EFFECTS OF INSTRUCTIONAL MATERIALS ON PERFORMANCE OF SOCIAL STUDIES STUDENTS IN JUNIOR SECONDARY SCHOOLS IN KADUNA NORTH AND SOUTH LGA OF KADUNA STATE

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AUGUST, 2016

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A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A MASTER DEGREE IN SOCIAL STUDIES EDUCATION

DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION FACULTY OF EDUCATION AHMADU BELLO UNIVERSITY, ZARIA NIGERIA

AUGUST, 2016

DECLARATION

I hereby declare that this dissertation has been written by me and it is a record of my research work. This dissertation has not been presented in any previous publication for a degree. All quotations are indicated and all sources of information acknowledged by references

Rose Kangyang CHONG Date……...…

CERTIFICATION

This thesis entitled: EFFECTS OF INSTRUCTIONAL MATERIALS ON PERFORMANCE OF SOCIAL STUDIES STUDENTS IN JUNIOR SECONDARY SCHOOLS IN KADUNA NORTH AND SOUTH L.G.A OF KADUNA STATE Submitted by Rose Kangyang Chong meets the requirement governing the award of Master of Education in Social Studies of Ahmadu Bello University Zaria and it is approved for its contribution to knowledge.

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Member, Supervisory Committee

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Dean, School of Post Graduate Studies

DEDICATION

This work is dedicated to my family members for all the love and support.

ACKNOWLEDGEMENTS

The researcher wishes to express his profound gratitude to almighty God His grace upon him and making it possible for him to reach the conclusion of this study. The guidance and encouragement of supervisors of this research work: Professor M. C. Ubah (major); and DR H. I. Bayaro (minor) is appreciated with deep sense of gratitude. The researcher also, wishes to extend his gratitude to DR. R. P. Khan, DR. I. D. Abubakar and Mal. J. Y. Shinkafi for their encouragement and professional assistance which contributed to the success of this study.

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ABSTRACT

This study is entitled: Effects of Instructional Materials on Performance of Social Studies Students in Junior Secondary Schools in Kaduna North and South L.G.A of Kaduna State

The study was guided two research questions and two hypotheses were formulated and tested at 0.05 significance level. Quasi-experimental research design was adopted in this study. The target population of the study was all the JSS three students in Kaduna North and South L.G.A in Kaduna state. A sample of 236 students was drawn from the population of 600 through simple random procedure. The selection of the sample was based on the recommendation of Krejcie and Morgan (1970) table of determining sample size. A test items was used to obtained data for the study. Data collected from the study were analyzed using frequency, simple percentage, mean, standard deviation, and t-test. The study found difference exists between the pre-test and post-test scores of the respondents in the experimental group which indicate that the performance of students improved when instructional material was introduced in the lesson. The study recommends that at all time teachers school employ instructional material during lesson.

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OPERATIONAL DEFINITION OF TERMS

Instructional Materials: All kinds of materials for instructional process. This will also be taken to include all kinds of instructional media.

Instructional Media: All kinds of instructional media employed in teaching., these inculcate, television, radio, textbooks, computer models, flat-pictures, graph, charts, diagrams, comics, posters, flannel broads, magnetic board, maps, globes, slides, films strips, motion pictures, transparencies, projectors, records players, tape-records players, tape-recorders, cassette players video tape and recorders.

Equipment: Instructional media which are used in presenting the materials. It includes, bulletin board, cardboard, tape recorder, slide and film strips, projectors, motion pictures, overhead projectors, opaque projectors, and other forms of projectors.

Audio-Visual Materials: Instructional materials that may be used to convey meaning without complete dependence or verbal symbols or language. It does not include printed materials like textbooks and reference books, examples, television, cassette, video-tapes.

Improvised or Teacher Made: These include instructional materials which are made by teachers or pupils or jointly by both pupils and teaches, using resource from the school

environment or raw materials which are imported from outside the school environment, e.g. maps, pictures, slides.

Imported Materials: Instructional materials which are not made by the teachers or pupils or by both of them.

Resource Centre: Production centre where most of the instructional materials can be produced, acquired, stored and maintained for instructional purposes.

Field Teachers: This refers to all the classroom teachers who use the instructional materials in teaching pupils/students. They can design, produce or recommend the purchasing of any instructional materials that they feel relevant in teaching any specific topic as stipulated in the instructional objectives.

State Primary Education Board: The term refers to the board at state headquarters controlling the affairs of all Local Government Education Authorities in the State.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Instructional resources which are educational input are of vital importance to the teaching of any subject in the school curriculum. It has been defined as learning resources associated with objects, persons or other aspects of the environment which can be used to impact, or help in any learning activity (Iyunade, 2014). Instructional materials are befits the teacher as it make instruction easier and the learners as it make the learning objectives clearer (Iyunade, 2014). Instructional materials if effectively used are capable of captivating students' interest; stimulating desires in learning and make them participates in the lesson (Mba, 2004). In a situation like this, students' academic performance could be positively influence. Instructional materials include both the printed and audio-visual materials and as well resource places and person. Printed instructional materials include, but not limited to textbooks, journal articles, instructor manuals and guides, student workbooks, assignments, and other reference materials. Audio-visual materials consist of electronic videos, audiotapes, slides, filmstrips, radio and/or television (Onyilagha & Nnajiofor 2016).

Social Studies is given a core status and made compulsory subject for all students in Junior secondary school in Nigerian educational system due to its relevance in enabling citizens acquire skills, knowledge, attitude and values with which they will use to explore their environment so as to have a comfortable and fulfilled life (Olayinka, 2016). To enable the acquisition of skills attitude, values and knowledge and development of self-

confidence and self- actualization of the younger generation as envisage by the Nigerian Policy of Education (2004) which is in line with the objectives of teaching Social Studies in Junior Secondary schools in Nigeria, the use of instructional material becomes necessary and needed tool which cannot be over emphasized. This implies that for effective achievement of Social Studies objectives, teachers most employ instructional materials in Social Studies instruction at all times. It on this fact, that researcher such as Olayinka (2016) and Agreement and Ontiretse (2011) conduct empirical studies.

Academic performance is a major aspect of school system. It has been conceived as the reflection of students' ability in academic work (Okeke, & Attah, 2010) which shows how well a student performs in test and examination (Olibie, & Ezeoba, 2013). Academic performance of students is an area that is given wide research over the years. This is due to the poor performance students observed in public and school examination (Agreement, & Ontiretse, 2011). Instructional materials therefore, are essential and significant tools needed for teaching and learning of school subjects to promote teachers' efficiency and improve students' performance. Studies on influence of instructional material on academic performance of students in Social Studies available to this researcher are conducted in Bostwana (Agreement, & Ontiretse, 2011) and Ekiti state (Olayinka, 2016). There is therefore, the need to carry out similar study in Kaduna state thus this informed the present research with the hope that it will fill up the gap in literature and attempts to find out if the use of instructional materials could improve the performances of students in this subject at the junior senior secondary school.

1.2 Statement of the Problem

The desire to carry out this research was due to the problem of poor examination performance by the junior secondary schools students, in Kaduna North L.G.A. This poor examination performance has been recorded for some years by the State Education Management Board. It was observed that, some concepts in secondary school social studies curriculum are difficult for students to learn. There is no doubt that children performance can be substantially improved through the application of simple practice and the use of instructional materials in teaching and learning situation. Therefore, the problem of this study hinges on the determination of the extent to which the use of instructional materials enhances students' performance in Social Studies at junior secondary school.

1.3 Objectives of the Study

This study was based on the following objectives which are to:-

i. Determine the difference in the mean of pre-test and post-test performance scores of JSS III students when taught Social Studies concepts with the use of instructional materials.

ii. Determine the difference in the mean pre-test and post-test performance scores of JSS III students when taught Social Studies concepts without the use of instructional materials.

1.4 Research Questions

i. What is the difference in the mean of pre-test and post-test performance scores of JSS III students when taught Social Studies concepts with the use of instructional materials?

ii. What is the difference in the mean pre-test and post-test performance scores of JSS III students when taught Social Studies concepts without the use of instructional materials?

1.5 Null Hypotheses

The following null hypotheses were tested in this study.

i. There is no significant difference in the mean pre-test and post-test performance scores of JSS III students when taught Social Studies concepts with the use of instructional materials.
ii. There is no significant difference in the mean pre-test and post-test performance scores of JSS III students when taught Social Studies concepts without the use of instructional materials.

1.6 Significance of the Study

This study is expected to be relevant to the following:

1. Help to bring awareness of teachers on the need to at all time used instructional materials in class room instruction.
2. The study will stimulate school administrators to ensure that teachers make use of instructional materials effectively
3. This study would enable the State Education Board to appreciate the relevance and provides instructional materials in teaching-learning not only in social studies but in all subject areas; and
4. This study will be a material in which other research can make reference to.

1.7 The Scope, Delimitation of the study

The study is limited to two schools with 234 sampled students broken into two groups of experimental group and control group in Kaduna North and Kaduna South local government areas of Kaduna state.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter, an attempt was made to review the following: meaning, nature and scope of social studies, method, evaluation, resource materials and attitude, determined the effect of instructional materials on the performance of secondary schools in social studies in Kaduna North and South L.G.A of Kaduna state.

The reviewed related literature is done under the following headings:

- Learning theories in the use of instructional materials in social studies classroom.
- Intrinsic and extrinsic values of instructional materials.
- types and nature of instructional materials
- Availability of instructional materials in schools
- And problems of using instructional materials in social studies classroom.

2.2 Learning Theories about Instructional Materials

Learning according to Kimble and Germezy (1991) is a qualitative permanent change in a behavioural tendency as a result of reinforced practice". Learning as inferred state of the organism, should be distinguished from performance, on observed state of the organism. Learning events consist of stimuli, learner and responses. According to Mukherjee (1978), learning may be held to be an inference from some performance of the organisms manifesting a change of behaviour. But changes of behaviour can be brought about in an individual by the influence of drugs or tiredness. Such changes in behaviour are temporary and they do not imply any gain to the organism, for his survival, and hence

they can be excluded as example of learning. To understand what psychologists mean by learning, one has to distinguish between the kinds of changes and their related antecedents, which are included in learning and the related kinds of changes, and their antecedents which are not included as learning.

There are a number of learning theories, these learning theories fall into two broad categories, namely; connectionist and cognitive theories. Under connectionists heading the researcher considers the explanation of Thorndike and Skinner, while under cognitive, Gestalt psychology was outlined and explained.

1. The theory of E.l.L Thorndike (1914-1949)

The Thorndike the basis of learning is an association of some sort between sense impression and actions, between stimulus(s) and response(s). His major theoretical statement as the law of effect. This is its simplest form stated that the setting up and strengthening of any association and connection between a stimulus and a response depend not only on their occurring together, but also on the effects that follow their occurring together. These effects may be satisfying and rewarding of annoying and punishing. He attempted to define these effects objectively and more in terms of behaviour that could be observed. By a satisfying state of affairs is meant one which the animal does nothing to avoid, often doing things which maintain of renew it. By annoying state of affair is meant one which the animal does nothing to preserve, often doing things which put an end to it. (p. 132).

Later, experimental work made Thorndike to modify the law of effect suggesting that reward is more important and effective than punishment in the learning situation. He retained the view that reward strengthens connections and associations, but now saw punishment as weakening them only indirectly. Punishment does its connection with the stimulus.

According to Thorndike's terms, what really happens when an operator learns an industrial task like drilling, where he picks up a component, places it in a jig, brings down the drill with a certain pressure, etc. The clearing processes here is seen as establishing a series of corrections between specific stimuli and specific responses, set up by the effects of reward and punishment on the occurring together or the stimuli responses. Thorndike emphases the relevance of an analysis at the level of the senses and the motor response mechanism of the effectors and muscles. This is an approach to the learning process in

terms of determining the relevance stimuli and responses are common to connectionist theories, and has proved very useful in training

2. The Theory of B. F. Skinner

Classical learning theory was observed almost exclusively from studies of animal learning and its value within educational technology has probably been overrated. However, certain basic concept should be mentioned, the most relevant being secondary reinforcement. Stated simply, the assumption was that, animals would act in order to reduce the strength of an internal psychological need (primary drive). Primary reinforcement, as it was postulated, directly reduced primary drive (e.g longer or thins) while secondary reinforces were stimuli closely associated with this process. A classic demonstration was by Cowle (1973) who trained chimpanzees to use tokens in a vending machine to obtain food and subsequently to solve discrimination problems in order to obtain the tokens alone. It is still generally argued that most human learning is governed by secondary rather than primary reinforcement.

Skinner sees the organism as essentially active in the environment, emitting behaviour. Any aspect of that behaviour may be reinforced by the environment. The job of the trainer is to ensure current organization, structuring, programming in the training department, that the right bit of baheviour is reinforced. This amends that he needs to be clear as to what the right bits of behaviour is. The trainer according to skinner, must start with a precise statement of desired terminal behaviour. He must to also ensure that, the appropriate stimulus, the right type of behaviour and the reinforcement (mastery) are corrected in they individual's experience, programmed instruction attempts to do all this.

Skinner's view on reinforcement myths be summarized as follows:-

(a) He re-affirm Thorndike's earlier contention, that positive reinforcement is to be preferred to punishment. Since positive reinforcement is so important we need to breakdown the learning tasks, as in programmed instruction, to ensure that the individual will make responses that are correct and so may be reinforced positively.

(b) The timing to reinforcement is crucial, because the sooner it is even after the correct response the better. Again in programmed instruction the correct response is followed in Skinner's terms by immediate reinforcement. As we shall see, this parallels what the trainer does when he provides the trainer with knowledge of his result.

(c) Skinner has all provide data on the effects of different schedules of reinforcement on learning and derived general law. At present their relevance and applicability to training is not clear, except in the field of programmed learning.

Learning theory in Gest't psychology

Gestalt psychology postulates that the individual organism tends to perceive and react to phenomena in terms of significant and meaningful wholes. So learning here is an attempt by the organism to impose meaning and structure on its experience. We usually perceive a square the organism strives to structure.

The Gestalt analysis of the learning process is in terms of the change in the individual's perception of the situation. Learning may be regarded as the individual's re-structuring of his perception of situation and when learning has occurred, what previously was perceived one way is not seen in a different way.

When individual's perception is a problem and is suddenly structured in a more useful way he usually experiences a feeding of insight. This is the 'AL', Now I've got it', sensation that may accompany the grasping of a geometrical proof or which the learner drive feels when he master the relationship; between the accelerator and cluth in stating the car.

Gestalt psychology suggests that the learning process consist of a perceptual re-structuring of the situation into a more meaningful and insightful form. In training the instructor must structure the environment to ensure that the trainee is able to perceive and grasp the relevant relationships. In relation to the above discussion of learning theories, emphases must be given to the integration of instructional materials to increase performance and promote effective acquisition of relevant learning experiences. This is basic in view of the level and mental readiness of the pupils. It should to noted that concretization of learning through the use of instructional materials cannot be over-emphasized.

2.3 Meaning, Nature and Scope of Social Studies

John R. Lee (1974:7), defines social studies as "the study that deals with mankind's social, economic and political behaviour at any place where people live or have lived. This definition also implies that history, Geography, Philosophy and the various social sciences are part of social stud y. These academic disciplines in relation to other people; people in relation to their environment or people; or people in relation to ideas, although the focus may vary in time, space or value, but one element always remain in the picture–people.

Tarolimek (1959:3), defined social studies as: "An inclusive but highly specific term applied to that area of the elementary school curriculum which has a primary

responsibility for assisting the child to develop skill in understanding of human relationship". The school is always expected by the people to contribute directly to the development of loyalty to the democratic ideas, good citizenship, civic responsibility and human relationship, which represent the broader goals of education, but social studies have historically assumed a specific responsibility toward the attainment of these goals. For Wesley (1950:1214), social studies is defined as: "those portions of the social sciences selected for instructional purposes". Social education is more inclusive, broader concept embracing the entire interpersonal, social life of the child. Social studies as an area of the curriculum is regularly scheduled part of school day, social education takes place whenever the child is in a social situation. Kissock (1981:10) defines social studies as: "A programme of study which a society uses to instill in students the knowledge, skills, attitudes and actions it considers important concerning the relationships human beings have with each other, their world and themselves". By this definition, social studies gives the students the opportunity to examine and understand their physical and human environment in order to behave as responsible citizens. Dubey (1980) regards social studies as "the investigation of human activity, since it studies man at home, at work, at workshop, in politics, at play, in the village in the nation and so on and so forth". Onyabe (1980) sees social studies as "a field of study that deals with the integration of knowledge, experience and effective use of resources for the purpose of citizenship education". Udoh (1983:136) defines social studies as "the study of man and the outcomes of his relationships and interactions with his environments." This definition means that social studies deals with man in all its totality, namely as a social being, political and cultural actor. Despite the divergent views about what social studies is, there are some areas of

agreement, that social studies is the study of society; that it is concerned with relationships within the society; and that the central concern or focus of social studies is "man".

Nature of Social Studies

According to Mini Chambers Dictionary (1981:330) "is the quality which makes a thing, person, animal that it is or he is". Therefore, the nature of social studies is the quality that makes social studies what it is. What therefore is the nature of social studies? First and foremost, social studies is seen as a corrective study. Corrective because it aims at upsetting the colonial eras and also examining the present educational system. Similarly, social studies, because of its nature incorporates all aspects of reforms revitalization and maintenance of the education values, knowledge and skills expected of a people concerned about progress and modernization. Also as its nature, "social studies emphasizes objectives before any content can be significant". J.G. Herbert (1982:36). The last and probably the most important nature of social studies is that it is a study that emphasizes the importance of man. Man is put in a central position and his activities are studied in relationship to his various environments which could be physical, social or psychological. Man can only exist in his varied environments by understanding, interacting, organizing and running his society in an order of cultural, economic and political setting. Hence social studies will try to gather relevant knowledge, values and skills centredaround the subjects that form parts of these broad spheres of man.

Scope of Social Studies

On the other hand is the level of coverage, quantity and quality of content. In social studies, the scope varies depending on level of wants considered. However, the general pattern of content arrangement seems to follow a spiral or expanding horizon

pattern or format. Man is put in the focus and all environmental attributes are arranged around him proceeding from known to unknown. In other words, the scope of social studies covers the study of man and all environmental attributes and also some aspects of the interaction between Nigerian society and the society of the world community.

Bank (1977:10), has this to say, "The local studies should assume the major responsibility for helping children become adept at making important decisions that affect their relationships with other human beings and the governing of their local communities and nation". The social studies programme includes knowledge, concepts, attitudes and values draw from history, Geography, Sociology, Economic, Religion as well as other humanities and social sciences. For a social studies programme to be effective, Onyabe(1979:1), started that it must be directed to four objectives: knowledge, the basic skills, values and beliefs and social participation. The importance of social studies as a subject of school curriculum cannot be over-emphasized. Through social studies, a student learns how to be useful to himself and his society. He identifies his needs, his strengths and weaknesses. The study of social studies gives him the opportunity to learn how to appreciate his right, and how to relate with other people in the society for his own benefit and that of others. Social studies teachers the interdependence of local communities and the wider nations. In emphasizing the importance of social studies, Dubey, et al (1980:2) stressed that: It is the hope of social studies that the knowledge, attitudes, and skills obtained in the process of children so citizen will be useful to them and to Nigerian society. To him, project approach of teaching connects learning and experiences, this given good given training for the solution of problems is practical life. It also develops tolerance for this actions and opinion of others, since project are mostly carried out in groups. It makes learning a unified

process, bringing interest, ideals character traits and attitudes together in functioning relations.

2.4 Types and Classification of Instructional Materials

The extent and the depth of research carried out on any specific instructional material depended on the amount of value attached to it. There are a variety of instructional materials designed to achieve various purposes. According to Robert F. etal (1967) it ranges from apprenticeship training, stimulations and field trips through motion pictures, television, film trips transparencies disk and tape recording to the graphs media of charts, graphs, diagrams, map, cartoons and the symbolic media of the written and spoken words. Also Jenkis J. (1981) gave as "print radio, television, films, cassette tape, recorders, slides music dance and drama group leaders, culture and media. Audio-aids, visual-aids and audio-visual have always played a vital role in the history of Nigerian education. To every trained teacher be a grade II or certificate or an NCE holder audio visual is a common compound word which help the teachers teach well. Adole (1991) in his hand book '"basic instructional technology" classified it into four (4) broad headings:-

a) Audio visual materials – radio, television, poster telephone, video tapes etc.
b) Audio visual facilities–chalk board, bulletin-boards display cases, charts, photography etc.
c) Audio visual equipment–projectors, record player rewards.
d) Audio visual activities-field trips, demonstrations dramatization, excursion.

Therefore, the following are the relevant use of audio-visual materials:-

a) Promote a mood of natural understanding and sympathy in the classroom.
b) Bring about significance changes in students behaviour

c) Show the relationship of subject matter to the needs and interest of pupils with a consequent heightening of motivation for learning.

d) Bring freshness and variety to the learning experience

e) It make learning meaningful over a wide range of student abilities

f) Encourage meaningful use of subject matter by allowing for imaginative involvement and active participation.

g) Provide needed feedback that will help the pupil to discover how well he has learned

h) Furnish the rich experiences from which meaningful will be develop

i) When the range of student experience in a process that will foster – non verbalistic learning and the making of accurate generalizations.

j) Assure the order and clarity of thought that the student will need if he is to form conceptual structures and establish meaningful systems of ideas.

According to Lelrcher et al (1995), television viewing in the school and home is particularly significant because these are the two main agents of socialization and education of the individuals. Filep et al (1990), claimed that television had been the most studied because it requires the largest investment than any of the other media, and also it came into a wider use as a time when media was being supported by generous grants for educational purposes or otherwise.

Research on programmed in instructional materials also was generously supported in the late 1950's both because it was recognized as a new process among the old ones and because the fund for advancement of education and the United State Office of Education had resources with which to contact from such research National Council for Education

Technology (1998) also claimed that film had long been a popular subject for research because of its promise for use towards increasing pupils performance and because investigations found it easy and repeated or reviewed when necessary. Radio though came to take advantage of Federal support for media Research Educators showed surprisingly little interest in it would contribute to their classes. Textbooks, slides, pictures and even the projector are also good instructional materials for teaching and learning of social studies. To potress the points being conveyed in this section, a detailed examination or specific instructional materials used in Junior secondary schools social studies classroom will be examined.

(i) **The use of Radio**

A number of studies have been made on instructional radio and result showed that it is an effective media for imparting knowledge to the students. According to Wittish (1991), educational radio provides listening, participation, effective mean of presenting music for its studies appreciation, team teaching, increasing pupils' performance, demonstration, and enlisting the participation of the teacher. Custantine (1992) studying the teaching of social studies by radio in an elementary school showed, that students performed very well on the average 14 months, in one school year on standardized test of study skills. And at present, Kaduna North secondary Education Board (1993), is organizing some programme on social studies. English, science, and mathematics on the state radio in form of quiz with the primary school pupils.

(ii) **The use of Film**

It is generally assumed by educational technologists that what can be said about learning from film is much the same as what can be said about television. As a result,

many experiments on instructional television, have actually used a film for projection through the television as experimental comparism with direct teaching-learning has about the same result as television and classroom experiments. The main differences between television and film relate chiefly to different ways of delivering the two media. The fact is that television can be presented life. If desired and the greater amount of control that a teacher has over the use of film when he/she shows it in classroom.

According to Custen (1990), the significance of film does not lie in their message or meaning above. For ordinary members either "the market place of social discourse" through film he has seen. Wittish (1991) showed that "Harvey which" social studies films to teachers in 83 high schools. The result was that teachers as well as students gained a significant amount of additional information about social studies from film shown to the students. Instructional film does not only increase pupils' performance in social studies but also it increase factual learning. Wittish and Farkes (1990) supporting the assertion that instructional film increase pupils performance, quoted a verbation comment by a pupil:

> *Sound movies made it easier for me to understand about things. They don't use such big words as the geography books does seeing the film gave me now and different ideas. I learned from films how countries really look, how people look, I got a better ideas of what part of the world the country was. I never know some people lived when I read on books and don't know what kind of clothes they wear or how they looked, it's fun and interesting because it tells what books don't tell. It makes it move plain to me. I can really see things. (P. 108).*

That films increase factual learning is supported by a study which Schramm and others in Nebrasila carried out in Nebraska. In that study the measured, the result of using sound motion pictures film, with high school storage in 28 Nebraska communities. The findings indicated that majority gain among the students who used films, particularly in

general science, biology, social studies and world geography. Witty (1987), Fizwaler (1991) establish the factors that, the regular use of teaching film produces in pupils the desire, interest and readiness not just for mere reading, but for comprehensive reading.

(iii) **The use of Television**

Some studies have been done on television as an effective instructional media. According to Brown et al (1985:190) research indicated that, students remember only 10 percent of what they read, about 20 percent of what they learn and 50 percent of what they hear and see. Television was recognized as a vital medium for education, information and socialization. In reviewing studies to compare television instruction with classroom instruction of Kaduna North L.G.A, Stickeill (1990), showed that the more carefully such comparison were designed and controlled the more likely they showed no significance difference in learning from the source. This agree with the study of Chu and Schramm (1992:78) of 421 television classroom comparison of which 308 showed no significant difference, 63 comment in favour of television and 52 in favour of classroom teaching.

Conton and Pain (1996), claimed that the advantage of television viewing have long been the subject of educational research. Results from such research showed that television ha some value as the film. In addition it has the power to bring into the classroom many important events at exactly the moment that are taking place. It should be noted that there were some indications that showed that television had advantage over social studies classroom instructions.

Wittish and Shullar (1990) in the magazine for managers of change in education. January to February, (1997) pointed out that:

"It was recognized that there is no magic in television. It is now widely recognized that the effectiveness of educational television depends on excellence of planning, producing, use of audio-visual media and systematic classroom utilization (p. 75).

Writing about the attitude of teachers toward television programmes, Wittish and Schullar (1990) continued "The classroom to welcome this kind of television production as a means of bringing understandable new experience into classroom. Following their use, the classroom teachers continue as the one responsible for guiding and inspiring the inventive creativity of those pupils who can respond in such way". However, the effect of instructional television in teaching and learning will depend on the type quality of television instruction.

(iv) **The use of Textbook**

According to Bedly (1990) and Dubin (1994), research has showed that a large proportion of instructional materials found in most schools are printed materials. The reason is not that they are considered to be the most effective, but they are the most accessible and easy to use. The textbook's is the one required that is used by the entire class in studying a particular subject. This does not imply that all learning activist should be geared towards teaching the contents of the book, or that it should form the sole basis for organizing the day to day teaching. Instead, it should be regarded only as one of the several useful materials that will aid as in making our lessons more exciting and more interesting. However, printed materials includes magazines and journals.

(v) **The use of three dimensional materials (objects, models and specimens)**

A number of research has been conducted on the effect of three dimensional materials by Brown et al (1985:168) defined three dimensional materials that is: objects; these are real things, a table, pencil, jets, cooking utensils are some of the examples of

objects. Specimen could also be a part of a object such as wing of a butterfly, the head of a grasshopper, the back of a tree and others.

According to brown et al (1985) since objects and specimens are real things they provide direct first hand experiences which are necessary for concept formation. Pupils can, see, touch, smell, or even taste them hence giving them a richer and more meaningful understanding of the things learned. However, if the real thing is not available, or two large to take to the class, or too small for the naked eye to see, or too dangerous for the students to manipulate, the use of models is very advantageous.

(vi) **The use of Chalkboard**

This is another important type of instructional materials. The commonest and most readily available form is the chalkboard. The term chalkboard is now used instead of the conventional term blackboard since chalkboard now come in different colours. The most popular colour but now the most common in Nigeria is green because it is easier in the eyes and it makes the room look more cheerful. In addition, green makes a pleasant contracts with white and yellow chalks which are the most commonly available types.

The chalkboard is a versatile device, it's use can be adopted to any kind of subjects and to various types of situations. No special talent is necessary to be able to use it, because the chalkboard is so common, teachers tend to forget to make maximum use of it and yet, when it is not there, they find it difficult to teach. It is unfortunate that very little instructional is being given to teachers during their pre-service education on the proper utilization of the chalkboard. Like other instructional materials, effective use of the chalkboard. Like other instructional materials, effective use of the chalkboard lies in the professional and skillful handling by the teacher.

(vii) **The use of Tape Recorder**

Some researches work been done on tape recorder and it's agreed by educational technologists that tape recorder increase pupils performance. Tape recorders can be used to individualize instruction. This is especially useful for slow learners, because they can be listening to tape on their own without holding back the rest of the class. They can also be used to record the news on television or radio, as well as other contemporary sounds like the noise of machines in a factory, the noise of animals in a farm, the huming of the bees, and other similar sounds for future instructional purposes.

Tape recorder is an important instructional material in teaching and learning purposes. Elliant (1992), compared the use of tape recorder with television in social studies lesson in private secondary school. The result revealed that lower I. Q. students gained relatively more from tape recorder.

(viii) **The use of Diagram**

Results of some studies conducted by john et al (1994) showed that instructional diagrams as an effective instructional media increases pupils performance. Furthermore they observe that research work on the ability of children to read diagrammatic material in most cases the findings showed that diagrams and similar materials of an abstract character require careful foundation work before they could be used efficiently with class of pupils. Other appropriate audio-visual materials should be used with diagrams to make them more understandable, such as pictures, slides, film strips and motion pictures, all have their basic function as the clarification of significant concepts. While each audio-visual media has certain unique advantages in specific instances, the co-ordained use of several types of instructional materials yields best result in most teaching and learning situation. This is

particularly pertinent in the use of diagrammatic materials because of their relatively high level of abstraction.

(ix) **The use of Posters**

A poster is a visual combination of bold design, colour message which is intended to catch and hold the attention of the passer-by or students long enough to impact a significant idea in his or her mind (Wittish and Schullar 1990), from their definition, the following characteristics of poster may be identified:

(a) They have the power to convey message very quickly

(b) They use very brief captions often using strong moving
and sometimes shocking language

(c) They attract attention.

Posters are very useful in school campaign and they could be made by students themselves or teachers or otherside. Haivill (1992) quoted a social studies specialist thus:

"Pupils made poster to represent the functions of social studies concepts and measure the effectiveness of teaching and learning. Their presentation is more apt to result in personnel and social growth of students they display of posters secure from travel or advertising agencies".

(x) **The use of Graphs**

Graph is an important instructional aid's in teaching and learning situation. Graphs are visual representation of data involving numbers. There are different types of graphs depending on the nature of instruction intends to impact to students. However, circle graphs are the most accurately read of all common graphs when use to compare parts of a whole.

(xi) **The use of Mock-up**

A mock-up is generally an operating model of something, usually fill scale, that students can work on or with. Mock-ups may or may not be similar in appearance to the real thing. In some mock-ups, some parts may be purposely left out in order to facus attention on others.

Trylor (1993), in the United States reviewed Airfare students on-training materials. Inexpensive photo mock-ups in a plane in many respects was as effective as flight simulator. There was however, no appreciable difference in supplementary learning efforts of cut away, mock-ups, transparencies and manual illustrations, although cost of providing them are difficult considerably.

(xii) **The use of Maps and Globes**

According research conducted by Fitzwater (1991) and also showed that maps and Globes are universally accepted as significant, materials in teaching and learning of social studies, history, geography, mathematics, science and even languages. Their values lies in their ability to give an almost accurate visual representation of the earth's surface, which makes the study of large and remote areas in a more accurate and meaningful way possible.

Maps are visual scaled representations on a flat surface of the land and water masses of the earth or some portion of it. Although maps are not generally as accurate as globes, they are useful for detailed study and viewing the earth at one time. They also enable students to understand, compare and contrast political units, land masses and water bodies, as well as furnishing information about area directions, sizes shapes distances.

Globes are spherical representations of the earth surface. They are more accurate than maps because they represent the true shape of the earth, moreover, they show correct

distances and directions ad well as exact locations and areas true to scale of my point. In addition, Globes can (as maps cannot) be very useful in developing such concepts as the shapes of the earth and the relationship with other heavily bodies, longitudes and latitudes, time relation and distance and comparative sizes of nation and continents.

Appropriate maps and globes for teaching and learning in the lower classes should be map, large and colored just with other types of graphic materials, students should understand first the symbols used before they could road maps and globes intelligently.

(xiii) **The use of Transparencies**

The extent and the depth of research carried out by Chance (1990), has showed that transparencies increases pupils performance. Chance, studies effect on adding 2000 transparencies to college classes in engineering descriptive geometry, in the university of taxes. Result showed that section that saw transparencies aid significantly better on trail examination (0.05) reported overwhelming preference for sing transparencies and average 15 minutes time per class period.

(xiv) **The use of projected instructional materials (slides, filmstrips, over head-projector and opaque projectors)**

Some researches on the above mentioned instructional materials have been conducted by John et al (1992) and results showed that they increase performance in social studies classroom and general instructions. Furthermore they stated that projected still pictures have same advantage as the non-projected ones. However, they have added advantage of compelling attention because of the light caused by projected pictures in a darkened room. They make it possible for large groups out study individual pictures for as long as necessary. Thus, the teacher is saved the trouble of having to hand round a small, pictures from students to examine.

Although in some ways, projected still pictures are more advantageous than the non-projected one, they are more expensive and more difficult to use. They also requires electricity which is not always available in most rural schools. Even in places where electricity is available, the power supply is often unpredictable or irregular, the power supply is often unpredictable or irregular. In addition, very few schools have the facilities for darkening classroom for projection.

(a) **A Filmstrip**

This is a strip of 35mm film which carries a series of transparent positive still pictures usually carried frames. Typically, it contains from twenty to fifty frames of either black and white or coloured picture.

(b) **A Slide**

Is a signal picture on transparent film mounted for use in a slide projector. The most common commercially prepared slides for use in classroom are 5cm x 5cm in size, in black and white or colour.

(c) **The Opaque Projector**

It does not need pictures in transparencies for projector. It can project non transparent materials such as instruction from books, photo-graphs and other printed materials on to screen without the processes necessary for the transparencies of the filmstrips or slide projectors. Although this projector is less expensive because the materials for projections need no special preparation, it may present more problems because of needs to work in a completely darkened room.

(d) **The Overhead Projector**

It works in a similar manner to the opaque projector. However, instead of using materials directly from books and magazine, it requires the materials to be transferred to a transpiration sheet or cellophane or recreate. In addition, the overhead projector throws the image over the shoulder or over the head of the person manipulating it, so that it projected on the screen behind her. The advantage of overhead projector over opaque projector is that it can be used in a lightened room. The teacher can also face the class and talk to the students/pupils as he/she refers to the materials on the screen to illustrate his/her points.

(xv) **Non-projected Instructional Materials (still pictures)**

The non-projected pictures are most widely used and most readily available. They are easy to prepare and cost little. This is why teachers as well as those who are still in training are well advise to collect and preserve pictures for future use, because they are so plentiful, teacher fail to think of them as instructional aids, they fail to realize the values that can be derived from them if they are put to proper use.

The above discussed types of instructional materials were not the only instructional materials used in social studies classroom. There are varieties of instructional materials that can be applicable in teaching and learning of social studies depending on the content's intend to teach.

However the effect of instructional material may differ from another instructional material. A good combination of various instructional materials in teaching and learning of social studies increases pupils performance. And as Wittish (1990) pointed out that:

> *"The teaching and learning tasks to which various, combinations of instructional materials are limited, the teacher himself may present a sequence of learning situation through a planned combination of material or be may use*

> *them to substitute for film as information given, while he attends to other professional matters. He may provide extra tutoring for these pupils who need it by planning individuals instructional programmes which employ combinations or media or encourage gifted pupils to learn on their own through similar planned programmes.*

Spector et al (1993), carried out studies on radio, broadcast, a combination of audio-visual media and a combination of radio and other audio-visual materials compared in effect to persuade village mountains in Encador about innovation. The result showed that radio was the most effective in persuading people,where as film and other audio-visual materials were better in conveying information. A recent study by Gropper (1992), used the programmed instruction over to study the leaning as social studies concepts are principles on the basis of either visual (pictorial) of virtual (print) presentation alone. Grooper found that when a totally visual (pictorial) presentation of the concept to be learnt preceded a verbal (print) presentation of the same concepts, the learning time than the verbal presentation preceded the visual one. The above views expressed the importance of the teacher in not only guiding students, but also in knowing and selecting the adequate combination of instructional materials which will be used in teaching and learning any specific topic in any discipline.

2.4 Principles Necessary in Selection of Instructional Materials

a) The need of the class should determine the type of instructional material to be used
b) That, materials are most effective when they are closely correlated with the course of study
c) The age and experience of the students should be considered in selecting instructional materials

d) Instructional materials should be previewed by the teacher if and how they can be used in the class room.

e) Continuous evaluation of instructional materials by those who use them is desirable

f) Instructional materials should be adequate in content and acceptable in quality production

2.5 Availability of Instructional Materials in Schools

Odeh (1970) in recent times, researches have revealed that the availability of instructional materials varies from one school to another. Instructional materials in schools are sometimes valuable and therefore must be provided for effective teaching and learning. Abimboluetal (1982) in their study of "the use of Audio Visuals Aids" reported that most of the essential audio visual aids particularly with regards to teaching social studies methods were not available in schools". Odeh (1978), further mentioned that 'the suggestion offered by the respondents showed that a variety of more audio visual materials were still desired by various teachers. It is obviously clear from the foregoing that social studies subjects have not been adequately taught as Ofodile (1985) in his study of "the problems facing teaching and learning of shorthand" discovered that all the three institutions lack enough and adequate instructional materials.

BamideleEtal (1987), in their study found out that most of the essential audio visuals aids particularly with regards to teaching of distributive subjects were inadequately provided for by the schools. Adole (1991) further stated that centres were established without clearly defined objectives. They were poorly equipped, staffed and mentioned for effective teaching and learning to supports, schools broadcasting and audio visuals aids

services were established, equipped with radio and television set projection equipment, tape recorder etc.

Bobinh (1978) studied the availability and use of audiovisual aid in teaching English in post-primary institutions in Zaria. This research revealed that 61.5 percent of teachers used only textbooks and chalkboard in teaching. The available audiovisual aids were not used to the maximum, and only 15.4 percent of the teachers made word cards and flash cards jointly with their students. Harcelroad (1991), disclosed that, the availability of instructional materials vary from institutions to institutions. According to him many classrooms do not have all the facilities and equipments need for teaching and learning. In some schools, some of the available facilities were far below the required standard. He however, confirmed that some inventive teachers derived ways of using the audio-visual materials despite their unfavorable condition, and added that environment favourable so that learning can be created in almost all classrooms.

In a survey audio-visual materials in the Junior secondary schools of Kaduna North L.G.A, conducted by Kaduna North L.G.A secondary. It was revealed that 580 secondary schools had bulletin board in their classroom, but they were not fully utilized. Slides, tape recorders, film strips and motion pictures projectors were available in some schools, but not in others. Some globes, maps, charts and models were available but not fully utilized. In some junior secondary schools, some equipments and materials were locked up in the store and not used, while in others they were occasionally used in teaching and learning of social studies.

It was also discovered that most schools had radio, but pupils do not listen to educational programmes and there were no provision for that in the school time-table.

Harcelroad (1991), expressing concerned over the non-use of audio-visual materials by the teaching profession, commented:

> *Despite a considerable history of research and development. The never devices of communication have not been completely accepted by the teaching profession, this has been particularly and in such social institutions as churches and welfare groups have shown great surprise in developing film communication acceptance and use of film by teachers have fallen far short of the obvious possibilities.*

Harcelroad attributed that slow acceptance of audio-visual materials by most teachers is the fact that, "the average teacher is still ill prepared to use them and average school is still poor equipped for them". Oliagba (1985) in the 1983 convocation of the pastoral council Arch diocese of Kaduna complained that the shortage of supporting materials namely teaching aids in schools is a very crucial problem. Therefore to expect better results in social studies in any examination, adequate facilities must be provided for both teachers and students even in social studies. Akolo (1976) referred to (1995) Igungu who ranked non-availability of teaching aids as one of the factors which contributed to poor teaching by teachers, and to the mass failures in the West African Certificate Examinations. He further discovered 20% of teachers used flash cards while 60% had no access to any teaching aids.

Harceldoad (1959) postulated that many classrooms do not have the essential facilities and equipment needed for teaching. It was also revealed that in some schools the available facilities were far below the required standard. He went further to confirm that some resource teachers devised ways of using the audiovisual aid despite the unfavourable condition. He nonetheless maintains that the innovative teacher can create a favourable learning condition in every classroom.

Akolo (1976) pointed out that, at times, teachers are not aware of the resource materials that are available in their institutions. Oke (1980) seemed to share the same view with Akolo, from the findings of a survey done in Kaduna North L.G.A post-primary schools in 1976 by the institute of Education A.B.U., Zaria. The survey revealed that only a few colleges had flannel boards. Most schools had bulletin boards in their classroom but were not fully utilized. Some teachers appeared not to have noticed the existence of such materials. Digga (1987) had a contrary view to both Akolo and Oke here. He argued that some of the few instructional materials in existence (not necessarily the bulletin boards) were found to be irrelevant by the teachers to their lessons, and too few to be managed in the classroom. This resulted in a total neglect, not because teachers were not aware of their existence.

2.6 Usefulness of Instructional Materials

It should be noted that the extent and depth of research carried out on any specific instructional materials depend on the amount of importance attached to it. Blending of different instructional materials enables the teacher transmit and the learner assimilate effectively as a result of growth in technology and knowledge explosion contended that to make learning meaningful, a professional teacher should “guide and direct learning activities based on his knowledge of how best the students may best achieve the goals expected by society selecting those activities and teaching materials best suited to the specific purpose to each day’s work”. They further viewed that teachers are concerned about the availability of appropriate instructional materials because they know how much tools influence teaching and quality of learning in the class room.

Agun (1976) in his study of "importance of Audio visual instructional materials stated that a teacher can use teaching aids in various ways to make his instructional effort more effective and thus more productive in terms of student learning and growth. He can for instance use them to arrest and sustain attention, to help him present facts and information, teach concept and principles, guide thinking and induce transfer of learning.

Gilbert etal (1951) also maintained that the mental images which are created by pictorial stimuli and models are easy to recall because of the intense interest at the time of perception and thus asserted that "every teacher is to enrich and to vividly use the curriculum". He is constantly aware of the importance of new innovation such as chats or films that can be use simultaneously by the whole class.

The Chinese proverb says that:

I hear, I forget

I see, I remember

I do, I understand.

Reasonably show how putting into practice what is learnt becomes permanent.

Watteretal (1979) gave a list and steps to be taken when using an instructional materials.

a) Identify the kind of learner you will be dealing with, their problems and their needs.
b) State what is to be taught, what the central objectives of instructions is, what supporting or enabling objective are?
c) Identify the kind of responses you expect from the learners after their interaction with learning materials

d) Select specific media to give your students the learning experience they need.

e) Select and decide how you will employ the most appropriate strategies for using learning media

f) Evaluate the effectiveness of the media and instructional strategies you have used by comparing your students responses outline earlier.

g) Revise, where revision is indicated.

Instructional materials may equally be used to extend the capabilities of the teachers because the proper use can improve auditory visual simulation and assist the learner far beyond the capability of a single teacher. Osuala (1995) stated "it not only help to motivate and develop interest to bring an enhanced respect for the teachers knowledge of the subject matter" Oke (1980) pointed out in Schram's (1970) claim that television had been the most studied instructional materials. This is because it requires the largest investment of any of the viewers' media and also because T.V. widely came into use at a time when media was being supported by generous grants from title VIL of the Denfence Act. Schram (1977) argued that radio came so early to take advantage of Federal support for instructional research, and educators showed surprisingly little interest on the aid it would give to their classes. Schram maintained that textbooks, slides, pictures and even the projectors were taken for granted. According to him, this was because textbooks had become a classroom article whereas educators were not greatly worried about investment in few slides and in other instructional materials.

Ash and Carlson (1961), in a text conducted on military subjects, revealed that exposure to films doubled learning. Wise (1961) also revealed that the learning scores of an experimental group exposed to films were higher than those of a control group with a

radio when motion pictures were used as a supplement to high school course in American History for one and for the others. According to Wittich (1959), 'Harvey Whites' physics films was shown to students in 83 high schools and the result was that both students and teachers as well gained a significant amount of additional knowledge about physics from been shown to their students. In addition to the above, Wittich and Fowlkers (1946) asserted that instructional films increased students' interest. They argued that sound movies made it easier for students to understand things, because they do. Fowlkers maintained that film do not only give students new and different ideas but also provide better pictures and understanding of how other people and countries look like, than just reading about them in books. This is because the films tell what books cannot tell. They make things clearer to the students as they watch the films.

In reality instructional film or audiovisual materials do not only increase the students interests in reading but also factual learning. Balogun (1981) postulated that a piece of instructional materials which a teacher uses physically extends his ability to communicate. This is so because the teacher has to use his ability through the material in order to get his message across.

2.7 Intrinsic and Extrinsic Value of Instructional Materials

The emphasis placed on the importance and need of instructional materials in teaching and learning of social studies by educators, psychologists and field teachers has been established by researchers. It has been proved that instructional materials can be used effectively not only to increase pupils performance in social studies and other subjects areas but also in informal and non-formal education such as in health education for masses, open education, agricultural instructions to farmers, public enlightenment, industrial and

military training to mention but a few. Several studies on the effect of audio-visual materials are reviewed by Wenat and Butts, (1992). The audio-visual materials under investigation are motion pictures, filmstrips, slide and transparencies, pictorials, recording and radio, and three dimension materials. Studies concerning interaction between learners and materials are also reviewed. It is pointed out that some researchers suspect that learners characteristics are related to the effect of the materials themselves or the manner in which audio-visual materials are used.

Hawkridge (1992) and Packman (1990), had conducted many researches on instructional television programmed instruction and films. The finding emphasized the value of these materials and equipment towards pupils performance. According to Adole (1997) researches that have been conduct into the mechanism of learning have revealed that any instructional process which evolves the involvement of as many of human sensory organs tends to quicken and facilitates processes of learning. According to Gagne (1994), audio-visual materials are highly effective ways of presenting stimulus situation to the learner. He maintained that this approach provides the external prompting needed to learn and in some instances, they are effective in communicating to the learner the kind of terminal performance expected from him. Gagne argued that, the oral communication thus provided is capable of directing the students activities, describing the performance to be learned, guiding thinking process and providing feedback with such a combination of talents. Therefore, the audio-visual aids are effective instruments for teaching-learning of social studies. Marry (1990) has earlier directed an effective section to research on "value and utilization" of audio-visual materials.

In his own views, Adeyemo (1993) stipulated that, audio-visual aids present character to educational materials as are not available in social studies classroom. He maintain that such audio technological visual are over-head projector, slides, films, video cassettes, radio, television and others make subject matter real and understandable. In any case, this is an effective approach for increasing pupils performance. The equipment are however too expensive that it is difficult to effect their usage in a wider circulation, that is in some of the cities and rural schools. The approach however, is highly commendable as it is an effective means of instructing the youth.

According to researchers such as Hasa (1990), James (1991), Dele (1992) audio-visual materials, will supply concrete base for conceptual thinking, have high degree of interest for students, make learning more permanent, offer a reality of experiences which stimulates self activity on the part of pupils, develop a continuity of thought, contribute a growth of meaning and provide experiences not easily obtained through other materials. Also they contribute efficiency and good performance, depth and variety of learning. James (1990) pointed out that instructural films were the first of the instructional materials to offer audio-visual experience to classroom and increase pupils performance. Television, when it become available prove to deliver comparable audio-visual experience to many classroom simultaneously with ease that films could not match. According to him, instructional Television could not only transport a gifted teacher more elaborate instructional materials than any classroom teacher could possibly have had.

Austin, (1996), confirmed it that, film talk undoubtedly serves other purposes as well, it is a way for people to integrate socially their communicative needs both as individuals and member of a group. Deperts, (1980) and super (1992), stated that several

writers have pointed out that computers as instructional materials are potentially very powerful teaching tools. National council for Education Technology (1997) confirmed that research conducted on computer for both Teachers and Students has led to a considerable increase in students performance and use of various content free applications y both groups. Instructional materials are used in raising the quality of social studies instruction. Supporting this view, James (1990) wrote:

> *The developing countries in particular have Seen the "newer media" as a way to raise the quality of Social studies instruction rather than it could be Raised by increasing and up-grading the teacher's corps to supplement even good, with learning attend the reach of education to areas where schools and teachers are not otherwise available (p. 86-87).*

The international year book of education and instructional Technology revised (1992) discussed, extensively, the different uses of instructional materials in many developed and third world countries. However, the economy of a country will help to determine the types of instructional materials to be used for transforming the education of that country. Thus, Thailand decides to use low cost radio to equalize some of the opportunities between the metropolitan and some towns and village schools. Columbia also decides to teach functional literacy to its people by means of radio broadcast and by special newspapers to supply in her villages to groups of people.

Burkina-Faso and Niger republic decided to combine radio and slides in teaching agriculture, and health to their people. Right now Thalland, Burkina-faso, and Niger use television for teaching and learning purpose.

It is interesting to note that in Nigeria, radio, television, films, and slides are used not only in teaching and learning of social studies but also in other subjects matters areas. Instructional materials can greatly increase pupils' performance in social studies, Dele

(1990) confirmed this assertion thus; "Students' performance in social studies can be greatly improved by the use of audio-visual materials before they can move the learning experience memoreable, when used intelligently, they can promote the most effective kid of learning in adult as well as in children".

A range of vicarious experience is provided by audio-visual materials. Most students can learning about New York or Abuja through the film or by seeing them in the map without traveling to any of the places. Furthermore, Dele (1994) supported this view that: "A school will be an interesting place if it proves to be a place where students have interesting experiences where they see, hear, touch, taste plain, make, do, and try".

When school provides many of these experiences, it will promote effective learning and carry on the kind of education that will foster permanent learning. There is therefore the need for instructional materials to be available in social studies classroom's in the secondary schools of Kaduna North L.G.A, so that students could interact with them. They should know how to handle any materials and operate any equipments of concept to be fully internalized by them. Erickson et al, (1992) stressed that reading about and memorizing a series of conditions or a list of course may not be rich enough in meaning, but pupils need actual and realistic, although frequently vicarious experiences to build in-sight that will serve as a basic for forming new relationships from unfamiliar verbal materials. They contended that motion pictures, Television and carefully prepared slides tape sequences would be particularly valuable. They therefore suggested that such real experience be utilized in many teaching and learning situations because they assist the teacher in over-coming the physical difficulties of presenting the subject matter. Erickson

therefore stressed strongly that there is need for teachers to turn to additional resources such as television, films, diagrams, charts, globes and maps to slides, transparencies, models and real thing. This is to enhance clearity of communication and to increase performance and speed of comprehension.

Audio-visual materials as technology of education is capable of providing a conceptual framework which allows for planning and organizing learning resources, with a view to realizing specific operationally defined objectives or performance level. This view is supported by Davies (1972), when he said that audio-visual materials can be best viewed as a well disciplined and systematic approach to education and training characterized by explicitness. To facilitate better judgement therefore, the teacher must develop professional attitude towards the selection and intelligent application of instructional materials. The teacher being the "principal actor" must have to select the most appropriate materials and media for his/her instructional activities and decides exactly what equipment and materials to be used in social studies instruction.

2.8 Problem of using Instructional Materials in Social Studies Classroom

Instructional materials pose some problem in social studies institution and others. These problems of instructional materials occur depending on the types and nature used in social studies classroom. Some of the social studies teachers in classroom are untrained teachers, they usually face problems of selecting and using the most appropriate instructional materials for teaching and learning which increase students performance in social studies. In addition to these instructional materials like films, transparencies, slide, computers, libraries and a like require a competent and skillful teacher to use them interchangeably for social studies instructions, because these devices can pose problems it

used to unqualified teachers in social studies classroom. Most secondary schools in Kaduna North L.G.A cannot afford the cost of maintain and replacing damage items and these are problems to the practicing social studies teachers in the use of instructional materials. Absence of social studies studio where most of the instructional materials can be kept in the schools often create friction in using instructional materials in social studies institutions. Absence of electricity hinders acquisition and use of power driven instructional materials. Finance is another possible factor that causes problems to the teachers in using instructional materials in social studies classroom. It is a fact, because not every government can afford to boy all the relevant materials for teaching and learning of social studies. There are financial constraints that hinder the supply of adequate instructional materials in social studies classroom.

Curriculum reform also posed some problem in using instructional materials in social studies induction. This is true because whenever there is a change of curriculum, automatically there is every tendency for the teachers to face some problems in using the old type of materials for the newly developed curriculum, because the new materials for the new curriculum, may not yet to be available in the schools.

2.9 Instructional Materials and Students Academic-Performance

Research have shown that the performance of students is dependent on several factors but that instructional materials rank higher. It is a well known fact that when students fail their examinations people blame them for not being serious, whereas in reality students are often made scape-goats. This is so because recent research findings reveal many factors which affect performances of students failure in their examinations.

Oke (1980) stated that teachers have been regrettably identified as the chief contributors to the poor performance of students in the examinations. The research also showed that lack of use or inefficient use of instructional materials came first among these factors which deter the educational progress of most students in our schools. Oliagba (1985) stated that the research he carried out in three schools in Kaduna Local Government Area of Kaduna State showed that the results of the students performance in social studies. West African Examination Council were poor. One of the factors for the poor performance was attributed to the teachers. According to him, some teachers were not professionally trained teachers, and they did not use instructional materials in teaching social studies. He also maintained that, the teachers were also not enough for the schools. 87% of the students sampled in FadanKaje indicated that the school did not provide teaching aids for them or for the teachers. 71 out of hundred students sampled in Zonkwa indicated that teachers used only the text books to teach them. Few students out of 96 in Kaduna also indicated that the school did not provide teaching aids for them. Social studies in Kaduna North secondary school cannot be exception among many other objects.

Akolo (1976) argued that only 10% of those who go to secondary school to learn are successful in the West African Examinations. He asserted that most teachers do not use teaching aids in their lessons generally. Ji (1978) contented in the research he carried out that in Gboko Benue State 89% of the students confirmed their teachers' non-use of any audio-visual materials in teaching English, Literature or mathematics, same is feasible in social studies in Kaduna North L.G.A.

According to Oladunni (1989), the research she conducted in some secondary schools in Benue State revealed that from 1983 to 1989, four (4) schools recorded poor

performances blamed the social studies teachers for the poor performance. It was claimed that they never use teaching aids in their lessons but always carry just a copy of text book to the class. All the principals in the schools studied blamed the students for lack of seriousness in studying the subject. One of the principals blamed the students for not following the instruction of W.A.E.C. which made them unable to answer the required number of questions in the examinations. Ogunbi (1989) asserted that in Educational technology the word 'teacher' may refer to men, women or machine. He went further to state that it is necessary for the teachers to examine some characteristic of the subject in order to appreciate the instructional process which would best enhance its teaching. Same is needed by social studies teachers in junior secondary school in Kaduna North L.G.A.

Ogunbi continued by arguing that Social Studies is a subject which discusses dimensions of Knowledge in a human being which is invisible and the consequences of encounter with him cannot be empirically tested, or subjected to laboratory scientific analyses. It is an abstract subject matter. He, however, contended that though it is an abstract subject, themes on, power and authority can be effectively taught from things which we see and touch; therefore teachers should use instructional materials in presenting their lessons. Social studies as a subject shares the same characteristics as many other subjects and as such requires various teaching materials for proper explanation to ensure proper learning. Highlighting this Bamidele (1987) reported that "proper use of audio visual materials during the lesson helped to sustained students' interest and therefore stimulated learning".

Adole (1991) further stated that:-

a) They offer experience giving the learner basis for thinking and understanding

b) They supply concrete basis for conceptual thinking and hence reduce meaningless Reponses of students

c) They over come limitation of time, space, size, helping us to understand things that are too small for ancient to show too fast.

d) They can provide the members of the groups a joint common experience

e) They bridge language barriers and difficulties

f) They simplify and emphasis and help clarify difficulties

Osuala (1995) supported these further by stating that "it aid retention and have opportunity to gain through mastery". Also in stressing the relationship between instructional materials and students education advancement Abimboluetal (1982) in their study reported that "evidence was shown by both teachers and students that proper application of audio visuals aids could in a particular less on".

2.10 Instructional Materials and Teachers Performance

Instructional materials are very important tools but many social studies teachers rely on textbooks which usually does not include all the skills. For instance, in democracy and democratic values. From the above submission, social studies teacher using instructional materials will bring about information, relief from bore. Some, paper checking afford time for in class counseling.

Adole (1991) gave a hint as instructional materials:-

a) Help to teach more up to 35% more in a given length of time.

b) They reinforce other teaching method/materials.

c) They improve the efficiency of other methods and the effectiveness of teaching process.

He further gave some conditions for their use among which are:

a) Knowledge of the subject matter
b) An appropriate place or setting is required for example noise free dark, adequately ventilated.
c) There should be local production, centres for students to generate ideas.
d) Regularly used materials should become part of the classroom.

Research and careful observation had that student have different learning styles; some students learn by reading, others by listening and most by reading and listening. Books and other visuals are needed for reading. Audio – equipment is needed to develop listening skill. A combination of sight and sound materials with reading and listening.

It has been proved that students can learn complex ideas more easily if they are given the opportunity to participate in the learning process and further more students comprehend complex ideas if they are made meaningful to them. This knowledge on how students learn stress the importance of understanding through self-discovery through the use of various instruction materials provided for teaching and learning purposes. Institution of learning should recognize these important roles that instructional materials play and therefore makes them abundant in schools. A successful and dynamic social studies teacher is always seeking for ways to make instruction more meaningful.

Robert (1979) however emphasized that a teacher should note that instructional materials are not primarily aimed at replacing the teacher but to give him and students the necessary tools that will add new dimension to learning. From the literature review, it has been established that adequate supply and utilization of instructional materials will greatly enhance proper teaching and learning of social studies. Instructional materials like the

television, bulletin boards, display cases, projectors models, and demonstrations field trips e.t.c when adequately used make learning more meaningful.

2.11 Review of Related Empirical Studies:

Otor, Ogbeba, and Ityo (2015) study the "Influence of Improvised teaching Instructional Materials on Chemistry Students' Performance in Senior Secondary Schools in Vandeikya Local Government Area of Benue State, Nigeria". The purpose of the study was to the use of improvised instructional materials on the performance of chemistry students Two research questions guided the study and two hypotheses were raised and tested at 0.05 significant level. The study adopted descriptive survey research design. A sample of 150 senior secondary school chemistry students was used in the study determine through simple random sampling procedure. Data used for the study was collected through researcher-made questionnaire. Mean and standard deviation statistics were used in answering the research questions while Analysis of Variance (ANOVA) was used in testing the hypotheses. The study found that Students taught using improvised instructional materials outperformed their counterparts taught with conventional lecture method. The study recommended among others that teaching of chemistry using improvised instructional materials should be encouraged since it facilitates the learning of this subject. The study by Otor, Ogbeba, and Ityo (2015) is similar to the present study thus: both studies focus on effect of instructional material on academic performance and both studies was guided by two research questions and two hypotheses were raised And tested. The areas of difference are, while Otor, Ogbeba, and Ityo (2015) adopts descriptive research design the present study adopts quasi-experimental design; data in the above study were obtained through questionnaire while in the present study it was obtained through test items; the above study used ANOVA while this study used t-test.

Nwike and Onyejegbu (2013) conducted a study on the "Effects of Use of Instructional Materials on Students Cognitive Achievement in Agricultural Science". The purpose of study was to find out the effects of use of instructional material on students cognitive achievement in agricultural science in secondary schools of Orumba South Local Government Area. Two research questions guided the study and one hypothesis was raised and tested at 0.05 significant level. The study adopted Quasi-experimental design. The target population of the study was Junior Secondary School II students. A sample of 256 students drawn through simple random sample technique was used in the study. Date for the study was obtained through administration of achievement test items. The data collected in the study was analysed using mean, standard deviation and z-test statistics. The findings of the study revealed that students taught with instructional materials performed better than those taught without instructional materials. The study recommended that instructional materials be used in teaching in secondary schools because it has positive impact on student's performance.

Olayinka (2016) conducted a study on "Effects of Instructional Materials on Secondary Schools Students' Academic Achievement in Social Studies in Ekiti State, Nigeria" The aim of this paper is to highlight the contribution of instructional materials to the academic achievement of secondary school students in Social Studies in Ekiti State. The population for the study comprised of all Junior Secondary School Class II students from among which 180 were sample. A multiple-choice self- designed Social Studies Achievement Test (SSAT) was used to collect data for the study. The study generated four hypotheses that were tested at the significance level of 0.05. ANOVA and ANCOVA statistical tools were used to analyse the data collected. The study found that there was a

significant difference in the pre-test and post-test of students in the experimental group. The study also found that gender effect was not statistically significant in social studies. The study concluded that students who were taught with instructional materials performed better than those taught without. The study therefore recommended that teachers of Social Studies should employ the use of essential instructional materials for their teaching and also improvise where and when the materials are not available. The study by Olayinka (2016) is similar to the present study thus: both studies focus on effect of instructional material on academic performance and both studies adopt quasi-experimental design. The areas of difference are, while Olayinka (2016) used ANOVA and ANCOVA to analysed data while this study used t-test; while in the above study JSS two students were used, but in the present study JSS three students were used; the above study was conducted in Ekiti state while the present study was conducted in Kaduna state.

Nsa, Ikot and Udo (2013) conducted a study determine the "effects of instructional material utilization on the performance of Junior High School students in Practical Agriculture in Ikot Abasi Local Government Area". The study used a quasi-experimental design with a pre/post-test non-randomized control group arrangement. A sample of 200 students was used for the study. Four objectives guided the study and four null hypotheses were formulated and tested at 0.05 level of significance. A test item titled Students' achievement test in Practical Agriculture (SATPA) was used to gather data for the study. Data for the study were analysed by t-test and Analysis of covariance (ANCOVA). The findings of the research shows that there was a significant difference between the performance of students taught with instructional chart and those without and there was significant difference between the performance of students taught with instructional

pictures and those taught without it among other findings. Based on the findings, it was recommended that teachers should use instructional materials in teaching practical agriculture where practical demonstration is not visible in order to enhance effective teaching and learning among other recommendations. The study by Nsa et al (2013) is similar to the present study thus: both studies focus on effect of instructional material on academic performance and both studies adopt quasi-experimental design; both studies use t-test to analysed data. The areas of difference are, while Nsa et al (2013) ANCOVA to analysed data while this study used t-test; while in the above students in practical agriculture were used, but in the present study students Social Studies were used; the above study was conducted in Ikot Abasi local government area state while the present study was conducted in Kaduna state.

Summary

In this chapter a review of literature related to the study has been done. Different kinds of instructional materials were considered along-side the value attached to them.

Different kinds of finding in relation to instructional materials were also examined and it is agreed that instructional materials are capable of increasing pupils' performance in social studies at all levels of educational attainments; it is for this therefore, that, for the best of a teacher to come out in classroom, he needs to be equipped with adequate teaching materials. As social studies emphasizes learning by doing, materials should be provided, because there are no materials to be used in teaching, there is the possibility for the teacher not been able to achieve his specific objective.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The objective of this chapter is to describe the method and procedure necessary for conducting this study. The procedures includes the design of the research, population of the study, sample and sampling procedure, instrumentation, validity and reliability of instruments and statistical analysis.

3.2 Research Design

The research design used in this study was Quasi-experimental design. In this design the researcher used experimental and control groups to determine the effects of instructional materials on the performance JSS III Social Studies students in secondary school. Symbolically this design can be represented as shown below.

Pre-test Post-test Control Group Design

G1. 1 - - - - - - - - → 0_1 ———— X ———— 0_2

G2. 2 - - - - - - - - → 0_1 ———————————— 0_2

G1.1 = JSS III Group 1 Pre-test and post-test (Experimental)

G1.2 = JSS III. Group 2.Pre-test and post-test (Control)

3.3 Population of the Study

Best and Khan (1989:11) define population as any group of individuals that have one or more characteristic common that are of interest to the researcher, it was all the individuals of a particular type of more restricted part of that group. The population for this study consisted of all the junior secondary school students in Kaduna North and South L.G.A.

consisting of 600 students. The population distribution of the study was shown in Table 3.1.

Table 1: Population Distribution of Respondents per School

S/N	Name of school	Population
1	Command Boarding Secondary School, Kakuri, kaduna South.	150
2	Command Day Secondary School, Ribadu Cantonment, Kaduna	150
3	Government Day Secondary School, Kakuri Kaduna.	150
4	Government Secondary school, Angwan Shanu	150
	Total	**600**

Source: Ministry of Education Kaduna State 2009

3.4 Sample and Sampling Procedure

A sample is a small proportion of a population selected for observational analysis". Best and Khan (1986:11). Also technically, a sample is a subset of the population. This implies that the observations in the sample are taken from the set of observations that make up the population. The selection of 234 pupils was based on the recommendation of Krejcie and Morgan (1970) table of determining sample size. There were JSS III classes with a population of 234 students in the two local government areas. The population comprised boys and girls. Students within each school were selected by sample random method. The simple random method employed was the common hat-drawn method, whereby names of all individuals were written on slips of papers. These slips were put inside a container for through shuffling, they were drawn one by one until the number of students required in each school was obtained. This technique was used to select the number of students required in this study as shown in the Table 3.2.

Table 2 Sample and Distribution of Respondents per School

S/N	Name of school	Sample
1	Command Boarding Secondary School, Kakuri, kaduna South.	58
2	Command Day Secondary School, Ribadu Cantonment, Kaduna	59
3	Government Day Secondary School, Kakuri Kaduna.	58
4	Government Secondary school, Angwan Shanu	59
	Total	234

Source: Ministry of Education Kaduna State 2009

3.5 Instrumentation

The main instrument which was used in this study was a standardized objective test items. In using the said instrument, some difficult concepts were taught from National Curriculum Module (1985) for JSS III in social studies. While teaching the difficult concepts the following instructional materials were used:

(i) A chart;

(ii) Pictures

(iii) Real things e.g table, chair, fan, etc

(iv) Flash card

The above mentioned instructional materials were recommended by the National Curriculum (1985) for secondary two and three students in social studies to teach the difficult concepts. There were 50 multiple choice items prepared for both pre-test and post-test. The instrument was divided into sections A-E. Sections B-E each had 10 multiple choice items administered at pre-test and post-test. Each of the concepts was taught for a week and the instruction lasted for 5 weeks.

3.5.1 Validity and Reliability of Instrument

In order to ensure both face validity and content/construct validity of the instruments, the test used for this research was developed under the supervision and

guidance of the researcher's supervisors and a statistician. Their guidance and constructive contribution to the test items in the test helped to achieve face validity. For content/construct validity, specialist in the area of Social Studies vetted the entire test items prepared for use in the study.

For further reliability and validity of the instrument, a pilot study was carried out by the researcher. The co-efficient of reliability and validity for the internal consistencies were obtained using the split-half (odd-even) method and the Spearman Brown Formula. In this method the sum of the odd and even scores were calculated using the Pearson product moment correlation. The product moment correlation co-efficient thus obtained was then adjusted to give the reliability co-efficient using Spearman Brown Formula as shown below:-

$$\text{Reliability} = \frac{2r^1}{1+r^1}$$

The value of the product moment correlation was 0.444. Thus giving a reliability co-efficient of 0.615, this value shows that the instruments is reliable thus making it a standard instrument.

3.6 Data Collection Procedure

The objective items for pre-test and post-test were administered to two hundred and thirty-four (234) JSS III students selected randomly from four (4) different schools in the two local government areas involved in the study. The researcher went to the schools and administered the test with the helped of a research assistant.All the 234 answer sheets were returned which gave 100% returned answer sheets.

3.7 Statistical Analysis Procedure

In processing the data especially when such a large number are requires the use of computer as suggested by a number of scholars. For instance, Karlinger (1973:703) pointed out that the use of computer makes it possible to analyzed large quantities of data quickly and efficiently. However, after computing the data the researcher carefully scrutinized the output in order to ascertain the correctness of data.

In this analysis of data, paired sample t-test statistics was employed. The main purpose of the t-test was especially found appropriate in order to determine significant difference between two mean scores on the groups. Each hypothesis was tested at 0.05level of significance using SPSS.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.1 Introduction

In this chapter, the researcher presented and analyzed data obtained from this investigation. The chapter covers the results and discussion based on the 234 sample used in the study. Data analysis was based on the scored received from sample in the study. The two null hypotheses were tested using t-test statistical method. The null hypotheses were tested at $p \leq 0.05$ level of significance. Tables were also used for the presentation of information derived from the analysis.

Answering the research questions

Research question 1: What is the difference in the mean pre-test and post-test performance scores of JSS III students when taught Social Studies concepts with the use of instructional materials?

To answer this research question, the mean academic performance score and the standard deviation of respondents based on their hawking time were computed. Table 4 presents the results

Table 3 Means and Standard Deviations on pre-test and post-test scores for NCE III taught with instructional materials

Scores	N	Mean	SD	SE	Mean difference
Pre-test	234	21.317	6.184	0.671	-29.0359
Post test	234	50.3529	9.686	1.051	

Source: The Statistical Package for the Social Sciences

Table 3 showed that there was a difference in the mean performance scores in pre-test (21.317) and post-test (50.3529) of JSS III students taught Social Studies with instructional materials. That is the students' performance scores of post-test were better than the pre-test scores with a difference of-29.0359.

Research question 2: What is the difference in the mean pre-test and post-test performance scores of JSS III students when taught Social Studies concepts without the use of instructional materials?

To answer this research question, the mean academic performance score and the standard deviation of respondents based on their hawking time were computed. Table 4 presents the results

Table 4 Means and Standard Deviations on pre-test and post-test scores for NCE III taught without instructional material

Scores	N	Mean	SD	SE	Mean difference
Pre test	234	17.9529	4.140	0.449	
					-17.2706
Post test	234	35.2235	7.965	0.364	

Source: The Statistical Package for the Social Sciences

Results in Table 4 showed that there was a difference in the mean pre-test (17.9529) and post-test (32.2235) performance scores of JSS III students taught Social Studies without instructional materials. That is the students' performance scores in the post-test were better than the pre-test scores with a difference of -17.2706.

Results of Null Hypotheses

Null Hypothesis 1: There is no significant difference in the mean pre-test and post-test performance scores of JSS III students when taught Social Studies concepts with the use of instructional materials.

To test this hypothesis, the paired samples t-test was used. The results of which were presented on Table 5.

Table 5 Paired sample t-test on pre-test and post-test scores for NCE III taught with instructional materials

Score	N	Mean	SD	SE	t-value	df	P
Pre-test	234	21.317	6.184	0.671			
					23.29	233	0.000
Post test	234	50.3529	9.686	1.051			

Source: The Statistical Package for the Social Sciences

A look at Table 5 showed that there was a difference in the mean pre-test (21.317) and post-test (50.3529)performance scores of JSS III students taught Social Studies with instructional materials. This is evidenced in t(233)=23.29, p=.001 which is found to be significant at 0.05 level of tolerance. The finding of this study suggests that difference exists between the pre-test and post-test scores of the respondents. That is the performance of post-test was better than the pre-test scores; with a difference of-29.0359. Therefore, the hypothesis which states that there is no significant difference between the mean pre-test and post-test performance scores of JSS III students when taught social studies concepts with the use of instructional materials was rejected.

Null Hypothesis 2: There is no significant difference in the mean pre-test and post-test performance scores of JSS III students when taught Social Studies concepts without the use of instructional materials.

To test this hypothesis, paired samples t-test statistical method was employed. The results of which were presented in Table 6.

Table 6 paired samples t-test on pre-test and post-test scores for NCE III taught without instructional materials

Source: The Statistical Package for the Social Sciences

Score	N	Mean	SD	SE	t-value	Df	P
Pre test	234	17.9529	4.140	0.449			
					17.74	233	0.000
Post test	234	35.2235	7.965	0.364			

A look at Table 6 showed that there was a difference in the mean pre-test (17.9529) and post-test (32.2235)performance scores of JSS III students taught Social Studies without instructional materials. This is evidenced in t(233)=17.74, p=.001 which is found to be significant at 0.05 level of tolerance. The finding of this study suggests that difference exists between the pre-test and post-test scores performance of the respondents. That is the performance of post-test was better than the pre-test scores; with a difference of -17.2706. Therefore, the hypothesis which states that there is no significant difference between the mean pre-test and post-test performance scores of JSS III students when taught social studies concepts without the use of instructional materials was rejected.

4.3 Summary of Major Findings

Based on the data collected and analyzed, the findings that emerged from this study are summarized as follows:

i. Students in the experimental group had a higher achievement mean difference between pre-test and post-test scores;

ii. Students in the control group had a slight achievement mean difference between pre-test and post-test score;

iii. There was no statistically significant difference between pre-test and post-test achievement mean score of students in experimental group; and

iv. There was no statistically significant difference between pre-test and post-test achievement mean score of students in control group.

4.4 Discussion of Findings

The findings of research question one revealed that those students in the experimental group had higher achievement mean difference between pre-test and post-test scores. In the experimental group, the pre-test achievement mean score was 21.317 and post test achievement mean score was 50.352. The achievements mean difference between pre-test and post-test scores was 29.035. This indicates that there was higher achievements mean score gain when the students were exposed to instructional materials. This finding implies that when students are taught using instructional materials they perform better then when not used. This finding is surprising because instructional materials enhances teaching and learning and leads to better students' achievement (Nwike, & Onyejegbu, 2013). This finding collaborate prior study by Esu, Enukoha and Umoren (2004) found that teaching aids are indispensable to the effective teaching and learning activities and successful instructional delivery in schools and also, The findings is consistent with the opinion of Atanda and Jaiyeoba (2011) that availability and adequacy of instructional materials enhance effective learning and better performance of students . On the finding of

hypothesis one there was no statistically significant difference between pre-test and post-test achievement mean score of students in experimental group.

The findings of research question two shows that those students in the control group had slight achievement mean difference between pre-test and post-test scores. In the control group, the pre-test achievement mean score was 17.95 and post test achievement mean score was 35.22. The achievements mean difference between pre-test and post-test scores was 17.27. This indicates that the achievements mean score gain when the students were not exposed to instructional materials is slim. This finding implies that when students are taught without the use of instructional materials they tends to perform lower then when not used. This finding is inline with the opinion of scholars such as Nzeneri, (2005) and Mba, (2004) who state that inadequate use of instructional materials could be responsible for the poor academic achievement and high dropout rate among learners. On the finding of hypothesis one there was no statistically significant difference between pre-test and post-test achievement mean score of students in control group.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter dealt with the summary of the major findings of the study. It also puts forth the conclusions made and recommendations based on the findings of the study. It is the hope of the researcher that the recommendations made in this study will be implemented by those concerned with social studies education and other subjects areas in Kaduna North and South L.G.A in particular where this study is based and Nigeria in general.

5.2 Summary

This study is entitled: Effects of Instructional Materials on Performance of Social Studies Students in Junior Secondary Schools in Kaduna North and South L.G.A of Kaduna State. The study was guided two research questions and two hypotheses were formulated and tested at 0.05 significance level. Quasi-experimental research design was adopted in this study. The target population of the study was all the JSS three students in Kaduna North and South L.G.A in Kaduna state. A sample of 234 students was drawn from the population of 600 through simple random procedure. The selection of the sample was based on the recommendation of Krejcie and Morgan (1970) table of determining sample size. A test items was used to obtained data for the study. Data collected from the study were analyzed using frequency, simple percentage, mean, standard deviation, and t-test. The study that found difference exists between the pre-test and post-test scores of the

respondents in the experimental group which indicate that the performance of students improved when instructional material was introduced in the lesson.

5.3 Conclusion

Based on the findings of this study, the researcher drew the following conclusions;

1. It has been shown in this study that instructional materials have significant influence on the performance of the students in their academic work.
2. From the findings, it was established that lack of instructional materials and its usage in teaching and learning of social studies made students to perform poorly in their academic work.

Since it has been discovered from this findings that lack of instructional materials and its usage in teaching and learning of social studies is the major courses of the students poor performance in their academic work, so the State Ministry of Education, Education Board and the Local Government Education Authorities among other should consider the recommendations below, hence it is agreed that instructional materials plays a significant role in motivating the pupils to learn, interest them in the subject, yield better performance, made practicing teachers to have confidence in whatever concepts they wants to impact to the pupils, so the uses of such materials should be encouraged.

5.4 Recommendations

The findings of this study as enumerated above have made it necessary to make some recommendations of certain measures which will help in the supply, acquisition and enhancement of the effective use of these instructional materials in the secondary schools in Kaduna North and South L.G.A of Kaduna State and Nigeria in general.

1. Teachers/Students should improvise locally made instructional materials using resource from the school environment or raw materials from outside the school environment to be used in teaching of social studies.
2. The State Ministry of Education, Education Board and Local Education Authorities should employ competent teachers who can handle the subject very well, because most of the teachers teaching the subject are not qualified.
3. Parents should be encouraged to donate money through parent teachers association (PTA) for the provision of instructional materials for teaching and learning in the schools, government alone cannot shoulder all the responsibilities in the schools, there is need for the parents to help in running the schools. The money donated by the parents should be used for the purchasing of teaching aids.
4. The production of low cost instructional materials should be intensified by the board. The production of these materials can be of the Resource Centres, local raw materials can be effectively utilized in the production of the needed instructional media. This will reduce the cost of importing materials and equipment which have foreign background and may not serve the need of Nigerians. Any materials and equipment produced locally will be such that have the users needs as the focal point. Materials and equipments which could be used in the rural areas where there is no electricity would be produced locally at the resource centres, Thus, the constraints imposed by lack of electricity will be remove.
5. A miniature resource centre should be established in every secondary schools by the Ministry of Education and Local Education Authority, such a resource centre should serve the secondary schools in which it is established. Instructional

materials should be produced, stored, maintained and others should go there to loan any materials or equipments which they need in teaching and return such a materials or equipment immediately after use.

6. Parents should help in the repairs of the damaged instructional materials in the various secondary schools in the state.

7. The State Ministry of Education, Education Board should release fund to the various Zonal Education Offices and Local Education Authorities and the principals specifically for maintaining and repairing damaged equipments. This method will remove the protocol of applying, filling forms and awaiting for approval before money is released for the repair of every minor damage done to an equipment.

8. Seminars, conferences and workshops on the relevance, production and improvisation of instructional materials should be organised during vocations by the State Ministry of Education and Education Board. These should be organized on Zonal Levels and Local Government basis to attract so many teachers as possible, because some teachers cannot operate some of the available instructional materials while some teachers do not know the functions of some instructional media.

9. The available social studies text-books in use in secondary schools in the state were not recommended for teaching-learning by the Ministry of Education. So recommended text-books should be purchased and supply to the secondary schools.

5.5 Contribution to Knowledge

This study, contributes to knowledge and literature in the following ways:

1. The study found that the use of instructional material contribute to students academic performance. Based on this finding teachers are encourage to employ instructional material effectively during social studies instruction which will serve as a remedy to the risen problems of poor academic performance of students.
2. This study has contributed to body of literature in the area of instructional material and academic performance generally and with reference to Kaduna state in particular.

5.6 Suggestion for Further Study

This study was delimited to two LGA of Kaduna state. The findings might differ if all the senatorial zones and rural schools in the state were involved in the study. The researcher considers this as a limitation to the present study. The following is therefore, suggested for further study:

i. The study could be replicated to cover all the Senatorial zones in Kaduna state.
ii. The study on the assessment availability and suitability of instructional material in implementing social studies curriculum.
iii. Assessment of teachers competency in the use of multi-media instructional material in implementing social studies curriculum.

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APPENDIX I

TEST ITEMS

Instructions Time Allowed: 1hr

Name_____

School_____

Class_____

Date_____

Answer all questions, each questions carry equal marks circle the correct answer from the letters provided A to D on the questions paper,

Section A

Extended Family

Read the story carefully and then answer questions 1-10.

Usman Abubakar is married to lyabo John, Usman is a son to Abubakar, lyabo is wife to Usman. She is therefore known as Mrs. Usman.

Mrs. Usman has five children. They are Umar, Abbas, Usaini, Fatima and Abraham. Umar, Abas, and Abraham are men and Usaina, Patirua are women, Umar and Abbas are brothers to Fatima and Usaina, Fatinia and Usaina are sisters to Umar, Abbas and Abraham.

Abbas is married with six children and Usaina is also married with four children.

1. Who is a husband to lyabo John?
   (a) Abubakar
   (b) Usman
   (c) Usman Abdullahi
   (d) Usman Abubakar
2. Abubakar is a father to
   (a) Usaina
   (b) Umar
   (c) Usman
   (d) Abbas
3. lyabo is therefore known as
   (a) Mr. Usman
   (b) Mrs. Usman
   (c) Usman Mr.
   (d) Usman Mrs.
4. Mrs. Usman _____ children.
   (a) has five
   (b) has four
   (c) has three
   (d) has two.
5. Some of the Usman children are
   (a) Abbas, usman
   (b) Umar, Abubakar
   (c) Umar, Usaina
   (d) Usaina, Iyabo
6. Usaina and Fatima are sisters to
   (a) Umar, Abbas and Abubakar
   (b) Umar, Abbas and Usman
   (c) Umar, Abbas and Iyabo
   (d) Umar, Abbas and Abraham
7. Which among the following is a brother to Fatima and Usaina?

(a) Abbas

(b) Usman

(c) Abubakar

(d) Iyabo

8. Abbas is married with _____ children

(a) Four

(b) Five

(c) Six

(d) Three

9. Usaina is also

(a) Not married with four children

(b) Married with four children

(c) Married with four child

(d) Marry with four children

10. This story has taught us about

(a) Family

(b) Compound family

(c) Nuclear family

(d) Extended family.

Section B

Married Customs

11. Identify from the picture below which type of marriage is this?



(a) Married by native law and custom

(b) Marriage in the Church

(c) Marriage in the Mosque

(d) Marriage by Ordinance.

12. Identify from the picture below which type of marriage is this?

(a) Marriage by native law and customs

(b) Marriage in the Church

(c) Marriage in the Mosque

(d) Marriage by Ordinance.



13. Church marriage usually take place

(a) In the house

(b) In the school

(c) In the mosque

(d) In the church.



14. Identify the form of marriage from the picture below,

(a) Marriage by native law and customs

(b) Marriage by ordinance

(c) Marriage in the mosque

(d) Marriage in the Church.

15. Mosque/Islamic marriage usually take place

(a) In the Mosque

(b) In the Church

(c) In the School

(d) In the house

16. Identify the form of marriage from the picture below.



(a) Marriage by native law and custom

(b) Marriage by ordinance

(c) Marriage in the Mosque

(d) Marriage in the Church

17. The pictures above has taught us about

(a) Marriage

(b) Types of marriage

(c) Marriage customs

(d) All of the above

18. Marriage can only take place when

(a) Wife agree

(b) Husband agree

(c) Parents agree

(d) All of the above.

19. Marriage means

(a) Legal union of a man and woman as husband and wife.

(b) Illegal union of a man and woman as husband and wife.

(c) Union of a man and woman as husband and wife.

(d) None of the above.

20. In every marriage one of the following has to be paid before the marriage.

(a) bride prize

(b) bride rich

(c) bride rice

(d) bride price

Section C

Read the story carefully and then answer questions 21-30.

Business organizations are established to do business, either to sell some services to the people or to manufacture goods. Business organizations use resources in turn. The examples of business organization includes factory, bank etc.

Local Government

Local Governments provide services to the people. Some of such services includes, health and Education, they also facilities such as roads, motor parks, water, maternity centres, recreational parks etc.

21. Which of the following is the function of the business organization.

(a) To manufacture some goods

(b) Not to manufacture some goods

(c) All of the above

(d) None of the above.

22. Which of the following an organization needed for their business.

(a) Man

(b) Woman

(c) Resources

(d) Result

23. All are the examples of organization except

(a) Bank

(b) Factory

(c) School

(d) Bus

24. Business organizations are expected to get in turn.

(a) Resources

(b) More resources

(c) Less Resources

(d) No resources.

25. Business organizations are not established to do

(a) Resources

(b) Business

(c) All of the above

(d) None of the above.

26. What Local Government provides to the people?

(a) Sources

(b) Sells

(c) Services

(d) All of the above

27. Some of the services render to people are in the area of:

(a) Education and health

(b) Education and heat

(c) Health and roads

(d) Health and Motor parks

28. Which of the following is the facility provide by the Local Government.

(a) Farms

(b) Schools

(c) Motor parks

(d) All of the above.

29. Who is in charge of the Local Government Council

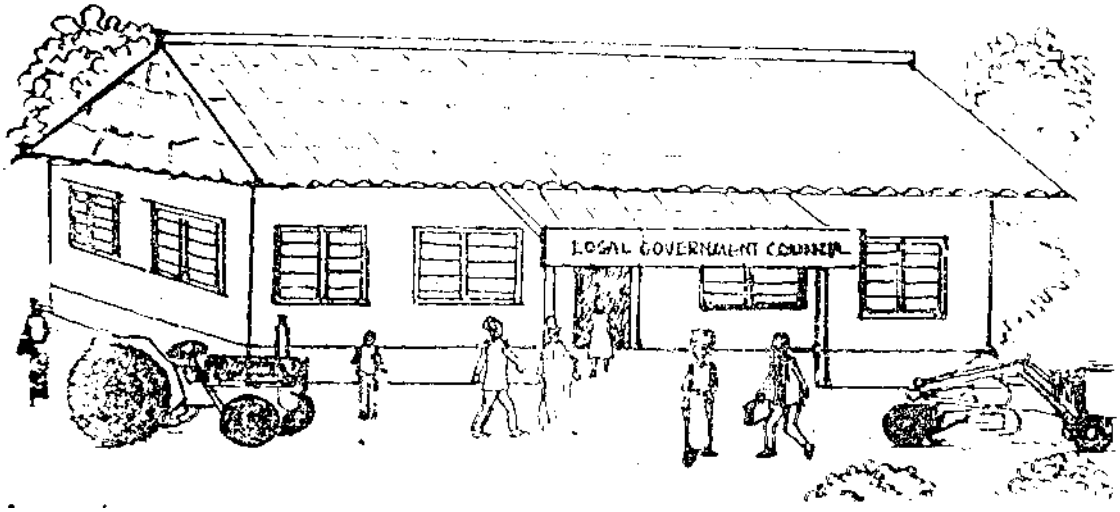
(a) The Chairman

(b) The Secretary

(c) The Councillor

(d) The Head of Personnel.

(a) A school



(b) A local Government Headquarters

(c) A factory

(d) A Bank

Section C

Read the short study and then answer the questions that follows:

People are human resources. They have different skills, and operate in many different ways. Some work for local government, some work for state government, some work for Federal government. Many more work for business

organization. Many work for themselves. People have different reasons for working, but the very common reason is to earn money.

A School:

A school an organization. It is a business organization where people buy and sell. It is a place where people are trained.

In a school, the head-boy is the head of the pupils. There are others, the prefects and the class captains and mistresses among the pupils.

The headmaster meets the class teachers regularly, to discuss the pupils work in class.

31. People can be refers to as
    - (a) Resources
    - (b) Human resources
    - (c) Mineral resources
    - (d) Materials resources

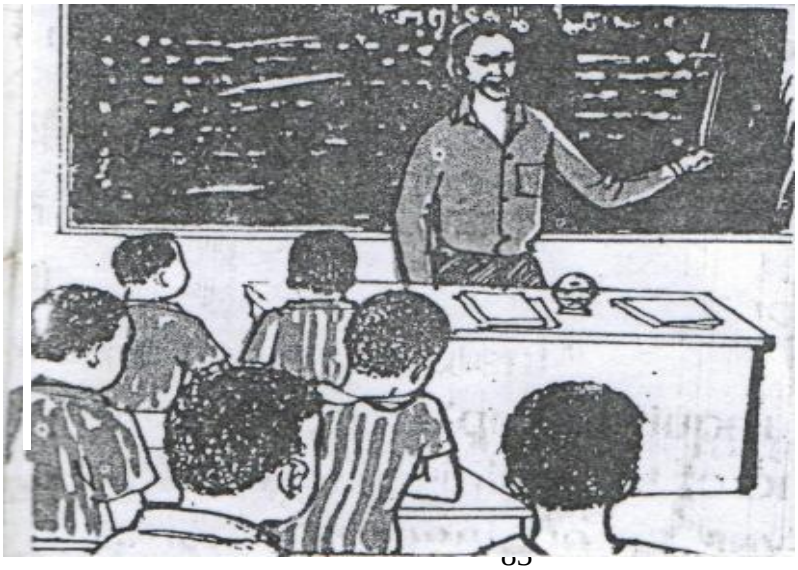
32. People have different
    - (a) Sells
    - (b) Scale
    - (c) Skin
    - (d) Skills

33. Many more people work for
    - (a) themselves
    - (b) them
    - (c) theirselves
    - (d) None of the above

34. The very common reason for people to work according to the passage is:
    - (a) To earn reward
    - (b) To earn morning
    - (c) To earn money
    - (d) None of the above.

35. Which among the following some people work for.
    (a) Local home
    (b) Local place
    (c) Local Governor
    (d) Local Government.
36. A school can also be refers to as
    (a) Factory
    (b) An organization
    (c) Not an organization
    (d) All of the above,
37. A school also is a place where people are
    (a) Trained
    (b) Not trained
    (c) Skills
    (d) Not skins,
38. Who is the head of the pupils in the school
    (a) Class captain
    (b) Prefects
    (c) Headboy
    (d) Mistress.
39. Who meets the class teacher regularly to discuss the pupils work in class.
    (a) Headboy
    (b) Head girl
    (c) Headmaster
    (d) All of the above

40. The picture below shows the



(a) Teacher and his pupils

(b) Teacher and his parents

(c) Teacher and his friends

(d) Teacher and his brothers,

Section E

Read the story arid then answer the questions that follows it in our homes we used many things to make us live comfortably. We cook with a cooker or stove or other good cooking gadgets to make work faster and better. All the things we use in the house are called gadgets. We the fridge to cool our drinks or the water we drink or some freshable goods e.g. tomatoes, banana, orange etc.

In the public places, there are many facilities, There are gadgets in public building or on the road e.g. Traffic light, Telephone booth, a public toiletetc,

41. What are the name given to the things we use at home according to story.

(a) Cooker

(b) Stove

(c) Fridge

(d) Gadgets

42. We use Cooker and Stove in our homes, just to make us;

(a) faster and bigger
(b) faster and better
(c) faster and bitter
(d) None of the above

43. What do we use to cool our drinks

(a) Fridge

(b) Flight

(c) Fan

(d) Air-condition.

44. Which of the following goods do we keep in the Fridge.

(a) Fish goods

(b) Bulky goods

(c) Freshable goods

(d) All of the above,

45. Some of the example of public gadgets is.

(a) Public toilet

(b) Stove

(c) Fan

(d) None of the above

46. Which among the gadgets below is the example of home gadgets

(a) Traffic light

(b) Telephone booth

(c) Cooker

d) All of the above

47. Identify the picture below;



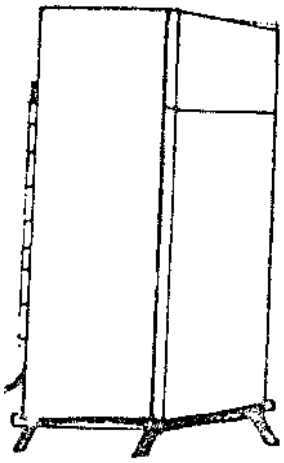
(a) Telephone booth

(b) Traffic light

(c) A public toilet

(d) A fridge

48. Identify the picture below



49. The picture below refer to



(a) Telephone booth
(b) Traffic light
(c) A public toilet.
(d) A fridge

50 A Traffic light is used for
(a) Controlling danger
(b) Controlling diseases
(c) Controlling accident
(d) All of the above.

APPENDIX II

Marking Scheme PRE-TEST

1.	D	26.	C
2.	C	27.	A
3.	B	28.	C
4.	A	29.	A
5.	C	30.	B
6.	D	31.	B
7.	A	32.	D
8.	C	33.	A
9.	B	34.	C
10.	D	35.	D
11.	A	36.	B
12.	B	37.	A
13.	D	38.	C
14.	D	39.	C
15.	A	40.	A
16.	B	41.	D
17.	B	42.	B
18.	C	43.	A
19.	A	44.	C
20.	D	45.	A
21.	A	46.	C
22.	C	47.	B
23.	D	48.	D
24.	B	49.	A
25.	A	50.	C

APPENDIX III

INSTRUCTION PLANN

Section A

The Topic of the Lessons "The Extended..... Family"

Teacher will define the term Extended Family to the pupils.

Extended Family are members of the family that are of immediate relations. In other words the term refers to the members of the immediate family.

Teacher will explain how extended family are with the help of short story, thus.

BasseyOkon is married to lyaboOjo, Bassey is husband to lyabo. lyabo is wife to Bassey. They are therefore known as and Mrs. Okon. Mr. and Mrs. Okon have two children, they are Ajayi and Fatima, Ajayi is a man and Fatima is a woman, Ajayi is a brother to Fatima, Fatima is a sister to Ajayi.

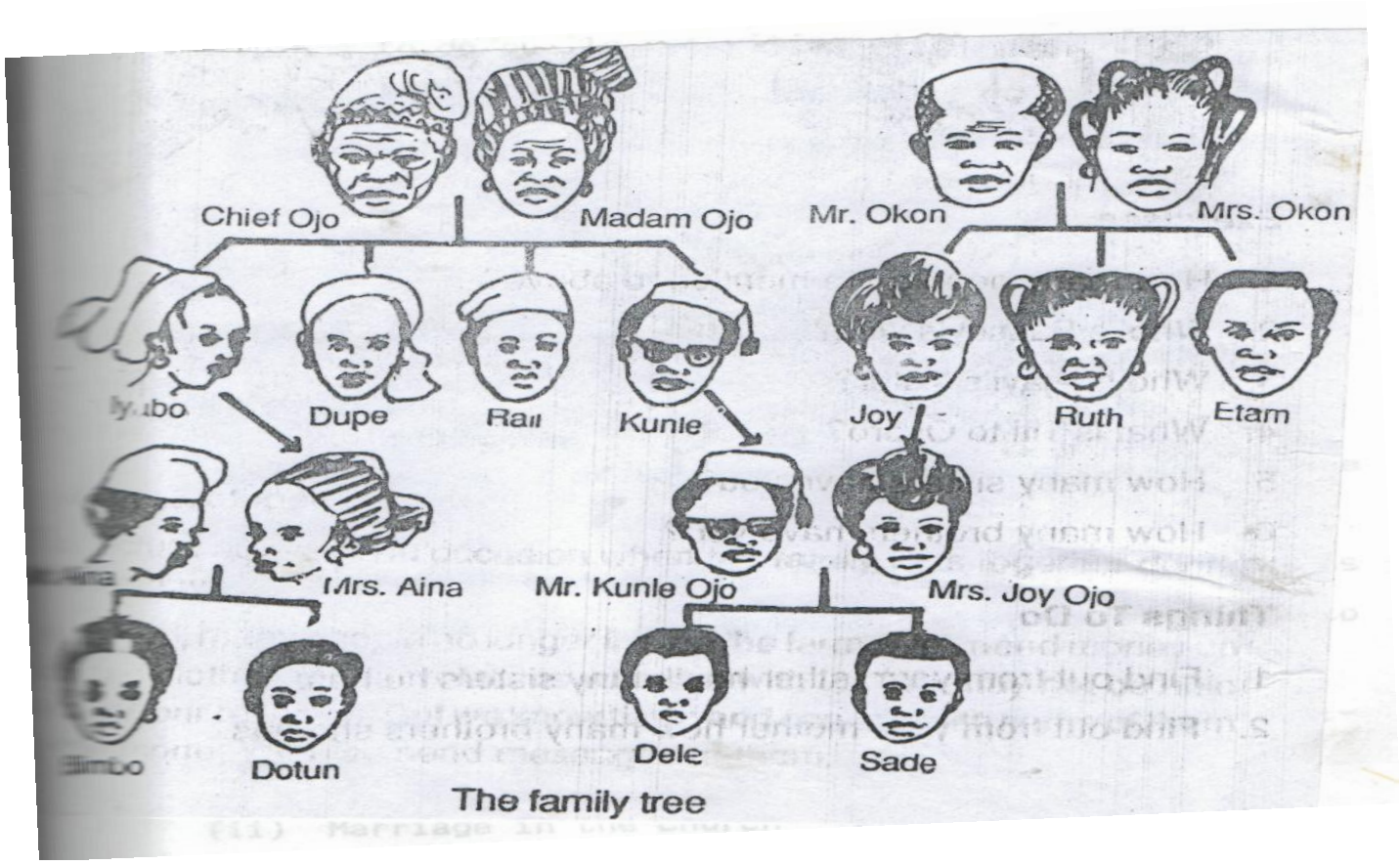
Ajayi is married. He has two children, they are TitiOkoro.

Fatima is also married. She has two children, y are Musa and Eno.

Teacher will demonstrate the story given to them above with some member of the class.

Teacher will show a chart showing family tree of grand parents, and an extended family etc.

Teacher will identify some members of the extended family from family tree above.



(i) Chief Ojo

(ii) Madam Ojo

(iii) Iyabo

(iv) Dupe

(v) Mrs. Aina

(vi) Bimbo

(vii) Dutun

Things to do/pupils activities at the end of the topic.

(1) Find out from your father how many sisters he has.

(2) Find out from your mother how many brothers she has

Section B

The Topic of the Lesson "Marriage Customs"

Module Six

The teacher will define the term marriage customs to the pupils;

Marriage customs Is a legal union of a man and woman as husband and wife in agreement with, accordance to customs.

Teacher will identify four main forms of marriage thus;-

(i) Marriage by native law and customs

(ii) Marriage in the church

(iii) Marriage in the Mosque/Islam marriage,

(iv) Marriage by ordinance,

Teacher will explains the difference between marriage in turns in their community and those of the neighbouring ones, the girls the instructional materials.

Marriage by Native law and Custom

In this form of marriage, bride price is paid before the marriage. We say prayers during the marriage ceremony. Many relatives of man and his wife are presents.

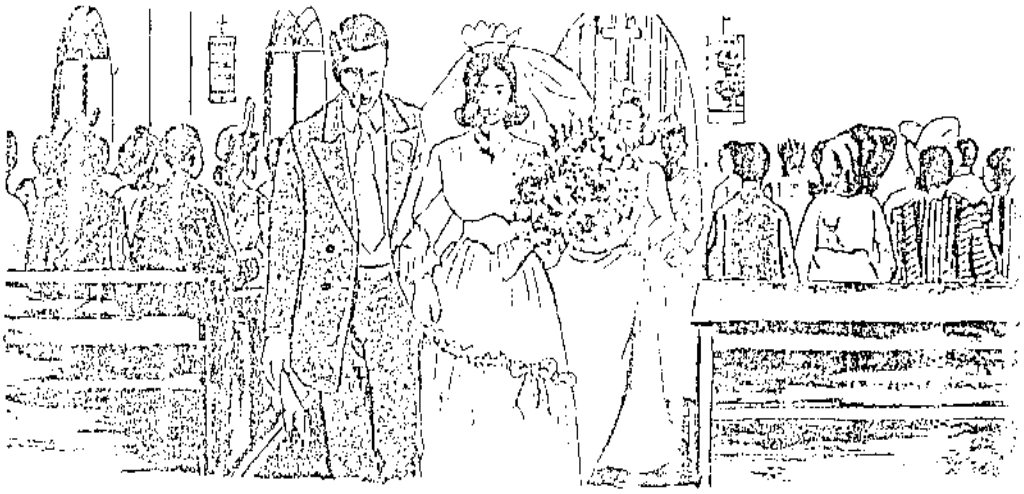
Marriage by native



laws and customs.

(ii) **Marriage in the Church**

Here, the man and woman are joined together as husband and wife by the Reverend Father or Pastor. Marriage in the Church



(iii) **Marriage in the Mosque/Islamic marriage**

The man and woman are joined together as husband and wife by the Imam.

Marriage in the Mosque



(iv) Marriage by Ordinance

The man and woman are joined together as husband and wife by the registrar of marriage. This is also, usually done during, or as part of Christian or Muslim marriage ceremony.

In the past, parents choosen a wife or husband for their child. Nowadays, many young men and women choosen whom they want to marry and the marriage takes place when the parents agree.

Marriage by Ordinance

Teacher will identify similarities of marriage to the pupils thus.-



(i) Both the types of marriages are being joined together as husband and wife by Imam or Reverend Father.

(ii) In all forms ceremonies take place during the marriage.

(iii) In all types of marriages bride price are paid to the parents of a girl/woman or to the wife.

Teacher will explain the need to respect customary law relating to marriage,

(a) Customary has to be respected in the community because is part of norm and aspiration of the people.

(b) Customary has to be respected in the community because

It is a tradition, and tradition is part of culture and culture is a way of life.

(c) Customary has to be respected because it governed the community and shows the line of direction in whatever the people are doing.

Things to do/pupils activities at the end of first lesson.

(a) Pupils should find out the gift given to the family of a girl, Who is to be married in your area. By the end of the lesson second lesson.

(b) Pupils should find out in which place do different types of marriage ceremonies takes place.

(c) Find out the marriage customs of different people that live in your area. How are they different from yours.

Section C

The Topic of the lesson resource development (how organizations and local government increase their capital) module eighteen

Teacher will explain what business organization mean, business organization are formed to do business, either to manufacture some goods and sell, or to sell some services to the people e.g services to public needs.

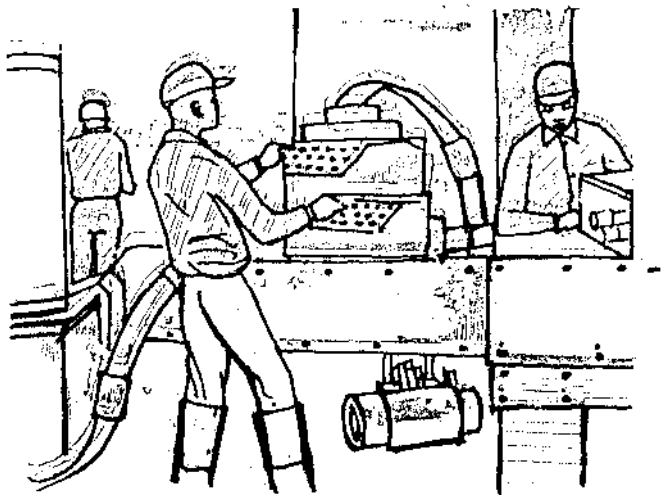
Teacher will explain how organizations use money to make more money thus:-

Business organizations use resource to do their business and yet in more resources in turn. The organizations get their capital resources or money from their owner of banks. They turn the money into goods which they sell, to bring in more money and make profits. But this, money available to them is multiplied.

Picture of some business organization e.g a bank manager, a factory with workers as a teaching aid.



A Bank Manager



A Factory with workers

Teacher will explain how local governments provide services to the community unity, thus.

Our Local Governments provide services to the community. Some of such services are in the area of education and health. They also provide facilities such as reads, motor parks, water, maternity centres, recreational parks etc.

Teacher will explain how local government get money thus; Our Local Government get money from the Federal Government and the State Governments including the money they make from the services they render.

Teacher will also explain how local government use money get more money, thus;

Local Governments uses money to render services to the community i.e. provision of some facilities such as constructions of market stalls and rent them out to traders, constructions of motor parks and collect fees from drivers, some local government councils build houses with people rent. They money charged people is called rent. When the money comes into the purse of the Council, it becomes revenue. Teacher will tell stories to explain the concept. Teacher will draw a local government headquarter on the cardboard paper as teaching aids and present during the lesson.

Thing to do/pupils activities.

(1) Prepare to go on an execution trip to visit Local Government Office and find out how it obtains money.

Section D

The Topic of the Lesson "Human Resources Management" Module Nineteen

Teacher will define what "Human resource development" means.

Human resource development refers to people who have skills and operate in different ways, e.g. Doctors, teachers, nurses, drivers, tailors etc.

Teacher will define what human resource management is:

Human resource management refers to people working under a certain organizations discharging their duties under management. In other words the term refers to the utilization man power under the directives of management e.g. company, banks, school authority etc.

Teacher will state how organizations reward their personnel;

Organizations reward their personnels in some of the following ways.

(1) They earn wages and salaries

(2) They are being send to school for further training

(3) They also earn some special benefits e.g. bonus, prize, promotion etc.

Teacher will explain why organizations spend money and I time to develop their personnel.

Organization spend money and time to train their workers



A farmer on a farm



A doctor and a nurse attending to a patient



A teacher in a classroom



A doctor attending to a patient



A Radio man repairing a Radio set

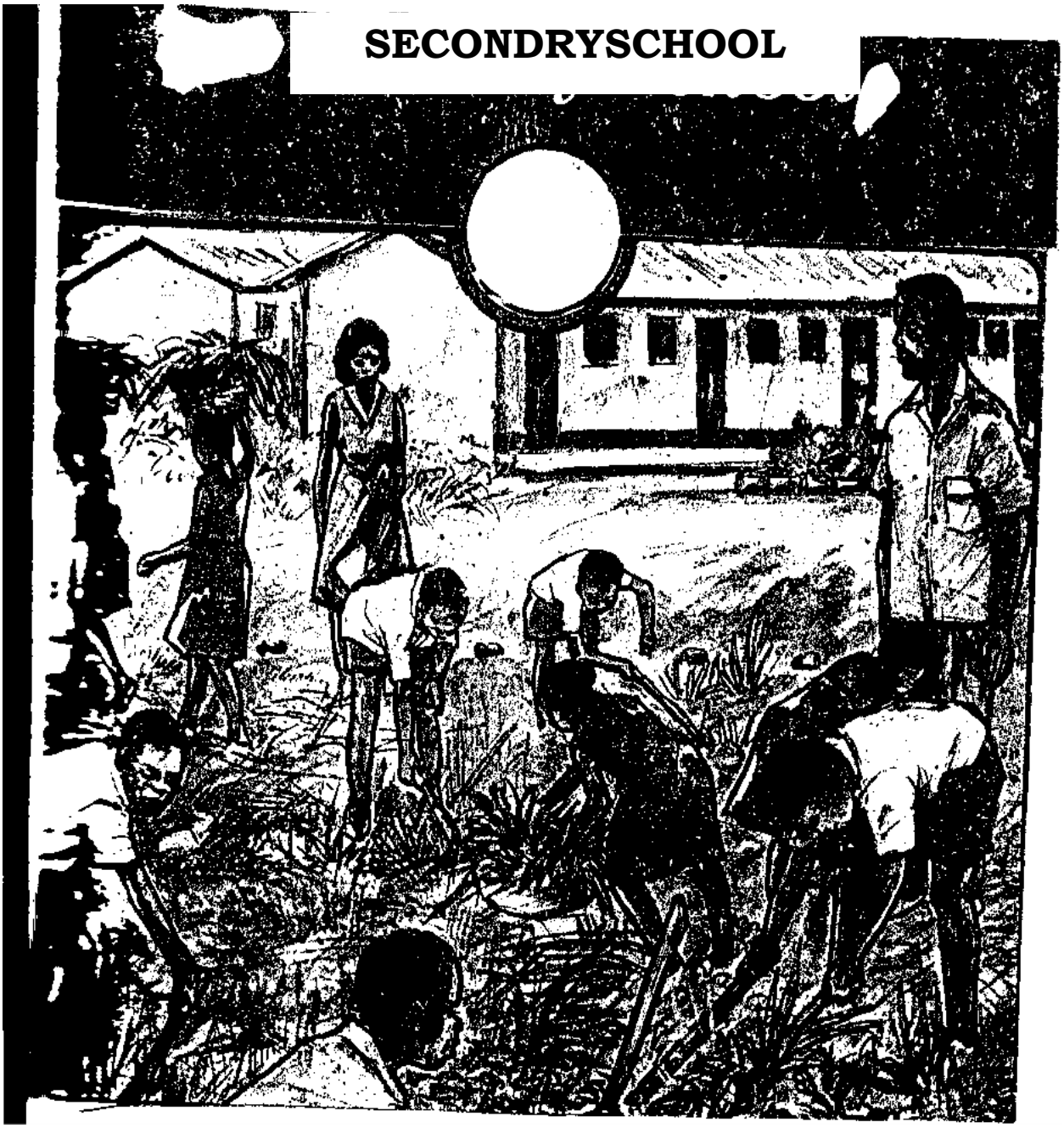
A School

Teacher will describe human resource management in the school.

A school is an organization. It is not a business organization where people buy and sell. It is a place where people are trained.

In a school, the headmaster or headmistress is the head the place. They are also called headteachers. There are others, the assistant headteacher and teaching. There are school prefects and class captains and mistresses among the pupils.

The pupils must obey the school officers and show discipline. They must to obey the school rules and face their schools. The pupils will learn, take examination and take their continuous assessment, report book home to their parents. The parents will know what the pupils are doing in school.



Things to do/pupils activities

(1) List out five organization

(2) Name all the teachers in your school.

Section E

The Topic of The lesson "Gadgets used at Home and. In Public Pl Ace" Module Twenty-One

Teacher will say what "gadgets" mean; Gadgets are all the things we use in the house and in public places to make us live corn for table.

Teacher will use flashcard to flash the names of some jets used at home and later, most them on the board, e.g

1.	Cooker	6.	Table
2.	Stove	7.	Chair
3.	Refrigerator	8.	Air-condition
4.	Television	9.	Fan
5.	Radio	10.	Electronic-Iron

In addition to flashcard, Teacher will use some real things in teaching the above items e.g. table, chair, Electric-Iron, m, Radio, stove.

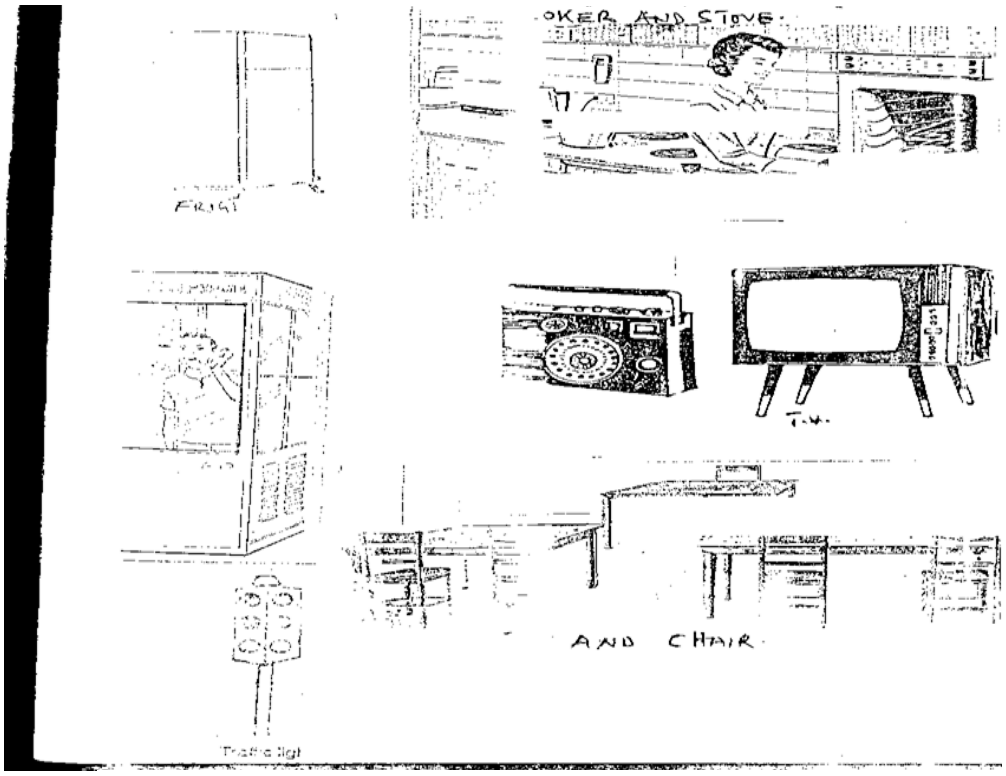
Teacher will also identify and list some gadgets used in public places;

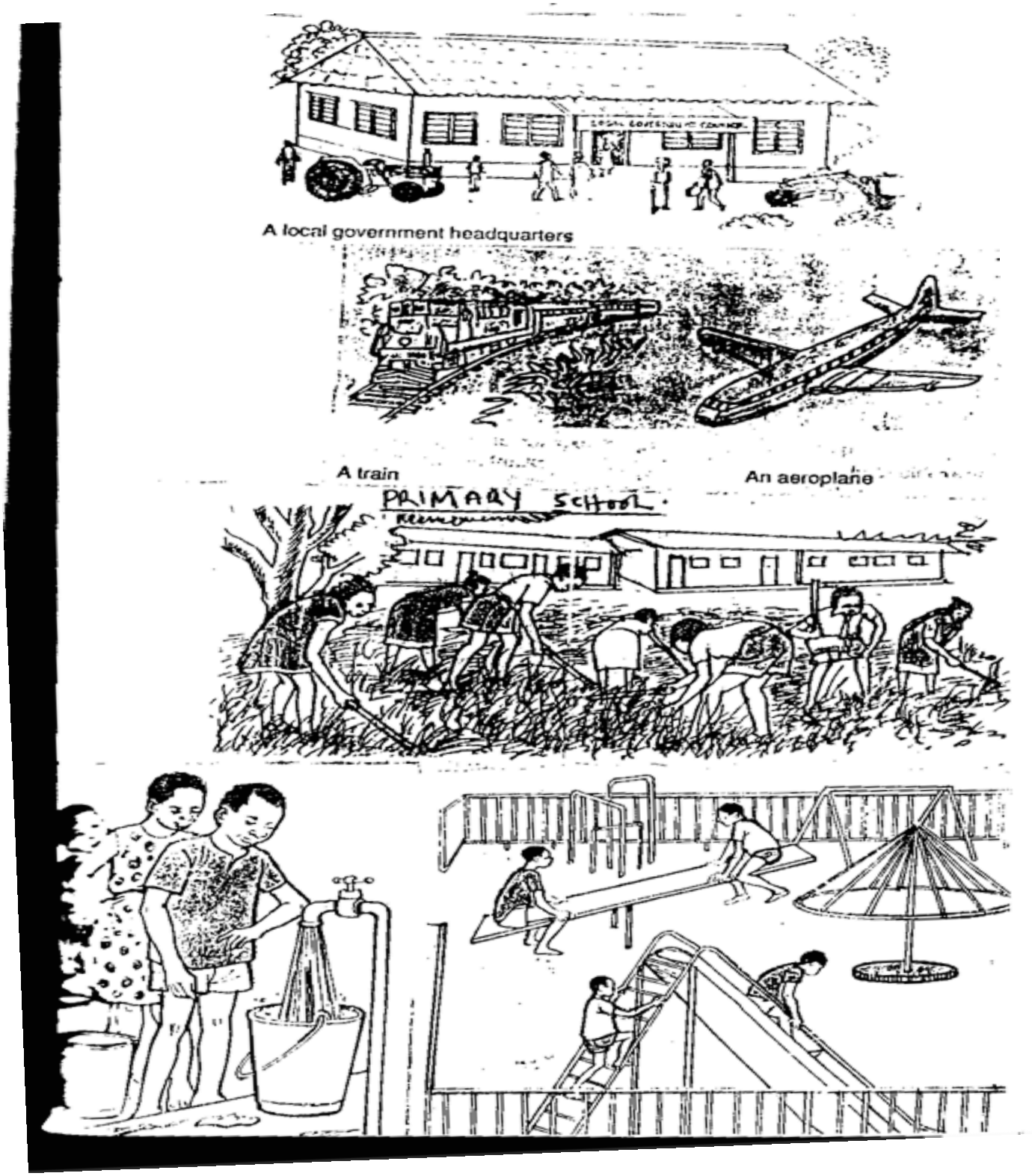
1.	Traffic light	6.	Roads
2.	Telephone booth	7.	Schools
3.	A public toilet	8.	Government organization
4.	A tap	9.	Train
5.	Bus	10.	An Aeroplane

Teacher will explain the uses of each gadgets above with the aids of instructional materials (home and public gadgets) on the cardboard paper.

1. Cooker and stove are used for cooking
2. Refrigerator is used to cool our drinks or water, and also to cool some freshable goods.
3. Television and Radio are used for entertainment and pleasure,
4. Table, for writing, keeping of materials, iron of cloth etc.
5. Chair is used for sitting
6. Air-condition for cooling rooms/offices
7. Fan for giving fresh-air

8. Electric-Iron for Iron of cloth.
9. Traffic light is used for giving directives to vehicles.
10. Telephone booth is used for telephone calls.
11. A public toilet is used for excreting purposes.
12. Bus is used for transport
13. A tap is used for fetching water for domestic purposes
14. School is used for teaching/learning.
15. Roads are used for transportation.
16. Government organizations are used for workers to service public needs.
17. Train for transportation of passengers and carrying of bulky goods,
18. An Aeroplane is used for transportation of passengers and goods.




A local government headquarters
A train
An aeroplane
PRIMARY SCHOOL

Teacher will itemize some reasons why public gadgets do not work.

1. Lack of maintenance
2. Sad people steal public gadgets
3. Bad people also damage public gadgets
4. People do not protect public gadgets properly. Teacher will itemize how to make them work.

To make public gadgets work:

1. People must be honest and do not steal from them.
2. People must protect them and sue them properly.
3. People who work on the gadgets must maintain them properly.
4. Every citizen must take the public gadgets as his one. And so use it well.

Things to do/pupils activity

1. Draw four home gadgets
2. Draw two public gadgets.

APPENDIX III

Post-test items

Objective test questions

Instructions Time Allowed: 1 hr

Name:_____

School:_____

Class:_____

Date:_____

Answer all questions, each questions carry equal marks. Circle the correct answer from the letters provided A to D on the questions paper.

1. BasseyOkon is married to
   (d) Mr. Aina
   (e) IyaboOjo
   (f) Iyabo John
   (g) Mr. Ajayi
2. Iyabo is a wife to
   (a) IyaboOjo
   (b) Ajayi
   (c) Bimbo
   (d) Bassey
3. BasseyOkon and IyaboOjo are therefore known as
   (a) Mr. and Mrs. Okon
   (b) Mr. and Mrs.
   (c) Mrs a Okon and Mr.
   (d) Mr.s. and Mr. Okon
4. Who is Ajayi's system?
   (a) Joy
   (b) Madam Ojo
   (c) Fatima
   (d) Titi
5. How many children Ajayi Has?
   (a) One child
   (b) Two children
   (c) Three children

(d) Four children

6. Ajayi is a brother to
   (a) Okon
   (b) Okoro
   (c) Fatima
   (d) Titi
7. Who is Titi to Okoro?
   (a) Mother
   (b) Wife
   (c) Sister
   (d) Daughter
8. Fatima has two children, they are
   (a) Musa and Titi
   (b) Musa and Fatima
   (c) Musa and Okoro
   (d) Musa and Eno
9. Extended family are members that are of
   (a) Not immediate family
   (b) Immediate family
   (c) Extended family
   (d) Not extended family
10. The chart showing grandparents, mother, father, brother, sister, son, daughter etc is known as
   (a) the family three
   (b) the family
   (c) the three family
   (d) the tree.
11. Marriage customs is a legal union of a man and woman as husband and wife in agreement with
   (a) Accordance
   (b) Accordance to man
   (c) Accordance to woman
   (d) Accordance to customs.
12. Identify the form of marriage below

(a) marriage in the hospital

(b) marriage in the Church

(c) marriage in the farm

(d) marriage in the market

13. In marriage by native law and customs _____ is paid

(a) bride price

(b) bride rice

(c) bride rich

(d) bride prize

14. In marriage in the church man and woman are joined together as husband and wife by

(a) Ordinance

(b) Chief Imam

(c) Reverend father or Pastor

(d) Registrar of marriage

15. In marriage in the mosque, man and woman are joined together as husband and wife by

(a) Ordinance

(b) Chief Imam

(c) Reverend father or Pastor

(d) Registrar of marriage

16. In marriage by ordinance, man and woman are joined as husband and wife by

(a) ordinance

(b) chief Imam

17. In the past who chooses a wife or husband for their child.

(a) parents

(b) chief Imam

(c) reverend father or Pastor

(d) registrar of marriage.

18. Which among the following is the similarities of marriage.

(a) In all the forms of marriage ceremonies take place during the marriage

(b) Bride price is not paid

(c) In both the types of marriages, they are joined by father or mother.

(d) All of the above.

19. In all the types of marriage bride price are paid to the parents.
    (a) Of the chief Imam
    (b) Of the reverend father or Pastor
    (c) Of the boy
    (d) Of the girl/woman.
20. Customary has to be respected because is part of
    (a) Norms of the people
    (b) Norms and aspiration of the people
    (c) People norms
    (d) Aspiration of the people.
21. What is meant by businesses organization?
    (a) Is a place to manufacture
    (b) Is a place to manufacture some goods and sell.
    (c) Is a place to manufacture some goods and sell or to sell some services to the people.
    (d) All of the above.
22. People work in the organization because
    (a) They have the skills required there
    (b) They have the skills not required there.
    (c) They have the skills
    (d) All of the above
23. Where does the organizations get their capital resources or money?
    (a) From their owners
    (b) From the bank
    (c) From their owners of from banks
    (d) None of the above
24. The business organization turn the received capital money to
    (a) Sell
    (b) Profits
    (c) Owner
    (d) Goods
25. The business organizations are expected to make
    (a) Goods

(b) Sells

(c) Profits

(d) Money

26. Out local Governments provides services to the community some of such services are in the area of

(a) Food and sells

(b) Roads and farm

(c) Education and Goods

27. They also provide facilities such

(a) Roads

(b) Motor part

(c) All of the above

(d) Home of the above.

28. The money charged people by the local government is called

(a) Revenue

(b) Tax

(c) Income

(d) Rate

29. When the charged money comes into the purse of the local government, it becomes

(a) revenue

(b) tax

(c) income

(d) rate

30. The local governments receive money from

(a) federal Government and bank

(b) federal Government and market

(c) federal Government and the State Government

31. Human resource development refers to

(a) People how have skills

(b) People how have skills and operates in different way

(c) People who have work

(d) People who have not work.

32. Example's of skills is

(a) Doctors

(b) Workers

(c) Factory

(d) School

33. Examples of organizations are

(a) Company

(b) Banks

(c) All of the above

(d) None of the above

34. All are ways in which organisation reward their personnel except.

(a) They are not paid

(b) They earn salaries and wages

(c) They ran some special benefit

(d) They are being given loan.

35. Why organization spend money and time to their workers?

(a) The organization love their workers

(b) To enable their workers to do their job not well.

(c) To enable their workers to do white job well.

36. A school is an

(a) business centre

(b) company

(c) organisation

(d) private place

37. A school is a place
    (a) Where people are trained
    (b) Where people are sell
    (c) Where people are buying
    (d) All of the above
38. Who is the head of the school
    (a) Headmaster and teachers
    (b) headmasters and teachers
    (c) headmaster an and teacher
    (d) headmaster and headmistress
39. The pupils in the school must obey
    (a) The school offices
    (b) The school rules and regulations
    (c) All of the above
    (d) None of the above
40. The school is the centre for
    (a) Driving
    (b) Fighting
    (c) Discussion
    (d) Learning
41. What are gadgets?
    (a) All the things we used at farm
    (b) All the things we used at work
    (c) All the things we used at home
    (d) All the things we used at kankia
42. All are examples of home gadgets excepts
    (a) Coker
    (b) Table
    (c) Stove
    (d) Traffic light
43. All are not example's of public gadgets except
    (a) Cooker
    (b) Table
    (c) Stove

(d) Traffic light

44. Television is used for

(a) Entertainment and please

(b) Entertainment and pleasure

(c) Entertainment and place

(d) Entertainment and palace

45. Traffic light used for giving directives to

(a) vehicles

(b) vendors

(c) Vernacular

(d) Veranda

46. Refrigerator is used to cool our

(a) Drinks

(b) Dark's

(c) Dog's

(d) God's

(e) Donkeys

47. Telephone booth is used for

(a) Called

(b) Could

(c) Calls

(d) Can

48. A public gadgets do not work because of lack of

(a) Mallam

(b) Maintenance

(c) Mentioned

(d) All of the above

49. To make public gadgets work

(a) People must to protect them

(b) People must to protect them properly

(c) People must to protect them and use them not properly.

50. It is wrong to use any public gadget

(a) Properly

(b) Badly

(c) All of the above

(d) None of the above.

APPENDIX IV

Post-Test Item MARKING SCHEME

1.	B	26.	C
2.	D	27.	C
3.	A	28.	D
4.	C	29.	A
5.	B	30.	D
6.	C	31.	B
7.	C	32.	A
8.	D	33.	C
9.	B	34.	A
10.	A	35.	D
11.	D	36.	C
12.	B	37.	A
13.	A	38.	D
14.	C	39.	C
15.	B	40.	D
16.	D	41.	C
17.	A	42.	D
18.	A	43.	D
19.	D	44.	B
20.	B	45.	A
21.	C	46.	A
22.	A	47.	C
23.	C	48.	B
24.	D	49.	D
25.	C	50.	B

APPENDIX V

PRE-TEST, POST-TEST USED FOR THE EXPERIMENTAL STUDIES

The study will be conducted using the following pre-test, post-test design for the experimental groups of 50 students each from the school selected for the experiment.

Test Questions

1. Which of the following is not a basic right of the individual in Nigeria?

   (a) Freedom of expression ( )

   (b) Freedom of movement and association

   (c) Freedom to fight anybody ( ) (d) Freedom worship ( )

   (e) Right to vote and be voted for( )

2. Social organization has to do with:

   (a) Behavioural pattern of the society ( )

   (b) Only kinship ( ) (c)Only the family ( )

   (d) Raising and rearing of children only

   (e) Types of relationship and function of human organization ( )

3. Primary social organization centres on:

   (a) Age groups ( ) (b) Classmates in primary schools ( )

   (c) Clubs ( ) (d) Friends ( )

   (e) Husband, wife and children ( )

4. Nuclear family includes all except:

   (a) Daughter ( ) (b) Father ( ) (c) Son ( ) (d) Uncle ( )

5. The following are the duties and obligations of a citizen except:

   (a) Destruction of other's goods ( )

   (b) Loyalty to the nation ( ) (c) Obedience to laws ( )

   (d) Payment of taxes ( ) (e) Voting during elections ( )

6. Which of the following is the least essential in every human habitant?

(a) Air ( ) (b) Cash crop ( ) (c) Food crop ( )

(d) Sunlight ( ) (e) Water ( )

7. Which of these is not common to urban and rural settlements?

(a) Climate condition ( ) (b) Language ( ) (c) Relief feature ( )

(d) Same population size ( ) (e) Vegetational zone ( )

8. The best recognized modern health institution in Nigeria today is the:

(a) Healing church ( ) (b) Herbal home ( )

(c) Hospital ( )(d) Maternity home ( ) (e) Miracle center ( )

9. Marriage is most important because it:

(a) Ensure the continuity and stability of society ( )

(b) Is an established institution ( )

(c) Is the basic of kinship ( ) (d) Links families ( )

(e) Makes couples live together ( )

10. The most unifying language among Nigerians today is:

(a) Arabic ( ) (b) Eng [2]) (c) Hausa ( )

(d) Igbo ( ) (e) Yoruba ( )

11. Which of the following is not relevant to the process of socialization?

(a) Colour ( ) (b) Community ( ) (c) Culture ( )

(d) Individual ( ) (e) Nurture ( )

12. The FCT is located in a territory mainly occupied by the:

(a) Basa ( ) (b) Gwadaras ( ) (c) Gwaris ( )

(d) Nupes ( ) (e) Tivs ( )

13. Man's social environment consist of all the following except

(a) Kindred ( ) (b) Mankind ( ) (c) River ( )

(d) The community ( ) (e) The family ( )

14. The function of government as a modern political institution includes the following except:

(a) Collecting taxes ( )

(b) Interpreting and enforcing laws ( )

(c) Making of laws ( )(d) Maintaining of individual laws ( )

(d) Protecting lives and properties ( )

15. Educational institutions are places where people:

(a) Acquire only useful vocational skills ( )

(b) Are only trained in good citizenship ( )

(c) Are prepared to pass examinations ( )

(d) Are trained in every as 3 fe ( )

(e) Develop fully only aesthetic abilities ( )

16. The best yardstick for development is:

(a) Any form of change only ( )

(b) Discarding everything traditional ( )

(c) Qualitative and quantitative change ( )

(d) The extent of industrialization ( )

(e) Total improvement. ( )

17. The most popular traditional means of communications was:

(a) Human courier ( ) (b) Smoke signal ( )

(c) The indigenous trumpets ( ) (d) The talking drum ( )

(e) The town crier ( )

18. The most essential need of a community is:

(a) Culture ( ) (b) Education ( ) (c) Leadership ( )

(d) Religion ( ) (e) Survival ( )

19. Which of these is not a modern means of mass communication?

(a) Magazine ( ) (b) Newspaper ( ) (c) Radio ( )

(d) Rediffusion ( ) (e) Television ( )

20. Which of these best reflects the Nigerian unity?

(a) A Central Government and National Currency ( )

(b) A common national dress ( )

(c) A common political behaviour ( )

(d) The attitudes of the people ( )

(e) The uniform local government set up ( )

21. Which of these is a result of cooperation?

(a) Conflict ( ) (b) Disagreement ( )

(c) Opposition ( ) (d) Progress ( )

(e) Selfishness ( )

22. Performing our duties brings about:

(a) Destruction ( ) (b) Political hindrance ( )

(c) Progress ( ) (d) Rules and regulations ( )

(e) War ( )

23. Which of the following is not part of physical environment?

(a) Building ( ) (b) Land ( ) (c) Mountain ( )

(c) Road ( ) (d) Tribe ( )

24. Who among the following is not a professional?

(a) Doctor ( ) (b) Nurse ( )

(c) Scout ( ) (d) Soldier ( ) (e) Teacher ( )

25. Good leadership means

(a) Applying force ( )

(b) Enforcing authority ( )

(c) Guiding the affairs of people ( )

(d) Oppressing followers (5)

(e) Use of absolute power ( )

26. Which of the following is not a highland in Nigeria?

(a) Chad Basin ( ) (b) Jos Plateau ( )

(c) MambillaPlateau ( ) 5

(d) MandaraMountains ( )

(e) UdiHills ( )

27. The primary duty of government is to

(a) Encourage voluntary ( )

(b) Make education free at all levels ( )

(c) Protect life and property ( )

(d) Provide gainful employment for all ( )

(e) Wage war against indiscipline ( )

28. Which of the following is not a formal educational institution?

(a) Apprenticeship training ( )

(b) Polytechnic ( )

(c) Secondary school ( )

(d) Technical vocational school ( )

(e) University ( )

29. One of the following is not an agent of socialization:

(a) Church ( ) (b) Death ( ) (c) Family ( )

(d) School ( ) (e) 6)

30. How many continents are there in the world?

(a) Eight ( ) (b) Five ( ) (c) Seven ( )

(d) Six ( ) (e) Ten ( )

31. The following are features of formal educational

system except

(a) Being established by law ( )

(b) Being manned by professionals ( )

(c) Being under periodic supervision ( )

(d) Having no age limit and unspecified curriculum ( )

(e) Having set down curriculum ( )

32. Which of the following bets describes social groups?

(a) A set of people related by blood ( )

(b) Group of people who wish to govern a nation ( )

(c) People cooperating with each other for specific purpose ( )

(d) People from the same village only ( )

(e) Set of people with criminal tendency ( )

33. Which of the following is not a duty and obligation of a good citizen?

(a) Obedience to law ( )

(b) Payment of taxes, rate and dues ( )

(c) Refusal to help in communal development ( )

7

(d) Loyalty to the counti

(e) Helping to prevent crime ( )

34. A child's earliest form of learning is from:

(a) Church or Mosque ( ) (b) Farm ( )

(c) Home ( ) (d) Market ( ) (e) School ( )

35. The first school where a child starts learning is:

(a) Nursery ( ) (b) Polytechnic ( ) (c) Primary ( )

(d) Secondary ( ) (e) University ( )

36. Which one of this statement is not true?

(a) Communication aids transportation ( )

(b) Communication helps us share information about our world with other people ( )

(c) Human porterage portrays underdevelopment ( )

(d) Rail transport is available in all the states in Nigeria ( )

(e) The fastest means of transportation is by express train ( )

37. The main function of religious institution is to

(a) Declare a jihad ( )

(b) Encourage people to give money to the poor ( )

(c) Go to church and Mosque ( )

(d) Help in controlling the behaviour of members of society ( )

(e) Make people respect ancestral worship ( )

38. Communication through electrical or electronic mans is known as

(a) Broadcast ( ) (b) Electrical ( )

(c) Electronic communication ( ) (d) Telex ( )

(e) Transformation ( )

39. Migration of people from rural in urban areas in Nigeria can be checked through

(a) Arrest of migrants ( )

(b) Building of more houses in urban centers ( )

(c) Introduction of laws to prevent movement ( )

(d) Rapid urban development ( )

(e) Rapid rural development. ( )

40. The oldest form of religion in Nigeria is

(a) Ancient ( ) (b) Experimental ( ) (c) Evolution ( )

(d) Technological ( ) (e) Religious ( )

APPENDIX D

Post-test

Objective test questions

Instructions Time Allowed: 1 hr

Name:_____

School:_____

Class:_____

Date:_____

Answer all questions, each questions carry equal marks. Circle the correct answer from the letters provided A to D on the questions paper.

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    (h) Mr. Aina

    (i) IyaboOjo

    (j) Iyabo John

    (k) Mr. Ajayi

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    (f) Ajayi

    (g) Bimbo

    (h) Bassey

41. BasseyOkon and IyaboOjo are therefore known as

    (a) Mr. and Mrs. Okon

    (b) Mr. and Mrs.

    (c) Mrs a Okon and Mr.

    (d) Mr.s. and Mr. Okon

42. Who is Ajayi's system?

(a) Joy

(b) Madam Ojo

(c) Fatima

(d) Titi

43. How many children Ajayi Has?

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(c) Three children

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(a) Okon

(b) Okoro

(c) Fatima

(d) Titi

45. Who is Titi to Okoro?

(a) Mother

(b) Wife

(c) Sister

(d) Daughter

46. Fatima has two children, they are

(a) Musa and Titi

(b) Musa and Fatima

(c) Musa and Okoro

(d) Musa and Eno

47. Extended family are members that are of

(a) Not immediate family

(b) Immediate family

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(a) the family three

(b) the family

(c) the three family

(d) the tree.

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(b) Accordance to man

(c) Accordance to woman

(d) Accordance to customs.

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(b) marriage in the Church

(c) marriage in the farm

(d) marriage in the market

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(b) Bride price is not paid

(c) In both the types of marriages, they are joined by father or mother.

(d) All of the above.

57. In all the types of marriage bride price are paid to the parents.

(a) Of the chief Imam

(b) Of the reverend father or Pastor

(c) Of the boy

(d) Of the girl/woman.

58. Customary has to be respected because is part of

(a) Norms of the people

(b) Norms and aspiration of the people

(c) People norms

(d) Aspiration of the people.

59. What is meant by businesses of organization?

(a) Is a place to manufacture

(b) Is a place to manufacture some goods and sell.

(c) Is a place to manufacture some goods and sell or to sell some services to the people.

(d) All of the above.

60. People work in the organization because

(a) They have the skills required there

(b) They have the skills not required there.

(c) They have the skills

(d) All of the above

61. Where does the organizations get their capital resources or money?

(a) From their owners

(b) From the bank

(c) From their owners of from banks

(d) None of the above

62. The business organization turn the received capital money to

(a) Sell

(b) Profits

(c) Owner

(d) Goods

63. The business organizations are expected to make

(a) Goods

(b) Sells

(c) Profits

(d) Money

64. out local Governments provides services to the community some of such services are in the area of

(a) Food and sells

(b) Roads and farm

(c) Education and Goods

65. They also provide facilities such

(a) Roads

(b) Motor part

(c) All of the above

(d) Home of the above.

66. The money charged people by the local government is called

(a) Revenue

(b) Tax

(c) Income

(d) Rate

67. When the charged money comes into the purse of the local government, it becomes

(a) revenue

(b) tax

(c) income

(d) rate

68. The local governments receive money from

(a) federal Government and bank

(b) federal Government and market

(c) federal Government and the State Government

69. Human resource development refers to

(a) People who have skills

(b) People have skills and operate in different way

(c) People who have work

(d) People who have not work.

70. Examples of skills is

(a) Doctors

(b) Workers

(c) Factory

(d) School

71. Examples of organizations are

(a) Company

(b) Banks

(c) All of the above

(d) None of the above

72. `All are ways in which organisation reward their personnel except.

(a) They are not paid

(b) They earn salaries and wages

(c) They ran some special benefit

(d) They are being given loan.

73. Why organization spend money and time to their workers?

(a) The organization love their workers

(b) To enable their workers to do their job not well.

(c) To enable their workers to do white job well.

74. A school is an

(a) business centre

(b) company

(c) organisation

(d) private place

75. A school is a place

(a) Where people are trained

(d) Where people are

(c) Where people are buying

(d) All of the above

76. Who is the head of the school

(a) Headmaster and teachers

(b) Headmasters and teachers

(c) Headmaster an and teacher

(d) Headmaster and headmistress

39. The pupils in the school must obey

(a) The school offices

(b) The school rules and regulations

(c) All of the above

(d) None of the above

40. The school is the centre for

(a) driving

(b) Fighting

(c) Discussion

(d) Learning

41. What are gadgets?

(e) All the things we used at farm

(f) All the things we used at work

(g) All the things we used at home

(h) All the things we used at kankia

42. All are examples of home gadgets excepts

(a) Coker

(b) Table

(c) Stove

(d) Traffic light

43. All are not example's of public gadgets except

(a) 1cooker

(b) Table

(c) Stove

(d) Traffic light

44. Television is used for

(e) Entertainment and please

(f) Entertainment and pleasure

(g) Entertainment and place

(h) Entertainment and palace

46. Traffic light used for giving directives to

(e) vehicles

(f) vendors

(g) Vernacular

(h) Veranda

47. refrigerator is used to cool our

(f) Drinks

(g) Dark's

(h) Dog's

(i) God's

(j) Donkeys

47. Telephone booth is used for

(a) Called

(b) Could

(c) Calls

(d) Can

48. A public gadgets do not work because of lack of

(a) Mallam

(b) Maintenance

(c) Mentioned

(d) All of the above

49. To make public gadgets work

(a) People must to protect them

(b) People must to protect them properly

(c) People must to protect them and use them not properly.

50. It is wrong to use any public gadget

(a) Properly

(b) Badly

(c) All of the above

(d) None of the above.