The study examined ‘Teacher’s teaching behaviour and its relationship with students’ academic achievement in Social Studies. The design adopted for the study was Expost facto and the population comprised 14, 297 JSS III students. A sample of 1,200 JSS III students selected through stratified random technique involving the three Educational zones in the State. One null hypothesis formulated to guide the study was that teacher’s teaching behaviour does not significantly relate to students’ academic achievement in Social Studies. A questionnaire on teacher’s teaching behaviour and an adopted test scores from Junior Secondary School Examination, Minstry of Education, Cross River State (2007) were retrieved in person. The data collected were analyzed using Pearson Product Moment correlation coefficient and
tested at 0.5 level of significance and 1198 degree of freedom. Based on the findings, it was concluded that teachers’ teaching behaviour contributes to the variance in students’ academic achievement in Social Studies. It was recommended that teachers should be retrained on teaching behaviour through seminars, conferences and in service program.

Teaching behaviour simply means the different methods or strategies of presenting lessons to the students with the ultimate aim of eliciting, and promoting the desired changes among the learners. Some scholar like Ikpaya (2004) and Avey (2003) contend that the degree to which teachers succeed in bringing about desired changes in students’ behaviour depends on the methods, techniques, technology and other devices they employ in teaching.

Teaching behaviour involves all the teaching styles and the process and materials used during teaching-learning session. One could believe that this is why Ijima (2004) confirmed that for this to be effective, it must involve all the storage, retrieval and disseminating facilities and information. In the assertion’s of Eze (2007) teachers’ teaching behaviour has a lot to do with information and communication technology and it is very necessary for effective learning.

Okebukola (2004) noted that the process of curriculum implementation which is facilitated by the teachers’ teaching behaviour is very pertinent if student’s achievement must improve. Similarly, Babalola (2003) summarized that multi-various activities for learning effectiveness depends on the teaching behaviour of the teacher based on the utilization of available resources like communication technology.

Teachers’ teaching behaviour is a vital tool in teaching-learning process. That could be the reason why Adele (2005) asserted that teachers teaching behaviour is dependent upon instructional tools to explore, investigate, solve problems, interact, reflect, reason, communicate and learn many concepts in the curriculum. In line with this, Ugwu (2007) and Adiele (2005) opined that teacher’s teaching behaviour enables teachers and students to exchange ideas with their peers from outside the classroom especially if technological facilities like internet are used. Also Udensi (2006) appreciated that the utilization of available equipments in collaboration with an effective teachers’ teaching behaviour bring about speedy, timely and efficient information processing which is very significant in students’ achievement.

In this conclusion Okereke (2007) assumed that teachers’ teaching behaviour or style has a lot to do with the students performance if systematically practiced with the use of some vital resources like computer. Teachers teaching behaviour involves to a great extent, a perfect questioning skill by the teacher irrespective of any particular teaching style adopted. (Gyuse 2006). According to Kanno and Onyeachia (2009) an effective teachers’ teaching behaviour may lead to the creation of individualized and collaborative instruction and hence, encourages students achievement in any given subject. This shows why Ebenebe and Nwosu (2006) stated that a new learning environment can be created for students to be engaged as active learners’ depending on
the methods and material used during instruction. The National Policy on Education (FRN 2004) has categorically stipulated that for the nation’s educational goals to be achieved, teachers are expected to be effective and qualified to perform their tasks which invariably involve the method and manner in which lessons are presented to the learners.

Mkpa (2007) stressed that for curriculum implementation to be effective the teachers themselves must be effective and instruction must take place in an enabling classroom climate. These include utilization of the needed teaching materials, the appropriate teaching methods and teachers’ behaviour in the classroom if students’ achievement must improve. Olelewe (2007) also opined that even an effective teacher may still find it difficult during instruction if he fails to utilize the required teaching aids or facilities like the information communication facilities and other related materials to motivate the students.

Esu, Essien and Akpan (2009) have also agreed that for effective education implementation, teacher’s mastery of the subject matter, teacher’s effectiveness in classroom communication skills and teacher’s ability to introduce various teaching approaches etc, must be given a priority thought and consideration. This shows that teachers’ teaching behaviour has a vital role to play in effective curriculum implementation and students’ academic achievement.

In a study conducted by Ojelabi (2009) on the topic “organizational climate as correlates of students’ academic achievement in secondary school Economic in Oyo State, Nigeria”, it was discovered that organizational climate, which include teacher’s teaching behaviour in the classroom facilitates learning and improves teachers’ effectiveness and students’ academic ability. This is also in line with Akinade (1996) who argued that learning has to occur in a social content. Moreover, in a study carried out by Archibong, Idaka & Edet (2009), it was postulated that for a teacher to be professionally qualified as such, they should be well trained on all the components of teaching which teaching behaviour is one.

Also, Ekpo, Akpan, Essien & Imo-obot (2009) in their study on classroom climate and student academic achievement in Social Studies in Cross River State, Nigeria discovered that physical layout of the classroom, teachers’ teaching behaviour and instructional materials utilization jointly relate to students’ academic achievement. This implies that, at least, one of these independent variables contributes significantly to variance in the academic achievement of students’ in Social Studies.

Bead (1983) studied the effect of teaching styles on students’ academic achievement. The sample was made up of 2,670 students who took the American College testing (ACT) Battery in 1975 and were completing their second year in 2-year colleges in the Spring in 1977. The instrument used was a researcher constructed 33 items tru/false questionnaire, which measured teaching practices in areas of examinations, classes’ procedure, instructor/student interaction, assignment and instructor’s attitude as perceived by students. Again students’ academic ability was measured by obtaining their scores on the ACT Composite, which was the college admission test. Pearson Product Moment Correlation Technique was used for data
analysis. The findings showed that a significant effect of teaching style on student-
centered, friendly and humane classroom approaches significantly have their students’
academic achievement higher than those who used conventional autocratic and
teacher-centered teaching approach.

Dowalby Schumer (1983) studies the teacher-centered and students-centered mode of college classroom instruction as related to manifest anxiety among students. The sample was made up of 69 Junior College students enrolled in two separate sections of Introductory Psychology course in 1978, who were randomly assigned to groups (teacher-centered and student-centred). The instruments used for data collections were Taylor Manifest Anxiety scale (TMAS) and Mental Ability Test (MAT) respectively. Regression analysis. Using the course examination as the criteria measure was used for analysis. The results revealed that teacher-centred approach resulted in superior examination performance for low-anxious students. They concluded that students-centred approach is more effective in stabilizing learning and improved academic than teacher-centred approach.

According to Ikpaya (2004), a teacher must have the knowledge of different teaching methods, understand the learners and their characteristics; have good knowledge of the subject matter and acquire skills in selecting and implementing appropriate teaching methods in the learning environment if the goal and objectives of the lesson is to be accomplished. Those teaching strategies can be classified into traditional and modern methods, those that deal with the teaching of Social Sciences and Art. A critical review by Ikpaya (2004) revealed that teachers cover a large extent of factual information with a lesson period in an understandable manner (lecture method), but students may not have room for questioning and for students-teacher interaction.

Uche and Umoren (1998) opined that microteaching technique is particularly suitable for learning process. According to them, the various teaching skills cut across disciplinary barriers and may thus be employed for the purpose of teaching both science and non-science subjects. They therefore, identified stimulus variation set induction, structuring, management and communication as the teaching skills required for effective teaching. They advised that teachers must work hard to institute dual communication style that permit both teachers and students to contribute significantly towards the learning process.

On its part, Sociology of Education Conference (SEC) (2000) explained that teaching behaviour may be casual, but the classroom should generally be quite respectful and under control. Avery (2003) emphasized that teachers must continually develop their teaching knowledge and skills by periodically reflecting on the teaching methods, classroom climate and school culture for students’ academic achievement to be enhanced.

Shumer (1999) opined that the teaching o Social Studies should vary from time to time, and from one lesson to another to enable the students to recapitulate and assimilate the content with ease. The suggests the implementation of project method and service learning approach mostly in teaching Social Studies courses since civil purpose and skills are included.
This study was informed by the complaints made by students, parents, and the public about the comparative poor performance of students in Social Studies (as shown in table 1) probably caused by teachers’ ineffectiveness in teaching behaviour and unfriendly classroom under which the teaching learning process takes place.

Table 1
Jss 3 result for Social Studies and Christian Religious Education for the period 2006 to 2008

<table>
<thead>
<tr>
<th>Year</th>
<th>Subject</th>
<th>Total no of schools</th>
<th>Total enrollment</th>
<th>No. of passes in percentage</th>
<th>No. of failure on percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>Social studies</td>
<td>15</td>
<td>2816</td>
<td>1224 43.47</td>
<td>1592 56.53</td>
</tr>
<tr>
<td></td>
<td>Christian Religious Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>15</td>
<td>2816</td>
<td>1986 70.53</td>
<td>830 29.47</td>
</tr>
<tr>
<td>2007</td>
<td>Social studies</td>
<td>15</td>
<td>2443</td>
<td>984 40.28</td>
<td>1459 59.72</td>
</tr>
<tr>
<td></td>
<td>Christian Religious Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>15</td>
<td>2443</td>
<td>2057 84.20</td>
<td>386 15.80</td>
</tr>
<tr>
<td>2008</td>
<td>Social studies</td>
<td>15</td>
<td>2398</td>
<td>1019 43.96</td>
<td>1299 56.04</td>
</tr>
<tr>
<td></td>
<td>Christian Religious Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>15</td>
<td>2318</td>
<td>2214 95.51</td>
<td>104 04.49</td>
</tr>
</tbody>
</table>

As seen in table 1 examination results from 2006-2008 showed that 43.47, 40.28, 43.96 percents of candidates that sat for Social Studies Examination were successful (Cross River State Summary of Results 2006-2008). Ikpaya (2004) and Ojelabi (2009) opined that without effective teaching skills and classroom climate to provide a continual support and encouragement, there will be failure and the students self-esteem regarding learning may be undermined. This could be traced to the feedback channel in the system theory which guided this study and from which the hypothesis formulated was drawn. This study therefore attempted to answer the question: has teachers’ teaching behaviour any significant relationship with student’s academic achievement in Social Studies?

Theoretical Framework

It is pertinent to have an insight into the background of some theories that support this study and from where the problem is identified and hypothesis formulated. The researchers identified and examined the Social Systems theory since the study dealt with relationships and interactions between variables within a social system (in this context, the school). Bertalanffy (1968) is generally considered as the father of the general system theory. Some of the most important variables contained in the general system theory are components, boundaries, environment, inputs, output and feedback which are very indispensable in this study as seen in Fig. 1.
The conceptualization of a system as a process helps to understand the relationship between the units and sub-units within the school and between school the large environment, (Lipman and Hoeh, 1974). The School is an example of a social system. A social system can be defined as a purity of individual actors in interacting with each others in a situation which has at least a physical environment aspect (Parson, 1951) a social system simply means an aggregation of individual and institutional organizations located in various degrees of interdependence as a permanently organized unit of a social order. No wonder Siloer (1983) simply refers to ‘it’ as a system in which the component are people and which interacts with other components for a purpose within a boundary that filters inputs and outputs. The basic concept of Social to school theory was derived by Parson (1951) and its basic application to administration was delineated by Getzels and (1957). A Social system has characteristics such as:

i. A Group of people
These people are in purposive interaction  
These interactions are inter-dependent  
The pattern of inter-dependent interaction is formed into institution  
And these institution have identified geographical locations

Summarily, a social system consist of inputs, a processing units, outputs, feedback and environment (Supra system) as seen in fig. 1.

Despite the fact that system theory has some limitations as identified by Silver (1983) and Lipman and Hoeh (1974), for example, the theory represent holistic view of pheromone (ie it recognizes the nature of the relationships among parts rather than the nature of the parts themselves) and does not provide a framework for achieving predictability etc, its implication for this study is very important because it deals with relationship and interactions between inputs to be transformed into output. For teaching to be effective, all the variable involved must interact either jointly or individuals for achievement to improve. Thus, the system make provision fore outputs and feedback, which tends to be output for another transformation process. It is through the feedback medium (as seen in fig. 1) that The environment (parents, teachers, students) complain the output (poor academic achievement in social students) that even formed the basis for the study. The study to examine the relationship between the teacher’s behaviour and the students’ achievement in a given subject (social studies).

Considering the system theory, it sound logical to expect varirations in input to be reflected as variations in output. Specifically, do input variables such as teachers teaching behaviour relate to system outputs such as students’ achievement in social Studies? If for example, teachers are found to score high in student’s achievement.

**Design and Methodology**
Exposé, fact to design was adopted by the researchers for the study. According to Kerlinger (1973), it is a systematic experience enquire in which the researche does not have direct control or independent variables because their manifestation had already occurred. This design was adopted because the researcher had no control over the variables.

The population of the study was made up of 14, 297 JSS 111 Social Studies students in 228 State Secondary Schools in the three education namely, Calabar, Ikom and Ogoja of Cross River State. The researchers adopted the stratified and random sampling techniques to select a sample of 1,200 male and female JSS 111 students. The selection was based on educational Zones and gender as seen in table 2.
Table 2
Distribution Sample by Educational Zone and Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Calabar</th>
<th>Ikom</th>
<th>Ogoja</th>
<th>Totao percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>265</td>
<td>100</td>
<td>196</td>
<td>561</td>
</tr>
<tr>
<td>Female</td>
<td>289</td>
<td>177</td>
<td>173</td>
<td>639</td>
</tr>
<tr>
<td>Total</td>
<td>554</td>
<td>277</td>
<td>369</td>
<td>1200</td>
</tr>
</tbody>
</table>

The instrument, (Teachers’ teaching behaviour and student’s academic achievement used was a four –point Likert scale questionnaire the reliability estimate of which was 0.84 and achievement test scores adapted form junior Secondary school Certificate Examination results, Ministry of Educatioia, Cross River State, Nigeria (2004) were used to collect data used in the study. The data collected were analyzed using person product moment correlation. The hypothesis was tested at. 05 level of significance and 1198 degree of freedom to ascertain the extent of reliability that exist between these variables.

Hypothesis
The null hypothesis formulated was as follow Teachers’ teaching behaviour does not significantly relate to student’s academic achievement in social studies.

Data analysis
Person product moment correlation statistics was used in testing the hypothesis since the independent and dependent variables have internal data. The result are shown in table 3.

Table 3
Personal Product Moment Correlation of Scores on Teachers’ Teaching Behaviour and Students’ Academic Achievement in Social Studies.

<table>
<thead>
<tr>
<th>Variables</th>
<th>$\sum x^2$</th>
<th>$\sum y^2$</th>
<th>$\sum xy$</th>
<th>$r$</th>
<th>$t$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers’ teaching behaviour</td>
<td>29137.250</td>
<td></td>
<td></td>
<td>0.002</td>
<td>0.069*</td>
</tr>
<tr>
<td>Academic Achievement</td>
<td>97547.492</td>
<td></td>
<td></td>
<td>90.175</td>
<td>0.002</td>
</tr>
</tbody>
</table>

As shown in table 3, the calculated r value is .002, indicating that there is a relationship between teachers’ teaching behvaiour and students’ academic achievement in social studiest. Since the t value eqivilent of the calculated value. 069 is less than the
critical t value of 1.96 at .05 level of significance and 1198 degrees of freedom, it means that the observed positive relationship is not significant. Therefore the null hypothesis is retained.

Discussion of Findings

Ho: Teachers’ teaching behaviour does not significantly relate to students’ academic achievement in social studies. It was found out that teachers teaching behaviour does not significantly relate to students’ academic achievement in social studies. Subsequently, the calculated r-value of .002 indicated an insignificant positive relationship between teachers’ teaching behaviour and students’ academic achievement in social studies. However, Ikpaya (2004) stressed that teaching styles involve the different strategies of presenting lessons to the students with the primary aim of improving students’ academic achievement. This does not seem to be completely in line with the finding of this study. This may be because teaching involves more than teaching behaviour and a teacher may be handicapped in communication skills, student-teacher relationship, classroom management skills and other related variable. Most of the literature reviewed are in line with the result of this study though they highlighted other variables which can help teaching behaviour to improve performance. For instance, Akinlaye (1980) and Ojeli (2009) commented that productive learning and effective styles and technique relates to academic performance of students. Moreover, the National Council for Social Studies (1994) pointed out the each teaching strategy should be regarded as important in the effort to achieve the National Educational Objectives of Social Studies in School. Some of the advantages of teachers’ teaching behaviour include the students’ ability to develop conceptual, creative, inquiry communication and work skills among others. But based on this result it therefore follows that the appreciation of these advantages is reduced to its minimum.

On the other hand, the result of this study is not in consonance with Dowalby and Schumar (1983) who in their research study concluded that students’ centered approach is more effective in stabilizing learning and improving academic performance than teachers centered approach. Here, the researcher compared two groups and two learning strategies. However, the result contradict Bead (1983) who see findings showed that a significant relationship exists and that teachers’ using subject centered, friendly and humane classroom approach have their students’ academic achievement higher than those who used conventional, autocratic and teachers’ centered teaching approach.

On the other hand, considering the dimension of teaching strategies/behaviour available, Uche and Umoren (1998) identified stimulus variation, set induction structuring, management and communication as the teaching skills required for effective teaching. According to Ekpo, Akpan, Essien & Imo Obot (2009) teaching styles are characterized by presentations. This ensures that the learning experience offered is intellectually and pedagogically sound, only in eliciting and maintaining
attention, but also in fostering the educational outcome. The sociology of education conference (SEC) (2002) however stressed the teaching behaviour be casual, but the classroom should be quite and respectful for student for students’ maximum achievement to prevail.

As could be observed, the ideas if Avery (2003), Shunner (1999) and Ajewoole (1990) do not seem to agree with the result of the study. This could be that some teaching behaviour or skills exhibited by the teachers bring about absence of students’ interaction and do not foster educational outcomes. Despite the fact the lecturer method makes it possible, discussion method allows for full participation of students in the learning process; independence teaching behaviour enhances creative and hard work among the students, yet they do not significantly related to academic achievement of students in Social Studies.

Conclusion

Based on the findings, it could be concluded that there exist an insignificant positive relationship between teachers’ teaching behaviour and student’s academic achievement in social studies. This means that for teacher teaching behaviour to improve learning significantly, it must interact with other related teaching skills. If this is done, it will certainly contribute to the achievement of educational millennium goals in Cross River State and in Nigeria as a whole.

Recommendation

Based on the findings, it was recommended that, for students academic achievement to improve, teachers’ should combine their teaching behaviour/skills with other related variable like; teachers’ communication skills, effective Utilization of instructional materials and mastery of subject matter among others.

References


Teacher’s Teaching Behaviour and Academic Achievement of Students in Social Studies in Secondary Schools: A Panacea for the Achievement of Millennium Development Goals in Cross River State


