
IMPACT OF DEMAND AND SUPPLY OF SOCIAL STUDIES TEACHERS ON STUDENTS' ACADEMIC PERFORMANCE IN DELTA AND EDO STATES OF NIGERIA

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ABSTRACT

This study examined demand and supply of Social Studies teachers and students' academic performance in Delta and Edo States, Nigeria. Four research questions were answered and four null hypotheses were tested at 0.05 level of significance. This study adopted the descriptive survey using the ex-post facto research designs. 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 is 361 respondents. The questionnaire was the main instrument for data collection and it was titled Demand and Supply of Social Studies Teacher on Students' Academic Performance Questionnaire (DSSSTSAPQ). 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 subjected to statistical analysis involving Pearson Product Moment Correlation Coefficient. The results revealed amongst others that There is a significant correlation between demand for rural Social Studies teachers and students' academic performance in Delta and Edo States; there is a correlation between supply of rural Social Studies teachers and students' academic performance in Delta and Edo States; there is a significant correlation between demand for urban Social Studies teachers and students' academic performance in Delta and Edo States and, there is a significant correlation between supply for urban Social Studies teachers and students' academic performance in Delta and Edo States. The study recommended that; Social Studies teachers should be evenly distributed between urban and rural schools; Social Studies teachers should be adequately supplied to Upper Basic schools; and School principals should increase teaching period for the available Social Studies teachers in their school and encourage the few teachers through incentives.

Keywords: Demand, Supply, Social Studies Teachers, Academic Performance

Introduction

Social Studies Education is a highly valued-oriented school subject. In order to prepare students for responsible citizenship, the Upper Basic School's Social Studies Education programme offers organised, methodical study based on disciplines including anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology in addition to relevant humanities content. Students learn about the real world in today's globalised culture through social studies. As a result, social studies education prepares students to engage with members of all groups and cultures (Akinlaye, 2003; Osakwe & Itedjere, 2005).

It is the teacher of Social Studies that is primarily responsible for enabling the student to achieve the objective for which the subject was introduced into the Nigerian school curriculum. Not many or every teacher deploy to the classroom would effectively and efficiently teach Social Studies to students. It means the school would have need of specialized teachers in this subject area if the goal of teaching and learning of Social Studies at the Upper Basic School could be realized. However, it appears that demand for Social Studies teachers has not increased when compared to other traditional school subjects such as English Language, Mathematics, Economics, Geography, among other subjects in the Arts and Humanities.

In recent times, questions have been raised as to whether Social Studies teachers will be in high demand? The question was raised to tackle the perceived low rate of employment of Social Studies teachers in the global market. A response was found in the State of California that maintains a list of both high needs and important academic subjects. It was found that they include Social Studies on their list of important subjects, indicating that the future outlook is likely to be favourable for Social Studies teachers in California. The Western Governors University (2020) indicated that the subject areas with highest demand for teachers consists of the following order of priority to include: English as a second language teacher, Mathematics teacher, Science subjects' teacher, Social Studies teacher and Special education teacher.

Social Studies came fourth on the list of types of teachers in highest demand by 2030. This assessment suggests that there would be demand for teachers in Social Studies globally and the demand for it in Nigeria will not be an exception. Conceptual consideration of the terms relatively drawn from the labour supply and demand theory as contained in the work by Ingersoil and David (2010) stipulates that demand for teachers would refer to the number of available teaching job position for Social Studies teachers that government have offered that have been gainfully engaged to facilitate instruction in the subject-matter for which compensation is paid annually. Teacher supply on the other hand is defined as the number of qualified teachers of Social Studies both able and willing to offer their services at the post primary school of the states in Nigeria. Hence, under a social contract between the individual teacher and the state, providing details about wages, bonus, future earning possibilities and other types of rewards that can be encompassed under the heading of working conditions and inceptives, including status in society.

Because of the goals of the Universal Basic Education (UBE) programme in various regions of the world, there will be a continued increase in demand for teaching positions. According to data from the Universal Basic Education Commission (2021), there is a 280,000 teacher shortfall in Nigeria for Upper Basic education in both public and private institutions. This information paints a picture of the current situation regarding the need for social studies

teachers across the nation. Numerous variables influence the supply of teachers, which is dependent on government hiring. Some people find it unacceptable that the Universal Basic Education Commission (UBEC) has documented a teacher shortage. It is absurd to discuss a teacher shortage in a country where hundreds of thousands of university graduates, including those with teaching training, are unemployed. Funding is a major factor that the government takes into account before assigning teachers to the educational system. Despite the severe scarcity of instructors in the educational system, the supply of teachers is frequently restricted by complaints about the availability of funds to pay for teachers' salaries and the provision of facilities because of other pressing demands of the government. The noticeable shortfall of teachers is more evident in public schools where teachers' recruitment is seldom carried out regularly by the government. There seems to be perceived inadequate supply of teachers in nearly all school subjects in Nigeria but it appears the gross inadequacy is more pronounced with the recruitment of Social Studies teachers. Government attention often is concentrated to a majority of the traditional and science subject with minimal interest in Social Studies education teachers. This has left the teaching of the subject with serious deficit so that some school principals have to draft non-Social Studies specialist to teach the subject with reduced learning outcome among students.

The effect of the gross inadequate supply of Social Studies teachers to most schools will result in ineffective implementation of the programme of Social Studies at Upper Basic School in many states, including Delta and Edo States respectively. Asare (2021) agreed with the notion, noting that, education delivery at the basic school level cannot be carried out effectively without the required quality and quantity of teachers. The assumed fact is that it is only when the needed number of Social Studies teachers are supplied that stakeholders in the education sector can be sure that the subject will be effectively taught and learnt and thereby achieving the objective for which the subject was introduced. This implies that educational administrators must ensure that at any point in time measure have to be instituted to recruit and retain the required number of Social Studies teachers. It is widely believed that teachers have a great influence in the academic performance of most students. The relationship between teacher variable and student academic performance in terms of achievement in test scores is contained in various empirical extant literature. The fact remains that teachers are very valuable to education practice.

Blazar (2018) acknowledge the fact that most teachers have the ability to influence the students' academic performance, their attitude and behaviour towards learning. His argument points to the fact that both variables – teacher and students' academic performance is inseparable. The role of teacher influencing academic performance of students was also established in the study by Bonney, *et al.*, (2015). The authors found association between quality teaching and pupils' academic performance. This reveals that teachers are important to achieving educational goals in the system.

Academic performance is measured to the extent to which judgment is taken about a students' performance using score and grades to determine his learning outcome in a subject area. This opinion aligned with the way Narad and Abdullah (2016) described the concept, stating that academic performance is the knowledge gained which is assessed by marks by a teacher and/or educational goal set by students and teachers to be achieved over a period of time. This implies that academic performance is the measurement of students' achievement across various academic subjects offered in a school. Teachers are responsible for instruction as well as assessment of students using classroom performance involving teacher made test after a learning experience and duration. Abaidoo (2018) says that students' academic performance is a key feature in education. He observed that students' performance can be

termed weak or strong, low or high. Contributing factors influencing the performance of students in the school system consists of learning environment, students' characteristics, teacher factor location of school among other extraneous variables.

School location also plays a significant role in the 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 Problem

The current teaching of Social Studies in Upper Basic schools is hindered by a shortage of non-specialist teachers. These teachers lack basic orientation, in-depth knowledge, and methodologies to effectively impact students' interest in the discipline and potentially affect their academic performance. School principals are drafting qualified teachers from other subject areas.

Education in Nigeria is expensive despite low funding and maintenance. Most states only allocate 40% of their annual budget to education, affecting the spatial spread, demand, and supply of teachers. This leads to a crisis in teaching-learning in subjects like Social Studies at the Upper Basic education program. The government faces financial constraints to meet actual costs, impacting students' academic performance. Rural schools have higher demand for Social Studies teachers, and the absence of teachers is a significant challenge. Therefore, the problem of this study is; to examine how demand and supply 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. Is there any correlation between demand for rural Social Studies teachers and students' academic performance in Delta and Edo States?
- ii. Is there any correlation between supply of rural Social Studies teachers and students' academic performance in Delta and Edo States?
- iii. Is there any correlation between demand for urban Social Studies teachers and students' academic performance in Delta and Edo States?
- iv. Is there any correlation between supply for urban Social Studies teachers and students' academic performance in Delta and Edo States?

Hypotheses of the Study

The following null hypotheses were formulated to guide the study:

- I. There is no significant correlation between demand for rural Social Studies teachers and students' academic performance in Delta and Edo States.
- II. There is no correlation between supply of rural Social Studies teachers and students' academic performance in Delta and Edo States.
- III. There is no significant correlation between demand for urban Social Studies teachers and students' academic performance in Delta and Edo States.
- IV. There is no significant correlation between supply for urban Social Studies teachers and students' academic performance in Delta and Edo States.

Purpose of the Study

The study was aimed at ascertain the impact of demand and supply of Social Studies teachers on students' academic performance in Delta and Edo States, Nigeria. The study was specifically design to:

- i. Determine the correlation between demand for rural Social Studies teachers and students' academic performance in Delta and Edo States
- ii. Find out the correlation between supply of rural Social Studies teachers and students' academic performance in Delta and Edo States.
- iii. Ascertain the correlation between demand for urban Social Studies teachers and students' academic performance in Delta and Edo States?
- iv. Determine correlation between supply for urban Social Studies teachers and students' academic performance in Delta and Edo States?

Review of Literature

The foundation of this study is Leroy Almendarez's (2010) Human Capital Development theory. The Human Capital Development theory, as applied to education, suggests that formal education is instrumental in improving a population's productive capacity. It is considered more worthwhile than physical capital development. The theory is applicable at all levels, including schools, where qualified teachers implement subject-matter implementation and support cognitive, affective, and psychomotor abilities. This study examines the spatial spread, demand, and supply of Social Studies teachers and students' academic performance in Upper Basic schools in Delta and Edo States. The human capital theory suggests that teachers and students benefit from long-term investment in training to enhance their content knowledge. Teachers' developed capacity positively impacts students' knowledge development, leading to better academic performance. This theoretical framework emphasizes the centrality of teachers in student development in schools. Increasing teachers' intellectual stock leads to increased capacity, performance, and outputs, ultimately increasing teacher and school system income. This is a stimulus response between teachers' knowledge and students' academic performance.

Academic performance refers to tests whose results are frequently utilised to estimate a student's readiness for a given level of instruction. According to Kashyap (2021), test results are a great way to assess a person's educational (academic) accomplishment as well as their knowledge of the subject matter covered by the test. The activity entails figuring out how fast, accurately, and proficiently a person can complete the tasks that are considered to

be an accomplishment. To put it another way, accomplishment tests demonstrate a person's competence, mastery, and comprehension of both broad and specialised subject matter. Achievement tests aim to gauge an individual's current level of performance, or what and how they have learned. Xin and Wu (2019) studied the causes of poor academic performance among 314 college students in Xian using questionnaires, interviews, and statistical analysis. They found five main factors contributing to poor performance: low enthusiasm, lack of motivation, interest, weak willingness, and poor learning mentality. The main reasons for poor performance were lack of lofty ambitions, cognitive misunderstandings, life values distortion, and personality defects.

Adeyemo (2013) study found that the supply of teachers and laboratory facilities significantly impacts students' academic performance in physics. The study, involving 270 SS II physics students and 10 teachers in Lagos State, found that a shortage of teachers is crucial for higher academic performance. This highlights the importance of teacher supply, particularly in Social Studies education, and the correlation between teacher-student ratio and student performance. Ige (2013) identified teacher supply as a significant challenge in Nigeria's secondary education. To address this, he suggests recruitment, training, and effective school inspection, with the responsibility of the Nigerian government. Koko and Owchondah (2004) study on the demand and supply of teachers in public primary schools in Rivers State, Nigeria, found that the shortage has distorted public education. The study found that supply exceeded demand in 1997, and from 1998 to 2004, demand was greater than supply. The imbalance widens as the year progresses, indicating the need for government intervention to recruit more teachers to bridge the gap between demand and supply. Omo-Ojugo(2009) study on the demand and supply of teachers in Nigeria's 21st century highlights the crucial role of teachers in achieving universal basic education. The study found that factors such as teacher supply, finances, and facilities hinder the implementation of effective policies. Equal teacher supply is essential for a successful school program. The study by Ishiola and Iyiommo (2018) examined the demand and supply of technical and vocational education teachers in Ondo State public secondary schools. The research used a descriptive survey and ex post facto research design, focusing on 304 schools across 13 local government areas. The results showed a significant relationship between the demand and supply of teachers, with a significant difference in male and female teachers. The study concluded that the demand for teachers did not match the supply, suggesting the need for government welfare packages and loans for teachers to retain the best minds.

Despite research demonstrating that having a sufficient number of teachers has a major impact on students' performance in school. The wide range of empirical research that were examined were unable to fully address the subject; instead, it was discovered that discussions on the subject were conducted in isolation and were only briefly touched upon. Furthermore, no research on the subject that were looked at in the states of Delta and Edo, respectively, were found in the relevant literature that was reviewed. Examples of locations where comparable research have been conducted include Nigerian states of Cross River, Enugu, Kaduna, and Zamfara. In this investigation, the factors were examined individually rather than as a whole. This study must therefore examine them as a whole. Therefore, the purpose of this study was to close the gap in the literature.

Research Method

The study used a descriptive survey and ex-post facto research design to collect data on students' academic performance. The data was extracted from a sampled school broad sheet and questionnaire, measuring independent variables. The study used participant

opinions and existing school scores to correlate the independent and dependent variables. Biokoro (2016) certified the adoption of these research designs in one study. This study surveyed 722 public school principals in Delta and Edo, focusing on secondary schools in six senatorial districts and 43 local government areas. The principals were from Delta and Edo states, each with 25 and 18 local government area councils. the sample size for the study consist of 361 principals.

The questionnaire was the main instrument for data collection. It was designed by the researcher with title: Demand and Supply of Social Studies Teachers on Students Academic Performance Questionnaire (DSSSTSAPQ). It sought information on demand and supply of social studies teachers to secondary schools in Delta and Edo States. Previous examination score of the students was also collected from the school examination unit. The researcher determined the reliability of the validated an instrument using a test re-test procedure and conducted a pilot investigation in Anambra State, recruiting 50 public secondary school principals as the 20% sample population. The Pearson Product Moment Correlation Coefficient was used to estimate the internal consistency of the research instrument, with a high coefficient of 0.82, indicating its reliability for this study, based on the results from two separate tests.

Research Question One

Is there any correlation between demand for rural Social Studies teachers and students' academic performance in Delta and Edo States?

Table 1: Descriptive Correlation Analysis between demand for rural Social Studies teachers and students' academic performance in Delta and Edo States

Variables	N	Cal. R	Remark
Demand for Rural Social Studies Teachers	110	0.7742	Positively Related
Students' Academic Performance			

Table 1 showed that Calculated Correlation Coefficient is 0.7742. Based on t0his result, it is safe to state that there is a positive relationship between the variables. It means that demand for rural Social Studies teachers relates with students' academic performance. Thus, the question is answered that there is relationship between demand for rural social studies teachers and students' academic performance in Delta and Edo States.

Research Question Two

Is the relationship between supply of rural social studies teachers and students' academic performance in Delta and Edo states?

Table 2: Correlation Analysis between supply of rural social studies teachers and students' academic performance in Delta and Edo states

Variables of the Study	N	Cal. r	Remark
Supply for Rural Social Studies Teachers	110	0.8134	Positively Related
Students' Academic Performance			

Table 2 revealed that calculated correlation coefficient (r) is 0.8134. This indicates that there is significant relationship between supply of rural social studies teachers and students' academic performance in Delta and Edo States.

Research Question Three

Is there any correlation between demand for urban Social Studies teachers and students' academic performance in Delta and Edo States?

Table 3: Correlation(r) Analysis of the demand for urban Social Studies teachers and students' academic performance in Delta and Edo States

Variables of the Study	N	Cal. r	Remark
Demand for urban Social Studies Teachers	108	0.6016	Positively Related
Students' Academic Performance			

Table 3 revealed that calculated correlation coefficient (r) is 0.6016. This implies that there is a positive relationship between the demand for urban Social Studies teachers and students' academic performance in Delta and Edo States respectively.

Research Question four

Is there any correlation between supply for urban Social Studies teachers and students' academic performance in Delta and Edo States?

Table 4: Descriptive Correlation Analysis of supply for urban Social Studies teachers and students' academic performance in Delta and Edo States

Variables of the Study	N	Cal. r	Remark
Supply of urban Social Studies Teachers	108	0.5742	Positively Related
Students' Academic Performance			

Table 4 depicts that calculated correlation coefficient (r) is 0.5742. Therefore, the question is answered that there is a positive relationship between supply or urban Social Studies teachers and students' academic performance in Delta and Edo States.

TESTING OF HYPOTHESES

Hypothesis One

There is no significant correlation between demand for rural Social Studies teachers and students' academic performance in Delta and Edo States.

Table 5: Pearson R Analysis of the correlation between Demand for Rural Social Studies Teachers and Students Academic Performance in Delta and Edo States

Variables of the study	N	df	Cal. r	Crit. r	Alpha	Decision
Demand for Rural Social Studies Teachers	110	108	0.77	.195	0.05	Null hypothesis Rejected
Students' Academic Performance						

$P \leq 0.05$ level of significance

Table 5 indicates that $N=110$, $df=108$, $cal. R=0.77$, $crit. r=.195$ and $alpha=0.05$. Testing the null hypothesis, it was found that the calculated r of 0.77 is greater than the critical table value of $.195$ performed under an $alpha$ of 0.05 level of significance. The result implies that there is significant correlation between demand for rural Social Studies teachers and students' academic performance in Delta and Edo States.

Hypothesis Two

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

Table 6: Pearson R. Analysis of Relationship between Supply 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	Decision
Supply of Rural Social Studies Teachers	110	108	0.81	.195	0.05	Null hypothesis rejected
Students' Academic Performance						

$P \leq 0.05$ level of significance

Table 6 indicates that $N=110$, $df=108$, $cal. R=0.81$, $crit. R=.195$ and $alpha=0.05$ level of significance. Testing the null hypothesis, it is observed that the $cal. R$ of 0.81 is greater than the $crit. R$ of $.195$ at an $alpha$ of 0.05 level. Therefore, since the $cal. R$ is greater than the $alpha$ at 0.05 level of significance, the null hypothesis is hereby rejected. It means that there is a positive correlation between the two variables. By implication, there is a high need for supply of Social Studies teachers at the Upper Basic schools in the study areas. This will bridge the gap between the supply of teachers among rural and urban schools and it would encourage teaching and learning of the subject as well as improve test scores among rural students.

Hypothesis Three

There is no significant correlation between demand for urban Social Studies teachers and students' academic performance in Delta and Edo States.

This null hypothesis was tested using the following results, where N=108, df =106, mean =7.52, SD =1.88, cal. R =0.6016, crit. R =.195 and alpha =0.05 level of significance. The result is presented on Table 7.

Table 7: Pearson R Analysis of Relationship between Demand for Urban Social Studies Teachers and Students Academic Performance in Delta and Edo States

Variables of the study	N	Df	\bar{x}	SD	Cal. R	Crit. R	Alpha	Rmk
Spatial Spread of Urban Social Studies Teachers	108	106	7.52	1.88	0.60	.195	0.05	Rejected (significant)
Students Academic Performance								

P≤0.05 level of significance

The presented data on Table 7 indicates that the cal r is 0.60. Testing the null hypothesis, it was found that the cal r of 0.60 is greater than the crit. r of .195 at an alpha of 0.05 level of significance. It means that the null hypothesis is rejected, showing that there is significant correlation between demand for urban Social Studies teachers and students' academic performance in Delta and Edo States.

Hypothesis four

There is no significant correlation between supply for urban Social Studies teachers and students' academic performance in Delta and Edo States.

Table 8: Pearson R Analysis between Supply for Urban Social Studies teachers and students' Academic Performance in Delta and Edo States

Variables of the study	N	df	Cal. r	Crit. r	Alpha	Decision
Supply for Urban Social Studies Teachers	108	106	0.57	.195	0.05	Rejected (significant)
Students' Academic Performance						

P≤0.05 level of significance

Table 8 indicates that N=108, df =106, mean =4.07, SD =1.02, cal. R =0.57, crit. R =.195 and alpha =0.05 level of significance. Testing the null hypothesis, it was found that Cal. r. of 0.57 is greater than the crit R of .195 at an alpha of 0.05 level of significance. Based on this, it is safe to reject the null hypothesis. It implies that there is significant correlation between supply for urban Social Studies teachers and students' academic performance in Delta and Edo States.

Discussion of Results

Demand for Rural Social Studies Teachers and Students' Academic Performance in Delta and Edo States.

The first finding of this study showed that there is a significant correlation between demand for rural Social Studies teachers and students' academic performance in Delta and Edo States. The possible explanation to this finding could be that with the rapid urbanization of societies, there is a growing need for qualified teachers, and their availability could lead to better academic performance of learners in rural areas. Besides, as more people migrate to urban areas, there is a brain drain of teachers from rural areas. This shortage leads to an increased demand for qualified rural Social Studies teachers that can bring about improvement in students' performance. This finding is consistent with Bashir et al., (2018) who noted that availability of teachers in rural schools could help to reduce the academic performance gap between urban and rural students. The finding also aligns with that of Abioye (2021) who reported that the need for better academic performance in rural schools leads to an increase in demand for teachers in those areas. The finding further agrees with García and Weiss (2019) who found a strong significant correlation between demand for rural Social Studies teachers and students' academic performance.

Supply of Rural Social Studies Teachers and Students' Academic Performance in Delta and Edo States.

The second finding of this study showed that there is a significant correlation between supply of rural Social Studies teachers and students' academic performance in Delta and Edo States. The supply of rural Social Studies teachers has consistently emerged as a key determinant of students' academic performance in both Delta and Edo States. The findings of this study highlight the importance of ensuring that there are a sufficient number of qualified and competent Social Studies instructors in these areas. This finding aligns with Owolabi (2019) who showed that an adequate supply of social studies teachers to urban schools goes a long way in ensuring students' academic achievement is improved. This finding also aligns with Jokodola (2021) who reported that supply of quality teachers to rural schools is one of the best practices for improving students' academic performance.

Demand for Urban Social Studies Teachers and Students' Academic Performance in Delta and Edo States.

The third finding of this study showed that there is a significant correlation between demand for urban Social Studies teachers and students' academic performance in Delta and Edo States. The reason for this finding could be that the increasing population in urban areas creates a demand for more teachers to cater to the educational needs of these students towards ensuring better academic performance. One possible reason for this finding could be that urban Social Studies students still face challenges such as lack of adequate Social Studies teachers that may impact their academic performance. Urban areas often have a higher population density, which can lead to increased competition for educational resources and opportunities. This can create an environment that is more challenging for both teachers and students, as individuals may struggle to access quality education due to limited resources or overcrowding. Additionally, urban areas may face specific social issues that Social Studies teachers must address in their curriculum. Issues such as poverty, crime, and inequality can create a unique context for learning and studying Social Studies. Teachers in urban areas may be better equipped to address these societal challenges and provide students with relevant and relatable learning experiences, which could potentially enhance their academic performance.

Furthermore, the demand for urban Social Studies teachers in urban areas may also be influenced by other factors. For example, urban areas often have a higher concentration of diverse populations, which can necessitate teachers with expertise in multicultural education. This demand can lead to a higher quality of teachers in urban areas, which can contribute to improved academic performance. This finding is consistent with Wood (2023) who found that demand for urban Social Studies teachers can lead to a higher quality of teachers in urban areas, which can contribute to improved academic performance. The study is also in line with Sun and Du, (2021) who pointed out that demand will train teachers in urban area improve their students' academic performance. The finding is also consistent with Ingersoll, and Tran, (2023) who discovered that demand for teachers in urban areas is to ensure that there are teachers who are well equipped to address these societal challenges and provide students with relevant and relatable learning experiences, which could potentially enhance their academic performance.

Supply for Urban Social Studies Teachers and Students' Academic Performance in Delta and Edo States.

The fourth finding of this study showed that there is a significant correlation between supply for urban Social Studies teachers and students' academic performance in Delta and Edo States. One possible explanation for the observed correlation is the limited access to Social Studies expertise among students in urban settings. In urban areas, there tends to be a disparity in the number of Social Studies teachers available compared to more rural or suburban areas. This shortage can lead to overcrowded classrooms, making it difficult for teachers to provide personalized attention to students' individual learning needs. As a result, students in urban areas may lack the necessary guidance and support to fully comprehend the subject matter and excel in their academic performance. This finding aligns with Nwakonobi and Obiagwu (2010), who found that the supply of teachers to secondary schools' teachers is urgently needed for the enhancement of quality education. The study also aligned with who Kvam *et al.*, (2023) found that one of the key factors contributing to high-quality education is the adequate supply of qualified teachers in secondary schools. The finding also agrees with Rumiantseva, (2023) who showed that the quality of education provided to students is directly influenced by the availability of skilled and motivated teachers.

Conclusion

The correlation of the variables of spatial spread, demand and supply of Social Studies teachers on students' academic performance was established with the evidence that teachers are not evenly spread between rural and urban schools. Urban schools were found to receive high rate of teacher distribution over and above rural schools. The demand for Social Studies teachers outweigh the number of Social Studies teachers supplied to schools in the study areas. There is a wide gap existing between the number of Social Studies teachers demand and the number of Social Studies teachers needed in the sampled Upper Basic schools in the study area. Thus, the inadequacy of Social Studies teachers to schools is found to affect the effective implementation of the Upper Basic school programme. A majority of school principals are contained to draft non specialist subject teachers to bridge the gap. The implication is found in the ineffective teaching and learning of the subject, thereby negatively impacting on the test scores of students during internal and external examinations, respectively. Therefore, the study concludes that the overall variables of spatial spread, demand and supply of Social Studies teachers has implication on students' academic performance at the Upper basic schools in Delta and Edo States.

Recommendations

The study recommended as follows that:

- i. Social Studies teachers should be adequately supplied to Upper Basic schools. It will enable the schools to bridge the gap created by lack of subject teacher that are in high demand in the sampled schools. This can be achieved through regular recruitment of Social Studies teachers by various state governments.
- ii. School principals should increase teaching period for the available Social Studies teachers in their school and encourage the few teachers through incentives. Motivated teachers are found to increase their performances.

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