

# Pedagogical Competencies of Teachers and Performance of Junior Secondary Students in Social Studies in Kontagora Local Government Area, Niger State, Nigeria

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**Abstract:**-This study examined Pedagogical Competencies of Teachers and Performance of Junior Secondary Students in Social Studies in Kontagora Local Government Area, Niger State, Nigeria. Three hypotheses were stated and tested in the study and the correlational research design was employed. The population of this study comprised of three thousand one hundred and twenty nine (3,129) lower basic I and II students and one hundred and ten (110) teachers from all the public and private secondary schools in Kontagora Local Government Area (LGA) of Niger State. The students were those that are currently in 2017/2018 academic session. The sample size to be used for this study consists of one hundred and fifty six (156) lower basic students representing 5% of the estimated sample of all lower basic I and II Social Studies students in public and private Secondary Schools in Kontagora LGA of Niger State. The stratified and simple random sampling techniques were used for the study with two instruments were designed by the researcher for data collection namely: Teachers Assessment Form (TAF) and Lower Basic I and II Academic Performance Test (LBAPT) for the students to respond to. In order to ascertain the validity of the instruments: Teachers Assessment Form (TAF) and the Lower Basic Academic Performance Test (LBAPT) was determined using construct and content validity: the instrument was given to three experts, two in Measurement and Evaluation and one in Social Studies Education from the university of Jos to scrutinize the items. The reliability of the TAF was established with split half reliability method using fifty (50) respondents drawn from the population. After the administration of the TAF the co-efficient of internal consistency was determined with split half reliability index which ranged from 0.78 to 0.93 respectively. The descriptive and inferential statistics were employed in this study and the three hypotheses were tested with Pearson's Product Moment Correlation and finding revealed that the level of competence of Social Studies teachers' in classroom assessment competence, classroom arrangement and classroom interaction competence is high. It was recommended among others that.

**Keywords:** Pedagogical Competencies, Teachers Performance, Social Studies, Kontagora Local Government Area, Niger State.

## I. INTRODUCTION

In Nigeria we can identify three levels of education, as contained in the Universal Basic Education (UBE) curriculum. These levels are: Lower Basic Education (Primary 1-3), Middle Basic Education (Primary 4-6) and Upper Basic Education (JSS 1-3). At all these levels, Social Studies is among the basic courses offered by students due to its indispensability to societal peace, unity and global security. Its curriculum is directed towards developing students from the primary school, instilling in them some common literacy and vocational competences that makes them law abiding citizens. At the Upper Basic level I and II, Social Studies is one of the major core subject taught (FGN, 2013). This is because education at his level is strategic as it dictates the pace of education at the primary and tertiary education. In other words, secondary education does not only consume the product of the primary school but also yields input for the tertiary level.

As Ukeje (2009) puts it, Social Studies provide students with a better understanding of their physical and human environment in order to act as responsible citizen. It has become imperative to find out the nature of performance of students in Social Studies at the upper basic level of education because it has become a worrisome issue. There are a lot of innovations that have emanated in different perspectives, some of such innovation includes, change in shelter, transportation, use of products, culture, social institutions, socialization and change in education. Idris (2016) has observed that students' performance in Social Studies in Kontagora Local Government area may have been affected by lack of competent teachers of Social Studies teachers in terms of lesson planning, instructional media, classroom assessment competence, classroom arrangement, classroom interaction, gender difference on teachers' pedagogical competence, school type on teachers' pedagogical competence and the level of Social Studies teacher's qualification.

Obviously, teachers are central to any consideration of schools and a majority of educational policy discussions focus directly or indirectly on the extent to which the teachers possess these competencies. This is because they are the largest single budgetary element in schools. Moreover, parents, teachers, and administrators emphasize repeatedly the fundamental role that teachers play in the determination of school quality. Yet there remains little consensus among scholars and researchers on the competence of a good teacher, let alone on the importance of teachers in comparison with determinants of academic performance. What remains to be done is looking into these problems with a view of providing permanent to the problem of Social Studies education in

Kontagora Local Government area (Idris 2016). Efforts so far made at addressing the seemingly poor performance of students in Social studies does not seem to be providing the desired result. It would appear from past efforts that the problems have not been either correctly diagnosed, or the solutions provided have not been adequate enough to ameliorate the situation. The problem that arises from this situation is a decline in the terminal examination performance of upper basic one and two students in Social Studies at the secondary school level. This definitely has a negative overall effect on the economy. The dwindling performance of upper basic I and II students in Social Studies is presented in Table 1 as a glaring evidence to show the need for this investigation.

Table 1: Upper Basic I and II Students Performance in Social Studies in Kontagora LGA of Niger State from 2013- 2017

Year	Entry	Distinction/alpha	%	Credit	%	Pass	%	Fail	%
2013	6,851	321	4.68	1210	17.66	1103	16.10	4217	61.55
2014	8,211	204	2.48	629	7.66	2165	26.37	5213	63.49
2015	9,156	216	2.36	722	7.89	1467	16.02	6751	73.73
2016	10,876	760	6.99	1012	9.30	1004	9.23	8100	74.48
2017	11,090	201	1.81	651	5.87	1304	11.76	8934	80.56

Source: Ministry of Education, inspectorate Unit Niger State, November, 2017

Looking at the percentage of failure rate from the field survey of Lower Basic student I and II performance in Social Studies in Kontagora LGA, between 2013 to 2017, there are indications of geometric increases in the percentages of failure in their terminal examination, thus: In 2013 the failure rate was 61.55%, in 2014 it increased to 63.49%, in 2015 the percentage of failure rose to 73.73%, which also increased to 74.48% in 2016 and 80.56% in 2017 accordingly. It is worrisome to note that students at this level have continued to perform below expectation as a result of persistent decline in their performance in Social Studies in Table 1. It will be a calamity on their overall performance when they may write Junior School Certificate Examinations.

Social Studies as a subject, teach the students the total summation of all experiences within the environment. The subject develops students' appropriate competence and attitudes which may make students become catalyst and contributors to the society. It gives the individual a better understanding of the nature of the society, its patterns, its problems and prospect (Ogundare, 2003). This means that Social Studies equipped learners with knowledge to be law abiding and to accept of the norms and values of the society. This assertion implies that when students are fully equipped with the right knowledge and competence needed in Social Studies education, their attitude and competence will be transformed in consonance with the societal norms and values. Ani (2008) rightly observed that pedagogical competence deals with the teacher's understanding of learning materials, design and implementation of learning, evaluation of learning outcomes, and the development of learners to

actualize different potentials. The author outlined teachers' pedagogical competence to include the following sub-components, classroom assessment competence, knowledge of classroom arrangement and interaction competence to be very important in the teaching learning process. In other words, a better understanding of pedagogical competence by the teacher may foster learning on the part of the teacher which will further enhance students' performance in Social Studies.

Classroom assessment, classroom arrangement and classroom interaction are highly concerned with qualitative judgments that are used to improve students' knowledge and learning. Assessment and evaluation also give teachers useful information about the ways of improving teaching methods. Through using these strategies and techniques, teachers can increase the students' motivation and show them how well they have learned the language. Evaluation goes beyond students' achievements and language assessments to consider all aspects of teaching and learning and to look at how educational decisions can be informed by the results of alternative forms of assessment and evaluation. To become a professional teacher, one is required to have the competence and ability of transferring knowledge efficiently and effectively. It is on the basis of this backdrop that the study seeks to examine the pedagogical competences of teachers and performance of Junior Secondary students in Social Studies in Kontagora Local Government area, Niger State.

### *Statement of the Problem*

Poor academic performance of lower basic I and II students in Social Studies has been a cause of concern to parent and stake holders of the possible variables that tend to influence the student performance. Personal interaction with some students revealed that the teaching of Social Studies has not been properly done because most of the teachers handling the subject are not subject based. This is envisaged in the persistent rise in the failure rate of students as seen in table 1. It is also observed that most parents blame teachers by claiming that most teachers lacks competence to the extent that what they deliver cannot be well understood by the students. Obviously, pedagogical competencies are distinctive skills that differentiate teachers from other professions, as they help to determine the level of success of the learners' ability to learn. In most cases teachers with the requisite competence to teach may lack the competence to manage learning.

This also poses problems to students in terms of learning the subject. Efforts so far made to improve this seemingly bad situation had not provided the desired result. It would appear from past efforts that the problems have not been either correctly diagnosed, or solution provided have not been adequate enough to ameliorate the situation. The question then is: what are expected by teachers in Kontagora Local Government Area (LGA) to remedy the failure rate of students in Social Studies in schools.

### *Aim and Objectives of the Study*

The aim of this study was to examine pedagogical competencies of teachers on performance of junior secondary students in Social Studies in Kontagora Local Government Area of Niger State, Nigeria. Specifically, the objectives of the study are to:

1. Determine the level of competence of Social Studies teachers' in classroom assessment competence
2. Examine the level of competence of Social Studies teachers' in classroom arrangement.
3. Determine the level of competence of Social Studies teacher's in classroom interaction.

### *Hypotheses*

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

1. There is no significant relationship between teachers' knowledge of classroom assessment and their students' academic performance in Social Studies.
2. There is no significant relationship between teachers' knowledge of classroom arrangement and their students' academic performance in Social Studies.
3. There is no significant relationship between interaction competence and the students' academic performance in Social Studies.

### *Justification of the Study*

The findings of the study are expected to contribute to knowledge advancement as it would be beneficial to the following stakeholders: students, parents, secondary school teachers, school administrators.

Firstly, the study would help students to develop positive attitude and cooperation among their peers in the society. This is because it would help develop positive attitudes of togetherness and cooperation; it will promote the values of honesty, integrity, hard work, fairness, justice, and fair play; it would create awareness in the learners that discipline is essential for an orderly society. Also, this study may help to throw more light on the student's poor academic performance in Social Studies. This study will demonstrate that Social Studies is the basic antidote for interaction between man and his environment. The little contribution of this study is hoped to be of immense benefit to motivate their interest towards the study of the subject in schools

Secondly, the findings of this study would be beneficial to parents as it would impact in them a better understanding of the basic pedagogical competence the teacher need in the teaching/learning process in the classroom for improving students' academic performance. Accordingly, parents will then be able to inculcate the skill of value, norms, attitude formation and character building which would promote effectiveness in dealing with the numerous problems of their children in the home and in the society at large. Also, the findings of the study would benefit parents who are interested in the educational performance of their children most especially in Social Studies as it would help them to prepare them to become useful citizens in politics in the future as this study tends to access the relationship between pedagogical competence and

## II. LITERATURE REVIEW

This chapter review of relevant literature under certain sub-headings to provide useful information in order to give good focus to the study. The sub-headings include: concept of teachers' pedagogy, concept of Social Studies, pedagogical competence of teachers and students academic performance and review of empirical studies.

### *Concept of Teacher Pedagogy and Social Studies Performance*

The term pedagogy refers to the strategies or a style of instruction. It refers to Science of Education. Pedagogy is defined as the system of principles and methods which facilitates effective teaching and learning process. It refers to the knowledge that a teacher must possess and this includes actions and strategies of teaching and addressing the needs of all students, planning activities that encourage students to learn, reason about the problems (Shulman, 2007). The author also believe that, the simple knowledge of a subject is not enough to teach any subject rather a combination of content knowledge and pedagogical knowledge that are very

important. Pedagogy is concerned with the teaching process i.e. knowledge about methods and strategies used in the classrooms. Pedagogical competences of the teacher are the knowledge that goes beyond the subject matter instruction. It includes the conceptions and pre-conceptions of the students of different ages with different background.

A competent teacher uses an array of teaching strategies because there is no single, universal approach that suits all situations. The different strategies used in different combinations with different groups of students will improve learning outcomes and promote academic performance of the students. Some of the strategies are better suited in teaching certain competence and fields of knowledge than others. Effective pedagogical competence practice promotes the wellbeing of students, teachers and the school community, it improves student's and teacher's confidence and contributes to their sense of purpose for being in school and further builds community confidence in the quality of teaching and learning in the school.

Learning in Social Studies is dependent on the pedagogical approaches teachers use in the classroom. According to Moehariono (2009), a variety of pedagogical approaches are common in schools, but some strategies are more effective and appropriate than others. The effectiveness of teacher's pedagogy often depends on the particular subject matter to be taught and a better understanding of the diverse needs of different learners. In general, the best teachers believe in the capacity of their students to learn, and carefully utilize a range of pedagogical approaches to ensure that learning is adequately achieved. The researcher is of the opinion that teachers need to be well equipped in the methods of teaching (pedagogical competence) 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 and master the teaching methods and strategies to facilitate effective interaction between the learners and the content. They should also give room for student's own process of the exploration and discovery which is otherwise known as problem-solving method of teaching.

Pedagogy refers to the interaction between teacher, student, and the learning environment and the learning tasks (Kremer & Holla, 2009). This broad term includes the way teachers and students relate as well as the instructional approaches implemented in the classroom. This implies that pedagogy is often placed on a spectrum from teacher-centered to learner-centered pedagogy. Teacher-centered pedagogy places the teacher at the centre of the learning process and relies, on rote memorization, and chorus answers. Pedagogy is based on an assumption of knowledge delivery that take some variations of traditional teaching methods, and underscores the importance of knowledge reproduction; while the learner-centered pedagogy emphasizes students' responsibility for learning and is focused on knowledge

construction and how students are induced to work and learn together (Chan & Elliot, 2004; Samuelowicz & Bain, 2001). Therefore, teacher's pedagogical competence about teaching can influence students' academic performance in school. In other words, teachers who display high level of teaching competence during instruction rely on their pedagogical competence to practice and perform effectively in the classroom. Thus, teachers need to develop pedagogical competence and teaching competence that engage students while processing knowledge and foster the ability to think critically about classroom teaching/learning to enhance student's performance.

Pedagogy entails different ways in which students learn the various instructions, designed by the teacher. Some of these ways are inclusive of discovery learning, group learning, distant learning and independent study. In the teaching profession, instructional design is just as important as pedagogy. This is based on the fact that the process consists broadly of determining the current state and needs of the learner, defining the end goal of instruction, and creating some intervention to assist the learner to understand in detail the learning (Chen & Rovegno, 2000). It can be established from the above that teacher's pedagogical competence in subject matter must go beyond mere knowledge of the subject matter. The teachers' pedagogical competence should involve his competence to develop learning interest among the learners.

Adodo (2013) opined that pedagogical competency in teaching refers to the ability of a teacher to exhibit competence and knowledge gained as a result of training. These competence and knowledge prescribed in the training programme are apparently calculated by the curriculum planners to relate and to be instrumental to achievement of the desired educational objectives. Much attention has been paid to the area of teacher competencies, it is not unusual to find instructors/teachers who lack the required competence to teach effectively or teachers who lack the ability or competence necessary to produce a classroom test in evaluating students learning outcome in Social Studies. It is therefore important to know that teachers and others associated with the classroom teaching evaluation programme should possess appreciable, pedagogical competence in teaching. The teacher's pedagogical competence refers to the extent to which student have attained pertinent educational objectives and the ability of the teacher to interpret properly the performance of the student.

Social Studies programme involve a functional application of large varieties of "social concepts" that establish connective tissues around different subject matters. Such programmes are therefore designed to display a vast knowledge of a variety of subject disciplines including the social sciences, arts and the sciences. This distillation calls for a meaningful clarification of the interrelationships and an understanding of the human and social chemistry that emerge from the interaction of these differentiated subject matter

areas (Okam, 2002). Although the focal point of this subject is man within the environment, its attention and degree of intensity is sharpened on problems of human survival and growth competence, interaction competence and agents of change of both man and the environment (Inyang-Abia & Esu, 2012). This implies that Social Studies as a subject is directly related to man and his immediate problems in the environment coupled with the interaction with people around the environment.

The introduction of Social Studies as one of the core subject in Junior Secondary School has continued to win the admiration and support of most Nigerian scholars and students. Adewuya (2012) contend that Social Studies education enables students to examine those norms and cultures of their core and immediate communities within the Nigerian milieu in order to strengthen their social responsibilities. Integrated Social Studies inform the child and help him know about the physical, social and educational environment in which he lives and function. This connotes that Social Studies is a realistic subject that studies human beings in the real life situation. One salient fact derived from the study of Social Studies is the recognition of human being as the most important aspect of learning and development of purposeful competence and knowledge to enable them function well in the society.

Integrating and dispensing social knowledge through the instrumentality of Social Studies Curriculum design in Nigerian schools is directed towards the following objectives: self-confidence and initiatives; power of imagination and resourcefulness; desire for knowledge and continued learning; sense of compassion for the less fortunate, sense of respect for and tolerance of the opinion of others and social values and attitudes such as: cooperation; participation; interdependence; honesty; integrity; trustworthiness; diligence and obedience. These are considered necessary for sound Social Studies Education and functional Citizenship Education. Towards achieving these basic goals, the subject is designed to: provide insights into the use of various knowledge structure and procedure from the social sciences that has relevance in modern civilizations; be concerned with fostering students better understanding of the movements, events and personalities that have influence the history of their immediate environment and the wider world as a global community; foster and improve human relations through a better understanding of others within the immediate environment and beyond.

In this respect, Ikem and Reuben (2012) postulated that Social Studies Education has its central task, of helping young people develop competencies that would enable them deal with and to some extent manage the physical and social forces of the world in which they live. This connotes that Social Studies Education basic goal is to prepare young people to be more humane, rational, responsive and responsible participating citizens. The subject equips the child with socio-civic personal, behaviour. Hence, Social Studies is

a process of education which emphasizes the relationship human beings have with their physical, social, economic, cultural, religious, scientific and technological environments. The subject enables student to develop the necessary competence and values that will enable them solve problems in their environments. Problems are solved in a holistic perspective. The teachers therefore need competency competence to impart knowledge and inculcate the right type of values and competence necessary for survival in his environment.

#### *Pedagogical Competence of Teachers and Students' Academic Performance*

Teaching is an art and the quality of teaching depends on the love, dedication and devotion of the teacher towards the subject of knowledge. The most single critical element in the education process is the teacher who plans, organizes, designs, directs, motivates and inspires others to learn using standard teaching techniques to impart knowledge (Okolocha & Onyeneke, 2013). Teaching is a purpose profession engaged in human resource development for individual and economic growth as such every competent teacher produce competent students with excellence in their academic performance. This means that teachers with good pedagogical content knowledge understand where students may have trouble learning the subject and should be able to represent mathematical concepts in a way that their students can comprehend its structure and avoid these difficulties. In order to prepare effective Social Studies teaching, teacher training program must focus on all three types of knowledge: content knowledge, pedagogical competence, and pedagogical content knowledge.

Oyekan, (2000) rightly observed that to make desirable impact on pedagogical competence of teachers and students academic performance, teaching must aim at total developing and enhancing their intellectual capabilities such as lesson planning skill, teaching methods, listening and questioning competence and assessment competence. According to Akinmusire (2012), all education institutions emphasize that teaching is important as such the teachers need to relate pedagogical competence to teaching in order to promote students excellence. The study calls for the need to improve teacher training programs and encourage teachers to further their qualifications, consequently teachers would become more competent in discharging their duties.

Pedagogical competence of teachers entails quality teaching with a high level of creativity in analyzing, synthesizing and presenting knowledge in a new and effective ways. It should instill in the learners the ability to be analytical, intellectually curious, culturally aware, employable and capable of leadership and improved students' academic performance in Social Studies (Okolie, 2014). By quality teaching among teachers it implies that the content taught accords with disciplinary standards of adequacy and completeness and the methods employed are age appropriate,

morally defensible and undertaken with the intention of enhancing the learner's competence with respect to content.

According to Omoifo and Urevbu (2007), effective pedagogical competence implies the use of clearly formulated objectives by the teacher, illustrated instructions that will enable students to acquire the desired knowledge content and then apply the knowledge to the classroom and other related problems. It will also enable the teacher to think rationally and creatively, think and take independent decision in the course of teaching to enhance students' performance in school.

Akomolefe (2010) identified the characteristics of pedagogical competence in teaching to include: attention on students achievement, quality teaching responsive to students learning processes, effective and efficient learning opportunities, pedagogical practices that create cohesive learning communities, effective links between school and cultural context of the school, multiple tasks to support learning cycles, aligned curriculum goal effectively, pedagogy scaffolds feedback on students' task engagement among others. The objectives of effective teaching as stated by Adebile (2008) would include assisting learners to: conceptualize ideas, process thoughts and develop their potentials; contribute to thinking and creativity in the subject, nurture and sustain students' interest, help in the delivery of instructions and to promote individual teacher ability and interest. The quality of any teaching programme cannot rise above the quality of her teachers, teaching is a highly individualized activity, and the student-teacher interaction is an intense human relationship that encompasses a broad range of personalities and behaviours (Okolie, 2014). This connotes that the need for teachers to develop pedagogical competence is vital for enhanced students' academic performance.

Adebile (2008) described an effective pedagogical competent teacher as one who is efficient, reliable and courteously equipped with professionalism, creative in imagination, bustling ingenuity and depth of experience necessary for optimal performance and the achievement of goals. The teacher as a good manager of instruction should be able to utilize appropriate techniques to gain and maintain the attention of students. An effective teacher should be able to display requisite pedagogical insight, professional qualities and utilize same to guide the teaching/learning process to the point of achieving stated educational objectives.

Akiyama and Takahashi (2005) noted that student's well-being is directly tied to personal relationships. Vanzetti and Duck (2006) have written that the relationship between teacher qualifications, experience, preparation in subject matter and in pedagogy. Thus, the social role of a teacher in the educational setting is to help students utilize the experiences and potentialities of students, in order to create a cooperative, supportive learning environment. Therefore the quality of pedagogical relationships between a teacher and a student considered as the foundation of teaching and learning

that happens in the classroom is of great significance. Congruency, empathy, compassion and acceptance have been considered as the main preconditions of quality in pedagogical relationships revealing in the process of positive and collaborative interaction, respect, responsibility, and facilitation of learning on both sides. This means that the value of pedagogical relationships lies in relationship between the teacher and the student being taught.

However, analysing the models explaining the concept of teachers' professionalism, the aspect of pedagogical relationships has often been neglected or conceptualized very indefinitely. Among the qualities essential to the teacher profession there have been mentioned a strong academic and practical knowledge base, practice-based research, ethical codes, lifelong professional development, professional autonomy and control of one's own work, as well as collaboration with colleagues and stakeholders. To the researcher's view, teachers' competence and abilities to develop positive pedagogical relationships with students are among the most significant dimensions of professional competence. As such, teachers have to be able to direct their activity in accordance with students' activity and needs, joining into constantly changeable interaction, thus influencing purposefully the process of study and development of their students. At the same time communication, action and interpersonal relationships have to be ensured according to the expectations and individual opportunities of the students.

Pianta (2009) sees pedagogical competence of teachers as a strong bond on students' academic performance. Teachers' on-going interactions with their students can influence the students' academic performance in Social Studies. Strahan and Layell (2006) noted the importance of establishing a learner-centered environment that featured warm, supportive relationships with students. This means if one wants to improve student learning one has to invest in the building learner-centered environment. These realities have a profound impact on the classroom and demand that prepare teachers with the capacity to meet them the students' needs in the school.

#### *Review of Empirical Studies*

There are few empirical studies on the relationship between pedagogical competences of teachers and performance of Junior Secondary students in Social Studies in Niger State. Though, a lot of research work has been done on teacher pedagogical competence in Nigeria. This study considered a lot of other empirical studies that will contribute meaningfully to the present study. The empirical studies were arranged based on African/ Nigerian authors and those of foreign authors. They are; For instance, a doctoral dissertation of Irmiya (2015) on the Effect of Inquiry Method on Pre-Serving Teachers' Competence in Teaching Social Studies Concepts in Plateau State and Abuja Nigeria. The study utilized five research questions and nine hypotheses and the

design was a quasi-experimental design with a total population of 1226 pre-serving teachers. Samples of 40 respondents were drawn from College of Education Zuba and College of Education Pankshin drawn with purposive and stratified sampling techniques. The independent t-test statistic was used in the final analysis and the result revealed that the experimental and control groups perform above average in lesson planning competence, content coverage, questioning and communication competence using inquiry method of teaching Social Studies. However, even though the study was quasi-experimental study, it only utilized independent t-test statistic instead of Analysis of covariance (ANCOVA) limited sample size just forty (40) respondents. The present study considers teachers and students with three hundred and sixteen (316) student and one hundred and twenty six (126) teachers. Thus there is need to explore relationship between each of the pedagogical variable using means comparison on the basis of gender and school location was lacking in the study.

Akinlaja (2008) conducted a study on the influence of teacher perceived knowledge of classroom assessment and students' academic performance in Social Studies in Public Secondary Schools in Ondo State. Two hypotheses were tested in the study with descriptive survey research design using simple random sampling technique. Data was collected with a Classroom Assessment Evaluation Scale (CAEQ), modified from an English version developed by Cassidy (2007), was administered to 43 teachers from various schools. The data was analysed using One-way Analysis of Variance (one-way ANOVA) and the finding revealed that classroom assessment has a significant influence on pupils' academic performance in the selected public secondary school. Quite unfortunate, the sample was only 43 teachers from various schools and the study tested only two hypotheses which were not ideal for a study of such magnitude.

Kulkreti (2004) studied the relationship between classroom management and teacher competence in Social Studies in Tukwan secondary school in Cameroon. Six research questions and five hypotheses were formulated to guide the study and the design was descriptive survey design with a sample of 134 teachers and 518 students in the state, with simple random sampling technique. The findings revealed that competent teachers had no joined the teaching profession because they regarded teaching as a prestigious profession. The findings also revealed that teaching profession has a significant influence on students' academic performance in Social Studies. The major weakness of the finding was on the inconsistent result that teaching profession has a significant students' academic performance in Social Studies without conducting a post-hoc comparison to determine where the influence lies among the variables in the study.

Moore-Hayes and Coleen (2011) conducted a study on teacher's pedagogical competence and academic performance of Junior Secondary School students in Tanzania. Two

research question and hypotheses were stated and the study used descriptive survey design with a sample of 350 in-service teachers drawn purposively for the study data was collected with a researchers developed instrument titled Teachers Pedagogical Competence and Academic Performance Questionnaire (TPCAPQ). The data analyses employed were the one-way ANOVA and Analysis of Covariance (ANCOVA). The findings among others revealed that number of teachers who display a high level of competence were very less, majority of the teachers' possessed average competence. The result also revealed that pedagogical competence of teacher has a significant influence on the academic performance of students. this study failed to established good knowledge of the subject mastery helps the teacher to teach the learners correctly, and whether this in turn leads to the achievement of set objectives and the consequent interest of the learners' to continue in the learning process.

Bhattacharya (2001) studied the comparative degree of teaching pedagogical competence and students' academic performance in Social Studies on Ghanaian and Nigeria students. A standardized instrument titled "Students' Academic Performance Test". Two hypotheses were tested at 0.05 alpha level. The descriptive survey design was used with a sample population of 432 students drawn with quota sampling techniques. The statistical analyses used were independent t-test and one-way ANOVA. The findings revealed that pedagogical content has a strong relationship with students' academic performance. It was also found that students possessed an average level of teaching competence with no significant difference between their teaching competence and level of academic performance in Social Studies. There was a significant correlation between teaching competence and the level of adjustment among female student-teachers teaching science and non-science subjects. The finding was inconsistent with Nigeria students as environment, parental factors and instrument decay (culture biased nature of the instrument) had a strong effect on the findings.

Naik (2006) conducted a study on the effects of Teacher's pedagogical competence and Teaching Effectiveness on academic achievement of students in Social Studies in California. Five research questions and hypotheses were formulated to guide the study and the research design adopted for the study was ex-post facto and correlational research design the population for the study consisted of 6240 teachers. The samples comprised of 620 teachers drawn randomly using simple random and purposive sampling technique the analysis was executed with ANOVA. The findings revealed that pedagogical competence and teaching effectiveness have a strong influence on students' achievement. It was also found among others that teachers with proper classroom management, communication and listening competence influence the academic achievement of students more than those teachers with poor classroom management, communication and listening competence. Thus,

the major weakness of the study was that it failed to utilize correlational statistics in the data analysis.

Prasad and Muthiah (2003) studied the relationship between teacher related variables (lesson planning and classroom assessment variables) on students’ academic performance with regard to Junior Secondary School students in Zambia. Five research questions and three hypotheses were formulated to direct the study. The study adopted the correlational design with a population of 3000 teachers from 26 secondary schools. The sample of three hundred 300 teachers were used in the study drawn with simple and stratified random sampling technique in the study area. The instrument for data collection was a checklist on Teacher Effective pedagogy. The findings revealed that there is a significant positive correlation (0.26) between teacher related variable (lesson planning and classroom assessment variables) on students’ academic performance in Social Studies. This relationship might not be correct because a relationship of 0.26 cannot be termed positive. Shores and Smith (2010) carried out a study on the topic “Teachers’ level of classroom assessment Competence and Students’ Academic Achievement in school in Canada”. Two research questions and hypotheses were formulated and study was a survey research design. The participants included 284 students from 12 secondary schools in the state. Findings indicated that good level of teachers assessment competence tended to increase academic performance in school. The study did not establish implications of the study included those teachers usage of simple sentence in teaching that can facilitate the teaching and enhance performance.

III. METHOD AND PROCEDURE

This study employed the correlational research design. A correlational research study is a quantitative method of research in which the researcher has two or more quantitative variables from the same group of subjects and the researcher tries to determine if there is a relationship between the two variables. Kothari (2004) has written that correlational research design as a measure of the degree to which changes to the value of one variable relates (predict) change to the value of another. The population of this study comprised of

three thousand one hundred and twenty nine (3,129) lower basic I and II students and one hundred and ten (110) teachers from all the public and private secondary schools in Kontagora Local Government Area (LGA) of Niger State. The students were those that are currently in 2017/2018 academic session, while the teachers are those assigned to teach upper basic three Social Studies. The sample size to be used for this study consists of one hundred and fifty six (156) lower basic students representing 5% of the estimated sample of all lower basic I and II Social Studies students in public and private Secondary Schools in Kontagora LGA of Niger State. These students are those who are currently in 2017/2018 academic session. The stratified and simple random sampling techniques were used for the study with two instruments were designed by the researcher for data collection namely: Teachers Assessment Form (TAF) and Lower Basic I and II Academic Performance Test (LBAPT) for the students to respond to.

In order to ascertain the validity of the instruments: Teachers Assessment Form (TAF) and the Lower Basic Academic Performance Test (LBAPT) was determined using construct and content validity: the instrument was given to three experts, two in Measurement and Evaluation and one in Social Studies Education from the university of Jos to scrutinize the items. The reliability of the TAF was established with split half reliability method using fifty (50) respondents drawn from the population. After the administration of the TAF the co-efficient of internal consistency was determined with split half reliability index which ranged from 0.78 to 0.93 respectively. The descriptive and inferential statistics were employed in this study and the three hypotheses were tested with Pearson’s Product Moment Correlation.

IV. RESULTS AND DISCUSSIONS

Test of Hypotheses

The study tested three hypotheses as presented below:

Hypothesis one: There is no significant relationship between teachers’ knowledge of classroom assessment and their students’ academic performance in Social Studies.

Table 2: Pearson’s Product Moment Correlation with teachers’ knowledge of classroom assessment and their students’ academic performance in Social Studies

Variables	$\sum x$	$\sum x^2$					
	$\sum y$	$\sum y^2$	$\sum xy$	df	r-cal	Sig.	Decision
teachers’ knowledge of classroom assessment	4694	205382					
			273606	106	0.78	.000	Reject H <sub>0</sub>
Academic Performance in Social Studies	6377	386969					

\*. Correlation is significant at the 0.05 level (2-tailed).

It can be discerned from Table 2 with the hypothesis which states that “teachers’ knowledge of classroom assessment does not significantly relate with performance of Junior Secondary School students in Social Studies”. While

teachers’ knowledge of classroom assessment has a  $\sum x$  of 4694,  $\sum x^2$  of 205382 and academic performance in Social Studies has  $\sum y$  of 6377 and  $\sum y^2$  of 386969 their sum of product for both scores (teachers’ knowledge of classroom



assessment and academic performance in Social Studies) ( $\sum xy$ ) is 273606 with 106 degrees of freedom, the r-calculated value was found to be 0.78 (sig .000). Therefore, the null hypothesis is rejected which implies that teachers’ knowledge of classroom assessment has a significantly

relationship with performance of Junior Secondary School students in Social Studies.

Hypothesis Two: There is no significant relationship between teachers’ knowledge of classroom arrangement and their students’ academic performance in Social Studies.

**Table 3:** Pearson’s Product Moment Correlation with relationship between teachers’ knowledge of classroom arrangement and their students’ academic performance in Social Studies

Variables	$\sum x$	$\sum x^2$					
	$\sum y$	$\sum y^2$	$\sum xy$	Df	r-cal	Sig.	Decision
Teachers knowledge of classroom arrangement	4084	157808					
			273639	106	0.86	.001	Reject H <sub>0</sub>
Academic Performance in Social Studies	6377	386969					

\*. Correlation is significant at the 0.05 level (2-tailed).

It can be seen from Table 3 with the hypothesis which states that “there is no significant relationship between teachers’ knowledge of classroom arrangement and their students’ academic performance in Social Studies”. While teachers’ knowledge of classroom assessment competence has a  $\sum x$  of 4084,  $\sum x^2$  of 157808 and academic performance in Social Studies has  $\sum y$  of 6377 and  $\sum y^2$  of 386969 respectively, their sum of product ( $\sum xy$ ) is 273639 with 106 degrees of freedom,

the r-calculated value was found to be 0.86 (sig .001), thus, the null hypothesis is rejected. This implies there is a significant relationship between teachers’ knowledge of classroom arrangement and students academic performance in Social Studies .

Hypothesis three: There is no significant relationship between interaction competence and their students’ academic performance in Social Studies.

**Table 4:** Pearson’s Product Moment Correlation of relationship between interaction competence and their students’ academic performance in Social Studies

Variables	$\sum x$	$\sum x^2$					
	$\sum y$	$\sum y^2$	$\sum xy$	Df	r-cal	Sig.	Decision
Classroom interaction competence	4335	177743					
			258339	106	0.76	.000	Reject H <sub>0</sub>
Academic Performance in Social Studies	6377	386969					

\*. Correlation is significant at the 0.05 level (2-tailed).

It is clearly seen from Table 4 with the hypothesis that “states there is no significant relationship between interaction competence and their students’ academic performance in Social Studies” While teachers’ knowledge of classroom organization has a  $\sum x$  of 4335,  $\sum x^2$  of 17743 and academic performance in Social Studies has  $\sum y$  of 6377 and  $\sum y^2$  of 386969 their sum of product for both scores ( $\sum xy$ ) is 258339 with 106 degrees of freedom, the r-calculated value was found to be 0.76 (sig .000). Therefore, the null hypothesis is rejected. This implies that there is a significant relationship between interaction competence and their students’ academic performance in Social Studies.

*Discussion*

The study is on the influence of pedagogical competences of teachers on performance of junior secondary students in Social Studies in Kontagora Local Government area, Niger State, Nigeria. A descriptive survey and inferential statistics was used for the study. The questionnaire administered yielded data that was used to answer the research questions and hypotheses.

Research question one addressed the level of competence of Social Studies teachers’ in classroom assessment. The result of the data analysis showed that

teacher level of classroom assessment has a significant role on students academic performance. It is obvious that the result showed high level of assessment of teachers as the mean for most of the items is above average. The present result is in conformity with that by Smith (2010) whose finding indicated that good level of teachers' assessment competence tended to increase academic performance in school.

Research question two was to determine the level of competence of Social Studies teachers' in classroom arrangement. The result of the findings showed that classroom arrangement has a significant influence on students' academic performance in social studies. This is based on the fact that most students scored above average (ie high) in their response. Findings of Ross (2009) affirmed that achievement in Social Studies was higher in classrooms where teachers had better management with their pupils and in classrooms and also where teachers had greater confidence in the effectiveness of education.

Research question three addressed the level of competence of Social Studies teacher's in classroom interaction. The finding showed that the items were all high as the total scores for all the items were above average. Findings by Pandiyan (2000) showed a significant, positive relationship between the teacher trainees' teaching competence in classroom interaction and their academic achievement.

#### V. JUSTIFICATION OF THE RESEARCH STUDY

Research undertakings are meant to be useful in Knowledge advancement for research scholars to benefit from the findings of the study. The findings of the study gives a direction to teachers, policy makers and the society at large as it provide the clear ideas on how the teachers are able to manage the classroom and the mode of assessment given to the students. Again, this research intended to give theoretical information about pedagogical competencies with workable instance on classroom assessment, arrangement and interaction. Practically, the researchers' hopes that this research can contribute to a wider understanding of the need for proper training and development of the teachers to cope with the fast changing educational needs and aspirations of the students..

#### VI. CONCLUSION

The analysis and interpretation of the data generated from the field, there is a need to summarize the results into a conclusion concerning the views of teachers about their pedagogical competencies: teachers recognize their teaching skills and the need to extend them by studying additional pedagogical subjects and more disciplines in the study group for teachers at the Higher Institutions. Obviously, most teachers do not acquire many competencies in terms of monitoring and evaluation of the educational work of all participants in the educational process. Also, most teachers lacks the requisite pedagogical skills for quality teaching which is as a result of poor training on how to use the modern

didactic-methodological approaches required for enhance teaching.

#### VII. RECOMMENDATIONS

The following recommendations were drawn

1. Teachers in all levels should be equipped with adequate training in terms of skills application in planning and organization of classroom and the educational process;
2. Teachers most especially in the primary and secondary schools should developed innovation and use of teaching resources, application of modern teaching strategies, techniques and methods; implementation of strategies for effective teaching and learning n the classroom.
3. Government at all levels should offer teacher free and compulsory training in using ICT technology related to the objectives of teaching all subjects.

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