



## TEACHER FACTORS AS PREDICTOR OF STUDENTS PERFORMANCE IN SOCIAL STUDIES IN NOMADIC SCHOOLS IN NORTH EASTERN STATES OF NIGERIA

---

Hassan Dan Azumi Audu  
PEDN Department  
Federal College of Education, Yola  
Email: [dahassan@fceyola.edu.ng](mailto:dahassan@fceyola.edu.ng)

---

**ABSTRACT:** Social studies is essential for our daily life and plays a crucial role in school curricula, especially in the nomadic education; yet pupils' performance in the subject remain very low especially in the north eastern Nigeria. This study intended to find out whether teacher characteristics, teaching competency, teacher workload and teachers' attitudes towards Social studies affect nomadic pupils' performance in Social studies or not. The study adopted research survey design. The study was conducted in six states of north eastern Nigeria, which has a total of 171 nomadic schools with a population of 326 Social studies teachers. The sampled size was 132 teachers across sixty nomadic schools selected randomly at rate of 10 schools per state. The study used structured questionnaire for data collection. Descriptive statistics was used to analyse data collected. The study found that teachers' background characteristics influence performance of pupils in Social studies. Also, the performance in social studies was significantly influenced by the teacher's competency. Also, the rates at which the teachers are being loaded with works negatively affect academic performance of students in social studies. Also, the attitude of Social studies teachers influence pupils academic performance. The study recommends that the recruitment of Social studies teachers should be based on the qualification, while those in the system should be sponsored for further studies.

**Keywords:** Teachers Factors, Students Performance and Social studies

### GENERAL FRAMEWORK

Social studies are part of the educational system in Nigeria, deliberately designed to efficiently provide students with the necessary knowledge and skills, as well as to teach them to interact with the surrounding world and people. Thus, Social studies are school curriculum that focuses on the development of social relations and the more active functioning of society. Over the years, the Nigerian education system has undergone some significant changes

and continued to change every year. However, with these numbers of changes, government has been consistently retain the social studies in the curriculum of education, due to its important for individual development and social engagement. Social studies remains an indispensable subject of study, because it plays an important role in forming the basis of life for citizen and forming ideals society that standardize human relationship and national development. In most of the times, social studies is among the subject that attract little attention from authorities and less supervision from schools. This allows teachers to be independent on their own with little or no monitoring. More so, the attention gotten by social studies teachers as well as students performance in external examination in social studies have not been gotten similar attention like other subjects like Physics, Chemistry, English and Social studies and of recent ICTs. Teacher is one of the factors that determine the performance of students in any subject and case of social studies is not likely to be differed.

Among the other factors pointed at engineering mass failure and less interest of students in social studies, include lack of attention from authorities, lack of teaching materials, poor school environment, students' readiness, teaching method, teacher factors and parental background. Despite different conclusion and recommendations, the unfortunate thing is that some teachers of social studies are either not convinced themselves, or do not consider it needful to let students know the benefits that could be derived from the study of social studies beyond being a subject to be offered as part of educational programme requirement. Ismail (2013) argued that unless students are being exposed to the many uses and important of social studies to the students and society at large, they may never come close to realizing it, if teachers do not make known to them the importance of social studies to the humanity. Ema and Ajayi (2004) argued that if students lack courage to understand social studies, their attentions may be focused toward acquired passed grade in social studies while much effort could be dedicated to others

subject presumed important like science subjects. Nomadic pupils may not be able to play the national developmental roles expected of them if competent social studies teachers did guide them at early education where foundation for secondary education is being formed. The results could lead to lack of interest in social studies, which can further hamper the attainment of social studies objectives in curriculum. The chances for the underrating the social studies as subject is high, when competent teachers are not available to groom these pupils while in class. The missing link through lack of competent social studies teachers could be responsible for having a majority of the students failing social studies or not attaining the expected benefits of social studies as subject aim to reintegrate nomadic community to the general society through education. More importantly, nomadic pupils would also be losing out in acquiring the basic knowledge, skills and habits that expected of them, so that they can live a more meaningful and productive life in the society. This study is basically designed to examine teacher factors such as teacher characteristics, teaching methods, teaching resources, and teachers' attitudes as predictor for nomadic pupils' performance in social studies in north eastern Nigeria.

### **STATEMENT OF THE PROBLEM**

In Nigeria, efforts to enhance participating and contribution of nomadic community towards national development as well as government effort to key into Education for All policy lead to introduction of Nomadic Education by Federal Government of Nigeria in states where presence of nomadism are high such as north eastern states of Nigeria. Despite the fact that social studies is essential for daily life interaction among people as well as playing crucial role in guiding young citizen toward their civil rights and unit, the performance in the subject of nomadic pupils remains very low, especially in the north eastern Nigeria. Also, the teachers' recruitment efforts by the recent past Adamawa state governments supposed to have addressed the teachers' factors in terms of shortage and qualitative teaching staff. However, for period over a decade after

mass and consistent recruitment s of teachers into both nomadic and conventional schools the performance of nomadic pupils in north eastern Nigeria in social studies remains low. This calls for further concerns to access the possibility of considering whether despite the mass teachers recruitments there are still teachers factors that could responsible for the poor performance of nomadic pupils in social studies in north eastern Nigeria. Thus, the persistent nomadic pupils' failure in social studies is a cause of concern among education stakeholders across the states in the north eastern Nigeria. Unfortunately, there is little research addressing the problems associated with poor academic performance of nomadic pupils in social studies, especially in the north eastern Nigeria. It is in view of this therefore, this research is designed to find out whether teacher characteristics, teaching competency, teachers' workload and teacher's attitudes toward social studies can influence nomadic pupils' performance in social studies in north eastern Nigeria.

#### **PURPOSE OF THE STUDY**

The specific objectives of this study are to:

1. Assess the contribution of teachers' characteristics (qualification and experience) to pupils' performance in social studies in nomadic schools in north eastern Nigeria.
2. Assess the effect of teachers' competency on performance of pupils in social studies in nomadic schools in north eastern Nigeria.
3. Examine the effect of teacher's workload on performance of pupils in social studies in nomadic schools in north eastern Nigeria.
4. Investigate the effect of teachers' attitudes towards teaching social studies on performance of pupils in social studies in nomadic schools in north eastern Nigeria.

## RESEARCH QUESTIONS

1. What teachers' characteristics (qualification and experiences) influence performance of pupils in social studies in nomadic schools in north eastern Nigeria?
2. Do the teachers' competences contribute to the pupils' performance in social studies in nomadic schools in north eastern Nigeria?
3. Is the teacher workload affecting the performance of pupils in social studies in nomadic schools in north eastern Nigeria?
4. Do social studies teachers' attitudes contribute to pupils' performance in the social studies in nomadic schools in north eastern Nigeria?

## PREVIOUS STUDIES

### Theoretical Framework

This study is hinged on System Resource Theory of organizational effectiveness propounded by Yuchtman-Yaar Ephraim and Seashore Stanley in (1967). The theory states that, an organization is said to be effective when it has the ability to secure an advantageous bargaining position in its environment and capitalize on that position to acquire, judiciously distribute, and monitor utilization of scarce resources. The theory viewed an organization such as schools as open systems which can be resourceful when it is able to adequately acquire, rationally distribute, efficiently utilize and regularly maintain scarce resources in implementing its programmes. Since the effectiveness of an organization is measured in terms of its capability to acquire resources, utilize and maintain them in achieving the organizations objectives, Yuchtman and Seashore (1967) system resource theory of organizational effectiveness is relevant to this study. One of the scarce resources in education is teacher, especially the qualified and experienced teachers. Thus, it is expected of every school to ensure that its teaching staff are being supported and encouraged to be effective in their teaching activities especially in the aspect of lesson plan, lesson delivery, teaching skills, instructional material usage and classroom management. Any

school system that fails to manage teacher in those aspects may not get any expected outcome from its human resources. According to Ismail (2013) even in those school where human resources are at abundant in quality and quantity, failure to manage the resources will lead to insolence, laziness and services disorder, which can mar the overall school effectiveness as well as pupils' academic achievement. In short, the teaching staff within the nomadic school system is a resource available for the school to be managed and derived efficient teaching as well as meeting the expected academic achievement for the nomadic pupils.

### **Importance of Social Studies Education**

It is in the recognition of the importance of social studies that the Federal Government of Nigeria through its National Policy on Education made social studies as one of subjects to be offered at the pre-primary, primary and post-primary levels of education (NPE, 2014). The significance of social studies in producing versatile and resourceful graduates that are needed for social integration and nation building cannot be over-emphasized. This is why Ema and Ajayi (2004) affirmed that social studies is a fundamental social science that is necessary for understanding of most social relationship in our society. He stressed further that, it is glaring that no other subject offers such a huge opportunity of telling students more about their stories, tribe and culture of their neighbour. Mezieobi, Fubara and Mezieobi (2013) referred to social studies as the central human relationship discipline that proffer platform for people of various backgrounds to interact, debate, and resolve to one common solution. In his submission, Aliyu (2014) affirmed that the knowledge of social science remains superficial without social studies. This implies that the position of social studies in nomadic education curriculum in Nigeria is important for child social development. However, it is disheartening that research and data such as Boadu, Bordoh, Eshum, Bassaw and Andoh-Mensah (2014), Fakayode (2014) and Muhammad (2016), have been establishing that learning of social studies is no longer considered important by many students.



Also, Awhen, Edinyang and Ipule (2014), Mezieobi and Mezieobi, (2013) and Muhammad (2018) argued that teachers are not feel proud announcing teaching social studies among their colleagues (rest of teaching staff).

## METHODOLOGY

This study adopts quantitative survey research design. The study area is north eastern states in Nigeria, comprised of Adamawa, Bauchi, Borno, Gombe, Taraba, and Yobe states. The target population for this study is 326 social studies teachers in all the 171 nomadic schools in the six states in north eastern Nigeria. The sample size was 132 social studies teachers across the sixty randomly selected nomadic schools at rate of 10 nomadic schools per state. Data were collected in this study through structured questionnaire tagged "Social Studies Teachers Questionnaire" (SSTQ)". Data collected through administered questionnaires were analysed using weighed average.

## RESULTS

**Research Question 1:** What teacher characteristics influence performance of pupils in social studies in nomadic schools in north eastern Nigeria?

**Table 1: Influence of Teachers Characteristics on pupils Performance in social studies in nomadic schools in north eastern Nigeria**

S/n	Items	$\bar{x}$	Remark
1	Age of social studies teacher determine their influence on students' performance	1.59	Disagree
2	Social studies teachers that spent more year in teaching are more effective in teaching nomadic pupils than those with little experience	3.03	Agree
3	Those social studies teachers with more qualification usually teach nomadic pupils better than those with less qualification	3.38	Agree
4	Social studies is supposed to be taught by those teachers that specialized in social studies	3.18	Agree

5	Professional teachers with nomadic education background are better as social studies teachers in nomadic schools than those with others backgrounds	3.03	Agree
---	---	------	-------

**Table 1** revealed the perception of sampled social studies teachers across the nomadic schools in north eastern Nigeria on the contribution of teachers' characteristics on pupils' performance in social studies. The results showed that most sampled social studies teachers disagreed to the assertion that age of teachers is a characteristic factors that influence students' performance (average =1.59). However, sampled social studies teachers strongly agreed that Social studies teachers that spent more year in teaching are more effective in teaching than those with few years of experience (average=3.03). Also, sampled social studies teachers strongly expressed that those teachers with more qualification usually teach nomadic pupils better than those with less qualification (average=3.38). Likewise, most respondents unanimously expressed their agreement to the assertion that Social studies is a subject that supposed to be taught by those teachers that specialized in social studies during their teacher training (average=3.18). More so, sampled social studies teachers expressed strongly that professional teachers with nomadic education background are better as social studies teachers than others (average=3.03).

**Research Question 2:** Do the teachers competency contribute to the nomadic pupils' performance in Social studies in nomadic schools in north eastern Nigeria?

**Table 2: Effect of Teachers' Competence on Performance of Pupils in Social studies in Nomadic Schools in North Eastern Nigeria**

S/n	Items	$\bar{x}$	Remark
1	Social studies teachers with good lesson plan are better equipped in their classroom than others	2.91	Agree
2	Only those social studies teachers with effective teaching skills can guide nomadic pupils to success	3.35	Agree
3	The competency of social studies teachers in the use of	3.06	Agree



	instructional materials can determine what pupils gain from the lesson		
4	Ability of teachers in delivering social studies lesson can determine the pupils' performance	3.38	Agree
5	The efficiency of teacher in classroom management can determine the pupils' achievement	3.50	Agree

---

$\bar{x}$ : Average

**Table 2** presents the results on the perspective of sampled social studies teachers on the effect of teachers' competence on performance of pupils in social studies in nomadic schools in north eastern Nigeria. The results showed that sampled teachers strongly agreed that Social studies teachers with good lesson plan are better equipped in their classroom than others (average=2.91). Also, the sampled social studies teachers expressed their agreement view to the assertion that only those social studies teachers with effective teaching skills can guide pupils to success (average= 3.35). Likewise, sampled social studies teachers agreed that the competency of teachers in the use of instructional materials can determine what pupils gain from the lesson (average =3.06). More so, the sampled social studies teachers expressed strongly that the ability of teachers in delivering social studies lesson can determine the pupils performance (average =3.38). Also, respondents expressed strongly that the efficiency of teacher in classroom management determine the pupils achievement in social studies (average=3.50).

**Research Question 3:** Are the teacher workload affecting the performance of pupils in Social studies in nomadic schools in north eastern Nigeria?

**Table 3: Effect of Teachers' Workload on Performance of Pupils in Social Studies in Nomadic Schools in North Eastern Nigeria**

S/n	Items	$\bar{x}$	Remark
1	It is very common for a nomadic school to have a social studies teacher for many classes	3.03	Agree
2	In most cases, the more the number of periods taught by social studies teacher the less is the efficiency	3.06	Agree
3	Most schools are fond of assign social studies teachers to assist in teaching other social science subjects	3.18	Agree
4	Unorganized nature of classroom account for ineffective teaching as well as low pupils' performance in social studies	3.18	Agree
5	Shortage of social studies teachers in schools lead to merging more classrooms for one social studies teachers which is not effective	2.88	Agree

$\bar{x}$ : Average

**Table 3** present the effect of teachers' workload on performance of students in Social studies in nomadic schools in north eastern Nigeria. The results showed that most sampled social studies teachers strongly agreed that it is very common for school to have a social studies teacher for many classes (average=3.03). Also, teachers expressed that in most cases, the more the number of periods taught by social studies teacher the less is the efficiency (average=3.06). Also, the results showed that the sampled social studies teachers expressed strongly that most schools are fond of assign social studies teachers to assist in teaching other social science subjects (average=3.18). Likewise, the sampled teachers expressed that unorganized classroom is accounting for ineffective teaching as well as low pupils' performance in social studies (average=3.18). More so, the sampled teachers expressed strongly that the shortage of social studies teachers in schools lead to merging more classrooms for one social studies teacher which affect teaching effectiveness (average=2.88).

**Research Question 4:** Do Social studies teachers' attitudes contribute to pupils' performance in the subject in nomadic schools in north eastern Nigeria?

**Table 4: Effect of Teachers' Attitudes towards Teaching Social Studies in Nomadic Schools in North Eastern Nigeria**

S/n	Items	$\bar{x}$	Remark
1	Social studies teacher with lateness attitude to his/her class usually reduced seriousness among nomadic pupils	3.12	Agree
2	Teachers that fond of absent from his/her class do negatively influence learning habit among pupils	3.24	Agree
3	Teachers with poor listening habit usually cannot teach social studies effectively among nomadic pupils	3.50	Agree
4	Social studies teachers with hostile relationship with nomadic pupils usually deny pupils the love for social studies	3.12	Agree
5	Teacher that usually find it difficult to repeat lesson cannot effectively teach social studies in nomadic schools	2.74	Agree

$\bar{x}$ : Average

**Table 4** presents the responses of sampled social studies teachers on the effect of teachers' attitudes towards teaching of Social studies in nomadic schools in north eastern Nigeria. The results showed that most social studies teachers agreed that lateness attitude to class by the teachers usually reduced seriousness among pupils (average=3.12). Also, the sampled social studies teachers expressed strongly that those teachers that fond of absent from their classes do negatively influence learning habit among nomadic pupils (average=3.24). Likewise, social studies teachers argued that those teachers with poor listening habit cannot teach social studies effectively in nomadic schools (average=3.50). More so, the sampled teachers expressed that those Social studies teachers with hostile relationship with pupils usually deny the nomadic pupils the love for social studies (average=3.12). Also, most sampled social studies teachers expressed that those teacher that usually find it difficult to repeat lesson for their pupils cannot effectively teach social studies in nomadic schools (average=2.74).

## DISCUSSION OF FINDINGS

The findings of this study showed that both experience and professional qualification of Social studies teachers are among the teachers' characteristics that can influence nomadic pupils' performance. The reasons for significant influence of teachers' experiences on learners' performance may not be unconnected with the fact that most teachers with more working experience are likely to have encountered difference teaching and learning challenges among their pupils in their various classes. This agrees with the submission made by Mezieobi et al. (2013) that in most cases, teachers with more experience are likely to resolve learning situations in their classroom faster and better than young teachers. Also, the current finding concurred with that Fakayode (2014), which showed that teachers working experience contributed significantly to learners' achievement.

The findings of this study also established that teaching competency by social studies teachers significantly influence the pupils' performance in nomadic schools. Specifically, the study showed that teachers' ability to design a lesson plan, utilise teaching skills, used instructional materials as well as classroom management all enhanced the achievement of nomadic pupils in social studies. This finding agrees with the finding by Awhen, et al. (2014) that teaching competency is what make particular teacher unique and makes particular teachers more effective than others. Also, the finding made by Boadu et al. (2014) showed that teachers' ability to teach using appropriate skills, method and classroom management determine the expected performance of students at the end of the term. The findings of this study established that the rate of workload of social studies teachers significantly affect the pupils' performance in nomadic schools in north eastern Nigeria. This shows that the more the teachers are being engaged with various activities the less is the performance of the pupils. Thus, when teacher has to teach many classes or being asked to be teaching other subjects, the concentration of teachers on specialized subject become lower and

lower on daily basis and the pupils achievement in social studies drop as well. This agreed with the earlier findings made by Fakayode (2014) that teachers' workload affect teachers' performance negatively. Also, the study by Ismail (2013) established that there is always cases of misused and abuses of social studies teachers in schools, in a situation where social studies teachers are asked to take other social science subjects or any teacher is asked to take social studies.

The findings of this study established that a strong relationship exist between the attitude of Social studies teachers and nomadic pupils academic achievement in Social studies. The teachers' attitude toward subject they are teaching influence their motivation and commitment toward the subject which in turn influence the performance of nomadic pupils. This agrees with the conclusion drawn by Aliyu (2014) that teachers that hold constructivist view of Social studies are expected to adopt teacher-student interaction mode of instruction that will allow pupils to explore and investigate, while teachers reside in their classrooms as facilitators. Also, the finding made by Olalobou (2010) indicated that students' performance in Social studies is always poor whenever the teachers show negative attitude toward teaching of Social studies. Also, Fakayode (2014) submitted that teachers' beliefs about Social studies play a major role in shaping their instructional practice and consequently influence their pupils' attitudes, interests and achievement. This shows the joint event of attitude on motivation and interest of both teachers and students. The truth is that both teachers and pupils in nomadic school setting are social animal that works with beliefs and emotion, which can both be influenced by other factors either external or internal.

## **CONCLUSION**

Teacher is at the center of education planning, thereby the teacher factors can make or mar whatever educational planning put in place by the planners if these factors are not carefully observed. This study has reiterated the fact that the background of every Social studies

teacher especially their experience and qualifications should be put into consideration when recruiting teachers for implementing the social studies curriculum in nomadic schools. More so, this study has established the fact that teaching effectiveness of the Social studies teachers can affect the nomadic pupils' academic performance. Also, this study has reiterated the fact that the workload rate for Social studies teachers can negatively affected the pupils' academic performance. This study further reaffirmed the fact that attitude of Social studies teachers toward teaching of subject has direct relationship with performance of pupils in nomadic schools.

## RECOMMENDATIONS

1. The authority of nomadic educations in the six states in north eastern Nigeria should ensure the recruitment of qualified social studies teachers with nomadic education background
2. Schools administrators should ensure that social studies teachers workload are bearable for more effective teaching
3. Social studies teachers should develop good attitude toward teaching of pupils with consideration to peculiarity of nomadic pupils

## REFERENCES

- Aliyu, A. M. (2014). *Assessment of availability and utilization of instructional materials in the implementation of nomadic education programme in Taraba state, Nigeria*. Unpublished MED thesis ABU Zaria.
- Awhen, O. F., Edinyang, S. D., & Ipule, O. D. (2014). Introduction of Social Studies Education in Nigerian Schools: A Success or a Failure. *International Journal of Education and Research*, 2, 347-352.
- Boadu, K., Bordoh, A., Eshum, I., Bassaw, T. K., & Andoh-Mensah, C. (2014). Social Study Teacher's Content Knowledge Impact on Students in Senior High Schools in Ghana. *Open Science Journal Education*, 2, 73-82.



- Ema, E. & Ajayi, O. (2004). The importance of instructional materials to the successful implementation of social studies curriculum at junior secondary school level. *Rivers Journal of Social Studies*. 8(6), 1-14.
- Fakayode, M. F. (2014). A Comparative Study Of Nomadic Educational Programme In North Central Nigeria And Northern Region Of Ghana (1989 – 2009). Unpublished PHD University of Ibadan.
- Ismail, I. (2013). Nomadic Education in Nigeria. Retrieved on 20<sup>th</sup> March 2020 from [www.gamji.com/Fulani7h+m](http://www.gamji.com/Fulani7h+m)
- Mezieobi, K. A. & Mezieobi, K. S. (2013). Community resources: The least thought about and utilized in Social Studies pedagogy in Nigeria. *Rivers Journal of Social Studies*. 8(6), 1-14.
- Mezieobi, K. A., Fubara, V. R. & Mezieobi, S. A. (2013). Social studies in Nigeria. Teaching methods. Instructional materials and resources Owerri: Academic publishers.
- Muhammad, A. (2016). *Evaluation of Nomadic Education Operational Strategies at Primary School Level in Taraba State, Nigeria*. Unpublished PHD Thesis University of Maiduguri.
- Muhammad, A. (2018). Educating Nomads: Case of North Eastern Nigeria. *Nigerian Journal of Curriculum Theorist and Education Technologist*, 1, 126-143.
- Olalobou E. P. (2010). Instructional materials, production in a challenging educational system. A paper presented at an Annual National Conference Organized by the Curriculum Development Materials Centre (CUDMAC) University of Nigeria, Nsukka.