

QUALITY INSTRUCTIONAL DELIVERY SERVICES AND ACADEMIC PERFORMANCES OF SECONDARY SCHOOLS STUDENTS IN SOCIAL STUDIES IN CALABAR METROPOLIS, CROSS RIVER STATE, NIGERIA

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Abstract

This study focused on quality instructional delivery services and academic performances of secondary school students in Social Studies in Calabar Metropolis, Cross River State, Nigeria. To achieve the aims of the study, two purpose two research questions and two corresponding hypotheses were raised and tested. The research design used was survey; the population of the study comprised all Social Studies teachers in public secondary schools in Calabar Metropolis numbering 76 teachers in all. The sample for the study was 38 secondary school teachers and used for the study. Pearson Product Moment Correlation was used to analyze the data from the study. The result of analysis showed that there is a significant relationship between quality methodology and academic performances of secondary schools students in Social Studies, there is a significant relationship between quality instructional materials and academic performances of secondary schools students in Social Studies. Based on the results of the study, it was recommended among others that teachers should endeavour to use suitable instructional materials to teach topics in Social Studies, government should organize on-the-job training, seminars. The researcher amongst others recommended that government should organize on-the-job trainings, seminars, workshops, symposia and conferences at intervals for Social Studies teachers in secondary schools to update their knowledge on methods of teaching that can allow students to be at the centre of learning and also improve their academic performances.

Keywords: *Quality, instructional delivery, academic performances and Social Studies*

Introduction

Social Studies is a realistic subject that studies human beings in the real life situations. One salient fact derived from the study of Social Studies is the recognition of human beings as the most important aspect of learning and development of purposeful skills and knowledge to enable them function well in the society. It is essential for teachers to use child-centered methods to realize the stated objectives, goals and aims of the subject. Abdu-Raheem (2011) observed that the objectives of Social Studies are yet to be achieved as a result of poor instructional delivery services.

The attainment of the goals of Social Studies are dependent on the quality of instructional delivery methods that are used. Instructional delivery is anchored on the method of teaching and the quality of instructional materials used for lesson deliveries. Quality instruction delivery is a significant tool needed for teaching and learning of school subjects to promote teachers 'efficiencies and improve students' performances. It makes learning more

interesting, practical, realistic and appealing. It also enables both the teachers and students to participate actively and effectively in lesson sessions. It gives room for acquisition of skills, knowledge and development of self-confidence and self-actualizations.

The quality and effectiveness of the various methods of teaching Social Studies in secondary schools has been a matter of grave concern to the stakeholders in education over the last two decades. This is because secondary schools had been described as the determinant of the successes and failures of the whole education system. Based on the philosophy of education in Nigeria, the ultimate aim of secondary schools' education is to transform the individuals into a sound and effective citizens (Federal Republic of Nigeria, 2013).

Abdu-Raheem (2010) pointed out that quality instructional format provided by the teacher seems to be the medium of effective learning and that good teaching makes learning more meaningful. He went further to affirm that while good teaching helps the learner to learn more quantitatively and qualitatively, poor teaching would lead to poor learning and hence poor performance. In the same vein, Cresswell (2015) asserted that effective teachers' present information or skills clearly and enthusiastically, non-judgmental and relaxed, keep the lessons task-oriented, aim at students' achievement and interact with students through probing questions and assist students by elaborating their answers.

Similarly, Adewuya (2013) opined that quality brain-storming helps in clarifying certain ideas and explore contributions and feelings of intellectually-charged minds to the maximum limit. Stephen and Stephen (2014) stated that discussion method is a process of giving and talking, speaking and listening, describing and witnessing which helps expand horizons and foster mutual understanding. Abdu-Raheem (2016) asserted that discussion method of teaching engages both teachers and students in thinking and develops in students social skills of talking and listening. Yusuf and Al-Banawi (2013) also added that involving students in class activities and discussion engages them and promotes their desire to learn the subject. Inquiry, problem-solving, discussion, discovery and role playing are effective instructional delivery methods in which information and reasoning is greatly enhanced. Abdu-Raheem (2012) also agreed that problem-solving method is effective because students are able to participate actively in the lessons and that self-directed learning makes learning effective and meaningful to learners, improve and develop problem-solving abilities in learners and also take care of all categories of learners.

Sumber, Ndofirepi and Gwirayi (2016) asserted that the quality of teaching style of the teacher should match the learning style of the learners in order for learners to understand what the teacher is teaching. They posited that learners should be at the forefront or in the driver's seat and in charge of their own learning while the teacher acts as a facilitator during teaching-learning process. Meaningful teaching and pleasant learning of basic concepts and processes can be accomplished within the instructional framework with the combination of teaching strategies and approaches. Lecture method allows a great deal of information to be passed to the learner and favour handling of large classes. In spite of the advantages, Abdu-Raheem (2012) lamented that the method does not stimulate students' innovations, inquiry and scientific method. It encourages students to cram facts that are easily forgotten and extensive use of the method tends to substitute the teacher for the student. It leads to students' fading memories and decreases students' attention. Adesanya and Adesina (2014) also asserted that lecture method is famous of conventional teaching where teacher is the centre of the teaching, a controller of

the class activities and a dictator while the learner is a passive learner who take all the words of the teacher without interaction between him and the teacher. In the same vein, Afolabi, Abidoye and Afolabi (2013) lamented that in spite of the laudable objectives and benefits of Social Studies in the school curriculum, the teaching of the subject is characterized by conventional method of teaching which always lead to ineffective learning and poor attitude of students towards the subject.

However, Afolabi (2016) stressed the need for a continuous and systematic programme of professional improvement to enhance the effectiveness and efficiency of teaching. Banndele (2013) agreed that good instructional delivery service raises the standard of education and achievement of students and believed that the health of classroom interaction is dictated by the quality of instructions given during the actual lesson periods. The reason being that teacher holds the key to nation-building. Bandele (2013) further asserted that for educational evaluation to be considered in terms of classroom teaching, curriculum, social action or educational programmes, teachers need to be well equipped in the methods of teaching as the teacher is responsible for translating policy into action in the classroom. However, effective and efficient Social Studies teachers must have the knowledge of what to teach and how to teach it. They must have the knowledge of the content, the teaching methods and strategies to facilitate effective interaction between the learners and the content is also necessary. Therefore the objectives of the lesson will prompt the teacher to select the appropriate quality method of teaching.

Statement of the problem

One of the major problems facing education sector in Nigeria is the low level of the performances of secondary schools students in the both local and standardized examinations. It has become a great concern for researchers, educators and all education stake-holders over the years. It was observed that students usually fail in examinations owing to poor quality of instructional deliveries by teachers which entails low quality of instructional materials and poor methods of teaching.

It has also been observed that many students do not pass well in the junior secondary school certificate examinations in Social Studies. Among the factors responsible for the students' poor academic performances in the subject is the inappropriate teaching methods adopted by the teachers. However, the application of quality instructional deliveries may raise the standard of education and result to improvement in the academic performances of students in Social Studies. The statement of the problem therefore put in question form is: what is the relationship between quality instructional delivery services and academic performance of secondary schools students in Social Studies in Calabar Metropolis, Cross River State?

Purpose of the study

The main purpose of this study is to investigate quality instructional delivery services and academic performances of secondary school students in Social Studies in Calabar Metropolis, Cross River State, Nigeria. Specifically, the study sought to ascertain:

- i. The relationship between quality instructional delivery and academic performances of secondary schools students in Social Studies.

- ii. The relationship between poor instructional delivery and academic performances of secondary school students in Social Studies.

Research questions

The following research questions were posed to guide the study:

- i. What is the relationship between quality instructional delivery and academic performances of secondary schools students in Social Studies?
- ii. What is the relationship between poor instructional delivery and academic performances of secondary schools students in Social Studies?

Research hypotheses

The following research hypotheses were formulated to guide the study:

- i. There is no significant relationship between quality instructional delivery services and academic performances of secondary schools students in Social Studies.
- ii. There is no significant relationship between poor instructional delivery and academic performances of secondary schools students in Social Studies.

Method

The research design adopted for the study was survey design. The survey research design was chosen because it can be used to make generalization from small sample (Isangedighi, Joshua, Asim & Ekuri, 2004). The population of this study comprises 76 Social Studies teachers obtained from State Secondary Education Board, Calabar, Cross River State. The sample for the study was 38 Social Studies teachers selected from the population which make 50% of the entire population of the study. Purposive sampling technique was adopted to select the sampled schools and the teachers respectively.

The instrument for data collection was a structured questionnaire titled Quality Instructional Delivery Services Questionnaire (QIDSQ) and Social Studies Performance Test (SOSPT). The questionnaire was made up of two sections, A and B. Section A consists of personal data of the respondents while section B deals with the items of information based on the variables of the study and was concerned with a 4 point modified Likert scale which include, Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). While the Social Studies performance test was made up of 30 objective questions.

In terms of validity, the instruments were given to three experts in measurement and evaluation in the Faculty of Education, University of Calabar, who vetted the items developed and affirmed that 95 percent that the instruments were valid. The reliability estimate of the instrument was established through the test-retest reliability method and the index was found to be 0.86 which was high enough to be used. The data collected were analyzed using Pearson Product Moment Correlation Coefficient.

Results

The analysis of data in this study was based on the hypotheses stated earlier in this study.

Hypothesis 1

There is no significant relationship between quality instructional delivery services and academic performances of secondary schools students in Social Studies. This hypothesis was tested using Pearson Product Moment Correlation Coefficient statistical tool and the result is presented in Table 1.

Table 1: Pearson product moment correlation analysis of the relationship between quality instructional delivery services and academic performance of secondary school students in Social Studies (N=38)

Variable	N	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	r-cal	r-value
Quality methodology (X)	20	301	1982	24021	0.73	0.195
Academic performance	18	419	3241	3241		

$P < 0.05$, critical value = 0.195, df = 36

The result in the above table shows that at 36 degree of freedom, the calculated r-values of 0.73 is greater than the critical value 0.195. This implies that there is a significant relationship between quality instructional delivery service and academic performances of secondary schools students in Social Studies. This implies that the null hypothesis is rejected and the alternate hypothesis upheld which states that there is a significant relationship between quality instructional delivery service and academic performances of secondary schools students in Social Studies.

Hypothesis 2

There is no significant relationship between poor instructional delivery service and academic performance of secondary school students in Social Studies. This hypothesis was tested using Pearson Product Moment Correlation Coefficient Statistical tool and result is presented in Table 2.

Table 2: Pearson product moment correlation analysis of the relationship between poor instructional delivery service and academic performance of secondary school students in Social Studies (N=38)

Variable	N	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	r-cal	r-value
poor instructional delivery (X)	20	345	2020	26030	0.82	0.195
Academic performance (Y)	18	419	3241			

$P < 0.05$, critical value = 0.195, df = 36

The result in the above shows that at 36 degree of freedom, the calculated r-values of 0.82 is greater than the critical value 0.195. This implies that there is a significant relationship between poor instructional delivery services and academic performances of secondary schools students in Social Studies. This implies that null hypothesis is rejected the alternate hypothesis upheld which states that there is a significant relationship between poor instructional delivery service and academic performances of secondary schools students in Social Studies.

Discussion

The result of the hypothesis one shows that there is a significant relationship between quality methodology and academic performances of secondary schools students in Social Studies. This finding is in agreement with Sumber, Ndofirepi and Gwirayi (2012) who explained that the quality of teaching styles of the teacher should match the learning styles of

the learners in order for learners to understand what the teacher is teaching. They posited that learners should be at the forefront or in the driver's seat and in charge of their own learnings while the teacher acts as a facilitator during teaching-learning processes. The author also noted that meaningful teaching and pleasant learning of basic concepts and processes can only be accomplished within the instructional framework with the combination of teaching strategies and approaches. Lecture method allows a great deal of information to be passed to the learners and favours handling of large classes. In spite of the advantages, Abdu-Raheem (2012) lamented that the method does not stimulate students' innovations, inquiry and scientific method. It encourages students to cram facts that are easily forgotten and extensive use of the method tends to substitute the teacher for the student. It leads to students' fading memories and decreases students' attention.

The result of hypothesis two showed that there is a significant relationship poor instructional delivery services and academic performances of secondary schools students in Social Studies. The result of the study is in correspondence with Olumorin, Yusuf, Ajidagba and Jekayinfa (2010) who observed that quality instructional materials help teachers to teach conveniently and the learners to learn easily without any problem. They asserted that instructional materials have direct contact with all sense organs. Kochhar (2012) supported that instructional materials are very significant learning and teaching tools. He suggested the needs for teachers to find necessary materials for instruction to supplement what textbooks provide in order to broaden concepts and arouse students' interests in the subject.

Conclusion

Quality instructional delivery is needed for the attainment of educational goals and the improvement of students' academic performances in Social Studies. Also, the importance of quality instructional materials in the development of learners' intellectual abilities and attainment of teaching/learning objectives cannot be overemphasized. The students taught with quality instructional materials have excellent achievement scores compared with those taught without any material.

Recommendations

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

1. Teachers of Social Studies are encouraged to search for necessary instructional materials that can appeal to the senses of learners, arouse their interest, encourage their participation, make learning more meaningful and promote academic standard.
2. Teachers should endeavour to use suitable instructional materials to teach every topic in Social Studies.
3. School principals should provide Social Studies teachers with enabling environment for the use of available instructional materials to give room for participatory studentship and make learning more meaningful.
4. Government should supply teaching aids and finance schools to improvise unavailable and inadequate instructional materials to make teaching and learning easier, practical, appealing and enjoyable.
5. Teachers of Social Studies should use innovative methods such as problem-solving, discovery, discussion, questions and answers, role play, excursion and computer assisted for the improvement of students' academic performance in schools.

6. Government should organize on-the-job trainings, seminars, workshops, symposia and conferences at intervals for Social Studies teachers in secondary schools to update their knowledge on methods of teaching that can allow students to be at the centre of learning and also improve their academic performances.

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