

Students Academic Performance In Social Studies: Is A Spatial Spread Of Teachers A Factor?

ELUOWA, Blessing, Prof. P. O. Dania & Dr. E. C. Ogheneakoke

Department of Social Science Education, Faculty of Education, Delta State University, Abraka

Abstract: *This study examined spatial spread of Social Studies teachers and students' academic performance in Delta and Edo States, Nigeria. The study was prompted by the observation of the researcher that Social Studies teachers at the Upper Basic secondary schools were not being spatially spread in terms of male, female, urban and rural, respectively. Four research questions and four null hypotheses were raised and tested at 0.05 level of significance. In order to assess the relationship between spatial spread of teachers and academic performance in social studies, an ex-post facto research design was adopted. The population of this study consists of all the public secondary school principals in Delta (463) and Edo (259) with a total figure of seven hundred and twenty-two (722). The sample for the study was 361 respondents as the sample size for the study. The questionnaire was the main instrument for data collection and it was titled Spatial Spread of Social Studies Teacher on Students Academic Performance Questionnaire (SSTSAPQ). The study adopted its face and content method of obtaining validity of an instrument to be used for data collection. The validated instrument obtained its reliability coefficient through the medium of test re-test procedure where an index of 0.82 was obtained. Generated data from the field was the Pearson Product Moment Correlation Coefficient at an alpha of 0.05 level of significance. The results revealed that there is a significant relationship between spatial spread of Social Studies teachers and students' academic performance; there is a significant relationship between demand for Social Studies teachers and students' academic performance; there is a significant relationship between supply of Social Studies teachers and students' academic performance; there is significant relationship between demand and supply of male Social Studies teachers and students' academic performance; there is significant relationship between demand and supply of female Social Studies teachers and students' academic performance. The study concludes that the overall variables of spatial spread, of Social Studies teachers has implication on students' academic performance in Delta and Edo States. The study recommended that; government should give equal priority to the recruitment of male and female social studies teachers and ensure equal distribution to urban and rural areas. Teachers in various educational institutions should strive to enhance the learning experience and improve the performance of students in this crucial subject.*

Keywords: Academic Performance, Social Studies, Spatial Spread.

Introduction

Academic performance is a fundamental aspect of a student's educational journey. Academic performance refers to a student's success in their studies and overall achievement in academe. It is a measure of a student's ability to acquire knowledge, apply critical thinking skills, and demonstrate proficiency in their chosen field of study. Academic performance can be broadly defined as a measure of a student's academic performance relative to their peers and expectations set by their teachers and educational institutions. It encompasses various aspects such as grades, test scores, quality of work, participation in class, and overall academic performance. Academic performance also plays a crucial role in shaping a student's educational journey and future career opportunities. It serves as an indicator of a student's intellectual abilities, critical thinking skills, and ability to adapt to different environments (Abaidoo, 2018). Furthermore, academic performance is often a factor in college admissions and scholarships, as it demonstrates the student's ability to excel in their academic pursuits. Employers also value academic performance when assessing candidates for employment, as it can indicate a candidate's dedication and ability to think critically. The academic performance of students in social studies can significantly impact their overall educational journey. Social studies, as a subject, aims to develop students' understanding of historical events, cultures, and societies, enabling them to become informed and engaged citizens. Social studies education aims to teach students about the history, geography, civics, and social sciences, equipping them with the necessary knowledge and critical thinking skills to navigate through the world around them. However, various factors can influence the academic performance of students in this field. One area of interest is whether there is a connection between the spatial spread of teachers and academic performance in social studies.

The spatial spread of teachers refers to the dispersion or concentration of teachers within a particular geographic area or school district. It takes into account the distribution of teachers across different schools and classrooms. Spatial spread of teachers is a term used to describe the geographical distribution of teachers across a given region or country (Stoloff et al., 2019). It typically refers to inter-regional movement and dispersion of qualified teaching personnel within an educational system, although it may encompass international movements as well if appropriate factors such as demand for certain subject areas are included. Factors affecting the spatial spread can vary from institution type (public vs. private), socioeconomic status and cultural values among other geopolitical associations which may play critical roles in teacher migration patterns. Spatial spread ultimately affects the quality of

education provided since access to good educators depends on their availability across diverse geographic contexts, including rural regions where they remain undersupplied despite student population increases over time. The spatial spread of teachers has a significant impact on educational equity and improving learning outcomes (Alshandudi, 2020). By ensuring a balanced distribution of teachers across different geographical areas, we can address disparities in educational access and opportunities. A well-spread teacher workforce can help bridge the gap in teacher quality, ensuring that all students have access to skilled and qualified educators. Additionally, a spatially balanced teacher workforce can enhance collaboration among teachers, improve professional development opportunities, and promote effective instructional practices.

The spatial spread can vary depending on various factors, including the population density, school size, and student enrollment. The spatial spread of teachers can potentially influence the academic performance of students in several ways. On one hand, the concentration of teachers in a particular area can lead to increased collaboration among educators, sharing of resources, and opportunities for professional development (Zein, 2016). This, in turn, can lead to a more cohesive and effective teaching environment. On the other hand, the spatial spread of teachers can also have negative effects on academic performance. When there is a high concentration of teachers in a specific school, it can lead to overcrowding and limited resources. This can result in overcrowded classrooms, less individualized attention, and reduced opportunities for students to engage in hands-on activities or critical thinking (Blazar, 2018).

Teachers influence the learning process of their students. Therefore, effective teacher would contribute meaningfully to students' academic performance in many school subjects, including Social Studies. Both male and female teachers have their unique way they pass instruction that will result in effective learning among their students. However, there are different level of influence, the male and female teacher has on their students. The tendency is that both sexes bring to the classroom traits of either masculinity or feminine attributes. The effect of either on the student has led to the debate on which sex of teacher has the greater impact on the learning process among students. Students' preference on the gender of teacher they feel relax and comfortable which is a factor in the measure of the existing correlate between teachers' gender and academic performance of students in many subjects, including Social Studies at the upper basic schools.

According to Angbing' (2018) research, learners instructed by female social studies teachers outperformed those instructed by male teachers in terms of performance. This research indicates that students' performance in Upper Basic schools can be significantly impacted by the gender of Social Studies teachers. According to Gong, Lu, and Song (2018), girls who had female teachers had higher test scores, better mental health, and were more socially adjusted than boys. They discovered that female professors gave feedback to boys and girls in various ways, and that having a female teacher changes girls' perceptions of popular gender norms and boosts their desire to learn. Their findings suggest that, in comparison to their male counterparts, female teachers have a higher potential to significantly impact student participation learning.

School location also plays a significant role in spatial spread of teachers and academic performance of students. The gap between urban and rural schools is not likely to close-up soon. Teacher concentration is affected by the environment where they carry out their assignments. Ekpenyong (2017) listed elements that create the gap between rural and urban areas to include infrastructural amenities including well-equipped school, be it adequate staffing with qualified and well-motivated personnel and standard physical facilities in order to encourage a sustained high academic achievement in Social Studies students notwithstanding the locations of their schools. The demand of Social Studies teachers appears to be on the increase in rural schools. This is because, government attempt to pay more attention to schools in the urban areas by ensuring that teachers are posted to schools in urban cities to the neglect of the rural schools. The differential and preferential handling of the spatial spread of Social Studies teachers will to a great extent negatively affect the effective and efficient teaching and learning of the subject. It is against this background that effort is made in this study to investigate the extent to which spatial spread, demand and supply of Social Studies teachers would affect the academic performance of students in Upper Basic Social Studies in Delta and Edo States, Nigeria.

Statement of the Problem

The teaching and learning of Social Studies will not be effective and efficient where non specialist teachers are currently teaching the subject at the Upper Basic schools. Shortage in the supply of teachers particularly in the area of Social Studies has constrained some school principals to draft non Social Studies specialists but qualified teachers from other subject areas to teach the subject. The fact that these teachers do not have the basic orientation in Social Studies goals and objectives, in-depth knowledge of the subject matter as well as the methodologies to effectively impact the students to the extent of raising their interest to choose the discipline as a career choice has remained a problem. It could also affect the academic performance of students under their tutelage.

The education of the child is very expensive. This is despite the fact that funding and maintenance of schools have perceivably been low. He recalled that a study of the annual estimates of some states, including Delta and Edo States respectively have revealed that most of the states in Nigeria would hardly spend as much as 40% of their annual budget proposal on education,

with the implication on the spatial spread of teacher, thereby creating crisis for the teaching-learning in school subject area like Social Studies at the Upper Basic education programme. The implication of reduced funding for education shows that government is facing serious financial constraints to meet the actual cost of providing education. This situation has a long run effect on the school system, especially as it relates to students' academic performance. Most of the available Social Studies teachers are not evenly distributed. This is because a proportion of the teachers are concentrated in the urban areas to the neglect of rural schools. Whereas students from both school locations are meant to sit for the same Basic school certificate examination at the end of three years at the Upper basic class. It means the spatial spread of Social Studies teachers is higher in the rural schools. The correlation between availability of subject-teacher and students' academic performance appears to have been established. For instance, the absence of teacher in the school system is one of the most challenging factors with its implication on students. Therefore, the problem of this study is; to examine how spatial spread of Social Studies teachers affect students' academic performance in Delta and Edo States of Nigeria?

Research Questions

The following research questions were answered in this study:

- i. What is the extent of correlation between the spatial spread of Social Studies male teachers and students' academic performance in Delta and Edo States?
- ii. What is the extent of correlation between spatial spread of female Social Studies teachers and students' academic performance in Delta and Edo States?
- iii. What is the extent of correlation between spatial spread of urban social studies teachers and students' academic performance in Delta and Edo states?
- iv. What is the extent of correlation between the spatial spread of rural social studies teachers and students' academic performance in Delta and Edo State?

Hypotheses

- I. There is no significant correlation between the spatial spread of male Social Studies teachers and students' academic performance in Delta and Edo States.
- II. There is no significant correlation between the spatial spread of Social Studies female teachers and students' academic performance in Delta and Edo States.
- III. There is no significant correlation between the spatial spread of rural Social Studies teachers and students' academic performance in Delta and Edo States.
- IV. There is no significant correlation between the spatial spread of urban Social Studies teachers and students' academic performance in Delta and Edo States.

Research Method

Research Design

This study used an ex-post facto research design and was a descriptive survey. The primary data gathering tool for the study was a questionnaire, which makes it a descriptive survey in nature. Furthermore, the study used an ex-post facto design since the true results of the academic performance of the students will be taken from a sampled school broad sheet and compared with the data that will be obtained from the questionnaire measuring the study's independent variables. By using these two approaches, the study produced primary data on the correlation between the independent and dependent variables, respectively, based on participant opinions and the current scores of participating schools whose students' outcomes were obtained. In the study by Biokoro (2016), the implementation of the two distinct research designs in one study was certified. She reasoned that since each design has a distinct role in data collection, it makes sense to combine them into a single study.

Population of the Study

The population of this study consisted of all the public school principals in Delta (463) and Edo (259) with a total figure of seven hundred and twenty two (722). These are principals of public secondary schools in both states. The 722 secondary schools could be found in the six (6) senatorial districts and the forty three (43) local government areas, where Delta State has 3 senatorial districts with 25 local government area councils. Edo State has 3 senatorial districts with 18 local government area councils respectively. This was further illustrated in Table 1

Table 1: Population of the Study

S/N	States	Senatorial Districts	LGA	No. of School Principals	No. of Schools
1	Delta	3	25	463	463
2	Edo	3	18	259	259
Total		6	43	722	722

Source: Delta and Edo States Ministries of Education (2022)

Sample and Sampling Techniques

This study employed the purposive sampling technique involving 50 percent of the entire population of 722 to arrive at a sample of 361 which was deployed for the investigation. This is because the researcher considered 50% of the entire population by using the approach involving systematic balloting. In which case, the six (6) Senatorial Districts were balloted for as well as the 43 Local Government Areas in the two states. Further to the above, the seven hundred and twenty-two (722) public secondary school principals were balloted for from the seven hundred and twenty-two (722) public schools. The percentile (%) statistics was used to arrived at the sampled figure, where: $N=722 \times 50\% / 100\% = 361$ figure purposively sampled for the study. Table 2 illustrated the process

Table 2: Sample of the Study

S/N	States	Senatorial Districts	LGA	No. of School Principals	No. of Schools	50% ratio of school Principal	50% ratio of schools
1	Delta	3	25	463	463	232	232
2	Edo	3	18	259	259	129	129
Total		6	43	722	722	361	361

Research Instrument

The questionnaire was the main instrument for data collection. It was designed by the researcher with title: Spatial Spread of Social Studies Teachers on Students' Academic Performance Questionnaire (SSTSAPQ). It sought information on the spatial spread of Social Studies teachers as regards to their demand and supply to secondary schools if it determined students' academic performance in Delta and Edo States respectively. Academic record of students was also collected from the sampled school principals.

Validity of the Instrument

The study adopted the face content validity. The drafted items on the research instrument obtained its face content validity

Reliability of the Instrument

The validated instrument obtained its reliability coefficient through the medium of test re-test procedure. In order to collect data for reliability testing, the researcher conducted a pilot investigation in Anambra State. The study recruited fifty (50) public secondary school principals. This figure was the randomly sampled population, being the 20% of the pilot school, with a total of two hundred and fifty seven (257) school principals in the state.

Generated data from the two separate tests was subjected to Pearson Product Moment Correlation Coefficient using the SPSS to estimate the internal consistency of the items structured on the research instrument. The result obtained from the first set of data produced an index of 0.84, while the data on the second test obtained an index of 0.80. The cumulative result of the instrument tested obtained a grand index of 0.82 coefficient result. This index was considered high coefficient which implied that the instrument was reliable enough to be used for this type of study.

Method of Data Collection

The researcher administered the validated research instrument to the 361 public secondary schools in their different schools. In order to facilitate passage to the respondents, a formal application letter was written to the commissioner for basic and secondary education of the different states – Delta and Edo respectively. The letter sought the permission of the commissioner to allow the researcher and her research assistants to interface with the school principals in the respective states.

Method of Data Analysis

data from the field was subjected to statistical analysis involving correlation analysis. These measures of parameters were deployed to respond to the stated research questions that guide the study. The hypothetical test employed the inferential statistics of the Pearson Product Moment Correlation at an alpha of 0.05 level of significance.

Results and Discussions

Research Question One

What is the extent of correlation between the spatial spread of Social Studies male teachers and students’ academic performance in Delta and Edo States?

Table 3: Descriptive Correlation Analysis between the spatial spread of Social Studies male teachers and students’ academic performance in Delta and Edo States

Variables of the Study	N	Cal. R	Remark
Spatial spread of Social Studies Male Teachers	221	0.972	Positive correlation
Students’ Academic Performance			

Table 3 of the study shows the descriptive correlation analysis on the existing relationship between the variable of spatial spread of social studies male teachers and students academic performance in Upper Basic schools. The outcome of the analysis with showed that the calculated correlation coefficient (r) value is 0.972. this indicate that a positive correlation between the variables. This result has answered the question that there is correlation between spatial spread of Social Studies teachers and students’ academic performance in Delta and Edo States.

Research Question Two

What is the extent of correlation between spatial spread of female Social Studies teachers and students’ academic performance in Delta and Edo States?

Table 4: Descriptive Correlation Analysis between Spatial Spread of Social Studies Female Teachers and Students Academic Performance

Variables	N	\bar{x}	SD	Cal. R	Remark
Spatial Spread of Social Studies Female Teachers	145	14.45	3.06	0.6541	Positively Related
Students Academic Performance					(Accepted)

Data presentation on Tables 4 shows the descriptive analysis on relationship between spatial spread of Social Studies female teachers and academic performance of Upper Basic secondary school students in the study area. From the result, it was indicated that the calculated R of 0.6541 supports a positive relationship between variables. Therefore, the question is answered that there is relationship between spatial spread of Social Studies female teachers and students’ academic performance in Delta and Edo States.

Research Question Three

What is the extent of correlation between spatial spread of urban social studies teachers and students’ academic performance in Delta and Edo states?

Table 5: Descriptive Correlation Analysis between Variables

Variables of the Study	N	Cal. r	Remark
Spatial spread of urban Social Studies Teachers	108	0.816	Positive correlation
Students’ Academic Performance			

Table 5 produced the following result where $N=108$ and $\text{cal.R} = 0.816$ coefficient. The grand mean and standard deviation achieved in the calculation indicates that there is a slight positive correlation between the variables. The question is answered that there is correlation between spatial spread of urban social studies teachers and students' academic performance in Delta and Edo States respectively.

Research Question Four

What is the extent of correlation between the spatial spread of rural social studies teachers and students' academic performance in Delta and Edo State?

Table 6: Descriptive Correlation Analysis between between the spatial spread of rural social studies teachers and students' academic performance in Delta and Edo State variables

Variables	N	\bar{X}	SD	Cal. R	Remark
Spatial Spread of Rural Social Studies Teachers	110	15.75	3.15	0.7041	Positive correlation
Students Academic Performance					

Table 6 produced the following scores where: $N=110$, and $\text{cal r} = 0.7041$ coefficient. Based on this result, there is a positive linear correlation between the variables of spatial spread of rural Social Studies teachers and students' academic performance. Thus, the question is answered that there is a significant relationship between the spatial spread of rural Social Studies teachers and students' academic performance in Delta and Edo States respectively.

Testing of hypothesis

Hypothesis One

There is no significant correlation between the spatial spread of Social Studies male teachers and students' academic performance in Delta and Edo States.

Table 7: Pearson R Analysis of relationship between spatial spread of Social Studies Male Teachers and Students' Academic Performance in Delta and Edo States

Variables of the study	N	df	Cal. r	Crit. r	Alpha	Remark
Spatial Spread of Male Social Studies Teachers	221	219	0.97	.195	0.05	significant
Students' Academic Performance						

$P \leq 0.05$ level of significance

Table 7 presents the following results where $N=221$, $df=219$, $\text{cal. R} = 0.97$, $\text{crit. R} = .195$, $\text{alpha} = 0.05$ level of significance. Based on the fact that the cal.r of 0.97 is greater than the alpha at 0.05 level of significance, the null hypothesis is rejected at critical R of .195. Therefore, there is a significant relationship existing between spatial spread of Social Studies male teachers and students' academic performance. The implication of this result shows that male Social Studies teachers are not spatially spread to Upper basic schools in Delta and Edo States respectively.

Hypothesis Two

There is no significant correlation between spatial spread of Social Studies female teachers and students' academic performance in Delta and Edo States.

Table 8: Pearson R. Analysis of relationship between Spatial Spread of Social Studies Female Teachers and Students' Academic performance in Upper Basic Schools in Delta and Edo States

Variables of the study	N	df	Cal. r	Crit. r	Alpha	Remark
Spatial Spread of Social Studies Female Teachers	145	143	0.65	.195	0.05	significant
Students' Academic Performance						

N=145, df=143, P<0.05 level of significance

The results presented on Table 8 testing the null hypothesis whether there would be any significance relationship between the spatial spread of Social Studies female teachers and students' academic performance obtained the following calculated results, where, N=145, df=143, calculated R=0.65, critical r-value table=.195. The test was performed at an alpha of 0.05 level of significance. The presented results proved that the calculated coefficient result of p=0.65 is greater when compared with the critical value table at .195 at an alpha of 0.05 level of significance. Based on this obtained result, it is convenient to state that the null hypothesis one is rejected. The result confirmed that there is a significant relationship between the variables of spatial spread of Social Studies female teachers and students' academic performance at the Upper Basic schools in Delta and Edo States respectively. Thus, the test result indicated that there is a significant relationship between variables. By implication, spatial spread of female teachers affects negatively the academic performance of students in Upper Basic School Social Studies. The deduction from this result is that there is need for female teachers to be spatially spread to Upper Basic schools in order to improve teaching and learning of Social Studies at the Upper Basic schools in the study areas.

Hypothesis Three

There is no significant correlation between spatial spread of urban social studies teachers and students' academic performance in Delta and Edo states.

Table 9: Pearson R. Analysis of Relationship between Spatial Spread of Urban Social Studies Teachers and Students' Academic Performance in Delta State

Variables of the study	N	df	Cal. R	Crit. r	Alpha	Remark
Spatial Spread of Urban Social Studies Teachers	108	106	0.81	.195	0.05	Significant
Students' Academic Performance						

P<0.05 level of significance

The results presented on Table 9 indicates that N=108, df=106, cal R=0.81, crit R=.195 and alpha=0.05 level of significance. The fact that calculated R of 0.81 is greater than the critical of .195 at an alpha of 0.05 shows the null hypothesis is rejected, indicating that there is a significant relationship between the variables. The idea is that there is spatial spread of teacher to urban school. It supports the general notion that teachers are concentrated in urban school area. The consequence of the result is that urban Social Studies students would have more access to the services of teachers when compared to their counterparts in rural school locations in the study areas.

Hypothesis Four

There is no significant relationship between spatial spread of rural Social Studies teachers and students' academic performance in Delta and Edo states.

Table10 : Pearson R Analysis of Relationship between Spatial Spread of Rural Social Studies Teachers and students' Academic Performance in Delta and Edo States

Variables of the study	N	df	Cal. R	Crit. R	Alpha	Rmk
Spatial Spread of Rural Social Studies Teachers	110	108	0.70	.195	0.05	Rejected (significant)
Students Academic Performance						

N =110, df =108, P≤0.05 level of significance

Table 10 shows the obtained results from the analysis where the result postulates a greater calculated R of 0.70 than the critical r-value of .195 under an alpha of 0.05 level of significance. The indication from the performed calculation points to the fact that there is a significant relationship between spatial spread of rural Social Studies teachers and students’ academic performance in Delta and Edo States. This result supports the notion that rural schools at the Upper basic school level are inadequately staffed due to lack of evenly or spatial spread of Social Studies teachers to rural locations. The implication of this result is that teaching and learning of Social Studies in rural Upper Basic schools will be ineffective with the consequence on students’ performance in test scores. Therefore, it is important that rural schools should enjoy the benefit of sufficient teachers.

Discussion of Findings

Spatial Spread of Social Studies Male Teachers and Students Academic Performance

The tested null hypothesis of the above subject matter obtained the following result that, there is a significant relationship existing between spatial spread of Social Studies teachers and students’ academic performance with the implication that, male Social Studies teachers are not spatially spread to Upper Basic schools in the study areas. This finding is in consonant with Adeyemi (2009) who found that the distribution of male teachers into secondary school in Ekiti State have not been effective. The researcher discovered that a majority of the schools have male Social Studies teacher’s deficiency with the implication that students will learn mainly from female Social Studies teachers whereas nearly all the schools in the study areas are mixed secondary schools demanding equitable distribution of male and female teachers in order to bridge gender gap amongst students.

On the part of Chukwuka, Mohammed, Nduka and Olumide (2017), required number of male Social Studies teachers needed to facilitate instruction has affect negatively the masculine attributes needed in classroom management with overall effect on academic performance of students including Social Studies students. These researchers were concerned that the issue of inequitable distribution of male teachers in secondary schools have created vacancies in many school subjects as Social Studies teaching areas appears to be the most neglected.

Olulube (2016), found that male teachers will continue to depreciate in the teaching profession due to the fact that teaching profession has narrowed down and is being considered as the work women do. Thus, during recruitment exercises, female teachers always have a higher percentage representation against their male counterparts. The consequence of the non-spatial spread of the male Social Studies teachers as found by Olulube (2016) has resulted to the introduction of non-specialist male teachers in the subject area. The finding above has implication for Social Studies academic performance of Social Studies students at Upper Basic Schools in the study areas.

Spatial Spread of Female Social Studies Teachers and Students Academic Performance

The result of the test found that there is a significant relationship to the extent that the calculated R of 0.65 was greater than the critical table value at .195 which was performed at the df of 143 on an alpha of 0.05 level of significance. Spatial spread was discussed in this study to mean or denote the evenly distribution of female Social Studies teachers to Upper Basic schools in the study areas. To this end, the study found that female teachers in the subject area are not spatially spread as it is demographically required. The finding aligned with the study by Wazzan (2017) who investigated the spatial distribution of the basic education schools in Lattakia city in Syria. The researcher found that the population of school and number of female teachers are not equally distributed. It means that the current study agrees with the results of the findings by Wazzan (2017), which found that female Social Studies teachers are not spatially spread to Upper Basic schools in Delta and Edo States. The study by Agbabiaka, Aguda and Nzere (2019), who investigated the spatial distribution of teachers in Oyo State, Nigeria. The study found a dispersed distribution and inequitable spread of schools and female teachers in the study area. This present study on spatial spread of female Social Studies teachers in Delta and Edo States agreed with the study researcher above. The result of this current study also aligns with the study

by Adeyemi (2009) who also agreed that the experience is the same in Ekiti State, where distribution of female teachers into secondary schools in the state was not effective. He found that many schools are without the required number of female teachers.

Spatial Spread of Urban Social Studies Teachers and Students Academic Performance

The hypothetical test result found that there is a positive relationship between spatial spread of urban Social Studies teachers and students' academic performance. The result found that urban schools received high supply of teachers in major school subjects, including Social Studies at the Upper Basic schools in the study areas. The result aligned with the study by Ekpeyong (2017). The researcher found that school located in the urban areas tend to have more facilities, manpower, government attention as against those located in the rural areas. The researcher could arrived at this conclusion based on his investigation that examined the influence of school location on students' academic achievement in Social Studies in Colleges of Education in Cross River State, Nigeria. His study's finding in association with students' test score, found that schools in urban location has no significant influence on students' academic achievement in Social Studies. This is not withstanding to observable and existing gap between rural and urban schools. This shows that the researcher disagrees with the current study in part.

Ntibi and Edoho (2017) disagree with the result of tested hypothesis, noting that there was no significant difference in the mean scores performance between urban and rural school students. The comparison carried out by the researchers was to determine the influence of school location on students' attitude towards mathematics and basic science, involving one hundred and sixty-six (166) students. Two validated and reliable instrument were used for the collection of data, which was subsequently analyzed to produce the above findings. The researchers found that rather than to think of the effect of location, the factor of attitude either of the teacher or of the students is accountable to either low or high performance.

The study by Osokoya and Akuche (2012), which investigated the effect of school location on students' learning outcomes in practical physics. The result of their study found that school location had a significant main effect on students' cognitive attainment. The researcher attributed their finding to the difference in the provision and distribution of educational facilities between urban and rural schools. Thus, urban school students are in advantage which has accounted for the difference in the academic performance between students in urban and rural schools. The tested hypothesis in this present study agrees with the findings of the researcher above. Higdon (2017) who found that location plays a major role in a students' college experience. She also found that the state, the size of the city and the local community, all impact the students' years at school. This current study agrees with the above finding.

Spatial Spread of Rural Social Studies Teachers and Students Academic Performance

The test of no significance result obtained shows that there is a significant relationship between spatial spread of rural Social Studies teachers and students' academic performance. This result supports the notion that rural schools at the Upper Basic School are inadequately staffed due to unevenly spread of Social Studies teachers to rural school locations. The implication of this result is that teaching and learning of Social Studies in rural Upper Basic school will be ineffective with the consequence on students' performance in their test scores. Spatial spread denotes the evenly distributed teachers to Upper Basic schools. Spatial spread of teachers connotes the distribution of teachers in terms of space, time and location. It implies to the distribution of schools and facilities in order to meet the demand of educational provision in a state or country.

Schools in local rural areas as found out in the study by Wazzin (2017) indicated that the population and number of schools in rural Syria are not equitably distributed. The researcher found existing gaps in access to facilities among rural school with some schools experiencing lack with not adequate access. The finding was agreed upon in the study by Agbabiaku, Aguda and Nzere (2019) who found that there is a dispersed distribution of secondary educational facilities in Ibadan South West, Oyo State, Nigeria. The finding in the study indicates an inequitable and an unevenly spread of the schools in rural areas in Ibadan, with implication on the effective and efficient teaching and learning of school subjects with the overall effect on students' academic performance in terms of test scores especially for students in Social Studies at the Upper Basic schools in the study areas.

Adeyemi (2009), found that rural schools have always suffered from lack of adequate teachers in a majority of school subjects, including Social Studies at the Upper Basic school. His study was carried out in rural Ekiti State where he found that the enrolment growth rate was 5.6% while teacher-students' ratio was 1:30%, meaning that the supply of teachers did not match up with the demand for qualified teachers in the state. He concludes that the distribution of teachers into rural secondary schools in the state was not effective. The implication of the finding by Adeyemi is that a majority of the rural schools will be without the required number of teachers. The effect is that learning will be affected and academic performance of many rural school students will likely be poor. Thus, teaching and learning of Social Studies in rural school will continue to be a recurrent decimal that needs to be urgently addressed by authorities and stakeholders in the education sector because, teachers play vital role in the teaching and learning process and such shortage is inimical to education.

Conclusion

In conclusion, this study provides valuable insights into the impact of spatial spread of teachers on the academic performance of students in Delta and Edo States. The findings highlight the importance of ensuring a spatial distribution of qualified and well-experienced social studies teachers. By prioritizing the recruitment and retention of social studies teachers in different regions, educational institutions can further enhance the learning experience and improve the performance of students in this crucial subject.

Recommendations

1. Social Studies teachers should be evenly distributed between urban and rural schools. This will enable students from both locations to be adequately exposed to the teaching and learning experience as provided by the curriculum of the Upper Basic Social Studies. The study
2. Government should give equal priority to the recruitment of male and female social studies teachers and ensure equal distribution to urban and rural areas. Teachers in various educational institutions should strive to enhance the learning experience and improve the performance of students in this crucial subject.

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