



Relationship between Teachers Instructional Practices and Students Performances in Social Studies in Colleges of Education in North-East, Nigeria

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ABSTRACT

The main objective of this study is to determine the relationship between teacher's instructional practices and students' performances in social studies in colleges of education in North-East, Nigeria. To achieve this six specific objectives would be prepared to guide the study. Six research questions would be answered in this study and six null hypotheses would be tested at 0.05 level of significance. The study would employ descriptive design. The area of the study is North-East part of Nigeria. The population of the study would be made up 333 social studies education students from the nine (9) colleges of education offering social studies education in the four states of the study area that will comprises of both the federal and states colleges of education. The sample size would be determined using proportionate stratified random sampling and simple random/techniques. The instrument for data collection would be social studies teachers instructional practices classroom observation checklist (SSCRC) and social studies students' performance result record (SSSPRR) the collection of data for this study would be achieved using the social studies teachers instructional practices classroom observation that comprises six different areas and are to be rated according to their degree of occurrence based on five point scale and social studies students' performance result record from the study colleges of education in the North-East specifically NCE II social studies students. The research assistants will be lecturers of the social studies education. The data collected would be analyzed using both descriptive and inferential statistic. The researchers will resort to the calculations of the mean and standard deviations of responses obtained through teacher's instructional practices and student's performance. In order to find out the relationship between social studies teacher's instructional practices and students performance correlational statistic would be employed, Pearsons Product Moment Correlation (PPMC) technique would be used to establish the relationship between the two variables.

ARTICLE INFO

Article History

Received: August, 2023
Received in revised form: November, 2023
Accepted: March, 2024
Published online: March, 2024

KEYWORDS

Relationship, Teachers, Instructional Practices, Students, Performances, Social Studies, Colleges of Education, North-East,

INTRODUCTION

Social Studies instructional practices, in general, refer to what to teach, how to teach and who is to teach. It covers an aspect of teaching that involves the lesson plan, the use of

previous knowledge in teaching, stating of behavioural objectives in conformity with the three main educational domains, use of instructional materials, instructional methods and techniques, of teaching, evaluation processes

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and questioning techniques. Instructional best practices therefore are general principles, guidelines and suggestions for good and effective teaching that could yield better performances in students of which Social Studies students are inclusive. Teaching is a complex process that varies depending on the usage of the processes that make teachers' instructional practices more effective. Such a process like lesson plan is a systematic arrangement of human and material resources for the orderly-execution of instructional practices, to achieve determined objectives that affect students' performances in schools and colleges. For any meaningful learning like Social Studies to take place, the subject matter has to be systematic, planned and presented in a logical and stimulating manner. If on the other hand, the subject matter is not well planned, presentation in the teaching and learning of social studies in colleges of education becomes haphazard, fragmentary and often lacking in substance. Of course, this may affect the performances of students in which Social Studies students in colleges of education are inclusive.

Teachers' instructional practices in Social Studies are achieved in different ways depending on the individual teachers' goals and their sense of purpose behind the instruction (Barton and Levst, 2004). The purpose of planning a lesson is for the instructor to be able to achieve the objectives of the lesson by meaningfully impacting on the learners and successfully delivering the lesson as it were. Teachers' instructional practices call for careful analysis of the situation, the determination of the teaching method to be adopted, the objectives to be achieved and the selection of learning activities for all those to benefit from, the teaching experiences. Oyetunde (2006) supported this argument when he writes that, effective teaching is achievable through effective planning. In stating behavioural objectives, in preparing lesson for social studies as part of teacher's instructional practices, it must be spelt out in specific terms and must conform with the three main educational domains that is cognitive level, psychomotor (skills) and affective level.

What all these means is that the use of instructional materials in the preparation of lesson plan and its usage in the teaching and learning of social studies in schools is vital. The importance of instructional materials for instructional practices makes it mandatory for all teachers to carefully plan and assemble all material that could bring about the desired result.

Another important factor is the introduction of lesson plan, as part of teachers' instructional practices which can affect greatly social studies performance. Udoh, (1996) observed that no matter how well a lesson plan has been prepared, the manner in which such a lesson is introduced to the learners decides its success or failure. With the learners' mind now properly prepared to receive the lesson as part of teachers' instructional practices, the teacher could now proceed with the presentation. This is the stage in which all the materials, resources, the knowledge and the learning strategies which had been chosen and assembled are put into action. The second is the discovery method in which learning takes place with minimal supervision. The third is the enquiry method which is a learner-centred approach to learning which involves a higher level of mental process and helps to develop creativity, objectivity, curiosity in the learner there by improving the Social Studies students' performances.

Teachers' instructional practices must take into cognisance the needs, aspirations, cognitive and the age levels of the learners' for better results, otherwise the Social Studies teacher would be seen to be directing a different audience in the teaching and learning of Social Studies. His teaching competency increases as he takes his learners along step by step. Then as he goes along with the students, he can identify success or weakness and can readjust or redirect his methods and techniques of improving their desired result for better performances at the end. Teacher's instructional practices and Social Studies students' performances depend largely also on evaluation. The content of Social Studies as a field of study do not place major emphasis on the mastery of logically organised bodies of knowledge or subject matter but are designed to

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emphasise the functional use of subject matter from diversified subject field in order to increase social literacy and awareness on the part of individuals.

The relationship between teacher instructional practices and students' performance is basic in the sense that best instructional practices are specific teaching methods that guide interaction in the classroom. It is concerned with the general guiding principles on what to teach, how to teach and who is to teach in such a way that affect the learners to a larger extent in terms of their performances. Shulman, (2004) described the relationship as a vehicle used by teachers to efficiently move students forward in their learning. According to him, teachers' instructional practice aims at making the students to think and use their knowledge to solve problems and connect ideas. Students are encouraged to identify, use critical thinking methods and apply them in solving any problem, such as improving in the performance of academic activities in schools and colleges especially in Northeast colleges of education in Nigeria. This is possible in the sense that, the relationship between teachers instructional practices and students' performance can be improved if appropriate methods and techniques are used in the instructional practices. This is in line with Mayer (2003). Thus, the need to compare teachers' instructional practices and students' performance in Social Studies in colleges of education in North East Nigeria, to help effect sound and effective teachers' instructional practices that may have good students' performance in Social Studies.

Social studies teachers at all level ought to be acquainted with the proper instructional practice which spells out the guidelines, principles, and philosophy guiding the teaching and learning process in an ideal classroom. Instructional practices deal with proper planning of lesson, which includes instructional materials to be used, the method to adopt, clarity of objectives, entry behaviour, evaluation technique and all the needed activities that are geared towards achieving a meaningful and successful teaching and learning session. In

reality and practices social studies teachers are the directors of activities in their classes and they are at liberty to choose the methodology to use, content to cover, how to present their lesson. Whatever choice of instructional practices used by the teacher can affect academic performance of the students favourably or adversely. In most instances teachers opt for methods, techniques and strategies that are easy for them which is usually detrimental to the students and their performance as it were. Social studies students graduate without being competent in effective teaching and this affects students' performance generally. Teachers' instructional practices and students' performances in social studies have become worrisome (Mezieobi 2008). This has also become the central problem for this study. To conclude a lesson, various strategies are also available for the teacher to use and where the teacher fail to use appealing strategies, the students will not benefit from such lesson conclusion and it will reflect on their performance as well. Declining students' performance has been a topic of debate in the public quarters and concern stakeholders have expressed much worries which leaves much to desire. This is not far from the fact that, instructional practices of social studies teachers in colleges of education in the North East varies and most teachers do not take into cognizance the interest of the learner which affects the understanding of the students and in turn affects their performance. Thus, to what extent does instructional practices affects students' performance in colleges of education in the North East?

AIM AND OBJECTIVES OF THE STUDY

The aim of this study is to determine the relationship between teachers' instructional practices and students' performance in Social Studies in colleges of education, in North East, Nigeria. Specifically, the objectives of the study are to:

1. Find out the types of methods Social Studies teachers use and the students' performance.
2. Determine the adequacy of content coverage in Social Studies by teachers.
3. Establish the relationship between lesson

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- presentation adopted by social studies teachers and students' performance.
4. Find out questioning techniques adopted by Social Studies teachers and students' performance.
 5. Ascertain the relationship between concluding techniques and social studies students' performance.
 6. The evaluative techniques in Social Studies and students' performances.
 7. The extent of the relationship between social Studies teachers' instructional practices and students' performance relative to school types.

Research Questions

The following research questions are to guide the study in order to realise its objectives

1. What are the methods used by Social Studies teachers?
2. What is the adequacy of content coverage in Social Studies teachers and students performance?
3. To what extent is there relationship between Social Studies teachers concluding techniques and social studies students' performance?
4. Is there any relationship between Social Studies teachers questioning techniques and

students' performance?

5. What are the significant relationships between the type of instructional materials used by Social Studies teachers and students' performance?
6. What is the difference in performance in Social Studies between Federal Colleges of Education and State Colleges of Education in relation to teachers' instructional practices?
7. What are the significant relationships between Social Studies teachers' evaluative techniques and students' performance?

RESEARCH METHODOLOGY

The study employed descriptive survey and correlational research designs. The survey is concerned with conditions that exist, practices that prevail, beliefs and attributes of people. In support of this design, Dyer (2000) opined that descriptive survey specifies who and what is to be measured and it assesses people's opinions toward situations. The target population for this study comprises all students pursuing Nigeria certificate in Education in Social Studies Departments in both federal and state colleges of Education in north-east geographical zone

Table 1: Population distribution of Social Studies Students in the Nine Colleges of education in the North-East Geo-Political Zone

S/No	College	State	Teachers	Population
1.	AS COE, Azare	Bauchi	3	619
2.	COE Biu	Bomo	4	648
3.	COE Gashua	Yobe	5	695
4.	FCE Gombe	Gombe	4	760
5.	COE Hong	Adamawa	5	528
6.	FCE (T) Potiskum	Yobe	3	502
7.	FCE Yola	Adamawa	5	845
8.	COE Zing	Tar aba	4	730
9.	Kashirn Ibrahim	Bomo	6	408
Total			39	5,735

Source: Various School record office, 2023.

A sample size for this study will consist of 8 teachers and three hundred and thirty-three (333) Social Studies students which will be drawn

from four colleges of education within the zone as sample for the study. Hence, the sample size will consist 341 (Teachers and students) in four COE in the study area.

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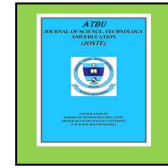


Table 3: Below shows the distribution of the sample size

S/No	College	Teachers	Students	Total
1.	ASCOE, Azare	2	72	74
2.	COE, Biu	2	75	79
3.	FCE Yola	2	98	100
4.	FCET. Gombe	2	88	90
	Total	8	333	341

Source: Researchers Field work, 2023

The sampling technique used in the study was proportionate stratified random sampling and simple random techniques. The simple random method that was employed is the lottery method. This research work adopts the checklist because it allows the researcher to systematically record nearly everything teachers do during a given time interval.

Social Studies Teachers Interview (SSTI) was the second instrument used for data collection, the interview instrument was a mixture of structured and unstructured interview. This is because it contains items with options for the respondents to choose from and other questions required the responded to provide answer as personal opinion. The validity of the social studies teachers' instructional practices classroom observation check list (SSCOC) was regarded as face validity. It was given to five experts in the areas of Social Studies Education and Measurement and Evaluation to examine the content appropriateness, clarity of language adequacy of the instrument in terms of comprehensiveness and exhaustiveness of the items. The reliability of the instruments (SSCOC), the reliability in Social Studies Teachers' Instructional Practices, was determined through the internal consistency method using Cronbarch's Alpha reliability estimate.

The data for the study was collected through the administration of classroom

observation check list and analysis of student's performance results, (SSCOC, SS TI, SSSPRR). The researcher had personally visited the schools selected for the study and obtained permission from the provost of these colleges of education to conduct the study there. Relevant information was collected from the social studies teachers' heads of the departments who were trained by the researcher and eventually, served as research assistants. Other information of benefit for the purpose of this research was communicated through interaction between the researcher and research assistants. Information such as number of period allotted to social studies in a week, population of the students, in the department and qualifications of social studies teachers were received. Also, in the study, t-test was used in order to find out the significance of the difference between the variables as demanded by the hypotheses. The data was analysed using the statistical package of social science (SPSS) version 23.

RESULTS

This chapter is based on the analyses of data obtained from the study which were guided by research questions and hypotheses stated in chapter one. It also highlights the major findings of the study and the discussion.

Table 1: Summary of the data

S/No	Variable	N	X	SD
1.	Students CGPA	333	2.827	0.767
2.	Teaching methods	333	2.95	0.701
3.	Instructional materials	333	3.92	0.679
4.	Lesson presentation	333	2.92	0.788

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5.	Questioning technique	333	2.99	0.812
6.	Concludina technique	333	2.91	0.807
7.	Evaluation technique	333	3.29	0.672
8.	COE's FC. O.E	172	2.93	0.433
	S.C.O.E	161	3.14	0.601

Research Question One: What are the methods used by Social Studies teachers?

Table 4: Mean and Standard Deviation of the methods used by Social Studies teachers

Variable	N	Mean	Std. Deviation
Lecture methods	180	61.89	10.769
Students' performance	180	72.11	13.782

Source: Field work 2023

From Table above, the methods used by Social Studies teachers has a mean score of 61.89 compared to students' performance with a mean score of 72.11 with a difference of 10.222.

Research Question Two: What is the adequacy of content coverage in Social Studies teachers and students' performance?

Table 5: Mean and Standard Deviation of adequacy of content coverage in Social Studies teachers and students' performance

Variable	N	Mean	Std. Deviation
Instructional materials	180	61.06	9.439
Students' performance	180	72.11	13.782

Source: Field work 2023

From Table above, adequacy of content coverage in Social Studies teachers' instructional materials has a mean score of 61.06 compared to group 2 students' performance with a mean score of 72.11 with a difference of 11.056.

Research Question Three: To what extent is there relationship between Social Studies teachers concluding techniques and social studies students' performance?

Table 6: Mean and Standard Deviation of Relationship between Social Studies teachers concluding techniques and social studies students' performance

Variable	N	Mean	Std. Deviation
Lesson presentation	180	60.17	8.731
Students' performance	180	72.11	13.782

From Table above, Relationship between Social Studies teachers concluding techniques (lesson Presentation) 60.17 compare to group 2 students' performance with a mean score of 72.11 with a difference of 11.944.

Research Question Four: Is there any relationship between Social Studies teachers questioning techniques and students' performance?

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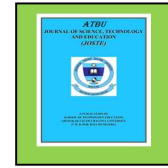


Table 7: Mean and Standard Deviation of relationship between Social Studies teachers questioning techniques and students' performance

Variable	N	Mean	Std. Deviation
Questioning techniques	180	60.17	10.209
Students' performance	180	57.83	8.731

From Table above, relationship between Social Studies teachers questioning techniques and students' performance has a mean score of 60.17 compared students' performance with a mean score of 57.83 with a difference of -2.333.

Research Question Five: What are the significant relationships between the type of instructional materials used by Social Studies teachers and students' performance?

Table 5: Mean and Standard Deviation of the significant relationships between the types of instructional materials used by Social Studies teachers and students' performance

Variable	N	Mean	Std. Deviation
Type of instructional materials	180	61.06	9.439
Students' performance	180	72.11	13.782

Source: Field work 2023

From Table above, the significant relationships between the type of instructional materials used by Social Studies teachers has a mean score of 61.06 compared to students' performance with a mean score of 72.11 with a difference of 11.056.

Research Question Six: What is the difference in performance in Social Studies between Federal Colleges of Education and State Colleges of Education in relation to teachers' instructional practices?

Table 6: Mean and Standard Deviation of Drug Abuse Influence Students Attitude towards Learning in Senior Secondary Schools

Variable	N	Mean	Std. Deviation
Drug Influence	180	60.17	8.731
Learning Performance	180	72.11	13.782

Source: Field work 2021

From Table above, group 1 drug influence has a mean score of 60.17 compare to group 2 learning performance with a mean score of 72.11 with a difference of 11.944.

Research Question Seven: What are the significant relationships between Social Studies teachers' evaluative techniques and students' performance?

Table 7: Mean and Standard Deviation of significant relationships between Social Studies teachers' evaluative techniques and students' performance

Variable	N	Mean	Std. Deviation
Teachers' evaluative techniques	180	60.17	10.209
Students' performance	180	57.83	8.731

Source: Field work 2023

From Table above, social Studies teachers' evaluative techniques has a mean

score of 60.17 compared to students' performance with a mean score of 57.83 with a difference of -2.333.

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Hypothesis One

H₀₁: There is no significant relationship between the types of instructional methods used

by Social Studies teachers and the student's performance.

Table 4: correlation between lecture methods adopted by teachers and students' performance

Variable	N	X	SD	r-cal	r-crit	Decision
Lecture method	333	2.83	0.768			
Students' performance	333	2.95	0.701	00.638	00.164	Ho rejected

The above table shows that the calculated Pearson's product moment correlation coefficient (r-cal) of 0.638 is greater than the table value (r-rit) of 0.164 at 0.05 level of significance (2 tailed) and 331 degrees of freedom. Since the r-crit is much less than the r-cal, it means the relationship between the lecture method adopted by social studies teachers and student's performance is statistically significant. The null hypothesis which earlier stated that there is no significant relationship between the two variables is therefore rejected and an alternate one is preferred. This has also successfully answered research question one

which sought to find out if there is significant relationship between the said variables.

Hypothesis Two

H₀₂: There is no significant relationship between the types of instructional materials used by Social Studies teachers and the student's performance.

In determining the relationship, Pearson's product moment correlation technique was also employed and the scores obtained from the two variables were compared with results presented below:

Table 5: Correlation between types of instructional materials used by social studies teachers and students' performance.

Variable	N	X	SD	r-cal	r-crit	Decision
Instructional materials	333	3.21	0.68	00.551	00.164	0Ho rejected
Students' performance	333	2.83	0.77			

Table 4 above shows that the coefficient of r-calculated (r-cal) of 0.551 is greater than the critical value of r (r-crit of 0.164 obtained from the statistical table at 0.05 level of significance (2 tailed) and 331 as degree of freedom. Based on this, the null hypothesis formulated which stated that there is no significant relationship between the variables is hereby rejected and an alternate one

preferred.

This has also taken care of research question two which sought to find out if the relationship does exist.

Hypothesis Three

H₀₃: There is no significant relationship between Social Studies teachers' lesson presentations and students' performance

Table 5: Correlation between types of instructional materials used by social studies teachers and students' performance.

Variable	N	X	SD	r-cal	r-crit	Decision
Lesson Presentation	333	2.92	0.79	00.573	00.113	Rejected
Students' performance	333	2.83	0.77			

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Table 5: above shows that the coefficient of r-calculated (r-cal) of 0.573 is greater than the critical value of r (r-crit) of 0.113 obtained from the statistical table at 0.05 level of significance (2tailed) and 331 as degree of freedom. Based on this, the null hypothesis formulated which stated that there is no significant relationship between the variables is hereby rejected and an alternate one preferred. This has also taken care of research question

two which sought to find out if the relationship does exist.

Hypothesis Four

Ho₄: There is no significant relationship between social studies teachers concluding techniques and social studies students' performance.

Table 6: Correlation between social studies teachers concluding techniques and social studies students' performance.

Variable	N	X	SD	r-cal	r-crit	Decision
Concluding Technique	333	2.91	0.81	0.825	0.113	0Ho rejected
Students performance	333	2.83	0.77			

The above table shows that the value of r calculated 0.825 is greater than the r critical value of 1-0.113 at 0.05 level of significance and 321 degrees of freedom. Based on this, the null hypothesis stating that there is significant relationship is hereby rejected; hence, the alternate one is upheld. This indicates that significant relationship does exist between teachers concluding techniques and social studies students' performances.

Hypothesis Five

Ho₅: There is no significant relationship between Social Studies teachers' questioning techniques and students' performance.

In testing the above hypothesis, the researcher used Pearson's Product Moment Correlation (PPMC) in order to determine whether the hypothesis will be accepted or rejected. The summary of the result is presented below.

Table 7: Relationship between questioning techniques and social studies students' performance

Variable	N	X	SD	r-cal	r-crit	Decision
Concluding Technique	333	2.91	0.81	0.825	0.113	0Ho rejected
Students' performance	333	2.83	0.77			

Table 5 above shows that the calculated r (r-cal=0.409) is greater than the critical value of r (r-crit=0.113) at 0.05 level of significance (tailed) and 331 degree of freedom.

Based on this, the null hypothesis formulated which stated that there is no significant relationship between the social studies teachers' questioning techniques and students' performance is rejected and an alternate one is preferred. This has successfully answered research question five (5) which sought to find

out whether or not there is significant relationship between the said variables.

Hypothesis Six

Ho₆: There is no significant relationship between Social Studies teachers's evaluation techniques and social studies students' performance.

Also, in testing the above hypothesis Pearson's was used on the SPSS and the summary is presented below:

Table 8: Relationship between evaluation techniques of teachers and students performance

Variable	N	X	SD	r-cal	r-crit	Decision
Questioning techniques	333	2.20	6.672	00.554	00.113	0Ho rejected
Students' performance	333	2.83	0.77			

In the table the calculated Pearson's product moment con-elation coefficient (r-cal) of 0.554 is greater than the table value (r-crit) of 0.113 of 0.05 level of significance (2tailed) and 331 degrees of freedom. Since the r-crit is much less than the r-cal, it means the relationship between social studies teachers' evaluation techniques and students' performance is statistically significant. The null hypothesis earlier, stated therefore is rejected and an alternate on is preferred. This has answered research question 6 which sought to find out whether there is significant relationship between social studies teachers evaluation techniques and students' performance. From the table, it is seen that there is significant relationship between

the teachers' evaluation techniques and students' performance.

Hypothesis Seven

Ho₇: There is no significant difference in Social Studies students' performance between Federal College of Education and State College of Education Relative To Social Studies teacher's instructional practices, t-test was also used to test whether there is significant difference in performance between Federal and State colleges of education relative to social studies teachers' instructional practices and the results summary are presented in table below:

Table 9: t-test analysis of difference in performance between Federal Colleges of Education and State Colleges of Education.

Variables	N	X	SD	df	t-cal	t-crit	Decision
FCE	172	7.93	0.433	0331	03.72	01.960	Ho rejected
SCOE	161	3.14	0.601				

In table above, the t-crit=1.960 is much less than the t-cal=3.72 at 0.05 level of significance (2 tailed) and 331 degree of freedom. Based on this, the null hypothesis which earlier stated that there is no significant difference between the colleges and students' performance to social studies teachers' instructional practices is rejected and an alternate one is preferred. Research question 9 has been taken care by this, relative to social studies teachers' instructional practices. The result obtained showed that there are significant differences in performance between the two types of colleges relative to social studies teachers' instructional practices.

summarized below in accordance with the research questions and the hypotheses formulated. The results obtained revealed that:

1. Lecture methods adopted by Social Studies teachers in Colleges of Education were significantly related to the students' performance in social studies.
2. There is significant relationship between the instructional materials used the Social Studies teachers' and students' performance. Social Studies teachers' lesson presentation is significantly related to students' performance.
3. There is significant relationship between teachers' concluding techniques and social studies students' performance.
4. There is significant relationship

FINDINGS OF THE STUDY

The findings of this study are

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between Social Studies teachers questioning techniques and social studies students' performance.

DISCUSSION OF FINDINGS

This study was intended to find out the relationship between Social Studies teachers' instructional practices and Social Studies students' performance in colleges of education in the north East, Nigeria.

Based on the findings of the study, six (6) out of the eight hypotheses formulated proved that there is significant relationship between the teachers' instructional practices and students' performance. Results obtained from the test of hypothesis seven (7) showed that there is significant difference in students' performances between male and female social studies students relative to teachers' instructional practices in college of education in the North East, Nigeria. Results from hypothesis eight revealed that there is significant difference in performance between federal and state colleges of education relative to teachers' instructional practice.

A hypothesis which states that there is no significant relationship between the types of instructional materials used by social studies teachers and students' performance, found that there was a significant relationship which led to the rejection of the null hypothesis. This result contradicted that of Muzenda, (2013) which showed that the use of instructional materials in teaching has a correlation coefficient of 0.84 when compared with students' performance.

Another hypothesis tested in the study has shown that Social Studies teachers lesson presentation correlated with students' performance ($r=0.573$ $p<0.05$). This was supported by Tigore (2009) findings in which lesson presentation significantly correlated with students' performance. A hypothesis which stated that there is no significant relationship between

Social Studies teachers' concluding techniques and students' performance, had findings which proved that the relationship is significant and is consistent with findings of Adodo (2014) similar research. The result obtained from the testing of yet another hypothesis proved that there is significant relationship between social studies teachers questioning techniques and students' performance ($i-0.05p<0.05$). This result collaborated Kolawale's (2004) which found out that questioning techniques influenced performance positively.

Another hypothesis also tested revealed that there is significant relationship between social studies teachers' evaluation techniques and students' performance, this was Contrary to the findings of Sleeker (2008) which revealed that evaluation techniques does not have direct influence on learning outcome. The last hypothesis stated that there is no significant difference in performance between the federal and state colleges of education relative to social studies teachers' instructional practices. The result obtained showed that there is significant difference in performance between the two types of colleges relative to social studies teachers' instructional practices. This was in line with a study by Lawal (2012) which found that relative to teachers' competence and instructional strategies students from state colleges of education outperformed their counterparts in the federal colleges of education.

CONCLUSION

This study examined the relationship between teacher's instructional practices and students' performances in social studies in colleges of education in North-East, Nigeria. Base on the findings of the study, the study concluded that, lecture methods adopted by Social Studies teachers in Colleges of Education were significantly related to the students' performance in social studies. There is significant relationship between the instructional materials used the Social Studies teachers' and students'

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performance. Social Studies teachers' lesson presentation is significantly related to students' performance. That, there is significant relationship between teachers' concluding techniques and social studies students' performance. Thus, there is significant relationship between Social Studies teachers questioning techniques and social studies students' performance.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations were made:

1. Reward and incentive system should be considered to encourage teachers to further pursue their education.
2. Looking for steps should also be considered in attaining or achieving a better academic performance for students.
3. Teachers' assessment, training needs assessment should be considered to identify the needs of students in terms of their profession.
4. Research based management implications drawn from the study should be considered.

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