

INFLUENCE OF TEACHERS' TEACHING STYLES ON JUNIOR SECONDARY SCHOOL STUDENTS' ACHIEVEMENT IN SOCIAL STUDIES IN OSUN STATE, NIGERIA

B. A. Adeyemi

Abstract

Mastery and achievement of students in any discipline are largely dependent on the teaching strategies employed by the teachers. It is on this premise that the study examined the teaching styles mostly adopted by Social Studies teachers in Osun State. It also investigated the achievement of junior secondary school students in Social Studies and examined the influence of teachers' teaching styles on students' achievement in the subject. This investigation was carried out in order to provide information on the influence of teaching styles on students' achievement in Social Studies. The study employed survey research design. The sample size consisted of 800 Social Studies students and 40 Social Studies teachers that were selected using simple random sampling technique. Two instruments were used for data collection: Social Studies Achievement Test (SSAT) and Teacher Teaching Style Questionnaire (TTSQ). Data collected were analyzed using frequency counts, simple percentages, and chi-square statistics. The results showed that Demonstrator and Facilitator teaching styles were mostly employed in the teaching of Social Studies with 75% and 70% respectively. The results further showed that teachers teaching styles have a significant influence on junior secondary school students' achievement in the subject ($\chi^2 = 565.44, p < 0.05$). The study concluded that teachers' teaching styles influence students' achievement in Social Studies.

Keywords: Teaching styles, Students' achievement, Social Studies

Introduction

The relevance of Social Studies is primarily to help the individual to look at his society and understand problems which he should help to seek solutions to (Adeyemi, 2016). The main purpose of Social Studies is to equip young people with the ability to make informed and sound decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. Social Studies is one of the compulsory subjects taught at junior secondary schools in Osun State. Social Studies as a subject in any given society also takes into cognizance the peculiarities of the society in which it is

being taught. It is deliberately planned to positively influence learners' understanding of their immediate environment.

Human beings form the central focus of Social Studies. The subject examines the lifestyle of people as close as family and those living in distant places. It also encapsulates the study of people living in the present age, those who lived in the past, and even future generations. Zarrillo (2013) submits that Social studies has the potential of being the best part of the school day because it exposes children to the connection existing within people and the environment. As children learn about other people, they are fascinated by differences noticed among cultural groups and at the same time find the commonalities that foster a shared sense of humanity. Teaching about people is a complex task, therefore, information must come from many fields of study.

Teachers and students play active roles when it comes to the learning process. The teacher's primary role is to teach and facilitate students' learning and overall comprehension of the learnt material. Students' learning is measured through formal and informal forms of assessment which include group projects, student portfolios, as well as class participation. Teaching and assessment are two sides of a coin, hence, they are connected as students' learning is continuously measured during teacher instruction. At any level of education, the primary purpose of teaching is to bring a fundamental change in the learners' behaviour (Tebabal & Kahssay, 2011). To facilitate the process of knowledge transmission, teachers need to apply appropriate teaching methods that best suit specific objectives and level exit outcomes (Ganyaupfu, 2013).

In one of the articles put forward by Mountain Area Health Education Centre (2004), teaching styles are viewed as the way a teacher patterns his method of impacting knowledge on the learners in a preferred manner to meet the needs of the learners for a specific situation. Graham-Reichmann (1996) in Adeyemi (2009) examines four teaching styles which include Formal Authority, Demonstrator, Facilitator and Delegator. The characteristics of these teaching styles are presented below:

Table 1

Teaching Style	Characteristics
Formal Authority	<ul style="list-style-type: none"> • It is instructor centered • Teacher provides flow of contents • Students only receive from him • Does not create relationship
Demonstrator	<ul style="list-style-type: none"> • He demonstrates facts • He acts like a coach • He guides students to apply knowledge • Encourages students participation
Facilitator	<ul style="list-style-type: none"> • It is student centered • Teacher focuses on activities • Group activities are encouraged • Students are led to solve problems
Delegator	<ul style="list-style-type: none"> • It is student-centered • Teacher delegates • Allows independent study • Students' inter-personal roles encouraged

Source: Adeyemi (2009)

However, research on teaching and learning usually tends to examine the extent to which different teaching methods enhance growth in students' learning. Worthy of note is the fact that academic performance by the majority of students is fundamentally linked to the application of teaching methods by teachers to impart knowledge to learners (Adunola, 2011). A considerable amount of research on the effectiveness of teaching methods indicates that the quality of teaching is often reflected by the achievements of learners. According to Ayeni (2011), teaching is a process that involves bringing about desirable changes in learners so as to achieve specific outcomes. Adunola (2011) maintains that in order for the method used for teaching to be effective, teachers need to be conversant with numerous teaching strategies that take into consideration the magnitude of complexity of the concepts to be covered. Low, Taylor, Joseph, and Atienza (2009) also state that in this 21st century, teachers need to develop and improve on a holistic array of skills for teaching and thinking, administration and management as well as knowledge of self and pupils, community and pedagogy, among many others.

Statement of the Problem

The teacher plays a significant role in the intellectual development of the students using various teaching styles to improve their performance in school subjects. The relevance of Social Studies, as a subject deliberately planned to positively influence learners'

understanding of their immediate environment, makes it so peculiar that the teaching of its concepts should be carefully handled if its objectives are to be achieved. To this end, Formal Authority, Demonstrator, Facilitator and Delegator teaching styles have been identified. Since achievement has always been linked to teaching styles, this study examined the extent to which Social Studies teachers use these teaching styles as well as their influence on students' achievement in Social Studies in Osun State, Nigeria.

Objectives

The specific objectives of the study are to:

- i. examine the teaching styles mostly adopted by Social Studies teachers in Osun State;
- ii. investigate the learning achievement of junior secondary school students in Social Studies; and
- iii. examine the influence of the teaching styles adopted by teachers on the achievement of students.

Research Questions

- i. Which of the teaching styles is/are mostly used by junior secondary school Social Studies teachers in Osun State?
- ii. What is the performance level of junior secondary school students in Social Studies?

Hypothesis

- i. There is no significant influence of teachers' teaching styles on academic performance of students in Social Studies.

Method

The study employed the descriptive survey research design. The population of the study comprised Social Studies teachers as well as Social Studies students in junior secondary schools in Osun State. The sample size consisted of 40 Social Studies teachers and 800 Social Studies students in junior secondary schools in Osun State. Multi-stage sampling procedure was adopted for the study. One senatorial district was selected out of the three senatorial districts in Osun State using simple random sampling procedure. Four Local Government Areas (LGAs) were selected from the senatorial districts using simple random sampling technique. Ten schools were then selected from each of the Local Government Areas using simple random sampling technique. In each of the schools, one Social Studies teacher and twenty Social Studies students were selected using simple random sampling technique. Two instruments, namely: Social Studies Achievement

Test (SSAT) and Teacher Teaching Style Questionnaire (TTSQ) were used for the study. The SSAT was administered on the sampled students. It consisted of a 40-item objective test in Social Studies based on the scheme of work that had been covered by the students in all the sampled schools. The instrument was validated with the use of split-half and the Spearman Prophecy formula. A reliability co-efficient of 0.81 was obtained. The TTSQ administered on the Social Studies teachers to determine the teaching style mostly employed by them. It is a standardized instrument with two sections adopted from the teaching style of Graham-Reichmann (1996). Section A contained the teacher's bio data i.e. qualification, gender and so on, while Section B consisted of forty items describing the four categories of teaching styles. It was a rating scale instrument with four options ranging from "Strongly Disagree to Strongly Agree" such that SD = 1, D = 2, A = 3 and SA = 4. The items consisted of four categories of teaching styles of which Formal Authority had 11 items, Demonstrator had 10 items, Facilitator had 10 items and Delegator had 9 items. The maximum point for the Formal Authority was 44 points, Demonstrator was 40 points, Facilitator was 40 points, while Delegator was 36 points. The total score obtained in each category provided the basis for the classification of the teaching styles of Social Studies teachers. The instrument was re-validated based on the environment in which it was to be used. The instrument was administered on thirty teachers outside the study area before use and a reliability index of 0.89 was obtained using Cronbach alpha.

The researcher visited the schools personally and contacted the principals and teachers for assistance and cooperation. Data collected were analysed using frequency counts, simple percentages and Chi-square statistics.

Results

Research Question One: Which of the teaching styles is/are mostly used by junior secondary school Social Studies teachers?

Table 2: Descriptive Statistics of the Teaching Styles Adopted by Social Studies Teachers.

Teaching Styles	SD f(%)	D f(%)	A f(%)	SA f(%)
Formal Authority (FA)	13(32.5)	12(30.0)	10(25.0)	5(2.5)
Demonstrator/Personal Model (D/PM)	6(15.0)	4(10.0)	19(47.5)	11(27.5)
Facilitator (F)	5(12.5)	7(17.5)	15(37.5)	13(32.5)
Delegator (D)	11(27.5)	13(32.5)	10(25.0)	6(15.0)

Table 2 shows the descriptive statistics of the teaching styles adopted by the teachers in the teaching of Social Studies in Junior Secondary Schools in Osun State. It can be inferred that 13(32.5%) of the teachers strongly disagreed and 12(30.0%) disagreed on the use of formal authority in teaching the students while 10(25.0%) agreed and 5(2.5%) strongly agreed. Pertaining to demonstrator/personal model teaching style, 6(15.0%) strongly disagreed and 4(10.0%) disagreed whereas 19(47.5%) agreed and 11(27.5%) strongly agreed. Moreover, on facilitator teaching style, 5(12.5%), 7(17.5%), 15(37.5%) and 13(32.5%) of the teachers strongly disagreed, disagreed, agreed and strongly agreed respectively. In the same vein, 11(27.5%) strongly disagreed and 13(32.5%) disagreed while 10(25.0%) agreed and 6(15.0%) strongly agreed on adopting delegator teaching style.

Summarily, results in the table showed that most (75.0%) of the teachers agreed totally that they adopted demonstrator/personal model teaching style while 70.0% agreed to adopting facilitator teaching style in teaching the subject in Junior Secondary Schools in Osun State. The result implies that teachers in the area used for the study always adopted demonstrator and facilitator teaching styles in teaching Social Studies in junior secondary schools.

Research Question Two: What is the performance level of junior secondary school Social Studies students in Osun State?

Table 3: Descriptive Statistics of the Level of Performance of Junior Secondary School Students in Social Studies.

S/N	Level of Performance	Frequency	Percent
1	High	149	18.6
2	Moderate	400	50.0
3	Low	251	31.4
Total		800	100.0

Table 3 shows the descriptive statistics of the performance level of junior secondary school students in Social Studies. The findings of the research question showed that 149(18.6%) of the students performed very well in the subject, 400(50.0%) of them moderately performed while 251(31.4%) of the respondents did not do well at all as they performed poorly in the subject. From the findings, it can be observed that the level of performance of the junior secondary school students in Social Studies in the study area is moderate considering its frequency and the percentage.

Hypothesis One: There is no significant influence of teachers' teaching styles on Junior Secondary School students' achievement in Social Studies.

To answer this hypothesis, teachers responded to TTSQ while the average achievement score of the students were also taken. Based on the teachers' responses, their teaching styles were identified and grouped alongside their students' average scores.

Table 4 : Chi-Square Analysis of the Influence of Teachers' Teaching Styles on Students' Achievement.

Teaching Styles	Performance			Total f(%)	Df	p-value	
	Good f(%)	Fair f(%)	Poor f(%)				
Formal Authority (FA)	20(2.5)	80(10.0)	100(12.5)	200(25.0)	565.435	6	0.000 p<0.05 Significant
Demonstrator /Personal Model (D/PM)	60(7.5)	120(15.0)	40(5.0)	220(27.5)			
Facilitator (F)	100(12.5)	80(10.0)	60(7.5)	240(30.0)			
Delegator (D)	10(1.25)	60(7.5)	70(8.75)	140(17.5)			
Total	190(23.75)	340(42.5)	270(33.75)	800(100.0)			

($\chi^2=565.435$, $df=6$, $p<0.05$)

Without inference, it can be deduced that majority of the students performed fairly in Social Studies at 340 (42.4%), 190 (23.75%) performed well while the remaining 270 (33.75%) performed poorly. Considering the chi-square analysis of the hypothesis, the result in the table shows a significant influence of teachers' teaching styles on Junior Secondary School students' achievement in Social Studies at ($\chi^2=565.435$, $df=9$, $p<0.05$). Thus, the null hypothesis is rejected. This implies that teachers' teaching styles have significant influence on Junior Secondary School students' achievement in Social Studies in Osun State.

Discussion

The results of the findings revealed that Demonstrator/Personal model and Facilitator teaching styles were mostly adopted by Social Studies teachers in junior secondary schools. It was discovered that only few of the teachers adopted Formal Authority and Delegator teaching styles. This is in line with the findings of Daluba (2013) and Regmi (2012) who submitted that the demonstration method had a more significant effect on students' achievement than the conventional lecture method and that the adoption of effective teaching methods such as the facilitator method, which are learner-centered, would have important implications for student learning. Social studies facilitators teach students the content knowledge, intellectual skills, and the civic values necessary for fulfilling the duties of citizenship in a participatory democracy (Risinger, 2011). *The teaching of Social Studies presents the teachers with a unique set of challenges not always found in other disciplines. Teachers of Social Studies need to remember they teach students and not content, hence, there is need for useful teaching strategies to*

Without inference, it can be deduced that majority of the students performed fair in Social Studies at 340 (42.4%), 190 (23.75%) performed well while the remaining 270 (33.75%) were poor in their performances in the subject. Considering the chi-square analysis of the hypothesis, result in the table showed a significant influence of teachers' teaching styles on Junior Secondary School students' achievement in Social Studies at ($\chi^2=565.435$, $df=9$, $p<0.05$). Thus, the null hypothesis is rejected. This implies that teachers' teaching styles have significant influence on Junior Secondary School students' achievement in Social Studies in Osun State.

Discussion

The results of the findings revealed that Demonstrator/Personal model and Facilitator teaching styles were mostly adopted by Social Studies teachers in junior secondary schools. It was discovered that only few of the teachers adopted Formal Authority and Delegator teaching styles. This is in line with the findings of Daluba (2013) and Regmi (2012) who submitted that the demonstration method had significant effect on students' achievement more than the conventional lecture method and that the adoption of effective teaching methods, which are learner-centered approaches such as facilitator method, would have important implications for student learning. Social studies facilitators teach students the content knowledge, intellectual skills, and the civic values necessary for fulfilling the duties of citizenship in a participatory democracy (Risinger, 2011). *The teaching of Social Studies presents the teachers with a unique set of challenges not always found in other disciplines. Teachers of Social Studies need to remember they teach students and not content, hence, there is need for useful teaching strategies to support effective teaching of the subject.*

It was also revealed from the findings that the performance of students in Social Studies is neither high nor low but at moderate level of performance. The moderate level of performance might be due to the uniqueness of the subject from other subjects as submitted by Yang (2013) that students may find it difficult to determine the standard answers to Social Studies questions.

The results further showed a significant influence of teachers' teaching styles on junior secondary school students' achievement in Social Studies. This agreed with the finding of Ganyaupfu (2013) who discovered a significant difference in the academic performance of students when exposed to different teaching methods. This also affirmed the assertion of Jalbani (2014) that great emphasis has been laid on the teachers to use effective teaching strategies and method for improved learning. Also, the results showed that there is no significant influence of teachers' qualification on teaching styles adopted in the teaching of Social Studies in junior secondary schools. The implication of this is that teacher's qualification is not a predictor of the kind of teaching style employed by the teacher in the teaching of Social Studies.

Conclusion

The study found that demonstrator and facilitator teaching styles were mostly used in the teaching of Social Studies in Junior Secondary School level in Osun State. The findings revealed that students' performance in the subject is moderate, though there is room for improvement on this performance level through appropriate teaching styles. Furthermore, it was established empirically that teachers' teaching style influences students' achievement in Social Studies.

Recommendations

- There is need for organizing workshops and seminars for teachers so as to expose them to various teaching styles. This is important as it would assist them in knowing the teaching style that could lead to meaningful achievement of students in Social Studies.
- Students' subject achievement should be made one of the criteria for teachers' promotion. This will motivate teachers to put in their best in teaching.

References

- Adeyemi, B. A. (2009). Some teacher factors as correlates of pupils' learning outcomes in core subjects in primary schools in Southwestern Nigeria. *An unpublished Ph.D thesis*, University of Ibadan.
- Adeyemi, B. A (2016) The Efficacy of Social Studies Teachers' Competence in the Use of Playway Method in Lower Primary Schools in Osun State, Nigeria. *Journal of Education and Human Development*. 5(1): 249-255.
- Adunola, O. (2011). The Impact of Teachers' Teaching Methods on the Academic Performance of Primary School Pupils in Ijebu-Ode Local Government Area of Ogun State. Ego Booster Books, Ogun State, Nigeria.
- Ayeni, A. J. (2011). Teachers' Professional Development and Quality Assurance in Nigerian Secondary Schools. *World Journal of Education*. 1(2):143-149
- Daluba, N. E. (2013) Effect of Demonstration Method of Teaching on Students' Achievement in Agricultural Science. *World Journal of Education*. 3(6): 1-7.
- Ganyaupfu, E. M. (2013). Teaching Methods and Students' Academic Performance. *International Journal of Humanities and Social Science Invention*. 2(9): 29-35.
- Graham-Reichmann, A. F. (1996). Teaching style survey. University of Cincinnati, Cincinnati; Oh 45221
- Jalbani, L. R. (2014). The Impact of Effective Teaching Strategies on the Students' Academic Performance and Learning Outcome, Munich, GRIN Verlag,

<http://www.grin.com/en/e-book/300046/the-impact-of-effective-teaching-strategies-on-the-students-academic-performance>.

Low, E. L, Taylor, P.G, Joseph, J, & Atienza J.C [EAS] (2009). A teacher education models for the 21st century, Singapore: *National Institute of Education, Nanyang Technological University*.

Mountain Area Health Education Centre (2004). Teaching styles/learning Styles, and educational monograph for community based teachers.

Regmi, K. (2012) A Review of Teaching Methods – Lecturing and Facilitation in Higher Education (HE): A Summary of the Published Evidence. *The Journal of Effective Teaching*. 12(3): 61-76.

Risinger, C. F. (2011). Effective Strategies for Teaching Social Studies. *Journal of Social Education*. 36.

Tebabal, A. & Kahssay, G. (2011). The Effects of Student-centered Approach in Improving Students' Graphical Interpretation Skills and Conceptual Understanding of Kinematical Motion. *Latin-American Journal of Physics Education*. 5(2): 374-381.

Yang, L. (2013). A Comprehensive Look of Social Studies Instruction Seeking Effective Strategies. Available at: <http://www.lynchburg.edu/wp>.

Zarrillo, J. J. (2013). *Teaching Elementary Social Studies: Principles and Applications*. 2008 edition, pp 4-6.