EFFECTS OF RESOURCES IMPROVISATION ON THE ACADEMIC PERFORMANCE OF JUNIOR SECONDARY SCHOOL SOCIAL STUDIES STUDENTS IN KATSINA STATE

BY

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MED/EDUC/7993/2010-2011

DEPARTMENT OF ARTS AND SOCIAL SCEINCE EDUCATION

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DECLARATION

I declare that this study was carried out to find out the ‘’EFFECTS OF RESOURCES IMPROVISATION ON THE ACADEMIC PERFORMANCE OF STUDENTS IN SOCIAL STUDIES EDUCATION IN KATSINA STATE” is an original work of research done by me to the best of my knowledge, it has never been previously presented partially, or wholly anywhere for the award of higher degree in any form. All sources of information are duly acknowledged by means of references. I am liable for any mistake(s) in this work.

_____ _____

Hadiza Rabiu Kurfi Sing and Date

CERTIFICATION

This thesis title "EFFECTS OF RESOURCE IMPROVISATION ON THE ACADEMIC PERFORMANCE OF STUDENTS IN SOCIAL STUDIES EDUCATION IN KATSINA STATE" by Hadiza Rabiu Kurfi, meets the regulation governing the award of Master Degree in Education (Social Studies Education) of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This work is dedicated to my late father Alh. Rabiu Abdullah and my late great grandmother Haj. Radiya Bayi Kurfi for their support and advice. May their souls rest in peace, Ameen.

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Praise be to Almighty Allah who has spared my life to date, who has been guiding me. Never could I have found guidance and wisdom, had it not been the Almighty Allah. I express my profound gratitude and appreciation to my first supervisors Dr. M.C. Ubah, and my second supervisor, Dr. H.I. Bayero, who despite their tight schedules found time, tolerated and supervised my work, offering valuable suggestions. They have all the time been stimulators and facilitators of my academic excellence. In fact I appreciate. My thanks also goes to all my other lecturers, Dr. I.D Abubakar, Mrs R.P. Khan, Mallam Ibrahim Mai Kaita and Dr. A.A. Ladan. My thanks also goes to my colleaques Ghali Mani Darma, Umar Usman Jigawa, Binta Ahmed Zaria, Bala Zakari Gumel for their moral support and encouragement during the period of my academic pursuit.

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ABSTRACT

This study investigated 'the effects of Resource Improvisation on the Academic Performance of Students in Social Studies in Katsina State. The study developed three objectives, three research questions and three hypotheses. The research design for this study was Quasi-Experimental research design. The population of the study was 192,516. The sample size for the study is three hundred and eighty four (384) JSS students (Control and experimental) which were selected from the population. The SPSS was used for analysis of t-test. The hypotheses were tested at 0.05 level of significance. The result showed that hypothesis one and three were rejected while hypothesis two was retained. The implication of this study revealed that the use of resource improvisation has effects on the academic performance of students in social studies education learning and exposure of JSS II and JSS III to the use of improvised instructional resource improved student's performance in social studies education. It was recommended that workshops, seminars, in-service training and symposia should be organized for teachers to realize the importance of resource improvisation in schools and encourage effective utilization and application for instruction. It has been ascertained that Social Studies Education the use of resource improvisation has greatly influenced and enhanced the learning achievement of Social Studies in JSS. To promote the Effective Development and Creative Skills of Resource improvisation by teachers in both rural and urban areas and proper utilizations of the resources especially in the rural areas should be encouraged.

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LIST OF ABBREVIATIONS

1. 3Rs	Reading Writing and Arithmetic
2. AM	Audio – Materials
3. AVM	Audio-visual materials
4. CON	Curriculum Organization of Nigeria
5. FGN	Federal Government of Nigeria
6. FME	Federal Ministry of Education
7. JSS	Junior Secondary School
8. MDGs	Millennium Developmental Goals
9. NGOs	Non Governmental Organizations
10. NPE	National Policy on Education
11. NTI	National Teachers Institute
12. PTA	Parent Teachers Association
13. RISOS	Resources Improvisation and Social Studies
14. SPSS	Statistical Package for Social Sciences
15. WAEC	West African Examination Council

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CHAPTER ONE

INTRODUCTION

1.1 Background To The Study

Education in its general sense is a form of learning in which knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, research, or through experience that has a formative effect on the way one thinks, feels, or acts. Federal Government of Nigeria (F.G.N, 2004) affirms that education is therefore, a transformation process during which the future of any society is shaped through instruction. The child may learn educational instructions which are very crucial to these processes because it is the hub of the whole transformation process.

Recent socio-political and economic changes in the world and within nations have brought about changes in educational goals. The schools are called not only to equip the learners with basic knowledge of social studies content but also higher cognitive skills such as problem solving and thinking skills that allow self-development and continuous learning and instruction resources improvisation skills. The method needed by the teacher to make effective teaching of social studies is for him/her to be very resourceful. Orhungur (2001) supported that the way to do this is for the teacher to engage in human capacity building process which will involve the use of variety of strategies and techniques in his teaching. For these reasons, social studies need various components like resources improvisation that will help to enhance teaching and learning process. Ndak (2003), observes that, social studies like other subjects can be effectively taught by employing variants of instructional resources that appeal to the three senses; sight, sound and hearing.

According to Bolick (2003) a good relationship between the teachings of the social studies and using of instructional materials. He argued that ". . . while some educators have been fascinated by the potential of instructional materials to enhance teaching and learning, teachers lagged behind in using instructional materials during teaching and learning. Others expressed doubts that instructional materials will ever incite teaching reform in social studies". Instructional materials are integral components of teaching - learning situations; it is not just to supplement learning but to complement its process. It is then shows that, if there must be an effective teaching-learning activity, utilization of instructional materials will be necessary.

Ema & Ajayi (2004) assert that, "teaching equipment and materials have changed over the years, not only to facilitate teaching learning situation but also to address the instructional needs of individuals and groups". Instructional materials are made up of objects such as printed, audio, visual and audiovisual that aid in the successful delivery of social studies lesson (Chuba 2000). To this end, instructional materials are said to be objects or things the teacher can use in the classroom while teaching in order to ease off his teaching activities. However, instructional materials cannot address all the teaching- learning problems but it can a long way in solving them, simply because, they are additional apparatus that can influence the reality of teaching and learning activities. Joof (1995) explained that, "the concept of teaching aids has gone through several evolutionary stage from the simple aids, instructional technology, media to communication and educational technology". This however, tells us that instructional materials are not just objects or equipments used during teaching-learning process hut there those objects improvised by the teacher to make conceptual abstraction more concrete and practical to the learners. Instructional

materials are the relevant materials utilized by a teacher during social studies instructional process for the purpose of making the contents of the instructions more practical and less vague.

From the point of view of Ema & Ajayi (2006), "without the teacher who is knowledgeable, improvised instructional materials cannot create change and progress the only time it begins to make impact is when the teacher begins to make use of it and allows it to take over its values". The above authorities, the knowledge of the teacher, cannot be overemphasized in the use and his instructional gadgets for effective learning. The interactive nature of some of the materials makes the learner part of the learning process of the learning experiences-reason because, of what good, is materials when they are not properly utilized for the teaching of social studies. Bozimo (1992) advised that, "There are ever increasing numbers of audio and visual materials available to schools, that teachers should take advantage of the opportunities to procure excellent films and recordings covering a wide range of subject matters in social studies curriculum".

Effective instruction of social studies at the secondary schools levels have been so seriously difficult to achieve, as a result of non-use of instructional materials. Anyanwu (2003) opined that, "If social studies is to be learned effectively, it must be experienced. Social studies is so close to the life of every child that no teacher needs ever be without instructional materials for the teaching of social studies". One of the biggest draw backs in the use of instructional materials is inadequate supply of instructional materials. Teaching of social studies in respect to its scope and nature, which is multidimensional, integrative and dynamic, cannot effectively take effects without the use of instructional materials, the teaching of social studies contents must

focus not only on making teachers competent at using such instructional materials, but at the same time, promote strategies that enables the integration of instructional materials that enhances teaching and learning of social studies goals and objectives. However, the use of improvised instructional materials the teaching and learning of social studies is not only the issue but also the appropriateness of the selected materials by the teacher to the topic at hand which sometimes make the lesson less effective and thereby render the materials useless.

Orakwe (2000:102) asserts:

> Social studies classroom teaching without Any use of teaching aids is not worth consideration at all. Because, the primary need of social studies teacher have to affect post-behavioral changes with minimal efforts that would have been a sweating efforts that would have aided in increasing pupils boredom now turns out a very interesting and successful lesson

In relation to the above position Ema & Ajayi (2004) viewed instructional materials as an "Acts of giving help normally by teachers to provide help and encouragement in students or pupils learning activities. They further described instructional materials as a tool, which can easily be used by a teacher to correct wrong impressions and to illustrate things that learners cannot forget". The major aim of using instructional materials in social studies instructions is to achieve excellence result. It should therefore, be noted by social studies teacher that, no social studies lesson is well taught without the use of instructional materials. Since instructional materials correct wrong impressions in social studies concepts to the learners and aid the teacher to teach effectively with less stress.

In this study, emphasis is accorded to the use of different improvise resource materials in facilitating learning of social studies in Junior Secondary Schools.

Ololobou (2007) view that, a teacher is an instructor – one who, in the formal education system, attempts to alter, in a positive direction, the behavior structure of a learner. The better and more successful teacher is him who briskly explains, using aids (instructional materials) as functional support to consciencetise and clarify same, and who provide plenty of opportunities for activities (including feedback) on the part of the learners. This research therefore, is aimed at investigating the effect of resources improvisation on the academic performance of junior secondary schools social studies students in Katsina state.

1.2 Statement Of The Problem

Teaching in general and Social Studies teaching in particular is characterized by use of instructional materials at all levels of education. This is because abstract concepts will be simplified and made real with instructional materials. However, not all schools have the capacity to procure, distribute and utilize instructional materials because of financial constraints as well as availability of such materials. Thus, it is a common practice in many schools in Nigeria and Katsina state in particular for teachers to improvise for the instructional materials. This study therefore is motivated by the problem of unavailability of instructional materials for instruction in Junior Secondary Schools in Katsina state for effective teaching of social studies.

Therefore, successful social studies teaching requires sound preparation by the teachers. Unfortunately most teachers in junior secondary schools in Katsina state in particular, make it difficult for this main objectives to be achieved. Due to such variables, effect of availability and resources improvisation in learning social studies concepts among Junior Secondary school students performance is generally poor as

they often forget what they have been taught for over a long period of time. For instance, lack of knowledgeable, skillful, creative, innovative, articulate motivating helpful and committed teachers training might have led to the problem of teachers viewing themselves as not well prepared to utilize the resources in the classroom. The problems are that; instructional materials are not available in our schools as a result, teachers are not improvising and are reluctant in using them.

1.3 Objectives Of The Study

The general objective of this research is to determining the Effect of Resources Improvisation on the Academic Performance of Social Studies Students in Junior Secondary School in Katsina State.

The specific objectives of the study are:

i. To find out the effects resources improvisation on students performance in control and experimental Junior Secondary School Social Studies in Katsina state.

ii. To find out the extent to which resource improvisation affects students' performance in relation to their gender.

iii. To find out how resource improvisation affect students performance in Junior Secondary School II and III social studies in Katsina state.

1.4 Research Questions

The following are research questions set to be answered by the present researcher:

i. Does resources improvisation have any effect on students academic performance among Control and Experimental Junior Secondary School Students in Katsina state.

ii. To what extent does resources improvisation affect performance of male and female students in J.S.S Social Studies in Katsina state.

iii. To what extent does resource improvisation affects the academic performance of JSS II and III students in social studies in Katsina State.

1.5 Hypotheses

The research is based on the following hypotheses:

H_{O1}: There is no significant difference in the academic performance of control and experimental group in Junior Secondary School Students when taught using resources improvisation in Katsina state.

H_{O2}: There is no significant difference in the academic performance of male and female students in JSS social studies when taught using resources improvisation.

H_{O3}: There is significant difference in the academic performance of JSS II and III students in social studies when taught using resource improvisation.

1.6 Significance Of The Study

The finding of the study will hopefully uplift the standard of social studies student performance and help to make it possible to suggest and recommend ways of using improvised resources facilities or enhancement in teaching and learning of social studies in junior secondary schools in the following ways:

Students: Enhance effective teaching / learning and equip the learners with basic knowledge of social studies content with higher cognitive skills such as problem solving and thinking skills that allow for self-development and continuous learning process at Junior secondary school (JSS) level.

Educational Administrators and Planners: Encourage educational administrators and planners to appreciate the need for social studies teachers to be trained in production and use of improvised instructional materials and to upgrade their methods of teaching social studies in their curriculum.

Teachers: Enhance effective teaching/learning of social studies at Junior secondary school (JSS) levels and it would help student-teachers under training to develop required skills, knowledge and rudiment about how resource improvised materials can help teacher to make delivery of their instructions successfully to the learners. It would equally aid the teacher about the principles, guidelines, and procedures for manufacturing, maintenance, selection and uses of improvised resources materials.

School Administrators: It would help school administrators in casting some light on the extent of benefits of adequate instructional materials as part of school evaluation strategies for the part of teachers' effectiveness.

1.7 Scope of the Study

The study is set out to determine the Effect of Resources Improvisation on Academic Performance of Social Studies Students' in Junior Secondary School in Dutsin-ma and Katsina zonal inspectorates. Katsina state is made up of seven zonal inspectorate with thirty four local government area, namely; Katsina, Dutsin-ma Daura, Funtua, Malumfashi, Mani and Kankia zonal inspectorate with two hundred and ninety three (293) Junior secondary schools. Thus, this study was delimited to only Dutsinma and Katsina Zonal inspectorate, but the findings would be generalized to all schools in Katsina state.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0:1 Introduction

The present chapter was presented under the following subheadings:

i. Theoretical frame work;

ii. Concept of instructional materials;

iii. Types of instructional materials;

iv. Sources of social studies instructional materials;

v. Guidelines for selecting instructional materials;

vi. Reasons for resource materials utilization social studies class;

vii. Concept of resource improvisation;

viii. Improvisation in social studies;

ix. Guidelines for the production of resource improvised;

x. The concept, objectives and nature of social studies education;

xi. Review of related empirical studies;

xii. Summary;

2.2 Theoretical Framework

Educational involves the inculcation of knowledge skills and attitudes within and outside formal system, geared towards the development of a person's mind and personality in order to contribute meaningfully to the development of his society and to be useful to oneself. The National Policy on Education gave prominent place to social studies within the school curricular as a core subject area, which all pupils in primary and junior secondary school cannot dispense within their learning activities. This perhaps, is recognition of the potentialities of social studies for inculcation the

right kind of skills and virtues through unified and integrated disciplinary study of man; NPE (2008). Government, realizing the importance of education, has adopted it as a vital tool for achieving its national objectives, which include:

i. Free and democratic society
ii. Just and egalitarian society
iii. United strong and self reliant notion.
iv. Great and dynamic economy
v. Land of bright and full opportunity for all citizens.

Nigeria's philosophy of education is based on the development of the individual in to a sound minded and effective citizen. It advocates for equal educational opportunities for all citizen of the nation at the primary, secondary and tertiary levels, both within and outside the formal school system. According to Olatunde (2006) in effect, the quality of instruction at all levels has to be oriented towards inculcating the following values:

i. Respect for the worth and dignity of the individual;
ii. Faith in men's ability to make rational decision;
iii. Moral and spiritual values in interpersonal and human relationships;
iv. Shared responsibility for the common good of society;
v. Respect for the dignity of labour, and
vi. Promotion of the emotional, physical and psychological health of all children.

The FME (2004), further stressed that for this philosophy to be in harmony with Nigeria's national objectives, it has to be geared towards self – realization, better human relationships, individual and national efficiency, effective citizenship, national

consciousness, national unity, as well as towards social, cultural, economic, political, scientific and technological progress. Therefore, social studies education as a core subject plays a very prominent role not only in the educational development processes, but national growth (Social studies). To Jega (2002), education is the aggregate or all the process by which a child or young adult develops the abilities, attitudes and other forms of behaviour which are of positive value to the society in which he / she lives. This means that education is a process of transmitting cultural values in terms of continuity and growth and for dissemination of knowledge either to ensure social control or to guarantee national direction of the society or both.

Education brings the past and the present together so as to develop a better future. Similarly, Oloruntanmi (2000) see education as a process of helping each individual to lead the fullest of life he or she is capable of living through the understanding of past and present heritage and possibly participate in the future. The hope of every child, society and nation lies in its education. Education is a lifelong process and the basis of sustainable development, (Gestuveki, 2007). For Oka and Ngammani (2000) education is essentially concerned with the development within the individual of a system of values. Here education is seen to be the best guide and reformer, through which one could develop his full potentials in life. Education is the foundation of one's success in life. People's hidden abilities are probably hidden and can only be unveiled through education.

The early ideas of teaching was that a group of children were gathered under a teacher who commenced to instruct and drill 'them in knowledge that was considered of importance to life such as the 3Rs (Reading, writing and arithmetic). But nowadays the teaching can be referred to imparting knowledge, skills, to a person or

children. It can be defined as the work we do in order to earn our living in occupation. It can also be defined as an act of a particular kind i.e. movement of the body or part of the body, talking, explaining, reading etc (Mansell, 1974). According to Dadds (2001), teaching is a systematic, rational and organized proceeds of transmitting knowledge, attitude and skills in accordance with professional principles. Those who do not therefore in accordance with the professional principles are therefore not teachers. One aspect of the above definition is that not all those who claims to be teachers are real teachers (Professionally qualified). And in that case, a teacher must fulfill and possess certain professional requirement.

Learning is change due to experience in a student's way of thinking, feeling or acting; (Strongest, 2002). According to Esu, Umoh and Obi (1995) "learning is a process by which behavior is oriented or change through practice or training". Learning is defined as the process of acquiring knowledge or skills. It is reaction to any situation, which results in the change of attitude and behavior. According to Cox, and Webb (2004) learning occurs whenever the activity of an organism brings about a relatively permanent change in behavior. There are different categories of leaning ranging from the very simple learning of lower organism to the complex learning of man. In all these account for, however, the general definition could apply. They all involve relatively permanent changes in behavior even the process which brings about the changes are profoundly different. Therefore, learning takes place in two different ways, namely consciously and unconsciously. Conscious learning is a type of learning that takes place as a result of a cause. Since it is caused and requires effort, it has to be planned and organized before it can take place, it has to be guided and directed by someone for positive results. While unconscious learning, is

otherwise called casual or accidental, it comes about as a result of experience from the environment. It does not need to take place. This means it just happens without any effort made or put into learning.

In a learning environment, almost all students, both those who offer Arts and science subjects always register for it, the junior school certificate examination. Realizing this, one will hope that the social studies teacher will encourage students to offer it by using instructional materials always so as to motivate and sustain their interest and improve performance in their examination. Social studies as a core subject is dynamic in nature; there has always been discoveries and new knowledge, which give social studies a dimension. This makes its study more interesting and rewarding than in the past.

2.3 Concept of Instructional Materials

Instructional materials according to Ogunlade (1980) are all materials that a teacher can turn to for effective instruction. These include people, events and materials that can help to make learning activities effective. Joof (1987), sees instructional resources as all kinds of resources that can assist in teaching and learning process. According to Mezieobi (1992) in view of the fact that social studies teaching and learning involves materials, people and places, a more accommodation modern concept of information conveyors in the feeling-learning process is a welcomed development. Instructional materials therefore are all those things – materials, objects, places and people which enhance teaching and learning. They hasten and make learning easier and help present all manners of information to be

learned. Instruction resource materials are part of the whole concept of educational communication and technology.

At this point of view, instructional resource materials represent message carriers, dependable for the noble purpose of attaining instructional objectives. In this respect, Albangbe (2008), sees instructional materials as anything that carries information between a source and a receiver. She described them as information carriers designed specifically to fulfill objectives in teaching-learning situation. To my own point of view, instructional materials can be seen as all the resources a teacher uses to facilitate the teaching and learning process in which they help him/her to explain the topic/content/subject to the learner for better understanding. Similarly, Ughamadu in Fadeiye (2008) describes them as those media which bring about efficiency and effectiveness in teaching-learning processes and which invariably promote and enhance achievement of instructional objectives. In the same trend, Chikwelu (2007) sees instructional materials as both human and non-human materials which help teachers in teaching-learning situation to make his lesson more comprehensive and achieve its objectives.

Instructional resource materials in social studies according to Albangbe (2008) can be defined as anything, anybody, any place that can be used by the teacher and the pupils in teaching-learning situation before, during and after the lesson to achieve the lesson objectives. A teacher according to her, who employs variety of instructional materials usually, finds greater success in achieving his major goals and objectives. In other words, instructional materials are teaching facilities which fasten teaching and learning. They are vital components of teaching which provide the vehicle for enhanced teaching and learning. Instruction materials are teaching pillars

or teaching infrastructure without which effective teaching and learning may be thwarted. Ezegbe (1987) defined instructional materials as "teaching aid". Uchegbu and Ikwuazom (2001) defined instructional materials as teaching information or knowledge carriers or conveyors.

In the same trend, Jimoh (2010) says instructional materials should be selected to enhance the transmission of instruction to the students, not serve as either substitute for the teacher or as a smoke screen for a poorly planned lesson. Most classroom communication can benefit from the use of instructional resource materials, which come in various form to convey meaning to learners without complete dependence on verbal, symbols or words, textbooks, field trips etc. Teachers today face not only the problems of approaches to learning and communicating historical information, but also the tasks of absorbing and understanding current development. It is logical, then that efforts are made to increase the efficiency with which information, can be transmitted to learners. Tosu (2004) instructional resources are "all resources within the reach of the teacher and learner which are employed to facilitate teaching and learning. It therefore follows that such materials may be both human and non-human provided the facilities, the acquisition and evaluation of knowledge, skills, attitudes, morals and values."

Orakwue (2000) assert that, "material resources are mainly objects of any type which the social studies instructor might deem very necessary or adequate in delivering his social studies lesson. They form part of what we normally call teaching aids. He further maintained that teaching aids are mere objects of help in the successful delivery of social studies lessons and other lesson generally, social studies resources are information repositories from where relevant social studies teaching

information could be sourced for transfer to the learners during classroom instructions will definitely remain worthless without the use of instructional materials.

2.3.1 Types of Instructional Materials

Different types and variety of instructional materials are available to be used in teaching and subject effectively. However, it is not all topics that require the same type and quantity of instructional materials. As far as social studies instruction is concerned. These materials could be purchased, locally made or improvised, imported from other countries when necessary for the effective teaching of social studies.

Adekeye (2008) summarized instructional materials available for instruction in social studies in to four major categories: visual aids – these include pictures, maps, charts, graphs, diagrams, chalkboard, sketches, atlas and painting. Audio visual aids – television, computer programmes, films trips, video recording and projectors. Auditory aids – audio recordings, radio, records or cassette tapes, music and printed materials. Encyclopedias, textbooks, magazines, journals, newspapers, pamphlets, novels, poems, simulation games, government records and publications almanacs, biographic, editorial cartoons and case studies. More so, Bozimo (2002) asserts that "generally, instructional materials available for use in social studies education can be categorized into three, namely; reading materials, audio-visual materials and community resources? She further expressed that the materials and non-reading materials.

NTI/MDG (2007) asserts that, the curriculum resources which are most relevant to social studies teaching and learning in the Nigerian situation are largely:

i. Chalkboard and graphic or two dimensional materials such as pictures, diagrams, cartoons, comics, posters, billboards, graphs, charts, maps/atlases, all of which fall under the still materials components of visual materials.
ii. Reading materials which include; textbooks, periodicals, magazines.
iii. Audio-materials made up of radios, tape recordings.
iv. Audio-visual materials like television, computer films etc.
v. Community resources consisting of resource person and non-human resources.
vi. The collection of items from the immediate locality of the schools.
vii. The production process by teachers and learners.
viii. The distribution to schools by government and non-governmental organizations (NGOs) of posters, charts, texts books, computers, science equipment.
ix. Donation from several sources such as PTA, community, corporate bodies, philanthropist, alumni etc.
x. The distribution of productions by students in tertiary institutions.

Resource persons include; leaders, teachers, farmers, doctors etc. Non-human resources include social institutions.

2.3.2 Sources of Social Studies Instructional Materials

Different sources of instructional materials were identified by different scholars, Fadeiye (2008) outline the sources of social studies instructional materials as:

i. Market sources: These are commercially produced instructional materials bought from the markets in educational circumstances where their usefulness in enhancing teaching is appreciated and where there is adequate funding of the education industry, example, textbooks, hardware and software.

ii. Educational resource centres/places/libraries: Many educational resource centres are available in some tertiary institutions and in most states of the country. instructional materials can be borrowed or contracted from these resource centres or from nearby educational institutions where they are available students on educational trips are taken to resource places.

iii. Community/Society: This has to do with taking the students to resource places in the community or inviting resource persons in the community to the school in a student-resource person interactive section. This is the act of sensitizing the social studies students to real life in their social world.

iv. Improvisation: In the absence of commercially produced instructional materials, creative social studies teacher can improvise a good number of instructional materials.

v. School social studies laboratory: This place is a place where relevant instructional materials that have been acquired from market or improvised by skilful social studies teacher and students are housed easy usage. Resources are the human, material and resource place that support the teaching and learning activities. To ascertain that the instructional resources are effective, some factors has to be put in to consideration while choosing resources.

vi. The instructional resources should be easily available and affordable. Before choosing any instructional materials, it has to be ready and present before the class.

vii. Any instructional resources to be used could be improvised in the absence of commercially produced ones. The teacher should also be sure of how to operate or use any material either improvised or already made ones.

viii. The level of abstraction of the content you want to teach. The more abstract the content to be taught, the more useful the teaching aid to make the content more real or concrete.

ix. The age and maturity of the pupils/students it has to do with the ability of the pupils to grab materials used in teaching.

x. The number of students/pupils should be considered, where the students/pupils are large, more resources are needed and when the students/pupils are few, the resources may need to be few.

2.3.3 Guidelines for Selecting Instructional Resource Materials

The following are the various guidelines for selecting instructional resource materials: Fadeiye (2008), the guidelines for the selection and use of instructional resource materials in social studies are:

i. They should be bold and clearly visible.

ii. They should be appropriate to the age and ability of the students.

iii. They should be presented in a way that captive or arouse the interest of learners in the lesson.

iv. The should be harmless.

v. They should be directly relevant to social studies content being taught or learnt.

vi. When audio resources are used, they should be clearly audible to the students.

vii. All students should be given equal chance to see, hear, feel, taste or smell the resources.

viii. The use of teaching resources should not waste time of the students, especially if the teaching resources have not go round the class.

ix. They should not be complex or complicated; they should be simple that students too can manipulate them easily after brief induction.

x. They should be current and teachers should avoid duplication in the use of teaching resources.

xi. They must be related to the lesson objectives.

2.3.4 Reasons for Resource Materials Utilization in Social Studies

Various reasons were advanced by different scholars for resources materials utilization in social studies. According to Albangbe in Fadeiye (2008), the rational for the use of resource materials in social studies is based on the belief that, when pupils/students are given the opportunity to learn through more than one sense they are likely to learn faster and more easily as well as being able to remember the materials learnt for much longer time. With the use of appropriate resource materials therefore, a teacher will be able to give pupils the chance to learn through their senses of hearing, smelling, tasting, seeing and feeling in a social studies lesson. In social studies lessons, you take about far away places, about thing that are too bug, too

dangerous, to be brought to the classroom, resource materials in form of films, pictures or diagram, will provide adequate understanding and effective dissemination of information to the students or pupils.

i. Social studies by its nature is broad and because of this, the teacher cannot have knowledge of every issue within the programme. He therefore need various resource materials from which he can gather as much information as possible and also which his pupils will add to whatever they can get from his teaching.

ii. Social studies is particularly and singularly lucky to have its disposal the widest range of resource materials compared with other subjects in the school curriculum. Because of the cultural orientation of subject nearly all the materials can be found locally or improvised. This can be seen in social studies syllabus at all institutional levels.

iii. There are inadequate textbooks, principles, theories, generalization from various disciplines are brought together for a comprehensive understanding of human problems. This is the more reason why numerous resources materials are essential for accurate and indepth understanding of the concept and generalizations.

iv. Since man and community is at the center of the subject and the activities of man in the community are not static, social studies teachers and learners must be armed with current and relevant information. It is only with the use of resource materials of all kinds that pupils can measure up to standard.

v. Instructional resource materials could be made the focal points around which activities in a lesson could be developed, one can prepare a lesson around a

resource person, physical features, activities in the community e.g. nursing as a career, the resource person here should be a nurse. How our people talk to God, activities in the church, mosque or shrines could be the focal point of the lesson.

vi. Instructional resource materials can directly dictate the extent of a learning activity. What to teach and how to teach are determined by the availability of resource materials. For example you cannot use the field trip strategy to conduct a lesson on mining activities when such activities are not within your community or you have no means of reaching them.

2.4 Concept Of Resources Improvisation

Different scholars have identified various concept of improvisation which are as follows: Cheta (2002) improvisation is a word of the resourceful teacher who never complains of lack of instructional materials. He asserted that, it connotes the ability to compose and perform an activity or the spur of a given moment which in this case is the non availability of the desired needed instructional resource materials. It's further defined by NTI, Kaduna (2009) as the making of substitutes from local materials when the real or original ones are not available. The improvised materials should be to convey instructional messages, just as the original.

Eniayeji in Onoife (1999) referred to improvisation as the use of all alternative materials and resources whenever there is lack or shortage of specific first hand teaching aids. To Ogunniyi, Okebukola and Fatunwase (1981) in Omoifi (1999), improvisation is the art of substituting for the real thing. Improvisation connotes two major factors, namely: role substitution – the constructed instructional materials takes

on the role or place of the standard or real item, and role item, and role simulation lives the illusion of reality. Similarly, Akunde (1996) sees improvisation as the act of making up for deficiencies in the process of teaching and learning. The concept improvisation simply refers to making use of locally available materials within an environment to provide object that carry instructional messages. Pencils, markers, cardboard sheets, papers, old cartons, old calendar or clay can be used to improvise instructional resource materials, old rags can be used as duster, old calendars for maps, diagrams and sketches. Improvisation calls for the integration of substitutes to factory made equipments.

To Oblobou (1972) clarified the concept of improvise as follows:

To compose and recite, or perform without preparation; to make or contrive off. To do anything off-hand or in emergency. To improvise is to produce something for use in an emergency responding to the occasion, to an otherwise hopeless situation and solving a problem. There is no school management that can supply all the instructional materials needed by all its teachers in all its classrooms and laboratories all the time. Teachers are, therefore, required to develop minds set for improvisation some of the time. Improvisation is possible using cheap, readily available materials, and with the cooperation of pupils/students. For instance:

i. Discarded pieces of paper can assembled, soaked, mashed and mixed with baked starch to make moulds of various kind.

ii. A flannel board can be secured from discarded blankets, flat planks and nail.

iii. From cylindrical pieces of wood, flat pieces of metal and nails the semblance of guns can be produced.

iv. From discarded flat metals, wires, and short cylindrical objects things like automobiles can also be made.

v. Wires, pieces of paper and gum can be used to construct and illustrate various kinds of houses.

vi. A solid cartons cut open on one side and alongside with strip of white-paper-roller, carrying pictures fitted within can be prepared and used functionally in many class activities.

In fact, the list of possible improvisation is inexhaustible, and teachers should feel challenged. Improvisation is given expression to the creative ingenuity of teachers and their students/pupils, and translating same in the pedagogical benefits. Teachers should not look up to their school managements for every instructional material needed. They should learn to improvise; they should brace up for improvisation.

2.5 Improvisation In Social Studies

Social studies is a unique and versatile subject in that it comprises a number of subjects taught interactively. Its importance cannot be over-emphasized, since it forms the basis of subject like history, geography, sociology, anthropology etc. Because it is meant to serve as a foundation, it needs to be taught properly and meaning fully so that pupils/students should acquire lasting and permanent experience. For learning to be permanent, resource improvisation should be employed. Teachers should take the pain of providing instructional resource materials using available resources in their locality to enhance teaching and learning of social studies lesson (NTI, Kaduna, 2009). Social studies education in general can only be

successful with reasonable availability and proper selection of equipment, facilities and supplies. However, the fact remains that it is virtually impossible to purchase or make all the equipment, facilities and supplies required for sound and quality knowledge, skills available, especially in this part of the world. This makes it imperative for teachers to think of how best to make use of their manipulative skills to improvise so as to achieve their lesson objectives at least to a reasonable extent.

NTI/MDG (2007) stated that, instructional materials ensure that the learners see, hear, feel, recognize and appreciate as they learn, utilizing the five senses at the same time. When the real material and equipment are not available, improvisation takes their place. This is to enhance the teaching-learning process as well as make the expensive nature of social studies equipment, the difficulty experienced in procuring them as well as the excruciating and persistent problem of in adequate of funds less relevant in achieving the set objective. Though improvisation in social studies education students' attention are captured and retained for the better part of the lesson. Since the serve as educational materials, students interest in social studies education is stimulated, meaningful and interesting. Learning is more permanent and there is development of skills in the psychomotor domain. It is no doubt that Nigerian lack maintenance culture, references have been made to some empirical studies the work of Adewoye (1987) and Akafa (1987) established the fact that, the few instructional materials available in our schools are poorly managed and maintained. It is clear that, change is constant and inevitable in all aspects of human endeavour we see new things being developed mainly for positive purpose, though the negative aspect cannot be ruled out. Production or manufacturing of instructional materials are

broadly done in two major ways in our community, they could be imported foreign or manufactured locally (improvisation).

In a highly developed country, instructional materials are available from commercial sources. In a developing community on the other hand like Nigeria, the materials may not be readily available for educational organizations to purchase for teaching their instructions since this is the case, developing countries may now resort to importation the materials or manufacture them locally. Local production or manufacturing of instructional material also known as in improvisation of instructional materials is the provision of alternatives to actual. This process can also review as substituting, replacing or altering the materials for a particular use in teaching. Improvisation of instructional materials for classroom in social studies instructions should be a matter of concern to all well meaningful social studies teachers and educators. Since, we cannot buy all the required hardware and software materials for social studies instructions and educational development.

Instructional materials can be improvised by the teachers for his students if and when imported or commercial ready-mades are not available or not within the reach of the school of teacher. A resourceful teacher is one who when faced with a problem, considers different solutions and decides on the most suitable one. In doing this, he also considers and uses all possible resource materials necessary for solving the problems. Local manufacturing of instructional materials involves the teacher and learners in realistic, problem-solving activities, which stimulate effective learning. It is believed that local production of materials help to develop the visual literacy of the learners as they participate in the production with the teacher. It also develops the students' imaginative thinking as they participate in the collection and production of

the materials. Another important issue after manufacturing instructional materials is the maintenance culture by both the teacher and the school.

The study by Adewoye (1987) also revealed that the few instructional materials available in school were not taking proper care of, 53% of the respondents in his study indicated that, materials were not properly maintained while only 47% of the population felt that they are maintained. This study was equally conducted in Kogi, Anambra, Kaduna, Oyo, Lagos, Taraba, Kwara, and Niger and was reported at the conference of the Curriculum Organization of Nigeria (CON) in Zaria, 23rd September 1987. There is no need to undertake scientific inquiry in order to realize the serious lack of good management and maintenance of instructional materials in our schools. Teachers should have positive change in attitude towards the use and maintenance of instructional materials. Proper training and retraining should be organized for teachers in the area of educational technology in order to broaden their knowledge on the modern technological apparatus and their operational functions. It is presumed that Nigerian teachers are prepared to cope with the monumental task that lies ahead of them accordingly, teachers must be ready to share new information and skills with their fellow teachers, seek more knowledge on their own initiative, and above all, be flexible and willing to experiment and not be afraid of failure. Flexibility is built into their total professional and academic make-up and it is hoped that they will be helped through regular in-

2.6 Reasons For Improvise Instructional Material Utilization

The reason why social studies teacher need to improvise instructional resource materials utilization according to Jacob (1999) includes the high cost of ready made

resource materials, shortage of relevance of some of them to the socio-economic and political background of the learners. As a result of the problems facing the utilization of instructional resource materials, there is need for improvisation to make teaching and learning of social studies education more interesting and relevant. The social studies teacher need to be hardworking, creative and innovative. Most of all, there is need for the involvement of students and pupils in the construction of instructional materials.

The need for improvisation becomes essential, where as has been the case of Nigeria, there is no adequate capital to procure the real material and facilities. It is also necessary when population outweigh what is available because of insufficient funding in education. Hence, due to gross inadequacy of materials/facilities meant to enhance the effectiveness of social studies education in the area teaching are learning, many teachers develop negative attitudes towards the preparation and use of improvised local resources and material. The basis for success in classroom teaching is resourcefulness. To be able to improvise requires being understood being resourceful. Creative and innovative. Certain reasons for resources improvisation in social studies education include:

i. Helping students/pupils to learn easily
ii. To help students / pupils remove shyness
iii. To make lesson more meaningful to learners
iv. To enhance retention and remembering on the part of the learner.
v. To make what is being taught very red to the learners.
vi. To make what is being taught very real to the learners.
vii. To simplify abstract, novel content, learning experience and concepts.

viii. To bring content on what is being taught to the perceptual level of the learner.

ix. Equip students with competitive skills for today's workplace.

2.7 Guidelines for the Production/Improvisation of Social Studies Instructional Materials

The following are the various guidelines for the production /improvisation of Social Studies Instructional materials: According to Onyejemezi (1989) and Ughamadu (1992) outlined guidelines for the improvisation of instructional materials in social studies education are as follows:

i. Understanding the learner: the need, interests, developmental status, social background including previous exposure, aspirants and learning capabilities of the learner in put into consideration.

ii. Pre-determined instructional objectives, there must be instructional objectives which the designing or production of instructional materials are geared at helping to achieve in their utilization in the classroom interactive process.

iii. Overall cost of production: In embarking on the production of instructional materials, the total cost of production in interms of money, time and its realization must be taken into realistic consideration. The raw materials – flannel boards, mock ups, model or charts are easier to find than the others – electronically made materials.

iv. Raw materials: In producing instructional materials, raw materials are needed to make the production of a given instructional material feasible.

v. Design and production of instructional materials: Their production respects specified rules of production such as accuracy, appropriateness, legibility, portability and durability.

vi. Instructional materials production entail working out an evaluation plan or pre-testing strategy to ascertain its workability, appropriateness or in the event of inappropriateness, effectuating its modification to suit the instructional circumstances.

2.8 The Concept Of Social Studies Education

Social studies education does not carry a single universally accepted definition. Many authors in the discipline see it from different angles but pointing to the same direction and destination. Before 1880, social studies education was taught in school in form of moral and patriotic values. They were taught through historical myths, moral parable and even religious studies. Kissock (1979) define social studies as a programme of instruction or studies which a society uses to instill in students/pupils the knowledge, skills, attitude, values, and actions that it considers important concerning the relationships which human beings have with each other in this case, Barth (1978) remarked that social education could be as old as the human race. Hence, Dubey and Barth (1980) defined social studies as part of the school's general education programme which is concerned with the preparation of citizens for participation in a democratic society. He went further to say that social studies are not, then, simply an off shoot of social sciences, with content to be dictated by the interests, desire of academicians on the social sciences and history.

Also Meziebi (1993) sees social studies as an integrative fusion curriculum which borrows concepts, contents and methods from the social sciences and humanities. To Bozimo (2002) social studies is a specialized area of study that deals with the study of man and his environments and how they interact with each other. According to him, environment in this content connects social, political, physical, cultural and technological aspect of man. While Kazi (2006) define social studies as an electric distillation of social phenomena for socio-civic living or behavior. Added to this point, Adaralegbe (1980) define social studies as the study of how man influences his environment and how he is in-turn influenced and affected by the various aspects and ramifications of his environment including the physical, social, political, religious, economic, psychological, cultural, scientific and technological.

To Ololobou (1992) gives the meaning of social studies as an organized integrated study of man and his environment both physical and social, emphasizing cognition, function or skills and desirable attitudes and actions for the purpose of creating and effective citizenry. Adeyemi (2004) saw social studies as the study of man and everything that affects him in life including physical, mental and social activities. Social studies touch on all aspects of human life. Lastly, according to Jiboku in Shaibu (2002:1) social studies is an aspect of learning which deals with hot to get on (get alone) with ones environment, physical as well as human, and how to develop those skills, knowledge, attitude and values that characterize a respective and responsible citizen in a free society. While (1992) define social studies as a formalized, correlated or integrated study of man and his environment which imbibe the learners with the cognitive skills, values, attitudes, abilities and competences that

will make him become an informed, rational, analytic participative and functional citizen.

In line with the above definitions, the general objectives of the social studies education are as follows:

i. Create awareness and sensitivity to man's environment

ii. Influences men's attitude positively to social, cultural, economic, political value and total environment.

iii. To enabler men to acquire skills for solving societal and environmental problems.

iv. To equipment with knowledge of the total environment (Ogunsanya, 1984).

v. Social studies as a corrective tool is intended to achieve the following objectives at the JSS level, taking into cognizance the goals of the national education. Stated in the National Policy on Education (2004).

vi. Develop the capacity to learn and acquire basic skills including those of listening, reading, speaking, writing and calculation together with those of observation, analysis and inference essential for the formation of sound judgment.

vii. Ensure the acquisition of the relevant body of know ledge and information which is an essential pre-requisite to personal development and to the making of positive contribution for the betterment of the society.

viii. Create an awareness and understanding of the physical environment and emerging social and cultural processes.

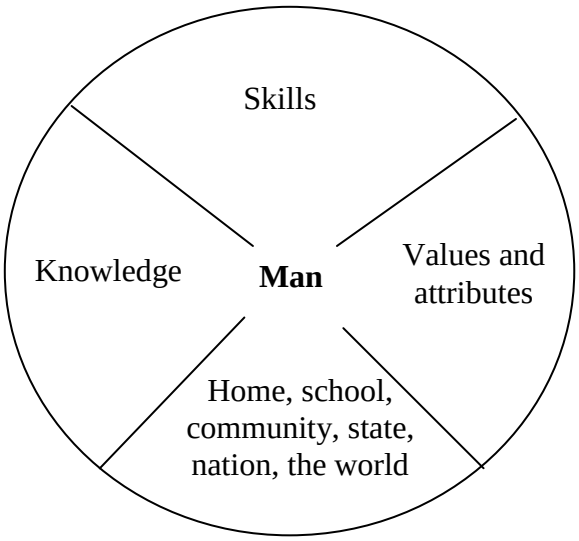
ix. Develop the ability for a national utilization of the cultural, spiritual and national resources and their conservation for national development.

x. Appreciate the diversity and inter-dependence of all members of the local and national communities and the need for cooperation, for national and international understanding.

xi. Inculcate positive attitudes and appropriate values of honesty, integrity, hard work, fairness, justice and togetherness for the development of the nation.

According to Baiyejusa (1981), the scope of social studies is the level, courage, quantity and quality of content which varies depending on the level that on e w ants consider. He affirmed the general pattern of content which arrangement follows a spiral or expanding horizon format. Man is put at the center and all the environmental attributes are arranged around him.

A spiral or expanding horizon pattern



Source: NTI/MDG (2007)

2.9 The Utilization Of Some Instructional Materials For Social Studies Classroom

Various scholars such as Mezieobi (2002) found out that in all social studies class room in Nigeria,

i. Audio-visual materials (AVM) and Audio – materials (AM) are not used at all by social studies teachers.

ii. Audio-visual materials community resources, visuals, visual materials, graphic (two-dimensional) materials such as charts etc are either not used at all or are ignored in social studies classroom.

iii. Social studies teachers depend too much on textbooks as an instructional resource. Social studies teachers in Nigeria classroom use only text books among the reading materials which include textbooks, magazines, newspapers, current issues of social studies journals, mounted magazines, pamphlets and periodicals.

iv. In social studies classroom, a bulk of the graphic (or two-dimensional) materials such as charts of all kinds, graphs, maps/atlases, diagram, cartoons, comics, posters and billboards which constitute a large percentage of the visual materials are ignored or not made use of in social studies classrooms. This finding is generalized to all social studies classrooms in Nigeria.

2.10 Review Of Related Empirical Studies

The researcher reviewed the following previous empirical researches of:

i. Onasanya and Omosewu (2011) carried out a research on effect of improvised and standard instructional materials on secondary school students' academic

performance in physics in Ilorin Nigeria. The sample of the study consisted of selected secondary schools in Ilorin metropolis of Kwara state. The researcher employed a quasi – experimental design of pretest-post test, non-randomized designed and tested at 0.05 level of significance. From the analysis, they concluded that there was a significantly difference between students taught with improvised instructional materials and those taught with standard instructional materials. This study revealed that improvised instructional materials has great effect on the academic performance of students in secondary schools.

The present study is similar to the past one, since they both attempted to assess the effect of resources improvisation on students academic performances. Both the researchers uses Quasi experiment Design in their research work, furthermore the two researches are similar in the sense that they both employed the use of students as their subjects. More so achievement test was used in all the two researches. However they differ in the following areas the present study was carried out in Katsina state while the past one was done in Kwara state, also the present research was based on social studies subject area, while the past one was in Physics subject area. Purposive sampling was adopted in the present study, while non – randomized sampling techniques was used in the past one.

ii. In the same vein, Popoola (1990) investigated the effect of instructional resources on the academic achievement of students in Ogun state. Five secondary school in Abeokuta were used for his study. Questionnaires were designed to elicit responses on instructional materials that were available for

the teaching and learning of each of the three school subject he examined. He collected WAEC examination result for five years and compared achievement of students in schools with adequate material resources. He found a significant difference with achievement of two sets of students.

The present study is similar to the past research in the sense that, they both compared performance of students of two sets of students. However, they differ in the area of research design, instrumentation and sampling and sampling techniques. The present study also differs in assessing the effect of resources improvisation on the academic performance of students while the previous research assess the effect of instructional resources on the academic achievement of students. Therefore, the present study is carried out in Katsina state while the previous study is conducted in Abeokuta in Ogun state. Achievement test was used in the present study while in previous research work questionnaire was used to elicit responses.

iii. However, Jekayinfa (2009), carried out a study on the effect of instructional resources on the academic achievement of secondary school students in History. For the purpose of the study, she collected data from five hundred and five (505) form IV history students, eleven (11) History teachers and seven (7) principals in eleven (11) selected secondary schools in Ogbomoso North and Central local government areas of Oyo state. In her study, teachers and student in the sampled schools were administered, an investigator constructed questionnaire. History achievement test was also administered on the students in the selected schools. Result of the study indicated that adequate teachers, quality and materials resources in History showed

superiority in achievements on the history test than schools without adequate teacher quality and material resources.

The present study is similar to the past research in the sense that they both assess academic performance and achievement in secondary school student and they both researches employed achievement test on the students in the sampled schools. However, they differ in the following areas: the present study has attempted to assess the effect of resources improvisation on academic performance of social studies students while the previous research was to determine the effect of instructional resources of academic achievement of secondary school students in History. Hence, the present research adopted achievement test while the past research adopted questionnaire and achievement test on students. Therefore, the present research sampled three hundred and eighty four (384) students, while the past research study used five hundred and five (505) students, teachers and principals in selected secondary schools. So also the present study area was Katsina state while the past research work was carried out in Oyo State.

iv. Also Boor (2012) in her study on the Impact of Projected Still Visuals on the Academic Performance of Junior Secondary School Students in Social Studies in Zaria Inspectorate. Division in Kaduna State. The sample of the study consisted of selected junior secondary schools in Zaria inspectorate of Kaduna State. The researcher employed Quasi – experimental design of pre-test – post test, the researcher population was 250 students, purposive designed, and the data was analysed and tested at 0.05 level of significance. From the analysis,

it revealed that projected still visual materials has greater effect on the academic performance of social studies students in Junior Secondary Schools.

The present study is similar to the past research, both the two compared performance of two sets of students. However, they differed in the following ways: the present study is assessing effect of resources improvisation on the academic performance of social studies students while the past study assessed the impact of projected still visual materials on the academic performance of JSS students. The present study was carried out in Katsin state, while the past research was in Kaduna state. Also the present research used ten Junior secondary schools while the past study used four junior secondary school.

v. In the same vein, Moronlola (1982) carried out a research in Ilorin Local Government of Kwara State. She also used questionnaire to tap information on the material resources available for the teaching of ten subjects in the ten secondary schools. She collected WAEC examination results for the past five years and the related these to students' achievements in each of the ten subjects and to the amount of resources available for the teaching of the subject. She also reported a significant effect of material resources on the academic achievement of students in each of the subjects.

The present study is similar to the past study, since the past study assessed the effect of material resources on the academic achievement of students, the major differences in the secondary schools while the present study used JSS students, the previous study employed questionnaire while the present research applied achievement test to tap the information, also the past

research is carried out in Ilorin of Kwara state while the present study is carried out in Katsina state.

Summary

This chapter has discussed views and opinions of some eminent educationist as expressed. Effort have been made to review related literature. The importance of social studies education cannot be over emphasized. Adeyemi (2004) saw social studies as the study of man and everything that affects him in life including physical, mental and social activities. Social studies education touch on all aspects of human life. Therefore, through social studies education, man is equipped with useful knowledge, skills, positive values and attitude to be sufficiently informal to tackle societal problems.

The review has also provided various methods in which improvised resource materials can be used in teaching and learning of social studies concept. Among the recent modern methods is the lecture or demonstration method. This involves practical demonstration which allows the students to identify themselves in it what is positive. It stimulates imagination, promotes team work, and development of aesthetic taste. The literature review also looked into the contribution, importance and relevance of instructional materials and improvise resources materials in teaching and learning of social studies. Improvised resources materials as a tool for motivating students, arousing their interest in learning and improving their performance in social studies.

Resources improvisation are very vital and important in the teaching and learning process, as it goes a long way in facilitating learning by giving substance to

abstraction. The use of improvised materials also helps clear misconception, motivates interest and deepens on student's level of understanding. The teaching of social studies can be more meaningful through the utilization of appropriate improvise resource materials. Finally, the literature also showed that proper training and re-training of teachers of social studies will ring abut proper utilization of the improvise resources in teaching and learning situation which will in turn serve adequate purpose of imparting knowledge to students.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The following sub topics are discussed in this chapter:

- Research design
- The population
- Sample and sampling techniques
- Instrumentation
- Data gathering procedure
- Statistical analysis procedures

3.2 Research Design

The research design for this study was the quasi experimental design. The quasi experimental research design lack full laboratory control and laboratory isolation. The choice of this design is to give a detailed result of the state of affairs at a given period using test items as the instrument for data collection. The design is also chosen because it will be useful in collecting the primary data on variables and so allow establishing relationship between the variables that can be used to generalize the research result on the target population.

In the view of Sambo (2008) correlation studies are undertaken as a preliminary investigation from which testable research hypotheses could be derived. In a correlation studies measures of two or more variables are compared. The researcher has no control over the variable. This is why correlation is considered a quasi experimental design.

3.3 Population

The population of this study is made up of all the two hundred and ninety three (293) government junior secondary schools in Katsina state in 2011/2012 academic session. There are three senatorial zones in Katsina state with seven zonal inspectorates of Education. The three senatorial zones in Katsina state are: Daura, Funtua and Katsina central. These senatorial zones consists of seven (7) zonal inspectorates of Education namely: Funtua, Malumfashi, Dutsin - ma, Kankia, Mani, Daura and Katsina zonal inspectorates of Education.

The population for this study will include all the JSS II and JSS III final year junior secondary school students, who are studying social studies in the (293) Junior secondary schools that make up the study area of the seven zonal inspectorates of education in the state with one hundred and ninety two thousand, five hundred and sixteen (192,516) respectively as given by the state ministry of education. Considering the extensive nature and the distribution of the schools of the projected population, it is glaring that it is too large to handle. As such, it becomes imperative to adopt, accept and standardized sample size.

TABLE A 3.1: TOTAL POPULATION OF JUNIOR SECONDARY SCHOOLS STUDENTS IN KATSINA STATE AND THEIR ENROLMENT BOTH SEXES.

S/N	LOCAL GOVERNMENT AREA	TOTAL POPULATION OF JSS1	TOTAL POPULATION OF JSS II	TOTAL POPULATION OF JSS III	TOTAL		
		MF	MF	MF	M	F	MF
1	Bakori	3,136	3,485	3,444	6,421	4,092	10,512
2	Batagarawa	1,136	1,120	961	2,280	1,486	3,766
3	Batsari	741	746	869	2,11	120	2,263
4	Baure	1,494	1,292	816	2,394	1,692	4,086
5	Bindawa	1,214	1,051	1,049	2,424	889	3,313
6	Charanchi	1,297	878	1,194	1,919	1,564	3,483
7	Dandume	1,496	1,244	1,388	3,313	928	4,241
8	Danja	2,152	1,730	1,417	3,089	1,407	5,496
9	Dan-musa	1,659	1,487	1,346	2,788	1,704	4,492
10	Daura	2,662	2,141	2,771	3,910	3,363	7,273
11	Dutsi	793	528	703	1,149	1,067	2,216
12	Dutsin-ma	2,426	2,070	2,943	3,143	4,273	7,415
13	Faskari	1,225	1,580	1,408	3,197	1,079	4,276
14	Funtua	4,841	4,999	4,661	6,456	7,155	13,611
15	Ingawa	929	785	817	1,645	886	2,531
16	Jibia	2,142	2,115	2,058	3,564	2,755	6,319
17	Kaita	1,2,790	2,584	2,083	5,398	2,058	7,456
18	Kankara	826	809	709	1,592	751	2,344
19	Kankia	432	801	827	2,105	412	2,518
20	Kafur	2,711	2,397	2,237	4,536	2,769	7,304
21	Katsina	12,920	11,735	11,440	19,591	16,460	36,050
22	Kurfi	1,533	955	868	2,249	1,089	3,338
23	Kusada	1,055	747	966	1,375	1,619	2,995
24	Mai'adua	1,176	1,067	914	2,370	788	3,157
25	Malumfashi	5,183	4,887	4,422	9,031	6,705	15,736
26	Mani	817	689	453	1,756	287	2,043
27	Mashi	1,058	892	803	1,887	866	2,753
28	Matazu	818	818	738	1,926	449	2,374
29	Musawa	1,884	1,370	1,333	3,156	1,433	4,589
30	Rimi	1,315	1,174	977	2,390	1,077	3,467
31	Sabuwa	878	745	608	1,885	346	2,231
32	Sandamu	883	1,017	871	2,107	663	2,771
33	Safana	1,271	1,209	967	1,623	1,814	3,436
34	Zango	1,002	880	775	1,044	1,617	2,661
	Total	68,337	62,027	59,836	116,856	75,660	192,516

Source: Katsina State Ministry of Education (2011/12)

3.4 Sample and Sampling Techniques

Ten junior secondary schools were selected in Katsina senatorial zone with a total of three hundred and eighty four (384) students to represent the secondary schools from the three senatorial zones that constituted the study of the seven zonal inspectorate of Education in Katsina state. Students of JSS II and JSS III were exposed to the subject. The school were selected based on three categories; geolocation of the research (Urban and Rural), gender (Male and Female), and the class level of the students. The reason for choosing these three categories of students location, sex and class level is to enable determine the gender effect of the understanding of social studies concept taught. Some of the schools are mixed, some are urban or rural, which enable the researcher to compare the abilities of the boys and girls in social studies conceptual skills in relation to the effect of resource improvisation on the academic performance. This was done by purposive sampling technique that provide each student the chance of effective and active participation in the study to avoid biased selection.

Table B 3.2: Distribution of sampled local government and their population

S/N	LOCAL GOVERNMENT AREA	TOTAL POPULATION OF JSS I	TOTAL POPULATION OF JSS II	TOTAL POPULATION OF JSS II	TOTAL POPULATION OF JSS I, II & III	SAMPLE OF STUDENTS
1	Batagarawa	1,136	1,120	961	3,217	17
2	Batsari	741	746	869	2,263	11
3	Charanchi	1,297	878	1,194	3,483	17
4	Dan Musa	1,659	1,487	1,346	4,492	23
5	Dutsin-ma	2,426	2,070	2,943	7,415	37
6	Jibia	2,142	2,115	2,058	6,319	32
7	Kaita	2,790	2,584	2,083	7,456	37
8	Katsina	12,920	11,735	11,440	36,095	180
9	Rimi	1,315	1,174	977	3,467	17
10	Safana	1,271	1,209	967	2,661	13
	Total	**27,697**	**25,118**	**24,838**	**76,868**	**384**

Source: Department of Planning Research and statistics, development partners and ICT, Katsina state ministry of Education (2011-2012)

Table B 3.3: Distribution of sampled JSS II and III male and female student population

S/N	L.G.A	Student JSS II		Student JSS II		Total
		M	F	M	F	
1	Batagarawa	6	4	4	3	17
2	Batsari	3	2	4	2	11
3	Charanchi	7	3	5	2	17
4	Dan Musa	8	5	6	4	23
5	Dutsin-ma	16	7	8	6	37
6	Jibia	13	9	5	5	32
7	Kaita	10	6	11	10	37
8	Katsina	63	37	48	32	180
9	Rimi	7	3	3	4	17
10	Safana	5	3	3	2	13
	Total	**138**	**79**	**97**	**70**	**384**

3.5 Instrumentation

The researcher used the pre-test and post-test. However, the pre-test has tested the students' entry behavior in relation to certain social studies concepts. The social studies achievement test consisting of a set of twenty (20) item objectives tests in social studies. The results was marked and scored (100%). The purpose of this

multiple test is to evaluate the effectiveness of resources improvisation on academic performance of social studies students learning in eleven schools. The test item objectives are constructed from the multiple test questions in Junior secondary school certificate examination past questions papers and these questions are validated by some expert in social studies education. The test item objectives consist of four response options of which one is the correct answer and the remaining three options are good distracters. The post-test will be the accuracy / capability test which will be used to test the level of mastery of some selected social studies concepts taught with the aid of improvised resource materials.

3.5.1 Validity of the instrument

In order to make sure that the final copy of the test item was valid for the study, the researcher gave it to the experts in the department of Art and Social Sciences education, social studies section, after writing the achievement test questions which ensured the validity of the structured questions before administering to the respondents.

The Social Studies experts critically assess the test items construction in Social Studies achievement and its suitability based on the following criteria to:

i. Ascertain whether or not the test items were all constructed within the syllabus of junior secondary school,
ii. Evaluate the appropriateness of the test item to the level of the target population,

iii. Determine whether or not the statement and structure of the test item were properly stated in terms of clarity, readability, difficulty or simplicity of the level of the expected learners and

iv. Carryout suggestions, criticism and reconstructions of the social studies test items that were of benefit to the improvement of the quality of the test items.

3.5.2 Reliability of the research instrument

Validity and reliability were to check the test the efficiency, suitability and internal consistency of the research instrument, in order to minimize errors in the interpretation. The test items to be use for this study will be adopted and improved upon under the supervision of social studies specialist and statistician; also the supervisors were consulted and statistician; also the supervisors were consulted to establish content validity and reliability of the instrument. The data collected from the pilot study were statistically analyzed to determine the reliability coefficient of 0.85 of the instrument were targeted. The pilot study was conducted in social studies using achievement test in social studies in JSS II and JSS III schools at Kurfi local government with 192 test items for the purpose of establishing reliability and validity of the instrument.

3.6 Data collection procedure

The researcher collected an introductory letter from the Department to the schools in question and also seek assistant from the social studies teachers in Junior secondary school in order to administer the instrument effectively. The test was administered to ten (10) junior secondary schools (JSS II and JSS III) before and after teaching the students by researchers in different schools; Government Science

secondary school Batagarawa with the sample of 17 students, Government secondary school Batsari with 11 student, Government day secondary school Banye with 17 students, government Day Secondary School Dan Musa with 23 students, Government Arabic Girls Secondary School Dutsin-ma with 37 students, Government Girls Secondary school Jibia with 32 students, Government day secondary school Kaita with 37 students, Government College Katsina with 180 students, Government Day secondary school Abukur with 17 students and Safana junior Day Secondary school with 13 students respectively. Before teaching was done by the researcher, pre-test were given without the prior notice in order to minimize examination malpractice and fear by the students.

3.7 Statistical Analysis Procedure

The Data collected was subjected to statistical analysis. The analyses were also carried out through the use of statistical package for social sciences (SPSS) in the Analysis of data and testing hypotheses.

The null hypotheses I-III that seeks to ascertain the significant differences between two variables were analyzed through the use of t-test statistic. In order to uphold or reject the hypotheses advance for the study on alpha of 0.05 level of significance were used.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

The main purpose of this research was to find out the Effect of Resources Improvisation on Academic Performance of Junior Secondary School Social Studies Students in Katsina State. To achieve this, 384 participants (students) of male and female, JSS III and JSS II and urban and rural participated in the study. Pretest was administered and posttest after treatment. Data collated from the tests were subjected to statistical analysis using the appropriate tools and procedure in SPSS ver. 22 and result presented in tables as shown in the following paragraph.

4.2 Demographic Characteristics of Respondents

The following tables shows the bio data of the sampled respondents who participated in the study. The characteristics cover gender, class and location of the respondents.

Table 4.2.1 Frequency and percentage of respondents based on gender

Gender	*Frequency*	*Percent*	*Cumulative Percent*
Male	222	57.8	57.8
Female	162	42.2	100.0
Total	384	100.0	

The table above shows that of the 384 respondents who took part in the study, 222 (57.8%) of the respondents were males while 167 (42.2%) were females. This means that majority or more than $\frac{1}{2}$ of the respondents were males.

Table 4.2.2 Frequency and percentage of respondents based on class

Class	*Frequency*	*Percent*	*Cumulative Percent*
JSS III	214	55.7	55.7
JSS II	170	44.3	100.0
Total	384	100.0	

The above table shows frequency and percentage of respondents based on class. It shows that out of the 384 respondents who participated in the study, 214 (55.7%) of the respondentsare in JSS IIIwhile 170 (44.3%) are in JSS II. This analysis implies that more than $\frac{1}{2}$ of the participants are in JSS III class.

Table 4.2.3 Frequency and percentage of respondents based on location

Location	*Frequency*	*Percent*	*Cumulative Percent*
Urban	283	73.7	73.7
Rural	101	26.3	100.0
Total	384	100.0	

The above descriptive analysis shows frequency and percentage of respondents based on whether a student resides in urban or rural location. Result indicates that out of the 384 sampled respondents in the study, 283 (73.7%) of the respondentsare reside in urban centers while 101 (23.6%) live in rural area. This result therefore implies that almost $\frac{3}{4}$ of the participants in this study live in urban centers.

4.3 Hypotheses testing

Three null hypotheses were stated for the study. In order to test them for acceptance or rejection, data were collated from sampled participant (students) and the result are presented as follows.

RQ1 What is the difference in the posttest performance of rural and urban students in JSS social studies when taught using resource improvisation?

$H_0$1 there is no significant difference in the posttest performance of urban and rural students when taught using resource improvisation

Variable	*Location*	*N*	*Mean*	*SD*	$t\text{-}_{ratio}$	$t\text{-}_{crit.}$	*p*	*Remark*
Posttest Social studies scores	Urban	283	12.982	4.223	3.809	1.96	.000	Rejected
	Rural	101	11.158	3.859				

Df=382

The above independent sample t-test analysis was aimed at finding difference in the mean performance of urban and rural JSS social studies students when exposed to resource improvisation. Result suggests a significant difference in the performance of urban (*M*=12.96, *SD*=4.22) and rural students (*M*=11.15, *SD*=3.85), t(382)=3.80, p=.000. In other words, urban students performs better than rural students when exposed to resource improvisation. Therefore, the null hypothesis that say there is no significant difference in academic performance of urban and rural students when exposed to resource improvisation is rejected.

RQ2 What is the difference in the posttest performance of male and female students in JSS social studies when taught using resource improvisation?

$H_0$2 there is no significant difference in the posttest performance of male and female students when taught using resource improvisation

Variable	*Gender*	*N*	*Mean*	*SD*	t_{ratio}	t_{crit}	*p*	*Remark*
Posttest Social studies scores	Male	222	12.567	4.372	.354	1.96	.723	Retained
	Female	162	12.413	3.972				

df=382

The independent sample t-test analysis above was aimed at finding difference in the mean performance of male and female JSS social studies students when exposed to resource improvisation. The result shows that there is nosignificant difference in the performance of male (*M*=12.56, *SD*=4.37) and female students (*M*=12.41, *SD*=3.97), t(382)=.354, p=.723. This means that the academic performance of male and female JSS social studies students when exposed to resource improvisation are the same. Therefore, the null hypothesis that say there is no significant difference in academic performance of male and female students when exposed to resource improvisation is retained.

RQ3 What is the difference in the posttest performance of JSS III and JSS II social studies students when taught using resource improvisation?

$H_0$3 there is no significant difference in the posttest performance of JSS III and JSS II students when taught using resource improvisation

Variable	*Class*	*N*	*Mean*	*SD*	t_{ratio}	$t_{crit.}$	*p*	*Remark*
Posttest Social studies scores	JSS III	214	13.140	4.568	3.380	1.96	.001	Rejected
	JSS II	170	11.700	3.546				

df=382

To find out the difference in the mean performance of JSS III and JSS II social studies students when exposed to resource improvisation,an independent sample t-test was conducted. Result indicates that there is a significant difference in the performance of JSS IIIstudents (*M*=13.14, *SD*=4.56) and JSS II students (*M*=11.70, *SD*=3.54), t(382)=3.38, p=.001. This implies that JSS III students perform better than JSS II students when exposed to resource improvisation. Therefore, the null hypothesis that say there is no significant difference in academic performance of JSS III and JSS II social studies students when exposed to resource improvisation is rejected.

4.4 Summary of findings

Based on the output of the study, the following summaries of the results are made;

1. There is a significant difference in the posttest scores of urban and rural JSS social studies students when exposed to resource improvisation. Result indicates that urban students perform better than students in rural area when resource improvisation was used.

2. There is no significant difference in the posttest academic performance of male and female JSS social studies students when resource improvisation was used.
3. There is a significant difference in the performance of JSS III and JSS II social studies students when exposed to resource improvisation. Result suggests that JSS III perform better than JSS II students when resource improvisation was used.

4.5 Discussion of Results

This focuses on the discussion of results, it has been observed that over the years not all schools have the capacity to procure, distribute and utilize instructional materials because of financial constraints as well as availability of such materials. Unfortunately most teachers in the junior secondary schools make it difficult for social studies main objectives to be achieved. Due to such variables, effect of availability, accessibility and resource improvisation in learning of social studies concept among junior secondary school students performance is generally poor as they often forget what they are being taught for over a long period of time. This study therefore, focuses on the effect of resource improvisation on the academic performance of students in social studies in Katsina. This study shows that, the application of resource improvised materials in teaching and learning in junior secondary schools will go a long way to improve the academic achievement of students in social studies.

In hypothesis I which stated that, there is no significant difference in the academic performance of urban and rural students when taught using resource

improvisation. Therefore, the results of post test reveals a significant difference in the academic performance between urban and rural students; that urban students performs better when exposed to resource improvisation (t-calculated of 3.809) while rural students taught without resource improvisation scored (t-critical of 1.96) at 0.05 level of significant and 382 degree of freedom. Therefore the means average performance of urban JSS students of 12.982 is greater than that of rural JSS students of 11.158 in their post-test achievement test as earlier agreed by Onasanya and Omesewu (2011).

The result of the data analysis on hypothesis II revealed that there is no significant difference in the performance of male and female students when taught using resource improvisation as a result of learning social studies, reason that the calculated t value of post test (345) is less than t-critical, t-value of (1.96) at 0.05 level of significant and 382 degree of freedom, in which the Null hypothesis is retained. Therefore, this shows that, there is no significant difference among male and female students on the academic performance in social studies when exposed academic performance in social studies when exposed to resource improvisation, gender issues do not emerge as significant to academic performance. These findings on gender agree with Yusuf and Afolabi (2010) based on their review of studies on gender CAI on academic performance in biology, it also agree with the findings of Onasanya and Omosewu (2011).

The result of data analysis III revealed that, there is no significant difference in the performance of JSS II and JSS III social studies students when taught using resource improvisation as a result of class level in Katsina Senatorial zone in Katsina state. Hence the t-calculated value of post-test (3.380) is greater than t-critical of post

test (1.96) at 0.05 level of significant and 182 degree of freedom, in which case the hypothesis is rejected. This implies that, there is significant effect, between the JSS social studies students in their school type.

4.6 Major findings of the study

The major findings of the study were that:

i. There is a significant effect in the performance of the experimental group taught with improvised resource materials and the control group taught without resource improvised materials.

ii. Exposure of JSS II and JSS III to the use of improvised resource materials improved student's performance on academic learning in social studies.

iii. Gender had significant effect on JSS II and JSS III students' performance when taught with the use of improvised resource materials.

iv. There is significant effect between urban and rural areas and students achievement in social studies.

v. There is significant effect on resources improvisation on the academic performance of JSS social studies in Katsina state.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter draws up summary and conclusion of the research study and also provides necessary recommendations based on the result of the study.

5.2 Summary of findings

The purpose of this study was to determine the effect of resource improvisation on the academic performance of students in social studies in Katsina state. The researcher used experimental research method. Ten schools were used for the study. Students were exposed in to experimental and control group for the study. The experimental group was taught with the application and use of resources improvised materials while the control group taught without resource improvised materials.

The researcher spent twelve (12) weeks carrying out the tests with the ten groups. Three (3) hypotheses were tested. Pretest-posttest experimental control design was employed for the purpose of data collection. Pre test was first administered to the students to determine their previous experiences and understanding the social studies concepts. The test was a 20 items objective test. The actual teaching of the each group took four (4) weeks. A post test was given after the teaching and application of resource improvised materials to determine the effect of Resource Improvisation on the Academic Performance of Students in Social Studies, in Katsina state.

5.3 Conclusion

Education is the pivot for development in any nation, such development start in the classroom and the teacher is the effective key player. But inspite of the availability of the social studies teachers, the country (Nigeria) is yet to feel the impact of education in this respect. Thus there has been public outcry on poor performance at the JSSCE levels. A lot of blames has been put on the teachers' inability to teach well.

The findings of this study has however revealed that one way to solve this problem is in the constant use of resources improvisation and social studies teachers to be very resourceful in improvising materials to arouse and sustains interest learners readiness and makes student more involved in a lesson. The end result of these are better learning and better performance. This is because resources improvisation facilitate and enhances effective understanding of concepts eluding the teaching and learning of the subject taught.

Therefore, teachers particularly those teaching social studies in the schools should exonerate themselves from the public blames by ensuring that resources improvisation are an integral part of their lesson. This will influence academic performance positively and education will play its vital role as the foundations for national development.

5.4 Recommendations

Based on the relevant of resources improvisation on the academic performance of student of social studies and the result of the findings of the present study, the following recommendations are made;

i. Teachers should engage in human capacity building process which will involves the use of variety of strategies and techniques in manipulation of resources in his teaching, social studies needs various components like resources improvisation that will help to enhance teaching and learning process.

ii. Libraries should be equipped with improvised instructional materials (educational resource room or centres) in school so that teachers and student teacher may use them for effective instructions in Junior secondary schools.

iii. Sufficient, appropriate and frequent use of improvised resources in teaching social studies is important if the subject matter is to be taken more seriously. Other approaches or methods that are known to enhance student's academic performance should be use to teach social studies in Junior secondary schools.

iv. Educational planners and managers should equally organize resources improvisation annual exhibition and display competition annually across the whole state and at national level for effective teachers evaluation and assessment.

v. Workshops, seminars, in-service trainings and symposia should be organized for teachers to help them to realize the effectiveness and importance of

resources improvisation in schools and so encourages them to always use them for instruction.

vi. The federal ministry of education and Nigerian Educational Research Council (NERC) should establish or it has been established should make functional, centres for provision of locally developed teaching aids and its function should include the evaluation and recommendations on specific and relevant instructional materials.

5.4.1 Contribution to Knowledge

The researcher contributes to Knowledge in the fallowing areas;

i. The result of the study revealed that the use of resources improvisation has effect on the JSS Social Studies Students Academic Performance.

ii. Students taught Social Studies with the application of resources improvised materials performed better than those without the use of resources improvisation.

iii. There is significance differences on the academic performances of males and females students taught with improvise teaching resources.

5.4.2 Suggestion for further research

The following suggestions were made for further studies:

i. Attitude of students towards the use of resources improvisation in teaching and learning and also to enhance their understanding and academic performance in social studies could also be studies.

ii. A similar study should be carried out in Davera and Funtua Senatorial Zones using improvised resource materials to ascertain whether similar or different results would be obtained when the various improvised instructional materials are employed.

iii. This study should also be carried out in other states in order to find out the extent to which results and findings of the present study can be generalized.

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APPENDIX A

PRE-TEST STUDENTS TEST QUESTIONS

Below are questions on matters concerning the learning of social studies in the JSS III; Read carefully and tick which of the following you best know or have idea on:

1. Social studies enable us to have a general knowledge about.
    a. Market
    b. Capital
    c. Labour
    d. Man and his environment √
2. Social studies is taught in our school system to…
    a. Protect democracy
    b. Domesticate people
    c. Inculcate skills and impact knowledge √
    d. Help businessmen
3. The general beliefs is that, man and the entire world were created by
    a. Man
    b. God √
    c. A group of people
    d. Prophets
4. Which of the following accounts for about 90% of Nigeria's export earnings?
    a. Zin
    b. Crude oil √
    c. Platinum
    d. Potash
5. How many continents are in the world?
    a. 7 √
    b. 8
    c. 9
    d. 10

6. Culture is defined as a way of_____
    a. Dressing
    b. Life √
    c. Eating
    d. Speaking
7. School is one of the agents of _____
    a. Socialization √
    b. Division of labour
    c. Market
    d. Trade
8. What are the colours of Nigerian flag?
    a. Yellow, Green and White
    b. Black, White and Red
    c. Green, White and Green √
    d. Red, Black and White.
9. _____ is a capital of Nigeria
    a. Lagos
    b. Kano
    c. Abuja √
    d. Enugu
10. Before the amalgamation of Nigeria, there were _____protectorates
    a. 1
    b. 2 √
    c. 3
    d. 4
11. Which of the following is a cash crop?
    a. Maize
    b. Cocoa √
    c. Rice
    d. Guinea corn
12. Knowledge about man and his environment is acquired in _____
    a. Computer science
    b. Social Studies √
    c. Home Economics
    d. Physical and Health Education

13. A family consists of the _____

a. Father and children
b. Husband and wife
c. Father, mother and children √
d. Mother, daughter and son

14. The ruling party in Nigeria now is_____

a. APP
b. PDP √
c. CPC
d. ANPP

15. Road transportation include the following EXCEPT _____

a. Cars
b. Canoes √
c. Motorcycles
d. Lorries

16. Millet is widely produced in _____

a. Lagos state
b. Oyo state
c. Katsina state √
d. Edo state

17. Nigeria has two major rivers, Niger and _____

a. Rima
b. Safke
c. Benue √
d. Zobe

18. The roles of a father include all the followings EXCEPT…

a. He cooks food for the family. √
b. He ensures the security of the family.
c. He provides basic needs for the family
d. He provides money for the smooth running of the family.

19. Alhaji Umaru Musa Yar'adua ruled Nigeria as a_____

a. Military President

b. Prime Minister

c. Governor

d. Civilian President √

20. HIV/AIDS infection is caused by a virus called…

a. Cholera

b. Epilepsy

c. Immune deficiency virus √

d. Tetanus virus

Source: Katsina Ministry of Education Resource Centre 2011/2012 Basic Education Certificate Examination (BECE)

APPENDIX B

POST-TEST STUDENTS TEST QUESTIONS

Below are questions on matters concerning the learning of social studies in the JSS III; Read carefully and tick which of the following you best know or have idea on:

1. HIV/AIDS infection is caused by a virus called…
    a. Cholera
    b. Epilepsy
    c. Immune deficiency virus √
    d. Tetanus virus
2. Alhaji Umaru Musa Yar'adua ruled Nigeria as a_____
    a. Military President
    b. Prime Minister
    c. Governor
    d. Civilian President √
3. The roles of a father includes all the followings EXCEPT…
    a. He cooks food for the family. √
    b. He ensures the security of the family.
    c. He provides basic needs for the family
    d. He provides money for the smooth running of the family.
4. Nigeria has two major rivers, Niger and _____
    a. Rima
    b. Safke
    c. Benue √
    d. Zobe
5. Millet is widely produced in _____
    a. Lagos state
    b. Oyo state
    c. Katsina state √
    d. Edo state
6. Road transportation include the following EXCEPT _____
    a. Cars

b. Canoes √
c. Motorcycles
d. Lorries

7. The ruling party in Nigeria now is_____
    a. APP
    b. PDP √
    c. CPC
    d. ANPP
8. A family consists of the _____
    a. Father and children
    b. Husband and wife
    c. Father, mother and their children √
    d. Mother, daughter and son
9. Knowledge about man and his environment is acquired in _____
    a. Computer science
    b. Social Studies √
    c. Home Economics
    d. Physical and Health Education
10. Which of the following is a cash crop?
    a. Maize
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11. Before the amalgamation of Nigeria, there was _____protectorates
    a. 1
    b. 2 √
    c. 3
    d. 4
12. _____ is a capital of Nigeria
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13. What are the colours of Nigerian flag?
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14. School is one of the agents of _____
    a. Socialization √
    b. Division of labour
    c. Market
    d. Trade
15. Culture is defined as a way of_____
    a. Dressing
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    d. Speaking
16. How man contents are in the world?
    a. 7 √
    b. 8
    c. 9
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17. Which of the following accounts for about 90% of Nigeria's export earnings?
    a. Zin
    b. Crude oil √
    c. Platinum
    d. Potash
18. The general beliefs is that, man and the entire world were created by
    a. Man
    b. God √
    c. A group of people
    d. Prophets
19. Social studies is taught in our school system to…
    a. Protect democracy only
    b. Domesticate people

c. Inculcate skills and impact knowledge √

d. Help businessmen only

20. Social studies enable us to have a general knowledge about.

a. Market

b. Capital

c. Labour

d. Man and his environment √

Source: Katsina Ministry of Education Resource Centre 2011/2012 Basic Education Certificate Examination (BECE)

APPENDIX C
KREJCIE AND MORGAN TABLE FOR DETERMINING SAMPLE FROM A GIVEN POPULATION

NOTE:

N - Population

S - Sample size

N	S	N	S	N	S
10	10	220	140	1200	201
15	14	230	114	1300	207
20	10	240	140	1400	320
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	159	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	186	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	355
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	369
140	103	700	848	10000	370
150	108	750	204	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	330
190	127	950	271	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100,000	384