

INFLUENCE OF TEACHERS' QUALIFICATIONS AND GENDER ON SOCIAL STUDIES TEACHERS' TEACHING STYLES IN OSUN STATE NIGERIA

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ABSTRACT

The study investigated the influence of teachers' qualifications on teaching styles adopted in the teaching of Social Studies. It also examined the influence of gender on the teaching style adopted by teachers in the teaching of Social Studies. These were with the views of providing information on how gender and teachers' qualifications variables could predict teaching styles adopted by Social Studies teachers in Junior Secondary Schools in Osun State. The study employed correlational design. The sample size consisted of 40 Social Studies teachers that were selected using purposive sampling technique. An instrument titled 'Teacher Teaching Style Questionnaire (TTSQ)' was used for data collection. Data collected were analyzed using frequency counts, simple percentages and Chi-square statistics. The results showed that teachers' qualifications had significant influence on teaching styles adopted in the teaching of Social Studies within the study area. ($\chi^2 = 665.533, p < 0.05$). Also, teachers' gender had significant influence on teachers' teaching styles in Social Studies in the Junior Secondary Schools in Osun State. ($\chi^2 = 360.445, p < 0.05$). The study concluded that teachers' qualification and gender are factors of influence in the teaching style adopted in the teaching of Social Studies in Junior Secondary Schools in Osun State Nigeria.

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KEYWORDS: Gender, Qualification, Teaching Styles, Social Studies Teachers

INTRODUCTION

Social Studies as a discipline focuses on the society and preserves societal values through all round development of the child. It equips the students with the basic skills and social habits which should help them to adopt into any society in which they find themselves. If Social Studies will achieve its goals, some teachers' variables such as teaching styles, qualification and gender cannot be set aside as they serve as change agents.

Teaching styles according to Mountain Area Health Education Centre (2004) are viewed as the ways a teacher patterns his method of impacting knowledge on the learners in a preferred manner to meet the needs of the learners for specific situation. Four basic teaching styles have been identified by various scholars such as Felder and Solomon (1992), Moallem (2001), Stein, Steeves and Smith (2001), Lage, Platt and Tregila (2002), Adeyemi (2009), Adeyemi (2018). These include:

1. Formal Authority: This is an instructor-centred approach where the instructor feels responsible for providing and controlling the flow of content which the student is to receive and assimilate. The formal authority figure does not concern himself with creating a relationship with the students nor is it important if the students build relationships with one another.
2. Demonstrator or Personal Model: This is an instructor-centred approach where the instructor demonstrates and models what is expected (skills and processes) and then acts as a coach or guide to assist the students in applying the knowledge. This

style encourages students' participation utilizing various learning styles.

3. Facilitator: This is a student-centred approach where the instructor facilitates and focuses on activities. Responsibility is placed on the students to take initiative to achieve results for the various tasks. Students who are independent, active, collaborative learners thrive in this environment. Instructors typically design group activities which necessitate active learning, student-to-student collaboration and problem solving.
4. Delegator: This is a student-centred approach whereby the instructor delegates and places much control and responsibility for learning on individuals or groups of students. This type of instruction will often require students to design and implement a complex learning project and will act solely in a consultative role. Students are often asked to work independently or in groups and must be able to effectively work in group situation and manage various interpersonal roles.

Studies have been carried out on teaching style. Graham (2007) carried out a review based on the report research carried out by Benneth in 1976 at the University of Lancaster (U.K.). Benneth sought to answer the question, "Do teaching styles make a difference in pupils' achievement?" The oversimplified statement of findings contained in the quotation above makes the richness of his approach to the question. Recognizing the misleading nature of such dichotomized labels of teaching style as "progressive" and "traditional," "democratic" and "authoritarian," "formal" and "informal". He carried out a large-scale survey of teaching

practices in elementary schools in Northern England from which he was able to identify and subsequently validate a typology of twelve distinct teaching styles ranging from highly "informal" to highly "formal".

However, research on teaching and learning usually tends to examine the extent to which different teaching methods enhance growth in students' learning. Worthy of note is that academic performance by the majority of students is fundamentally linked to application of teaching methods by teachers to impact knowledge to learners (Adunola, 2011). Quite a number of research on the effectiveness of teaching methods indicates that the quality of teaching is often reflected by the achievements of learners. According to Ayeni (2011), teaching is a process that involves bringing about desirable changes in learners so as to achieve specific outcomes. For the method of teaching to be effective, Adunola (2011) then maintains that teachers need to be conversant with numerous teaching strategies that take recognition of the magnitude of complexity of the concepts to be covered. Low, Taylor, Joseph, and Atienza (2009) were equally of the views that in this 21st century, the teacher needs to develop and improve on a holistic array of skills for teaching and thinking, administration and management as well as knowledge of self and pupils, community and pedagogy among many others.

Several studies have been conducted on teachers' qualifications, Kola and Sunday (2015) reviewed the controversy surrounding the teachers' academic achievement. There was a common opinion that subject matter, knowledge pedagogy studies, professional development and years of experience are imperative and positively correlated with students' academic achievement. In a study of Owolabi and Adebayo (2012), their findings revealed that teachers' qualification had impact on students' performance in secondary school Physics. Similar study was carried out by Maphoso and Mahlo (2015), their findings showed that there was no statistically significant evident to support that boarding school had teachers whose qualification differ from those in non-boarding schools. Their research also indicated that there was no significant relationship between qualification of teachers and academic achievement of Grade 12 learners in Capricorn District of the Limpopo province in South Africa. In another study, Adeyemi (2018) indicated that teachers' teaching style had significant influence on the junior secondary school students' achievement in Social Studies in Osun State. His findings also revealed that demonstration teaching style was mostly adopted by teachers.

On the aspect of gender, several studies have equally been carried out. Owolabi and Adebayo (2012) opined in their study that there was no significant difference in the performance of secondary school Physics students between those that are male and female skilled teachers. Nelson Laird, Garver and Niskode (2007) using data from over 9,000 faculties that participated in the faculty survey of students, found gender differences in the percentage of class time spent on various activities, a measure of teaching style, but that the gaps between men and women in lecturing and

active classroom practices for example, could vary by factors including disciplinary area and course size.

In another study, Laube, Massoni, Sprague and Ferber (2007) developed sociological scholarship of gender as well as evaluation and argued that there was apparently inconsistency on the question of whether student evaluations are gendered in itself and artificial on the way quantitative measures can mask underlying gender bias.

Statement of the Problem

Past Studies, Owolabi and Adebayo (2012), Stanford (2014), Maphoso and Mahlo (2015), Adeyemi (2018), have dealt extensively on how teachers' qualification and gender influenced students' performance in various disciplines whereas, the influence of gender and qualifications on teaching styles of teachers in disciplines needs to be empirically examined; hence this study.

Hypotheses

- i. Teacher's qualification has no significant influence on teaching styles adopted in the teaching of Social Studies;
- ii. Gender does not significantly influence the teaching styles adopted by teachers in the teaching of Social Studies.

METHOD

The study employed correlational research design. The population of the study comprised about 400 Social Studies teachers in Junior Secondary Schools in Osun State. The sample size consisted of 40 Social Studies teachers in Junior Secondary Schools in Osun State. Multi-stage sampling procedure was adopted for the study. One senatorial district was selected out of the three senatorial districts in Osun State using simple random sampling technique. Four Local Government Areas (LGAs) were selected from the senatorial districts using simple random sampling technique. Ten schools were selected from each of the Local Government Areas using simple random sampling technique. In each of the schools, one Social Studies teacher was selected using purposive sampling technique. An instrument titled 'Teacher Teaching Style Questionnaire (TTSQ)' was used for the study.

The TTSQ was adapted from the teaching style of Graham-Reichmann (1996) and used by Adeyemi (2009, 2018). It was a standardized instrument with two sections: A and B. Section A contained the teacher's bio data i.e. qualification, gender and so on, while Section B consisted of forty items. The instrument aided knowledge of the teaching styles of teachers. It is a rating scale instrument with four response-options ranging from "Strongly Disagree to Strongly Agree" such that SD = 1, D = 2, A = 3 and SA = 4. The items consist of four categories of teaching styles of which Formal Authority has 11 items, Demonstrator has 10 items, Facilitator has 10 items and Delegator has 9 items. The maximum point for the Formal Authority is 44 points, Demonstrator is 40 points, Facilitator is 40 points while Delegator is 36 points. The total score obtained in each category provided basis for the classification of the teaching styles of Social Studies teachers. The instrument was re-

validated before use and a reliability of 0.82 was obtained using Cronbach's alpha.

The researcher visited the schools personally and contacted the principals and teachers for assistance and cooperation. Data collected were analysed using frequency counts, simple percentages and Chi-square statistics.

RESULTS

Hypothesis One: There is no significant influence of teachers' qualification on teaching styles adopted in the teaching of Social Studies in Junior Secondary Schools in Osun State.

Table 1: Chi-Square Analysis of the Influence of Teachers' Qualification on Teaching Styles.

Teaching Styles	Teachers' Qualification				Total f(%)	χ^2	df	p-value
	NCE f(%)	BSc./BEd. f(%)	PGDE f(%)	MSc./MEd. f(%)				
Formal Authority (FA)	8(20.0)	4(10.0)	3(7.5)	4(10.0)	19(47.5)	665.535	6	0.001
Demonstrator /Personal Model (D/PM)	1(2.5)	3(7.5)	6(15.0)	2(5.0)	12(30.0)			
Facilitator (F)	0(0.0)	3(7.5)	2(5.0)	1(2.5)	6(15.0)			
Delegator (D)	1(2.5)	1(2.5)	1(2.5)	0(0.0)	3(7.5)			
Total	10(25.0)	11(27.5)	12(30.0)	7(17.5)	40(100.0)			

($\chi^2=665.535$, $df=6$, $p<0.05$)

Considering the chi-square analysis of the hypothesis, Table 1 shows that the value of the chi-square obtained was 665.535 at $p=0.005$ which means that the null hypothesis is rejected. It can therefore be concluded that there is significant influence of teachers' qualification on teaching styles adopted in the teaching of Social Studies in Junior Secondary Schools in Osun State. The result implies that teachers' qualification has influence on teaching styles

adopted in the teaching of Social Studies within the study area.

Hypothesis Two: There is no significant influence of teachers' gender on teaching styles adopted in the teaching of Social Studies in Junior Secondary Schools in Osun State.

Table 2: Chi-Square Analysis of the Influence of Teachers' Gender on Teaching Styles.

Teaching Styles	Teachers' Gender		Total	χ^2	df	p-value
	Male f(%)	Female f(%)				
Formal Authority (FA)	6(15.0)	4(10.0)	10(25.0)	360.445	3	0.003
Demonstrator /Personal Model (D/PM)	7(17.5)	4(10.0)	11(27.5)			
Facilitator (F)	7(17.5)	5(12.5)	12(30.0)			
Delegator (D)	5(12.5)	2(5.0)	7(17.5)			
Total	25(62.5)	15(37.5)	40(100.0)			

($\chi^2=360.445$,

$df=3$,

$p<0.05$)

Without inference, results in the table 2 revealed that most of the teachers were males and that they adopted all the teaching styles at 25(62.5%) over their female counterparts at 15(37.5%).

Inferentially, the chi-square analysis of the hypothesis showed that there is a significant influence of teachers' gender on teaching styles adopted in the teaching of Social Studies in Junior Secondary Schools in Osun State at ($\chi^2=360.445$, $df=3$, $p<0.05$). Hence, the null hypothesis is hereby rejected. This result implies that teachers' gender have significant influence on teachers' teaching styles in Social Studies in the Junior Secondary Schools in Osun State.

DISCUSSION

The results showed that there is no significant influence of teachers' qualification on teaching styles adopted in the teaching of Social Studies in junior secondary schools. The implication of this is that teacher's qualification is not a predictor of the kind of teaching style employed by the teacher in the teaching of Social Studies.

In addition, the results descriptively revealed that there were more male teachers than their female counterpart. However, inferentially, there was significant influence of teachers' gender on teaching styles adopted in the teaching of Social Studies in Junior Secondary Schools. This tallied with a similar research on teachers' gender and the academic achievement of students carried out by Education Queensland (2002), a strong relationship was found between

teacher's gender and the academic achievement of the students. Although Dee (2006) reported in his study that results confirmed that the teacher's gender does have enormous effects on student test performance, teacher perceptions of students, and students' engagement with academic material, his findings further revealed that girls have better educational outcomes when taught by women, and boys are better off when taught by men. While these results summarized the overall impact of teachers' gender on test scores, the effects vary in some sort from one subject to another. Test-score benefits for girls of having a female teacher are concentrated in Social Studies such that a female Social-Studies teacher increases a girl's performance by 9 percent of a standard deviation.

As regards the second hypothesis, this study contradicts the earlier study carried out by Appiah and Agbelevor (2015) who suggested that male lecturers were rated higher to have positive impact on learning whereas female lecturers were rated higher on class participation. Most students agreed that gender of lecturer did not really matter but lecturers' lecturing skills and personality were more important. Also, Adeyemi (2016) in a study on the aspect of the influence of gender on teachers' competence, discovered that teacher's gender has no significant influence on their competence. The fact was equally upheld by Kaur and Talwar (2014) that discovered in their findings that teaching competency and emotional intelligence are not influenced by gender. However, evidence gathered in relation to this study specified that the teaching style adopted in the teaching of Social Studies in Junior Secondary Schools is dependent on the gender of the teacher, hence, every teacher should strive hard to enhance students' understanding of the subject through the adoption of suitable style of teaching in consonance with the subject matter at hand.

CONCLUSION

Teachers' qualification has significant influence on their teaching style. In the same vein, the results of the study provided empirical evidence to support the notion that teachers' gender is not a factor of influence on the teaching style adopted in the teaching of Social Studies in Junior Secondary Schools in Osun State.

RECOMMENDATIONS

Workshops and seminars should be organized for teachers where they will be exposed to various teaching styles. This is necessary to assist them in knowing the teaching style that will lead to meaningful achievement of students in Social Studies. Also, the government should assist and encourage practicing teachers to pursue knowledge that will aim at making them more productive in their respective subject areas. This can be possible by encouraging secondary schools teachers to upgrade their qualifications so that they will be familiar with modern ideas and practices in their subject areas.

LIMITATIONS TO THE STUDY

Considering the sample size of 40 teachers used in the study, this sample size may not be sufficient to make generalization for the entire teachers in senior secondary schools in Osun State.

SUGGESTIONS FOR FURTHER STUDIES

1. The study could be replicated in other States in order to confirm or refute its findings and to have a broader scope for generalizations.
2. Other variables such as teachers' years of experience, area of specialization and learning outcomes of students could be incorporated into further studies.

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