that learning has taken place is through effective teaching. The quality of work undertaken by the

teachers will have effects upon his/her pupils or students. Manson (1981) pointed out that the quality of teachers is an important input in teaching and learning situation since quality inputs determine quality outputs. The impact of effect of teaching on students is of great importance for it arouses the interest of the learners towards both the teachers and students.

Calderhead (1996), Pianta (1999), and Watson (2003), have described teaching as an intensely psychological process and believe a teacher's ability to maintain productive classroom environments, motivate students, and make decisions depend on his/her personal qualities and the ability to create personal relationships with their students. These effective attitudes and actions employed by teachers ultimately can make a positive difference on the lives of their students. Attitude is generally positive or negative view of a person, about place, thing or event. Shannon (1994) defines attitude as a mental state that exerts influence on a person's response to people, objects and situation. Richardson (1996) states that, "attitude and beliefs are a subset of constructs that name, define, and describe the structure and content of mental states that are thought to drive a person's actions".

It is a common knowledge nowadays that very many people take to teaching because they could not get another job. Hence, they take it as the last resort and remain "birds of passage" until they eventually get a more lucrative job. If and when this expected job is not gotten, they became frustrated and are no longer committed to their job. Today many men and women who are teachers in our country are not in it permanently. Many of them just find themselves in the four walls of the classroom without asking themselves why they have chosen to be teachers, and may be they wish to leave the labour market (Moshood 2007).

The kind of attitude that teachers display, towards preparation of lessons, delivery of lessons and the use of instructional materials can affect academic performance of students especially in Junior Secondary school, which is the focus of this study. Attitude of many teachers to lesson preparation in our schools is not good enough. Some of them see writing of lesson notes as a difficult task, time consuming or waste of time, and may therefore not use it in the classroom. Some of these teachers neither have adequate experience nor the ability to write lesson notes efficiently and effectively. According to Hallak (1990), the quality of any educational system depends on the quality of teachers. This view is also shared by (Obayan 2004) although with a slight modification, that experienced teachers are more effective at primary and early secondary

schools. According to Edward (2002), the quality and quantity of learning outcomes in the learner is a reflection of the teachers who taught them.

Alan (2008) stated that lesson planning should not be a technical task that requires social studies teacher to fill in slots on a prepared form. It involves much more than planning the sequence, content and activities a teacher will include in a specific lesson. Most conventional lesson planning models are based on verbal explanations or visual demonstrations of a procedure or skill by the teacher. The students then combine these with their prior knowledge and practice as they make their own meaning and construct knowledge (Gagnon and Collay 2006).

Many problems arise when the teacher displays negative attitudes to lesson preparation and these problems lead to poor academic performance of the students. Time is also wasted when teachers are ill-prepared, have poor classroom management skills, spend excessive amounts of time making announcements, passing out and handling in papers, and the like. Students meanwhile, squander the valuable time through boredom, inattention, socializing and other off-task behaviours. The most effective teachers minimize these behaviours and maximize time spent actively engaged in instruction (Mastropieri and Scruggs 1994).

It is important to realize that the best planned lesson is worthless if interesting delivery is not in evidence. The hours of prior planning should be evident in the delivery of an effective lesson. An effective lesson begins by introducing the lesson with a review of the previous lesson, an explanation of the reason for studying context, or an analysis of results of test taken in previous class meeting. It is essential for students to have the right frame of mind from the beginning of the lesson. Wiseman, Coonner, and Knight (1999), describe teaching as a process of continuous development. At each stage, reflection on the improvement of the delivery of instruction is critical. Teachers should be concerned with improving delivery and methodology. What parts of the lesson worked well? What parts of the lesson didn't work as well? Students should be both formally and informally evaluated throughout the lesson.

Attitude of teacher to lesson delivery is also an important way of determining academic performance of students. Deep understanding of the topic or subject matter enables the teacher to flow effectively during the delivery of lesson, and it ensures participation of students in the lesson. According to Eggen and Kauchak (2001), positive teacher's attitudes are fundamental to effective teaching. A teacher must work his students into such a state of interest in what the teacher is going to teach. The teacher should also fill the students with devouring curiosity to know what the

next steps in connection with the subject are. A good teacher is one who seeks the interest of his learners first, and does everything to help and encourage the learners to develop their abilities and capabilities. According to Miller, (2006) good teaching or institution is basically good communication between people, no matter at what level or what subject. The most successful teacher is the one who is in close touch with the students' own problems and difficulties and who appreciates that the early stages of teaching a subject is to begin with small steps which are necessary for the students' understanding.

Bourke and Smith (1995) recognized that teachers used a variety of modes or patterns of delivery. Teachers are invariably, role models whose behaviours are easily copied by students. Eggen and Kauchak (2001), declared that where pedagogical content knowledge is lacking "teachers commonly paraphrase information in learners' textbooks or provide abstract explanations that are not meaningful to their students. There is an evidence that teacher content knowledge and teacher pedagogical content knowledge affect teacher beliefs with respect to method of delivery of lessons (Cooney 1994; Llinares 2002; Simon 1995). Some studies report that teacher content knowledge affects teacher success, for mathematics in general (Hill, Rowan, and Ball 2005). However, before a teacher can change the behaviour of his students, he must not only possess adequate knowledge of the subject matter, he must be able to display positive attitude and communicate his message effectively.

Teachers must have the ability to persuade his students to accept his ideas and arguments, and not to leave them wondering at the end of the lesson whether to accept or reject them. Students and teachers enter the classroom with different concepts based on their respective cultural backgrounds. Students bring concepts derived from their community – based culture and use their prior knowledge and experience to make their own meaning as they interact with the teacher's delivery (Gagnon & Collay 2006).

However, having adequately prepared lesson note and used it for delivery of lesson, during the delivery, proper use of instructional materials which had been planned along with lesson note is very important. Great importance has been attached to teaching materials in schools all over the world because of their ability either to discharge or mar the teaching and learning in schools. Instructional materials are a variety of materials in various formats which influence students' learning and instructor's teaching. Ikerionwu (2000) refers to them as objects or devices which help the teacher to deliver lesson to the learner.

Instructional materials therefore are concrete or physical objects which provide sound, visual or both to the sense organs during teaching (Agina – Obu 2005). Ekpo (2004) aptly declared that instructional materials are often used to compensate for the inadequacies of the dominant organs or to reinforce the capacity of the realization of the intentions of the curriculum.

However, attitude of teachers to the use of instructional materials depends on their training, experiences, income and even their availability. Udoh (1999) said that it is true that well trained teachers are apt to maximize the utilization of resources as good teaching material resources. Adeogun (1997) noted that student can only interact effectively with learning resource material if the teachers make effective use of the resources during teaching. Furthermore, evidences have shown that positive attitude promote learning while negative attitude debases it (Aghadiumo 1992; Ajibade 1993). Indeed, teachers need to be committed to their work by showing positive attitude to the use of instructional materials, so as to assist the students in their academic performance. To sustain their energy and enthusiasm for teaching, teachers need to maintain personal commitment to the job (Day 2000).

As we all know that the teaching profession requires affective domain competencies, like, attitude and behaviour as well as cognitive ones such as knowledge and skills of a subject (Senel, Demir, Sertelin, Kilicaslan and Koksals 2004). Teachers require to have positive attitude towards lesson preparation and delivery and in the use of instructional materials, and as a whole to the teaching profession (Cetin 2006; Gurbuz and Kisoglu 2007). These authors stressed what is required of teachers to have positive attitude in discharging their roles and in the teaching profession as a whole. Teaching is an art, and the quality of teaching depends on the love and dedication of the teachers towards it; and for the fact that the quality of any teaching programme cannot rise above the quality of its teachers.

Statement of the Problem

There is a general outcry of poor performance of student in social studies at the Junior Secondary Schools. Several studies had therefore been carried out on the likely causes but yet no remarkable improvement is seen. It is however observed that many teachers find the act of preparing lesson note and its subsequent delivery very tedious. Also, the use of instructional materials by the teachers is not encouraging. Could these therefore be the causes of persistent poor performance?

This study therefore investigated teachers' attitude towards lesson preparation, delivery of lesson and use of instructional materials as correlates of academic performance of Junior Secondary School students in social studies.

Research Questions

The study provided answers to the following research questions:

- (1) To what extent does teachers' attitude towards lesson preparation, lesson delivery as well as use of instructional materials correlates with students' performance in Social Studies?
- (2) Does the obtained regression equation resulting from a set of the three predictors allow reliable prediction of student's performance in Social Studies?
- (3) Which of the predictors are most influential in predicting students' performance in Social Studies and which does not contribute significantly to the prediction model?

Research Design and Methodology

The study was a non-experimental survey type of research. The research was preferred because the researcher had no direct control of the independent variables as they had already occurred. The study population consists of all the JSS2 students and JSS2 teachers in all the public schools of the six local government areas in Ibadan municipality. The stratified random sampling technique was adopted for the study. This ensured that all the zones of the local government areas were given equal representation in the study. The sample consisted of 60 JSS2 teachers and 300 JSS2 students. All together 360 respondents were used.

Instruments

Two instruments were used to collect data for the study. These were: The Questionnaire for Social Studies Teachers (QSST) which consisted of 30 items and it was used to find out the teachers' attitude to preparation of lesson, delivery of lesson and the use of instructional materials. It has a reliability coefficient of 0.80 using K -R 20 formula. The second instrument was Social Studies Achievement Test (SSAT), a 50-item multiple choice test carefully developed by the researcher to test the knowledge of the students in Social Studies. The test was administered on 300 JSS2 students with reliability coefficient of 0.62, using Kuder

Richardson Formula 20. The validity of the instruments was tested for content and face validities.

Data Collection and Analysis

The instruments were self administered with the help of three trained research assistants. The data collection lasted for four weeks. The data were analyzed using multiple regression to answer questions 1 – 3.

Results

Research Question 1

To what extent does teachers' attitude to lesson preparation, lesson delivery as well as use of instructional materials correlate with students' performance in social studies?

Table 1: The Intercorrelation Matrix of the Three Predictors (Teachers' Attitude to Lesson Preparation, Lesson Delivery and Use of Instructional Materials) and Students' Performance in Social Studies

	X ₁	X ₂	X ₃	Y	Mean	SD
X ₁ - Teachers' attitude to lesson preparation	1.000				26.85	
X ₂ - Teachers' attitude to lesson delivery	.148	1.000			30.38	
X ₃ - Teachers' attitude to use of instructional Materials	-.107	.034	1.000		27.13	
Y- Performance in Social Studies	-.012	.160	-.128	1.000	24.98	2.37

From table 1, it can be seen that both teachers' attitude to lesson preparation and teachers' attitude to use of instructional materials have negative and low correlation with students' performance in social studies. However, teachers' attitude to lesson delivery correlates positively with students' achievement in social studies.

Research Question 2

Does the obtained regression equation resulting from a set of the three predictors allow reliable prediction of students' performance in social studies?

Table 2: Model Summary

Model	R	R ²	R ² adj	Std. Error of Estimate
1	.214	0.46	-.005	2.374

Table 3: Regression ANOVA

Model	Sum of squares	Df	Mean square	F	Sig
Regression	15.174	3	5.058	.897	.449
Residual	315.828	56	5.640		
Total	331.002	59			

From tables 2 and 3, it can be seen that the three predictors (teachers' attitude to lesson preparation, delivery and use of instructional materials) jointly correlate positively ($R = .214$) with the students' performance in social studies. However, the three predictors account for less than 1% of the variance observed in the students' performance in social studies. More importantly, the observed correlation and the variance are not statistically significant $F(3,56) = 0.897, p > 0.05$.

Research Question 3

Which of the three predictors are most influential in predicting performance in social studies and which does not contribute significantly to the prediction model?

Table 4: Regression coefficient

Model	Unstandardized coefficients		Standardized coefficients	T	Sig
	B	Std. Error	Beta		
Constant	29.478	7.856		3.752	.000
X ₁ Lesson preparation	-.052	.132	-.052	-.395	.694
X ₂ Lesson delivery	.121	.093	.172	1.301	.198
X ₃ Use of instructional materials	-.249	.236	-.139	-1.058	.294

From table 4, it can be seen that all the predictors -: teachers' attitude to lesson preparation ($\beta = -.052, t = -.395, p > .05$) teachers' attitude to lesson delivery ($\beta = .172, t = -1.301, p > .05$) and teachers' attitude to use of instructional materials ($B = -.139, t = -1.058, p > .05$) do not contribute significantly to the prediction model.

Discussion of Result

This study reveals that both teachers' attitude to lesson preparation and use of instructional materials have negative and low correlation with students' performance in social studies, while teachers' attitude to lesson delivery correlates positively with students' performance in social studies. It is then concluded that there is negative and low correlation between teachers' attitude to lesson preparation and use of instructional materials with students' performance in social studies. Also, there is positive correlation between teachers' attitude to lesson delivery and students' performance in Social Studies. This finding corroborates the assertion of Mastropieri and Scruggs (1994) that many problems arise when teachers display negative attitude to lesson preparation and these problems lead to poor academic performance of the students. Time is also wasted when teachers are ill prepared, have poor classroom management skills, spend excessive amounts of time making announcements, passing out and handling in papers, and the like. Students, meanwhile, squander this valuable time through boredom, in-attention, socializing and other off-task behaviours. The most effective teachers minimize these behaviours and maximize time spent actively engaged in instruction. Thus, it is then concluded that when there is positive correlation of the attitude of teachers towards lesson preparation, delivery and use of instructional materials, the academic performance of students in Social Studies will improve.

Further outcome of the study reveals that the three predictors (teachers' attitude to lesson preparation, delivery and use of instructional materials) jointly correlates positively ($R = .214$) with the students' performance. The three predictors account for less than 1% of variance observed in the students' performance in social studies. Therefore, the observed correlation and the variance are not statistically significant $F(3, 56) = 0.897, p > .05$. It is then concluded that the obtained regression equation resulting from the set of three predictors do not allow reliable prediction of students' performance in social studies. This finding is supported by Eggen and Kauchak (2001) that positive teachers' attitudes are fundamental to effective teaching. According to Edward (2002), the quality of learning outcomes in learner is a reflection of the teachers who taught them. Also, Good and Brophy (1994) opined that successful delivery of lesson means that the content and language objective were met, the pacing was appropriate, and the students had a high level of engagement.

The study shows that all the predictors, which include teachers' attitude to lesson preparation ($\beta = -.052, t = -.395, p > .05$), teachers'

attitude to lesson delivery ($\beta = .172$, $t = -1.301$, $p > .05$) and use of instructional materials ($\beta = -.139$, $t = -1.058$, $p > .05$) do not contribute significantly to the prediction model. It is then concluded that, there is a negative correlation of the attitude of teachers towards lesson preparation, delivery and use of instructional materials on the academic performance of students in Social Studies. This finding is supported by the work of Aghadiumo (1992) and Ajibade (1993) that positive attitude promotes learning while negative attitude debases it. To sustain their energy and enthusiasm for teaching, teachers' need to maintain personal commitment to the job (Day, 2000). It is also supported by the findings of scholars like Akkoyunlu (2002), Sekeri and et al. (2008), Adeyemi (2000) and Dube (2009). The kind of attitude that teachers display towards lesson preparation, delivery and use of instructional materials influences academic performance of students especially in Junior Secondary school.

Conclusion

It could be concluded from the findings of this study that students are bound to perform well in social studies, if the teachers have good knowledge of lesson preparation, delivery and use of instructional materials

Recommendations

Based on the findings of this study, the following recommendations are made:

- Capacity building should be organized for teachers in the areas of lesson note preparation, delivery and use of instructional materials.
- Government should encourage teachers to put in their best, develop positive attitude by increasing their salaries and encourage prompt payment as well.
- School leaders should continuously evaluate the impact of professional learning on the basis of the effect it has on students academic performance and, emphasis should be placed on the use of instructional materials in preparing teachers and provision of in-service training to update skills.
- Quality control officers or supervisors should intensify efforts on the checking of lesson notes.

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