

**INFLUENCE OF TEACHER CHARACTERISTICS ON INTEREST AND
ACHIEVEMENT OF JUNIOR SECONDARY SCHOOL STUDENTS IN SOCIAL
STUDIES IN NSUKKA EDUCATION ZONE OF ENUGU STATE**

BY

EZEMA, EUPHEMIA C.

PG/MED/13/66269

DEPARTMENT OF SOCIAL SCIENCE EDUCATION

FACULTY OF EDUCATION

UNIVERSITY OF NIGERIA, NSUKKA

AUGUST, 2016

TITLE PAGE

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SUPERVISOR: DR. (MRS) B. N. EZEGBE

AUGUST, 2016

APPROVAL PAGE

This project has been approved for the Department of Social Science Education, University of Nigeria Nsukka.

By

.....

Dr. (Mrs) B. N. Ezegbe
Supervisor

.....

Dr. O. O. Nwaubani
Head of Department

.....

Internal Examiner

.....

External Examiner

.....

Prof. (Mrs) Stella Nwizu
Dean, Faculty of Education

CERTIFICATION

Ezema, Euphemia C. postgraduate student in the Department of Social Science Education with Registration Number PG/M.ED/13/66269, has satisfactorily completed the requirement for the course and research work for the Degree of Masters in Social Science Education (Education/Social Studies). The work embodied in this project is original and has not been submitted in part or full, for any Diploma or Degree of this or other university.

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Dr. (Mrs) B. N. Ezegbe

Supervisor

.....

Ezema, Euphemia C.

Student

DEDICATION

This project is dedicated to all my family members for their prayers, moral and financial support throughout the period of this research work.

ACKNOWLEDGMENTS

The researcher's greatest thanks go to God Almighty for crowning this study with success. The researcher feels greatly indebted to my project supervisor Dr. (Mrs) B. N. Ezegbe for her inspiration, guidance, kindness and encouragement to the researcher throughout the period of this research. The researcher's supervisor devoted his time and effort to reading and commenting on the successive chapters of this work. The supervisor's advice contributed immensely to improvements in both form and content of this work. The researcher was particularly impressed about his readiness in listening to me any time the researcher visited his office.

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Abstract

The study focused on the influence of teacher characteristics on interest and performance of junior secondary school students in social studies in Nsukka education zone of Enugu state. Eight research questions and eight hypotheses guided the study. Literature was reviewed under conceptual framework, theoretical framework, review of empirical studies and summary of literature review. The study adopted ex-post-facto research design. The population of the study was 208 social studies teachers and 5643 students in all the fifty-nine (59) public secondary schools in Nsukka education zone. The sample size of the study was 798 which was made up of 208 teachers and 590 students. Simple random sampling technique was used to draw the sample size of the students. A structured questionnaire developed by the researcher and validated by three research experts was used for data collection. The data collected were analyzed using mean while ANCOVA was used to test the hypotheses. The findings of the study were that teachers' qualification influences students' interest in social studies and that there is a significant difference in the influence of teachers' qualification on students' interest in junior secondary school social studies; that teachers' qualification influences students' performance in social studies and that there is a significant difference in the influence of teachers' qualification on students' performance in junior secondary school social studies; that teachers' experience influences students' interest in social studies and that there is a significant difference in the influence of teachers' experience on students' interest in junior secondary school social studies; that teachers' experience influences students' performance in social studies and that there is a significant difference in the influence of teachers' experience on students' performance in junior secondary school social studies; that teachers' attitude influences students' interest in social studies and that there is a significant difference in the influence of teachers' attitude on students' interest in junior secondary school social studies; that teachers' attitude influences students' performance in social studies and that there is a significant difference in the influence of teachers' attitude on students' performance in junior secondary school social studies; that teachers' gender does not influence students' interest in social studies and that there is no significant difference in the influence of teachers' gender on students' interest in junior secondary school social studies and that teachers' gender does not influence students' performance in social studies and that there is no significant difference in the influence of teachers' gender on students' performance in junior secondary school social studies. Based on the findings of the study, conclusions were drawn and relevant recommendations were made.

CHAPTER ONE

INTRODUCTION

Background of the Study

The introduction of social studies education into the Nigeria education system in 1982 was borne out of the fact that the subject was considered very appropriate and relevant by the Federal Ministry of Education in helping the nation to achieve national unity and national consciousness. Nigeria as a multi-ethnic and multi-religious society needs effective means to properly and efficiently harness her abundant human and natural resources for holistic national development (Osakwe, 2010). The importance of social studies cannot be over-emphasized. This is because the learning of social studies equips learners with functional knowledge, attitudes, skills, and values. The functional knowledge, attitude, skills, and values which social studies offers could have been the reason the Federal Government of Nigeria made the subject compulsory at the junior secondary school level.

Social studies content of instruction is society focused. The curriculum is integrated and the composition of the content is derived from various sources. The sources are: the social sciences, humanities and physical sciences (Nwanyanwu, 2005). The components of social studies curriculum target among other things: to address the problems of man and to equip the learner with realistic skills, knowledge, values and attitude and to be responsive and responsible to environmental problems and challenges through social studies

curriculum. The learners are further equipped with desirable values and attitudes capable of strengthening national unity, co-operation, tolerance, and national consciousness. However, with the right attitudes and values which social studies offers, learners will appreciate the fact that Nigeria as a multi-ethnic society requires peace and accommodation of one another, ethnic and religious group notwithstanding.

In spite of the above positive target of social studies curriculum such as equipping the learners with realistic skills, knowledge, values and attitudes among others, students poor performance and interest in social studies leaves more to be desired. Performance is a recorded academic level attained by individual students in a given subject such as social studies. According to Cary, David, and Royer (2008),

performance is an academic task accomplishment which shows individuals' comprehension, quality and accuracy of answer of test, quality and accuracy of problem solving, frequency and quantity of desired outcome, time or rate to solution, time on task, level of reasoning and critical thinking, creativity, recall and retention transfer of tasks.

Performance generally is not in itself a process but the end result of processes. Performance as it affects this present study refers to academic task accomplished by an individual or groups of individual in an examination obtained through the use of evaluation instruments such as test. The performance of students in social studies in junior secondary school certificate examination is usually being assessed through the examination bodies such as

Junior Secondary School Certificate Examination (JSSCE). The grades made by students in social studies reflect the extent to which the students learnt social studies materials. The grades and their interpretations are as follows A1-B3 is Distinctions Pass, C4-C6 is Credit Pass D7-D8 is ordinary Pass, F9 means failure in the subject (Okoh, 2010).

Students' performance in social studies could influence their interest in the subject. According to Adam (2010), interest means attention to something. In other words, interest means attention to studying of social studies. Furthermore, Adeleye (2011) views interest as the curiosity to do something. In the context of this study interest means the curiosity to study relevant social studies materials. The application of curiosity in studying social studies by students could enhance their performance in junior secondary school social studies.

Students' performance and interest in social studies will enhance as well as facilitate the achievement of the objectives of junior secondary school social studies curriculum. However, the present study concerned over the poor performance of students in social studies as well as their low interest in studying the subject. The successive reports from JSSCE results between 2010 to 2014 in Nsukka Education Zone have continued to show that students perform below expectations (Junior Secondary School Certificate Examination, 2014). This poor performance of students requires urgent attention because it indicates or spells doom for the achievement of the objectives of junior

secondary school curriculum. The JSSCE report of 2014 further indicates that teacher characteristics remains one of the possible causes of students' poor performance and interest in social studies.

There are many 21st century teacher characteristics that could influence the outcome of learning. Some of the 21st century teacher characteristics of a teacher include punctuality to work, diligent, honesty, sound knowledge of the subject, maintaining good teacher-student relationship, effective use of instructional methods and materials level of qualification, job experience, attitude towards teaching and gender. For the purpose of this study, the teacher characteristics to be considered include teachers' level of qualification, job experience, attitude towards teaching and gender. According to Solomon (2009) the characteristics of the classroom teacher could influence the way students learn in school. Solomon (2009) further explains that a well qualified teacher could apply teaching methods and materials better than less qualified teacher. The implication of this is that when a qualified teacher handles a subject in the classroom, the students could pay attention to the learning activities which will enhance their performance and interest in the subject. Apart, from teachers' qualification, the years of experience of the teachers could also influence students' performance and interest in social studies. Udenyi (2010) argued that teachers with many years of teaching experience could easily organize students in the classroom and gain their attention more than less experienced teacher. Teachers' ability to organize students in social

studies classroom could stimulate students' interest and enhance their performance in the subject.

Furthermore, teachers' attitude towards teaching social studies like coming to class regularly, teaching with instructional materials, diversification of teaching methods and even giving students proper guide on writing social studies examination could as well enhance students performance and interest in social studies. In corroboration of the above, Akpan (2008) remarks that teachers' attitude towards teaching determine how well the students will like the subject (interest) and the students' general outcome in the subject examination (performance).

Gender of the teacher is another thing that could influence students' performance and interest in social studies. Gender is a social construct which is not biologically determined but a concept equivalent to race or class (Robert, 2007). Offorma (2004) viewed gender as a learned socially constructed condition ascribed to male and female. Offorma further noted that gender is enforced through cultural practices, as gender identity is the outcome of cultural learning; hence the expectations from male and female are dependent on their cultural milieus. These expectations could influence the way male and female teachers implement social studies curriculum to improve students' performance and interest in social studies. The gender of the teacher could influence students' attention in social studies classroom. For instance, if it is a female teacher who cares for the students and rarely flog them, the students

would likely attend classes and pay attention. On the other hand, the students may avoid a social studies class where the male teachers handle them strictly. Hence, teachers' gender could influence students' performance and interest in social studies.

Indeed, studies have been done to find out the factors responsible to students' poor performance and low interest in social studies, most of the studies focused on teaching strategies, instructional materials, motivation of students and even students' attitude to learning. However, based on the suggestion of JSSCE report of 2014 that teachers' characteristics could contribute to students' frequent poor performance and interest in social studies, the present study intends to determine the influence of teacher characteristics on students' performance and interest in junior secondary school social studies.

In Nsukka Education of Enugu State, which comprises three Local Government Areas namely Nsukka, Igbo-Etiti and Uzo-Uwani Local Government Areas, the performance of students in social studies appears to be very poor. Eze (2015) noted that only 6% of students that sat for social studies in 2014 Junior Secondary School Certificate Examination obtained Distinctions Pass (A), 27% obtained Credit Pass (C), 43% obtained ordinary Pass (P), and the remaining 24% failed (F9). This obvious poor performance of students in junior secondary school social studies in Nsukka education zone will not only affect the achievement of social studies curriculum objectives but will affect the social

lives and interactions of these students in future. Poor social lives and interactions in Nsukka Education Zone in the future will hamper the existing social harmony in the area and also affect social, economic, political and technological development of the area. Thus, there is the need to investigate the poor performance of students in social studies by looking into the influence of classroom teachers on students' performance and interest in social studies in Nsukka Education Zone of Enugu State.

Statement of the Problem

The effective teaching and learning of social studies is expected to enhance good social living and interaction. Students' understanding of social studies contents taught by the teacher manifest through students' performance in social studies examinations and by extension the students' interest in learning social studies. However, the researcher is worried over constant poor performance and interest of students in social studies. Teachers' characteristics such as teachers' level of qualification, job experience, attitude towards teaching and gender have been suggested as one of the possible causes of the poor performance and interest of students in social studies. It is against this background that the present study sought to determine the influence of teacher characteristics on students' performance and interest in social studies.

Therefore, the problem of this study put in question form is could teachers characteristics have any influence on students' performance and interest in junior secondary school social studies?

Purpose of the Study

The main purpose of the study is to determine the influence of teacher characteristics on interest and performance of junior secondary school students in social studies in Nsukka Education Zone of Enugu State. Specifically, the study seeks to determine;

- i) The influence of teachers' qualification on students' interest in junior secondary school social studies.
- ii) The influence of teachers' qualification on students' performance in junior secondary school social studies.
- iii) The influence of teachers' experience on students' interest in junior secondary school social studies.
- iv) The influence of teachers' experience on students' performance in junior secondary school social studies.
- v) The influence of teachers' attitude on students' interest in junior secondary school social studies.
- vi) The influence of teachers' attitude on students' performance in junior secondary school social studies.
- vii) The influence of teachers' gender on students' interest in junior secondary school social studies.

- viii) The influence of teachers' gender on students' performance in junior secondary school social studies.

Significance of the Study

The study has both theoretical and practical significance. Theoretically, the study anchored on functional theory of attitude. The theory was propounded by Spherhre (1992). The theory states that attitude is personal and relative to the individual that possess it. The theory explains that individuals exhibit their attitudes to influence other peoples' actions and believe. In order words, social studies teachers' exhibition of their attitude in the classroom could influence students' interest and performance in the subject. Hence, the findings of the study will help to show if teachers' attitude among other things has influence on students' interest and performance in social studies.

Practically, the findings of the study will be significant to the social studies students, teachers, and curriculum planners. For the social studies students, the study will help to show how teacher's characteristics are influencing their interest and performance in social studies. This findings will help all the concern authorities repositioned the teaching and learning of social studies such that teachers' characteristics will enhance the students' interest and performance in social studies. This can be done through organizing social studies curriculum review by the government as well as organizing seminars, conferences, and workshop for the social studies teachers.

For the social studies teachers, the findings of the study will help the teachers to have understanding of the influence of their characteristics on students' interest and performance in social studies. This understanding will help the teachers to control their attitude in such a way that it will enhance students' interest and performance in social studies. Furthermore, the findings of the study on the influence of teachers' characteristics on students' interest and performance in social studies could help the teachers to select relevant teaching methods and teaching materials that will capture the interest of the students and improve their performance in social studies notwithstanding the characteristics of the classroom teacher. This will be beneficial to the social studies teachers since it will interest them to see their students perform well in social studies general examinations like Junior Secondary School Certificate Examination (JSSCE).

The curriculum planners will find the results of the study useful. This is possible in the sense that the findings of the study will help the social studies curriculum planners to include relevant teaching and learning activities that will be student' centered which will help the students to develop interest and perform better in social studies. Since the findings of the study will help curriculum planners to know the influence of teacher characteristics on students interest and performance in social studies, this knowledge will guide curriculum planners in planning the above teaching and learning activities.

Scope of the Study

The study will be restricted to the influence of teacher characteristics on students' interest and performance in junior secondary school social studies. The content of the study covers the influence of teachers' qualification; experience, attitude and gender on students' interest and performance in junior secondary school social studies. The study will be conducted in all public junior secondary schools in Nsukka Education Zone of Enugu State. It will involve all the students offering social studies in public junior secondary schools in Nsukka Education Zone of Enugu State.

Research Questions

The following research questions will guide the study.

- 1) What is the influence of teachers' qualification on students' interest in junior secondary school social studies?
- 2) What is the influence of teachers' qualification on students' performance in junior secondary school social studies?
- 3) What is the influence of teachers' experience on students' interest in junior secondary school social studies?
- 4) What is the influence of teachers' experience on students' performance in junior secondary school social studies?
- 5) What is the influence of teachers' attitude on students' interest in junior secondary school social studies?

- 6) What is the influence of teachers' attitude on students' performance in junior secondary school social studies?
- 7) What is the influence of teachers' gender on students' interest in junior secondary school social studies?
- 8) What is the influence of teachers' gender on students' performance in junior secondary school social studies?

Hypotheses

The following null hypotheses will be tested at .05 level of significance.

Ho₁: There is no significant difference in the influence of teachers' qualification on students' interest in junior secondary school social studies.

Ho₂: There is no significant difference in the influence of teachers' qualification on students' performance in junior secondary school social studies.

Ho₃: There is no significant difference in the influence of teachers' experience on students' interest in junior secondary school social studies.

Ho₄: There is no significant difference in the influence of teachers' experience on students' performance in junior secondary school social studies.

Ho₅: There is no significant difference in the influence of teachers' attitude on students' interest in junior secondary school social studies.

Ho₆: There is no significant difference in the influence of teachers' attitude on students' performance in junior secondary school social studies.

Ho₇: There is no significant difference in the influence of teachers' gender on students' interest in junior secondary school social studies.

Ho₈: There is no significant difference in the influence of teachers' gender on students' interest in junior secondary school social studies.

CHAPTER TWO

LITERATURE REVIEW

Literature is reviewed under the following sub-headings;

Conceptual Framework

Concept of social studies

Teachers' Characteristics

Concept of interest

Concept of academic performance

Theoretical Framework

Functional theory of attitude (Spherhre, 1992)

The Functionalist Theory (Emile Durkheim, 1951)

Review of Empirical Studies

Studies on the influence of teachers' qualification on students' academic interest and performance

Studies on the influence of teachers' experience on students' academic interest and performance

Studies on the influence of teachers' attitude on students' academic interest and performance

Studies on the influence of teachers factor on students' academic interest and performance in terms of gender

Summary of Literature Review

Conceptual Framework

Concept of Social Studies

Social studies is an integrated study of man and the outcome of his interaction with the total environment which enables the learners to acquire necessary values, attitudes, skills and knowledge for solving the societal problems. It is observed that social studies concept is devoid of a precise and universally accepted definition.

Different scholars view social studies from different perspective and this has led to the plethora of varying definitions of social studies. Mezieobi (2004) defined social studies as a programme that provide adequate knowledge, skills and attitudes that will enable people understand their physical and human environment in order to act or behave responsible citizens.

Mezieobi (2007) conceptualized social studies as a formalized, correlated or integrate study of a man and his environment, which imbibes the learners with cognitive skills, values, attitudes, abilities and competencies that will

enable him to become an informed, rational, analytic, participative and functional citizens in his environment and beyond. Ofuebe (2001) on the other hand views social studies as interdisciplinary curriculum content that attempt to unify knowledge that cut across the various disciplines of the social sciences in dealing with societal problems of family relations, civic affairs, community life, health production, consumption, recreation, environmental conservation etc. The above definitions relates to the present study in the sense that they show the importance place of social studies in Nigerian education system particularly at the junior secondary school level. Therefore, there is the need to implement social studies curriculum properly to enable the achievement of social studies curriculum objectives.

While operational definition is instructional for contextual development and effective implementation of social studies in Nigerian Junior Secondary Schools. Mezieobi (2005) in his thinking for a way forward, emphasized that collaborative efforts by academics should be geared through meaningful researches in providing framework that would be of immense help in the match for the institutionalization of social studies education in Nigeria, by way of academic improvement input that would lay sound basis for professional practice in social studies education.

The existent conceptual confusions notwithstanding, social studies has been defined in Nigeria as an integrated field of study that probes man-environmental relationships and imbues man with high level intellectual skills,

social skills and competencies germane to solving man's environmental diverse problems for better and effective living (Mezieobi, 2013). Social studies deals with human environmental relations, interrelations and interactions for social effectiveness and efficiency (Mezieobi, 2004). While Ukadike and Okobia (2006) expressed that the essence of social studies as a subject in the Junior Secondary School is to provide knowledge and develop in the students, social skills, attitudes and values for the upliftment of the society. They uphold that these skills and attitudes are developed in the learner when teacher's instructional attitudes have injected substantial motivational interests for learner's participation. In clear terms, social studies need to be effectively implemented by teachers with concrete learning experiences, as a resolve of increasing learning and consequent appreciation of value laden content of social studies instruction by young learners. Okobia (2009) posits that social studies is concerned with the study of man within the context of his environments, his social, physical, economic, cultural and technological environments. People are the domain of social studies. This includes people as nearby as family and as far away as those who live in the most distant nations. It includes people living now, those who lived long ago, and those who will live in the future. Social studies has the potential to be the best part of the school day because it is where children connect with other people. As children learn about others, they will be fascinated by differences among cultural groups, while at the same time they will find the commonalities that create a shared

sense of humanity. It is a complex task to teach about people, and information must come from many fields of study.

National Council for the Social Studies (NCSS, 1993) view Social studies as the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences (Mezieobi, 2004). The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. The NCSS definition points out that it is the various disciplines of the social sciences and humanities that provide the content for what is taught during social studies. The other social sciences are anthropology, economics, philosophy, political science, psychology, religion, and sociology.

The implications of various scholarly definitions express that man's interactive conduct is the hub of social studies. While positive values are projected by social studies education, the consequences of negative social vices as: prostitution, armed robbery, indiscipline, swindling, fund embezzlement, diversion of national resources, ethnic conflict, religious intolerance, political crises, economic sabotage, willful destruction of the environment through oil

spillage should be taught and incorporated into the social studies curriculum of Junior Secondary Schools, as a means of sensitizing their conscience and intellect against obvious practices and activities that are tantamount to marring the peace, unity and stability of Nigeria as a national entity in the strive for national survival.

Interestingly, from the foregoing discourse, it can be conceptualized that social studies is established for intellectual development, citizenship education, acquisition of skills for effective social living, environmental management and ultimately how the learner could be reared with positive moral attitudes for political, social, economic, technological and environmental stability in the Nigerian society. The youths are supposed forerunners and custodians of the cherished societal values and culture of their environment, and should be adequately involved in social studies classroom interactive sessions for effective articulation of social studies instruction. Through this, citizens with environmental education knowledge and positive attitudes could be raised in Nigeria. Social studies as an innovative school instruction meant for the integration of the learner in the Junior Secondary Schools with attitudes, habits and potentials for cohesive social living and worthwhile intellectual and skills contribution for national development, can be meaningfully developed through effective teaching. Whatever the differences or variation in these and other definition of social studies, one agrees with Akinlaye (2008), that the central theme of social studies is man, the study of man, his past, present and future, and the human environment influences his way of life and vice versa.

In essence, social studies address man's problems as a whole without dichotomization. Social studies is highly focused on issues of social living and how the learners can be equipped with values (as national patriotism) attitudes, skills, and knowledge that would make him functionally fit as an individual in progressive development of society. It tends to equip the learners with high intellectual power, reflective thinking skills to identify, evaluate and proffers solutions to societal problems.

The national concern given to the study of social studies education as a programmatic value education implies that it is perceived as a very important subject worthy of being studied by all students. Social studies is one of the innovative elements in the Nigerian educational system. Its inclusion at the basic education levels as a core or compulsory curricula offerings by the federal ministry of education is indication of its perceived intellectual importance (Federal Republic of Nigeria, 2004). According to Nwaubani (2008), the above position was borne out of the psychological view that the child at the basic education level (which is not yet intellectually ready for specialization) requires a subject with integrated philosophy, content and methods such as social studies to prepare for functional and active participation of his or her society. In line with the above, Nigerian Education Research and Development Council (NERDC, 2008) remarked that one basic advantage of the junior secondary schools social studies curriculum is the localization of its contents in such a way that different contemporary need and problem of the society such as inculcation of national patriotism are emphasized.

Indeed, it can be deduced from few sampled definitions above that social studies is meant to equip the learners with reflective thinking, values cognitive and skills to identify and address the problem of the society. Social studies is a course of instruction which has programmatic social relevance. To further appreciate the need for social studies instruction, we will proceed to consider its aims and objectives at the upper level of education.

Nwoji (2006) identified the following as what should be achieved for the nation through the study of social studies. They are the;

- 1) Development of an understanding of the relationship between human beings and their social and physical environment in the past and present.
- 2) Development of an understanding of the interrelationships and effects of beliefs, values and behavioral patterns and the application of this knowledge to new situations.
- 3) Development of the ability to examine one's aim belief, values and behaviours and the relationship between them.
- 4) Development of human relationship, skills and attitudes that enable one to act in the interest of self and others.
- 5) Development of a positive self concept.
- 6) Development of competencies to acquire, organizes, assess and present information for the purpose of problem solving and issue classification.

- 7) Creation of an understanding of their social and physical environment, its man-made, natural, cultural and spiritual references and the conservation of these resources for development among others.

Teachers' Characteristics

The teachers' characteristics that could influence on students' performance and interest in social studies as discussed below are as follows; qualification, experience, attitude and gender.

Qualification

A qualified social studies teacher is taken as one who has acquired the requisite skills and knowledge needed to teach social studies such teacher may be N.C.E holder, B.Ed, M.Ed, or even Ph.D and non-qualified social studies teacher on the other hand is considered as one who has not acquired the skills and knowledge required to teach social studies such teacher has no certificate in teaching social studies. Social studies has suffered this misfortune of being taught by unqualified and untrained teachers in the content and methods in teaching social studies. Quite a number of potential geographers, who dropped the subject at the earliest opportunity did so because of the type of teachers who taught them the subject at the crucial stages of their development. In case where a qualified social studies teacher is available he/she is overloaded, thereby creating rooms for efficiency.

Osakwe (2004), Adeyemi (2004), Yalokwu (2004), and Ighogboja (2005) unanimously agreed that there is a positive correlation between the teachers qualification attitudes to work and students performance, such unqualified teachers do not possess true knowledge of the subject matter and lack the competence and skills to bring about learning in the students. Specialization of teachers has been given concern by so many scholars in the past and even today. Indeed, there exist varying opinions on who should teach. Osemwankhae (2012) believes that a graduate or non graduate teacher can only teach what they know. And that is widely accepted practice that only those who have excellent knowledge of a particular subject matter can teach provided that the person is well grounded in the subject matter that he is to teach. The minimum teaching qualification for anybody who should teach social studies at the S.S.C.E Level is B.sc or its equivalent (Osakwe, 2010). Ideal social studies teacher should possess a good first degree in social studies education. The focused of the present study is to find out the influence of teacher characteristics on students' performance in social studies.

Experience

Experience is the accumulation of knowledge or skill that results from direct participation in events or activities. According to Bezanson (2007), an experience social studies teacher is one who has at least five years teaching experience while inexperience social studies teacher is the one who has not teach up to one year and non-qualified and inexperienced teacher may not be

efficient in the undertaking. This condition was corroborated by Arastch (2010) who noted that inexperience and non qualified teachers teaching social studies, treat the elements separately, the presentation of materials lack continuity with the result that the topic become isolated in the minds of the students” this situation makes the students take to memorization of facts which leads to poor performance. The focused of the present study is to find out the influence of teacher characteristics on students’ performance in social studies in Nsukka Education Zone of Enugu State.

Concept of Attitude

In recent years, new research findings have helped us to understand the area of attitude. Desouza and Czerniak (2003) explained that individuals make many decisions throughout their lives, and the best predictors of these decisions are the beliefs that are associated with them. According to Pajares (2002) attitude are composed of circumstantial clusters of beliefs. Furthermore, Ajzen (2005) claims that the belief of an individual, ultimately determines his or her behaviour. This is because connections are formed among these clusters of belief. The resulting attitude becomes action agenda, because people tend to action based upon what they believe. Although there are many conflicting definitions of the term attitude, it can be regarded as the sum total of a person’s inclination towards a certain type of object, institution or idea, for example towards a school, subject, church or racism. One speaks of a person’s attitude and values. According to Scholl (2002) attitude is defined as a mental

predisposition to act that is expressed by evaluating a particular entity with some degree of favour or disfavour. Individuals generally have attitude that focuses on objects, people or institutions.

Mankilik & Agbo (2001) define attitude as one's feelings, thoughts and predisposition to believe in some particular manner towards some aspects of one's environment. Lengzakka (2006) saw attitude as an internal state that moderate the choice of personal action made by the individual. This means that attitude is regulation of all behaviours. One's behaviour at a time is not caused but is the consequences of what is going on within the individual. The term attitude encompasses a wide range of affective behaviour (e.g. prefer, accept, appreciate, and commit) and is used too loosely and without basis by some writers (Okwunodulu, 2007). It is also applied in a number of contexts and with a variety of meanings, which has led to considerable confusion. Nevertheless, a distinct, yet complex definition of attitude is emerging within the literature. The most prominent quality is evaluating directionality, our favourable or unfavourable feelings towards something. Some experts contend that evaluation is the only element of attitude, the element our attitude instruments seem to measure.

Ochonogor (2003) noted that an attitude may be thought as an expression of a person's values which results from the influence of the environment, past and present acting upon the personality of an individual. This appears to prove that attitude of an individual is learned and is somewhat

emotional pictures of his personality. The need and possibility of measuring and assessing attitude as a behavioural index has so far been established. The work of Mkpka (2001) revealed that attitude forms a part of affective domain as one of the three generally classified educational objectives. He further pointed out attitude is measurable at different levels adopting suitable items and indices. Attitude can be measured by carefully accepting or rejecting opinions. Attitude therefore is the way of feeling, thinking or behaving towards something or an event or a situation. Attitude is expressible in words or action which depicts one's positive or negative reaction towards something or given situation thus it can be satisfactorily measured. Ochonogor (2003) added that the measurability of attitude could be done by constructing usable scales that the unique interests of individual samples into consideration.

Furthermore, Oxford Advanced Learner's Dictionary (2006:62), defined attitude as the way that you think and feel about somebody or something that shows how you think and feel. Again, Obodo (2002) defined attitude as system of positive or negative evaluation of emotional feelings. Furthermore, Harbour-Peters (2002), defined attitude as a state that influences and modifies the individual choice of personal action.

These definitions above touch the three domains of Bloom's taxonomy of educational objectives. For instance, the Oxford Advances Learner's Dictionary defined attitude as how you think and feel. The thinking in this definition is talking about the cognitive domain while the feeling is talking about the

affective domain. In Obodo's definition of attitude, positive or negative evaluation of emotional feelings is talking about the affective domain. Lastly, in Harbour-Peters' definition of attitude, a state that influences and modifies the individual choice of personal action is talking about the psychomotor domain. From these definitions, it is observed that attitude has three dimensions namely the cognitive dimension, affective dimension and psychomotor dimension.

Attitude can be based on cognitive, affective or behavioural components. Obodo (2002) further explains that a cognitively based attitude is based mostly on people's knowledge about the properties of objects. An affective based attitude is based more on people's emotions and values. A behavioural based attitude is based on people's actions towards the objects. For example, when a student is given a map, one can determine the attitude of that student towards the map by finding out the level of the student's knowledge about the map (cognitive), his/her feelings towards the map (affective), and his/her action towards the map (psychomotor).

Hockenbury (2008) noted that attitude formation can occur through the following ways.

1. Attitude may emerge due to direct personal experience.
2. Attitude can result from observation.
3. Attitude can result from social roles. Social role related to how people are expected to behave in a particular role or context.

4. Attitude can emerge through social norms. Social norms involves society's rule for what behaviours are considered appropriate.
5. Advertisers can use classical conditioning to influence your attitude towards a particular product.
6. Operant conditioning can also be used to influence how attitude develop.
7. Finally, people can learn attitude by observing the people around them.

When someone you admire greatly exposes a particular attitude; you are more likely to develop the same beliefs.

Attitude is very important in the life because attitude determines the direction of many activities (Ajzen, 2005). If individuals have favourable/friendly attitude people would want to relate with them and learn from them. On the other hand, if they have unfavourable/unfriendly attitude, it leads to avoidance or conflict. In other words, if social studies teachers possess friendly attitude, students could feel at ease and learn while reverse could be the case if the teachers have unfriendly attitude.

Gender

Gender comes from the Latin word 'genus' and conveys the meaning of kind or race. Gender is related term that stresses the role and responsibilities of males and females (Okeke, 2002). According to Lee (2001) gender is an ascribed attribute that differentiates feminine from masculine socially. Gender is seen as the categorization in the world of matter into sex. According to Kalusi (2000), gender is a cultural construction that assigns roles, attitude and

values considered appropriate for each sex. Ekeh (2000) noted that gender implies the character of being male or female, man or women, boy or girl. Robert (2007) defined gender as a social construct which is not biologically determined but a concept equivalent to race or class. Offorma (2004) viewed gender as a learned socially constructed condition ascribed to male and female. Offorma noted further that gender is enforced through cultural practices as gender identity is the outcome of cultural learning thus, the expectations from male and female are depended on their cultural millieous.

Some authors like Kalusi (2000) used gender and sex as synonyms while others like Robert (2007) differentiate between the two. Sex is an inborn physiological condition that makes individuals to be either male or female. Oraifo (2000) expressed that sex is based on biological and physical differences between male and female while gender refers to cultural understanding about what constitutes masculinity and ferminity in a society. Thus, while sex is biologically defined, gender is socially defined. Furthermore, Akubuokwu (2004) stated that being a male or female is a matter of sex, but to be masculine or feminine is a matter of gender. It is important to note that masculinity refers to attributes considered appropriate for male such as being aggressive, athletic, physically, active, logical and dominant in social relations with female. On the hand, ferminity refers to attributes traditionally with appropriate behaviour for female such as docility, fragility, emotionality and subordination for man. The above gender differences according to Udegbe (2003) are created and sustained by society through its traditions, customs,

conventions, mores and regulations. The above assertion supports the argument of Western feminists, as reported by Thompson and Hickney (2004) that the differences between women and men are laid in culture and not in nature.

It is nurtured and therefore, subject to cultural influence and interpretation as well as limitations. Gender refers to one's subjective feeling to 'maleness' and 'femaleness' irrespective of one's sex. It is generally classified into masculine or feminine and concerned with the attitude that describes males and females in the social and cultural context. It has to do with the peculiar responsibilities and roles of men and women that are established in the families, societies and cultures. According to Lee (2001) noted gender describes the personality traits, attitudes, behaviours, values, relative power, influence, roles and expectation (femininity and masculinity) that society ascribes to the two sexes on a differential basis. The focus of the present study is to find out the influence of teacher characteristics such as their gender on students' performance in social studies.

Concept of Interest

Interest, according to Adam (2010), means attention to something. In this context, interest means attention to reading/studying of social studies. Furthermore, Adeleye (2011) views interest as the curiosity to do something. In the context of this study interest means the curiosity to study relevant social studies materials. The application of curiosity in studying social studies by

students could enhance their performance in junior secondary school social studies.

Interest, according to Agbo (2002), increases students' success in the learning tasks. Interest is an important variable in learning because when one becomes interested in an activity; one is likely to be more deeply involved in the activity (Imoko & Agwagah, 2006). According to Harbor-Peters (2001), interest is a subjective feeling of concentration or curiosity over something. Adedeji (2007) stated that interest is activity which tends to increase the likelihood that individuals formulate goals relating to that activity and invest more time and effort to achieve them. In the context of study, interest is a motivational drive to action, towards a person, or anything.

Concept of Academic Performance

Performance is an academic task accomplishment which shows individuals' comprehension, quality and accuracy of answer of test, quality and accuracy of problem solving, frequency and quantity of desired outcome, time or rate to solution, time on task, level of reasoning and critical thinking, creativity, recall and retention transfer of tasks (Cary, David & Royer, 2008). Performance generally is not in itself a process but the end result of processes. Performance as it affects this project work refers to the achievement of an individual or groups of individual in an examination obtained through the use of evaluation instruments such as test.

The performance of students in any subject in the senior school certificate examination is usually assessed through the various grades made by the students this is also true for the WAEC and NECO examinations in Nigeria at large. The grade usually given as follows A1-B3 is Distinctions Pass, C4-C6 is Credit Pass D7-D8 is ordinary Pass, F9 means failure in the examination (Ajayi, 2010). Groundlund (2009) said that performance refers to an individual's behaviour acquired that is, the behaviour which the individual exhibits.

Performance can be regarded as something good and difficult, which was carried out successfully. Anekwe (2006) describes it as something which has been accomplished successfully, especially by means of exertion, skill, practice or perseverance. Anekwe (2006) sees performance as a test for measurement and comparison of skills in various fields of academic study. Page and Thomas cited in Ogan (2012) defines performance as an achievement in school or college in a standardized series of educational test. Ogan (2012) regarded it as a change in behavior exhibited at the end of a given period of time. Anastasi and Uraina (2005) see performance as the aspect of measuring the effects of relatively standardized sets of experience.

Achievement test result enables one to obtain information on the extent to which a student has attained the criterion performance. It also enables one to determine the relative position of an individual student with respect to their test performance (Ogan, 2012). Academic performance has to do with mental

effort and skill acquisition. Thus, academic performance deals with what a learner is able to accomplish by execution of class work in the school. Wentling (2000) postulated that academic performance refers to achievement of individual's objective to various types of knowledge and skills. According to the author, the objective is established based on the age, prior learning and capacity of individuals with regards to education, socialization and qualification. Brownsard (2002) defined academic performance as the overall academic achievement of students in the school. It is assessed by the use of teachers rating test and examination.

Some of the purposes of documentation of students' academic performance are itemized according to Ogan (2012:19) as follows:

- To determine the relative effectiveness of the program in terms of students behavioral output.
- To identify students' growth or lack of growth in acquiring desirable knowledge, skills, attitudes and societal values.
- To help teachers determine the effectiveness of their teaching and learning materials.
- To help motivate students to want to learn more as they discover their progress or lack of progress in a given task.
- To make reliable decision about educational planning.
- To encourage students to develop a sense of discipline and systematic study habits.

- To provide educational administrators with their adequate information about teachers' effectiveness and school needs.
- To acquaint parents or guidance with their children's performance.

In summary academic achievement measurement is used for instructional, administrative, guidance and counseling and research purposes. The focused of the present study is to find out the influence of teacher characteristics on students' performance in social studies in Nsukka Education Zone in Enugu State.

Theoretical Framework

Functional theory of Attitude (Spherhre, 1992)

The theory adopted for the study is Functional Theory of Attitude. The theory was propounded by Spherhre (1992). The functional theory of attitude has four main branches of function.

The adjustive function tends to adopt positive and negative attitude towards things or activities. This is a reason why some social studies teachers can adopt positive or negative attitude towards teaching social studies. Teachers adopt negative attitude towards social studies because they think that social studies presents difficulties for them and this attitude of teachers can influence students' interest and performance in social studies.

The ego-defensive function refers to how teachers' attitude tends to defend the self-image they have for themselves. For example, if a teacher has a negative self-image of him/herself about something such as poor image in terms of knowledge of social studies, the teacher transfers the image to the teaching of social studies. In this case, the students' performance in social studies could be influenced.

In the value-expressed function, some attitude may give a positive expression to central value held by teachers and the concept that the teachers have to themselves. Consider a teacher who sees himself as having an easy outlook, an example of central value of concept. If this teacher considers map work as a subject with easy outlook then he would express positive attitude to social studies teaching. On the other hand, if the teacher considers social studies as a subject with difficult outlook then he would express negative attitude to social studies. The same reasoning can be applicable to social studies teachers who have easy outlook on the social studies. All teachers' attitude could influence students' performance in social studies.

There is need for teachers to have adequate structure of knowledge of something. This need can be fulfilled by the attitude which the teachers hold. For instance, if the teacher has a positive structure of knowledge about social studies he/she will develop positive attitude towards map work. If on the other hand he/she has a negative structure of knowledge about social studies he/she will develop a negative attitude towards social studies.

The Functionalist Theory (Emile Durkheim, 1951)

The functionalist theory propounded by Emile Durkheim (1951) was found to be relevant to this study. The functionalists in relation to this study see the teaching and learning system composed of different parts, which interact and extract and exchange materials and knowledge in order to maintain the system. Teaching and learning is maintained by the functions performed by the various components and when any part of the components affects the process, the learning outcome will be affected. The functionalist theory is base around a number of key conflicts: First, education is viewed as a system, a collection of interdependent parts, with a tendency toward equilibrium. Secondly, there are functional requirements that must be met in education for its survival. Thirdly, phenomena such classroom, students, teachers, even teachers characteristics are seen to exist because they serve a function (Murdock, 2000).

Teaching and learning are maintained by the various functions carried out by the various components or parts in a system which include the teachers and the learners. Sometimes, the outcome of teaching and learning can be influence by the characteristics of the teacher who teaches the students. For example, teachers' qualification in the subject matter is a strong component of teaching and learning which could affect students' performance. If the teacher is qualified in the subject matter and have years of experience in the subject in addition to good teaching attitude, the outcome of teaching and learning

process will be encouraging. In other words, the students will perform better in social studies if the teachers' characteristics are favourable. This theory is relevant to the present study because it provide insight on the fact that teaching and learning is a process and that the components of the process which include teachers' characteristics could affect learning outcome which students' performance.

Review of Empirical Studies

Studies on the Influence of Teachers' Qualification on Students' Academic Interest and Performance

Baji (2002) conducted a study on the influence of teachers' qualification on students' interest and performance in English language. The study was conducted in Ankpa education zone of Kogi State. The study sampled one hundred and eighty (180) teachers. The data collected were analyzed using mean and standard deviation to answer the research questions while t-test was used to test the research hypotheses. The major finding of the study was that teachers' qualification has no significant influence on students' interest and performance in English language. The above study and the present study related in the sense that they deal with influence of teachers' qualification on students' interest and performance. However, the present study intends to find out the influence of teachers' qualification on students' interest and performance in social studies.

Febian (2005) conducted a study on the influence of teachers' qualification on students' interest and performance in Biology. The study was conducted in Uzo-Uwani Local Government Area of Enugu State. The study sampled two hundred (200) senior secondary school Biology teachers. The data collected were analyzed using mean and standard deviation to answer the research questions while t-test was used to test the research hypotheses. The major finding of the study was that teachers' qualification has significant influence on students' interest and performance in Biology. The above study and the present study related in the sense that they deal with influence of teachers' qualification on students' interest and performance. However, the present study intends to find out the influence of teachers' qualification on students' interest and performance in social studies.

Suji (2007) conducted a study on the on the influence of teachers' qualification on students' interest and performance in Physics. The study was conducted in Nasarawa State. The study sampled two hundred and fifty (250) teachers. The data collected were analyzed using mean and standard deviation to answer the research questions while t-test was used to test the research hypotheses. The major finding of the study was that teachers' qualification has significant influence on students' interest and performance in Physics. The above study and the present study related in the sense that they deal with influence of teachers' qualification on students' interest and performance. However, the present study intends to find out the influence of teachers' qualification on students' interest and performance in social studies.

Studies on the Influence of Teachers' Experience on Students' Academic Interest and Performance

Ademola (2005) conducted a study on the influence of teachers' experience on students' interest and performance in social studies. The study was conducted in Kogi State. The study sampled two hundred (200) secondary school teachers. Questionnaire was used as instrument for data collection. The data collected were analyzed using mean and standard deviation to answer the research questions while t-test was used to test the research hypotheses. The major finding of the study was that teachers' experience has significant influence on students' interest and performance in social studies. The above study and the present study related in the sense that they deal with influence of teachers' experience on students' interest and performance. However, the present study intends to find out the influence of teachers' experience on students' interest and performance in social studies.

Edward (2009) conducted a study on the on the influence of teachers' experience on students' interest and performance in Biology. The study was conducted in Delta State. The study sampled three hundred (300) secondary school Biology teachers. The data collected were analyzed using mean and standard deviation to answer the research questions while t-test was used to test the research hypotheses. The major finding of the study was that teachers' experience has significant influence on students' interest and performance in Biology. The above study and the present study related in the sense that they

deal with influence of teachers' experience on students' interest and performance. However, the present study intends to find out the influence of teachers' experience on students' interest and performance in social studies.

Alabi (2011) conducted a study on the on the influence of teachers' experience on students' interest and performance in Mathematics. The study was conducted in Kogi State. The study sampled two hundred and twenty (220) secondary school teachers. Questionnaire was used as instrument for data collection. The data collected were analyzed using mean and standard deviation to answer the research questions while t-test was used to test the research hypotheses. The major finding of the study was that teachers' experience has significant influence on students' interest and performance in Mathematics. The above study and the present study related in the sense that they deal with influence of teachers' experience on students' interest and performance. However, the present study intends to find out the influence of teachers' experience on students' interest and performance in social studies.

Studies on the Influence of Teachers' Attitude on Students' Academic Interest and Performance

Baji (2002) conducted a study on the on the influence of teachers' attitude on students' interest and performance in Government. The study was conducted in Ankpa education zone of Kogi State. The study sampled one hundred and eighty (180) teachers. The data collected were analyzed using mean and standard deviation to answer the research questions while t-test was

used to test the research hypotheses. The major finding of the study was that teachers' attitude has no significant influence on students' interest and performance in Government. The above study and the present study related in the sense that they deal with influence of teachers' attitude on students' interest and performance. However, the present study intends to find out the influence of teachers' attitude on students' interest and performance in social studies.

Febian (2005) conducted a study on the influence of teachers' attitude on students' interest and performance in Biology. The study was conducted in Uzo-Uwani Local Government Area of Enugu State. The study sampled two hundred (200) senior secondary school Biology teachers. The data collected were analyzed using mean and standard deviation to answer the research questions while t-test was used to test the research hypotheses. The major finding of the study was that teachers' attitude has significant influence on students' interest and performance in Biology. The above study and the present study related in the sense that they deal with influence of teachers' attitude on students' interest and performance. However, the present study intends to find out the influence of teachers' attitude on students' interest and performance in social studies.

Suji (2007) conducted a study on the on the influence of teachers' attitude on students' interest and performance in social studies. The study was conducted in Nasarawa State. The study sampled two hundred and fifty (250)

teachers. The data collected were analyzed using mean and standard deviation to answer the research questions while t-test was used to test the research hypotheses. The major finding of the study was that teachers' attitude has significant influence on students' interest and performance in social studies. The above study and the present study related in the sense that they deal with influence of teachers' attitude on students' interest and performance. However, the present study intends to find out the influence of teachers' attitude on students' interest and performance in social studies in Nsukka Education Zone.

Studies on the Influence of Teachers' gender on Students' Academic Interest and Performance

Mustafah (2013) carried out a study on the influence of teachers' gender on students' interest and performance in social studies in Kwara State. The descriptive survey research method was used. Two hundred respondents were randomly sampled for the study; a structured questionnaire was used. An inferential statistics of chi-square was employed to analyze the data collected to test the hypotheses set for the study at 0.05 alpha level of significance. The findings revealed that teachers' gender has no significant influence on students' interest and performance in social studies. The above study and the present study related in the sense that they deal with influence of teachers' gender on students' interest and performance. However, the present study

intends to find out the influence of teachers' gender on students' interest and performance in social studies in Nsukka Education Zone.

Ahmed (2013) conducted a study on the influence of teachers' gender on students' interest and performance in History in selected secondary schools in Wakiso District, Sokoto State. Using a cross-sectional survey design it was possible to tap a variety of views and opinions from teachers and head teachers who were sampled and selected purposively (teachers and students). The opinions of the respondents were sought using questionnaires as the main instrument, interview guides and observational guides were used for collection of data. The methods of analysis used were frequency counts and tables for research question one and two while for hypothesis testing, chi square test for independence was used. The results of the study revealed that teachers' gender has no influence on students' interest and performance in History. The above study and the present study related in the sense that they deal with influence of teachers' gender on students' interest and performance. However, the present study intends to find out the influence of teachers' gender on students' interest and performance in social studies.

Uzuegbu, Mbadiwe, and Anulobi (2013) conducted a study on the influence of teachers' gender on students' interest and performance in the 21st tertiary institution. The survey research design was employed. Four research questions were asked which among other things sought to know the available instructional materials for teaching and learning library education in tertiary

institutions in Abia State. The instrument for data collection was a modified Likert form questionnaire which was validated by three professionals: an educational technologist, a measurement and evaluation lecturer and a professor in library and information science. Lecturers and students were the respondents in the study. Seventy three (73) and fifty-four (54) question items constituted the instrument respectively. Seventy-eight (78) out of one hundred and twelve (112) instruments were returned and used for data analysis. Data analysis was done with mean scores drawn from Statistical Package for Social Science (SPSS) with 2.5 mean score as the decision. It was found out that teachers' gender has no significant influence on students' interest and performance in tertiary institutions. The above study and the present study related in the sense that they deal with influence of teachers' gender on students' interest and performance. However, the present study intends to find out the influence of teachers' gender on students' interest and performance in social studies.

Summary of Literature Review

Literature was reviewed under conceptual framework, theoretical framework, and review of empirical studies. Conceptually, the concept of social studies was reviewed. Social studies is an integrated study of man and the outcome of his interaction with the total environment which enables the learners to acquire necessary values, attitudes, skills and knowledge for solving the societal problems. Interest was defined as the attention to something.

Performance was defined as an academic task accomplishment which shows individuals' comprehension, quality and accuracy of answer of test. In terms of teachers' qualification, literature review showed that a qualified social studies teacher is taken as one who has acquired the requisite skills and knowledge needed to teach social studies such teacher may be N.C.E holder, B.Ed, M.Ed, or even Ph.D. In terms of teachers' experience, literature review showed that experience is the accumulation of knowledge or skill that results from direct participation in events or activities. Furthermore, attitude was defined as a positive or negative evaluation of people, objects, event, activities, ideas or just about anything in your environment. Gender was defined as an ascribed attribute that differentiates feminine from masculine socially.

Under theoretical framework, Functional Theory of Attitude was adopted for the study. The theory was propounded by Spherhre (1992). The functional theory of attitude has four main branches of function namely; adjustive function, ego-defensive function, value-expressed function, and knowledge function. The theory through the various aspects of function explained the rationale behind the positive and negative attitudes teachers have towards teaching and learning social studies.

Review of empirical studies showed the areas where related studies were done. The related studies showed the influence of some selected teacher characteristics such as qualification, experience, attitude and gender on students' academic interest and performance. However, none of the reviewed

related studies information or findings on the influence of some selected teacher factors such as knowledge, experience, attitude and gender on students' interest and performance in social studies particularly in Nsukka Education Zone where evidence showed that teachers' characteristics could be responsible to poor performance and interest in social studies. This obvious gap is what the present study seeks to fill.

CHAPTER THREE

RESEARCH METHOD

This chapter is presented under the followings sub-headings: Design of the study, Area of the study; Population of the study, Sample and sampling techniques, Instrument for data collection, Validation of the instrument, Reliability of the instrument, Method of data collection, and Method of data analysis.

Design of the Study

The study will adopt ex-post-facto research design. According to Nworgu, (2006) ex-post-facto design is the type of design in which data are collected after the event or phenomenon under investigation has taken place and for which the researcher does not have control over the variables he or she is interested in and cannot manipulate them. Thus, this research design is deemed appropriate for this study which sought to determine the influence of teacher characteristics on interest and performance of junior secondary school students in social studies in Nsukka Education Zone of Enugu State.

Area of the Study

The study will be carried out in Nsukka Education zone, Enugu State. The zone consists of three (3) local government areas namely; Nsukka, Igbo-Etiti and Uzo-Uwani. There are fifty-nine (59) public secondary schools located in the area. The distribution of the schools within the three local government areas is as follows: thirty-(30) in Nsukka, sixteen (16) in Igbo-Etiti and Eleven

(13) in Uzo-Uwani local government areas. The choice of Nsukka education zone as the area of the study is anchored on the fact that there are evidence of poor performance of students in social studies in the zone.

Population of the Study

The population of the study is 208 social studies teachers and 5643 JS2 students in all the fifty-nine (59) public secondary schools in Nsukka education zone (Post Primary School Management Board, Nsukka, 2015). The reason for using social studies teachers as the respondents of the study is because they are in better position to vital information, like teachers' qualification, as may be needed by the study. The choice of students for this study is because reliable data can be obtained from them on their interest in social studies.

Sample and Sampling Techniques

The sample size of the study is 798 comprising two hundred and eight (208) social studies teachers and five hundred and ninety (590) JS2 students. This implies that the entire population of social studies teachers in the study area will be used for the study. Thus, no sampling will be done for social studies teachers because the population of the social studies teachers is manageable. However, simple random sampling technique will be used to sample 590 JS2 students. To achieve this, simple random sampling technique will be used to draw 10 JS2 students from each of the 59 secondary schools in Nsukka Education Zone and this will give a total number of 590 JS2 students.

Instrument for Data Collection

The instrument for data collection is questionnaire. The questionnaire is titled “Influence of Teacher Characteristics on Students’ Interest and Performance in Social Studies Questionnaire (ITCSIPSSQ)”. The questionnaire constructed by the researcher has two sections of A & B. Section A contains the personal data of the respondents while section B was developed to elicit information from the respondents. The instrument was developed in four point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and strongly disagree (SD). The students’ performance will be generated from the terminal examination scores in social studies. Interest scale will be used to determine students’ interest in social studies.

Validation of the Instrument

The instrument for data collection was subjected to face validation. Three experts validated the instrument. Two of the experts were from the Department of Social Science Education while one expert is from Measurement and Evaluation in the Department of Science Education, all in the University of Nigeria, Nsukka. The experts were requested to check the suitability of the items of the instrument, to remove inappropriate items as well as add extra necessary items. The experts made useful corrections and suggestions that guided the researcher to construct the final copy of the instrument.

Reliability of the Instrument

The instrument was trail tested to establish its reliability. Twenty (20) copies of the instrument were administered to junior secondary school social studies teachers in Obollo-Afor Education Zone of Enugu State which is outside the study area but share similar characteristics with the study area. Their responses were analyzed using Cronbach Alpha Reliability method. Satisfactory reliability co-efficient value of 0.88 and 0.87 were obtained for attitude and interest scales respectively and were considered appropriate for the study.

Method of Data Collection

The instrument will be administered by the researcher with the help of research assistants to facilitate data collection. The researcher will brief three undergraduate students in the Department of Social Science Education in University of Nigeria, Nsukka. Specifically, the research assistants will be briefed on the best way to approach the respondents and on the need to explain anything necessary as may be needed by the respondents. The researcher and the assistants will administer and collect back the respondents' responses to the instrument items on the spot. This is to ensure maximum return of the instruments.

Method of Data Analysis

Data obtained from the instrument will be analyzed using mean and standard deviation. Based on the four points scale, a mean scale of 2.50 will be used as the benchmark of the study. Therefore, any items that scored below 2.50 will be rejected while the items that scored 2.50 and above will be accepted. t-test will be used to test the null hypotheses at 0.05 level of significance.

CHAPTER FOUR

PRESENTATION OF RESULTS

The results of the study are presented in line with the research questions that guided the study.

Research Question One: What is the influence of teachers' qualification on students' interest in junior secondary school social studies?

Table 1: Mean analysis of the influence of teachers' qualification on students' interest in junior secondary school social studies

Qualification	Number	Interest mean	Decision
N. C. E.	48	2.1	Low
B.Ed	149	2.6	Moderate
M.Ed	11	3.0	High

The result in table 1 shows that the students under social studies teachers with NCE as their highest qualification have low interest in social studies. Again, the students under social studies teachers with B.Ed as their highest qualification have moderate interest in social studies. Furthermore, students under social studies teacher with M.Ed as their highest qualification have high interest in social studies. This implies that teachers' qualification influences students' interest in social studies.

Research Question Two: What is the influence of teachers' qualification on students' performance in junior secondary school social studies?

Table 2: Mean analysis of the influence of teachers' qualification on students' performance in junior secondary school social studies

Qualification	Number	Performance mean	Decision
N. C. E.	48	2.3	Low
B.Ed	149	2.5	Moderate
M.Ed	11	2.8	Moderate

The result in table 2 shows that the students under social studies teachers with NCE as their highest qualification performed low in social studies. Again, the students under social studies teachers with B.Ed as their highest qualification performed moderately in social studies. Furthermore, students under social studies teacher with M.Ed as their highest qualification performed high in social studies. This implies that teachers' qualification influences students' performance in social studies.

Research Question Three: What is the influence of teachers' experience on students' interest in junior secondary school social studies?

Table 3: Mean analysis of the influence of teachers' experience on students' interest in junior secondary school social studies

Experience	Number	Interest mean	Decision
1-10	121	2.6	Moderate
11-20	65	2.8	Moderate
21 and above	22	3.3	High

The result in table 3 shows that the students under social studies teachers with 1-10 years of experience have moderate interest in social studies. Again, the students under social studies teachers with 11-20 years of experience have moderate interest in social studies. Furthermore, students under social studies teacher with 21 years and above experience have high interest in social studies. This implies that teachers' experience influences students' interest in social studies.

Research Question Four: What is the influence of teachers' experience on students' performance in junior secondary school social studies?

Table 4: Mean analysis of the influence of teachers' experience on students' performance in junior secondary school social studies

Experience	Number	Performance mean	Decision
1-10	121	2.5	Moderate
11-20	65	2.6	Moderate
21 and above	22	3.0	High

The result in table 4 shows that the students under social studies teachers with 1-10 years of experience performed moderately in social studies. Again, the students under social studies teachers with 11-20 years of experience performed moderately in social studies. Furthermore, students under social studies teacher with 21 years and above experience performed high in social studies. This implies that teachers' experience influences students' performance in social studies.

Research Question Five: What is the influence of teachers' attitude on students' interest in junior secondary school social studies?

Table 5: Mean analysis of the influence of teachers' attitude on students' interest in junior secondary school social studies

Attitude	Number	Interest mean	Decision
Low attitude	7	2.2	Low
Moderate attitude	149	2.8	Moderate
High attitude	52	2.6	Moderate

The result in table 5 shows that the students under social studies teachers with low attitude have low interest in social studies. Again, the students under social studies teachers with moderate attitude have moderate interest in social studies. Furthermore, students under social studies teacher

with high attitude have high interest in social studies. This implies that teachers' attitude influences students' interest in social studies.

Research Question Six: What is the influence of teachers' attitude on students' performance in junior secondary school social studies?

Table 6: Mean analysis of the influence of teachers' attitude on students' performance in junior secondary school social studies

Attitude	Number	Performance mean	Decision
Low attitude	7	2.3	Low
Moderate attitude	149	2.6	Moderate
High attitude	52	2.5	Moderate

The result in table 6 shows that the students under social studies teachers with low attitude performed low in social studies. Again, the students under social studies teachers with moderate attitude performed moderately in social studies. Furthermore, students under social studies teacher with high attitude performed high in social studies. This implies that teachers' attitude influences students' performance in social studies.

Research Question Seven: What is the influence of teachers' gender on students' interest in junior secondary school social studies?

Table 7: Mean analysis of the influence of teachers' gender on students' interest in junior secondary school social studies

Gender	Number	Interest mean	Decision
Male	54	2.7	Moderate
Female	154	2.8	Moderate

The result in table 7 shows that the students under male social studies teachers have moderate interest in social studies. Again, the students under female social studies teachers have moderate interest in social studies. This

implies that teachers' gender does not influence students' interest in social studies.

Research Question Eight: What is the influence of teachers' gender on students' performance in junior secondary school social studies?

Table 8: Mean analysis of the influence of teachers' gender on students' performance in junior secondary school social studies

Gender	Number	Performance mean	Decision
Male	54	2.5	Moderate
Female	154	2.7	Moderate

The result in table 8 shows that the students under male social studies teachers performed moderately in social studies. Again, the students under female social studies teachers performed moderately in social studies. This implies that teachers' gender does not influence students' performance in social studies.

Ho₁: There is no significant difference in the influence of teachers' qualification on students' interest in junior secondary school social studies.

Table 9: Summary of ANOVA test for difference in the influence of teachers' qualification on students' interest in junior secondary school social studies

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
NCE	.566(a)	1	.566	23.724	.000
B.Ed	3813.740	1	3813.740	15953.7	.000
M.Ed	.566	1	.566	23.724	.000
Error	14.144	786	.024		

Total	3551.457	789
Corrected Total	14.698	787

Table 9 shows the result of the research hypothesis one. The result shows a significant value of .000 which is less than the 0.05 level of significant for the study. This shows that there is a significant difference in the influence of teachers' qualification on students' interest in junior secondary school social studies.

Ho₂: There is no significant difference in the influence of teachers' qualification on students' performance in junior secondary school social studies.

Table 10: Summary of ANOVA test for difference in the influence of teachers' qualification on students' performance in junior secondary school social studies

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
NCE	.533(a)	1	.533	25.884	.000
B.Ed	4836.760	1	4836.760	14673.7	.000
M.Ed	.533	1	.533	25.884	.000
Error	14.144	786	.021		
Total	3551.457	789			
Corrected Total	14.698	787			

Table 10 shows the result of the research hypothesis two. The result shows a significant value of .000 which is less than the 0.05 level of significant for the study. This shows that there is a significant difference in the influence

of teachers' qualification on students' performance in junior secondary school social studies.

Ho₃: There is no significant difference in the influence of teachers' experience on students' interest in junior secondary school social studies.

Table 11: Summary of ANOVA test for difference in the influence of teachers' experience on students' interest in junior secondary school social studies

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
1-10	.545(a)	1	.545	24.984	.000
11-20	3136.750	1	3136.750	14853.7	.000
21-above	.545	1	.545	24.984	.000
Error	14.133	786	.022		
Total	3441.437	789			
Corrected Total	14.698	787			

Table 11 shows the result of the research hypothesis three. The result shows a significant value of .000 which is less than the 0.05 level of significant for the study. This shows that there is a significant difference in the influence of teachers' experience on students' interest in junior secondary school social studies.

Ho₄: There is no significant difference in the influence of teachers' experience on students' performance in junior secondary school social studies.

Table 12: Summary of ANOVA test for difference in the influence of teachers' experience on students' performance in junior secondary school social studies

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
1-10	.551(a)	1	.551	24.984	.000
11-20	4425.650	1	4425.650	15953.7	.000
21-above	.551	1	.551	24.984	.000
Error	13.144	786	.023		
Total	3551.457	789			
Corrected Total	14.698	787			

Table 12 shows the result of the research hypothesis four. The result shows a significant value of .000 which is less than the 0.05 level of significant for the study. This shows that there is a significant difference in the influence of teachers' experience on students' performance in junior secondary school social studies.

Ho₅: There is no significant difference in the influence of teachers' attitude on students' interest in junior secondary school social studies.

Table 13: Summary of ANOVA test for difference in the influence of teachers' attitude on students' interest in junior secondary school social studies

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Low attitude	.544(a)	1	.544	23.774	.000
Moderate Attitude	3116.560	1	3116.760	16653.7	.000
High attitude	.544	1	.544	23.774	.000
Error	14.144	786	.022		
Total	3551.457	789			

Corrected Total	14.788	787
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Table 13 shows the result of the research hypothesis five. The result shows a significant value of .000 which is less than the 0.05 level of significant for the study. This shows that there is a significant difference in the influence of teachers' attitude on students' interest in junior secondary school social studies.

Ho₆: There is no significant difference in the influence of teachers' attitude on students' performance in junior secondary school social studies.

Table 14: Summary of ANOVA test for difference in the influence of teachers' attitude on students' performance in junior secondary school social studies

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Low attitude	.554(a)	1	.554	24.984	.000
Moderate Attitude	3536.760	1	3536.760	15953	.000
High attitude	.554	1	.554	24.984	.000
Error	14.144	786	.022		
Total	3551.457	789			
Corrected Total	14.698	787			

Table 13 shows the result of the research hypothesis six. The result shows a significant value of .000 which is less than the 0.05 level of significant for the study. This shows that there is a significant difference in the influence of teachers' attitude on students' performance in junior secondary school social studies.

Ho₇: There is no significant difference in the influence of teachers' gender on students' interest in junior secondary school social studies.

Table 15: Summary of ANOVA test for difference in the influence of teachers' gender on students' interest in junior secondary school social studies

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	8.307(a)	1	8.307	165.168	.061
Intercept	3497.798	1	3497.79	69546.596	.061
GENDER	8.307	1	8.307	165.168	.061
Error	32.088	787	.050		
Total	3538.193	789			
Corrected Total	40.395	787			

Table 15 shows the result of the research hypothesis seven. The result shows a significant value of .061 which is greater than the 0.05 level of significant for the study. This shows that there is no significant difference in the influence of teachers' gender on students' interest in junior secondary school social studies.

Ho₈: There is no significant difference in the influence of teachers' gender on students' performance in junior secondary school social studies.

Table 16: Summary of ANOVA test for difference in the influence of teachers' gender on students' performance in junior secondary school social studies

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected	.079(a)	1	.079	3.464	.063

Model					
Intercept	3536.760	1	3536.760	154359.	.063
GENDER	.079	1	.079	3.464	.063
Error	14.618	787	.023		
Total	3551.457	789			
Corrected	14.698	787			
Total					

Table 16 shows the result of the research hypothesis eight. The result shows a significant value of .063 which is greater than the 0.05 level of significant for the study. This shows that there is no significant difference in the influence of teachers' gender on students' performance in junior secondary school social studies.

Summary of the Findings

The findings of the study are summarized as follows:

1. That teachers' qualification influences students' interest in social studies and that there is a significant difference in the influence of teachers' qualification on students' interest in junior secondary school social studies.
2. That teachers' qualification influences students' performance in social studies and that there is a significant difference in the influence of teachers' qualification on students' performance in junior secondary school social studies.
3. That teachers' experience influences students' interest in social studies and that there is a significant difference in the influence of teachers'

experience on students' interest in junior secondary school social studies.

4. That teachers' experience influences students' performance in social studies and that there is a significant difference in the influence of teachers' experience on students' performance in junior secondary school social studies.
5. That teachers' attitude influences students' interest in social studies and that there is a significant difference in the influence of teachers' attitude on students' interest in junior secondary school social studies.
6. That teachers' attitude influences students' performance in social studies and that there is a significant difference in the influence of teachers' attitude on students' performance in junior secondary school social studies.
7. That teachers' gender does not influence students' interest in social studies and that there is no significant difference in the influence of teachers' gender on students' interest in junior secondary school social studies.
8. That teachers' gender does not influence students' performance in social studies and that there is no significant difference in the influence of teachers' gender on students' performance in junior secondary school social studies.

CHAPTER FIVE

DISCUSSION, CONCLUSION, IMPLICATION, RECOMMENDATIONS AND SUMMARY

This chapter presents the discussion of the findings, conclusion of the study, educational implication of the findings, recommendations, suggestions for further studies and summary of the study.

Discussion of the Findings

The findings of the study were discussed in line with research questions and hypotheses that guided the study. The finding of the study with respect to research question one and hypothesis one showed that teachers' qualification influences students' interest in social studies and that there is a significant difference in the influence of teachers' qualification on students' interest in junior secondary school social studies. This finding is in agreement with the earlier findings of Baji (2002) who found out in a study that teachers' qualification has influence on students' interest in social studies. Again, Febian (2005) found out in a study that teachers' qualification has significant influence on students' interest in junior secondary school social studies. Furthermore, Suji (2007) found out in a study that teachers' qualification has significant influence on students' interest in junior secondary school social studies.

The finding of the study with respect to research question two and hypothesis two showed that teachers' qualification influences students' performance in social studies and that there is a significant difference in the

influence of teachers' qualification on students' performance in junior secondary school social studies. This finding is in agreement with the earlier findings of Baji (2002) who found out in a study that teachers' qualification has influence on students' performance in social studies. Again, Febian (2005) found out in a study that teachers' qualification has significant influence on students' performance in junior secondary school social studies. Furthermore, Suji (2007) found out in a study that teachers' qualification has significant influence on students' performance in junior secondary school social studies.

The finding of the study with respect to research question three and hypothesis three showed that teachers' experience influences students' interest in social studies and that there is a significant difference in the influence of teachers' experience on students' interest in junior secondary school social studies. This finding supported the earlier findings of Ademola (2005) who found out in a study that teachers' experience has influence on students' interest in social studies. Again, Edward (2009) found out in study a study that teachers' teaching experience has significant influence on students' interest in junior secondary school social studies. Similarly, Alabi (2011) found out in a study that teachers' experience has significant influence on students' interest in junior secondary school social studies.

The finding of the study with respect to research question four and hypothesis four showed that teachers' experience influences students' performance in social studies and that there is a significant difference in the

influence of teachers' experience on students' performance in junior secondary school social studies. This finding supported the earlier findings of Ademola (2005) who found out in a study that teachers' experience has influence on students' performance in social studies. Again, Edward (2009) found out in study a study that teachers' teaching experience has significant influence on students' academic performance. Similarly, Alabi (2011) found out in a study that teachers' experience has significant influence on students' performance in junior secondary school social studies.

The finding of the study with respect to research question five and hypothesis five showed that teachers' attitude influences students' interest in social studies and that there is a significant difference in the influence of teachers' attitude on students' interest in junior secondary school social studies. This finding agrees with the earlier findings of Baji (2002) who found out that teachers' attitude has influence on students' interest in social studies. Febian (2005) also found out in a study that teachers attitude has influence on students' interest in junior secondary school social studies. Similarly, Suji (2007) found out that the attitude of teachers has significant influence on students' interest in junior secondary school social studies.

The finding of the study with respect to research question six and hypothesis six showed that teachers' attitude influences students' performance in social studies and that there is a significant difference in the influence of teachers' attitude on students' performance in junior secondary school social

studies. This finding agrees with the earlier findings of Baji (2002) who found out that teachers' attitude has influence on students' academic performance. Febian (2005) also found out in a study that teachers attitude has influence on students' performance in school. Similarly, Suji (2007) found out that the attitude of teachers has significant influence on students' performance in junior secondary school social studies.

The finding of the study with respect to research question seven and hypothesis seven showed that teachers' gender does not influence students' interest in social studies and that there is no significant difference in the influence of teachers' gender on students' interest in junior secondary school social studies. This finding is in line with the earlier findings of Ahmed (2013) who found out that teachers' gender has no influence on students academic performance. Again, Mustafah (2013) found out in study that teachers' gender has no significant influence on students' interest in junior secondary school social studies. Similarly, Uzoegbu, Mbadiwe and Anulobi (2013) also found out in a study that teachers' gender has no influence on students' interest in junior secondary school social studies.

The findings of the study with respect to research question eight and hypothesis eight showed that teachers' gender does not influence students' performance in social studies and that there is no significant difference in the influence of teachers' gender on students' performance in junior secondary school social studies. This finding is in line with the earlier findings of Ahmed

(2013) who found out that teachers' gender has no influence on students academic performance. Similarly, Mustafah (2013) found out in study that teachers' gender has no significant influence on students' performance in school. Furthermore, Uzoegbu, Mbadiwe and Anulobi (2013) also found out in a study that teachers' gender has no influence on students' academic performance.

Conclusion of the Study

Based on the findings of the study, the following conclusions were drawn.

1. Teachers' qualification influences students' interest in social studies and that there is a significant difference in the influence of teachers' qualification on students' interest in junior secondary school social studies.
2. Teachers' qualification influences students' performance in social studies and that there is a significant difference in the influence of teachers' qualification on students' performance in junior secondary school social studies.
3. Teachers' experience influences students' interest in social studies and that there is a significant difference in the influence of teachers' experience on students' interest in junior secondary school social studies.

4. Teachers' experience influences students' performance in social studies and that there is a significant difference in the influence of teachers' experience on students' performance in junior secondary school social studies.
5. Teachers' attitude influences students' interest in social studies and that there is a significant difference in the influence of teachers' attitude on students' interest in junior secondary school social studies.
6. Teachers' attitude influences students' performance in social studies and that there is a significant difference in the influence of teachers' attitude on students' performance in junior secondary school social studies.
7. Teachers' gender does not influence students' interest in social studies and that there is no significant difference in the influence of teachers' gender on students' interest in junior secondary school social studies.
8. Teachers' gender does not influence students' performance in social studies and that there is no significant difference in the influence of teachers' gender on students' performance in junior secondary school social studies.

Educational Implication of the Findings

The findings of the study have some educational implications. First, the study found out that teachers' qualification has significant influence on students' interest and performance in junior secondary school social studies. The implication of the finding is that if government fails to employ only

qualified social studies teachers with a minimum of B.Ed certification, the students under teachers with NCE as their highest qualification will continue to have low interest and poor performance in junior secondary school social studies.

Secondly, the finding of the study showed that teachers' experience has significant influence on students' interest and performance in junior secondary school social studies. The implication of the finding is that if government fails to provide opportunity for less experience teachers to interact with well experience teachers and improve their experience, the students under less experience teachers will continue to have low interest and poor performance in social studies.

Thirdly, the finding of the study showed that teachers' attitude has significant influence students' interest and performance in junior secondary school social studies. The implication of the finding is that if social studies teachers fail to adopt positive attitude in the implementation of junior secondary school social studies curriculum, the students will continue to have low interest and poor performance in junior secondary school social studies.

Recommendations

Based on the findings of the study, the following recommendations are made.

1. The study recommends that government should employ only qualified social studies teachers with at least B.Ed certificate.
2. The study also recommends that government should always provide opportunity for in-service training of social studies to enable less experience teachers to learn from more experience teachers.
3. The study equally recommends that social studies teachers should always display positive attitude in the implementation of social studies curriculum.

Suggestions for Further Studies

The following areas are suggested for further studies.

1. The present study should be carried out in other states of the federation.
2. Strategies for enhancing teacher characteristics towards effective students' interest and performance in junior secondary school social studies.
3. Influence of selected teacher characteristics on students' performance in junior secondary school social studies.

Summary of the Study

The study focused on the influence of teacher characteristics on interest and performance of junior secondary school students in social studies in Nsukka education zone of Enugu state. Eight research questions and eight hypotheses guided the study. Literature was reviewed under conceptual framework, theoretical framework, review of empirical studies and summary of literature review. The study adopted ex-post-facto research design. The population of the study was 208 social studies teachers and 5643 students in all the fifty-nine (59) public secondary schools in Nsukka education zone. The sample size of the study was 798 which was made up of 208 teachers and 590 students. Simple random sampling technique was used to draw the sample size of the students. A structured questionnaire developed by the researcher and validated by three research experts was used for data collection. The data collected were analyzed using mean while ANCOVA was used to test the hypotheses. The findings of the study were that teachers' qualification influences students' interest in social studies and that there is a significant difference in the influence of teachers' qualification on students' interest in junior secondary school social studies; that teachers' qualification influences students' performance in social studies and that there is a significant difference in the influence of teachers' qualification on students' performance in junior secondary school social studies; that teachers' experience influences students' interest in social studies and that there is a significant difference in the influence of teachers' experience on students' interest in junior secondary

school social studies; that teachers' experience influences students' performance in social studies and that there is a significant difference in the influence of teachers' experience on students' performance in junior secondary school social studies; that teachers' attitude influences students' interest in social studies and that there is a significant difference in the influence of teachers' attitude on students' interest in junior secondary school social studies; that teachers' attitude influences students' performance in social studies and that there is a significant difference in the influence of teachers' attitude on students' performance in junior secondary school social studies; that teachers' gender does not influence students' interest in social studies and that there is no significant difference in the influence of teachers' gender on students' interest in junior secondary school social studies and that teachers' gender does not influence students' performance in social studies and that there is no significant difference in the influence of teachers' gender on students' performance in junior secondary school social studies. Based on the findings of the study, conclusions were drawn and relevant recommendations were made.

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Department of Social Science Education,
Faculty of Education,
University of Nigeria, Nsukka.

Dear Respondent,

APPEAL FOR VALIDATION OF QUESTIONNAIRE

I am a postgraduate student of the above named Department conducting a study titled “Influence of teacher characteristics on interest and performance of junior secondary school students in Social Studies in Nsukka Education Zone of Enugu State”.

I am soliciting for your assistance on face validation of the instrument paying more attention on the appropriateness of the items and the choice of words in the instrument.

Thank you for your usual cooperation

Yours faithfully,

Ezema, Euphemia C.

PG/M.Ed/13/66269

Department of Social Science Education,
Faculty of Education,
University of Nigeria, Nsukka.

Dear Respondent,

APPEAL FOR FILLING OF QUESTIONNAIRE

I am a postgraduate student of the above named Department conducting a study titled “Influence of teacher characteristics on interest and performance of junior secondary school students in Social Studies in Nsukka Education Zone of Enugu State”.

I am soliciting for your sincere opinion for the under listed items in the questionnaire. Please be informed that your opinion will be strictly used for the purpose of the study.

Thank you for your usual cooperation

Yours faithfully,

Ezema, Euphemia C.

PG/M.Ed/13/66269

Below are the research questions and hypotheses of the study:

Research Questions

The following research questions will guide the study.

- 9) What is the influence of teachers' qualification on students' interest in junior secondary school social studies?
- 10) What is the influence of teachers' qualification on students' performance in junior secondary school social studies?
- 11) What is the influence of teachers' experience on students' interest in junior secondary school social studies?
- 12) What is the influence of teachers' experience on students' performance in junior secondary school social studies?
- 13) What is the influence of teachers' attitude on students' interest in junior secondary school social studies?
- 14) What is the influence of teachers' attitude on students' performance in junior secondary school social studies?
- 15) What is the influence of teachers' gender on students' interest in junior secondary school social studies?
- 16) What is the influence of teachers' gender on students' performance in junior secondary school social studies?

Hypotheses

The following null hypotheses will be tested at .05 level of significance.

H0₁: There is no significant difference in the influence of teachers' qualification on students' interest in junior secondary school social studies.

H0₂: There is no significant difference in the influence of teachers' qualification on students' performance in junior secondary school social studies.

H0₃: There is no significant difference in the influence of teachers' experience on students' interest in junior secondary school social studies.

H0₄: There is no significant difference in the influence of teachers' experience on students' performance in junior secondary school social studies.

H0₅: There is no significant difference in the influence of teachers' attitude on students' interest in junior secondary school social studies.

H0₆: There is no significant difference in the influence of teachers' attitude on students' performance in junior secondary school social studies.

H0₇: There is no significant difference in the influence of teachers' gender on students' interest in junior secondary school social studies.

H0₈: There is no significant difference in the influence of teachers' gender on students' performance in junior secondary school social studies.

INFLUENCE OF TEACHER CHARACTERISTICS ON STUDENTS' INTEREST AND PERFORMANCE IN SOCIAL STUDIES QUESTIONNAIRE (ITCSIPSSQ)

SECTION A: Personal data of the respondent.

Instruction: Please, tick [✓] in the box that most represents your opinion and fill the blank space where necessary.

Name of school:

Subject taught:

Highest educational qualification: TTC [], NCE [], B.Sc/BA/B.Ed [],
MSc/MA/M.Ed [], Ph.D [], Others please specify:

.....

Years of teaching experience: 1-5 years [], 6-10 years [], 11-15 years [], 16 years and above.

Gender: Male [], Female []

SECTION B:

Instruction: Read this section carefully and indicate your opinion appropriately by ticking [✓]

Scale	Rating
SA = Strongly Agree	4
A = Agree	3
D = Disagree	2
SD = Strongly Disagree	1

Social Studies Teachers' Attitude Scale

S/N	ITEM	SA	A	D	SD
1	I come to school regularly.				
2	I teach my subject regularly.				
3	I usually cover the scheme of work for the term.				
4	I used different teaching methods in social studies classroom.				
5	I regularly used instructional materials in social studies classroom.				
6	I evaluate students properly.				
7	I talk to students individually on their performance in social studies.				
8	I do not relate with my students.				
9	I encourage students to ask questions.				
10	I answer students' questions in social studies classroom.				
11	I usually return students' script in social studies as feedback for them.				
12	I usually give students assignment on every topic taught.				

SD means Strongly Disagree (1)

S/N	Item	SA	A	D	SD
1	I like doing social studies assignments.				
2	I like writing social studies examination.				
3	I like reading social studies textbooks.				
4	I always feel bored reading social studies materials.				
5	I encourage other students to read social studies textbook.				
6	I like writing social studies class test.				
7	I encourage my classmates to attend social studies class.				
8	I encourage my classmates to form social studies discussion class.				
9	I put social studies on my personal reading timetable.				

10	I will to be a social studies teacher.				
11	I read new topics in social studies before my teacher introduce them in the class.				
12	I like social studies quiz competition.				
13	I enjoy solving social studies problems in the class.				
14	I like discussing social studies with my social studies teacher.				
15	I like doing the subject social studies.				
16	I like attending social studies revision class.				
17	I do not like being in the class during social studies.				
18	I like discussing social studies with students from other school.				
19	I enjoy taking part in the discussion of social studies.				
20	I would like to study social studies to the university level.				
21	I like telling people what I learnt in social studies class.				
22	I feel happy copying social studies note in the class.				
23	I feel bad whenever our social studies teacher misses class.				
24	I like discussing social studies with my parents at home.				
25	Am good in social studies				
26	I volunteer to call my social studies teacher when it is time for the subject.				
27	I like watching television shows that relates to social studies.				
28	I like to answer questions during social studies class.				
29	I like reading social studies materials through internet.				
30	I like teaching my younger ones social studies.				

Appendix B: Reliability Result

Reliability

[DataSet0]

Scale: Reliability

Case Processing Summary

		N	%
Case s	Valid	20	100.0
	Exclud ed(a)	0	0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach 's Alpha	N of Items
.881	12

DATASET ACTIVATE DataSet1.

DATASET CLOSE DataSet0.

Scale: Social Studies Interest Scale
Case Processing Summary

		N	%
Case s	Valid	20	100.0
	Exclud ed(a)	0	0
	Total	20	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.872	30

DATASET ACTIVATE DataSet1.
 DATASET CLOSE DataSet0.