

**INFLUENCE OF TEACHERS' PROFESSIONALISM, CLASS SIZE AND
INSTRUCTIONAL MATERIALS ON LOWER PRIMARY SCHOOL
PUPILS' PERFORMANCE IN SOCIAL STUDIES IN ILE-IFE**

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ABSTRACT

The study determined the lower primary school pupils' performance in Social Studies. It also examined the relative influence of each of teachers' professionalism, class size and instructional materials on lower primary school pupils' performance in Social Studies and finally examined the combined influence of teachers' professionalism, class size and instructional materials on lower primary school pupils' performance in Social Studies. These were with the view of providing information on how the influence of each of teachers' professionalism, class size and instructional materials could bring about improved performance in Social Studies among lower primary school pupils in Osun State.

The study employed descriptive survey design. The target population comprised the public lower primary school pupils and their teachers in Ife East Local Government area of Osun State. The sample size comprised 400 pupils and 40 Social Studies teachers. Ten lower primary schools were selected in the local government area using simple random technique. From each of the schools, forty (40) pupils from primary three were selected, using simple random sampling technique while four teachers were purposively selected from each school, based on the fact that they were Social Studies teachers. Three instruments were developed, validated and used for the study. One research question was raised and answered and two hypotheses were tested and verified. Data collected were analysed using Frequency Counts, Percentages, Bar Charts and Multiple Regression.

The result showed that lower primary school pupils demonstrated moderate performance (57%) in Social studies. The result also showed that teachers' professionalism ($t=2.653$, $\beta=.349$, $p=.012$) class size ($t= 2.439$, $\beta=0.271$, $p=0.020$) and instructional materials ($t= -3.912$, $\beta=-.419$, $p=.000$) had significant influence on pupils' performance in Social Studies. Finally, there was significant influence of teachers'

professionalism, class size and instructional materials on lower primary school pupils' performance in Social Studies ($t= 33.391$, $P<0.05$).

The study concluded that teachers' professionalism has a significant relative influence on the academic performance of Social Studies of lower primary school pupils. Similarly there was a significant relative influence of instructional materials on the academic performance in Social Studies of lower primary school pupils. Also, class size has a significant relative influence on the academic performance of Social Studies of lower primary school pupils. This means that Teachers' professionalism, class size and instructional materials had a significant influence on pupils' performance in the study. Conclusively, there was significant influence of the independent variables (teacher's professionalism, class size and instructional materials) on the pupils' performance in Social Studies.

Supervisor:

Keywords: Teacher's professionalism, class size, instructional materials, lower primary school, pupils' performance, social studies, Ile-ife.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is the country's most noteworthy resource towards the brisk improvement of its economic potentials, sociological and human resources, subsequently it centers around the integration of the people into sound and successful citizens (FRN, 2014). It likewise plans equivalent instructive open doors for all at primary, secondary and higher levels. Education had been the pillar whereupon all significant national improvements are constructed. It is the instrument which establishes the tone for development, improvement and comprehension of issues in all ramifications. For education to be applicable in a general public, it must be effectively communicated. Essentially, this must be accomplished through expert instructors, the utilization of good techniques and reasonable instructional materials (Snoek, 2009). Social Studies is fundamentally concerned about the study of individuals, their activities and connections, as they relate with each other and with their physical and socio-social condition with an end goal to meet their societal needs. Social Studies is inter/multi-disciplinary in nature and draws its topic from a variety of Social Science subjects like History, Geography, Political Science, Economics, Sociology, Anthropology and Social Psychology. Social Studies offers an imperative job of outfitting learners with skills and abilities to enable them to adapt to the present and future. This enables pupils to take part adequately in their world and clarify their association with different individuals in social, financial and political issues (Jere, Janet & Barbara, 2009).

2 The reason for primary school Social Studies is to empower learners to comprehend, take an interest in, and settle on educated choices about their environment. Social Studies content enables youthful understudies to clarify associations with other people, to organizations, and to the world, and fortifies them with learning and comprehension of the past. It furnishes them with aptitudes for gainful critical thinking and basic leadership just as for surveying issues and making insightful and worthy decisions. Most importantly, it coordinates these abilities and understandings into a system for responsible citizens locally, nationally, and all around. The teaching and learning types in social Studies are remarkably sorted out to build up these limits, starting with the most youthful students in our schools (Adeyemi, 2008). In the event that the young learners of the society are to end up as powerful members in a democratic setting, at that point Social Studies must be a fundamental part of the educational plan all through the basic years. In a world that requests autonomous and helpful critical thinking to address complex social, financial, moral, and individual concerns, core Social Studies content is as essential for progress as reading, writing and computing. Information, abilities, and attitude necessary for educated and mindful cooperation in the public arena require a methodically created rudimentary program concentrated on ideas from the four core social studies disciplines: civics, economics, geography and history. According to Murung (2012), Social Studies is a procedure of training that gives children a chance to connect with other individuals and the general public in their environment. Learning environment is the physical condition in a school setting, for example, school offices, equipment's,

school practice, for example, making offices accessible, portion of staff to show essential training and methodologies to advance support. Social Studies content require significant educating, intelligent arranging, guidelines, and appraisal. Okojie (2005)

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