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# Perception of Teachers' Knowledge of the Subject Matter and Evaluation Practices As Correlates of Junior Secondary Students' Performance in Social Studies in Uyo Educational Zone

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**Abstract:** The examined the perception of teachers' lesson presentation and classroom management as affecting junior secondary student' performance in social studies in Uyo Educational Zone. An ex-post facto design was adopted for the study. The study was conducted in Akwa Ibom State. The targeted population for the study comprised of all social studies students in junior secondary school three (JSS3). Stratified sampling technique was used to select a total number of 494 Junior Secondary three (JSS3) social studies students in uyo educational zone. The research instrument used in the study were: "Teaching Effectiveness Test Scores (TERS) and "Social Studies Achievement Test Scores" (SSATS). Face and content validation of the instrument was carried out by an expert in test, measurement, and evaluation in order to ensure that the instrument has the accuracy, appropriateness, and completeness for the study under consideration. The reliability coefficient obtained was 0.83, and this was high enough to justify the use of the instrument. The researcher subjected the data generated for this study to appropriate statistical techniques such as descriptive statistics meant to answer the research questions and simple regression analysis meant to test the hypothesis. The test for significance was done at 0.05 alpha levels. The study concluded that there is significant difference in the social studies mean score of the student who perceived their teacher's knowledge of the subject matter as effective and those who perceived as ineffective. It was also concluded that there is significant difference in the social studies performance mean score of student who perceived their teacher's evaluation practices as effective and those who perceived as ineffective. One of the recommendations was that funding of teaching research should be encouraged by the ministry of education.

**Keywords:** Teachers, Knowledge of Subject Matter, Evaluation Practices, Junior Secondary Students, Performance in Social Studies and Uyo Educational Zone.

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## **Introduction**

Broadly speaking, there are four variables that determine teachers' effectiveness. These are lesson presentation, classroom management, knowledge of the subject matter and evaluation practices, Voogt & Odentel, (1997)

Udoukong (1989) investigated the effectiveness of the case-study. Teaching technique verses lecture in advancing junior secondary school student' achievement in social studies. The result of the study showed that the performance of the student exposed to the case of study instructional technique was significantly better than that of the lecturer instructional strategy

Joof, Mezieobi and Amado (1994). Suggested that teaching in social studies should be

predominantly student oriented interactive process in which the learner actively participates and acquires significant learning experience under the teacher who serves as guide and facilitator.

Despite considerable considerable growth in the number of observational studies of teaching, there have been relatively few investigations of the relationship between what teacher do in classroom and student' achievement in their subject. Most of the observation of teachers' effectiveness have made in the form of a single general rating of "teaching ability", yet findings reveal that student should be given the opportunity to evaluate their teachers performance that calls for the development of more sophisticated procedure, (Marrison & McIntyre 1980)

Moroz, (1996) found that pupils in school in western Australia in year 4, 5 and 6 were positive towards social studies and performed credibility in the subject. But the pupils became negative by year7. In the reaserch, the main reason for the negative attitude and poor performance in social studies appeared to be the the way the subject was delivered to the pupils by teacher.

In evaluation practices paper-and-pencil teast account for significant proportion of classroom evaluation in social studies (clark, 1973; kissock, 1981). In a study of college freshman, kennedy (1975) found that students, who recived higher grades than they expected at the beginning of the course rated their teachers' evaluation practices more fovourable than the student whose grades were equal to what they expected. It is widely accepted that evaluation can function, which is to say that it can help teachers to improve their teaching and learners to improve their learning (Erwin, 1995).

Ellis (1977) observed that the process of how and what one learns is identified as being as important as the knowledge or product an individual acquires. It is through such process that individual conce pts are expanded. But without comprehensive evaluation of the teacher effectiveness as an instructor, and the factors that inflance his effectiveness vis-à-vis students' learning, there exist little basis for improving any curriculum. In other words, teacher may have great reluctance to change their teaching approach without adequate proof of need. It was against the background of helping social studies tea

Hers improve their functions, teaching styles and management as well as the evaluation of students' work that this study identical students' assessment of teachers' effectiveness and it inflance on academic.

### **Statement of the problem**

Over the globe educators have always attempted to promote and improve the teaching-learning process through the mediation of the teacher. Most observations of teachers' behavior have been concerned with assessing their effectiveness in the form of teaching ability ratings only. It is difficult to find evidence on the related question of how much effect differences in teachers' effectiveness are likely to have on the amount of learning that students achieve in school.

For instance, teachers' knowledge of the subject matter and their teachers' practices have contributed enough to students' performance. This reason informs the need to assess the difference in the junior secondary students' performance in social studies based on their perception of teachers' knowledge of the subject matter and their perception of teachers' practices.

### **Purpose of the study**

1. To assess the difference in the junior secondary students' performance in social studies based on their perception of teachers' knowledge of the subject matter

2. To find out the difference in the junior secondary students' performance in SoCal studies based on their perception of teachers' evaluation practices

### Hypotheses

1. There is no significant difference in the social studies mean score of the student who perceived their teacher's knowledge of the subject matter as effective and those who perceived as ineffective.
2. There is no significant difference in the social studies performance mean score of student who perceived their teacher's evaluation practices as effective and those who perceived as ineffective.

## LITERATURE REVIEW

### Associations learning theories

Scientific Associations theories are sometimes referred to in the literature as "connectionist", 'stimulus response' (**S-R**), or "reinforcement theories". They began to develop in the late nineteenth century when experimental psychologist questioned the classical Associations notion of "immaterial" mental ideas held together by bonds of association. These scientifically minded researchers believed that human activity is governed by association between stimuli and responses.

This stimulus-response form of associations views organism ice activity in terms of basic components (1) the stimulus situation (2) The organism's response to the situation and (3) the connection between stimulus and the response the connection called **S-R** bond refers to the tendency of organism to responded in a particular way to a given stimulus. Its strength is a function of the probability that, given a certain situation, the organism will make a particular response. Thus, an

**S-R** bond is said to be strong when this probability is high and weak when its low (Kingsley and Garry),1957:84-95).

In general, contemporary Associations view individualbehaviour, personality, knowledge, among others as system of **S-R** bonds. Thus, each time a teacher gives an assignment or asked a question, his purpose is to build or strengthen a desired **S-R** bond and thereby contribute to the learning of a more complex totality. One of the basic tenets of association's theory is that "learning is a process of building up simple units complex whole; it is analogues to constructing a brick building" Zais, (1976:246).

### The concept of effectiveness

Again, teacher effectiveness could be measured using product dimension. Izaiah and ouches (1985), saw product dimension teacher effectiveness as the ability of the teacher to produce desirable result. Here inter-related variables such as teacher-learner friendliness, the learner/ the teacher, pedagogy and skills, school cum-environment, thorough knowledge of the subject matter all come into play for the purpose of achieving set objective and goals of the school.

### Knowledge of the subject matter in teaching learning process

Shulman (1986, 1987) believed that teachers require a body of professional knowledge of general pedagogical principals and skills and knowledge of the subject matter to be taught. To him, general pedagogical knowledge includes knowledge of theories of learning and general principals of instruction, an understanding of the various philosophies of education, general knowledge of the principal and techniques of classroom management. Subject matter knowledge includes knowledge of the content of one's subject area, including major concept of the field and the relationship among concepts. In addition to content knowledge, subject matter as the knowledge of the was by which a discipline evaluates and accepts new

knowledge, which Udoukong (1989) termed “syntactic knowledge”.

Anise (1989:96) noted that effective teachers are skillful in guiding the learning, they are intelligent and have a board background of understanding with respect both to the subject matter they teach and t general cultural materials of learning: the significant of Anise view to this study is found in the emphasis on the need to acquire an understanding of the subject matter that the teacher wants to teach. Cruickshank, et al, (2003) define teaching

Most people would agree that good teachers are caring, supportive, concerned about the welfare of student, knowledge about their subject matter able to get along with parents.... And genuinely excited about the work that they do.... Effective teachers are able to help student learn. (p.329). The implication of the above definition of effective learning is that, for one to be an effective teacher he or she has to be equipped academically and professionally.

Another quality of an effective social studies teacher as pointed out by Akin bode (1981) should be that he or she is knowledgeable and well informed on a wide range of subject. He/she should have a great respect for knowledge and encourage the student to cultivate love and respect for it vital force in a happy and productive life Akin aye (1973)

In parallel with this quality thrust, Mope (1989) in a study found pre-instructional competences of thorough knowledge of subject matter and ability to select appropriate instructional materials to rank the highest among all the competences considered necessary for the teacher of social studies. As Thompson (1985) aptly puts it, not even the best initial training will be sufficient to equip a teacher for the rest of his career. Seminars, workshop and in-service courses should be the experience social studies teachers undergo so as to enable them function effectively in the classroom. The programmers of teacher education may not cover adequately all areas of teachers needed knowledge. The one area that stands out most readily is that of pedagogical content knowledge.

## **METHODOLOGY**

The study adopted an ex-post facto design. The study was conducted in Akwa Ibom State. The population of the study consisted of all social studies students in junior secondary school three (JSS3). A stratified sampling technique was used to select a total of 494 junior secondary three (JSS3) social studies students in the Uyo educational zone. The research instruments used in the study were “Teaching Effectiveness Test Scores (TERS) and “Social Studies Achievement Test Scores” (SSATS). Face and content validation of the instrument was carried out by an expert in testing, measurement, and evaluation in order to ensure that the instrument has the accuracy, appropriateness, and completeness for the study under consideration. The reliability coefficient obtained was 0.83, and this was high enough to justify the use of the instrument. The researcher subjected the data generated for this study to appropriate statistical techniques, such as descriptive statistics meant to answer the research questions and simple regression analysis meant to test the hypothesis. The test for significance was done at 0.05 alpha levels.

## **Results and discussions**

### **Hypothesis one**

There is significant difference in the social studies mean score of the student who perceived their teacher’s knowledge of the subject matter as effective and those who perceived as ineffective. As shown in table 1, the mean social studies score for student taught by effective teachers was 21.89 (SD= 21.95) and the mean social studies score for student taught by ineffective teachers was 17.22 (SD = 19.91). the comparison yield t-calculated value of 2.45 which was greater than the critical t-value, the null hypothesis stating the non-significant difference in the social studies performance mean score of student who perceived their teacher’s evaluation practices as effective and those who perceived as ineffective was rejected and alternative hypothesis accepted.

**Table 1 comparison social studies performance scores between student who rated their teachers as effective and ineffective in knowledge of the subject matter**

Knowledge of the subject matter		X	SD	DF	t-calculated	t-critical	Decision At <.05
Effective	270	21.89	22.03	492	2.94	1.96	S*
Effective	224	16.60	16.73				

S\*= significant at <.05.

### Hypothesis two

There is significant difference in the social studies performance mean score of student who perceived their teacher's evaluation practices as effective and those who perceived as ineffective. As shown in table 2, the mean social studies score for student taught by effective teachers was 21.89 (SD =21.95) and the mean social studies score for student taught by ineffective teachers was 17.22 (SD =19.91). the comparison yielded t-calculated value of 2.45 which was greater than the critical t-value was greater than the critical t-value, the null hypothesis stating the non-significant difference in the social studies performance mean score of student.

**Table 2 comparison social studies performance scores between student who rated their teachers as effective and ineffective in evaluation practices**

Evaluation practices	N	X	SD	DF	t-calculated	t-critical	Decision At <.05
Effective	273	21.89	21.95	492	2.45	1.96	S*
Effective	221	17.22	19.91				

S\*= significant at <.05.

### Analysis of the students' social studies performance by the teacher lesson presentation

The analysis of the students' social studies performance by the teacher's lesson presentation revealed that the subject who rated their teacher on the criterion as being effective performed better in social studies achievement test than those who rated same as ineffective.

Reasons which could be advanced for this better performance of the students' who rated their teachers as effective could be as a result of the fact that in the concept of teaching and learning is viewed as the active production rather than the passive production of meaning also, when learning is viewed as "active production" than it becomes a manifestation of human powers. The development of understanding is constructed as the extension of the students' natural powers in relation to things which matter in life (Elliot, 1990).

Teaching is viewed as an enabling activity which aims to facilitate an indeterminate dialectical

Olli process public structure of knowledge and individual subjectivities. It focus is on the process rather than the product of learning. It is directed towards activating, engaging, challenging and stretching the natural powers of the human mind (Elliot 1990). Research relating learners' involvements to achievement have generally reported positive relationship (Bennet, 1988).

### Analysis of the student social studies performance by the teacher's evaluation practices

Subject who rated their teachers' evaluation practices as being "effective" obtained a higher performance mean score in the social studies examination than those who rated them "ineffective". This finding support the contention that the way student approach learning is

often shaped by evaluation tasks and the way they feel about their learning and themselves as learners is also shaped by evaluation task.

### Conclusion

On the basis of the findings in this study, the following conclusion was drawn:

- There exists significant difference in the social studies performance mean score of the student who perceived their teacher's knowledge of the subject matter as effective.
- There exists significant difference in the social studies performance mean score of the student who perceived their teacher's evaluation practices as effective and those who perceived as ineffective.

### Recommendations

Based on the result of the study, the following reconditions were made,

- Funding of teaching research should be encouraged by the ministry of education.
- Reward, recognition and promotions should be accorded to deserving teacher's as an incentive and promote effectiveness in the profession.

Student evaluation should be improved by seeing it as a process of decision making rather than as a process of measurement.

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