



Perception of Teachers' Lesson Presentation and Classroom Management as Determinants of Junior Secondary Student' 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 a significant difference in the social studies performance mean score of the student who perceived their teachers' lesson presentation as effective. It also found out that there is a significant difference in the social studies performance mean score of the student who perceived their teacher's classroom management as effective and those perceived as ineffective. One of the recommendations made was that there should be pedagogical training for the teachers by putting in place regular seminars, workshop and conferences to help improve and update their methods of teaching.

Keywords: Lesson Presentation, Classroom Management, Junior Secondary Student, Performance, Social Studies and Uyo Educational Zone.

Introduction

To some extent, the quality of education, whether formal or informal, depends on the teacher. A teacher may be defined as a person who imparts knowledge and, through that process, interacts with the learners and effects changes in them. The changes effected in learners, in the long run, would affect the welfare of society. Therefore, as Harris and Liba (1960:19) rightly put it, "the task of identifying effective teachers is crucial to teaching education, certification, and selection in so far as teaching contributes to social welfare and ultimate human survival." In view of the crucial role of the teacher in teaching and learning situations and the need to improve teaching and hence learning, teacher effectiveness has long been a topic of popular and academic interest, especially in developed nations.

Personal qualities of kindness, sympathy and patience are also appreciated by learners since they make the teacher more effective in carrying out his primary, intellectual task. This appears to be broadly true for all stages of education from infants' school to the university. Enquiries carried out in England and America over half a century ago have pointed to this conclusion (Musgrove & Taylor, 1969). Wayne and Young's (2003) also targeted teacher quality in their analysis of studies that examined the characteristics of effective teacher and their link to student's performance. They also examined rating of teacher's undergraduate institution, teachers test scores, degree and course work certification status. Berry (2003:1) observed that while teacher's qualities are indeed important, they appear to have a "singular focus on content knowledge".

An effective teacher must also know "how to organize and teach their lessons in ways that assure that diverse students can learn these subjects. An effective teacher does not just teach well-designed, standard-based lessons; they know how and their students learn." (Berry, 2002:2). Cruickshank, Jerkins and Metcalf (2003:329) define effective teacher thus: Most observations of teacher's behavior have been concerned with assessing their effectiveness. Such assessments have most commonly been made in the form of a single general rating of teacher ability. Despite considerable growth in the number of observation studies of teaching, there have been relatively few investigations of the classroom and student 'achievement in their subjects. Most of the observations of teachers' effectiveness have been made in their subjects. Most observations of teachers' effectiveness have been made in the form of a single general rating of "teaching ability," yet findings reveal that students should be given the opportunity to evaluate their teachers' performance, which calls for the development of more sophisticated procedures (Morrison & McIntyre 1980).

Statement of the problem

In spite of the poor performance of students in both internal and external school examinations, little is done to find out the relationship between what teachers do in the classroom and their effect on student academic achievement. Studies of the relationship among teachers' knowledge and planning, teachers' action, their cognition while teaching and planning' teachers' action in the classroom, and their effect have been overlooked across the globe. This study intends to investigate overlooked variables such as teachers' teaching as assessed by students in relation to their performance in social studies.

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. Do teachers using different techniques make such a difference in how students perform? or is it a matter of little consequence how teachers perform? So long as they cover the content of the curriculum without empirical studies, it is difficult to meaningfully contribute to discussions on the effectiveness of the various teachers' classroom practices and their behavior against the traditional assumption that anyone who knows about learning knows his or her subject matter. Moreover, findings have shown that students' performance in social studies varies with teachers' approaches as well as teacher factors. Hence, there is a need to investigate the variables of teacher effectiveness and students' performance in social studies.

Purpose of the study

The study was designed to investigate teacher effectiveness and student' performance in social studies in junior secondary schools in uyo educational zone. Specifically, the study sought

- To determine the differences in the junior secondary student' performance in social studies based on their perception of teachers' lesson presentation
- To examine the differences in the junior secondary students' performance in social studies based on their perception of teachers' classroom management

Statements of hypotheses

The following hypotheses were formulated and tested at 0.05 of significance.

- There will be no significance difference in the social studies performance mean scores of students who perceived their teachers' lesson presentation as effective and those who perceived their teachers' lesson presentation ineffective
- There will be no significant difference in social studies performance mean scores of student who perceived their teachers' classroom management as effective and those who perceived their teachers' classroom management as ineffective and those who perceived their teachers' classroom.

The concept of effectiveness

Medley (1979) conceived effectiveness as a function of certain personality traits and characteristics. Such characteristics possessed by the teacher include self-control, adaptability, and good judgment, among others. In another dimension, Locke and Vapor (1991) remarked that an effective teacher should possess at least thorough knowledge of the subject matter being taught and an appropriate repertoire of pedagogical skills and motivation. Anadi (1997:13) described this view as a "presage factor." In other words, teacher effectiveness is seen as dependent on the teacher's personality and professional competencies linked with appearances, qualifications, grade of the teacher, self-assertion, temperament, etc.

Lesson presentation and teaching-learning processes

Modibo (2004:53), reported an investigation which showed that school children demanded first and foremost of their teachers help to study.

This finding is in line with the research carried out by Allen (1989) in English secondary modern schools, in which boys and girls were found to value most highly the teachers' competence as instructors and their pedagogical skills, but they also wanted their teachers to make lessons interesting, to make jokes, and to be friendly and approachable.

The dominant view of an effective teacher is that he or she possesses a repertoire of techniques to meet the challenging demands of the classroom. This flexible style of teaching is supported either explicitly or implicitly by teacher educators (Joyce and Weil, 1986; Eggen and Kauchak, 1988), aptitude-treatment interaction researchers (Corno and Snow, 1986), learning style advocates (Gregoric, 1979), direct instructional designers (Gage, Briggs, and Wagner, 1988), and teachers and administrators. Diem (2000:493) noted that "traditional teacher-centered education paradigms have not appreciably changed; there exists what he calls a "pedagogical possibility" in the discussion of students' work. Udoukpong (1989), in a case study, investigated the effectiveness of the case study teaching technique versus lecturing in advancing junior secondary students' achievement in social studies. Joof, Mezieobi Studies, and Amadi (1994) suggested that teaching in social studies should be predominantly a student-oriented interactive process in which the learner actively participates and acquires significant learning experience under the guidance of the teacher, who serves as a guide and facilitator.

Elisner (1991:11) believes that teacher must:

Transform the inevitable limited and schematic concessions of school programs into the kinds of activities of activities that genuinely engage students, create the environments that open up vistas and provide for deep satisfaction and make a difference in the lives that children lead. No curriculum teaches itself, it must always be mediated, and teaching is fundamental mediator.

One way to transform social studies curriculum requires that teacher move away from traditional mode of teaching and towards a partnership with their student in knowledge together (Bishop and Glynn, 1999).

Classroom management and teaching learning process

Classroom teaching is an extremely complex task that must be carried out in an extremely complex environment. Research has shown that teachers' actions in their classroom have twice the impact on students' achievement as do school policies regarding curriculum, assessment, staff collegiality, and community involvement (Marzano, 2003). It is a well-known fact that one of the classroom teachers' most important jobs is managing the classroom effectively. Research findings converge on the conclusion that "teachers who approach classroom management as a process of establishing and maintaining an effective learning environment tend to be more successful than teachers who place more emphasis on their roles as authority figures or disciplinarians" (Brophy, 1998, P.1). This perspective is very similar to that expressed by Doyle, (1986) especially the assumption that classroom management activities are closely associated with and should be designed to support the basic instructional activities for which schools are established in the first place Brophy (1988:3) avers that:

Research on teaching has established that the key to successful classroom management and to successful instruction as well is the teachers' ability to maximize the time that student spend actively engaged in worthwhile academic activities (attending to lessons, on assignments) some activities to get started or engaged in misconduct.

Good classroom management implies not only that the teacher has elicited the cooperation of the students in minimizing misconduct. He can also intervene effectively when misconduct occurs. He should ensure that worthwhile academic activities are occurring more or less continuously and that the classroom management system as a whole is designed to maximize student engagement in those activities, not merely to minimize misconduct.

A comprehensive literature review by Wang, Heatel, and Walbery (1993) amply demonstrates the importance of effective classroom management. A combined result of the analysis with the findings from 134 separate meta-analyses showed that classroom management had the highest effect on student achievement (Marzano & Marzano 2003). It makes intuitive sense that students cannot learn in a chaotic and poorly managed classroom.

Acceptance of students' ideas is a key aspect of classroom management. Higher teachers' concern for students has been found to be associated with greater teachers' acceptance of students' ideas (Silberman, 1990). The factor most likely to engender student active participation in the teaching-learning process is an open classroom climate—an environment whose significant features are teacher respect for student ideas and teachers' use of democratic leadership behavior. The beneficial effect of an open classroom climate is cited by virtually every researcher and reviewer who looked at the relationship between educational practices and student results (Lewith & Lonstreet, 1991; Vansledright & Grant, 1994). Hepburn (9199:25), for example, observed that the teacher's role is crucial because the teacher's way of managing the class group sets the climate of self-direction, free exchange of views, egalitarian treatment of peers, and, at the same time, maintains order and direction in the group. If teachers are to successfully apply the principles of social constructivism in teaching social studies, it is necessary that they reevaluate and reconstruct their classroom management styles.

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 no significant difference in the social studies performance mean score of the student who perceived their teachers’ lesson presentation as effective and those who perceived as ineffective. As shown in table 5, the mean score for student taught by effective teacher was 22.29 (s = 22.47) and the mean social studies score for student taught by ineffective teacher was 16.74 (SD =16.89).

Also, the comparison yield t-calculated value of 3.00 which was greater than the critical value, the null hypothesis stating the non-significant different in social studies performance mean score of the student who perceived their teachers’ lesson presentation as effective and those who perceived as ineffective was rejected and the alternative accepted. This implies that student who perceived their teachers as effective performed better in social studies than their counterpart who perceived their teachers as ineffective.

Tables 1 comparison of social studies performance studies performance scores between student who rated their teachers as effective and ineffective in lessons presentation.

Lesson presentation	N	\bar{X}	SD	DF	t-calculated	t-critical	Decision At <.05
Effective	286	22.29	22.47	492	3.00	1.96	S*
Ineffective	208	16.74	16.89				

S*= significant at <.05.

Hypotheses two

There is no significant difference in the social studies performance mean score of the students who perceived their teacher’s classroom as effective and those who perceived it as ineffective, as shown in Table 6. The mean social studies score for students taught by an effective teacher was 21.19 (SD =16.23). The comparison yielded a t-calculated value of 1.96 at p<.05. Since the calculated t-value was greater than the critical t-value at P<.05, the null hypothesis states the non-significant difference in the social studies performance mean score of the student who perceived their teachers’ classroom management as effective, and the alternative is accepted. This revealed that students who rated their teachers as effective in classroom management performed better in social studies than their counterparts who rated their teachers as ineffective in classroom management.

Tables 2 comparison of social studies performance studies performance scores between student who rated their teachers as effective and ineffective in class room management.

Lesson presentation	N	X	SD	DF	t-calculated	t-critical	Decision At <.05
Effective	250	21.19	21.29	492	3.02	1.96	S*
Ineffective	244	16.08	16.23				

S* = significant at P<.05.

Discussion of the result

In consideration of the order of hypotheses investigated in this study, it is necessary therefore to discuss the result in the following order;

- Analysis of the student social studies performance by the teacher’s lesson presentation.
- Analysis of the students’ social studies performance by the teachers’ classroom management

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 subjects who rated their teacher on the criterion as being effective performed better in the social studies achievement test than those who rated the same as ineffective. Reasons that 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 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," 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 that matter in life (Elliot, 1990).

Teaching is viewed as an enabling activity that aims to facilitate an indeterminate dialectical process between the public structure of knowledge and individual subjectivities. Its 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 has generally reported a positive relationship (Benneth, 1988).

Analysis of the students' social studies performed by the teacher's classroom management

Here, the subjects who rated their teachers' classroom management as "effective" obtained a higher mean score in the social studies examination than those who rated it as "ineffective.". This result lends support to the findings of Brophy (1988), Boyle (1986), and others, who found teachers who approached classroom management as a process of establishing and maintaining an effective learning environment to be more successful than teachers who placed more emphasis on their roles as authority figures or disciplinarians.

Classroom management, according to Brophy (1988), involves actions taken to create and maintain a learning environment conducive to attainment of the goals of instruction, which involves arranging the physical environment.

Conclusion

On the basis of the findings in this study, the following conclusion was dawn; significant

- There is a significant difference in the social studies performance mean score of the student who perceived their teachers' lesson presentation as effective.
- There is a significant difference in the social studies performance mean score of the student who perceived their teachers classroom management as effective and those perceived as ineffective.

Recommendations

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

- There should be pedagogical training for the teachers by putting in place regular seminars, workshop and conferences to help improve and update their methods of teaching
- Student should be encouraged to assess their views on the teaching \strategies used

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