

Influence of teachers' professionalism, class size and instructional materials on lower primary school pupils' performance in social studies in Osun State Nigeria

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Abstract

The study determined the lower primary school pupils' performance in Social Studies. It also examined the relative influence of each teachers' professionalism, class size and instructional materials on lower primary school pupils' performance in Social Studies and finally examined the combined influence of teachers' professionalism, class size and instructional materials on lower primary school pupils' performance in Social Studies. These were with the view to providing information on how the influence of each of teachers' professionalism, class size and instructional materials could bring about improved performance in Social Studies among lower primary school pupils in Osun State. The study employed descriptive survey design and the target population comprised the public lower primary school pupils and their teachers in Ife East Local Government area of Osun State. The sample size comprised 400 pupils and 40 Social Studies teachers. Ten lower primary schools were selected in the local government area using simple random technique. From each of the schools, forty (40) pupils from primary three were selected, using simple random sampling technique while four teachers were purposively selected from each school based on the fact that they were Social Studies teachers. Three instruments were used for the study. One research question was raised and answered and two hypotheses were tested and verified. Data collected were analyzed using Frequency Counts, Percentages, Bar Charts and Multiple Regression. The results showed that lower primary school pupils demonstrated moderate performance (57%) in Social Studies. The results also showed that teachers' professionalism ($t=2.653$, $\beta=.349$, $p=.012$) class size ($t= 2.439$, $\beta=.271$, $p=0.020$) and instructional materials ($t= -3.912$, $\beta=-.419$, $p=.000$) had significant influence on pupils' performance in Social Studies. Finally, there was significant influence of teachers' professionalism, class size and instructional materials on lower primary school pupils' performance in Social Studies ($t= 33.391$, $P<0.05$). The study concluded that teachers' professionalism, class size and instructional materials are capable of enhancing academic performance in Social Studies among lower primary school pupils in Osun State.

Keywords: *Teachers' Professionalism, Class Size, Instructional Materials, Lower Primary School, Pupils' Performance, Social Studies*

Introduction

Education is the country's most noteworthy resource towards the brisk improvement of its economic potentials, sociological and human resources, subsequently, it centers around the integration of the people into sound and successful citizens (FRN, 2014). It likewise plans equivalent instructive open doors for all at primary, secondary and higher levels. Education has been the pillar whereupon all significant national improvements are constructed. It is the instrument which establishes the tone for development, improvement and comprehension of issues in all ramifications. For education to be applicable in a general public, it must be effectively communicated. Essentially, this must be accomplished through expert instructors, the utilization of good techniques

and reasonable instructional materials (Snoek, 2009).

Social Studies is fundamentally concerned about the study of individuals, their activities and connections, as they relate with each other and with their physical and socio-social condition with an end goal to meet their societal needs. Social Studies is inter/multi-disciplinary in nature and draws its topic from a variety of Social Science subjects like History, Geography, Political Science, Economics, Sociology, Anthropology and Social Psychology. Social Studies offers an imperative job of outfitting learners with skills and abilities to enable them to adapt to the present and future. This enables pupils to take part adequately in their world and clarify their association with different

individuals in social, financial and political issues (Jere, Janet, and Barbara, 2009).

The reason for primary school Social Studies is to empower the learners to comprehend, take an interest in, and settle on educated choices about their environment. Social Studies content enables the young ones to clarify associations with other people, organizations, and fortifies them with learning and comprehension of the past. It furnishes them with aptitudes for gainful critical thinking and basic leadership just as for surveying issues and making insightful and worthy decisions. Most importantly, it coordinates these abilities and understandings into a system for responsible citizens locally, nationally and all around. The instructing and learning forms inside Social Studies are remarkably sorted out to build up these limits starting with the most youthful students in our schools (Adeyemi, 2008).

In the event that the young learners of the society are to end up as powerful members in a democratic setting, at that point Social Studies must be a fundamental part of the educational plan all through the basic years. In a world that requests autonomous and helpful critical thinking to address complex social, financial, moral, and individual concerns, core Social Studies content is as essential for progress as reading, writing and computing. Information, abilities, and attitude necessary for educated and mindful cooperation in the public arena require a methodically-created rudimentary program concentrated on ideas from the four core social studies disciplines: civics, economics, geography and history.

According to Murung (2012), Social Studies is a procedure of training that gives children a chance to connect with other individuals and the general public in their environment. Learning environment is the physical condition in a school setting, for example, school offices, equipment, school practice, for example, making offices accessible, a portion of staff to show essential training and methodologies to advance support. Social Studies contents require significant educating, intelligent arranging, guidelines, and appraisal. Okojie (2005)

detailed that safe and orderly classroom environment and school facilities were significantly related to student academic performance in Canadian schools. Small classes and teacher quality improve teaching and learning condition (Adeyemi, 2008).

A study by Dudeck, (2000) on academic performances in primary schools explains that school teaching and learning materials helps great scholarly practices in the classroom. The study expresses that academic achievement comes through compelling administration, training and information where learners and instructors are furnished with appropriate utilization of instructional materials. Proper utilization of teaching – learning materials is basic to learning and numerous investigations support that there is a strong connection between utilization of instructional materials and execution. Omabe (2006) was of the opinion that the use of teaching and learning materials, for example text books help instructors gather proficiency associations with social Studies as a subject.

The instructor as an expert is a teacher and a specialist in learning and skills. Being a successful specialist and investigator who, through instructional training, is skilful in applying hypothetical information in different educational settings. An instructor gives instructions to teach, for learning, for character, for development, for individual satisfaction and stylish refinement. The professional understands the focal ideas, apparatuses of request, and structures of the order the person in question educates and makes learning experiences that make these parts of topic important for investigation. He/she sees how children learn and create and can give learning openings that help their intelligence and their social and self-awareness. He/she likewise comprehends and utilizes a variety of instructional materials to support students' improvement of basic reasoning, critical thinking and execution abilities. Teachers are capable of inspiring students' learning and thinking (Crook,2008).

Possibly, the most disturbing issue in the present early childhood training in Nigeria is the

inadequacy of qualified teachers to teach the young ones. Numerous early childhood centre proprietors seriously underpay their staff, which contrarily influences the employment rates. Those educators that consent to the low pay are frequently unfit for the job needing to be done. Obviously, there is consistently an alternative of a private nursery school. They utilize instructors that really have the correct capabilities and the degree of professional skill. By and by, not such a significant number of individuals can stand to pay the education costs. Accordingly, they must choose the option to manage shoddy learning conditions for their children. The greater part of the early childhood instruction establishments do not just give average training, yet they additionally cannot offer conventional consideration for youngsters. Numerous educators are not actually qualified for their positions. This means that huge numbers of them do not have the full idea how to manage children by any means, particularly with children that are about three years of age (Evetts, 2009).

Odhiambo (2005) argues that there is a developing interest from the government and general public for teachers' professionalism. Schools are usually assessed based on pupils' academic achievement (Heck, 2009). Instructors cannot be separated from the schools where they instruct and the scholarly consequences of those schools. It would along these lines be wise to utilize standardized students' appraisals results as the basis for making a decision about the presentation of instructors. Instructors are celebrated and are compensated when their schools and teaching subjects are profoundly positioned. In Chile, for example, instructors are remunerated, all things considered, when they work in schools which are recognized as high-performing by the National Performance Evaluation System of Subsidized Schools (Organization for Economic Cooperation and Development, 2005). In Kenya, instructors who exceed expectations in their teaching subjects are compensated during open training day held yearly in each region (Mbugua, 2012). While valuing the benefit of remunerating educators who produce better outcomes, instructors ought to likewise be held responsible when their

students perform inadequately.

The connection between class size and academic achievement has been a fascinating one for researchers. Studies have discovered that the physical condition, class size and instructional materials are on the whole factors that influence students' accomplishment (Kimani, Kara, & Njagi 2013). Different components that influence students' accomplishment are the population of schools and class size (Barab, Gresalfi, & Ingram-Goble, 2011 and Lilian, 2015). The issue is so that it has prompted the decrease in standard of instructional delivery. Since the scholastic accomplishment of students depends, to a great extent, on the school environment, stuffed classrooms have expanded the conceivable outcomes for mass failure and make students lose enthusiasm for school exercises. This is on the grounds that large class sizes do not enable individual student to get consideration from instructors which constantly leads to low reading scores, frustration and low morale in scholastic execution.

Albeit a few outcomes demonstrate that smaller classes advance higher accomplishment in early primary school, the more extensive study on class-size impacts is mostly not concluded. Notwithstanding, not many early childhood education establishments have enough professional staff to deal with the children. The endorsed proportion of instructor to student is 1:25. And for some schools, this proportion is not practicable, which is the reason the classes are overpopulated, and numerous children do not get the consideration they merit. Simultaneously, this issue lies further, as not unreasonably numerous individuals need to seek after a calling in early youth instruction in any case. They perceive how terrible things are, so they settle for something increasingly steady and beneficial. A few investigations recommend that smaller classes and higher staff-pupil proportions are better for young children, permitting increasingly individual consideration, lessening the time and exertion committed to classroom the management, and decreasing the quantity of unpleasant communications. Obviously, nobody truly

accepts that it doesn't make a difference what number of pupils is stuffed into a classroom (Adeyemi, 2010).

Decreasing class size has customarily been viewed as a significant method to improve students' learning experience. Numerous general opinion studies have demonstrated that both educators and guardians support smaller class sizes. Instructors who take to the streets are frequently looking for lower class sizes, among other better working conditions. Majority generally accept that smaller classes would allow instructors to give increasingly close-to-home attention to the learners. This can hypothetically prompt improved scholastic outcomes for the learners. The National Education Association, or NEA, is an American worker's organization that speaks to 3 million instructors working at government funded schools and universities in the United States. The association is agreeable to littler class measures in U.S. schools. For instance, the NEA has required a class size of 15 pupils in early grades of regular school programmes. The NEA says it accepts little class size results in more prominent student accomplishment.

Instructional materials are those materials utilized by an educator to improve their instructing. They incorporate both visual and audio-visual media and could either be concrete or non-concrete. These instructional materials carry life to learning by stimulating understudies to learn. The utilization of instructional materials in the classroom can possibly enable the educator to clarify new ideas clearly, bringing about better learner comprehension of the ideas being communicated. Be that as it may, they are not finishes in themselves but rather they are unfortunate chore (Kadzera, 2006). It is accepted that great instructing materials can never replace the instructor, yet the educators utilize them to accomplish their teaching and learning goals. Instructional materials extend from home made gadgets to advanced machines and furthermore individuals who help the instructor in dispersing information and information to enable students to learn effectively (Ololobou, 2008). Therefore, the

significance of the utilization of these materials cannot be overemphasized.

The most effective instructional materials can never replace the instructor yet the educator utilizes them to accomplish their teaching and learning goals. A portion of the instructional materials fundamental for viable teaching and learning of Social Studies includes the blackboard, models, charts, outlines, maps, pictures, graphs, kid's shows, slides, filmstrips, radio, and TV (Kochhar, 1991). This has been underlined by various researchers. Lockheed and Verspoor (1991) says that instructional materials are basic fixings in learning and that the educational plan couldn't be effectively executed without them. Instructional materials are fundamental since they help the educator and students stay away from overemphasis on recitation and repetition. To guarantee equality instructional conveyance to assisted educator and student, fundamental training requires the suitable utilization of a reasonable blend of print, sound, visual, broad media and different materials. These materials incorporate; course readings, journals, magazines, periodicals, postal, divider outline, maps, globes, filmstrips, pictures, slides, projectors, charts, radio, recording devices and TVs. (Oluwaghohunmi & Abdu-Raheem, 2014)). A portion of the itemized materials like pictures, notices, graphs and globes claim to the feeling of sight (visuals), while some like TV, movies and slide projector are sound visuals, offer to both feeling of sight and hearing.

Garba (2004) states that instructional materials help to blend any differences between the real world and the abstract. For powerful instructional conveyance, the instructor is urged and expected to adequately use applicable instructional materials. Such materials make the teaching and learning process all the more fascinating, increasingly successful, livelier, and speaking to the student, instructional conveyance more straightforward and simpler.

Statement of the Problem

The early years of children are widely accepted as the most essential period during which

children experience cognitive, language, perceptual, socio-emotional and motor development which will be necessary for their future accomplishment and social functioning. Social studies as one of the major subjects taught in the primary school level suggest the importance to the government, parents and the society at large. The Federal Government of Nigeria is now responsive to early childhood education by virtue of its inclusion in the Universal Basic Education (UBE) programmes. This constitutes a step in the right direction in the provision of good early childhood education. Yet, some important cases need to be considered if the objectives of this system are to be achieved. Among such issues are teacher professionalism, class size and the use of instructional materials.

Purpose of the Study

The purpose of the study is to examine the influence of teachers' professionalism, class size and instructional materials on lower primary school pupils' performance in Social Studies in Ile-Ife, Osun State.

The objectives of the study are to:

- (a) determine the lower primary school pupils' performance in Social Studies;
- (b) examine relative influence of each of teachers' professionalism, class size and instructional materials on lower primary school pupils' performance in Social Studies; and
- (c) examine the combined influence of teachers' professionalism, class size and instructional materials on lower primary school pupils' performance in Social Studies.

Research Question

What is the performance of lower primary school pupils in Social Studies in Ile-Ife, Osun State?

Hypotheses

1. There is no significant relative influence of teachers' professionalism, class size and instructional materials on lower primary school pupils' performance in Social Studies.
2. There is no significant combined

influence of teachers' professionalism, class size and instructional materials on lower primary school pupils' performance in Social Studies

Methodology

Research Design

A descriptive survey design is utilized. The study is a descriptive study because it adopted the use of questionnaires. The variables studied are teachers' professionalism, class size, instructional materials and pupils' performance in Social Studies.

Population, Sample and Sampling Technique

The target population is all the public lower primary school pupils in Ife East Local Government Areas of Osun State, Nigeria. Ten lower primary schools were selected using simple random sampling technique. From each of the schools, forty pupils from primary three were selected using simple random sampling technique while four teachers were purposively selected from each school based on the fact that they are Social Studies teachers. In all, we have 400 pupils and 40 Social Studies teachers that made up the sample for the study.

Research Instruments

Three self-designed research instruments were used for the study namely:

1. Teachers' Professionalism Questionnaire (TPQ);
 2. Instructional Material Inventory (IMI) and
 3. Pupils' Performance Record (PPR).
1. Teachers' professionalism Questionnaire (TPQ)

This instrument is a Questionnaire which consists of two sections namely; section A and B. Section A measures the demographic characteristics of the respondents. This includes sex, religion and ethnicity. Section B consists of items measuring professionalism in teachers. Teachers are asked to respond to a 4-point rating scale ranging from Strongly Disagree (1) to Strongly Agree (4); with high scores indicating a positive or favorable response. Negative

worded items were reversed and total score for the scale was generated. It consisted 15 (fifteen) items.

2. Instructional Materials Inventory (IMI)

This was constructed and carried out by the researcher to examine teachers in the course of teaching and determine their level of utilization of instructional materials. This consisted fourteen (14) items. The scale adopted a 4 point rating scale ranging from GE= Great Extent (4) to NL= Not at All (1) with high scores indicating a positive or favorable response.

3. Pupils' Performance Record (PPR)

PPR entails Social Studies Examination result of the pupils for three terms which was collated by the teacher and the average was computed. The highest score was 87 and the lowest score was 12. The investigators ensured that in the schools used for the study, all the teachers were available and taught the pupils throughout the session.

Validity of the Instruments

In order to measure the extent to which the survey instrument has been able to achieve its aims, the process of content validity is employed by cross-examination and verification. Only items that are relevant and valid constitute the contents of the questionnaire and the inventory. The validity of the instrument was ascertained by giving out copies of the draft questionnaires, draft inventory, research questions, hypothesis, alongside with the purposes of the study. The suggestions and recommendations of the experts were used to correct the drafted questionnaire and inventory.

Reliability of the Instruments

The instruments were pre-tested on 10 random lower primary school teachers to ensure reliability. After the pre-test, the instruments were scrutinized and necessary modifications are made before the final administration of the

questionnaire and inventory. Each instrument was checked and all ambiguities and irrelevances deleted. The data was analyzed using Cronbach's Alpha to determine the reliability of the instruments. Teachers' Professional Questionnaire yielded a reliability coefficient of 0.82 while Instructional Material Inventory (IMI) yielded a reliability coefficient of 0.78. It was then adjudged that the instruments were reliable for gathering the intended data.

Procedure for Data Collection

To administer all the instruments constructed for the study, the researcher visited the schools, discussed with the Head Masters/Head mistresses, and obtained their consent before meeting with the teachers. One Social Studies teacher in each school (research assistants) was instructed for a day on the use of the rating scale by the researcher for the study. Thus, the researcher along with the trained research assistants numbered the instruments before administering them in all sampled schools. TPQ was administered to the respondents and retrieved back from them to elicit necessary information needed in the study area. Instructional Material Inventory (IMI) was attended to and ticked by the researcher in the schools to collect data on the teachers' level of utilization of Instructional Material.

Methods of Data Analysis

The descriptive statistics such as frequencies, percentages and graphs are used for the analysis of research questions while the hypotheses testing were done with Multiple Regression; SPSS (Statistical Package for Social Sciences) computer software was used to run the analyses. The hypotheses were tested at 0.05 level of significance. At 5% level of significance, reject null hypotheses for tests with probability estimates lower than 5% (0.05) and conclude that they are statistically significant. Otherwise, we accept (when probability estimates are above 0.05) and conclude that there is no overall statistical significance.

Results

Demographic Profile

The descriptive statistics of ethnicity, gender and religion is represented in Table 1

Table 1: Frequency Distribution of Teachers

Variables	Frequencies	Percentage (%)
Ethnicity		
Yoruba	28	70.0
Hausa	2	5.0
Igbo	10	25.0
Total	40	100.0
Gender		
Male	10	25.0
Female	30	75.0
Total	40	100.0
Religion		
Christianity	20	50.0
Islamic	18	45.0
Others	2	5.0
Total	40	100.0

The summary of the results in Table 1 shows that the teachers' ethnicity were divided into three categories of which 70.0% are Yoruba, 5.0% are Hausa and 25.0% are Igbo. Also, male teachers are 10 of the total respondents representing 25.0%, while female teachers are 30 representing 75.0% of the total valid responses. 50.0% of the respondents are Christians, 45.0% are Muslims, and 5.0% of them belong to other religions.

It is therefore implied that majority of the respondents are Yoruba, female teachers participated more than male teachers and, majority of the participants practice Christianity as a religion.

Research Question 1: What is the performance of lower primary school pupils in Social Studies in Ibe-Ife, Osun State?

To answer this question, Social Studies Examination of the pupils for three terms was collated by the teacher and the average was

computed. The mean and standard score of the group score were 46.31 and 15.82 respectively. Scores below the group mean score were considered as having a low performance. Scores within the mean score and one standard

deviation above the mean score (i.e. 46.31-62.13) were considered as moderate performance while those with scores of 62.2 and above were considered as high performance. The result is presented in table 2 below.

Table 2: Descriptive Statistics of lower primary school pupils Performance in Social Studies

Performance	Frequency	Percent (%)
High	72	18.0
Moderate	228	57.0
Low	100	25.0
Total	400	100.0

Table 2 shows that 57.0% of the pupils had moderate performance in Social Studies. Also, 25.0% of the pupils had low performance while 18.0% of the pupils were found to have high performance. There is an indication from this result that more than 50% of the pupils that participated in the study demonstrated moderate performance in Social Studies.

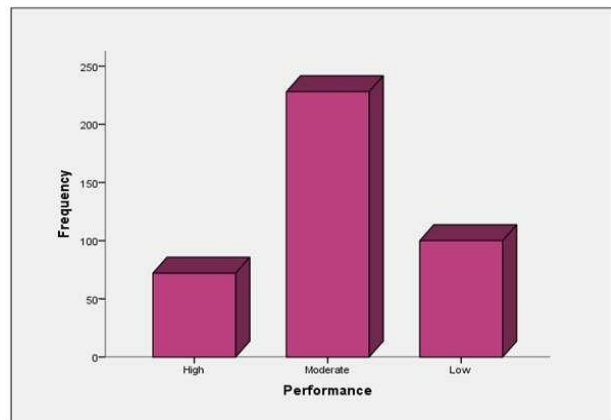


Figure 1: Bar-Chart of lower Primary school Pupils' performance in Social Studies

Figure 1 clearly shows that moderate has the tallest bar. Hence, lower primary school pupils have a moderate performance in Social studies in the study area.

Hypothesis 1: There is no significant relative effect of teachers' professionalism, class size and instructional material on lower primary

school pupils' performance in Social Studies in the study area.

To answer this hypothesis, out of 400 pupils, the average of 10 pupils' Social Studies

performance score was calculated one after the other and recorded and 40 pupils' scores were obtained. This was used in conjunction with the original 40 teachers used in the study.

Table 3: Relative influence of independent variables on lower primary school Pupils' Performance in Social Studies

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	48.729	7.763		6.277	.000
	Teachers' Professionalism	.351	.132	.349	2.653	.012
	Instructional Materials	.274	.112	.271	2.439	.020
	Class Size	-.564	.144	-.419	-3.912	.000

Table 3 reveals the relative influence of the three independent variables to the dependent variables, expressed as beta weights. Teachers' Professionalism have a significant relative influence to the academic performance of Social Studies of lower primary school pupils ($t= 2.653$, $\beta=.349$, $p=.012$). This implies that this aspect of the null hypothesis was rejected as the significance level was less than 0.05. Similarly there was a significant relative influence of Instructional materials to the academic performance of Social Studies of lower primary school pupils ($t= 2.439$, $\beta=.271$, $p=.020$) thus the null hypothesis was rejected as the significance level was less than

0.05. Also, Class Size have a significant relative influence to the academic performance of Social Studies of lower primary school pupils ($t= -3.912$, $\beta=-.419$, $p=.000$). This implies that this aspect of the null hypothesis was rejected as the significance level was less than 0.05. Results in the table above shows that Teachers' Professionalism, Class Size and Instructional materials had a significant influence on pupils' performance in the study.

Hypothesis 2: There is no significant combined influence of teachers' professionalism, class size and instructional materials on lower primary school pupils' performance in Social Studies in the study area.

Table 4: Summary of regression for the combined influence of independent variables on lower primary school Pupils' Performance in Social Studies

R=.858						
R Square=.736						
Adjusted R ² =.714						
Std. Error=7.622						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5820.122	3	1940.041	33.391	.000
	Residual	2091.653	36	58.101		
	Total	7911.775	39			

Table 4 reveals significant combined influence of teachers' professionalism, class size and instructional materials on lower primary school pupils' performance in Social Studies. The result yielded a coefficient of multiple regressions $R = .858$ and multiple $R\text{-square} = .736$. The R -value of $.858$ represents the multiple correlations between the study variables. The $R\text{-square}$ value of $.736$ represents the total variability of the dependent variable as explained by the independent variable. Based on the Adjusted $R\text{-square}$ value of $.714$, it follows that 71.4% of the total variability in the performance test of Social studies lower primary school pupils is explained by the variable of Teachers' Professionalism, Class Size and Instructional materials. The ANOVA result from the regression analysis shows that there was significant influence of the independent variables (Teacher's Professionalism, Class Size and Instructional materials) on the Pupils' performance in Social Studies, $F(3, 36) = 33.391, P < 0.05$.

Discussion of Findings

This study investigated the influence of teachers' professionalism, class size and instructional materials on lower primary school pupils' performance in Social Studies in Osun State. The findings of this study showed that 57.0% of the pupils had moderate performance in Social Studies. This contradicted the findings of Adeyemi and Akinboyewa (2019), who examined the learning outcomes in Social Studies and parental involvement of lower primary school pupils in Ondo state, Nigeria who were of the view that 47.9% of the pupils performed below average in Social Studies. This might be as a result of the emphasis placed on teachers' professionalism, class size and instructional materials which are crucial in bringing about improved performance among learners.

The findings also showed that teachers' professionalism, class size and instructional materials had both significant relative and combined influence on the academic performance of Social Studies among lower primary school pupils. This finding tallied with the findings of **Kimani, Kara, & Njagi**

(2013), who examined how teachers' factors could influence students' academic achievement in secondary schools in Nyandarua county, Kenya and eventually came out with their findings that variables such as gender, age, professional qualifications, professional experience and instructional practices had significant influence on students' academic achievement. This is to say that for effective performance, in any given subject, teacher professionalism combined with instructional materials could go a long way in bringing about better performance in learners.

Conclusion

The study concluded that teachers' professionalism, class size and instructional materials are capable of enhancing academic performance in Social Studies among lower primary school pupils in Osun State.

Recommendations

Teachers who are closer to the students than other stakeholders should be provided with opportunities for professional growth. This may be done by sponsoring regularly the teachers to attend workshop, seminars and granting them to study with pay if they wish to go for further studies. This is also by giving the teachers more responsibilities by allowing them to handle different classes and assigning them other duties.

Teachers should use their academic and professional experience to help pupils to improve in their performance as they transit from lower to upper levels in the primary education cycle.

All teachers should use a variety of teaching and learning resources in all classes during all teaching and learning sessions to make it more real and practical.

The government should increase the funding of schools so as to cater for the essential teaching/learning aids. This may help create a generation that is well educated in the future community.

As for pupil-teacher ratio, the Teachers' Service Commission needs to employ more teachers to curb shortage of teachers in lower primary schools.

Proper balancing of teachers needs to be done where there could be over staffing. This may help to enhance pupil teacher ratio thus improving pupils' performance.

Limitation of the Study

The major limitation of the study was the time allotted by the schools that were used in carrying out the research. The study requires ample time in order to explore all the steps that were required. Nevertheless, with the help of the research assistants, who were adequately trained, success was eventually achieved in getting good results from the research.

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